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

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SUBJECT CURRICULA/SYLLABUSES

Eighth Grade

Prishtina, 2019

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

Kabineti i Ministrit/Kabinet Ministra/Cabinet of the Minister

No.349/01-B
Date: 19/08/2019

The Minister of Education, Science and Technology, pursuant to Articles 8, 10, and 11 of the Law No.06/L-113 on Organization and Functioning of State Administration and Independent Agencies (Official Gazette, no.7/ 01 March 2019), Article 5 and Law No.04/L-032 on Pre-University Education in the Republic of Kosovo, as well as on the basis of Article 8, paragraphs 1, 4 and Annex 6 to the Regulation No.02/2011 on the Areas of Responsibility of the Office of the Prime Minister and Ministries (22.03.2011), issues the following:

DECISION
on the implementation of the curriculum

1. All institutions of lower secondary education are hereby obliged to implement the curriculum for the eighth grade of lower secondary education in the Republic of Kosovo.

2. The decision enters into force upon its signing.

Reasoning

On the basis of the abovementioned provisions and in function of the implementation of the new subject syllabuses for the eighth grade of lower secondary education in the pre-university education of the Republic of Kosovo, it was decided as in the enacting clause of this decision.

The Decision will be served on:

1. Secretary General, MEST;
2. Department for the Development of Pre-University Education, MEST;
3. Department for Pre-University Education Policies, MEST;
4. Department of Education Inspection , MEST;
5. State Council on Pre-University Education, MEST;

6. State Council for Licencing of Teachers, MEST;
7. Division for Teacher Professional Development, MEST;
8. Division for Curricula and School Textbooks, MEST;
9. All Municipal Education Directorates;
10. Archive, MEST.

Shyqiri Bytyqi
Minister /MEST
Signed and stamped

CONTENTS

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Introduction

The eighth grade subject curricula/syllabuses have been drafted in seven fields of curriculum. The eighth grade, like the seventh grade, has the same organization of teaching subjects within the fields of curriculum.

Learning outcomes for most of the fields of the curriculum are achieved through several subjects. In the field of Languages and Communication, the outcomes are achieved through the subjects of Mother tongue, English language, and second foreign language (German Language, French Language). When second foreign languages are chosen by the students, they must be learned continuously, until the completion of lower secondary education. In the fields of Arts, the domain outcomes are achieved through the teaching subjects Figurative Art and Musical Art.

Learning outcomes in the field of Natural Sciences are achieved through the subjects of Physics, Chemistry, and Biology. In the field of Society and Environment, the outcomes must be achieved through the subjects: History, Geography and Civic Education, whereas in the Curriculum area Life and Work, the outcomes are achieved through the subject of Technology with ICT. In the field of Mathematics, the outcomes are achieved through the subject of Mathematics. Outcomes in the field of Physical Education, Health and Sports field are achieved through the subject of Physical Education, Sports and Health.

In this grade, even though the teaching is organized through subjects, the teachers must endeavour for the teaching to be integrated, by coordinating the planning with each other. Teachers should link teaching to students' daily work and life, in order to enable them to understand their relationship with the natural and man-made environment. Also, during the teaching of each subject, including elective subjects, teachers must endeavour to develop the competencies that have been determined for the fourth level of the Curriculum.

Lesson plan

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

CURRICULUM AREA: LANGUAGES AND COMMUNICATION

Subject curricula/syllabuses

Albanian Language
English Language
German Language
French Language

Subject curriculum/syllabus

Albanian Language

Grade 8

Content

Introduction

The Albanian Language syllabus in the eighth grade enables students to further advance their language skills in listening, speaking, reading, and writing. In this grade, the complexity of linguistic and expressive structures increases, starting from phonetic units, to the word, to the simple sentence, to the compound coordination and subordination sentence to reach the paragraph and the text as a complex set of expressions. Gradually, the emphasis shifts to writing more complex literary and non-literary essays, including descriptions of narrative elements, explanations of arguments, as well as the development of imagination, creativity, and the ability to judge and assess. Students also increase their capacities for expressing their thoughts and experiences. The eighth-grade syllabus is part of the lower secondary school programme. The basic requirement of the language at this level is the training of students for the development of general culture and communication skills in addition to the correct use of the language in respective situations. This grade aims at the further cultural and linguistic formation of the student, by taking into account the cultivation of his/her personality, his/her culture of behaviour, and his/her communication. Special attention is paid to increasing the student's general cultural and literary level.

Goals

The Albanian language of the eighth grade enables the student to:

- Acquire and expand the culture of expression and behaviour (at school, within the family and in the wider social circle);
- further be trained to analyze details and make generalizations (in literary, non-literary, and linguistic texts);
- deepen his/her linguistic and literary knowledge;
- further expand his/her national and international cultural horizons.

Topical content and learning outcomes

Students in eighth grade must achieve the subject learning outcomes (SLO) from the topics determined in the below table; the topics have derived from the concepts and domain learning outcomes (DLO) Languages and Communication for the fourth level of the Curriculum (Lev.4), which you can see in the Core Curriculum of lower secondary education.

Communication skills

- Listening and speaking
- Reading
- Writing

(All topics are realized through communication skills)

Concept	Topics	Subject learning outcomes per topic (SLOT)
Literary and non-literary texts	Story elements: exposition, culmination and denouement; Elements of the novel – fable, characterization, composition, narration, vocabulary; Mythological structures; Mythological figures (some elements of Albanian and Greek mythology); Old Albanian texts - linguistic analysis Features of lyrics; Literary motifs: immortality, fantasy, death, love, adventure, patriotism, war, humour; Literary magazine Personal narrative (autobiographical, of a special event, etc.); Text- different features of literary and non-literary texts; Essay and its types (narrative (indicative), descriptive, persuasive - argumentative); Research writing (historical, biographical); Creative writing - stories; Theatre and film elements; The individual and the world; Conflict - the influence of tradition and society;	• Identifies the basic elements of the structure of the story; • Describes and forms the main ideas, arguments, and perspectives of the text, using knowledge about the structure of the text, its organization, and purpose; • Identifies the constituent elements of the novel; • Analyzes the structure of the short story and the novel and develops it depending on the inclination; • Judges conversations with peers and adults by asking and giving answers on different topics; • Recognizes (lists) and analyzes some Albanian and Greek mythological elements; • Distinguishes (compares) the features of a fantastic story from a realistic one; • Describes and determines the main ideas and features of literary and non-literary texts; • Recognizes and compares motifs in poetry and prose (meditative, patriotic, social, and erotic); • Analyzes the linguistic aspects of old Albanian texts and compares them with the standard language; • Identifies the features of the lyrics; • Distinguishes and compares literary genres and types; • Distinguishes and compares literary motifs; • Writes magazine articles on various topics; • Narrates about various personal events or any other event orally

		and in writing in front of a certain audience ; • Describes and concludes the main ideas and features of literary and non-literary texts; • Uses effective forms of literary and non-literary writing; • Distinguishes (compares) elements of oral literature from written literature; • Interprets the structure of the essay: introduction, body, and conclusion; • Creates narrative, descriptive and persuasive-argumentative essays; • Researches and finds various data to present important historical and biographical events; • Recognizes and interprets the dramatic text; • Distinguishes the basic concepts of theatre.
Figurative and non-figurative language	Idioms, analogies, metaphors, comparisons in the literal and figurative sense, irony	• Explains idioms, analogies, metaphors, irony, and comparisons, by providing explanations about (analyzing) their stylistic effect.

Culture, criticism, history	Myth as a literary structure; Figures and style; Types of essay. Literary genres, epic and history, Culture, national and universal culture The individual and the world; Conflict - the influence of tradition and society;	• Distinguishes the constituent elements of the myth - figures and style; • Distinguishes and writes different types of essay; • Explains and compares national and universal cultural features from literature, culture and history; • Manifests requirements for the development of individuality; • Distinguishes the literal and figurative meaning of the phrase, the historical meaning from the literary meaning, and the text from the context;
Linguistic system	Historical shifts (metaphony, apophony, metathesis, elision, assimilation, fusion, contraction); Shifts in the Albanian language (positional and combinatorial); The sentence and its formation; Sentence, noun groups and verb groups; Conditional, subjunctive, admirative and imperative mood of the verb and its tenses, conjugation, voices; Particles, Interjections; Compound sentences with coordination (copular (additive), contradictory ; Compound sentences with subordination (indicative, temporal, causal, conditional, comparative, modal, consequential, permissive, contradictory);	• Explains historical and current (living) phonetic changes in the language; • Identifies the grammatical structure of words and their formation • Explains the formation of words and sentences and makes their grammatical analysis; • Distinguishes the main groups in the simple sentence and defines their functions; • Distinguishes and correctly uses the grammatical categories of the verb: moods, person, number, tense, form, conjugation, voice; • Distinguishes and correctly uses particles, interjections; • Distinguishes and correctly uses the types of sentences with coordination and subordination as well as the corresponding conjunctions; • Distinguishes and correctly uses words with multiple meanings in different texts;

	Words with multiple meanings Dialects in the territories where Albanian is spoken, the differences between them and standard Albanian; The historical development of the Albanian language and its influences; Conjugation of reflexive, possessive, interrogative and indefinite pronouns.	• Uses spelling and punctuation rules correctly; • Identifies dialectal features of Albanian language and distinguishes them from the forms of the standard language; • Distinguishes the main features of the standard Albanian language; • Identifies and uses words with multiple meanings in different texts; • Practices pronoun declension and verb conjugation; • Uses punctuation marks correctly (the result is repeated); • Distinguishes and uses reflexive, possessive, interrogative and indefinite pronouns;

Methodological guidelines

The methodology and organization of teaching and learning are the teacher's own mastery for the realization of the programme content and the achievement of the subject outcomes. During the realization of the teaching process, the teacher must consider the most effective teaching strategies that enable effective learning. The teacher must guide the learning process toward acquiring language skills. Their attention should be focused on achieving the learning outcomes for this grade and developing competencies. The teacher must realize the structures of the linguistic system through language skills (listening, speaking, reading, and writing) in each class. The units of the linguistic system (phonetics, grammar, syntax, etc.) are taught integrated through various literary and non-literary texts. The student should be at the center of the learning process. The teacher should endeavour to know the character of the student and his/her strengths and weaknesses.

Guidelines for implementing cross-curricular issues

The Albanian language is a means of communication for all subjects, but it has a direct link with arts, music, history, culture, mathematics, and civic education. Some topics from these subjects affect the advancement of communication skills, cultural formation, and the creation of independent individuality. In addition to interdisciplinary issues, several cross-curricular issues can be developed through the Albanian language, such as topics from Education for Sustainable Development, topics from Media Education, topics related to health, human rights, gender equality, diaspora, etc. The topics can be chosen by the teacher, depending on their importance.

Assessment and evaluation guidelines

The assessment is performed with the purpose of identifying and verifying the degree of mastery of the learning outcomes and identifying the difficulties faced by the students. Assessment of students' performance should serve to identify strengths and obstacles in order to help students improve their weak points. The teacher must continuously assess the students' mastery of the subject's competence.

In this grade, the teacher, through assessment, also verifies the achievement of other competencies envisaged in the Curriculum Framework. During the assessment, the teacher should pay special attention to: oral expression, expression through oral interaction as well as written expression. Communication that enables students to develop as individuals and learn how to actively participate in society deserves special attention. It is important that they understand the messages addressed to them and express them clearly through communication with others.

Guidelines for teaching materials and resources

The teacher can use all resources, tools, and materials that help achieve the subject outcomes and competencies for this grade. The teacher can independently create materials that help him implement the learning topics and achieve the subject outcomes.

Subject curriculum/syllabus

English Language

Grade 8

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

Introduction

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

English learning begins from the first stage and progresses through the final grade of upper secondary education. The fourth 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- Making friends** - A pen friend - Friends club - Internet	• Listens/reads about other people and their ideas and discusses information regarding friendship, defining and explaining the stages of friendship; • Understands the importance of friendship and the nature of positive relationships identifying what it means to be a good friend; • Discusses and respond to content of the text orally and in writing; • Creates a storyboard to demonstrate strategies for making friends using an introduction, complication and resolution; • Understands relationships describing factors that contribute to positive relationships, including with people at school and in their community; • Uses technology, such as social networks, to keep in touch with others; • Explains and analysis the relationship between the ways of communication using appropriate language while speaking with peers and elders in different places; • Demonstrates shared responsibility and mutual support in friendships, showing care and concern for friends.
	Topic 2 - Life at home - Living with family - The neighbours - The ideal school - Living alone	• Completes tasks from listened and read texts about similarities and differences and values diversity in their community and school; • Understands the importance of family and the nature of positive relationships identifying what it means to be family and to live with it; • Defines 'neighbourhood', lists the characteristics of a desirable neighbourhood, distinguishing between a neighbourhood and a community; • Discusses on differences in families, illustrating their family in a short-written text; • Listens and reads about the history of the family and identifies that their family is different from others; • Identifies different important members of a community comparing rural, urban, and suburban communities; • Writes or illustrates something that they have contributed to their family and discusses it with classmates asking and answering questions; • Creates a family tree with guidance and independently explains the components of it.
	Topic 3 – Jobs - Who does what? - Jobs for boys and girls	• Uses appropriate vocabulary when talking about jobs and describes accurately various job roles and functions; • Appreciates the people in the child's life that work to help

	- Dangerous jobs - Working for fun	them grow and learn; • Realises the many different kinds of compensation people receive for different kinds of work; • Discusses the definitions of jobs, occupations, professions, and work; • Writes the daily schedule of an adult worker; • Reviews the chosen ads in a daily newspaper and compares the types of jobs for which there seems to be the most demand; • Lists the types of jobs that have been associated with physical danger; • Lists occupations by which people make a living in their own town or county and represents them by writing creatively; • Listens to different opinions, discusses and collaborates with peers and teacher challenging the preconceptions about who does certain jobs; • Examines the Do's and Don'ts of completing a job application; • Provides listening and speaking practice through watching a video called 'A job interview' by taking part in a job interview through role-playing; • Summarises and paraphrases information in a text; • Identifies stated story elements: main characters, setting, sequence of events and discusses on author's reasons.
	Topic 4 – The way we lived - Childhood - Hometown - Sports and pets - Men and Women	• Listens and reads the texts demonstrating understanding by responding to questions about the content of the text and makes some inferences; • Makes inferences and predictions based on information in the text; • Lists occupations that were common a hundred years ago no longer in existence and those that are common today but did not exist a hundred years ago; • Identifies life events in a text and puts them in chronological order; • Defines the stage of childhood; • Listens and reads about the history of the family and compares the lifestyles in the past and present; • Summarises the main ideas explained about childhood; • Makes a mind map with the main concepts about childhood; • Discovers anecdotal stories about their very own hometown community; • Identifies specific physical and emotional characteristics and experiences within an activity; • Broadens his/her knowledge of the variety of games played by children around the world. comparing with the games played now.
	Topic 5 - Excursions - Sightseeing - Travelling - Aliens - Universe	• Develops the knowledge about the impact of people on environment; • Identifies and assesses environmental problems and communicates environmental problems to others; • Appreciates the modern computers that help make our life more comfortable and identifies ways how to use them properly and economically;

		• Reads for gist and for specific information about an excursion to a beautiful landscape; • Writes a paragraph describing one of the beauty spots in Universe; • Produces a travel information packet (flyer, brochure, power point, wiki, etc.) with useful information about a region, country, city, or town; • Writes sentences and paragraphs to describe tourist attractions; • Uses the Internet to locate facts about famous landmarks and attractions in his/her country; • Applies the skills and strategies of effective reading; • Identifies the main idea(s) in the text, and summarises and paraphrases information; • Appreciates that there are differences between cultures and develops open-mindedness and respect for differences in culture; • Improves their problem-solving skills by developing empathy for others and a trans-cultural perspective.
	Topic 6 – Dreams and reality - Science and technology - Tomorrow's World - The millionaire - Different lives	• Completes tasks from listened and read texts about similarities and differences, and values diversity; • Understands audio-visual texts, identifying the main idea and specific information; • Considers the idea that we are all inspired by other people sometimes; • Writes a narrative about one's life and achievements; • Shares ideas with others making suggestions and recommendations; • Answers questions about the text and defines unfamiliar words from the story; • Uses a narrative story frame to support the development of a text summary; • Reads and demonstrates comprehension of the main idea and most supporting details of a text on an unfamiliar topic; • Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts; • Reads a text about space exploration and retells parts of the story using props; • Demonstrates awareness of connections, similarities and differences between people and reacts positively.
	Topic 7 - Celebrations - Festivals - Valentine's Day - A famous model - Fashion	• Creates and delivers multimedia presentations using information from several sources; • Reads with a question in mind, which requires students to skim and scan during reading; • Uses a range of strategies to aid comprehension and find the required information in the text; • Uses speaking and listening skills, summarises relevant information and shares information with a group; • Relates story events to one's experience; • Identifies and challenges stereotypes relating to education and work; • Evaluates a written summary and provides feedback;

		• Independently asks and answers questions that compare, contrast, classify and describe information and concepts contained in the text and reference materials; • Differentiates between fact and opinion and relevant/ irrelevant information in authentic/authentic-like articles and brochures of up to one page in a variety of relevant contexts.
	Topic 8 – Lifetime events - Good memories - Famous person - My first love - My best friend	• Researches different facts about different countries including information about the environment, culture, and general way of life in different times; • Writes descriptions of people and places regarding the way of living and acting; • Reads/listens/ views materials regarding the cities and countries, comparing the ways of living in different parts of the world; • Identifies the main idea(s) in the text and specific details (activities, time, place); • Summarises texts read in the source language (English or mother tongue) and translates them into the target language (mother tongue or English); • Reads silently and aloud a text and gives an oral summary after each paragraph; • Comprehends and analysis texts and relates them with their personal experience; • Reads aloud a literary and non-literary text, comments and gives clear opinions on the main characters and events; • Actively thinks about what is happening in a text while reading it, in order to generate questions;
Figurative and non-figurative language	**Topic 1 - Making friends** -At a restaurant -Computer games -Joining a club -Chatting	• Discusses in the group, verbalising thoughts and feelings and responding appropriately to the contributions of others; • Displays good friendship skills through play; • Recognises the ability to understand him/herself and communicates with others through letters or emails; • Learns how to get to know someone through letters and will possible meet a lifelong friend; • Uses communication strategies to participate in group and class discussions; • Selects, compiles, and synthesises information for an oral presentation; • Describes factors that contribute to positive relationships, including people at school and in their community; • Gives an oral presentation in class using effective delivery strategies.

	Topic 2 – Life at home - My family and friends - Breakfast time - The first day at school - My first teacher	• Demonstrates the characteristics and benefits of ethical behaviour and personal integrity in school and the community; • Discusses verbally the uniqueness of their family and neighbourhood; • Explores and expresses their ideas and feelings of actively participating/playing in the class neighbourhood; • Introduces oneself and others, identifies characteristics of a friend inculcating good moral values; • Describes what they already know about families by thinking and sharing facts about their own families; • Discusses the importance of teachers by identifying some reason why teachers are important to him/her; • Identifies and gives a description of places where people in their community gather together; • Describes ways that each member in the neighbourhood can work together to make it a nice place to live.
	Topic 3 – Jobs -An unusual profession -A job interview -Applying for a job -Talking about a TV show	• Discusses specific jobs and occupations of their home and other community members; • Introduces the topic of jobs through discussion and a dictation; • Gives own opinions about what makes a good/bad job and occupations; • Watches a television show that portrays occupation and work situations and write evaluations of whether the portrayals are realistic; • Role plays a job interview situation; • Prepares sample advertisements to recruit workers for a job and sample advertisements to sell work products; • Interviews a worker and writes a report about the training and skills involved in the job; • Explains the preparation needed to apply for a job and lists several acceptable ways to apply for a job.
	Topic 4 – The way we lived - Childhood - At home / school - Cartoons and films - Habits	• Explains ways to show good sportsmanship and describes its importance; • Writes a short text describing the images of their hometowns; • Selects, compiles, and synthesises information for an oral presentation; • Discusses about medias in the past comparing with today's technology: • Uses language to describe childhood comparing it with today's habits; • Describes personal background, events, and experiences; • Uses verbal and non-verbal language to communicate past events; • Describes the influence that people, situations and events have on their emotions; • Speaks effectively about topics in a variety of situations; • Uses communication strategies to participate in group and class discussions.
	Topic 5 - Excursions	• Represents his/her perceived home culture accurately and

	- Visiting places - Making a reservation - Social events - At the travel agency	diplomatically; • Communicates effectively with people in the target culture in their own language; • Gets information about some famous places to visit; • Present their travel information to the class in a group presentation; • Describes tour packages and tourist places; • Asks for information about a touristic place and makes choices about going on a trip; • Asks for a service with respect, shows tolerance for other people's opinions and shows friendliness when interacting with others; • Speaks effectively about topics in a variety of situations.
	Topic 6 – Dreams and reality - Understanding a personality - Diversity - Computer games - The dream game - Living in a palace - Social expressions	• Participates effectively in a range of discussions responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively; • Identifies how communities around the world are both similar and different describing similarities and differences and gives possible reasons for them; • Develops an understanding of non-verbal cues of communication used in daily interactions; • Develops communication and discussion skills using vocabulary on the topic of astronomy and space exploration; • Expresses ideas and feelings and understands and respects the perspectives of others; • Responds to diversity with respect and appreciates it; • Introduces themselves, greets people formally and informally, shows appreciation, and offers apologies; • Participates in play opportunities that promote social interaction with peers; • Participates in a group/team activity working to achieve an overall goal.
	Topic 7 – Celebrations - Giving news - Special occasions - A celebrity - Invitation - Telephoning	• Understands short simple descriptions of people and places, responding appropriately to verbal and nonverbal cues; • Improves the ability to bridge social-economic differences with peers; • Identifies and exchanges information; • Gains independence in English and incorporates it into daily communicative strategies and performance; • Shares his/her knowledge of his/her communities; • Speaks effectively about topics in a variety of situations; • Shares personal opinions about different jobs identifying similarities and differences; • Exhibits appropriate behaviour during invitations made in different special occasions.
	Topic 8 – Lifetime events - Life memories - Holidays and traditions - My first love	• Discusses specific holidays and traditions in the home and community; • Discusses the importance of traditions and identifies some reason why they are important to a community and its culture; • Expands communication skills by finding creative ways to

	- Experiences	navigate around communication barriers; • 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; • Makes short simple descriptions of known people including how they met, place and time; • Speaks clearly about many social, professional situations and experiences; • Interviews his/her classmate and other people in community regarding personal information and social events; • Creates an artistic representation to highlight their understanding of celebrities from around the world; • 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.
Criticism, theory and history	**Topic 1 – Making friends** -Friends club -A letter or email **Topic 2 – Life at home** - Family and friends - Neighbourhood - The ideal school - School and teachers **Topic 3 – Jobs** - Jobs for boys and girls - Working at home - An unusual profession **Topic 4 – The way we lived** - Two people when were young - Sports - Cartoons and films - Men and Women **Topic 5 - Excursions** - Studying abroad - A picnic - Aliens - Universe **Topic 6 – Dreams and reality** - Science and technology - Tomorrow's World - Diversity - Living in a palace - Formal and informal	• Describes different points of view associated with an ethical dilemma and gives possible reasons for these differences; • Researches different facts about different countries including information about the environment, culture, and general way of life in particular countries; • Introduces oneself and others, identifies characteristics of a friend inculcating good moral values; • Develops personal skills to improve the quality of friendships; • Reads a range of recent fiction texts independently as the basis for developing critical reflection and personal response; • Analyzes how an author develops and contrasts the points of view of different characters or narrators in a text; • 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; • Demonstrates empathy for others, and identifies pro-social ways to help someone in need; • Writes to a student from another part of the country or world, exploring about different cultures, religions, and languages; • Discusses various types of homes expressing preferences and justifying their opinions; • Identifies differences in health behaviours between people living alone and with others; • Considers the idea that some inspiring people save other people from danger or difficult situations; • Understands that to define something as alive must look at many characteristics collectively; • Understands the many ways people support themselves and their families; • Compares the products and services that result from a variety of jobs and list them as necessities or as luxuries; • Draws a chart that shows which occupations in own area are predominantly performed by women, and why; those that are predominantly performed by men, and why; • Display models or drawings of tools, utensils, and machines used in occupations that were common a hundred years ago;

	letters **Topic 7 – Celebrations** - TV News - Festivals - Fashion - Staying on line - An international airport **Topic 8 - Lifetime events** - A friendship - My first love - A love poem/ song - Parables and fables	• Discusses how children's games and their variations have been passed on through generations and around the world; • Compares the similarities and differences between traditional and contemporary children's games; • Identifies good and poor sportsmanship in situations and offers guidance when necessary; • Examines current and historical events, as well as, characteristics of their hometowns; • Lists occupations that traditionally have been performed by women/by men and discusses the reasons for these differences based on gender; • Develops a short survey to be given to parents, neighbours and community members who have lived in the hometown for a number of years; • Studies maps and local community websites in order to identify key landmarks and areas of interest, as well as, explains their historical, economic, and/or social importance; • Examines own actions in terms of personal responsibility and ethical, social and environmental consequences; • Develops sensitivity to the concerns of under-represented, minority or indigenous peoples throughout the world; • Demonstrates critical thinking skills in the areas of cultural analysis and intercultural understanding; • Understands the diversity of the host society and better understands the diversity in own society; • Makes inferences and predictions based on information in the text; • Understands and respects the power of gender rights and identity; • Appreciates subtle (and not-so-subtle) differences in social habits, the function and deployment of humour, and what is deemed "acceptable"; • Uses opportunities to develop understandings about the diversity of culture, heritage, background and tradition; • Demonstrates awareness of connections, similarities and differences between people and reacts positively; • Feels recognised and respected for who they are and explores different identities and points of view in dramatic play; • Explores their own and others' responsibilities and rights in familiar contexts such as the family, the classroom, the school playground and local recreation areas.
Language exponents	**Topic 1- Making friends** - Present tenses (simple) - Possessives - Opinion adjectives - Describing friends - Spelling and pronunciation - Idioms related to friends - Vocabulary field:	• Writes introductory pen pal letters based of sample letters and templates, spelling correctly, and using proper grammar and punctuation; • Uses growing subject-specific vocabulary to read, discuss and write about learning area topics; • Uses vocabulary related to friendship; • Writes sentences (present tenses) with correct capitalization, punctuation, word order and correct subject-verb agreement; • Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions; • Produces short texts of description of a person's character using

	friend relations	appropriate vocabulary and structures; • Identifies opposites and uses them correctly in their writing; • Recognises that people have a right to belong to many communities and to live freely, and discusses with peers giving opinions to them using adjectives; • Recognises what characteristics are wanted and unwanted in a friendship, talking about what qualities makes a good friend.
	Topic 2 - Life at home - Past tenses (simple) - Describing things - Describing activities - Location - Idioms related to home - Vocabulary field: family	• Develops vocabulary to talk about neighbourhoods and where people live; • Presents orally and/or in writing the common features of homes in own environment and other areas in the world; • Presents orally and/or in writing the common features of schools in own environment and other areas in the world; • Writes with reasonable accuracy concerning spelling and punctuation; • Describes orally and writes texts relating to home/ school and neighbourhood; • Gives a short description of his/her family comparing with neighbourhoods and relating to life, house, culture and friendship; • Uses vocabulary related to home, family and neighbourhood; • Writes sentences (past tenses) with correct capitalization, punctuation, word order and correct subject-verb agreement.
	Topic 3 – Jobs - Simple tenses - Asking about people - Asking about time - Adverbs of manner - Words that go together - Vocabulary and pronunciation - Idioms related to jobs - Vocabulary field: occupations	• Develops vocabulary to talk about jobs, free time activities (television viewing) and the interview process; • Develops ability to write a short story using the present tenses; • Effectively uses the language of letter writing and reporting; • Describes likes/preferences and gives reasons; • Uses vocabulary related to television and TV programmes; • Explores structures and vocabulary used in describing people (simple tenses, opinion adjectives and adverbs) and applies them in the context; • Produces the correct word order in simple sentences and phrases; • Describes likes/preferences giving reasons; • Uses vocabulary related to jobs and occupations; • Describes orally and writes texts relating to people and their occupations; • Answers their own and their peers' questions by connecting ideas, using background knowledge and further research; • Draws connections between personal experiences and the worlds of texts, and shares opinions with others; • Explains how to complete a job application form, listing common mistakes on a job application form.
	Topic 4 – The way we lived - Expressing past habits - Agreeing and disagreeing (Questions tags) - Prepositions	• Summarises information into written and graphic formats; • Identifies the meaning of and use idioms in the context of sport; • Compares their own childhood with their parents'; • Uses a variety of accurate sentence structures; • Generates ideas from sources to develop content; • Asks and answers question about past habits with correct stress

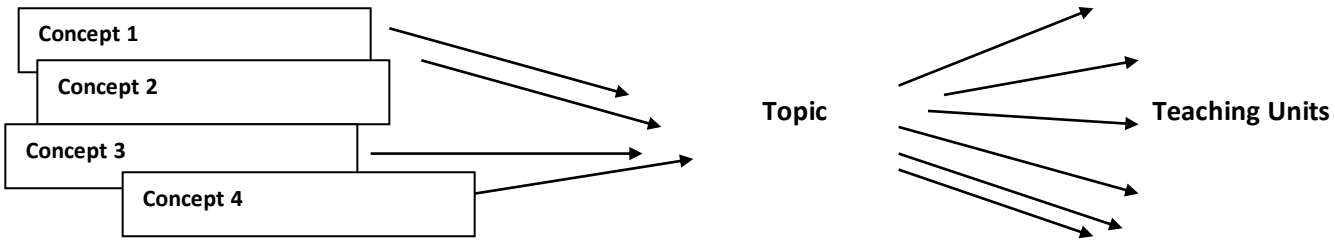
	- Question forms - Idioms related to male and female - Vocabulary field: home, school and childhood	and intonation; • Uses vocabulary related to home, school and childhood; • Writes with increasing accuracy concerning spelling and punctuation; • Understands that there are different types of questions, and categorises them; • Identifies the meaning of and uses vocabulary in the context of sport; • Writes a paragraph with a topic sentence, supporting, and concluding sentence listing events on chronological order; • Gives instructions using prepositions; • Makes use of contextual clues to infer meanings of unfamiliar words from context.
	Topic 5 - Excursions - Verb patterns - Indefinite pronouns - Infinitives after adjectives - Giving a purpose - Describing activities - Idioms related to places - Vocabulary field: places	• Identifies and differentiates the structures of the basic sentence pattern; • Focuses on a particular grammar point based on their language proficiency; • Writes sentences using the basic sentence pattern; • Uses targeted grammatical structures meaningfully and appropriately in oral and written production; • Writes sentences and short paragraphs involving the grammar skills; • Demonstrates an understanding of a grammar structure by talking about it in pair and group work, and class discussions; • Writes coherent and cohesive sentences in a variety of common patterns; • Writes a variety of sentence types and paragraphs using targeted grammar structures; • Describes places using appropriate vocabulary and phrases; • Understands how to give both a verbal and written descriptions of a place; • Interprets place descriptions provided by other people; • Uses vocabulary related to places.
	Topic 6 – Dreams and reality - Would - Second conditional - If, might - Multi word verbs - Conditional forms - Time clauses - Base and strong adjectives - Making suggestions - Idioms related to suggestions - Vocabulary field: time clauses	• Compares and contrasts “real” and “impossible” or “unreal” situations; • Creates sentences used in real situations / actions with a likely result; • Engages in effective discussions with peers; • Introduces and discusses some techniques and strategies for the bargain in stage of a negotiation; • Describes a picture or a situation; • Uses vocabulary for time clauses; • Talks about unlikely/impossible situations; • Imagines different future outcomes; • Expresses regret or wishes for a different reality; • Writes with increasing accuracy concerning spelling and punctuation; • Identifies the meaning of and uses idioms in the context of real and unreal life; • Produces appropriate vocabulary and correct word forms; • Writes a cause and effect paragraph with appropriate topic

		sentences, supporting sentences, and concluding sentences with unity and coherence; • Understands and uses a larger number of idiomatic expressions.
	Topic 7 – Celebrations - Perfect tenses (present and continuous) - Word families and stress - Spelling and intonation - Idioms related to people - Vocabulary field: Famous people	• Asks and answers about things happened in chronological order; • Uses vocabulary related to people and fame; • Writes multiple paragraphs using a topic sentence, supporting sentences, and a conclusion; • Describes orally and writes texts relating to people and their life and occupations; • Writes with increasing accuracy concerning spelling and punctuation; • Produces coherent and unified paragraphs with adequate support and detail; determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; • Speaks with intelligible pronunciation, stress, and intonation; • Identifies word stress and uses falling intonation, rising intonation and fall-rise intonation; • Identifies and describes shared values in familiar and unfamiliar contexts; • Writes a process paragraph with appropriate topic sentences, supporting sentences, and concluding sentences with unity and coherence.
	Topic 8 – Lifetime events - Describing events (past perfect) - Reporting a statement - Reporting questions - Socializing related idioms - Vocabulary field: life and events	• Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions; • Makes comparisons between the past actions regarding the way of living, places, technology and entertainment; • Gives formal presentation about himself and the others using grade appropriate vocabulary and structures; • Uses vocabulary related to people, life and events; • Produces accurate grammatical structures; • Composes clear and coherent sentences using appropriate grammatical structures; • Describes personal experiences and gives basic information on everyday matters fluently and idiomatically; • Identifies statement and questions and uses them to report in different situations; • Demonstrates the ability to use the writing process by generating ideas, drafting, revising, and editing; • Asks questions to clarify or provide further understanding on the topic; • Writes with increasing accuracy concerning spelling and punctuation; • Identifies and understand verbal cues in speaker attitude and tone.

GUIDELINES FOR USING THE SYLLABUS

All the learning outcomes in the syllabus are written based on four 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 concepts, so concepts shouldn't be developed as special but interconnected to each one within one topic, because each concept helps in development of student's knowledge, skills, values and attitudes.

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



The learning outcomes in the syllabus are expectations of each student's knowledge, skills, values and attitudes in the end of this school year. Teacher's role is to develop 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 Eight 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

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 2learners 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 Eight English Language Syllabus integrates topics that directly relate to other subjects, such as: arts, culture, history, geography, media literacy, civic education, and similar. All these are in the function of equipping learners with first of all the communicative competence, as well as other competences foreseen in the Level Three Core Curriculum.

During this grade, learners are provided with numerous opportunities to learn about cross-curricular issues, while simultaneously acquiring and reinforcing words, phrases and 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 students 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 students 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, collaborative attitude amongst teams, responsibility.

Some major reasons for testing are:

- To diagnose learners' level on arrival in this grade;
- To measure their progress;
- To find out how much students 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 students who lag behind;
- To motivate students 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 student'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 eight syllabus teachers should select teaching materials from course book(s) of pre-intermediate 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

https://www.youtube.com/watch?v=NG2zyeVRcbs&list=PLFT01amlq1Qtr0qd-hvp5oAVpAVlIECE1
https://www.youtube.com/watch?v=NG2zyeVRcbs&list=PLFT01amlq1Qtr0qd-hvp5oAVpAVlIECE1
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
http://www.thebigproject.co.uk//news/

Subject curriculum/syllabus

German Language

Grade 8

Content

INTRODUCTION

Knowledge of foreign languages creates greater space and freedom of movement, as well as self-confidence and is one of the main conditions of qualification for the world labour market; at the same time it is also a prerequisite for becoming familiar with other cultures. Given that the German language is a language that is spoken the most within the European Union, its learning is very important for the time in which we live.

Also, due to numerous migrations to German-speaking countries, links with the German language and culture have been created in a way. This has created and increased the need for different qualifications of our school students and their learning of the German language. Also, the possibility of professional training of our young people in German-speaking countries is significantly greater than in other countries. The reasons are already known. All these are reasons why modern foreign language teaching should provide young people with the skills and knowledge necessary for a multilingual world, which enable them to be able to live and work outside the borders of the country where their native language is spoken.

The German language in the 8th grade is taught 1 class a week. With this number of classes, the first part of the A1/1 level (second part of lectures) according to the "Programme Framework for German as a Foreign Language" of the Conference of the German Ministry of Culture, which is again based on the Recommended European Framework of Foreign Languages, should be achieved.

GOALS

The main goals of teaching the German language in the 8th grade (Grade VIII) are:

- To develop the four language skills;
- to enable students to communicate in simple language situations, inside and outside of school, with people who belong to the German culture and language;
- to enable students to compare German culture with their own culture and tradition, as well as to use these views in the educational profiles chosen by them;
- to enable students to use the structures and rules of the German language for more conscious use of their mother language;
- to be able to independently develop the acquired knowledge in the German language in order to apply it in their future professions.
- Learning German in Kosovo is also helpful in preparing students to pass the internationally recognized German language exams, which are mainly organized by the Goethe Institute. These exams prepare pupils and students for future study and work in German-speaking countries and elsewhere where the German language is spoken.

Communication skills

- Receptive skills
- Listening and reading

Productive skills

- Speaking and writing

Concept	Topics	Subject learning outcomes(SLO) per topic
Linguistic system	• Hobbies, collecting different things • Certain places in the city • Body and health • Body parts • Diseases • Meetings • Address and telephone number • Means of transport • Description of the route • Travel • Official time • Biography (CV)	**LISTENING** • in everyday life; • Understands simple information and questions about oneself, family, school, concrete things. Understands greetings and common expressions; • Understands the information given about the people and the things they are dealing with, since the conversation develops slowly, fluently, when spoken slowly and carefully, and sentences are repeated, when there is a pause during the speech and the interlocutor is ready to assist him/her complete his/her thought, especially if supported through gestures or visually; • Identifies preferences, dislikes; • Understands greetings, forms of courtesy, and forms to say thank you and apologize; • -understands simple expressions related to classroom instructions.
		READING • Reads and understands simple sentences and expressions in a text; • Reads and understands textbook fragments and similar texts; • Recognizes and understands words from television commercials or in magazines; • Understands simple sentences and understands the main information from descriptions or short reports about everyday things; • Understands the main information in a simply written text that is related to his interests.

	• Programming of free time • Clothes • Gifts • Various organizations	**SPEAKING** • Talks about his hobbies and gives his opinion about the things he likes, using and conjugating the verbs: lesen, fernsehen, laufen, fahren, tanzen; • Expresses desire; • Encourages others to do something, using the imperative in the *du-Form*; • Says where he wants to go using the preposition *in+ Accusative*; • Expresses pain using possessive pronouns in the dative case, such as: *mir, dir*; • Talks about wishes and knows how to express them, but also shows what he doesn't like using the conjunction *deshalb*; • Tells what happened yesterday; • Gives a reasoning; • Asks for the phone number, calls someone and asks for the address. Talks about means of transport using the prepositions *mit*+Dative and *zu*+Dative; • Gives compliments; • Use possessive pronouns in the Accusative case (*mich, dich, ihn, sie, es*) • Shows where he/she will travel and who he/she will be visiting; • Tells the location/places of things and what manifestations are organized using the prepositions *nach, in* + Stadt/Land; • Addresses an adult with politeness, using the possessive pronouns *Ihr/Ihre*; • Gives gifts and thanks for the gift received, uses the verb *gefallen*+ Dative; • During the conversation uses regular and separable verbs in the present tense, learned from the textbook, prepositions in the correct case and pronouns.
		WRITING • Describes short texts; • Fills in words and parts of sentences in texts with blank areas; • Writes familiar words and short sentences from the textbook; • Writes basic data about a person taken from a list and transfers them to a form; • Writes about familiar situations, relating to everyday life; • Writes simple greeting cards, expressing congratulation, appreciation, etc.; • Writes short notes such as (name, time, date, etc.); • Responds in writing to questions and requests in familiar situations; • In a simple letter or e-mail, he/she provides information about himself/herself, his/her daily life, his/her place of residence, his/her hobby, etc.;

The subject learning outcomes are drafted in such a way that the teachers can easily determine the learning units.

Cross-curricular issues

Language, which primarily serves as a means of communication, is not learned exclusively in language classes but in one form or another in all subjects, as long as skills, different views, and knowledge are developed through ways of language.
Insofar as the language helps other subjects, other subjects can help achieve the objectives within the German language learning. First of all, the chosen topics are related to many areas of life and, thus, to many teaching subjects, the knowledge of which helps us learn the German language.
Of course, language is primarily and foremost related to the arts because every new word or notion can (should) be explained through song, drawing, photography, or play (either to children at (Level II) or to youngsters (Level III).
Also, knowledge from the sciences, be they natural or social, should be used when dealing with the various topics planned for the eighth* grade.
This knowledge is used especially in the first phase of the class (EVOCATION), where, depending on the topics that are covered, we use the knowledge from other subjects (to prepare the students for the topic).
There are many topics in the eighth grade that are related to the social sciences, which make students aware of many life issues and help them achieve appropriate life and communication skills (in particular through civic education). Special attention should also be paid to sensitive topics, such as the topic of gender equality.
There is an interrelation with the natural sciences, too; especially with the knowledge that concerns the environment, its preservation, health (preserving one's own health and that of others), food, etc.

METHODOLOGICAL GUIDELINES

Communicative form of teaching

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

Three findings of the psychology of learning and neurodidactics particularly relevant to language learning are:

1. Interest and emotions are best awakened through stories.
2. Our memory works with images.
3. Strengthening repetitions and motivation.

One learns with all his senses. For this reason, learning material should be delivered through multiple channels that are optimally linked together. This type of presentation keeps the audience's attention alert for a longer period of time. Different forms of learning through songs and different games create a perfect network: a network aimed at increasing the success of language learning.

**Translator's Note: In the original text, presumably by technical mistake, stands the word "seventh"!*

Clear order of language levels

It is necessary, especially at the initial level of teaching, to give special emphasis to different language levels, such as:

- Vocabulary processing (speakers)
- Text processing
- Linguistic structures

By this, we mean: setting of priorities within a learning unit.
I.e. you can't develop both new vocabulary and new linguistic structures. The most correct way would be to first process and practice the vocabulary, which is presented in certain lectures, and then the processed vocabulary will be introduced into new syntactic structures. The teacher, within communicative teaching, chooses language situations that are close to everyday life so that the structures exercised are natural and not artificial.

Realization of a class through objectives

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

It is also important that in the phase of "introduction to the new topic" (Sprachbegegnung) you get to the essence of the "problem" as quickly as possible with a motivation to achieve the objective and not go down the side roads, which will enable the student to guess what the purpose of the lesson might actually be.

Correct determination of objectives

By getting to know the students and having a clear picture of the previously set objectives, the teacher would not have to make the mistake of setting many objectives for one class and then be surprised why the objective was not achieved.

For this reason, the teacher must set a specific objective, which he/she will try to achieve within a class. Setting too many objectives for one class has the following consequences:

- There will be little time left for exercises and implementation; therefore the students cannot master the material to a sufficient extent.
- In the next class, the learning content must be repeated and clarified once again, because it could happen that mistakes have been made, which can then be corrected, which is a reason for the teacher and the student to be discouraged.
- The calculation is simple: one overloaded class and one repetition class make two. In this case, it would be more logical to divide the content into two classes from the beginning.

- According to research, average students are able to remember around ten new expressions in one class. This fact should not be overlooked.

Sequence: listening/understanding, speaking, reading, writing

Especially in the initial teaching, the four skills should be preserved, namely:

- Students should not speak anything they have not heard before,
- They would not have to read anything they have not heard and talked about before,
- They should not write anything they have not heard, spoken and read before.

The adherence to this sequence, especially for the beginners, is justified as follows:

- If a new word is spoken, logically it would have to be heard before. On the other hand, reading a new word is easier when it is previously heard or spoken. Even writing should be easier when that word was heard, spoken or read before.
- The German and Albanian graphemes do not match in every case. Since students are accustomed to the alphabet of the Albanian language, "generalisation" or interference can appear if they start with writing in the German language early. And it can be avoided if the learning begins with hearing and then moves on to speaking and reading stations while moving towards writing.

Active and concrete work

A distinction between German language teaching in Germany—no matter whether German as a mother language or German as a second or foreign language—and in Kosovo is, among other things, that the Kosovo environment can provide little or no information about the FRG and except for the class, there is almost no opportunity to apply what has been learned. So it is possible for what has been learned in school to be further enhanced outside of class through excursions, interviews, etc. In this context, television should not be overestimated or underestimated. The production (creation) of plaques, mosaics, and posters, as well as the production of small manual works, are also important. Another reason for such activities is knowledge of psychology of learning: according to it, the more the language actions rely on concrete actions, the greater is the learning outcome.

Sufficient time for exercises and implementation

Three things are generally required for learning and ensuring mastery of a language: time, time, and again, only time.

We know that there are 3 different types of students:

Auditory type (they learn language faster through hearing-ear);

Visual types (they learn the language primarily through the eye);

Kinaesthetic (Motoric) types (they learn the language most efficiently through writing).

For this reason, it is also important that the exercise be chosen from this perspective so that the language can be taught simultaneously through numerous channels, since most of those who learn the language belong to the so-called mixed type.

The variety in the stages of exercises

Every teacher knows exactly that in the language class, the monotonous exercise of the sentence structure will have a negative impact rather than achieve what is intended. The students would lose interest for learning and would not actively participate in the lesson. On the other hand, we know that targeted motivation and giving interesting assignments can increase the desire to learn and the willingness to work (outcomes). Changing the forms of work (individual work, work in pairs, or work in groups) is much more productive, but also games during 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 often and as controversially in the teaching circle as the method of correction. While some see correction as an obstacle to language flow, others rely on the fact that mistakes must be corrected immediately so that they do not pass unnoticed.

Perhaps a reasonable compromise could be made during the correction and 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 you do a mass correction during this phase of the lesson, the students will probably withdraw immediately and eventually become completely silent.
- At this stage, it is right that, among other things, corrections be presented in such a way that, for example, a word said incorrectly is repeated by the teacher once more, but, of course, this time correctly.
- The situation in the implementation and exercise phases is different. This is about training vocabulary and structures, and of course, correction is here unconditional.

It is out of the question to embarrass students in front of the class; instead, we must show pedagogical tact.

Differentiation

It often happens that the different linguistic outcomes of the students during the lesson present great difficulties in some parts. By the time a student has completed his assignment, he/she already gets bored during the lesson or hinders others while completing the assignment, while the other one is not yet ready, even though he has sufficient time available. For teachers, there are two options here: act like there is no difference in the outcomes, but then it would be necessary to take into consideration the fact that sooner or later difficulties will arise from the small, namely large loads (our requests).

The other possibility relies on the practice of internal differentiation measures, and this undoubtedly means work for the student. We distinguish different forms of differentiation, 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 assignments differ in their quantity, i.e. in their amount. This does not mean anything else but that the "fast" students get supplementary assignments. The measure is easily implemented because teachers only have to think of additional assignments, which, if necessary, they will then give to some students. This type of differentiation, however, has also its shortcomings because, through the additional assignments, the students are required to do even more, and thus they get better and better. In other words: the difference between the good and the less-good student gets bigger and bigger. There also arises the question, perhaps older students see these extra assignments as a kind of punishment for having worked faster.

- Qualitative differentiation imposes more demands. In this case, assignments of different degrees of difficulty are given without neglecting the common topic. Let's start from the fact that within a class we are dealing with three different groups of outcomes: A, B, and C, where by group A we mean the group with the highest achievements, B the group with medium achievements, and C the group with the poorest achievements. A learning flowchart might look like this:

Sprachbegegnung - First contact with the new topic (Evocation) Common to all students		
Spracherarbeitung - Elaboration of the theme (Realization) Common to all students		
Sprachübung - Exercises about the topic (Reflection) Differentiation of groups according to the level of achievement, e.g.		
Group A Processing of the whole text. Additional creative assignments	Group B Processing of the whole text with assistance, i.e. Artikelhilfe	Group C Processing a part of the text with assistance, i.e. Artikelhilfe.

An argument that speaks against this form of differentiation is often heard, which is: In regard to this way of teaching, not all students learn the same thing because the requirement profile is different, in this case it is a three-level requirement.

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

Allotment of a class

- The course of a class 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 and evaluation guidelines

One of the main and very important issues in teaching and learning a foreign language is assessment. It should be done continuously through correction, questions, and testing. Assessment is done for each language skill, both receptive and productive. The assessment starts at the very beginning of the teaching in order to verify the possible obstacles that arise for the students, and then to determine the extent to which they achieve the set 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 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 the student's outcomes 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 make an assessment based on arguments
- Self-assessment; the student's own assessment

Practical opportunities

The teacher has several assessment options. Prior to making the assessment, the teacher must think about the form of assessment that he/she will apply, because not every assessment method is equally suitable for verifying the student's knowledge.
In general, there are three major areas of action (abilities), which are evaluated:
Reproduction (reproduction) - means reproduction by the student of what was previously learned.

1. Reorganization - means transferring learning to similar situations (i.e. If the student is taught the place of the verb in dependent sentences, he must be able to apply the verb in other dependent sentences).

2. Transfer- means the transfer of learning to completely new situations.

Mainly, we recognize three big spheres in assessment:

Method of written assessment: a written answer is expected from the student.

1. Oral assessment method: an oral answer is expected from the student.
2. The method of assessing actions: an active action is expected from the student, i.e., in exercises where arranging the order is required.

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

Selection answers

As the name itself indicates, during the answer to a question, the student has the opportunity to choose, distinguish, or select, among the many given answers, between correct and incorrect. Here too, there are different possibilities.

Alternative answers
The student is given the choice between two answers. He must identify an answer as correct and mark it.

Example: circle the correct answer.

Berlin ist die Hauptstadt von BRD.	richtig ○
	falsch ○

The given sentence is clearly worded.
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 shortcomings are obvious.
The chance of guessing the correct solution is 50% because only one of the choices is correct.

Multiple choice answers

In contrast to alternative answers, multiple-choice answers give the student more options from which he/she is 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.

To be able to circle the correct solution, the student must know the prepositions used in the example. He/she must distinguish and compare them. Compared to alternative answers, the chance of selecting the correct answer drops; in this example, it is 25%. In multiple choice answers option, some things must be taken into consideration: The questions and the answers must 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 answer. Perhaps even a German speaker would not be able to know which answer would be the best because the given options are primarily a question of language style. Incorrect answers that are given close to correct answers must have a reasonable relationship to the question. If it is not the case, then the multiple-choice task under these circumstances will turn into an alternative-response task. This happens when the students, at first glance, see incorrect solutions as alternative answers.

Example: circle the correct answer

	○ unter dem Wasser.

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

In this case, the student will immediately eliminate the first three answers as incorrect. There will be nothing left of the multiple-choice answer. The construction and wording must not make the answer 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 quickly choose the third possibility 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 learner must regulate a given system. There are two possibilities here:

- Classification
- Ordering(arranging the order)

Classification answers

Students are given two groups of words or sentences. They have the task 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: Which one 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

Classification answers have the advantage, because the teacher can very well verify whether the student has logically understood a problem.

Ordering answers
The students' task is to put the sentences, letters and words in the correct order.

Example:

Put the sentences in the correct 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 photographs.

Example: Put the letters in the correct place.

schueRt	
hrreeL	
Seluch	
mbsret	

Also in this example, photographs can be presented to facilitate finding the solution.

Example: Put the letters in the correct order.

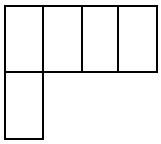
Der	bremst	Autofahrer	Scharf
a	B	c	D

Example:

Put the letters in the boxes on the first line in the correct order.

Write the letter of the inadequate word in the box.

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



This example shows a problematic situation. How to perform the assessment if two students come up with these answers:

Student 1: *Der Autofahrer scharf bremst.*
Student 2: *Der Autofahrer bremst groß.*
Neither of the two solutions is correct. While in the case of Student 1, the 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 is "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?

Free answers

The free answer is characterized by the fact that the student must react to the task given by the teacher without having the opportunity to choose.

Complementary answers
Complementary answers, or 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.
(schëer)	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.

Short essay answer

This notion can lead to misunderstandings. This implies that the students' answers are as per the teacher's instructions, which, in advance, cannot be clearly assessed as correct or incorrect.

Example:

Form a single sentence out of these two sentences.

Elira weint. Eine Wespe hat sie gestochen. _____

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

Guidelines for didactic materials and teaching resources and tools

LITERATURE

1. Beste Freunde, Stufe A 1.2 (first half of Level A1/2; lectures 10-14, Kursbuch und Arbeitsbuch, Hueber, Ismaning)

Subject curriculum/syllabus

French Language

Grade 8

Content

Introduction

The French language, as a second foreign language, continues to be taught in the 8th grade of the Lower Secondary School (LSS), with the same status, usually with the same teacher, and the same teaching method, and, mainly, in the same conditions and circumstances as those in the previous grade, but now with non-beginner students. They have now grown up, possess increased intellectual capacities, have had the experience of learning a second foreign language, and have acquired an initial vocabulary of French, which will be expanded and enriched progressively. The students' preliminary vocabulary in this foreign language will, in time, be gradually enriched with an interdisciplinary approach to teaching this subject with other subjects. This goal is based on creating a positive and competitive atmosphere during the class and identifying learning methods and strategies. It will serve them not only as an opportunity to communicate in this foreign language around the world but also as an opportunity to build a career through employment, studies, etc. Students of this grade will acquire a broader vocabulary of this foreign language, necessary for communication; further advance the main language skills (listening, speaking, reading, and writing); and develop their intellectual capacities in this field.

Goals

Learning French in the 8th grade requires the achievement of language knowledge according to the Common European Framework of Reference for Languages (1/4 of Level A1), determined based on the number of teaching classes per week, which are measured by institutions pertaining to this field, and which include the acquisition of a broader 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, the formation of the right judgment about the world; the formation of a tolerant, respectful, cooperative and humane personality and the formation of a useful and responsible citizen for society.

Topical content and learning outcomes

1 class per week, 37 classes per annum

Concept	Topics	Subject learning outcomes (SLO) per topic
Literary and non-literary texts **Linguistic system** **Culture, criticism, history**	Dates Professions Tastes and preferences Clothing Description of a person Weather and seasons Orientation in space	**LISTENING** • Understands simple sentences when talking about professions. • Can understand simple topics about clothes and clothing styles. • Understands instructions about orientation, if spoken slowly and fluently. • Understands simple conversations when talking about tastes and preferences. • Understands simple information about weather and seasons. • Understands birthday dates when spoken slowly and when simple sentences are used. **SPEAKING** • Forms simple sentences to show certain professions. • Describes one's own way of dressing and that of others. • Talks about tastes and preferences by forming simple and isolated sentences. • Asks and answers questions about an address or a date, if the interlocutor speaks slowly and clearly. • Talks about vacations (place, impressions, activities, weather, etc.). **READING** • Understands a simple text that talks about professions. • Understands simple texts about clothes and clothing style. •Understands information flyers about free activities and dates. • Understands directions for finding an address, provided that the sentences are simple. • Understands illustrations with basic weather data. **WRITING** • Writes data about the main professions. • Describes an itinerary and indicates any assigned dates. • Writes a letter inviting others and proposing activities. • Can describe his/her clothing.

Methodological guidelines

The teaching process for the field 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 who learn French must achieve their competencies through integrated learning and approach. Their success is achieved through the outcomes of the field of curriculum. Methods, forms, tools, teaching content, as well as teaching and learning strategies and techniques, are the main key to achieving these competencies. In order to achieve outcomes for certain cross-curricular topics such as: civic education, education for peace, interdependence, media education, education for sustainable development, the teacher must select the appropriate method, form and strategy.

Pedagogical principles

Learning French as a foreign language means acquiring certain knowledge and being able to use it in real-life situations. For this purpose, two main principles must be followed: 1) Focusing on communication and not, as up until now, on language; 2) Focusing on the student and his learning. The acquisition of language skills takes a priority role in the learning of foreign languages.

- **Helping and encouraging students during class**

The teacher must assess every success of the students during class. He should not focus only on their mistakes and the interruption of their activities because it hinders them. It is not possible to correct all their mistakes, but they should be helped to be autonomous and fit into their groups.

- **Giving the floor to all students during class**

The teacher must find a balance between motivated and good students and mobilize less motivated and less good students. He/she should also encourage hesitant students and ask them to correct each other.

- **Use of recreational activities**

The teacher should use current authentic and motivational documents and give his students a list of songs, movies, and online music ***sites*** for them to use. Teaching and assessment of students' knowledge should be planned on the basis of their individual development. Also, he/she should adapt the activities in the class to the level of their knowledge.

- **Inclusion of cooperation during class**

Organizing students in heterogeneous groups; Favouring of role-playing games for skill development. Students should actively take part in classroom activities, and the most motivated ones are to be chosen.

- **Making sure that students have understood**

Before each new step, we must make sure that the previous steps have been understood by the students. The chalkboard should be used rationally. Students should be given time to copy the texts. The teacher should observe the students' spelling in their notebooks and evaluate them with a grade that will be included in the final grade.

- **Focusing on the student and his learning**

A climate of trust must be established among students in the classroom. They should be encouraged to learn the lesson.

The teacher must focus on the student and his learning, by keeping track of his/her difficulties, problems, and pace of progress.

Didactic-methodical principles

- **Foreign Language Didactics is learning outside the context**

The didactic approach to learning French as a foreign language is opposite to that of learning French as a mother tongue. Kosovo students learn French outside of its geographical, social and cultural context. They are beginners in learning it because they have not had direct contact with it. Goal - oral or written production.

- **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). Work in groups or pairs, short dialogues, role plays, short texts, visual materials, and other 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 are to be used.

- **Communicative form of teaching**

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

- **Understanding is the basis of production**

A language must first be understood and then used orally or in writing. Without understanding it, you cannot produce it. To achieve this, one can work with authentic documents, helping the student understand them. Understanding them should be the starting point of every learning session.

- **Putting the student in complex situations for the development of his/her language skills**

The goal of learning a foreign language is to develop skills, through the use of a limited vocabulary and grammatical aspects (i.e. introducing himself/herself to a French person, thanking the professor, etc.).

- **Reinforcement of previously acquired general skills**

By learning French as a second foreign language, the Kosovo student reinforces his/her mother tongue skills as well as those of English as the first foreign language. Teaching French must rely on the students' prior knowledge. He/she uses the existing similarities between different aspects of the French language, on the one hand, and those of the Albanian or English language, on the other hand.

- **Culture development**

To use a language, it is necessary to know and understand its culture. The student must adapt his language to the context. For example, he/she must be careful in using the pronouns *tu* and *vous*

because he/she does not have direct access to French or Francophone culture (so, he//she must be careful in his behaviour in relation to others). The student should be helped in the use of social networks and the Internet. Contact with another culture enables its assessment and comparison with one's own.

- **Order of actions**

For effective learning of French as a second foreign language, it is necessary to respect this order of language skills: listening and understanding, speaking, reading, and writing. Active and concrete work: teachers must take into consideration the working conditions and circumstances (as a non-francophone environment), which are very different from those of France or another francophone country. Exercises should take a deserved 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 in the circle of teachers. Some see mistakes as an obstacle in the teaching process, others see them as a help in acquiring foreign language knowledge. While some of them think that they should be corrected immediately so that they do not happen again, others think that they should not be corrected at all. In any case, students should not be punished, reprimanded, or criticized for mistakes they make.

- **Differentiated teaching/learning**

No classroom has a homogeneous composition of students as regards their prior knowledge of the French language and their psychophysical and intellectual abilities, therefore teachers must organize the class on this basis. This means that students who have the ability to learn faster should be treated differently from others so that the learning of the French language complies with the individual possibilities and abilities of each individual 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 success. Thereby, they can, among other things, be prepared to react independently in extracurricular situations and continue with the language learning processes.

- **Use of Media**

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

Film, theatre, music, and sports also constitute important motivational tools for achieving the best outcomes in the acquisition of the French language knowledge. Photographs help in the preparation of creative and descriptive texts. They show an event, the beginning or the end of which is described by the photograph. The video projector increases the interest of the students in learning it. This is achieved by: presenting photographs, drawings, illustrated stories and texts through speakers and projectors. The auditory material enables exposure to standard French and promotes students' comprehension through listening.

The video material gives students many opportunities for creating written and oral texts. Showing a film made on the basis of a story or fairy tale encourages comparison with the story or fairy tale read or heard before.

Guidelines for implementing cross-curricular issues

Learning the French language provides students in the 8th grade with many opportunities for interdisciplinary and cross-curricular connections at all levels. These connections will include especially those of languages (mother tongue and first and second foreign languages); of social sciences (civic education, history, geography, etc.); of arts of various kinds; but also of natural sciences. Thereby, on the one hand, through knowledge of other subjects, students will be helped to acquire French language knowledge more successfully, while on the other hand, through knowledge of the French language, they will expand and reinforce their prior knowledge from the other subjects. The contents of cross-curricular issues arise from topics related to peace, human rights, media development, gender equality, life skills, environmental care, health and well-being, etc. Cross-curricular issues can be realized through projects of different natures, debates about certain topics, discussions, research related to the violation of children's rights, visits to health institutions, etc. This will be achieved through an integrated approach to teaching French with different issues, aspects, and fields of different subjects. This approach makes it easier and faster to acquire knowledge about this language and, at the same time, allows them to integrate with each other and become much more stable. Therefore, during the preparation of the annual plan, the learning topics that are in the function of all learning subjects are determined. To help with this, it is required that the annual plans have the same format in which the correlation that will help in the functioning of the connection between fields and subjects is noted.

Assessment and evaluation guidelines

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

potential failures and successes); final evaluation (students' progress and learning outcomes achieved); 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 competencies to move to the next grade); formative assessment (consists of interactive assessments that show students' achievements and progress or deficiencies during learning process).

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

Methods of assessment

Continuous control; direct assessment (using the chalkboard); indirect assessment (by test); objective assessment (using the chalkboard); subjective assessment (without chalkboard); assessment by students (assessment of each other); assessment in groups of students within the class (using the chalkboard); students' self-assessment (each student assesses himself/herself).

- **Assessment criteria**

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

Guidelines for teaching materials and resources

In order for the 8th grade students to achieve French language outcomes, it is important primarily to use the didactic-methodical literature of this foreign language (both in Albanian and French language) and rich didactic materials from various Internet sources (links) for teaching and learning purposes. For the realization of the domain outcomes and for the successful achievement of the subject outcomes, all teaching tools and materials must comply with the requirements of these outcomes. The French method for the contemporary teaching of the French language, "**Merci**" (the third part of its 4 equal parts), allowed by the Ministry of Education, Science and Technology for use in LSS of the Republic of Kosovo, along with its integral parts, constitutes the main work tool and the main resource of teaching and learning information, but not the only tool and resource that the teacher of this foreign language and his students can and should use. They have at their disposal many opportunities for acquiring rich learning tools from different sources for obtaining information, provided that they are carefully selected, depending on the learning unit, its purpose, the age of the students, their prior knowledge, and the appropriate use by students.

CURRICULUM AREA: ARTS

Subject curricula/syllabuses

Figurative Art

Musical Art

Subject curriculum/syllabus

Figurative Art

Grade 8

Content

Introduction

The subject of Figurative Art for the eighth grade is one of the important subjects within the Curriculum areaof Arts, which together with other subjects of this field has an important impact and role in the education of students and cultivates the artistic, intellectual, spiritual and emotional culture in them. Through art, social values and the formation of personality and personal and cultural identity are developed, thus contributing to the achievement of the learning competencies of the Core Curriculum.

The subject of Figurative Art in the eighth grade focuses on further expanding and consolidation of art knowledge and skills and using them in artistic work by developing creativity, imagination, critical thinking and aesthetic taste. Figurative Art provides expressive and communicative opportunities for students to reflect their ideas and attitudes through artistic works. The subject of art aims to point out the role and importance of art for human society in general and the development of creative skills and artistic talent of artistically inclined students as an opportunity for further studies in the creation of their artistic and professional individuality.

The Goal

The subject of Figurative Art for the eighth grade, through the contents defined according to the thematic repertoire, has as its goal:

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

Concept	Topics	Subject learning outcomes (SLO) per topic
ARTISTIC CREATIVITY AND PERFORMANCE	**Creation of artworks** *(Drawing, Painting, Graphics, Graphic Design, Modelling, Construction Installations)*	• Creates two and three-dimensional works using different art techniques and mediums; • Creates artistic works using different types and techniques of drawing; • Selects and uses different painting techniques to create artistic works; • Creates artwork using the knowledge of colour theory (colour, value, intensity, etc.); • Creates applied art paintings using the mosaic and collage technique; • Creates works in graphics techniques, by learning its distinguishing features; • Creates artwork using the design technique; • Models sculptural works in relief and three-dimensional sculptures using different forms; • Selects and uses different materials and techniques to create various sculptures; • Takes artistic photographs using manual or digital tools and techniques; • Manipulates photographic images using various computer programs; • Creates works of applied art, by differentiating them from figurative art; • Creates various works by designing various products; • Uses different materials to create different miniature architectural constructions.
ARTISTIC LANGUAGE AND COMMUNICATION	**Figurative elements** line, colour, tone, forms the volume size, texture, direction, and space. **Principles of art** contrast,	• Knows, describes and uses the elements and principles of figurative language; • Recognizes and uses different types of lines to create artwork; • Distinguishes types of colours and applies them in artistic works. • Identifies and uses different types of tones in artwork; • Distinguishes different types of shapes and performs work using the element of shape; • Explains the importance of light and shadow and applies it to works of art; • 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. • Identifies the importance and characteristics of contrast in order to distinguish between different figurative elements in a work of art; • Analyzes the rhythm in different works of well-known artists and

	rhythm, harmony, balance, gradation, proportion, community and composition.	applies different types of rhythm in his/her works. • Identifies different types of harmonies by creating artwork using the principle of harmony; • Identifies different types of balance and uses them in artistic works; • Identifies and applies different types of composition in his/her artwork; • 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; • Uses different types of contrast in artwork; • Recognizes the rules of composition and uses them to compose works of art.
RELATIONSHIP BETWEEN ART AND SOCIETY	**Exhibitions and cultural activities** **Visits and artistic events** Visits to galleries, museums, objects of cultural heritage, artists' ateliers (studios), cultural centres, etc. **Historical periods:** Works of art from different countries, cultures and times and cultural heritage objects Impressionism Post-impressionism Fauvism Expressionism Cubism Futurism Abstractionism Dadaism Surrealism	• Takes part 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 centres, virtual visits to various Internet sites, etc.; • Gets informed about the basic developments of art history by differentiating between some of these periods; • Knows the main representatives of different periods and artistic directions; • Identifies and recognizes some of the most famous works of art. • Distinguishes the modern art styles of the historical periods;

AESTTHETIC- ARTISTIC APPRECIATION AND ASSESSMENT	Assessment of periods and directions of art Assessment of Artistic Works Aesthetic analysis of works *Debates about the handling of art issues and problems.*	• Presents and describes his/her works in front of the class; • Analyzes and assesses own and others artistic creations by analyzing the elements, principles and techniques of artistic language; • Observes, experiences, analyzes, appreciates, assesses and judges the artistic work in an analytical-critical way through individual and group works inside and outside the classroom, organized school exhibitions.

Methodical/methodological guidelines

For the best possible organization of the teaching process, for successful teaching and learning and for the implementation of the curriculum in the subject of Figurative Art, different teaching methodologies should be used. These methodologies are at the service of increasing the quality of learning successes and achievements by students, by providing them with the opportunity to show and develop the creative/artistic potential they possess within themselves.
The methodologies must be entirely at the service of the faster and more accurate acquisition and use of knowledge, concepts, skills and in harmony with the subject learning outcomes of Figurative Art (SLO), the domain of arts (DLO) and the main competencies of the Core Curriculum (LLO).
The selection of methodologies is a competence of the teacher of subject, and they are selected in accordance with the students' needs and requirements, with the nature of the content of the teaching topic, with the didactic basis, and with the level of students' education.
Taking as a basis the nature of the subject of Figurative Art, which is rather a practical activity, where students create different artistic works, also the methodologies are selected in such a way as to motivate the students for active participation in these activities as an opportunity where they reflect their ideas, points of view 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 relaxed and flexible to develop their knowledge of figurative art.

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

Planning and selection of teaching strategies and methods in the teaching of Figurative Art takes into consideration:

- Development and strengthening of knowledge and basic skills of figurative art based on those from the past;
- The main learning competencies in figurative art;
- Encouraging critical, creative, and problem-solving thinking;
- Motivating 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 and technology tools;
- Features of individual and group activities;
- The individual's need for lifelong learning;
- The importance of a positive attitude towards the subject of Figurative Art and the appreciation of its versatile use;
- Encouraging teacher-student interaction in the learning process;
- Experiences during visits to art institutions (galleries, museums)

Each methodology should serve the interests and needs of students and encourage them to believe in achieving success in the field of art. In order to successfully conduct the learning process, teachers must create a suitable environment in the classroom, stimulate and encourage students to participate in various activities by planning a variety of activities, materials, techniques and information where students have the opportunity to explore as much as possible about figurative art. Also, project presentations, discussions, and debates during their realization present a very good opportunity for the realization of figurative/artistic competencies.

Forms of work in the subject of Figurative Art

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

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

Guidelines for implementing cross-curricular issues

In the educational system, cross-curricular topics are important topics through which students gain, develop, and acquire several specific skills and knowledge in order to prepare for life and work in the future and to face and overcome life's challenges more easily.
Cross-curricular topics are topics that human society has constantly dealt with and that aim to create and cultivate several social, humane, and kind-hearted values that contribute to the formation of the identity and individual and independent personality of students.
In cross-curricular topics, all fields of curriculum are integrated and contribute in different ways, including the field of arts with its subjects, which helps students know, comprehend, and interpret the world, events, processes, and relationships in society better, and improve the relationship of education with life and its interests.

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

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

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

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

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

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

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

Education for sustainable development

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

Assessment and evaluation guidelines

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

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

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

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

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

The individual assessment is performed in the function of measuring certain artistic competencies, which the student manages to develop during the learning process, alone or in a group, through practical activity, i.e., through the creation, observation, and analysis of artworks, etc. Students are assessed while they demonstrate achievements through various activities and products.

The portfolio with creations, writings, presentations, and testing is an objective possibility for the assessment of students, as it also corresponds to competency-based assessment in the subject of Figurative Art.

Goals of assessment:

- Identifying students' progress and provide them with sufficient data;
- Motivating students for work;
- Providing information on the level of achievement of competencies;
- Determining the student's weak and strong points;
- Improving the learning and teaching process;
- Giving assignments that correspond to individual abilities and student's level;
- Selecting appropriate teaching methods based on the grade level;
- Providing information on students' development for the purposes of their future guidance.

Different forms and instruments of assessment

During the assessment process, it is suggested that teachers use different assessment forms and instruments by providing students with not only the 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 form and type of assessment, and in particular the way in which the outcomes are reported, should always reflect the purpose of the assessment. The method of building the assessment must always be transparent and fair. Assessment must always be conducted with the highest ethical standards. Assessment of students should be motivational and objective.

Assessment methods

- **Verbal assessment -** the use of short questions, conversations about the learning material or a concrete task, by discussing with individual students, groups, or the entire class, listening to the discussions students have with each other about a concept, knowledge of the figurative arts, an artistic work or task, etc.
- **Written assessment or testing -** special assignments for groups of students, short tests on a concept, topic or a group of topics, for an essay as well as tests for a specific, semester and annual line.
- **Assessment of completed tasks -** step-by-step observation of art assignments, starting from the formation of an idea to its organization and completion, such as: demonstration of achievements in concrete work (for example the realization of two and three-dimensional works, interest in the pursuit of artistic life in the community, passion, appreciation and dedication to this subject, etc.).
- **Assessment of different projects** - cooperation of students in a project that is based on the school, country, or beyond.
- **Assessment of artistic works -** participation in various artistic activities organized by the school, etc., participation in national activities such as: competitions, exhibitions in schools, in the country or beyond.
- **Assessment through the portfolio -** the student's portfolio, as an opportunity for assessment and self-assessment, is a collection of his/her works throughout the school year. It can contain thematic tasks (essays), various two and three-dimensional creations realized during the school year, which can be paintings, sculptures (plasticine), computer creations, etc., curricular projects, all for the benefit of various school activities, products of curricular activities, etc., the selection of works for the portfolio is done by the students upon the teacher's recommendation.

  Assessment process instruments

  - Test (with multiple choices, correct-false, matching, filling in blank parts, short answer and open questions);
  - Structured oral test;
  - Checklist;
  - Questionnaire;
  - Interview sheet;
  - Survey;
  - Essay;
  - Project;

- Folder/Portfolio.

Guidelines for didactic materials and teaching resources and tools

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

Technology is one of the widely used tools in the subject of Figurative Art, helping students to research and recognize various artworks, cultural heritage objects, design objects, etc., thus creating the type of an eager student in the subject of art.
The school, as an educational institution, must ensure and provide adequate or alternative technical-technological conditions and opportunities for the realization and achievement of the competencies of certain subject curricula, in this case also of the subject of art.
In this form, it creates opportunity for students to demonstrate or present different tasks and projects through technological media.

The teacher encourages students' interest in activities and the handling of art topics by using a rich vocabulary of figurative artistic language with clear, concise, meaningful and conceptual words and sentences.
The teacher promotes the expansion of knowledge about art among students by motivating them to use appropriate resources, materials, and texts (books) suitable for their age and their learning abilities at the given level.

Some of the most useful didactic tools are:

- Textual materials: *textbooks, workbooks, art catalogues, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopaedias, etc.*;
- Visual - figurative tools: *writing board, photographs, paintings, models, scale models, vases, reproductions of artworks and posters, diagrams, graphic tools, etc.*;
- Auditory-listening equipment: *radio, tape recorder, telephone, cassette player, etc*.;
- Audio-visual equipment - *figurative-auditory equipment: TV, film, video projector, video cassettes, computer, Internet, teletext, CDs, DVDs, e-mail*;
- Learning environment (*classroom, atelier, cabinet, nature, gallery, museum, etc.).*

Subject curriculum/syllabus

Musical Art

Grade 8

Content

Introduction

Music contributes to the physical, emotional, intellectual, social and aesthetic development of the child, namely to his/her overall formation and in particular to the cultural formation of students, by enriching their spiritual world, identity and personality.
With its universal language, which is understood by all people regardless of race, gender, or age, music helps students understand musical phenomena and processes and use them for communication and artistic expression in different contexts. As a social activity from its very beginning, music is a medium that enables joint group activities requiring cooperation in the performance of songs, musical pieces with instruments, etc., thus enabling students to develop different musical skills in addition to developing other general competencies.

The Goal

The subject of Musical Art in the 8th grade continues to have the aim of:

- Developing students' musical skills according to individual interests and dispositions (ability to sing and play instruments, ability to actively listen to music, creative skills, etc.)
- Increasing students' interest in active participation in practical music exercises at school and outside of it
- Increasing knowledge and comprehension of the musical language concepts and elements (rhythm, melody, harmony, and musical forms)
- Enabling students to listen to music in an active, analytical way and appreciate and evaluate musical creativity (national and international) of different musical styles and genres
- Encouraging students to try their musical creative abilities in different forms of expression
- Expanding knowledge about creators and performers, institutions, and important musical events in the world and in the country.
- Cultivation of good aesthetic musical taste
- The ability to communicate and express oneself artistically and through the means of musical expression

Topical content and learning outcomes

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

Concepts ***Conceptual-Thematic Areas***	**Topics**	**Subject learning outcomes (SLO) per topic**
DLO.1. Students develop different skills for artistic interpretation in musical, visual, dancing, acting, and other artistic activities, etc., according to individual inclination, disposition, and interest.		
Artistic creativity and performance	Songs	The Student: ● **Sings** and/or plays musical instruments, individually or in a group, songs and different genre melodies (artistic, folk, soft music) according to musical notation and imitation; ● **Interprets** in various combined performances (music, drama, and dance).
	Playing musical instruments	**Accompanies** songs and plays instrumental parts of different genres according to imitation or musical notation, individually and in groups.
	Musical creativity	**The Student** ● **Improvises** with voice or instruments, different genre rhythms and melodies; ● **Expresses** himself/herself using movement/dance, literary and figurative expressions inspired by the music heard; ● **Creates** new musical pieces based on music, poetic text, etc**.;** ● **Uses** modern (and music) technology as per his/her interest and inclination to create original musical expressions; ● **Creates** different genre songs and instrumental accompaniments (folk, artistic, popular).

<table>
<tr><td colspan="3">DLO.2.
Students know and use the elements of artistic language principles, processes, and basic techniques of artistic creativity in music, the visual arts, dramatic art, and dance.
• Effectively use their knowledge of interpretive and creative artistic elements, processes, and techniques by consciously applying them to their own creations.
• Confidently and effectively communicate in front of different audiences by combining the expressive forms and means of the arts with the help of technology (multimedia presentations, installations, etc.).
• Distinguish the application of innovations in expressive techniques and contemporary art mediums (such as video art, installation, performance, etc.) in contemporary art works.
• Communicate confidently to different audiences (colleagues, parents, other children, the wider public, etc.) by using relevant artistic means of expression (music, drama, dance, and visual arts).
• Analyze and compare different artistic traditions in different historical periods.</td></tr>
<tr><td>Artistic language and communication</td><td>Musical elements
Rhythm
Harmony
Melody
Form
Dynamics
Tempo
Style/genre/type</td><td>The Student:
• Distinguishes, analyzes and compares musical elements in the musical works they listen to;
• Uses musical elements effectively and creatively when singing and playing musical instruments;
• Identifies the musical forms in the different genre musical pieces heard
(vocal, instrumental and vocal-instrumental music (i.e. fugue, sonata, oratorio, cantata, opera, symphony, etc.);
• Recognizes the role of expressive musical elements such as tempo, dynamics, etc.</td></tr>
<tr><td></td><td>Musical literacy
tonalities
(sharp and flat signs)
Elements of musical forms:
motive,
Musical themes
Sentence, period
(Reprise, (da capo al fine, coda corona, etc.)</td><td>• Implements musical literacy that corresponds to his/her age and individual musical abilities;
• Knows the principle of different musical tones and their symbols;
• Identifies the principle of construction of different musical forms also through musical notation ;
• Identifies musical form elements in performing and listening works;
• Uses different musical form elements in his/her creations.</td></tr>
</table>

DLO.3.
Students understand the development and influence of art on society and vice versa in the historical, social, and cultural context

- knows more thoroughly the artistic masterpieces at the national and world levels;
- demonstrates an understanding of the interrelationship between social developments in different periods of time and the influence on artistic styles, genres, forms, formations, and expressive elements (i.e., baroque, classical, romanticism, etc.), and the distinguishing features or specifics of artistic, musical, figurative, and creative work in these styles);
- presents some of the most distinguished representatives of artistic styles and periods at a global, local, and national level.

Music and society	**Musical genres**	The Student **Distinguishes** and compares musical works according to musical genres (artistic, folk, popular, jazz, rock, festive music, etc.) through listening to music and singing songs.
	Types **(styles) of Music**	**Analyzes** vocal, instrumental, vocal-instrumental, and stage music through musical examples from world and national musical pieces.
	Musical instruments and formations **Creators and performers**	● Analyzes the sound and functional characteristics of different musical instruments; ● Distinguishes and compares different musical ensembles by function and type; ● Knows the historical social circumstances that have influenced the development of different musical forms and formations; ● Knows the creators, performers of artistic musical works from world literature of different periods; ● Knows distinguished works and creators of national artistic music.

DLO.4. Students apply critical judgment and appreciation of artistic works in music, visual arts, dramatic art, and dance, based on their understanding of art philosophy and aesthetic principles. • Appreciates and assesses own and others' artistic creations by analyzing the form, expressive elements, and ways and techniques of their use in the function of artistic expression; • Experiences, analyzes, and critically assesses the distinctive characteristic elements of artistic masterpieces of cultural and artistic heritage (musical, visual, dramatic, and dance works) in a national and broader context; • Appreciates cultural diversity in the region and beyond.		
Aesthetic-artistic appreciation and assessment	**Musical works** **Musical event**	The Student ● **Assesses** own and others' singing and playing of instruments; ● **A**ssesses musical works, by making a critical and aesthetic judgment**;** ● **Expresses** himself/herself about a musical piece heard through a drawing, an essay, a poem or other forms of artistic expression; ● **Expresses** himself/herself about the characteristics of a musical piece (form, type, genre, content) orally, in writing, visually, through presentation using modern technology, music technology, etc**.**

Methodical and methodological guidelines

Artistic experience, curiosity, imagination, and freedom of expression are the main principles of the teaching methodology in the field of the arts. Students understand creative musical processes and techniques, by learning how to apply them in practice while singing and playing musical instruments. The arts interact with each other, so different forms of artistic expression can be linked during the learning process, for example, song with movement and dance, music with figurative expression, music with literary expression, figurative expression with literary expression, artistic syncretic performance, etc. Especially at this level, the integrated approach of combining artistic expressions for different topics can be applied. Linking language (mother and foreign) with music can be very successful. Different poems are often part of art songs, but so are also different literary topics related to various musical pieces for listening.

The specific methodical guidelines 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 subject's goals.

Singing and playing instruments

Melody and rhythm are an inseparable part of the necessary knowledge that students should have about the meaning of music. The songs continue to be learned by ear (imitation) but also from musical notation, depending on the students' capacities. Singing, playing the recorder (flute) and other musical instruments are developed through continuous techniques and exercises. Through singing, the ways of shaping the voice and singing accurately in intonation and with a certain rhythm are further developed. The contents of the songs are simple and continue to maintain themes such as: love for family, school, and homeland; patriotic songs and various holidays; ideas and wishes; and personal feelings, as well as topics from cross-curricular issues (peace, tolerance, the environment, etc.). Youth and folk songs that are carefully selected according to the 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 (both folk and classical, which the children have) is done by ear (with imitation) but also using musical notation to accompany the songs, the students are encouraged to perform individually and in groups short pieces of music according to the musical notation.

Artistic language and communication

Various musical measures, rhythmic and melodic phenomena, musical scales, etc. are addressed on the basis of songs and examples, and thus further expand musical knowledge for understanding, creating, interpreting, and correctly judging the music that students listen to or perform. The formal musical elements in the piece heard or performed are always addressed through listening, analysis, and musical notation, which help the student understand the principle of building the musical form. Here, students are encouraged to work independently, in groups, etc. and the important thing is that the musical material they use for performance or listening serves as a basis for observing, analyzing and distinguishing the different elements of musical expression.

Music listening, appreciation and assessment

Listening to music, experiencing and expressing musical emotions is a very important process. Music creates different emotions and students should be encouraged to express those experienced emotions. Active music listening requires a careful selection of musical works for listening so that they are suitable for the experiential abilities of the students. Orchestral music is more attractive for students of this age because it is more diverse in sound colours, while vocal-instrumental music is more concrete due to the linguistic text that concretizes the musical content. Programme music, stage music, and popular music also enable 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 data and presentation of musical works for listening purposes (musical examples and videos of interpretations of various musical works on you tube, CDs, videos, etc.) Students are constantly encouraged to evaluate and assess the works heard using appropriate terms for musical elements and artistic expression.

Cross-curricular issues

In the subject of Musical Art in the 8th grade (Grade 8), a series of cross-curricular issues can be addressed, such as:

Education for democracy and peace deals with the promotion of responsibility, human rights, gender equality issues, cultural and intercultural issues, the prevention and combating of negative social phenomena, the promotion of dialogue and tolerance, etc. These topics can be the subject of songs that students sing in class and in extracurricular activities. Thematic projects can be organized on these themes, on which occasion songs and musical works that relate to these themes are selected for listening purposes.

Interdependence

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

Media education

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

Education for sustainable development

Issues of sustainable development, issues of the realization of the right to live in a healthy environment, and issues of social well-being based on international conventions can be the subjects addressed in artistic activities (music, drama, dance, visual arts and various techniques (posters, graphics, paintings, etc.).

The use of musical artistic expressions to address the child's right to education, to freedom and a dignified life, for various phenomena (i.e. against smoking, stopping violence against children, stopping a war, etc.) is possible through thematic projects in which music takes part. The use of artistic expression and artistic subjects to address the topics of sustainable development (environmental protection, spaces, order, lobbying for a healthy life, etc.) is also a very good opportunity to address cross-curricular and interdisciplinary integration issues. A healthy sound environment is very important for society, therefore, the treatment of students' musical tastes and attention to the level of the sound, noises, etc. addresses this issue.

Assessment and evaluation guidelines

The evaluation is generally done according to 5 levels.

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

Level 2 - Demonstrates a minimal and sufficient degree of mastery of learning outcomes, yet it presents the basis for the next level of activity and corresponds to the evaluation scale Satisfactory.

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

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

Level 5- Presents the highest and most consistent achievements in meeting the learning outcomes and corresponds to the evaluation scale Excellent.

The assessment must be continuous, but also a summary assessment can be applied for the two-month period to assess the achievement of the implementation of the two-month plan. The continuous assessment is enabled by the teacher through keeping track of students' progress and is performed using different assessment instruments, which include:

- **Checklist** for songs, instrumental parts, and assessment of performance level according to the determined criteria;
- **Different music tests** (listening, oral, and written); various research assignments with the music listening element;
- **Assessment of the student's file** (portfolio); the portfolio is a collection of the student's contributions and represents his/her efforts, progress, and achievements in the subject of music. The file/portfolio can contain practical works or assignments that are implemented in the classroom, projects or practical work as homework, playlists with musical examples, individual researches on composers, instruments, musical pieces, etc.
- Individual or group musical project related to various music issues.

Guidelines for teaching materials and resources

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

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

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

Some online sources:

The book for the subject of Musical Art for the 8th grade (Grade 8)

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

Grade 8

Content

Introduction

Mathematics as a field and subject in the eighth grade, being a continuation of the preliminary programme, ensures the development and advancement of knowledge, habits, skills, attitudes, and values. It enables students to continue to successfully fulfil their needs and interests, develop their personality and potential in intellectual development and personality formation, in order to be successful in facing the challenges of life and integrating into society.

The subject syllabus of the eighth grade is a logical continuation of the subject syllabus of the seventh grade and enables the achievement of the domain outcomes for Level 4. In order to achieve this, good teaching materials, diverse teaching methodologies, and especially continuous commitment to the development of students' abilities are necessary. The aim of all this is for students to continue to acquire the necessary knowledge and understand the quantitative and spatial relationships and patterns in various phenomena in nature, society, and everyday life, as well as the development of logical, critical, analytical, and abstract thinking.

The programme of Mathematics contains in itself:

- the goals of the subject of Mathematics for the eighth grade which serve the following purposes:
- students for the development of the main competencies of lifelong learning and competences in the field of mathematics, so that in the future they can be successful citizens,
- teachers for the planning, realization, and assessment of the teaching activity and students' achievements in and outside of the classroom;
- parents for knowing the child's learning outcomes and assessment criteria in certain periods of time;
- designers of textbooks and auxiliary materials for teachers and students
- subject learning outcomes for educational topics with content that creates conditions for the student to build and apply knowledge, skills, attitudes, and values in function of the domain competencies and main competencies;
- methodological teaching guidelines as a condition for the implementation of the programme and the achievement of competencies by the students, thus giving everyone the opportunity to show and develop the potential they possess within themselves; they also serve as guidelines for the implementation of cross-curricular issues for the contribution of mathematics to society and daily life;
- guidelines for evaluating the achievement of the students in the eighth grade;
- guidelines for didactic materials and teaching resources and tools.

The Goal

Through the learning of Mathematics in the eighth grade, it is intended that students acquire the basic mathematical knowledge necessary to understand the phenomena and laws of nature and society, their intellectual development, the exercise of basic rules, the cultivation of values, and the preparation for subsequent grades. The programme of Mathematics also aims to equip students with mathematical thinking models, with basic ideas and mathematical structures, as well as to develop their calculation and problem-solving skills in everyday life. Simultaneously, the programme of Mathematics for the eighth grade, during implementation: selects and implements problem-solving strategies; carries out observations and inquiries that help in understanding knowledge and mastering mathematical skills; communicates mathematical thinking using mathematical symbols, creates presentations of mathematical concepts by linking them together, and applies them in solving problems.

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

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

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

Topical content and learning outcomes

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

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

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

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

I. Number, algebra and function

General learning outcomes

The Student:

- uses the terms: natural number, positive and negative number, whole number, rational number, absolute value, reciprocal number, square root, exponent, monomial, binomial, polynomial,
- acquires knowledge about the concept of number and operations with numbers through a more in-depth treatment of fractions, decimal numbers, letter expressions and applies it in practice in solving problems,
- uses symbols, facts and procedures for solving problems related to whole and rational numbers, exponents, polynomials, etc., by selecting and applying appropriate strategies for solving problems,
- acquires knowledge about mathematics as part of human culture (integrates mathematics in situations or phenomena from other contexts: daily life, other subjects, sports, global warming, tourism, economy, environment, migration, etc.);
- uses information technology tools for various calculation purposes,
- models and solves elementary equations and inequalities and applies them to problems from real situations;
- models and solves problems from everyday life using exponents, letter expressions, graphical presentations, etc.

II. Shape, space, measurements and geometry

General learning outcomes per topic

The Student:

- constructs geometric figures symmetrical to the line/point
- constructs the rotation of geometric figures for a given angle/to a given axis
- constructs the inscribed and circumscribed circle to a triangle;
- constructs the triangle when its three elements are known
- uses measurements and acquires knowledge about formulas for determining and calculating the triangular surfaces, as well as solves problems from real situations;
- classifies and constructs the quadrilateral based on different properties;

- uses measurements and acquires knowledge about formulas for determining and calculating the area of parallelogram surfaces;
- applies the Pythagorean Theorem to figures and objects where right triangle appears, as well as to real-life problems;
- acquires an understanding of the circle and its elements
- constructs the tangent line to a circle
- applies the rules to calculate the area of the circular surface
- applies the rules for calculating the surface area of the cylinder, cone and sphere;
- applies the rules for calculating the volume of a cylinder, cone and sphere.

III. Processing of data and probability

General learning outcomes
The Student:

- demonstrates knowledge about events and differentiates between them;
- calculates the probability for given events;
- presents the probability of different events numerically and graphically;
- uses technology to solve statistical and probability problems and problems from everyday life.

Concept	Topics	Subject learning outcomes per topic(SLOT)
Number, function, and Algebra	Numerical sets	The Student: • Defines the numerical sets: N, N0, Z and Q and writes them using symbols, • Reads and writes natural numbers, fractions and decimals, • Perform operations with natural numbers, fractions and decimals, • Defines the solution set of equations with one unknown, • Converts fractional numbers to decimals, periodic decimals and vice versa.

	Exponents and square root	The Student: • Reads and writes whole number exponents, • Writes big and small numbers as exponents of number 10, • Defines and verifies properties of exponents with equal bases, • Applies properties of exponents in actions with exponents, • Defines the square root and calculates the square root of positive rational numbers, • Carries out rooting and quotient actions.
	Letter expressions	The Student: • Calculates the (numeric) value of the letter expression for certain variable values, • Defines letter expressions, • Defines binomial, trinomial, polynomial, • Perform operations (+,-,*,:) with similar and dissimilar monomials, • Reduces polynomials, • Adds, subtracts and multiplies monomials and polynomials, • Expresses special products as formulas (the square of the binomial, the difference of the binomial, the difference of squares, the difference of cubes) by proving them algebraically and geometrically, • Factors polynomials using GCD, • Factors letter expressions, polynomials with two, three and four terms.
	Linear Equations and Inequalities	The Student:

	one unknown	• Defines the linear equation with one unknown, • Applies the additive and multiplicative property to solving equations, • Solves word problem tasks with the help of linear equations with one unknown, • Defines the linear inequality with one unknown, • Solves linear inequalities with one unknown and presents their solutions with sets, graphs and intervals, • Solves word problems using linear inequalities with one unknown.
	Symmetry	The Student: • Determines the center of the segment by constructing its bisector, • Constructs symmetrical figures to a line-axial symmetry, • Constructs the rotation of figures for a given angle, • Constructs symmetrical figures to a point- central symmetry, • Rotates figures around their axis - rotational symmetry, • Constructs lines of symmetry in figures with an axis of symmetry, • Defines the center of symmetry in figures with a center of symmetry.
Shape, space, measurements, and geometry	Geometric figures	The Student: • Defines the triangle and the triangular surface, • Classifies triangles based on the length of the sides and the size of the angles, • Inscribes and circumscribes a circle to any triangle, • Constructs isosceles, equilateral, scalene triangles when three of its elements are known (not three

		angles), • Calculates the perimeter and area of triangular surfaces by performing the necessary measurements and using formulas, • Defines the quadrilateral and the quadrilateral surface, • Finds out that the sum of the angles of a quadrilateral is 360^o , • Classifies quadrilaterals based on the position of the sides, • Classifies parallelograms based on their properties, • Constructs parallelograms when its elements are known, • Calculates the perimeter and area of parallelogram surfaces.
	Pythagorean Theorem	The Student: • Proves the Pythagorean Theorem, • Solves problems about the right triangle by applying the Pythagorean Theorem, • Applies the Pythagorean Theorem to solve problems related to isosceles triangle, equilateral triangle, isosceles trapezoid, cube and cuboid, • Uses the Pythagorean Theorem to solve real-life problems.
	Circle	The Student: • Defines the circle, circular surface and defines its elements, • Distinguishes and draws the circle, the circular surface and its parts, • Defines the central and peripheral angle of the circle and inquires their connectivity when they are on the same chord, • Proves that the peripheral angle is equal to the

		half of the central angle on the same chord, • Defines the tangent line to a circle and constructs it when the circle and a point are given, • Defines the number Pi, calculates the length (perimeter) of the circle as well as the circular arc, • Calculates the area of the circle surface, circular sector, and circular ring.
	Rotating geometric bodies(Cylinder, Cone and Sphere)	The Student: • Defines the cylinder and distinguishes its elements, • Constructs the cylindrical surface mesh, finds out the formula and calculates the surface area of the cylinder as well as its volume, • Defines the cone and distinguishes its elements, • Constructs the conical surface mesh, finds out the formula and calculates the surface area of the cone as well as its volume, • Defines the sphere and distinguishes its elements, • Calculates the surface and volume of the sphere.
Data and probability	Probability	The Student: • Defines experiment, realization, event and differentiates between them, • Distinguishes degrees of probability in given events and determines their values, • Calculates probability values for given events, • Presents the probability of events in numerical form as a fraction or as a decimal number, by presenting those values also graphically.

Methodological guidelines

The teaching methodologies of Mathematics in the eighth grade are based on the teaching principles set out in the Core Curriculum II, which provides teaching that develops learning competencies. The topics presented in the eighth grade syllabus are not developed separately, but must be integrated among themselves; be a continuation of those developed in the seventh grade, and be related to other fields. The learning outcomes for each topic also serve the requirements and notions aimed at in other topics within and outside the curricular field.

The teacher mainly focuses on the following aspects:

- linking the learning outcomes of core competencies to domain competency-learning outcomes and subject learning outcomes per topic;
- Student-centred teaching;
- Integrated teaching and learning;
- Differentiated teaching;
- Development of cross-curricular topics;
- Development of sustainable education activities.

The teacher should build his work on:

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

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

Throughout the process, the teacher should endeavour to illustrate the learning content with examples related to contexts from everyday life. For example, for the development of the learning outcome:

Writes big and small numbers as exponents of number 10 can examine distances between planets when writing large numbers and molecular sizes when writing small numbers. In this way, in addition to sparking the curiosity and interest of the student, it will also create a link between different fields.

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

Guidelines for implementing 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, 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 create links between the mathematical competencies and certain tasks for the realization of these topics.

The student learns to implement several stages when solving a problem or situation and this ability contributes to his/her personal advancement. The student can use statistical methods such as surveys and interviews to analyze people's opinions, and is able to reason and provide arguments for a certain decision. Thus, he/she learns to participate in social life in the classroom and at school, develops an open attitude toward the world while respecting diversity.

Using the understanding of numbers, the reasoning of ratios, and the 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 interpret data for the promotion of good health, tradition, and lifestyle habits and to exercise judgement and argumentation for decisions made. The realization of cross-curricular topics through the subject of Mathematics is an important component of the programme because of the contribution of Mathematics to society and everyday life.

Assessment and evaluation guidelines

Pursuant to the principles of the competency-based learning approach, assessment is considered a teaching element that focuses on the level of competency achievement. The content assessment relates to mastery of knowledge and demonstration of mathematical skills through reliable indicators of students' progress.

During the assessment, the teacher must take into consideration the learning outcomes for class learning topics, by focusing on the domain outcomes for the level. Assessment of the achievement of eighth grade students in mathematics is carried out through evidence of continuous assessments, classroom observation, control assignments (thematic tests), homework, and assessment through periodic summative tests. Reporting of the students' achievements is done through descriptions with constructive comments and numerical grades (1–5).

During the assessment, the teacher must focus on and rely on an amount of data, such as individual work, group work, and activities during class debates, homework, tests on a certain group of topics, and tests at the conclusion of a certain period etc.

Guidelines for teaching materials and resources

During the teaching of Mathematics, the teacher provides information and performs skills by using didactic materials and necessary resources, whereas the student generates information, forms habits, and develops skills by approaching the learning through seeing, listening, touching, using technology, and other forms. For the realization of the second-level competencies of lower secondary education in the sixth grade, the teacher provides access through the use of materials corresponding to the age and capacities of the student's level of learning.

The teacher, in addition to the necessary didactic materials and tools, creates mathematical models, gives special assistance, adapts examples of different types, and creates an environment and climate for alternative activities. He/she also ensures 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 curricula/syllabuses

Physics
Biology
Chemistry

Subject curriculum/syllabus

Physics

Grade 8

Content

Introduction

Physics is the science that involves the systematic study of the structure and behaviour of the physical and natural world through observations and experiments. It provides the student with opportunities to gain an understanding of scientific concepts, processes, and practices used by people to develop scientific knowledge, the contribution of science to society, and its application in everyday life.

Through Physics 8, the new curriculum helps in the development of competencies that serve students in personal, social, and economic terms and are related to local, national, and global issues. The competencies that the field of natural sciences develops in the 4th level (Level IV) contribute to the achievement of key competences as a function of lifelong learning. The student starts with his own ideas about how things are and then changes and develops them by trying them out in practice. During scientific activities, the student faces the possibilities of changing, restoring, or challenging ideas. This way of learning makes the student develop and shape scientific understanding through his ideas and experiences. Ideas and concepts are processed as long as the student works in problem situations and applies research methods to find solutions to problems. By learning in this way, he/she can experience the joy of scientific discovery and nurture curiosity about the world around him/her.

Learning Physics in the eighth grade is closely related to ICT, and together they form the student in a wider context.

It serves the student for the development of key lifelong learning competencies; teachers for the planning, realization, and assessment of learning activities and achievements of students in and outside the classroom; and parents for knowing the expected outcomes of the children and evaluation criteria in certain periods.

Implementation of the program is done while respecting the principles of inclusiveness in terms of gender, ethnicity, culture, race, religion, and the special needs of children.

The Goal

The syllabus of Physics 8 aims to develop the student's competencies, by combining theoretical learning with research methods, direct observation of experiments in the laboratory or in the field, different teaching resources, processing of information and presentation of findings, etc. This enables students to actively develop their competencies and, thanks to research, to understand, explain and intervene in the relationship between life and nature. Learning the subject of Physics aims to develop basic knowledge and concepts for scientific formation in the field of Physics by:

- developing scientific skills, critical thinking, and creative thinking;
- applying scientific knowledge and skills in analytical, critical, and creative manner to problems that require solutions and decision-making;
- assessing the contribution of science and technology to the well-being of man and society;
- describing energy sources;
- explaining the processes through four interactions (gravity, electromagnetic, nuclear, and weak interaction);

- using information and communication technology as a tool for obtaining and communicating information;
- explaining the role of science in sustainable development, as well as in conservation and protection.

Topical content and learning outcomes

Students in the eighth grade achieve the subject learning outcomes (SLO) for the subjects shown in the below table, which have derived from the Science domain learning outcomes (DLO) of the fourth level of the curriculum (Lev. 4) in the Core Curriculum of lower secondary education:

<table>
<tr><td>Concept</td><td colspan="2"></td></tr>
<tr><td rowspan="3">Physical Processes</td><td colspan="2">DLO: Explains sources of energy, forms and transformations of mechanical waves, sound, electric and magnetic laws, sources of light, relativity of motions, the structure of the nucleus, its radioactivity, with the aim of using them in everyday life.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td>1.Fast motions</td><td>I.
• defines the acceleration of a body and describes uniformly accelerated rectilinear motion.
• calculates the speed based on the formula for definition of acceleration and with the help of the surface under the half line a = const. for a certain time t, on the a/t graph.
• determines the path s of uniformly accelerated motions with the help of the average speed and from the surface under the half-line a for a certain time t, on the v/t graph,
• obtains the formulas for height h, speed v and acceleration g of the free falling body from the expressions s, v and a of uniformly accelerated motion with constant acceleration,
• distinguishes the motions of the object point according to the shape of the road, according to the speed, and according to the acceleration,
• solves numerical tasks for determining path, speed, time and acceleration for uniformly accelerated rectilinear motion and free fall.</td></tr>
</table>

		(6)
	2. Basic Laws of Mechanics	**I, III.** • treats force as the cause of motion of bodies/objects and presents the meaning of the law of inertia with the help of Galileo's virtual demonstrations, • presents the mass of the body as an indicator of its inertia, or as resistance to movement, • demonstrates the relationship between the force of different intensity acting on the same body and the acceleration it gains, (m = const., F = variable), • demonstrates the relationship between the constant force acting on bodies of different masses and the accelerations it gives them (m = variable, F = const.), • writes the formula of Newton's second law based on the ratios between the quantities that emerge from • the mentioned demonstrations and presents the quantities that define the unit of force, • distinguishes physical quantities by definition, in scalar and vector quantities, • shows examples of the application of Newton's second law, for determining the force, acceleration and mass of the body, • notes the formula of Newton's third law and points out examples for its demonstration, • solves numerical tasks for the application of Newton's second law. (9)
	3. Application of the second law	**III.** • notes Newton's law on the gravitational interaction of troops in the distance and presents examples of its implementation,

	of mechanics	• defines the weight of the body with the help of Newton's second law as the force with which the Earth acts on all bodies near its surface, $(F_g = mg)$, • calculates the numerical value of work expressed in joules (J), from the surfaces of the corners on the F(N)/s(m) graph obtained for different values of constant forces and different paths s, • determines the formula for kinetic energy with the help of the surface under the half-line *a* for a certain time *t*, on the *v/t* (path *s*) graph and Newton's second law, • presents the general formula of the relationship of work with energy and applies it to the relationship with gravitational potential energy, kinetic energy and elastic potential energy, • proves that kinetic energy, gravitational potential energy and elastic potential energy are measured by work units joules (J), • solves numerical tasks for applying Newton's second law of motion. (7)
	4.Pressure in fluids	**I, III** • shows examples of the appearance of pressure in nature, writes the formula for its definition and names the unit of measurement, • shows the progress of Toricelli's experiment for determining the numerical value of atmospheric pressure, • points out the application of changing atmospheric pressure for weather forecasting and for measuring altitude (altimeter), • distinguishes the meanings of weather and climate and describes the flow properties of horizontal and vertical air

		masses, along with the respective devices, • explains the orientation of scientific research for the use of wind power as an energy resource, • obtains the formula for the variation of pressure with depth in a fluid of given density and analyzes its summarized magnitudes as the hydrostatic paradox, • demonstrates the propagation of pressure in liquids equally in all directions and shows examples of application, • demonstrates the value of the thrust force on a body immersed in liquid and analyzes the conditions of its buoyancy, floating and sinking, • demonstrates the measurement of gas pressure in a closed container using an open manometer and presents other types of equipment, • shows the proportionally straight ratios of compression with the surfaces of the sections and proportionally oblique flow rates of the incompressible fluid in the flow pipe, • draws conclusions about the sources of air, water and land pollution and the consequences for human, plant and animal health, • solves numerical tasks related to pressure in fluids. (12)
	5.Circular motions	**I.** • distinguishes circular motions from rectilinear motions and determines path, speed and relation with linear speed, • obtains the expression for the intensity of the centripetal force, • solves numerical problems related to circular motion and centripetal and centrifugal force. (3)

	6. Oscillations and waves	**I, IV.** • names the basic concepts that result from the analysis of the motion of the oscillating body, • determines the period of small oscillations of the mathematical pendulum, • demonstrates the determination of the acceleration of the weight from the formula of the period of the pendulum, • demonstrates damped oscillations with decreasing amplitudes of a mathematical pendulum and a body suspended on a spring that oscillates in a container filled with water, • describes forced oscillations and demonstrates resonance during sound propagation from two resonators placed opposite each other, • distinguishes waves according to the direction of particle oscillation versus the direction of propagation and illustrates the shape of sound waves, • presents the characteristics of the transverse wave by considering the oscillation of the weight suspended on a spring, • demonstrates the propagation of mechanical (sound) waves in environments of three states of matter, • obtains the formula for wave propagation speed with the help of its characteristics, • demonstrates the application of Huygens' principle for explaining wave refraction and reflection, • solves numerical tasks related to oscillations and waves. (11)
	7. Heat	**IV.**

	energy	• points out the particle structure of the matter, the internal energy and the processes of its change, • shows the relationship between the Celsius and the Kelvin scales and the types of thermometers for measuring temperature, • demonstrates the obvious decrease in the melting temperature of ice under the action of pressure and explains the reason for the occurrence of this effect, • defines the temperature of the body from the particle aspect of the structure of the matter, while the amount of heat Q as a numerical value for internal energy given or received in thermal processes, • demonstrates with a calorimeter the meaning of thermal equilibrium τ of two substances as a state of interruption of the transfer of internal energy from a hot to a cold substance, • analyzes the magnitudes of the definition of the amount of heat Q that any substance gains when it is heated or gives when it is cooled and defines the specific thermal capacity, • presents the measuring unit of the amount of heat in the SI system, the old unit that is still in use and the specific thermal capacity, • presents the heat-carrying environment during conduction, convection and radiation, • interprets the possibility of converting work into heat and other forms of energy and vice versa, • explains the general law of conservation of thermal energy, • describes the law of elongation of a metal rod by increasing temperature, • demonstrates the swelling of a solid body and the change in its density during the increase in temperature, • solves numerical tasks for heat quantity, temperature and thermal equilibrium.

		(13)
	8. Ideal gas laws	**I, IV.** • distinguishes between the basic properties of the particulate structure of gaseous matter and liquid matter and describes the state parameters, • distinguishes the properties of ideal gases from the properties of real gases, • describes the meaning of Boyle-Mariotte's law for increasing the gas pressure in a closed container, while reducing its volume, and keeping the temperature constant, • demonstrates Boyle-Mariotte's law for gas in a closed container, notes its analytical form and draws the isotherm T = const. on the p/V graph, • explains the meaning of Gay-Lussac's Law for the increase of the volume of a gas in a closed container while increasing its temperature and keeping the pressure constant, • demonstrates Gay-Lussac's Law, for gas in a closed container, notes its analytical form and draws the isobar p = const. on the V/t graph, • presents an understanding of Charles's Law for the increase of gas pressure in a closed container while increasing its temperature and keeping the volume constant, • demonstrates Charles's Law, for gas in a closed container, notes its analytical form and draws the isochore V = const. on the p/t graph, • applies the relationship between Celsius and Kelvin scale for the formulation of the other mathematical form of Gay-Lussac's law and Charles's Law, • solves numerical tasks related to ideal gas laws. (10) Total SLO : 71

Methodological guidelines

Timely and detailed planning of the teaching of natural sciences, is based on CF and CC, and is a particularly important step that must be implemented through a teaching methodology. A practical implementation of the teaching plan for natural sciences - Physics, be it within the class or outside of it, requires the realization of curricular as well as extracurricular activities, the selection of methodologies, and harmonizing with the expected learning outcomes and learning process, and must be done in the context of the philosophy and principles of CF. The selection of methods is a competence of the subject teacher. It is done by adapting to the students' needs and demands, to the nature of the content of the teaching topic, the didactic basis, the level of the students' education, the learning styles of the students, etc. Natural sciences are experimental sciences; therefore, it is preferable that the rules be explained, where possible, using proof, demonstration, or experiment in collaboration with the students, where the teacher should have a leading role. The success of students in the subject of Physics depends on the work and commitment of the teacher and students. This is achieved by using interactive and comprehensive approaches.

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

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

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

- Observation;
- experimental and empirical methods;
- formation of an idea (hypothesis);
- using of ICT.

These methods cannot be used without being combined with each other.

Observation method. The observation method is a method that helps students in the formation

of scientific concepts. Through this method, students create the link 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 create stable perceptions of the world around us. Observations in nature encourage students to work scientifically, raise hypotheses, and test them. Observation is the first step of an inquiry, experiment, or study.

Experimental method

The experimental method begins with theoretical scientific explanations and continues with the demonstration of the experiment. The goal of the procedure is to identify and compare observable quantitative elements and to check the validity of the hypotheses raised. When using this method, students use a variety of devices to perform measurements, as well as show caution when using them. Projects. Projects are learning activities through which students discover objects, processes or phenomena.

ICT - Information technology supports the researching process, increases the quality of students' learning and ensures cooperation between them. Students can explore through the use of digital tools. The teacher guides the students so that they, with their activities in the classroom, school, laboratory, nature, etc., can: recognize, observe, put in the right order, measure, mark, collect data, experiment, supervise, think independently, defend, and argue their opinions, but always starting from didactic principles: from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the general.

Guidelines for implementing cross-curricular issues

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

- Media education
- Education for sustainable development

Media education-

Refers to the use of media for obtaining new and accurate information and the creation and use of information for research and new scientific discoveries. The topic of media education includes contents related to publications and scientific achievement awards at the national and international level.

Education for sustainable development

Refers to the topics of general importance that influence the awareness of young people/students for an active attitude towards issues concerning the awareness and preservation of natural assets, at the local and global level. This includes issues such as social, economic and environmental development aspects. Issues of sustainable development include aspects of having a healthy environment that is related to awareness and the importance of using environmental resources as the legacy of future generations. For more details, see the Core Curriculum of lower secondary education, pg.64.

Assessment and evaluation guidelines

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

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

The student is assessed for his oral and written responses, homework, skills during independent and group work, tests, project work, etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques, and instruments. Assessment should be transparent to students, parents, and the community. It is an important instrument for assessment, self-assessment, and obtaining information on learning progress or stagnation. In order to achieve the goal of the new Kosovo Curriculum, which derives from the competency-based approach, and to fulfil the philosophy of the curriculum, in particular for the achievement of outcomes in the field of Natural Sciences, it is necessary to know the assessment system that is defined by an AI based on the requirements of the CC.

Teachers of Natural Sciences - Physics, due to the specifics of the teaching subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional staff, teachers' staff) in harmony with the school's assessment plan, which has derived from the assessment plan at the MED level and approved by MEST with an AI. Given that the assessment is a very complex issue, the teacher must constantly seek opportunities for professional development, research of the situation, review the criteria for the assessment instrument used, and, above all, have the willingness to be held accountable before any group of interest.

The teacher draws up an annual plan for students' assessment, which must be approved by all groups of interest (professional staff, school management, students and parents) and be transparent and distributed in hard copy to all stakeholders.
Students of upper secondary education go through two types of assessment:

1. Internal assessment and
2. External assessment.

Internal assessment enables students to express new knowledge and show the level of mastery of competencies. This is achieved by combining formative assessment (for learning) and summative assessment (of learning).

Types of internal assessment:

- Continuous assessment
- Final assessment
- Level assessment.

Continuous assessment is done during the learning process (formative assessment) and at the end of each learning topic or period of learning (summative assessment). The final assessment/evaluation takes place at the end of the teaching/school year.

Teaching materials and resources

For the realization of the competencies in the subject of Physics 8, it is necessary to create a suitable learning environment. Based on the teaching content, methods, and techniques, the teacher selects the teaching materials that are in function of the development of the identified competences and principles of the CC. Below is a summary list of materials, resources, and environments necessary for the realization of the programme for this subject.

- Textbook, workbook, teacher's book, professional guide, textual materials, etc.;
- Writing board, posters, photographs, models, scale models, etc.;
- Learning environments, such as: classrooms, laboratories, work cabinets, nature, farms, etc.;
- Suggestions on the use of ICT;
- Use of e-mail for information exchange;
- Using the Internet for the purposes of science and technology websites, video experiments, interactive programmes;
- Conduction of experiments with the help of the computer, etc.

Subject curriculum/syllabus

Biology

Grade 8

Content

Introduction

The 8th grade represents the beginning of Level IV of the pre-university education. At this level, students move on to strengthening their knowledge and skills as well as their orientation. Referring to the CC document as well as the DLOs for this curricular level, students expand, that is, reinforce information from the natural sciences, by entering a phase of consolidation of basic concepts. Of course, the 8th grade programme presents an inseparable link with the extent of the program from the 7th grade, by taking into consideration the link that will be created with the 9th grade. Biology in the 8th grade contributes a lot to achieving the outcomes of students' competencies for Level 4; these competencies are envisaged in the Core Curriculum. The programme for the 8th grade enables, during teaching, to delve into scientific content by investigating the structure and functioning of the structural levels of living beings (cell, tissue, organ, organ systems), as well as make comparisons between different groups of living beings in the context of biodiversity. Also during teaching, it is now possible to research the dysfunction of the constituent structures at different levels, as well as the ways of their control, which in fact represents different diseases.

The Biology 8 programme contains subject learning outcomes (SLOs) according to the topic, as follows:

- Cell Biology,
- Tissues, organs and organ systems of plants,
- Tissues, organs and organ systems of animals,
- Human foods.

The task of learning Biology is: reinforcing research skills and critical thinking, which in reality is a sophisticated form of integration of the scientific content and the development of students' competencies, which is in fact envisaged in the concept and philosophy of the Kosovo curriculum.

The basis of the subject of Biology 8 lies in comparing the constituent structures of living beings (biodiversity), the functioning of these structures, and the ways of controlling them in the event of a disease.

The development of the Biology programme is built on the basis of genuine scientific performance, such as form, methodological approach, organization, and building of the subject content, presenting competency-based learning outcomes and domain learning outcomes in the field of Natural Sciences, as well as selecting sustainable assessment methods and instruments.

Applying new teaching approaches and strategies develops students' propensity to implement and connect with the real world; it opens the doors for future professional orientation in the fields of medicine, veterinary medicine, agriculture, etc.

The Goal

The Biology syllabus for the 8th grade has the goal of:

- Strengthening the student's ability to research, compare and create critical opinion on the basic rules and principles of functioning, organization, building and development of the living world.
- Reinforcing critical thinking about the biodiversity of living beings and the ability to appreciate its role in the preservation of living beings, as well as the control of ecological equilibrium in nature.
- Strengthening critical thinking about the causes of diseases and the controlling mechanisms of plants, animals and man.
- Contributing to the achievement of competencies:
- Scientific communication, through the presentation of relevant scientific data.
- Critical thinking, through the processing of relevant scientific data.
- Productive contributing, by applying concrete acquired knowledge for the benefit of people, the environment, etc.
- Researching and selecting information sources for protection from sexual diseases be they transmitting or not.
- Conducting public debates and consultation with persons or health institutions that treat sexual diseases.

Topical content and learning outcomes

Having analyzed the vertical link of subject syllabuses from grade to grade, respectively, from Level III to Level IV of the curriculum, teaching topics and the DLOs for the curriculum level have been drawn up based on the concept of "The Living World." Respecting these DLOs (document CC Level II), students in the 8th grade work beyond concepts (cell, tissue, organ, organ systems) on scientific research on the types, construction, functioning, and damage to the construction structures of living beings. In Grade 8, students also work on the scientific comparison of the kingdoms of the living world, both morphologically and anatomically and physiologically. At the same time, the content of the syllabus of Biology 8 is an integral part of the KCF philosophy, and it preserves the autonomy of the teacher in the context of the school and students, to draw up more specific outcomes for classes.

DLO

Distinguishes and compares the structure and function of cells, tissues, organs, and systems of organs, by referring to the biodiversity of living beings, the causes of human and animals diseases and the ways of controlling them, metabolism, the human individual development, and the evolution of living beings.

Explains the role of carbohydrates, minerals, lipids, proteins, vitamins, water, and fiber for a healthy diet and calculates the daily need for energy based on consumed foods.

Concept	Topics	Subject learning outcomes (SLO)
The Living World	**Cell Biology**	• explores and describes cell structure and function; • distinguishes between the plant cell and the animal cell; • compares prokaryotic cells with eukaryotic cells; • names cell structure parts based on photographs, schemes, sketches, etc.; • explains the main parts of the cell: wall, membrane, nucleus, mitochondria, ribosomes, etc.; • explains that there is a constant exchange of matter and energy ongoing in the cell; • organizes the connection of hierarchical concepts of organisms: single-celled, colonial and multicellular organisms; • organizes the connection of hierarchical concepts: cells, tissues, organs, organ systems and organism; • provides arguments on the unity of the living and non-living world through the recognition of the chemical composition and the physicochemical properties of the cell; • applies laboratory techniques based on own work.
	Tissues, organs, and organ systems in animals	• explores and describes the structure and function of tissues, organs, and animal systems' organs; • names the main animal tissues and describes their structure and function; • describes the interrelation of structure and function between different organs; • uses correct anatomical terminology when pronouncing the topography of the body parts of invertebrates and vertebrates; • names and explains the tissues, organs, and system of the muscular organs; • names and explains the tissues, organs, and system of the digestive organs, the main digestive system, and describes their structure and function;

		• names several disorders in the development of digestive organs as well as the most common diseases of the digestive system; • describes the structure and function of the heart and the blood vessels, namely the system of the blood circulation organs; • names and describes several diseases of blood, heart and blood vessels; • explains the process of blood transfusion and how the blood groups of the ABO system are determined; • identifies several immunological diseases and describes their appearance; • names and explains the airways, their structure and function; • describes the lung, bronchial and tracheid respiratory mechanisms, and their regulation; • names several major diseases of the respiratory system; • applies heart massage, artificial respiration and simulates resuscitation; • names and explains the organs and the system of secretion organs; • describes the secretion process in various animal groups and secretion organ diseases; • identifies and explains the body coverings of various animal groups and their derivatives; • assesses the role of skin hygiene (especially of hands) to avoid digestive system diseases; • names and explains the nerve tissue, organs, and nervous system organs; analyzes the evolution of the nervous system in animals; • analyzes the process of functioning of the nervous system from the reception point of excitation to the reaction; • explains the structure of the senses of seeing, hearing, balance, taste, smell, and skin sensations, and analyzes their function; • describes and explains the structure and function of the endocrine glands; • lists the most important hormones of the endocrine glands and describes their physiological role in animals; • Identifies diseases that appear as a result of disorders of the endocrine system's function; • names and explains the structure and function of the reproduction systems of the groups of animals; • explains the ways of multiplication for different animal groups.

	Tissues, organs, and organ systems in plants	• explores and describes the structure and function of tissues and plant organs; • describes the basic features of plants based on the structure of tissues and organs; • names and distinguishes specialized plant tissues and organs; • describes structures that enable the transport of substances to vascular plants; • describes the interrelation of structure and function between different plant organs; • explains what will happen when a plant organ does not function, • explains why the ferns belong to the plants; • compares the structure of vegetative organs (e.g., stem) in monocotyledonous and dicotyledonous plants; • describes the system of reproductive organs in plants; • identifies the essential differences as regards the structure of the covered seed and naked seed flowering plants; • analyzes the basic differences between monocotyledon and dicotyledonous plants; • defines and explains the terms pollination and multiplication of plants; • explains how the fruit and seeds are formed and distinguishes the types of fruits and seeds; • explains the importance of artificial multiplication for ennobling plants; • names several plant types according to their use value: food, medicine, economy, etc.
	Human foods	• explains the role and importance of food components; • names types of vitamins, and foods with high vitamin value; • explains the consequences of irregular nutrition; • explores diet information; • discusses the rules of nutrition in the stages of human life; • identifies and explains unhealthy foods.
	Human health, behavi-ours, and	• explains the structure and function of reproductive organs and understands processes such as menstruation, spermatogenesis, ovulation, and fertilization; • describes traditional and modern contraceptive methods; • discusses the impact of alcohol and drugs on making responsible

	emotions	decisions; • Understands the importance and ways of self-control of the body and knows who he/she should address to get advice and help.

Methodological guidelines

For the practical implementation of the syllabus for the subject Biology 8, it is recommended to use appropriate methodologies in different contexts and circumstances, such as work in the classroom, work outside the classroom, constructive work, projects, etc. Teachers are also instructed to draw up and implement a plan of extracurricular activities in the interest of contributing to the achievement of the subject outcomes described in the subject programme. The selection of methods remains the responsibility of the teacher, based on the principles of pre-university education, which imposes adaptation to the needs and demands of the student and to the nature of the contents of the teaching units, namely the requirements of the expected learning outcomes per lesson or other learning activities, in harmony with the didactic basis, with the student's level of education, and with the targeted competencies.

The student in the 8th grade takes responsibility for working on research and experiments. Therefore, it is preferable, where possible, to work based on scientific rules and principles using proof, demonstration, or experiment, while the teacher has a supporting role.

The development of the student through the natural sciences - Biology 8, depends not only on the teaching content and on the support of the teacher, but primarily requires his/her own commitment, motivation, involvement in work, raising of hypotheses, challenging with arguments, etc. Here we see the role of the teacher as creator and provider of the interactive and inclusive space.

Different methods, forms, and techniques of work are suggested:

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

Forms of work

- Individual,
- in pairs,
- in small groups,
- with all students.

Cross-curricular topics

Through cross-curricular topics, a sufficient contribution is made to the development of curricular topics, not just for one teaching subject or one specific field of curriculum, but for several of them. Cross-curricular topics also contribute to the development of competencies, namely the learning outcomes for the levels of curriculum. Their contents derive from education for peace, human rights, intercultural education, communication skills, gender issues, and civic education, as well as awareness about environmental preservation and care, career education, and life skills.

How are cross-curricular issues realized?

Cross-curricular issues can be integrated into the school curriculum through scientific contents organized with a normative structure and are applicable through practical activities in the classroom, outside the classroom, separate projects, but also joint projects that link the curricular fields.

The cross-curricular topics that can be integrated into the natural sciences school curriculum for this level of curriculum, namely for the 8th grade, are the same as the topics that have been covered in the third level of curriculum, but are addressed at a higher level, or by a more in-depth, critical research, and they are:

Media education

Education for sustainable development

Media education

Refers to the selection and use of media in the process of selecting relevant, new, and accurate information. Processing and presentation of scientific findings. The topic of media education includes contents related to scientific publications, their role, and their use for a better quality of life.

Education for sustainable development

In the 8th grade, the student consolidates attitudes and prepares for career decision-making by acquiring clear values for lifelong and sustainable development. The student integrates the

skills and abilities of research, use of resources, selection of contents, etc., in the interest of being part of the development and social - economic circumstances both at the local and global level.

Assessment and evaluation guidelines

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

Assessment is in function of:

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

In order to achieve the goal of the new Kosovo Curriculum, which derives from the competency-based approach, and to fulfil the philosophy of the curriculum, in particular for the achievement of outcomes in the field of Natural Sciences, it is necessary to know the assessment system that is defined by an AI based on the requirements of the KCF.

Internal assessment

Internal assessment is performed at the class level by the teacher or teachers of the relevant subjects according to the description of the procedures and criteria for each type of internal assessment, as regulated by sub-legal acts. The main focus of internal assessment is to support students' learning as they master the competencies of certain levels. This is achieved by combining formative assessment (for learning) and summative assessment (of learning).

Types of internal assessment:
The Curriculum Framework has defined three types of internal assessment, which also apply to the realization of the CC:

- Continuous assessment
- Final assessment
- Level assessment.

Continuous assessment includes:

- formative assessment (assessment for learning)
- summative assessment (assessment of learning)

- Formative assessment (assessment for learning) is performed continuously to obtain information on student's achievements during each learning activity in order to support students.
- Diagnostic assessment: is used to obtain information on the student's achievement, on the level of acquisition of knowledge, skills, habits, attitudes, and values and helps teachers in further work.
- Motivational assessment: is used to stimulate the student's interest and desire to learn.

- Through formative assessment (for learning), the teacher assesses, supervises the student's progress during the learning process, and collects information for making decisions to provide the necessary support for the student's learning.

- Whereas, with the help of summative assessment (assessment of learning), the teacher/evaluator determines the student's achievements at the end of a certain task, learning topic, chapter, learning period, etc. in order to grade the student and assess him/her for the purposes of further learning. Summative assessment is also used to judge the effectiveness of learning or of the curriculum. In this context, i.e., in the subject of Biology, at the end of each two month period (a period determined by the teacher; one month, two month, three month), assessment procedures can be organized for different parts of the subject to see how much they have learned or the extent to which they have developed different knowledge and skills in the subject of Biology.

The summative assessment/evaluation is done by a grade, using different assessment methods and instruments such as: oral and written answers, homework, skills during independent and group work, tests, project work, self-assessment, tests, etc. Forms of assessment should be compatible with different learning styles. The teacher is independent in the selection of assessment methods, techniques, and instruments. The assessment must be transparent to the student, parents, and community.

Final assessment/evaluation:

- Includes assessment/evaluation at the end of each teaching period determined by the school calendar, according to MEST (conclusion of the 1st, 2nd, and 3rd quarter). The final assessment is a summary of the summative assessments within a quarter.
- Final assessment/evaluation is also called the assessment/evaluation that is performed at the end of the school year, which represents the summary of the three quarters foreseen by the school calendar, and is approved by MEST.

Level assessment- performed at the end of the level of curriculum.
Teachers of Natural Sciences – Biology 8, due to the specifics of the teaching subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional staff, teachers' staff) in harmony with the school's assessment plan within the framework of the assessment plan at the MED level and approved by MEST with an AI.

Given that assessment/evaluation is a very complex issue, the teacher must constantly look for opportunities for professional development, research, review of the criteria used during evaluation, re-select evaluation instruments, and above all, have the willingness to be held accountable before any group of interest.

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

There are several techniques for assessing knowledge, skills, and abilities:

- Written assessment
- Oral assessment
- Assessment by listening
- Practical assessment
- Assessment using questionnaires
- Assessment of projects, research works and field work
- Testing - is the measurement of progress according to a certain goal

There are different types of tests, such as:

- Tests with alternative answers
- Tests with combinations
- Multiple choice tests
- Short-answer and fill-in tests

The assessment must be:

- valid
- reliable
- impartial

Teaching materials and resources

For successful implementation of the Biology 8 syllabus, it is necessary to use various teaching materials and tools, in a suitable learning environment.

Textual materials: textbook, workbook, teacher's book, professional guides, dictionaries, newspapers, magazines, psycho-pedagogical materials, encyclopaedias, etc.;

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

Subject curriculum/syllabus

Chemistry

Grade 8

Content

Introduction

The syllabus of the subject of Chemistry 8 is a continuation of the learning of Chemistry from the seventh grade, which derives from the requirements of the CC for Level 2 education required for students in the 21st century. In this grade, students will develop learning skills by identifying, explaining, testing, and comparing the most important materials for people today, as well as the dangers of different substances, their ways of action in the organism and in the environment, as well as their sustainability for construction and technology. Students will expand their knowledge about: rates of chemical reactions, classification of inorganic elements and compounds, simple chemical calculations, as well as the most important industrial materials, including their distribution, properties, benefits, and uses for specific purposes.

Alongside learning, students will develop their research skills also through practical/experimental work or the use of technological tools, too.

The programme and methodology for the 8th grade are in function of the achievement of the natural sciences domain outcomes as well as the achievement or contribution to the level/competency learning outcomes (Level 4).

The Goal

- Development of knowledge and understanding of scientific concepts through various activities that include discussions, experimental work and different approaches to researching problems.
- Development and cultivation of habits and skills for handling chemical substances, laboratory tools, for independent theoretical, experimental and practical work and for environmental protection.
- It encourages students to transfer and relate their knowledge to new situations from everyday life.
- Activation of as many senses as possible (sight, touch, hearing, taste, and smell) for sustainable learning of knowledge.
- Developing autonomous and critical thinking to comprehend, express and apply chemical phenomena and phenomena that occur in nature as well as in the laboratory.
- Educating students, their parents, and the wider community about the environment.
- Mastering information and communication technology for the collection, processing and presentation of data during scientific researches;
- Development of lifelong learning skills;

Topical content and learning outcomes

Students in the eighth grade achieve the subject learning outcomes (SLO) for the subjects shown in the below table, which have derived from the Natural Sciences domain learning outcomes (DLO) of the fourth level of the curriculum (Lev. 4) in the Core Curriculum of lower secondary education:

<table>
<tr><th>Concept</th><th colspan="2">DLO, TOPIC and SLO</th></tr>
<tr><td rowspan="3">Matter, properties, and transformations</td><td colspan="2">DLO: Describes and analyzes the chemical elements that pertain to the composition of inorganic and organic compounds, the structure of these compounds, their physical and chemical properties, their functioning and interrelationship in the living and non-living worlds, and their long-term impact on the environment.</td></tr>
<tr><td>Topics</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td>Classification of inorganic compounds</td><td>• Classifies inorganic compounds according to their composition and properties,
• Distinguishes types of oxides based on their reaction with water and the products they form,
• Describes the electrolytic dissolution of substances in water,
• Identifies acids, bases and salts based on the Arrhenius Theory,
• Explains the properties and uses of acids and bases,
• Explains the notions “strong” and “weak” for acids and bases,
• Shows the colours of the indicators: reagent paper, methyl orange, phenolphthalein and red cabbage water in acidic and base solutions,
• Determines the acidity or basicity of solutions using the indicator and the pH scale,
• Demonstrates acidic or base properties in a solution using indicators or a pH meter,
• Identifies the most common salts and name them,
• Shows how salts are formed through neutralization reactions.</td></tr>
</table>

	Types, kinetics, and equilibrium of chemical reactions	• Describes the notion of the rate of chemical reactions, • Illustrates with appropriate examples methods for measuring the rate of a chemical reaction, • Interprets the information obtained about the rate of reactions during chemical experiments, • Identifies the factors that affect the rate of chemical reactions, • Demonstrates the impact of temperature and concentration on the rate of reactions, • Describe the role of catalysts, • Shows the importance of using catalysts, • Distinguishes between irreversible and reversible reactions, • Explains the state of dynamic equilibrium with simple examples, • Explains the concepts of oxidation and reduction in chemical reactions, • Find the oxidation numbers of the elements in their compounds, • Identifies substances that are oxidized and reduced during redox reactions, • Describes the process of electrolysis, • Explains the separation of substances in electrodes through electrolysis.
	Calculations in Chemistry	• Explains and provides examples of the basic laws of Chemistry, • Defines Avogadro's Number, mole and molar mass, • Calculates Avogadro's Number, mole and molar mass, • Calculates the number of moles from the given mass and vice versa, • Calculates the mass or percentage participation of the elements in the compound, • Obtains the empirical formula of the compound based on the percentage of the

		constituent elements, • Calculates the amount of reactants and reaction products using moles.
	Classification of elements and their properties	• Links the position of the elements in the periodic table with the number of valence electrons and energy levels, • Determines whether an element is a metal, non-metal, or semimetal using the periodic table, • Explains the analogies of elements within groups through simple examples, • Describes the general properties of metals, non-metals and semi-metals, • Shows the properties, distribution and obtaining of hydrogen, • Describes trends in alkaline metal properties (boiling and melting points, density, hardness and reactivity), • Writes the reactions of alkaline metals with water and halogens, • Shows the use of alkaline elements and their compounds, • Describes trends in the properties of alkaline earth metals (boiling and melting points, density, hardness and reactivity), • Writes the reactions of alkaline earth metals with water and oxygen, • Shows the use of alkaline earth elements and their compounds, • Compares the physical properties and reactivity of alkaline metals with alkaline earth metals, • Describes the physical properties of halogens (state of matter, colour, solubility), • Compares halogens with each other and with other non-metals in terms of reactivity, • Writes the reactions of halogens with metals and hydrogen, • Shows the use of halogen elements and their

		compounds, • Explains the properties and importance of hydrochloric acid, • Explains the distribution, properties, benefit and importance of oxygen, • Explains the distribution, properties, benefits and uses of sulphur, • Explains the properties and importance of sulphuric acid, • Describes the distribution, properties and use of nitrogen, • Shows the properties, benefits and uses of ammonia and nitric acid, • Distinguishes allotropic modifications of carbon by their structure and properties.
	Pollution and environmental protection	• Discusses the problems and benefits of recycling metals, paper and plastics, • Identifies pollutants and main sources of air pollution, • Lists the main causes of acid rain, • Explains water pollution and water purification methods, • Identifies land pollutants and their impact on living organisms, • Assesses the impact of air, water and land pollutants on the quality of human life.
Earth, environment, and space	**DLO:** Analyzes the components of the composition of the Earth's crust, the natural resources, and in particular those of the Republic of Kosovo, and the space-time relationship by showing the visible and real rotation, the composition of the solar system, and galaxies.	
	Material constituents of rocks	• Shows the most important elements and minerals found in the Earth's crust as well as those most widespread in Kosovo, • Classifies rocks according to their formation (igneous, sedimentary and metamorphic), • Names the main minerals containing iron, copper, aluminium, lead and zinc, • Shows the way of extracting metals using the metal reactivity series,

		• Describes the method of extraction of iron in the furnace, • Explains the production of steel and its use, • Distinguishes factors affecting corrosion and suggests appropriate methods for protecting metals, • Describes the extraction of aluminium from its ores, • Links the wide use of aluminium to its properties, • Explains the method for extracting and refining copper, • Shows the properties and uses of copper, • Explains the way of extracting lead and zinc, • Discusses the properties, use and potential impact of lead and zinc on the economy of our country.
Research skills in the natural sciences • Assesses the risk prior to starting practical work related to the environment and the tools he/she will use; • Plans and conducts simple experiments with two or three variables and controls them to achieve task results; • Identifies different ways of approaching the problem and compares the results of different tests; • Uses mathematical concepts for processing and presenting results; • Presents the conclusions of the research/experiment, by reasoning them with sufficient evidence.		

Methodological guidelines

For the practical implementation of the teaching plan for the subject of Chemistry, be it inside the classroom but also outside it, and the realization of curricular as well as extracurricular activities adequate use of teaching and learning methodologies is required.

Level learning outcomes(competencies) CLOs, Natural Sciences domain learning outcomes (DLOs), namely subject learning outcomes (SLOs), present not only reference points for the selection of contents but also for the selection of methodologies that are to be harmonized with each other in the teaching and learning process and in the context of the philosophy and principles of the CF.

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, project work, 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, therefore it is preferable that the laws be explained, where possible, by using proof, demonstration, or experiment in cooperation with the students while the teacher has a leading role.

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

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

Integrated teaching and learning

Integration of several topics is necessary in the field of Natural Sciences in order for students to achieve the best possible outcomes. Phenomena that occur in nature cannot be taught in a separate or partial manner; therefore, collaboration is needed between teachers of natural science subjects and other fields so that the topics can be presented to the students in a full and coherent manner.

Topics and concepts from the subject of Chemistry that can be integrated with other subjects include: ions and electrical conductivity of acids, bases, and salts (with the subject of Physics); the properties and importance of metals, non-metals, and their compounds for the Earth and the living world (Biology, Geography, Physics); water, air, and land pollution (Biology, Geography); the use of different types of materials according to their properties; recycling of materials (Physics, field Life and Work); as well as other topics or concepts that contribute to the achievement of the domain or competency outcomes. 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 implementing cross-curricular issues

Integration of cross-curricular topics in the field of Natural Sciences helps students recognize and understand the world and face life's challenges more easily:

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

- Media education
- Education for sustainable development

Media education
Refers to the selection and use of media for obtaining new and accurate information and the creation and use of information for research and new scientific discoveries. The topic of media education includes contents related to publications and scientific achievement awards at the national and international level.

Education for sustainable development
Refers to the topics of general importance that influence the awareness of young people/students for an active attitude towards issues concerning the awareness and preservation of natural assets, at the local and global level. This includes issues such as social, economic and environmental development aspects.
Issues of sustainable development include aspects of having a healthy environment that are related to awareness and the importance of using environmental resources as the legacy and culture of future generations.

Assessment and evaluation guidelines

Assessment is a process of systematic, qualitative, and quantitative collection of information on students' achievements during the learning process and making judgments about them.
The student's assessment is based on the learning outcomes of the subject programme and the skills, values and attitudes in the natural sciences.
Assessment methods that are to be used in the natural sciences:

- Oral assessment (discussions, debates),
- Written assessment which is carried out through various techniques (tests, essays, work reports),
- Assessment of practical/experimental work,
- Assessment of the progress and product of work with projects,
- Portfolio assessment,
- Individual and group assessment during research work,
- Homework assessment.

Natural sciences teachers, due to the specifics of the field, 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, in harmony with the school's development plan, with the decision-making of MED, and with the policies of MEST.
The teacher draws up an annual plan for students' assessment, which must be approved by all groups of interest (professional staff, school management, students and parents).

Guidelines for teaching materials and resources

For the most successful development of the main competencies and concepts in the natural sciences, it is necessary to create conditions, provide teaching tools, and create a suitable learning environment.
In addition to the textbook, it is necessary to use as a source of information, other sources such as CDs (films, documentaries, video experiments, etc.), the Internet (textual materials, photographs, interactive programs, videos, etc.), encyclopaedias, atlases, etc.

In order to increase the interest and curiosity of students, it is necessary to use different tools such as: a writing board, interactive boards, photographs, paintings, models, diagrams, graphic tools, a TV, a video projector, a computer, a telephone, a tablet, etc.

For achieving the outcomes in the natural sciences, it is necessary to provide a suitable learning environment. If possible, in addition to the classroom, learning should also take place in other environments (laboratory, workshop, nature, farm, etc.).

CURRICULUM AREA: SOCIETY AND ENVIRONMENT

Subject curricula/syllabuses

History
Geography
Civic Education

Subject curriculum/syllabus

History

Grade 8

Content

Introduction

The subject of History for the eighth grade plays an important role in the development of students' knowledge, skills, values, attitudes, and behaviours. Through this subject, the student will be introduced to the developments of human society in the Modern Period (end of the 15th century–1914). This subject addresses the ways of living, of social, economic, political, and cultural organization, as well as the material and spiritual worlds, throughout the Modern Period. By addressing the processes, phenomena, and relationships between individuals, groups, societies, states, countries, and civilizations throughout this historical period, the student will understand the constant changes and transformations of human society and of historical thought.

The Goal

The goal of this subject for this grade is for the student to acquire adequate knowledge about the main developments of humanity throughout the history of the Modern Period (end of the 15th century -1914). Through this subject, it is also aimed to have the students develop creative and critical thinking about the events, personalities, and processes in all the important areas of this historical period, as well as the ability to explore and research and the development of skills for using different sources of information. At the same time, the subject aims to cultivate the student's values, attitudes, and behaviour as a responsible citizen who will accept and respect different identities, affiliations, and diversities such as cultural, religious, ethnic, racial, gender, sexual orientation, etc.

Topical content and learning outcomes

The student in the eighth grade achieves the subject learning outcomes (SLOs) for the topics defined in the below table, which have derived from the domain learning outcomes (DLOs) Society and Environment of the fourth level (Lev. 4) in the Core Curriculum of the Lower Secondary School.

<table>
<tr><th>Concept</th><th colspan="2">DLO, TOPIC and SLO</th></tr>
<tr><td rowspan="4">The individual, groups, and social relations</td><td colspan="2">DLO: 1. Knows the structure of social groups and the ways of participation or involvement in them.

1.1. Analyzes social, economic, cultural and educational issues that affect individuals and communities, and argues the impact of human actions on the environment.

1.2. Distinguishes facts from opinions, real figures from mythical and legendary ones, while interpreting different situations in relationships between individuals or social groups (in time and space).

1.3. Debates about actions and important issues of citizens and their interdependence at the national and wider level.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes (SLO)</td></tr>
<tr><td>Prominent personalities of the Modern Period</td><td>• Distinguishes important world personalities of the Modern Period and assesses their role and contribution.

• Analyzes the role of important Albanian personalities of the Modern Period and assesses their role and contribution.

• Identifies the main Albanian personalities of the XVI-XIX centuries (especially those of the Albanian National Renaissance).</td></tr>
<tr><td>Arbanons/Albanians and the Balkans under the Ottoman Empire</td><td>• Explains the establishment of the Ottoman administrative system in the Arbanons territories and identifies the factors that influenced the change in the religious structure of the Arbanons/Albanians.

• Describes the socio-economic and urban development of the Arbanons/Albanian cities in the XVI-XIX centuries.

• Analyzes the causes of the Arbanons/Albanian uprisings against the Ottoman rule and assesses the cooperation of the people of the Balkans for liberation.

• Explains the process of the establishment of</td></tr>
</table>

		the Albanian Pashaliks (dynasties) and examines their relationship with the Ottoman Empire and the great powers of the time.
Social and natural processes	**DLO: 2. Researches social, historical, natural, and environmental processes by pointing out the mutual interrelationships, interdependencies, and interactions.** 2.1. Compares social, historical, political, economic, and cultural events, as well as natural and environmental phenomena; explains their causes and consequences and the impact they have on people's lives. 2.2. Explains the composition of the geosphere as well as analyzes the role of natural resources in the environment and in the economic development of a country, region, state, or continent.	
	Topic	**Subject learning outcomes(SLO)**
	The great geographical discoveries	• Counts major geographical discoveries and distinguishes their effects on Europe and beyond. • Analyzes the circumstances that made possible the discovery of America. • Explains the changes in the economic, cultural and political level in the "new lands" as a result of European colonization.
	The beginning of European colonialism	• Identifies the establishment of the first European colonies and assesses their effects on the indigenous inhabitants. • Explains the phenomenon of slavery and debates about the scope of this phenomenon.
	Asia, society, economy, and politics	• Describes the social and political organization of China during the Ming and Qing dynasties and analyzes their relations with European countries. • Discusses the process of unification of Japan and distinguishes social strata during the Tokugawa Shogunate rule. • Describes the general circumstances in India, before the establishment of the British rule.

		• Analyzes the relations between Europe and Asian countries (China, Japan, and India) on the cultural, social and economic level.
	Absolutism and parliamentarianism in Europe	• Distinguishes the main characteristics of absolutism in Europe and compares its features in different countries. • Explains the impact of the "Glorious Revolution" and debates about the functioning of the parliamentary monarchy in England.
	Cultural developments and scientific discoveries	• Distinguishes the main movements on the cultural and educational levels in the Modern Period. • Identifies the main scientific achievements in the Modern Period and their impacts on society.
	The Age of Enlightenment and the Great Revolutions	• Identifies the circumstances in which the Age of Enlightenment ("The Age of Reason") happened and analyzes its effects on the main spheres of life. • Explains the influence of Enlightenment ideas on the Albanian National Movement. • Analyzes the French Bourgeois Revolution and assesses its impact on the western world. • Identifies the causes of the American National Revolution and examines its outcome and impact. • Identifies the main characteristics of the revolutions of 1848 in Europe.
	The Napoleonic Era and the Restoration Period	• Analyzes the circumstances of Napoleon's rise to the head of France and critically examines his coronation as emperor. • Lists the conquests of France in Europe and beyond and analyzes their impact on social and political life.

		• Examines the decisions of the Congress of Vienna and judges their impact on the restoration of the conservative system (Holy Alliance).
	South-eastern Europe between the Ottoman and Austro-Hungarian Empires	• Distinguishes the main features of the administrative - state and social organization of the Ottoman and Habsburg Empires and compares them. • Describes the position of the Balkans peoples within the • Ottoman and Austro-Hungarian Empire and • Analyzes their relations with the central government.
	Nationalism - the formation of nation states	• Identifies movements for the creation of nation states in Europe. • Debates about the circumstances of the creation of nation states in the Balkans. • Distinguishes the reasons for the beginning and the main developments of the Balkan Wars as well as their consequences for the region.
	Civil War and Civil Rights Movement in the USA	• Identifies socio-economic differences between northern and southern states and explains the causes and course of the US Civil War. • Analyzes the circumstances that led to the Emancipation Proclamation and assesses its impact on the emancipation of American society. • Assesses Abolitionism and other forms of • human liberties and analyzes their effects on the advancement • of human rights and freedoms.
	Albanian National Movement/ Renaissance	• Describes the beginnings of the Albanian National Movement and identifies the most prominent Albanian personalities of the

		Renaissance and their role. • Analyzes the circumstances that affected the creation of the Albanian League of Prizren and assesses the activity and program of the National Movement. • Identifies and examines the political and military organizations and actions that followed after the Albanian League of Prizren until the declaration of independence. • Analyzes the historical context of the organization of the Assembly of Vlora and the act of Albania's declaration of Independence. • Describes the main characteristics of Albanian society during this period and assesses the main cultural and educational developments.
	Imperialism, division of spheres of interest - colonialism	▪ Explains the reasons for the rapid industrial development of European great powers and analyzes their aspirations for new colonies. ▪ Highlights the contradictions between the European powers over the spheres of interest in the world and defines their colonialist expansion.
Norms, rights and responsibilities	**DLO: 3. Critically examines and applies social norms and rules for common life in diversity** 3.1. Makes critical use of various resources to explore and compare ethnic, cultural, social and religious differences and similarities in different countries and periods. 3.2. Analyzes society's challenges (in educational, cultural, economic and environmental aspects) in time and space, using facts, as well as assesses the influence of the groups of interest in the lives of ordinary people.	
	Topic	**Subject learning outcomes(SLO)**
	The development of civil law	• Identifies and analyzes human rights declarations (Bill of Rights, Declaration of the Rights of Man and of the Citizens, of the French Bourgeois Revolution).

<table>
<tr><td></td><td></td><td>• Analyzes the impact of the French Civil Code (Napoleonic Code) and assesses its importance for European society.</td></tr>
<tr><td>Decision - making and institutions</td><td colspan="2">DLO: 4. Gives ideas and proposals and makes decisions in a conscious and responsible manner

4.1. Reasons the types of decision-making in daily social life, understands the need and importance of implementing democratic procedures throughout the processes.

4.2. Compares different types of decision-making then and now, as well as reacts to and expresses his attitudes towards negative events in the community where he works and in society.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td></td><td>The evolution of social and institutional decision-making</td><td>• Distinguishes the different state and governing systems of the Modern Period and compares the ways of institutional decision-making (absolutism and parliamentarianism).
• Assesses the evolution of citizens’ rights and the changing role of citizens in decision making.</td></tr>
<tr><td>Environment, resources and sustainable development</td><td colspan="2">DLO: 5. Contributes to environmental conservation and protection as well as to sustainable development

5.1. Presents examples of how, as an individual and as a member of a group, one can contribute to sustainable development (resource conservation, recycling of materials, etc.) in harmony with environmental conservation and biodiversity.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td></td><td>The Industrial Revolution</td><td>• Identifies the key inventions that led to the Industrial Revolution.

• Identifies the positive sides of engineering-technological advancement, as well as the negative impacts on the living environment.

• Explains the impacts of the industrial revolution and scientific-technical developments on people's daily lives.</td></tr>
</table>

Methodological guidelines

Careful planning and the selection of appropriate methodologies are keys to effective teaching and learning. It is recommended that the teacher carefully read the Competency Learning Outcomes (CLOs), the Domain Learning Outcomes (DLOs) of Society and Environment, and the Subject Learning Outcomes (SLOs) of the subject of History. The outcomes are not only reference points for the selection of contents (teaching units), but also for the selection of teaching strategies, methods, and techniques that will be applied during the classes. Therefore, for effective planning and organization of teaching, curricular documents must continuously be taken into consideration.

The practical implementation of the teaching plan for the subject of History must be related to the adequate use of selected methodologies, in harmony with and at the service of 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 learning. The teaching and learning of History should be directed towards developing the student's skills such as observation, research/historical research, cause and effect analysis, historical interpretation, and decision-making. This is accomplished by using various learning resources and materials that encourage *"thinking like a historian"* and cultivate individual thinking skills, values, and attitudes. The teacher should always take into consideration that teaching History should help students solve conflicts in a democratic way, judge in a rational and argumentative manner, and cultivate 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 and harmonization of different methods, strategies, and techniques helps the student be encouraged in the learning process with interest and dedication. The teacher must also take care of the differentiated learning approach. For this purpose, a whole complex of procedures is applied, such as new information, exercises/activities, individual and group work, research, tasks, demonstrations, project work, practical work, and other procedures.

Demonstration is also an important part of the methodology for teaching History. This method is effective in teaching and learning because of the visual impact. The teacher and the student, trying to convey their thoughts, often make movements by showing, doing, explaining, etc. The demonstration mainly concerns the organization of a game in the classroom and outside of it, i.e., role playing game, association competition games, pantomime, etc. This method is acceptable to the student and helps the teacher discover, develop, and assess different skills in the student. It also develops effective communication skills by learning together, fostering creative thinking skills, emotion management, individual and group responsibility, interactive and cooperative skills, and responsible socialization.

The teacher has an important role in guiding the student towards the rational use of ICT and media, which helps him in obtaining and selecting information and preparing for a successful commitment that produces concrete results. The organization of educational visits and excursions also has an important role in the overall development of the student. They enable the student to develop the skills of active listening, observation, research, interpretation, and discussion of various phenomena in the interest of society and the environment.

The teacher should also take into consideration integrated teaching and learning. Adhering to the principles of the curriculum, it is necessary to aim for an integrative approach, where the topics/contents within the subjects of the field or other fields are addressed in an integrated way in order to contribute to the formation of the student and to the realization of the goals of society in the field of education. Events, phenomena that occur in society and the environment cannot be taught as separate or partial; therefore cooperation is needed between the teachers of the subject of History with teachers of subjects within the field but also with teachers of subjects from other fields. The subject of History covers major topics that society faces now and will face in the future. The integrative approach helps the student interpret the world and create the link between education and his/her life and interests. It also enables the student to be a citizen of the future, who will be competent to interact peacefully with different cultures, competent to contribute to society with democratic values, and capable of functioning in an independent world by promoting sustainable development.

Guidelines for implementing cross-curricular issues

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

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

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

These topics can be interrelated and addressed during the elaboration of the topics envisaged by the programme. For example, when dealing with the topic of human rights, it can be very well related to results that address documents such as the Bill of Rights, Declaration of the Rights of Man and of the Citizens, of the French Bourgeois Revolution. They can also be related to Education for democratic citizenship, where human freedoms and rights, participation in decision-making, and how their evolution happened can be explained in historical contexts of the time, etc. The same approach applies also to the addressing of other topics, for example, the topic/issue of Media Education can serve in the context of students' research on different contents by providing different materials, such as photographs, maps, etc.

Assessment and evaluation guidelines

Assessment is closely related to teaching methodology and requires compliance and consistency throughout the process. The teacher must harmonise the assessment with what he/she has planned, and aimed to have achieved by the student. So, we must assess what we have set as the objective of assessment, the knowledge, skills, behaviours, and attitudes of the students. When assessing students of this age, different forms and instruments of assessment can be used, such as verbal and non-verbal testing, assessment of students during group work, assessment of work in projects, observation of students behaviours and attitudes, development of skills, etc.

For all types of student assessments that are to be performed, the reference points are the subject, the domain, and the competency outcomes. The teacher must find the most suitable forms for assessing students' achievements.
The approach of the new curriculum with competencies aims to assess what the student is able to do, respectively the assessment of the practical application of the knowledge gained during schooling. Thus, the application of assessment through the continuous observation of students' achievements and the keeping of evidence for the purposes of documentation and planning further work with students is necessary. Observation of group work and individual initiatives can be assessed using techniques and instruments known as participation bulletin or that which is called a checklist. Also, it important to cultivate the practice of self-assessment, which can be achieved by keeping a student's file, where he/she keeps his/her representative works, such as: interviews with family members, individual or group work on different topics, and other commitments related to the outcomes foreseen by the curriculum. The assessment should always have a motivational character so that the student is educated to accept the realistic assessment and aim for the highest possible achievements.

Guidelines for teaching materials and resources

Resources, materials, and historical evidence are of particular importance for learning History. In addition to textbooks, other sources such as alternative texts, atlases, newspapers, magazines, specialized literature, various handbooks, maps, various materials downloaded from the Internet, photographs, artefacts, sequences from various artistic films and documentaries, various songs, etc. can be used, as well. The selection of resources should be appropriate for the age of the student. It is preferred that during use there be a combination of different resources, i.e., a photograph with descriptive narrative text. During the selection of resources, it is suggested to have a multi-perspective approach, so that the student gets to know different perspectives on the same topic. This enables the development of historical awareness and education. He/she must understand the complexity of history, the various causes of historical events, as well as their interpretation, by prompting additional questions about resources and other findings of historical truth.

The multi-perspective approach will enable the student to take into account different historical perspectives, which will help him/her 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 challenge resources by defending and arguing one's own views.

Subject curriculum/syllabus

Geography
Grade 8

Content

Introduction

The syllabus of Geography for the eighth grade has been built by respecting the Curriculum Framework and Core Curricula of Pre-university Education, the learning outcomes of the competences, the domain learning outcomes (DLO) of Society and Environment, and the curriculum of lower secondary education. In accordance with the vertical methodology (the extension of the teaching of the subject of Geography over the years), respected for decades in Kosovo, the curriculum of this subject follows up on the fundamental geographical knowledge achieved by the students regarding the spatial, technical and orientation aspects, as well as the physical-geographical knowledge and human-geographical knowledge achieved in the previous grade.

Through this subject, the student will get to know other regions and continents since, in the seventh grade, the students have acquired basic regional knowledge while elaborating on the continent of Europe. In accordance with the applicable didactic and pedagogic standards and the methodology promoted by this document of curriculum, by addressing the continents as wholes separate from each other as well as their specifics, students will understand the differences and similarities, the relationship between parts and the whole, the advantages and disadvantages 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.

The Goal

The goal of the subject of Geography, in this grade is for the student to develop geographical knowledge and skills for continents other than Europe, including their commonalities and differences, extents and limitations. Furthermore, the knowledge acquired from this subject, in this grade, aims to influence the development of students' abilities, skills, values, and critical and creative attitudes by respecting the national, religious, cultural, social, and other structures that are present on the continents of the world as a common value of all without any difference.

Topical content and learning outcomes

The SLOs in this curriculum are based on the topics of subjects, in accordance with the DLOs and domain concepts, and in harmony with the CLOs. Students in the eighth grade achieve the subject learning outcomes by respecting the obligations, requirements, and norms specified in this document. SLOs enable the teacher to deliver learning units while respecting his and the school's autonomy. The teacher can choose the relevant methodology, based on SLOs and DLOs and can use alternative literature and multi-source information to achieve the goal set with this programme.

<table>
<tr><th>Concept</th><th colspan="2">DLO, Topics and SLO</th></tr>
<tr><td rowspan="5">The individual, groups, and social relations</td><td colspan="2">DLO: 1. Knows the role of the individual, the structure of social groups, the ways of participation and involvement in them.
1.1. Analyzes social, economic, cultural and educational issues that affect individuals and communities, and argues the impact of human actions on the environment.
Debates about the actions and important issues of citizens and their interdependence at the local, national, and wider levels.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td>Position, boundaries and size of Asia</td><td>• Defines the boundaries of Asia to other continents and shows the advantages and disadvantages of the geographical position.
• Reasons the good geographical position of Asia.
• Compares the surface area of the continent of Asia with that of Europe.</td></tr>
<tr><td>Position, boundaries and size of Africa</td><td>• Defines the boundaries of Africa and shows the advantages of its position in relation to Europe, Asia, America and Australia.
• Identifies sea straits, sea bays, islands and peninsulas and locates in the map mountain systems (ranges), old mountains, lowlands, plains, the well-known river valleys, deserts, semi-deserts, steppes, savannahs and equatorial forests.</td></tr>
<tr><td>American regions - Geographical position</td><td>• Analyzes the geographical position, extent, and size of America; identifies the main peninsulas, islands, bays, straits, and channels, and assesses their importance.
• Assesses the geographical position, coastline flexure, and oceanic outlet of the North American region.
• Defines the spatial extent of Central America and distinguishes the advantages of its position, and the region between North America and South America.
• Analyzes the geographical position, the size of the territory and the countries that make up South America as a separate region.</td></tr>
</table>

	Oceania, Australia and polar regions - Geographical position	• Analyzes the extreme points of the geographical position of the southern hemisphere of Australia, including its natural characteristics, relief, climate, waters, flora, and fauna. • Defines the Polar Regions on the geographic globe.
Social and natural processes	**DLO: 2. Researches social, historical, natural and environmental phenomena and processes, by highlighting the interrelations, interdependencies and mutual interactions** 2.1. Compares social, historical, political, economic and cultural events as well as natural and environmental phenomena, explains their causes and consequences and the impact they have on people's lives. 2.2. Explains the composition of the geosphere, as well as analyzes the role of natural resources in the environment and in the economic development of a country, region, state or continent.	
	General physical-geographical aspects of Asia	• Identifies major mountains, plateaus, lowlands, large river valleys, peninsulas and islands on the map. • Explains the role of vast space, the impact of seas and oceans on climate, the impact of monsoon winds, wealth in water and the hydro-graphic network. • Analyzes the main natural elements of Asia, starting from relief, climate, water, and plant and animal life. • Analyzes the changes in the world of plants, taiga, steppes, maquis, savannahs, jungles and names the wild animals that live in the regions of Asia.
	Southwest Asia, natural features	• Explains the role of Southwest Asia's geographical position and assesses its importance in Asia and the world. • Distinguishes the main features of the relief (mountains, lowlands, plateaus and deserts), climate, hydrography and flora and fauna, by analyzing their importance for people's lives and activities.

	South, Southeast and East Asia , natural features	• Identifies the general physical-geographical features of South Asia - the mountain ranges, the old mountains, the lowlands and the important plains of this region. • Explains the differences in climate types between the northern and south-western and southern parts, high and low areas of South Asia. • Analyzes the hydro-graphic features of South, Southeast and East Asia. • Identifies the main elements of coastal flexure of South Asia. • Analyzes the impact and importance of the seas in this region. • Locates on the map the mountain systems, the great fertile lowlands, the well-known rivers and river valleys, and explains why earthquakes and volcanoes occur in the islands of Indochina. • Analyzes the climate features of Southeast Asia. • Explains the role of geographic location and points out the main features of geographic location. • Compares western and eastern, continental and island areas by relief, climate, and hydrography.
	Africa-Natural features	▪ Distinguishes types of climate and describes their basic differences. ▪ Analyzes the hydro-graphic features of Africa (Well-known rivers, their sources and catchments, lakes and their origin). ▪ Defines the region of North Africa and identifies the countries that make up this region. ▪ Describes the mountain relief (ranges), mountain plateaus, deserts and mountain massifs between deserts, as well as climate, hydro-graphic, and flora and fauna features of the African Mediterranean. ▪ Analyzes the spatial distribution of the natural resources (oil and other resources) of North Africa. ▪ Defines the region and identifies the countries that make up this region, as well as analyzes the

		main natural features (relief, climate, waters) ▪ Identifies the islands, gulfs and countries that make up West Africa and analyzes the role of geographic location in the historical events of West Africa. ▪ Analyzes the natural (relief, lowlands and hilly-mountains) and socio-economic features of West Africa (Guinea Africa). ▪ Links the climate to the growth of equatorial forests and the various species of wild animals and birds and assesses the hydropower features of the rivers of this region. ▪ Defines the Central-Equatorial Africa region and identifies its countries. ▪ Analyzes the natural features (relief, climate, waters, flora and fauna) of Central Africa. ▪ Describes the geographical position of East Africa and analyzes the advantages and disadvantages of the geographical position. ▪ Distinguishes and reasons the special features of the equatorial climate that varies vertically and horizontally. ▪ Analyzes the relationship between climate types and vegetation zones. ▪ Identifies the extent of equatorial forests, savannahs and semi-deserts and the distribution of wildlife in this region. ▪ Describes flows, flow direction and specific features of rivers. ▪ Identifies and names of the most popular lakes of East Africa. ▪ Analyzes the geographical position and communication links of South Africa with other parts of Africa and with other continents of the World. ▪ Identifies which coasts of Southern Africa are washed by the waters of which ocean and the countries that make up this region. ▪ Analyzes natural features, mountains, plateaus, foothills, deserts, and plains along ocean shores. ▪ Reasons the poor hydro-graphic network, the lack of lakes and distinguishes the types of climate between the western, central and eastern parts of the region.

	Natural features of American regions	▪ Distinguishes the main natural elements (mountains, mountain ranges, plains, plateaus, and the well-known river valleys, etc.). ▪ Analyzes the features of the climate and assesses the impact of the climate in relation to the vegetation types. ▪ Identifies through the geographical map the well-known rivers and lakes, seas, and oceans whose waters wash the shores of America. ▪ Identifies mountain systems (ranges), old mountains, Great Plains, prairies plateau, plains, and the well-known river valleys. ▪ Analyzes and comments on climograms and plant and animal areas for North American countries and explains the distinct differences between regions, the role of ocean currents on the southeast and southwest coasts of the region. ▪ Identifies the main rivers, the large presence of natural lakes, waterfalls, canyons and explains their role in the economic development of North America. ▪ Presents with cartographic marks on the working map the most popular oil, gas, nickel, gold, uranium, lead, iron, coal, and main industrial resource locations. ▪ Analyzes the importance of agricultural regions and their dependence on climate and relief zones. ▪ Identifies on the map the peninsulas, islands and seas that wash the coasts of Central America. ▪ Distinguishes and reasons the extent of the climate-vegetation zones between the northern and southern parts, high and low areas of Central

		America. ▪ Distinguishes large relief units: the lowlands of the Amazon, of the Orinoco, the Guiana plateau, and the Brazilian plateau. ▪ Analyzes the climate and hydro-graphic features of South America. ▪ Analyzes the geographical distribution of the most popular minerals in this region, such as: iron, manganese, bauxite, gold, oil, diamonds, etc.
	Natural features of Oceania, Australia, and polar regions	▪ Analyzes the many natural difficulties why Antarctica is the last continent set foot on by man. ▪ Assesses Arctic climate conditions with sparse vegetation and scarce wildlife. ▪ Assesses the lack of rivers on this continent. ▪ Expresses the dependence of climate, flora and fauna in Antarctica • Distinguishes three large groups of islands: Melanesia, Micronesia and Polynesia. • Analyzes the way of formation of the islands as well as relates the climate types to the vegetation zones.
Norms, rights and responsibilities **Decision making and**	**DLO: 3. Critically examines and applies social norms and rules for common life in diversity** 3.1. Makes critical use of various resources to explore and compare ethnic, cultural, social and religious differences and similarities in different countries and periods. 3.2. Analyzes society's challenges (in educational, cultural, economic and environmental aspects) in time and space, using facts, as well as assesses the influence of the groups of interest in the lives of ordinary people. **DLO*:* 4. Gives ideas and proposals and makes decisions in a conscious and responsible manner** 4.1. Reasons the types of decision-making in daily social life, understands	

institutions	the need and importance of implementing democratic procedures throughout the processes. 4.2. Compares different types of decision-making then and now, as well as reacts to and expresses his attitudes towards negative events in the community where he works and in society.	
	Demographic, cultural, economic and political-administrative specifics of Asia	• Identifies the main mineral wealth and energy resources of Asia. • Distinguishes the main regions of population concentration in Asia and indicates its causes. • Analyzes the general demographic elements of Asia. • Distinguishes the main political and economic groupings in Asia, the main economic activities and the typical geographical regions of Asia. • Analyzes the main demographic elements of Southwest Asia. • Identifies the most popular cultural and religious cities of Southwest Asia and identifies touristic zones. • Identifies the main energy and mineral resources and the main branches of the economy. • Distinguishes the natural, population, cultural, economic and political similarities and specifics of Turkey, Iran and Saudi Arabia. • Analyzes the demographic, economic, and cultural features of South Asia. • Analyzes specifically the natural, demographic, cultural, economic, and political features of the states of India and Pakistan, by finding similarities and differences between them. • Identifies the ethnic, religious and economic-tourism features of Southeast Asia. • Analyzes the natural, demographic, cultural, economic and political specifics of the countries of Southeast Asia - Indonesia, Malaysia and Singapore. Analyzes the demographic, cultural, religious, economic and political specifics of East Asia and the main countries (China, Japan, and two Koreas).

	Socio-economic features of Africa	• Analyzes the demographic and economic features of Africa. • Identifies the extent of religious beliefs and analyzes the way the beliefs spread in the territory of Africa. • Analyzes the political organization of African countries. • Distinguishes political and economic groupings and problems faced by the population of Africa. • Identifies the peoples who inhabit this continent and their demographic, cultural and economic features. • Distinguishes the spatial extent of religions with the most gravitating areas. • Analyzes the relationship of assets and natural conditions with the structure of the economies of these countries. • Distinguishes the touristic regions of Africa and the predominating motives of tourism. • Identifies the demographic, cultural and economic features of North Africa. • Analyzes the socio-economic features (population, natural resources) of Sudanese Africa. • Identifies the peoples who inhabit Equatorial (central) Africa and the demographic, cultural and economic features. • Reasons the relationship of assets and natural conditions with the structure of the economies of these countries. • Distinguishes peoples in East Africa according to ethnicity, religion and social status. • Draws simple conclusions by comparing countries according to their area, population, level of education, urbanism and their economic structure. • Describes the socio-economic features of Southern Africa and identifies the most popular sources of gold, diamonds, uranium, chrome, iron, oil, coal, etc. • Analyzes the condition (structure) of the population in the past and current relationships in South Africa. • Makes the link between the climate conditions, the characteristics of the sea water and shows their role in the economy and tourism.

		• Distinguishes the main natural, population, cultural and economic features of Tanzania.
	America – socio-economic features	• Comments on the population growth graph and population density map. • Distinguishes the many peoples and groups that differ by race, language, culture, and origin in America. • Analyzes the causes that led to the discovery of America and its population. • Distinguishes the most popular peoples that make up the population of the USA and Canada by ethnicity, race, and religion. • Compares the states according to area, population, level of education, urbanization, economic structure and makes the difference of the political-administrative organization between the USA and Canada. • Analyzes the large coastal flexure as well as assesses the importance of the Panama Canal and describes its economic importance. • Analyzes the climate and hydro-graphic features of Central America. • Distinguishes the most popular peoples in Central America according to ethnicity, race, and religion. • Explains the population structure of South America according to national, racial and religious affiliation. • Distinguishes the most popular natural assets (metals, oil, coal, gas and other assets) and their role in economic development.
	Oceania, Australia, Arctic and Antarctica and polar regions , socio-economic features	• Analyzes the demographic features of Australia. • Identifies the main groups that populate Oceania, such as: Papuans, Maoris, Melanesians, Micronesians, and Polynesians, but also immigrants from other continents, such as: Asians, Americans, Europeans, etc. • Identifies the people who inhabit the Arctic islands and their demographic and economic features. • Draws conclusions about the lack of permanent settlements in Antarctica. • Identifies mineral resource locations, such as

		coal, iron, oil, zinc, lead, copper, gold, etc.
Environment, resources and sustainable development	**DLO**: **5. Contributes to environmental conservation and protection and to sustainable development** 5.1. Presents examples of how, as an individual and as a member of a group, one can contribute to sustainable development (conserving resources, recycling materials) in harmony with the environmental conversation and biodiversity.	
	Topic	**Subject learning outcomes(SLO)**
	Global socio-economic and environmental processes and features	▪ Distinguishes today's features and trends of the world's population, some of which manifest through local, regional, and global migrations. ▪ Describes the features of economic development in the new globalisation circumstances. ▪ Identifies modern-day efforts to maintain balance in the conditions of the growth of consumption and population in the world, by respecting environmental norms.

Methodological guidelines

Teaching methods, techniques, and strategies in the subject of Geography are one of the key points for a successful teaching programme that promotes students' interest, inclusiveness, interaction, and research work. The application of methods, techniques, strategies, and different forms of organizing the process is a professional competence of teachers. Certain preliminary preparation is required for successful teaching. Careful planning and the selection of appropriate methodologies are keys to effective teaching and learning. It is recommended that the teacher carefully read the learning outcomes per level (per competence) (CLOs), the domain learning outcomes (DLOs) of Science and Environment, as well as the subject learning outcomes (SLOs) of the subject of Geography. The outcomes are reference points for the selection of contents (teaching units) and teaching strategies, methods, and techniques to be applied during the classes. Therefore, for effective teaching planning, curricular documents must be constantly taken into consideration.

The methodology should be entirely at the service of the acquisition and the faster and more accurate use of knowledge, habits, skills, and geographical values, which contribute to problem solving in everyday life. Didactic methods must be combined with each other throughout the class, in accordance with the character of knowledge and subject outcomes, and in 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 judgement through demonstrations and observations in nature (whenever possible);
- encourage critical, creative, and problem-solving thinking;
- motivate the student, by regarding him/her as a 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 domain of "Society and Environment", their applications in everyday life, as well as the interdisciplinary connection (this can become stronger if there is a better level of cooperation in professional activities at the school level);
- make use of multiple sources of information and appreciate the text as an important, but not the only, source for the achievement of competencies;
- 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, clarification, discussion, practical exercises and examples);
- Indirect teaching (problem discovery, review, and solving);
- Teaching through questions (the technique of asking questions to students);
- Discussion and cooperative learning (in small groups, larger groups and with all students);
- Teaching that encourages critical, creative thinking and problem solving;
- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages research;
- Learning in nature and visits to open spaces (if this is not possible, then the mutual sharing of experiences from visits abroad by the teacher and students).

For the realization of the programme, the teacher must also have in mind the basic principles of the CF in the teaching of Geography. During the implementation of the programme of Geography, he guides the students so that with their activities in the classroom, cabinet, etc., they can: recognize, observe, put in order, measure, mark, collect data, supervise, think independently, defend and argue their opinions, 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 geomorphology-geographical, climate-geographical, hydro-geographical, bio-geographical, economic-geographical, touristic-geographical, demo-geographical systems, etc.

Guidelines for implementing cross-curricular issues

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

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

- Media education, and
- Education for sustainable development

Media education
Refers to the selection and use of media for obtaining new and accurate information and the creation and use of information for research and new scientific discoveries.The topic of media education includes contents related to publications and scientific achievement awards at the national and international level.

Education for sustainable development
Refers to the topics of general importance that affect the awareness of young people/students for an active attitude towards issues concerning the awareness and conservation of natural assets, at the local and global level. This includes issues such as social, economic and environmental development aspects.

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

Assessment and evaluation guidelines

Assessment is an integral part of the teaching and learning process. Assessment measures the extent to which the desired knowledge, skills and attitudes have been achieved (by students). It involves gathering information through various assessment techniques about the achievement of expected grade and level learning outcomes. 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 students' assessment. Different forms of assessment should create opportunities for all students to be assessed in a way that is most appropriate for them.

When assessing students, teachers must rely on some basic principles:

- The assessment must be reliable and impartial. The student should be given the opportunity to demonstrate the level 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 guided by learning outcomes and uses a variety of assessment strategies and techniques.

Assessment is in function of:

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

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 they write and what they do?

Assessment phases:

- Checking on, i.e., what students know (what has been achieved) and what they don't know (what has not been achieved).
- Measuring, what is checked is evaluated.
- Assessment means setting a judgment, quantitative or qualitative value, based on the evaluation with grades.

There are a series of techniques for assessing knowledge, capacities, and skills:

- Oral assessment (asking questions, having discussions, debating, etc.),
- Written assessment,
- Assessment through listening,
- Assessment of practical work,
- Assessment through students' questionnaires
- Assessment of curricular, subject, or interdisciplinary projects,
- Essays
- Portfolio,
- Testing: as a course of measurements according to a specific goal.

Guidelines for teaching materials and resources

The use of teaching tools in the teaching and learning process in the subject of Geography helps to concretize ideas and phenomena 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 done without the necessary didactic tools, which can be of various types, such as general, thematic maps, atlases, albums, photographs, sketches, models, diagrams, graphic tools, educational films, computers, projectors, CDs, DVDs, etc. Textual materials: school textbooks, workbooks, atlases, maps, teacher's books, professional guides, dictionaries, newspapers, magazines, psycho-pedagogical materials, encyclopaedias, etc.

While 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 sporting events, etc. Also, the information and communication technologies that students use as research tools and for preparing various projects and tasks represent teaching and learning resources.

Suggestions for using ICT

- Using e-mail for information exchange.
- Using the Internet to explore Geography websites for learning purposes.
- Using the PC to collect information on the topics he/she studies.
- Organization and presentation of data, using different types of software.
- Using graphic software.
- Graphic presentation of data.

Subject curriculum/syllabus

Civic Education

Grade 8

Content

Introduction

The subject of Civic Education in the eighth grade differs in content, because we are dealing with children aged 13-14. This subject helps the student become a successful student, a healthy individual, a productive contributor, and above all, a responsible citizen who paves his way towards a career. The Civic Education of the eighth grade deals with the following topics: media and social networks; health, age, and lifestyle; cultural diversity; the law and the procedures for issuing it; the rule of law; as well as environmental protection.

The subject contains topics related to social relations, the influence of the media, behaviour and lifestyle, law, and the functioning of the rule of law by emphasizing the truth, transparency, freedom from prejudice, and the fight against discrimination. The eighth grade programme helps create habits for building good interpersonal relations in society through knowledge and respect for the law, the influence of the media, and social networks, in the spirit of mutual acceptance, understanding, and tolerance, to maintain social cohesion and for the peaceful resolution of conflicts between individuals and social groups.

The student aged 13–14 should be interested, motivated, curious, and active enough to understand the specifics of the country where he/she lives, compare them with the specifics of other countries, and try to act and contribute by cultivating civic and humane practises and values. He/she must understand that a democratic society is based on the law, on respect for human rights, on respect for diversity, equal opportunities, transparency, inclusiveness, solidarity, and respect for human dignity. For all this, the media and social networks, which today are considered the central pillars of social life, are of special importance.

Civic Education teaches the student to become an active and responsible citizen, to understand and correctly assess the important decisions related to him/her or others, to recognise, analyze, and assess the impact of social networks (potential benefits and harms), their functions, and their responsibilities; then, the risks associated with different factors of life and the measures to prevent or protect against them; for social well-being and the role of the state in this respect; for law and the rule of law; for cultural diversity, etc. All these knowledge and skills, including those related to the environment and sustainable development; contribute to the well-being of the student, namely the citizen.

The Goal

The goal of this subject is to influence the student to become a worthy citizen of the country who possesses the knowledge and skills to create good relationships with people by manifesting correct behaviour and cultivating useful models and habits.

For the student of the eighth grade, it is interesting to learn about the subject of civic education because the age of 13–14 represents a delicate stage for personality development, as it is the time when puberty is at its peak and the risk of developing wrong behaviours, influences, and orientations in children is possible. Therefore, civic education guides the child to have right and useful behaviours and actions, both for himself and for his family, neighbourhood, and society as a whole.

The interest of the family, school, and society is that the child achieves the life skills set out in the Core Curriculum, namely, that the child becomes an effective communicator, a creative thinker, a successful student, a productive contributor, a healthy individual, and a responsible citizen. The goal of the subject of civic education is to help students develop these competencies and become worthy citizens of their country.

Topical content and learning outcomes

Subject learning outcomes (SLOs) and topics have derived from concepts and domain learning outcomes (DLO), which originate from the Core Curriculum of lower secondary education, respectively, from the fourth (IV) level of curriculum.

<table>
<tr><th>Concept</th><th colspan="2">DLO, TOPIC and SLO</th></tr>
<tr><td rowspan="3">1. The individual, groups and social relations</td><td colspan="2">DLO: 1. Knows the structure of social groups and the ways of participation or involvement in them.
1.1. Analyzes social, economic, cultural and educational issues that affect individuals and communities, and argues the impact of human actions on the environment.
1.2. Distinguishes facts from opinions, real figures from mythical and legendary ones, while interpreting different situations in relationships between individuals or social groups (in time and space).
1.3. Debates about the actions and important issues of citizens at the local, national, and wider levels and their interdependence.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td>Media and social networks</td><td>The Student:
• Assesses the impact of the media on private and public life and the need to be informed of the current trends in the development of society.</td></tr>
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- Use the media to promote and sensitize group activities for the good and public interest, such as the protection of human rights, environmental protection, energy saving, etc.
- Examines/analyzes the veracity of the published news, based on two or more sources of information, and reflects on the consequences of fake news.
- Actively participates in forums and debates that take place on social networks and is committed to human rights, the functioning of the law and the development of democracy.
- Uses social networks in a fair way and condemns their abuse, with special emphasis condemns insulting, derogatory and hate speech towards certain social groups or categories.
- Visits museums, cinemas, theatres, concerts, festivals and other events in order to get to know the creators, cultivators and promoters of cultural, civilizing and humane values.

</td></tr>
<tr><td>2. Social and natural processes</td><td colspan="2">DLO: 2. Researches social, historical, natural, and environmental phenomena and processes by highlighting the interrelationships, interdependencies, and mutual interactions.
2.1. Compares social, historical, political, economic and cultural events as well as natural and environmental phenomena, explains their causes and consequences and the impact they have on people's lives.
2.2. Explains the composition of the geosphere, as well as analyzes the role of natural resources in the environment and in the economic development of a country, region, state or continent.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td></td><td>Health, well-being and lifestyle</td><td>The Student:

- Demonstrates knowledge and skills to act in emergency situations caused by natural or human factors by helping oneself and others.
- Appreciates the work of social welfare institutions in protecting the life and health of groups or categories at risk and helps identify persons or groups in need in order to provide them with the necessary assistance and care.
- Assesses the work of public health institutions and humanitarian organizations in protecting against epidemics and various diseases, including those sexually transmitted.
- Assesses the importance of health insurance, life insurance, property insurance and the role that institutions and security companies play in this aspect.
- Determines risk factors for life, health, and property by

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<tr><td></td><td></td><td>clearly distinguishing between natural and human factors.
• Assesses the human needs for special social groups and categories, distinguishing the ways and living conditions depending on health, age, place of residence, cultural traditions, or personal convictions.</td></tr>
<tr><td rowspan="4">3. Norms, rights and responsibil-ities</td><td colspan="2">DLO: 3. Critically examines and applies social norms and rules for common life in diversity

3.1. Makes critical use of various resources to explore and compare ethnic, cultural, social and religious differences and similarities in different countries and periods.

3.2. Analyzes society's challenges (in educational, cultural, economic and environmental aspects) in time and space, using facts, as well as assesses the influence of the groups of interest in the lives of ordinary people.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td>Cultural diversity</td><td>The Student:
▪ Distinguishes multiple affiliations and identities in a culturally mixed and globally interrelated society.
▪ Appreciates the importance of breaking free from stereotypes and prejudice, as well as the need to combat all forms of human discrimination.
▪ Appreciates the role of peaceful religious coexistence and tolerance between people of different faiths and religious traditions.
▪ Judges the negative role of any kind of extremism, radicalism, or religious fundamentalism for coexistence and peace between people.
• Distinguishes the common and special cultural and heritage values of the minorities living in Kosovo and beyond, by using different sources of knowledge.
• Organizes activities (debates, campaigns) required for the inclusiveness of minorities in decision-making and in various areas of life, such as politics, economy, education, culture, etc.
▪ Distinguishes own rights, duties, and responsibilities at home, school, club, or community, and shows by concrete examples the consequences for violating, disregarding, and not respecting them.</td></tr>
<tr><td>4. Decision-making and</td><td colspan="2">DLO: 4. Gives ideas and proposals and makes decisions in a conscious and responsible manner</td></tr>
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<tr><td>institutions</td><td colspan="2">4.1. Reasons the types of decision-making in daily social life, understands the need and importance of implementing democratic procedures throughout the processes.

4.2. Compares different types of decision-making then and now, as well as reacts to and expresses his attitudes towards negative events in the community where he works and in society.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td></td><td>The Law and procedures for issuing it</td><td>The Student:
Describes the procedures for issuing laws in Kosovo as well as the right to propose and adopt them.
Analyzes the reasonableness of laws and argues the need for legal regulation of life in a democratic society.</td></tr>
<tr><td></td><td>The Rule of Law</td><td>Analyzes the practices of respecting the law and the consequences of its violation.
Explains the work of legislative and executive bodies and gives examples about the applicability of the law in everyday life.
Appreciates the importance of the implementation of legality and constitutionality in Kosovo and the responsibility of institutions and citizens for their preservation.
Appreciates the role of free and fair elections to build truly democratic institutions and societies.
Assesses the importance of participating in elections and voting based on conviction and free will.
Judges the role and importance of a fair campaign, for parties participating in the elections, for coalitions and independent candidates.
Assesses the role of accountability in a democratic and rule of law-governed society.</td></tr>
<tr><td>5. Environment, resources and sustainable development</td><td colspan="2">DLO: 5. Contributes to environmental conservation and protection as well as to sustainable development
5.1. Presents examples of how, as an individual and as a member of a group, one can contribute to sustainable development (resource conservation, recycling of materials, etc.) in harmony with environmental conservation and biodiversity.</td></tr>
</table>

	Topic	Subject learning outcomes(SLO)
	Environ-mental conservation	**The Student:** • Assesses the role of active citizenship in preventing negative behaviours in relation to the environment and biodiversity, by contributing to awareness campaigns related to environmental protection and the promotion of sustainable development. • Analyzes personal habits and practices related to daily items and consumption and is able to change own habits, especially those relating to food, in order to promote organic products. • Actively participates in associations, organizations or extracurricular programmes and activities that concern the environment, efficiency, biodiversity and sustainable development, by proving himself/herself as an eco-citizen worthy of initiating and making lifestyle changes, based on the ecologic vision of interrelationship and interdependence in the world.

Methodological guidelines

In order to achieve the expected outcomes for this grade, it is much more important to understand the goal of the subject of Civic Education, which helps students develop not only knowledge and life skills, but also educational, human and intellectual values. For this reason, there are many methods, strategies and techniques that the teacher should use in teaching. For example, with respect to topic **Media and social networks**, the student is advised to research a variety of media in different forms, to find out their advantages and disadvantages; to assess the benefits and harms, and even the risks from excessive exposure, or from their abuse by different interest groups. Also, since we live in the age of the Internet, each student should know how to research useful resources and data, including the official websites of institutions operating in Kosovo, to bring different materials to the classroom and to debate about them, and of course to have a critical attitude towards them.

As regards the topic **Health, Age, and Lifestyle**, the teacher can implement this by inviting health experts to the class to lecture on health and well-being, relating these not only to the lifestyle in modern society but also to changes relating to age, puberty, and adolescence.

Cultural diversity can be realized through the observation of daily life in the community where he/she lives, through the use of materials from the media, but also through the research that the student makes on the Internet, of course based on the teacher's recommendations. Recognition and fair treatment of cultural diversity is a barometer of civic education. The teacher can prepare for this topic by seeking in advance pictures of monuments, symbols, costumes, clothing, and lifestyles that reflect the cultural diversity in the region where he/she lives.

The topic of **the Law and the procedures for issuing it** can be realised in such a way that a small parliament can be simulated in classroom conditions. The "Parliamentarians" in this case would be the students themselves, who would share the roles as per the teacher's recommendation and help. The goal is for the student to understand the procedures for issuing laws and the need for debates for each law that is adopted. As technical as it may seem, the issuance of a law is a complex process where many parties are involved, and it is more important for the student to understand the role of each party, regardless of whether it is a member of parliament, the speaker of parliament, a parliamentary group, etc.

The topic of **the Rule of Law** is necessary for the student in order to feel and understand the functioning of a legal state, its bodies, and institutions, because in the circumstances of the functioning of a legal state, human and civic values, such as peace, freedom, tolerance, legal equality, gender equality, human rights, humanitarian law, solidarity, charity, volunteerism, forgiveness, reconciliation, help, empathy, salvation, etc., are better understood. In addition to learning these values, the student will also try to practise them in everyday life. One possibility is to read and interpret different articles from international documents on human rights, then on children's rights, from certain laws, from the Constitution of Kosovo, etc.

As for the topic of Environmental Conservation, since the student has been informed of his/her duties and responsibilities in relation to the environment, he/she will be active in voluntary activities that are organized at school and in the community. Cleaning the environment, planting seedlings and flowers, arranging and beautifying the space, saving, recycling, reusing, etc. are some activities and habits that express environmental education and culture. All this could be realised with the advice of students, parents, school leaders, community leaders, etc. For these, the teacher must make plans with respect to the inclusiveness of the students, taking into account their physical and mental abilities. Of course, some kind of environmentalist, recycling, hygiene, or other kind of club whose formation was foreseen by the civic education programme of the seventh grade has already been formed and is functioning at the school.

Guidelines for implementing cross-curricular issues

Cross-curricular issues are topics that must necessarily be related to the domain or subject outcomes; hence, attention should be paid to their adequate treatment. In the planning phase, the teacher is required to analyze the outcomes of the subject, the topics, and the teaching units and foresee which cross-curricular issues defined in the Core Curriculum of lower secondary education they are related to. Thereby, their treatment is ensured. Cross-curricular topics that can be included in the subject of Civic Education are:

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

The learning topics that are defined in the curriculum 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 their relation to the topics, SLOs, and learning units determined according to the contents of each grade.

Assessment and evaluation guidelines

The assessment is done with the purpose of monitoring the student, his progress and follow-up in the progress of learning, and the skills and actions that help him create attitudes based on the values that the school must cultivate in students. The assessment is closely related to the methodology and the necessary didactic tools and requires consistency throughout the process. It is accomplished in different forms, just like teaching, i.e., various tests such as verbal and non-verbal, objective and subjective tests, formative and summative assessment, presentations of various projects, group activities, etc. Above all, the goal is to observe the student's acquisition of knowledge, behaviours, attitudes, and the level of achievement of his or her skills and abilities, concluded with a self-assessment, so that the student is educated to accept a realistic assessment and aim for higher achievements.

It is believed that assessment is the most difficult part of the entire process of the educational system. If we approach coordination and planning not only in an obligatory way but also with responsibility, dignity, and love, then the assessment system is almost woven by itself, and there will be no lack of successes. Depending on the needs, each teacher must be a good strategist in finding fair and adequate forms of assessment, which are always many in number. And if these are lacking, then an overview of different assessment aspects should be presented in a tabular manner in order to see when the student needs improvement, when he/she has realized the objectives, and when he/she has reached the proper level.

Guidelines for teaching materials and resources

Civic education can be realized through different teaching/learning resources and materials. The textbook is not the only resource, there are also many other resources and tools available, such as exercise books, workbooks, brochures, newspapers, magazines, posters, blogs, websites, various maps, dictionaries, encyclopaedias, daily newspapers and periodicals, radio-television shows, YouTube, various projects, published reports, public activity posters, software applications, interviews with ordinary citizens and prominent personalities, educational visits, field visits, excursions, inter-institutional collaborations, expert visits during class, visits to the theatre, cinema, museum, concert, film festival, as well as various visits to Government institutions (Parliament, Government, Court, Police station, Municipal Assembly) etc.

Of course, all these resources must be provided by the teacher in cooperation with the school staff, parental staff, etc. This includes also other materials from UNICEF, UNESCO, the Council

of Europe, and other well-known international and local organisations. With the help of the teacher, the student can also be a very worthy helper in ensuring the working materials. He/she should be committed to conducting as much research as possible, independently, individually, or in a group, on certain topics of interest related to the subject.

CURRICULUM AREA: PHYSICAL EDUCATION, SPORTS AND HEALTH

Subject curriculum/syllabus

Physical Education, Sports and Health

Subject curriculum/syllabus

Physical Education, Sports and Health

Grade 8

Content

Introduction

The subject curriculum of Physical Education, Sports and Health is one of the seven fields of the KCF which is part of the second level and the fourth level of the Kosovo Curriculum Framework and the Core Curriculum.
The subject of Physical Education, Sports and Health helps students understand the importance of physical, sports and health activities and it is recommended that students engage in physical activity at the appropriate and adequate level throughout their lives. Regular physical activities become an important tool for general improvement of physical, mental, emotional and social health.
Physical activity is not only playing sports, but every movement of body produced by skeletal muscles that requires spending of energy. According to the World Health Organization (WHO), in order to be healthy, people need moderate physical activity.

The Goal

The goal of the subject of Physical Education, Sports and Health is to contribute to the achievement of the competency outcomes for the fourth level as well as the achievement of the subject programme outcomes whereby contribute to the achievement of the domain outcomes for the fourth level planned in the Core Curriculum. Through the Physical Education, Sports and Health syllabus, students are helped to develop the necessary knowledge, skills, habits, values, attitudes and competences, which ensure their mental, emotional, physical and social health well-being.

Thematic/teaching units

- Elementary games and professional services
- Anthropometry and motor skills
- Gymnastics and Athletics
- Technical-tactical aspects of team and individual sports
- Food and its origin
- The action of substances that create addiction
- Environment and human impact

<table>
<tr><th>Concept</th><th colspan="2">DLO, TOPIC and SLO</th></tr>
<tr><td rowspan="3">Full physical, mental, emotional, and social well-being</td><td colspan="2">1. Identifies people and services in the environment where he/she lives and knows where to seek services and professional support to maintain physical, mental, social, and emotional well-being.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td>Elementary games and professiona l services</td><td>The Student:
Identifies the persons and professional services that are provided for health and sports education.
Practices activities, various elementary sports games that contribute to maintaining physical, mental, emotional and social health.</td></tr>
<tr><td rowspan="4">Overall and harmonious develop-ment of the body through physical and sports activities</td><td colspan="2">1. Takes part actively in different sports disciplines (athletics, gymnastics, combat sports, etc.), applies the experience gained regularly through physical activities, and creates movement combinations involving different forms of movement.

2. Describes, applies, and relates the rules of team sports by reinforcing motor skills and movement skills during the practise of team sports tactics.</td></tr>
<tr><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td>Anthropometry and motor skills</td><td>The Student:
Describes the anthropometric results, compares them with the previous ones, and presents the steps for the future.
Demonstrates dexterity during motor measurements, compares the results achieved with previous results and draws up a plan for their improvement.</td></tr>
<tr><td>Gymnastics and Athletics</td><td>The Student:
Demonstrates the disciplines of rhythmic sports gymnastics by composing various exercises on the floor and on gymnastics equipment.
Demonstrates folk and modern dances of different countries.
Describes the disciplines of athletics and the stages of the realization of techniques during the development of skills and their demonstration.</td></tr>
</table>

	The technical-tactical elements of individual and team sports	**The Student:** • Applies the general rules during the demonstration of the technical - tactical elements of individual sports such as table tennis, tennis, badminton, swimming, skiing, and combat sports. • Applies the general rules during the demonstration of the technical - tactical elements and team sports games such as basketball, volleyball, football, and handball.
Promotion of active and healthy lifestyle	***1. Identifies, through practical activities, the main components of food, their origin (source), function and describes the relationship between energy, food, and physical health.***	
	Topic	**Subject learning outcomes(SLO)**
	Food and its origin	• Identifies the main ingredients of food and its origin. • Describes the relationship between energy, nutrition and physical health. • Researches the impact of contaminated food and water as a source of disease.
Awareness about the impact of the use of substances that create addiction	***1. Understands the positive effects that certain substances can have on the mind and body, but is also aware of the negative and serious physical, mental, emotional, social and legal consequences of substance abuse.***	
	Topic	**Subject learning outcomes(SLO)**
	The action of substances that create addiction	• Provides arguments on the effects of the action of substances that create addiction. • Describes physical, mental, emotional, and social changes from substance use.
Environ-mental education and Education for sustainable development	***1. Uses natural resources for the development of physical abilities and health by taking care to respect the environment where he/she lives.***	
	Topic	**Subject learning outcomes(SLO)**
	Environment and human impact	**The Student:** • Presents a project on the state of the environment in the circle where he/she lives. • Describes environmental changes at local and global levels.

Methodological guidelines

For the realization of the content in the subject of Physical Education, Sports, and Health for the eighth grade, the teacher must use different methods and techniques that are in harmony with the age of the students but also adapt to the content in order to achieve the outcomes determined by the programme.

Realization of the content of the subject should develop and stimulate in students a health as complete as possible in terms of physical, psychological, spiritual, and social aspects; form valuable skills and movement habits for the whole life; and provide a model of an active life. For this reason, it is the teacher's duty to select during lesson planning those movement and sports activities that, firstly, ensure the participation of all students (both boys and girls) and, secondly, ensure motivated participation by respecting the movement, aesthetic, and sports interests of their students.

In the eighth grade, emphasis is also placed on the promotion of an active and healthy lifestyle, including environmental education and education for sustainable development, and the acquisition of safe practises and habits in students that will be followed throughout their lives by protecting them in the future.

Teaching itself is an interactive process, and it is about the fact that the main function and goal of this teaching is learning. This is the most basic characteristic of all student-centred methods and techniques, including other methods that ensure comprehensive teaching for all students, such as: the verbal method, which is widely used in the teaching of Physical Education, Sports, and Health; then the demonstration method, which is very efficient for the acquisition of new movements by students; the integral (whole) method of the practical exercise, which is used to present the exercise as a whole with all its constituent parts; the analytical (partial) method, which helps in the acquisition of complex and more difficult exercises; discussion; brainstorming; presentations; workshops; etc.; there are also other methods that 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, while also always keeping in mind the safety of the students.

Cross-curricular issues

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

- **Globalization and interdependence** (refers to interaction, combining skills and opportunities to create common things, combining efforts with others to achieve greater successes)

- **Use of Media** (refers to the use of the media for providing new and correct information, the creation and use of information, communication through traditional and digital media, criticism of the media, the language of the media and its impact on society, and the expectations of citizens from fair and safe media and use)
- **Education for sustainable development** (economics, services for the community, security, protection of the natural and human environment, and the development of ecological attitudes);
- **Language and communication skills throughout the Curriculum** (good quality of communication in all subjects);
- **Personal development and life skills** (education on consumption and saving; respect for oneself and others; tolerance; self-restraint; ability to negotiate; self-initiative and preparations for the future).
- **Education for sustainable development** (refers to topics of general importance that influence the awareness of young people/students for an active attitude towards environmental issues and phenomena, at the local and global level

In general, the domain outcomes affect cross-curricular issues, so attention will be paid to adequate handling in teaching units. However, the primary work of the teacher, who, during the work, pays attention to cross-curricular issues so that in the planning phase they analyze the teaching units with which cross-curricular issues are related in order to ensure integrated learning, is to aim to include all important social aspects and have them treated by different subjects and from different perspectives, which also enables the achievement of the competences defined by the KCF.

Assessment and evaluation guidelines

The goal of the assessment is 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. Competency-based assessment itself contains accurate, detailed feedback and substantive and constructive critical information to help the student achieve learning outcomes and master competencies. The objective of the assessment is to determine not only the knowledge and skills but also the attitudes and values of the students. The teacher develops a variety of assessment methods, for example:

- Verbal description of the movements that need to be improved.
- Encouraging words and expressions are used during learning.
- Standardized written test
- Active participation during the class
- Essay (individual or group research on health education topics)
- Case presentation
- Video recordings

While, with respect to Physical Education and Sports teacher’s focus should be placed on the assessment of the following elements:

- Tactful correction of wrong movements
- Checklist
- Active participation in elementary games during the class
- By choosing the fastest students in running
- By composition of physical exercises and performance
- Using a point-based system for special exercises
- Using a point-based system for composed dance
- Using points for assessment of individual actions
- Using points for the best group during a game or competition
- Using points for the movement patterns of the different runs.

To these assessments, assessments on active engagement in various sports activities can be added.

The student portfolio is an opportunity for assessment and self-assessment; it is a summary of the student's performance during the school year in a certain field. It may contain practical thematic tasks, photos and CDs of demonstrations of motor skills for different lines of the programme, engagements in different school activities, etc.

Guidelines for didactic materials and teaching resources and tools

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

For the most successful realization of the curriculum of Physical Education, Sports, and Health, a wide range of teaching/learning resources should be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopaedias, educational software, projects, various studies, analyses and various reports of the relevant field, as well as other books.

The teacher and the students can engage in the drawing up and using of teaching/learning materials; for example, the results of the projects carried out by the students can become valuable learning resources for different classes.

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CURRICULUM AREA: LIFE AND WORK

Subject curriculum/syllabus

Technology with ICT

Subject curriculum/syllabus

Technology with ICT

Grade 8

Content

Introduction

The field of Life and Work consists of the concepts of the main subject, Technology with ICT, and other concepts of the field. The subject of Technology with ICT in the 8th grade aims to develop practical technological skills in students, starting with the presentation of bodies, the use of metals, the recognition of engines, types of transmitters, the function of mechanisms, the technology of machinery materials, the use of technical equipment, traffic, the presentation of the role of simulators, as well as the processing and calculation of data using a computer programme and developing critical thinking during the creation of practical technological projects.

In the framework of the subject of Technology with ICT, will be developed modules that aim to fulfil the main concepts of the field of Life and Work for Level 4, such as: Counselling and Career Guidance, Work and Education for Entrepreneurship, as well as Education for Sustainable Development. All these concepts are developed in relation to the domain and subject outcomes in order to achieve the main goal of the field of Life and Work.

Through Technology and ICT, Entrepreneurship, and Career Orientation, students will be introduced to the different roles of individuals in life and at work, such as family members, citizens, producers, consumers, employers, and employees. Students will develop awareness and self-confidence about the existence of opportunities for professional orientation (selection of a profession), the use of ICT, etc.

The Goal

The goal of this subject is to develop critical thinking in students by enabling them to solve practical problems, make decisions, work independently, work on projects using ICT, develop life skills, and guide them towards own goals.

Topical content and learning outcomes

Students in the eighth grade achieves the subject learning outcomes (SLOs) for the topics defined in the below table, which have derived from the domain learning outcomes (DLOs) Life and Work of the fourth level (Lev. 4) in the Core Curriculum of lower secondary education.

<table>
<tr><th>Concept</th><th colspan="2">DLO, TOPIC and SLO</th></tr>
<tr><td>Technology including ICT</td><td colspan="2">DLO:
1. Exercising practical work at home, at school and in the community
1.2 Plans, organizes and participates in individual and group practical activities
1.4 Plans and develops practical activities through project work at school, home and in other extracurricular environments.
2 Increasing personal qualities for life and work
2.1 Demonstrates the necessary skills for career guidance approach.
3 Use of technology in daily life and work
3.1 Uses tools, equipment and work machines based on instructions and user manuals.
3.2 Describes the technological process of using natural energy resources.
4 Use of ICT to advance learning and the quality of everyday life
4.1 Applies ICT knowledge for the presentation of certain processes.
4.2 Uses computer programs for practical implementation of learning units and topics.
6. Promotion of safe living and working conditions
6.1 Identifies and prevents various risks that may occur in the place where he/she works.
7. Preparation for professional life and future career
7.1 Analyzes the preferences of the desired profession by providing arguments about personal wishes, knowledge and skills.
9. Social, economic and environmental development
9.1 Develops activities for issues of social justice, ethics and well-being by relating to social, economic, and ecological factors.
9.2 Analyzes and assesses the advantages of using different types of energy for preserving the environment where he/she lives.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td></td><td>Topic 1- Design skills (Presentation of bodies)</td><td>The Student:

Identifies the elements of the technical drawing of objects.

Shows the types of cutaway views presented in the school material.

Describes the simplified and schematic representation of machinery details.

Draws axonometric, isometric, two-metric, and oblique projections.

Explains axonometric, isometric, two-metric, and oblique projections and how they are presented.

Illustrates the unfolding of surfaces of various shapes.</td></tr>
</table>

		Presents simple gear schemes. Creates various unfolded surfaces whereby an object is created. Presents 2D and 3D bodies using technical drawing tools and software.
	Topic 2- Materials Technology - Machinery Materials	**The Student:** Presents the types of tools for processing machinery materials. Designs protective measures at work for using machinery materials. Shows the features (physical, chemical, technological) of machinery materials as well as their importance and use in technology. Describes how metals and alloys are produced and processed (polishing, cleaning, forging, casting, welding, surface protection, etc.) through technological processes. Describes the use of metals such as copper, zinc, lead, gold, etc., and compares them with plastic materials. Discusses and describes metal processing: technical preparation (does the planning), measurement and control, writing, polishing, forging, cleaning, gluing, surface protection. Identifies types of full and hollow profiles made of steel and iron. Describes the processes of measuring machinery materials through various gauges. Describes the types and function of machines for metal processing (drilling, turning, milling, ratifying, turning, with numerical control, etc.). Describes the components parts and function of the robot. Describes the function of the Lego robot as a programming machine and builds it using a computer program.
	Topic 3 - Mechanisms and	**The Student:** Identifies types of movable mechanisms and transmitters based

	transmitters	on school literature. Describes the working principle and function of mechanisms, moving machines, transmissions, and engines, and their composition. Builds various mechanisms with levers, knobs, using materials such as: wood, plastic, paper, and metal. Creates belt conveyors with two guide wheels of different diameters. Shows several types of internal combustion engines. Describes the function of internal and external combustion engines. Analyzes the functions of internal and external combustion engines.
	Topic 4 – Technical/Tech-nological equipment	**The Student:** Identifies technical equipment for heating and cooling. Describes work tools and teaching equipment. Demonstrates with examples the construction of the washing machine, boiler, water heater, mixer and other devices as well as their use in practice. Carries out practical activities for teaching purposes using the technical equipment located in the cabinet. Distinguishes between home technical devices and those used for teaching at school. Shows the construction of the electric stove, the refrigerator and other equipment and the way of using them. Shows the construction of heat-accumulating heaters and air conditioners and the way of using them. Demonstrates with examples the construction of the washing machine, boiler, water heater, mixer, and the way of using them. Shows the construction of the computer desktop and monitor.

		Describes the construction of a digital camera, projector, smart TV, and smartphone. Discusses the work done by washing machines, boilers, irons, mixers, etc. Describes protective measures at work along with any technical equipment.
	6. Information and Communication Technology	**The Student:** Uses the data calculation program independently. Shows the role and function of the calculation program. Creates various calculation tasks using the computer program. Inserts various objects for creating school presentations and projects. Creates tables, simple graphs and smart art for the presentation of various data through the computer program. Creates various digital technology, environmental, material, database projects etc., using data calculation programs. Uses the calculation program with ready-made examples for creating calendars, project tables, work schedules, etc. Processes, edits, and compresses images through computer programs. Creates different photo collages using professional programs, by modifying and changing them as needed. Processes and organizes various documents in PDF format. Describes the role of digital simulators in effective teaching. Uses different simulators to simulate different technological activities. Creates various simulators through computer programs.
Counselling and Career	**DLO**	

<table>
<tr><td>Guidance</td><td colspan="2">1. Exercising practical work at home, at school and in the community.

1. 1. Analyzes voluntary work, employment, and self-employment.

2. Increasing personal qualities for life and work

2.1. Demonstrates the necessary skills for a career guidance approach.

7. Preparation for professional life and future career

7.1. Analyzes the preferences of the desired profession by providing arguments about personal wishes, knowledge and skills.

8. Communication in/for life and work

8.1. Researches and uses various sources of information about education and training for the labour market in order to select options for career guidance.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td></td><td>7. My career</td><td>The Student:
Identifies voluntary services in his/her area where he/she lives and analyzes the way of doing voluntary work.

Identifies and assesses interests, skills, and abilities for his future profession.

Creates and implements the project plan through activities to develop his future career skills.

Analyzes and uses various sources of career information.

Researches the labour market and the most in-demand professions in recent years and selects some of them, based on his/her abilities and skills.</td></tr>
<tr><td>Work and entrepren -eurship education</td><td colspan="2">DLO:
1. Exercising practical work at home, at school and in the community
1.1 Analyzes voluntary work, employment, and self-employment.
1.2 Plans, organizes and participates in individual and group practical activities.
1.3 Plans and develops practical activities through project work at school, home, and in other extracurricular facilities.
2. Increasing personal qualities for life and work
2.1 Demonstrates the necessary skills for a career guidance approach.
3. Use of technology in daily life and work
3.1 Uses tools, equipment and work machines based on instructions and user manuals.
3.2 Describes the technological process of using natural energy resources.</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">4. Use of ICT to advance learning and the quality of everyday life
4.1 Applies ICT knowledge for the presentation of certain processes.
4.2 Uses computer programs for practical implementation of learning units and topics.
5. Entrepreneurship and business development exercise
5.1 Analyzes the labor market and prepares business pilot plans, individually or in groups, and presents them through various forms of communication.
6. Promotion of safe living and working conditions
6.1 Identifies and prevents various risks that may occur in the place where he/she works.
7. Preparation for professional life and future career
7.1 Analyzes the preferences of the desired profession, arguing it with personal wishes, knowledge and skills.
8. Communication in/for life and work
8.1 Researches and uses various sources of information about education and training for the labour market in order to select options for career guidance.
9. Social, economic and environmental development
9.1 Develops activities for issues of social justice, ethics and well-being by relating to social, economic, and ecological factors.
9.2 Analyzes and assesses the advantages of using different types of energy for preserving the environment where he/she lives.</td></tr>
<tr><td></td><td>Topic</td><td>Subject learning outcomes(SLO)</td></tr>
<tr><td></td><td>8. The Young Entrepreneur</td><td>Identifies local market types.

Identifies interests and needs.

Describes the work of the entrepreneur in the business.

Creates new ideas for encouraging the entrepreneurial spirit (20 euros on the right track).

Drafts a simple business plan with planned ideas.

Uses different packages to understand the function of entrepreneurship (monopoly game, currency exchange, market imitation)</td></tr>
<tr><td>Educati-on for sustain-able developm-ent</td><td colspan="2">DLO:
1. Exercising practical work at home, at school and in the community
1.2 Plans, organizes and participates in individual and group practical activities.
1.3 Plans and develops practical activities through project work at school, home and in other extracurricular facilities.
4. The use of ICT to advance learning and the quality of daily life
4.1 Applies ICT knowledge for the presentation of certain processes.</td></tr>
</table>

	4.3 Uses computer programs for practical implementation of learning units and topics. 6. **Promotion of safe living and working conditions** 6.1 Identifies and prevents various risks that may occur in the place where he/she works. **8. Communication in/for life and work** 8.1 Researches and uses various sources of information about education and training for the labour market in order to select options for career guidance. **9. Social, economic and environmental development** 9.1 Develops activities for issues of social justice, ethics and well-being by relating to social, economic, and ecological factors.	
	Topic	**Subject learning outcomes(SLO)**
	5. Transport technology - Traffic	The Student: Identifies the types of land, water, and air transport. Describes the importance of transportation and the means of transportation. Graphically presents the main traffic signs and their role in traffic. Describes the importance of respecting traffic rules. Describe the advantages of several special types of transport. Identifies potential traffic hazards. Shows the work that steering systems do in transportation.

Methodological guidelines

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

The basic teaching methodologies in the new KCF are:

- Student-centred teaching and learning and inclusiveness: as part of it, in Technology with ICT, the teacher must rely on the principle of inclusiveness, which takes into account and addresses the different learning styles, the way and the speed at which the students learn, as well as other aspects of students' diversity, including gender, age, culture, social and economic background, as well as the special needs of students, be they for complementary or additional learning aspects.

Another very important methodology is competency-based teaching and learning, where through practical activities and instruments in the classroom we can apply the development of competencies as a creative thinker, successful student, etc. Differentiated teaching and

learning—in this part, we aim to have the students engaged according to their learning styles and ways of presenting their ideas. By planning the lesson, the activity, and the instruments in individual form and not in group form, we can say that we have analysed each student in the class, thereby achieving differentiated learning.

Teaching and learning based on cross-curricular issues

The integration of cross-curricular issues can be achieved through:

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

Teaching and learning based on extracurricular issues is a method where students can develop extracurricular activities, for example: visits to mechatronics laboratories, forests, textile factories, etc. The methodology relates special topics of subjects in order to achieve domain learning outcomes with main competency-based learning outcomes per level. Almost all the activity in the field of Life and Work is based on practical work. The methods used in this field should enable the concretization of theory in practise.

Cooperative learning enables students to actively learn and express their practical skills. Cooperative learning promotes higher-level thinking, raises motivation and morale, teaches interpersonal skills, promotes understanding between students and groups, etc.

During the breakdown and use of methodologies in the classes, many teaching techniques that adapt to the introductory part, the realization of the activity (content), and the reflective part with the use of critical thinking and adaptation of activities can be used: Active Organizer, Insert, Demonstration, Joint review, etc. All these techniques can be modified depending on the unit and content requirements. It is important that each teacher in the subject Technology with ICT, depending on the number of students and their knowledge, correctly identify the use of each methodology that leads to achievement of outcomes.

(See the practical guide, The Field of Life and Work, page 59.)

Cross-curricular issues

One of the important goals within the Curriculum areaLife and Work, 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 should be taken into consideration at this level, but which can also be addressed continuously at other levels, are:

- Knowledge about the media;
- Development of ecological attitudes;
- Language and communication skills;
- Gender equality and tolerance;
- Voluntary work;
- Education about the risk of natural disasters;
- Life skills;

- Cross-curricular communication through ICT;
- Integration of ICT in teaching.

For more details on these issues, consult the Core Curriculum for lower secondary education.

Assessment and evaluation guidelines

Based on the two types of learning outcomes at the level of the curriculum (remember CLO-competencies and DLO) and on the annual, bimonthly, and then weekly planning of the classes, also monitoring and assessment of the students' performance in relation to these plans must be compliant with the types of assessment, as defined in the KCF, respectively in the CC (Chapter VII).

This means that during the whole school year, the continuous assessment of each student's performance will be performed, and the focus should be placed on the achievement of outcomes based on the bimonthly, weekly, and class-plan. Based on the average of continuous assessment, respectively, on the arithmetic average of the numerical grades that the student has been assigned by the teacher throughout the school year, the final assessment/evaluation is performed at the grade level, and for each field of the curriculum, subject, the student is given a letter or number grade, as envisaged in the CC. The same procedure should be followed when performing the assessment or evaluation in subsequent grades within the given curriculum level and thereby reaching the final assessment or evaluation at the closure of a curriculum level (read the final assessment or evaluation 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 as well as the assessment based on the relevant scale.

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

- First, we determine which competency-based outcomes planned in the teaching plans we will measure in this field of curriculum;
- Then we determine the level of achievement of the competencies for the students' age because these outcomes, as we know, must be achieved by the end of the level and they are not broken down (remember the breakdown of the competency outcomes per grade!). See part II.3.1 of the Guide Learning outcomes for level-competence (LLO) and their achievement; the example of the breakdown of outcomes III.3, IV.1(Level III), and IV.1 (Level II);
- Then the subject or teaching/learning unit through which we measure the competency outcomes is determined.
- At the end, the assessment criteria and adequate techniques and instruments through which the competency learning outcomes (CLO) are measured are determined

A good example for measuring CLO:

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?
Once 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 LLO and DLO (SLO), choose an assessment technique, and set success criteria (remember class planning).

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

The File (Portfolio)

It is a purposeful collection of the student's work that shows his efforts, progress, and achievements in a particular field of learning. This includes the student's participation in the selection of the content of the file, the selection instructions, and the assessment criteria to prove the merits and evidence of the student's self-reflection. This type of assessment is an assessment for learning (formative evaluation), since for a while information about the student's development are constantly collected. Also, the outcomes should be measured based on the request and the form of their realisation. It is suggested that the measurement be done in a continuous form according to the student's assessment file by determining the percentage engagement for each element that must be assessed in the relevant subject.

Shembull një model vlerësimi			
Tek fusha e VP1 marrin vetëm ato instrumente të vlerësimit dhe u japim përqindje sipas dëshirës së mësimdhënësit të lëndës:			
Punë praktike	15%	3	
Projekt	15%	5	
Vlerësim me test	30%	4	
Aktivtete në klasë	20%	5	
Angazhime në detyra shtesë	20%	3	
Për të nxjerr notën e parë pra VP1 veproim kështu:			
3 * 0.15 + 5 * 0.15 + 4 * 0.30 + 5 * 0 .20 + 3 * 0.20 = 0.45 + 0.75 + 1.20 + 1.0 + 0.60 = 4 pra nota e parë në ditarë VP1 është 4			
Sqarim: nota e parë VP1 ka instrumente të vlerësimit të vazhdueshëm pra nota nuk duhet të bartet në ditar mënjëherë pas 1 muaji apo edhe pas 1.5 muaji, po duhet ta përfshij vlerësimin gati të gjithë periudhës.			
Test përmbledhës	100%	psh nota në këtë vlerësim pra VP2 është 5	
Sqarim : pra nota e cila del nga ky vlerësim përshkruhet menjëherë në ditarë dhe vendoset si notë e dytë pra VP2			
Marrim notën e VP1 * 0.60 + VP2 * 0.40 = 4 * 0.60 + 5 * 0.40 = 2.4 + 2.0 = 4.4 ~ 4 pra mbyllet në periudhë nota 4			
Nota e përfundimtare e një lënde mësimore formohet nga mesatarja aritmetike e notave të mbyllura në tri periudhat mësimore.			

VP1 is a summative assessment, and the subject teacher selects the fields for assessment in the given table according to the needs of the subject, so from all the fields in VP1, he selects some of the most necessary instruments.
VP2 is summative assessment, and the teacher selects only one of the assessment instruments in the fields of VP2.

Teaching materials and resources

The new teaching planning approach enables teachers to be autonomous in the selection of content, teaching methodology, and teaching materials. The teachers, on the basis of the teaching content, methods, and techniques, select the teaching materials that are in function of the development of the identified competencies and the principles of the KCF. Adequate selection of materials in conformity with the learning topic and students' potential affects the stimulation of their progress towards the development of the habits and skills necessary for life and work. Today, the textbook is not considered the only and sufficient source for the development of the student's competencies, because it cannot follow the rapid developments that are taking place in the various fields of social life, and it is also not suitable for all students of the same age in terms of knowledge levels.
This tells us that teachers should also provide other learning materials to help students develop their competencies. Learning materials don’t have to be expensive and sophisticated. Many

teaching/learning activities can be carried out using materials created by the teachers, but also by the students themselves; ***remember, learning by doing***!

The creation of these materials can also be done using recycled materials, such as paper, newspapers, parts from old household appliances, food packaging, wood chips, ropes, tinplate, metals, etc., all of which are things that every home has but doesn't use anymore. Also, in some cases, teachers and students can recycle them themselves.

Wood, paper, glue, plastic, and metal can be used as materials for the eighth grade, but the work tools must be adapted to the age of the students and the prevention of any risk during practical work must be ensured.

For the realization of the planned activities, the teacher can use different resources, either electronic or written, such as workbooks, brochures, atlases, encyclopaedias, educational software, projects, various studies, analysis, etc.

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

Topics in the subject programme:

In the 8th grade, the Excel program or any other program that approaches the requirements for calculation and achieving outcomes can be used in the topic of "Information and Communication Technology."

Photoshop, which is an advanced program for photography, can also be used for processing, modifying photographs, and creating photo collages. Other programs that enable the achievement of the outcomes of the given topic can also be used; it is suggested that they be open- free of charge so that students and all teachers have easy access.