The Republic of Kosovo
Republic of Kosovo - Republic of Kosovo
Government - Vlada - Government

Ministry of Education and Science/Ministry of Education and Science

SUBJECT CURRICULA/ SYLLABUSES

Ninth grade

Prishtina, 2020

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

Cabinet of the Minister

No. *01-47*
Date: *20/07/2020*

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

DECISION

For the implementation of the subject plan and program

1. All primary education institutions are obliged to implement the curriculum for the ninth (9) grade in the lower secondary education of the Republic of Kosovo.
2. This Decision shall enter into force upon its signing.

Reasoning

Based on the provisions noted above and the functioning of the implementation of the new subject programs for the ninth (9) grade of primary education in the Republic of Kosovo, it was decided as in the enacting clause of this decision.

The Decision is sent to:

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

10. Division of Curricula and School Textbooks, MES;
11. Archive, MES.

Ramë Likaj

/seal & signature/

Minister/MES/

CONTENT

7.1 Technology with ICT 214

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

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Introduction

The ninth grade is part of the fourth curricular level, which focuses on strengthening the students' achievements so far and on further orientation towards future professions which will become more concrete during their continuing education.

The Subject curricula/syllabuses of the subjects for the ninth grade are designed based on seven curricular areas. The learning outcomes of the curricular areas are achieved through the lessons planned with the lesson plan for this class. In the curriculum area, Languages and Communication, results are achieved through teaching subjects: Mother tongue, first foreign language (English), second foreign language (German, French, etc. and/or the languages of the environment). The second foreign language is chosen by the students. In the Field of Arts, the results of the field are achieved through the teaching subjects Figurative Art and Musical Art. Learning outcomes for the Curriculum area of Natural Sciences are achieved through the subject of Physics, Chemistry and the subject of Biology. For the field of Society and Environment, the results are achieved through the subjects: History, Geography and Civic Education. For the curriculum area Life and Work, the results are achieved through the course Technology with ICT. For the field of Mathematics, the results are achieved through the subject of Mathematics. Results for the Physical Education, Health and Sports field are achieved through the Physical Education, Sports and Health course.

Learning is organized through teaching subjects, but at the same time it is conceived as a whole of integrated learning, contributing to the acquisition of the competencies foreseen in the curriculum documents. Teachers should relate teaching to students' daily work and life, to enable them to understand their relationship with the natural and man-made environment. Also, teachers, through the teaching of each subject, including electives, should make efforts to develop the competencies that are defined for the fourth level of the Curriculum.

The lesson plan

Curriculum areas	Subjects	Level III			Level IV		
		Grad.VI	Grad.VII	Total	Grad. VIII	Grad. IX	Total
Languages and Communication	Native Language	5	5	10	5	4	9
	Foreign language	2	2	4	2	2	4
	Second foreign language	1	1	2	1	1	2
Arts	Musical art	1	1	2	1	1	2
	Figurative Education	1	1	2	1	1	2
Mathematics	Mathematics	4	4	8	4	4	8
Natural Sciences	Physics	2	2	4	2	2	4
	Chemistry	/	2	2	2	2	4
	Biology	2	2	4	2	2	4
Society and Environment	History	2	2	4	2	2	4
	Geography	2	2	4	2	1	3
	Civic education	1	1	2	1	2	3
Physical Education, Sports and Health	Physical education, sports and health	2	2	4	2	2	4
Life and Work	Technology with ICT	2	2	4	2	2	4
Optional part	Elective part	2	1	3	1	2	3
Total – Hours per week		**29**	**30**	**59**	**30**	**30**	**60**

CURRICULUM AREA: LANGUAGES AND COMMUNICATION

Subject curricula/syllabuses

Albanian language
English language
German language
French language

Subject curriculum/syllabus

Albanian language

Grade 9

Content
Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

The subject Albanian language for the ninth grade aims to advance literary knowledge, cultural formation previously acquired through communication skills, namely working with different types of literary and non-literary texts. These texts are related to concepts that emerge from the Kosovo Curriculum Framework and aim to fulfill the learning outcomes for subject, level and competence.

This class completes the second level of education when students are expected to - strengthen their success in accordance with the results of the respective class and master the correct use of communication skills.

The insistence on training the student in terms of language skills will be focused on: the use of language for functions: information, argumentation, discussion, description, narration, creation, research, classification and evaluation.

Goal

Based on the syllabus of this subject, in this class, the student:

- Reinforces, develops and applies communication skills at school and in different situations outside of school;

- Increases the level of analysis, evaluation and criticism of literary and non-literary texts;

- Possesses and correctly practices the knowledge of the language system;

- Increases cultural and literary knowledge.

Topics and results

In ninth grade, students must achieve the Subject Learning Outcomes (SLO) from the topics set out in the table below. The topics are derived from the concepts and learning outcomes of the field (LOF) Languages and communication for Curriculum level four (Sc IV), which you can also see in the Core Curriculum for Lower Secondary Education (grade IX).

Communication skills
- Listening and speaking
- Reading
- Writing

(All topics should be viewed within the communication skills requirements)

Concepts	Topics	Subject Learning Outcomes (SLO)
• History, theory and literary criticism	• Genres and literary types; • Articulation of connections between expressed goals and features of different literary forms/genres (drama, comedy, tragedy, monologue and dialogue);	• Distinguishes drama, comedy, tragedy; • Compares epic and lyrical genres; • Evaluates theatrical works and compares them with written texts; • Analyzes a text as a theatrical work and as a film (e.g. The Forty-Year-Old Bridegroom or Hamlet), dealing with the subject, hero, genre. • Distinguishes features of theater from those of cinematography; • Communicates and expresses through theatrical means of expression; • Distinguishes theater and cinema from fictional creation in prose and poetry; • Examines the art of laughter and humor; • Analyzes the conflict structure of a work; • Distinguishes different genres (romantic, modernist, etc., in works of different literary periods); • Distinguishes a universal theme from a local/personal one (e.g. the theme of death in the wall ballads, or in Andrra e Jetës by N. Mjeda, compared to verses from Vdekja e Lumit by A.

	• Articulation of topics and universal ideas from local/personal ones;	Podrimja); • Discusses ideas and provides data for comparing works with universal topics; • Investigates the connections between history and fiction, text and context.
• Literary and non-literary texts/genres	• Analysis of the text and context of a literary work; • The short story and the novel: narration and style;	• Distinguishes features of the short story from features of the novel (e.g. compares elements of The Hunt of the Highlanders by K. Kristoforidhi, with features of Robinson Crusoe by D. Defoe), focusing on narrative and stylistic effects; • Interprets the connection between subject (intrigue) and hero of a short story (for example, in A. Pashku's "Nan qarr pe rasinte vasha" and "Skyfteri" by Jh. Bocaço); • Understands the differences between literary and non-literary effects of an auto/biographical work (for example, real, historical and fictional elements of Rrno are compared with Z. Plum's stories and A. Demolli's The Living and the Dead of a Childhood);
	• Literary and non-literary features of auto/biography;	• Distinguishes the hero of a fairy tale from that of a fantastic film; (e.g. compares the hero of the fairy tale The Beauty of the Earth with heroes from Lord of

		the Rings, etc.);
		• Distinguishes tragic characters from comic ones, real from fantastic ones, fairy tales from sci-fi;
	• Fairytale and cinematic fantasy;	• Writes various essays for literary and non-literary texts;
		• Identifies the use of the figure in the context;
		• Argues the influence of the conflict in the weaving of intrigue, ideas, situations of heroes/characters.
		• Identifies the weight of the monologue and dialogue in the narrative or drama;
• Figurative and non-figurative language	• Analysis of the image and context, in addition to the analysis of the connections between the main and secondary characters/ideas and the hero's intrigue;	• Uses comparison and contrast to spot key similarities between two or more situations, ideas, or characters.
	• Determining character traits from what they say about themselves during narration, dialogue, and dramatic monologue.	• Understands the structure of the paragraph (its expansion and contraction) for practical and stylistic goals;
		• It enriches the vocabulary with new words which it puts into use in figurative contexts;
	• Analysis of the development of a	• Analyzes the use of foreign words for stylistic and literary goals.

	paragraph for practical and stylistic effects; • Analysis of new/foreign word usage;	• Interprets the meaning (ambiguity) of various literary and non-literary texts, focusing on figurative language; • Identifies the use of figures of speech, focusing on the commonalities and differences of allegory, metaphor, irony and myth; • Interprets the main figures: epithet, comparison, metaphor, symbol • Writes essays with a focus on figurative and imaginative language;
	• Knowing and understanding various literary principles (such as ambiguity) including figurative language; their clarification.	• Distinguishes the position of the narrator/narrator in prose or the lyrical speaker in poetry; • Analyzes the credibility of the narrator in the text; • Understands the strategy of developing a narrative, argumentative and persuasive text either for literary goals or for practical goals, such as writing an official business letter, etc.; • Distinguishes a personal letter from an official one; • Uses the standard style properly: page, format, font, addressing, vocabulary, etc.;

		• Distinguishes the objective and subjective tone of the author;
	• The weight of the voice that confesses or speaks;, self and the choice of the narrator in the characterization, in the intrigue and in the reliability of the text; • Development of argumentative and persuasive writing in literary and non-literary texts (essays, personal and official letters);	
• Linguistic/stylistic system	• Historical development of the language; • Classification of languages; • Standard language and dialects (the importance of using the standard	• Analyzes the historical development of the language and **argues** for the late documentation of Albanian; • It shows the position of Albanian as an Indo-European language within the linguistic genealogical tree; • Distinguishes standard language from dialects and applies the linguistic norm in speaking and

		language in schools and the role of dialects in language development. Dialectisms in the Albanian language;	writing.;
			• Applies the acquired knowledge in spelling and pronunciation;
			• Uses different forms of literary and non-literary writing, understanding the role of standard and dialectal and local speech for literature;
		• Demonstration of correct understanding of the use of standard Albanian;	• Distinguishes the stylistic function of recapitulation (repetition)
		• Sounds and phonetic changes of sounds in Albanian;	• Distinguishes sounds and phonetic changes of sounds (e.g. rhotacism, metathesis, assimilation, apophony, apheresis, syncope, apocope, etc.);
			• Practices the forms of personal pronouns in the appropriate case, number and person;
			• Distinguishes elaborated forms of verbs;
			• Distinguishes compound sentences with coordination and subordination;
			• Distinguishes the types of one-part sentences (verb, personal, non-personal, with indefinite subject, with generalized subject, nominal, descriptive and indicative;
		• Forms of pronouns and the case category of the first person;	• Writes paragraphs with coordinated and subordinate sentences;
		• Elaborated and non-elaborated	• Distinguishes different levels of language articulation, from the development of simple sentences to compound

	verbs;	sentences and paragraphs;
	• Sentences with coordination and subordination;	• Forms sentences where (almost) the same word is used in different functions (e.g. as an adverb and as an adjective);
		• Distinguishes the modal and time values of verbs within discourse;
		• Uses punctuation correctly for linguistic and stylistic functions;
		• Analyzes the stylistic aspect of Albanian; sequence, style, discourses, critical and creative language.
		• Distinguishes the emotional value of words such as vocabulary and style;
	• Practicing the correct use of punctuation marks;	• Enriches the vocabulary through the creation of new words and the introduction of dialect words with significant and expressive values;
		• Distinguishes and uses the word correctly in speaking and writing as a lexical unit in accordance with discourses and functional styles
	• The stylistic uniqueness of Albanian;	• Uses the modal/partial verbs in the correct sense in the text.
		• Constructs oral and written sentences and texts in accordance with language

		standards for the ninth grade level, retrieving rules and knowledge from previous grades.
	• Modal/semi-auxiliary verbs; • Verb/predicate and sentence construction (a recap/review of the basic points of speech and sentence grammar from sixth grade to present.)	

Methodological instructions

The teacher must focus on an active learning relationship with the student, giving learning also application value. Learning must be organized in such a way that speaking, writing and reading are simultaneously developed at higher levels of communication in the service of a cultural, linguistic and literary formation of the student. The teaching process for this class is based on the needs and interests of the students in order to develop their individuality and creativity. Students must achieve grade-level subject competencies through integrated learning and approach. Methods, forms, tools, teaching content, as well as teaching and learning strategies and techniques, are the main key to achieving competences. Teaching should focus on practical situations of learning linguistic, literary and cultural knowledge, encouraging them to communicate together, to use the language clearly and fluently during communication in the classroom and in everyday life. Work is organized in groups and pairs, but individual creative work is also encouraged.

Special attention is paid to reading: analytical and rapid reading. Analytical reading aims at detailed analysis of texts of different lengths. Speed reading promotes students' independence in reading literary and non-literary texts. The connection between reading and writing should be permanent.

Guidelines for the implementation of cross-curricular issues

The Albanian language is in direct relation with topics from other subjects such as civic education, peace education, interdependence, media education, arts, culture, etc. In order to achieve results for certain cross-curricular topics, the teacher must select the method, resources, form and strategy in the service of the development of the student's linguistic competences. Students should be encouraged to communicate together, use clear language when communicating in the classroom and in everyday life on various topics.

Guidelines for assessment

For the subject Albanian Language and Literature, the evaluation is done with the aim of collecting, systematizing, recording and reporting data on the achievements of students throughout the entire learning process. The evaluation for this subject provides students with information about the level of acquisition and achievement of the subject results for the class. In this class, the assessment should focus on the differences and comparisons of the elements of literary and non-literary texts. The distinction between primary and secondary information of clear written and oral expression becomes necessary, along with spelling, correct use of grammatical and syntactic forms, as well as vocabulary development. The evaluation should pay special attention to the development of the topic as a whole, focusing on the clear presentation of ideas and their summary.

Guidelines for didactic materials and learning resources and tools

The teacher can use all resources, tools and teaching materials that help to achieve the learning outcomes and competencies for this class, bearing in mind that the selection of resources should be appropriate for the age of the student.

Subject curriculum/syllabus
English language

Grade 9

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

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 relationships, understanding social situations, extending experiences, and reflecting on thought and action. Language is the primary basis of all communication and the primary instrument of thought.

English learning begins from the first stage and progresses through the final grade of upper secondary education. The 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 engage 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, behaviors, manifestations, cultural artifacts 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** in volves 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, goals 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.

At this particular stage and grade learners should:

- reinforce, develop and deepen their language proficiency and language learning skills, gained at the previous level, and should broaden them gradually, aiming at increasing language awareness and broadening their communicative ability.
- Develop an appreciation of the social, economic, political and linguistic factors that characterize the human experience across cultures.
- deepen the level of understanding of their own culture and other cultures, where English is spoken as a first, second, or an international language.
- become global citizens, where they will have the ability to communicate with others about their passions and values.

TOPICAL CONTENT AND LEARNING OUTCOMES

Concepts	Topics	Subject learning outcomes for topic (SLOT)
Literary and non-literary texts	**Topic 1 – Happiness** - Enjoying a job - Having fun - Technological achievements and inventions	- Uses different sources relating to happiness, theme area and the group (people) including interviews and observations; - Listens/reads about other people and their ideas and discusses the proposition that life is a precious and valuable resource, defining and explaining the stages of happiness such as having fun, enjoying work and traveling around the world; - Creates a storyboard to demonstrate strategies for being happy using an introduction, complication, problem/challenge and resolution; - Uses appropriate vocabulary when talking about jobs and accurately describes various job roles and functions; - Experiments with the use of technology in communicating for a range of goals;

		• Summarizes texts read in the source language (English or mother tongue) and translates them into the target language (mother tongue or English).
	Topic 2 - Home Sweet Home - Dormitory school - Be happy where you live! - Live Small	• Names different types of housing (flat, terraced house, semi-detached house, cottage) and describes what kind of house he/she lives in; • Selects, reads, views and understands a range of literary, informative, media, and visual texts; • Demonstrates active listening and respect for the needs, rights, and feelings of others; • Locates, consults, and cites information from reliable sources about a relevant, current, and debatable topic, e.g. school policies, skateboarding bans, etc.; • Develops an understanding of how their happiness influences their day-to-day lives as well as the lives of those around them. • Contributes to school activities by initiating, organizing and conducting special events; • Writes or illustrates his/her contribution to their own family or community and discusses it with classmates asking and answering questions.
	Topic 3 - What's the Story -Great moments in history -On safari -Being successful	• Demonstrates awareness that values and personal experiences influence understanding of and critical responses to texts; • Uses writing and other forms of representation to extend, explore, and reflect on ideas, values, and attitudes; • Uses note-taking, illustrations, and other ways of representing to reconstruct knowledge; • Listens/ reads/ views and extracts relevant information relating to the importance of social, cultural and sports events worldwide and in their own environment; • Uses comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features; • Creates critical and interpretive texts from more than one perspective, including historical and cultural.

	Topic 4 – Obsessions - Life events - A famous movie star - The wild world	• Makes thematic connections among print texts, public discourse, and media; • Demonstrates the ability to analyze the text through identifying and applying knowledge of characterization, point of view, setting, and conflict; • Examines the ideas of others in discussion and presentation to clarify and extend their own; • Reads/listens/views materials regarding life events, comparing the ways of living in different times and different parts of the world; • Listens and reads about different historical events and compares them with present events including lifestyles, places and culture; • Integrates stylistic effects in writing and representing to achieve a specific goal(s); • Reads for literal, interpretive, and evaluative comprehension.
	Topic 5 - Literature - Mythology - Legends - Drama	• Determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; • Provides an objective summary of the text; • Identifies stated story elements: main characters, setting, sequence of events and discusses author's intentions; • Develops critical and interpretive texts from more than one perspective, including historical and cultural; • Reads, annotates, and analyzes informative texts on topics related to diverse and non-traditional cultures and viewpoints; • Uses listening skills in practical settings and adapts them for specific goals.
	Topic 6 - Relationships - Family matters	• Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; • Uses writing and other ways of representation to

	- Come around to my place - Good manners	extend ideas and experiences; • Understands the importance of family and the nature of positive relationships identifying, discussing and finding solutions about different family matters; • Develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities; • Demonstrates the characteristics and benefits of ethical behavior and personal integrity in school and the community; • Analyzes informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.
	Topic 7 - Media - The breaking news - Say no to drugs - Hurricanes	• Listens critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented. • Reads purposefully with a question in mind, which requires students to skim and scan during reading; • Demonstrates understanding by identifying the content and relevance of news items, articles and reports related to everyday problems, or to issues of personal interest in the target language and culture; • Listens/reads/views and responds orally and/or in writing proposing solutions to particular health maintenance issues; • Independently accesses and selects specific information to meet personal and learning needs using available electronic networks; • Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, goals, and audiences;
	Topic 8 - Tell me about it - Knowing the world	• Assesses relevance and reliability of available information to answer the questions; • Analyzes and reflects on others' responses to writing and audio-visual productions and considers those responses in creating new pieces of writing;

	- School competition - The forgetful generation	• Responds thoughtfully to diverse perspectives, summarizes points of agreement and disagreement, and when warranted, qualifies or justifies their own views and understanding and makes new connections in light of the evidence and reasoning presented; • Compares relations between people in the target culture and their own culture, identifying similarities and differences and justifying them; • Uses a variety of reading and viewing processes and strategies to construct meaning from texts; • Describes factors that contribute to positive relationships, including people at school and in their community; • Evaluates the use of a variety of writing and representing forms and styles to suit goal(s) and audience(s).
Figurative and non-figurative language	**Topic 1 - Happiness** - My wonders - Having a good job - Money - Social expressions	• Demonstrates a clearer understanding of the career exploration process and how their own skills and interests match up to a chosen major/career path; • Evaluates a range of strategies to defend their points of view and contribute to effective discussion; • Discusses with confidence the advantages and disadvantages of different types of jobs with a fair degree of fluency using appropriate stress and intonation in statements and questions; • Effectively uses the language of letter writing and reporting; • Identifies and researches a wide variety of career fields and opportunities; • Understands the relationship between work and society/economy; • Relates the value of money to personal consumption explaining how money affects people's lives.
	Topic 2 - Home Sweet Home - Rooms and parts of the	• Presents a personal viewpoint to a group of listeners, interprets their responses, takes others' ideas into account when explaining their own positions; • Speaks with clarity and goal to inform the class about his/her house;

	house - Furniture and household objects - Having a party	• Makes informed choices of language to create a range of interesting effects in imaginative writing and other ways of representing ideas; • Expresses ideas and opinions in a manner that reflects sensitivity and shows respect to others; • Identifies and selects texts that meet his/her needs and interests. • Describes orally and/or in writing various home and entertainment activities.
	Topic 3 - **What's the** **Story** - Great moments in my life - Describing a scene - Biographies	• Participates constructively in conversation, small-group and whole-class discussion, and debate, using a range of strategies that contribute to effective talk; • Draws connections between personal experiences and the world of texts, and shares responses with others; • Describes different points of view associated with an ethical dilemma and gives possible reasons for these differences; • Listens to and contributes to conversations and discussions to share information and ideas and negotiate in a collaborative manner; • Asks relevant questions calling for elaboration, clarification, or qualification and responds thoughtfully to such questions.
	Topic 4 - **Obsessions** - Major life events - Unusual collections - A weather forecast	• Chooses language that creates interesting and imaginative effects; • Examines the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect; • Describes the influence that people, situations and events have on their emotions; • Identifies life events in a text and puts them in chronological order; • Locates, consults, and cites information from reliable sources about a mythological figure; • Recognizes, respects, and values diverse experiences, ideas, backgrounds, and identities; • Understands his/her role and responsibilities within

		local and global communities and commits to becoming an engaged member; • Propels conversations by posing and responding to questions that relate the current discussion to broader topics or larger ideas.
	Topic 5 – Literature -Literacy and drama - An amazing thing happened - A narrative - Giving opinions	• Uses a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness; • Understands the gist of TV news, interviews, announcements, and films without too much effort and responds orally or in writing; • Recognizes that people have a right to belong to many communities and to live freely, and discusses with peers giving opinions to them using adjectives; • Determines the meaning of words and phrases as they are used in the text, including figurative, denotative, connotative and technical meanings; • Speaks with clarity and goal to inform the class about the research on a mini-topic.
	Topic 6 - Relationships - Rules and regulations - Advice - Entertaining friends - Agreeing and disagreeing - A perfect family - Social expressions	• Comes to discussions prepared having read and researched material under study; • Presents information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization, development, substance, and style appropriate to goal, audience, and task; • Explores topics dealing with different cultures and world viewpoints; • Gives a short description of his/her family comparing with neighborhoods and relating to life, house, culture and friendship; • Speaks with appropriate expression, smoothness, pace, volume, eye contact, posture and gestures; • Actively incorporates others into the discussion; and clarifies, verifies, or challenges ideas and conclusions; • Analyzes the cumulative impact of specific word choices on meaning and tone.

	Topic 7 - Media - Be a weather reporter - Making a reservation - Requests in a hotel - Arranging to meet	• Asks questions to encourage analysis of personal reading material; • Engages in discussion with peers and teachers regarding travel and transportation; • Writes informative/explanatory texts to examine and convey complex ideas, concepts, and information accurately through the effective selection, organization, and analysis of content; • Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; • Adapts voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.
	Topic 8 - Tell me about it - Talking about the world - Finding out about a movie star - Informal English - Verbs and nouns that go together - A day you were born	• Uses precise language and domain-specific vocabulary to manage the complexity of the topic; • Uses the Internet to locate facts about famous people, landmarks and attractions; • Demonstrates understanding of figurative language, word relationships, and nuances in word meanings. • Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Produces clear and coherent writing in which the development, organization, and style are appropriate to the task, goal, and audience.
Criticism, theory and history	Topic 1 - Happiness - Public services - Health - Family and Friendship Topic 2 - Home Sweet	• Understands the value of hard work, and being an active member of a team striving for a common goal; • Discusses texts in which characters, events and settings are portrayed in different ways, and speculates on the authors' reasons; • Analyzes story elements and synthesizes information from a variety of sources; • Develops a selection of pre-reading strategies to improve the likelihood of comprehension;

	Home - Dormitory school - Live Small	• Recognizes how their own ideas and perceptions are framed by what they read and view. • Expresses and supports points of view about texts and about issues, topics, and situations within texts, citing appropriate evidence;
	Topic 3 - What's the Story - Robin Hood - Sports in the UK	• Applies understanding of text organizational structures and analyzes story elements such as main characters, events time and place; • Evaluates ways in which both genders and various cultures and socio-economic groups are portrayed in media texts;
	Topic 4 - Obsessions - Famous for not being famous - Life events - Collectors - Famous people's lives	• Interprets, analyzes, and evaluates narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations; • Demonstrates the ability to analyze drama through identifying and applying knowledge of characterization, plot, point of view, and setting; • Determines an author's point of view or goal in a text and analyzes how an author uses rhetoric to advance a particular point of view or goal;
	Topic 5 - Literature - Art and literature - Books and films - Collocations - At the hostel	• Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; • Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; • Analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter);
	Topic 6 - Relationships - Brothers and sisters - A new job - How to behave abroad	• Discusses in groups recognizing the value of group discussion in bringing resolutions to problems and relying on teamwork; • Explicitly draws on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;

	Topic 7 - Media - Say no drugs – a media campaign - Public transportation - An ideal holiday - Bathing under the sun	• Consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology; • Conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Topic 8 - Tell me about it - Knowing the world - A movie star - Births, weddings and funerals	
Language exponents	**Topic 1 - Happiness** - Auxiliary and modal verbs - Present tenses (simple and continuous) - Negatives and pronunciations - Prepositions of place - Adjectives and adverbs - Words that	• Writes sentences (present tenses) with correct capitalization, punctuation, word order and correct subject-verb agreement; • Uses a particular kind of sentence for a specific goal and audience – asking and responding to questions; • Uses a particular kind of sentence for a specific goal and audience – asking and responding to questions using auxiliaries and modals correctly; • Identifies functions of adjectives and adverbs and differences between them; • Produces short texts of description of happiness using appropriate vocabulary and structures; • Recognizes what characteristics are wanted and unwanted to be happy, talking about what qualities and things make happiness; • Uses vocabulary related to happiness, jobs, and beauties.

	go together - Stress and intonation - Idioms related to life - Vocabulary field: happiness jobs and beauties	
	Topic 2 - Home Sweet Home - Describing objects and places - Comparing and contrasting - Present passive - Questions and negatives - Linking words: addition and contrast - Idioms related to home - Vocabulary field: home	• Compares information from a variety of sources, describing objects and places; • Understands how to give both oral and written descriptions of a place; • Distinguishes text-types according to goal and language features - Comparison and contrast; • Writes sentences (active and passive) with correct capitalization, punctuation, word order and correct subject-verb agreement; • Explores structures and vocabulary used in describing objects and places (simple tenses, opinion adjectives and adverbs) and applies them in the context; • Writes with reasonable accuracy regarding spelling and punctuation; • Uses vocabulary related to home and places.

	Topic 3 -	• Gives precise instructions, follows directions, and
	What's the	responds thoughtfully to complex questions;
	Story	• Uses growing subject-specific vocabulary to read,
	- Past simple	discuss and write about learning area topics;
	and past	• Identifies examples of active and passive voices;
	continuous	• Explores structures and vocabulary used in describing
	- Past passive	and contrasting (past tenses, adjectives and adverbs)
	- Describing	and applies them in the context;
	and	• Uses standard language and grammar;
	contrasting	• Describes places using appropriate vocabulary and
	- Giving	phrases;
	opinions	• Uses vocabulary related to people, places and animals.
	- Adjectives +	
	prepositions	
	- Sentence	
	stress	
	- Idioms	
	related to	
	movies and	
	books	
	- Vocabulary	
	field: people,	
	places,	
	animals	
	Topic 4 -	• Acquires and applies a wide range of vocabulary
	Obsessions	alongside knowledge and understanding of grammatical
	- Present	terminology, and linguistic conventions for reading,
	Perfect and	writing and spoken language;
	Present	• Makes inferences, draws conclusions, and makes
	Perfect	supported responses to content, form, and structure;
	Continuous	• Uses the six traits of writing (content, organization,
	- Present	conventions, voice, sentence fluency, word choice);
	perfect	• Differentiates the correct use of prepositions with
	passive	regard to time or location;
	- Questions	• Identifies and explains the use of active and passive in
	and answers	the text.
	- Time	• Uses vocabulary related to people and fame.
	expressions	
	- Compound	

|		
	nouns - Expressing quantity - Idioms related to fame - Vocabulary field: collectors	
	Topic 5 - Literature - Past simple and perfect - Past passive - Time expressions - Idioms related to art and literature - Vocabulary field: movies and books	• Listens to and understands spoken language, and uses spoken Standard English effectively; • Explains and uses the correct voice in the appropriate situations, taking into account usage, effect and intention; • Reads widely and experiences a variety of young adult fiction and literature from different provinces and countries; • Develops ideas and content with specific details and examples; • Reads an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting; • Uses vocabulary related to movies and books.
	Topic 6 - Relationships - Expressing obligation and prohibition - Expressing probability - Describing situations - Making suggestions and respecting rules	• Uses various types of phrases to convey specific meanings and add variety and interest to writing or presentations; • Responds to some of the material they read or view by questioning, connecting, evaluating, and extending - moving beyond initial understanding to more thoughtful interpretations; • Expresses ideas and feelings and understands and respects the perspectives of others; • Uses conventions of Standard written English; • Establishes and maintains a formal style and objective tone while attending to the writing norms and conventions;

	- Idioms related to behaviors - Vocabulary field: family and friends	• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on appropriate level, reading and content, choosing flexibly from a range of strategies; • Uses vocabulary related to family and friends.
	Topic 7 - Media - Making plans - Giving a prediction - Making suggestions - First conditional - Arranging to meet - Future passive - Words and expressions with similar meanings - Idioms related to weather forecast - Vocabulary field: travelling	• Consistently uses the conventions of written language in final products; • Engages in a wide range of prewriting experiences, such as using a variety of visuals representations, to express personal, social, and cultural connections and insights. • Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking; • Discusses with peers and other English speakers' future plans, hopes and ambitions using grade appropriate vocabulary and structures; • Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing; • Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate; • Uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; • Identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy); • Uses vocabulary related to family and friends.
	Topic 8 - Tell me about it - Reporting statements and questions - Reported speech	• Introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension; • Provides a concluding statement or section that follows from and supports the information or explanation

- Reporting verbs - Reporting commands and statements - Nouns and phrases - Idioms related to life - Vocabulary field: birth, marriage, death	presented (e.g. articulating implications or the significance of the topic); • Verifies the preliminary determination of the meaning of a word or phrase (e.g. checking the inferred meaning in context or in a dictionary); • Adapts vocabulary, sentence structure, and rate of speech to the speaking occasion; • Applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to understand more fully when reading or listening; • Uses vocabulary related to life.	

1. 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 should not 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.
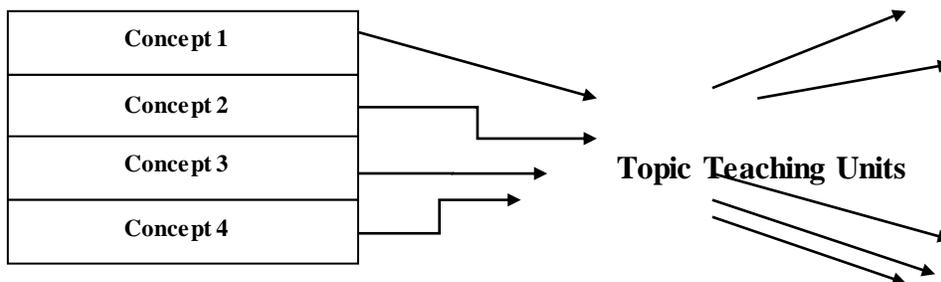
The learning outcomes in the syllabus are expectations of each student's knowledge, skills, values and attitudes at the end of this school year. Teacher's role is to develop all students' communication skills: listening, speaking, reading and writing. In the syllabus there are outcomes based on these skills which are measurable and which directly affect the 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 Nine English Language Syllabus promotes the most contemporary approaches in language teaching and learning. First and foremost, it promotes communicative approaches, task-based and project-based learning in order to facilitate learner interaction and collaboration, as well as develop learner autonomy and creativity. Thus, learning-centered approaches are favored over the traditional approaches. Below are some brief guidelines regarding the methodology to be used by the teachers in their classrooms in order to motivate learners, as well as to facilitate their learning.

The Communicative Approach and Task-Based Learning

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

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

Since communication basically means sending and receiving messages, learners should develop the four language skills, which are the core of communication. Development of receptive skills, that is listening and reading skills, will enable learners to receive messages and, depending on tasks they are expected to fulfill, select essential information. However, since language skills do not occur in isolation, but are normally integrated for communicative goals, 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 – Centered Classroom

The objective of learning-centered 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-centered approach that relies on the participant's share in the learning, and responsibility for further 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 favor exclusive use of the target language, excluding the mother tongue completely from the classroom, most recent approaches today suggest that the use of the mother tongue at particular stages of foreign language learning may prove useful.

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

Vocabulary

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

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

L 3	Teacher's role	Learner's role	Possible activities
	• to guide the 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, then we must admit that without a plan, even a million bricks will 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 the 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	• To solve problems, fulfill tasks, and do	• Problems and puzzles;

activities;	activities;	• Drilling;
• To monitor the development of activities	• To answer questions related to meaning, form;	• Open dialogues;
• To make notes of possible problems related to meaning and form;	• To make attempts at noticing the regularities in language.	• Substitution tables;
• To ask questions that focus on meaning, form and context.		

At this level, learners should be able to recognize different word categories and put words into sentences. 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 learned for its own sake, but is seen as aim and vehicle, the Grade Nine 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 the 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 program is successful.

Teaching means changing the learner. Teachers will always want to know how effective their teaching has been - that is, how much their pupils have changed. This change can be seen in: the amount of English learners know; the quality of the English they use; their ability to use English.

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

There are different types of assessment (or evaluation).

- Self-assessment (self-evaluation)

- Group assessment (group evaluation)

- Individual assessment (evaluation)

- Combination of group and individual assessment

- The use of work samples, portfolios and projects.

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

project-based learning in order to develop respect for peers, collaborative attitude among 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 pupils have learned;
- To find out how many of the class have learned what they were supposed to learn and then plan remedial work for the pupils who lag behind;
- To motivate pupils for learning;

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

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

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

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

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/w_a_tch?v=NG2zyeVRcbs&list=_P_LFT01amlq1Qtr0qd-hvp5oAVpAVlIECE1

https://www._e_sl_c_afe.com
http://www.englishforeveryone.org/
http://www._m_a_nythings.org/vocabulary/games/l/words.php_?_f=body-1
http://www._e_glis_h_club.com/esl-quizzes/
http://it_e_slj.org/ESL.html
http://www.manythings.org/ __
http://a4esl.org/ __
http://w_w_w.english-at-home.com/
http://ww_w_.learningchocolate.com/
http://_w_ww.bbc.co.uk/worldservice/learningenglish
http://ww_w_.britishcouncil.org/learnenglish
http://w_w_w.esl-lab.com

Media

ww_w_.cnn.com
www._b_bc.co.uk/
BBC English Radio .
BBC Wo_r_ld Service.
http://www.mirror.co.uk __
http://www._._thebigproject.co.uk//news/

<div align="right">

Subject curriculum/syllabus
German language

</div>

Grade 9

Content
Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

Knowledge of foreign languages creates greater space and freedom of movement and with this also self-confidence and is one of the main conditions of qualification for the

world labor market, at the same time it is also a prerequisite for familiarity with other cultures.

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

Also, due to numerous migrations to German-speaking countries, connections 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 learning the German language.

In addition, 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 act outside the borders of their mother tongue..

The German language in the 7th grade is taught 1 hour a week. With this number of lessons, the level A1/1 (the second part of the lectures) should be reached, according to the "Program 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.

GOALS

The mean goals of German language teaching in grade IX are:

- To develop the four language skills;
- To enable students to get along 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 regularities of the German language for more conscious use of their mother tongue;
- To be able to independently develop the knowledge acquired in the German language, to apply it in their future professions.
- Learning the German language in Kosovo is also helpful in preparing students to take the internationally recognized German language exams, which are mainly organized by the Goethe Institute. These exams serve students and students in the future to study, work in German-speaking countries and elsewhere, where the German language is spoken.

Communication skills

Receptive skills

Listening and reading

Productive skills

Speaking and writing

Topics and learning outcomes

Concepts	Topics	Subject Learning Outcomes for Topic (SLOT)
Language system	- Free time programming - Clothes - The gifts - Various organizations - Free activities - Description of persons - Official time - Space and environment within buildings - Animals - vacations - Activities during the holidays - Vacation destinations - Places in nature - School - Birthdays	**LISTENING** - Understands information given about people and things related to everyday life - Understrands questions about previously known people and places from short stories - Identifies likes and dislikes, understands the questions asked about them - Understands simple conversations about holidays and gifts - Understands simple information and questions about yourself, family, school, concrete things, if the conversation develops slowly, fluently, when spoken slowly and carefully, sentences are repeated, when there is a pause during speaking and the interlocutor is ready to help complete the thought, especially if they are supported through gestures or visually - Understands information about time, day, date, month, year - Understands the main information in simple texts, provided they are accompanied by pictures **READING** - Reads and understands simple sentences and expressions in a text. - reads and understands texts from the textbook and similar - reads and understands words, which are located in restaurants, on the street - reads and understands simple words about places,

	• Different holidays	prices, invitations, etc.
		- Recognizes and understands words from TV commercials or simple magazines
		- Understands simple sentences and understands key information from short descriptions or reports about everyday things.
		- Understands simple messages related to congratulations, invitations, or meeting proposals
		- Understands the main information in a simply written text that is related to his interests, especially when accompanied by pictures
		SPEAKING - Shows what he/she likes and doesn't like, using the verb gafallen + dative - Talks about gifts and knows how to thank for the gift received, uses the preposition für + Accusative - Shows where what is found using Es gibt + Accusative - Shows where an event takes place using the prepositions in, auf, an followed by the dative - Tell about an event that happened before, using the Perfect with habe - Can tell when he/she does not understand something - Describes a person and talks about skills using the verb können (used to show skills) - During the conversation, he correctly uses the regular verbs, those that can be divided into the present tense, known from the textbook - Talks about the house, the apartment using the prepositions vor, nach accompanied by the dative - Tells the time, talks about the duration of something - Talks about holidays - Knows how to tell about a past event, use the perfect with sein, irregular verbs, the prepositions in, an, auf with Dative or Accusative and im with

		the months or seasons of the year
		- Expresses wishes using the modal verb wollen
		- Talks about school, feelings
		- Evaluates something
		- Talks about holidays and knows how to make an invitation using dates, uses the preposition bei + dative
		- Expresses congratulations and knows how to react correctly to them, uses the perfect tense with sein, bleiben
		- **WRITING** - Describes short texts - Completes words and parts of sentences in texts with gaps - Writes familiar words and short sentences from the textbook - Writes simple greeting cards, congratulations, thanks, etc. - Write short notes such as name, time, date, etc. - Responds in writing to questions and requests in familiar situations - Writes short texts with simple words on demand - Writes in simple words about himself, his family, and his preferences - Describes people, things in simple words

The learning outcomes of the topics are written in such a way that teachers can easily define the learning units.

METHODOLOGICAL GUIDELINES

Communicative form of teaching

In a contemporary teaching special attention is paid to communication. This means:

What language tools do students need to express and behave appropriately in certain language situations?

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

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

- Interest and emotions are best awakened through stories.
- Our memory works with images.
- Strengthen repetitions and motivation.

Man learns with all his senses. For this reason, learning material should be delivered through multiple channels and optimally linked together. This type of presentation keeps the attention awake longer.

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

Clear arrangement of linguistic levels

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

- Vocabulary processing
- Text processing
- Linguistic structures

And this means: setting priorities within a teaching unit.

You cannot e.g. develop new vocabulary and new linguistic structure.

The most correct way would be to first elaborate and practice the vocabulary, which is presented in the assigned lectures. Then the elaborated vocabulary will be introduced into new syntactic structures.

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

Conducting a lesson through objectives

The clear definition of objectives facilitates the work of the teacher and helps him to define more specific objectives. When the objective is achieved - this means that the students have mastered the processed material - then the teacher should be satisfied with this. If the lesson 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 compose a song during the lesson or to introduce some educational game in order to achieve the objective.

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

Correct definition of objectives

By getting to know the students and having the previously determined objectives clear, the teacher would not have to make the mistake of setting many objectives for one lesson and then be surprised why the objective was not achieved. For this reason, the teacher must set a specific objective, which he tries to achieve within one lesson. Setting multiple targets for one hour has the following consequences:

There is little time left for exercises and application, therefore the students cannot master the material sufficiently. In the next class, the subject must be repeated and clarified once again, because it may happen that mistakes have been made, which can then be corrected, which is a reason for the teacher and the student to despair.

The math is simple: one overloaded hour and one replay hour make two. In this case, it would be more logical to divide the subject into two lessons from the beginning.

According to researches, average students are able to remember about ten new expressions in one lesson. This fact should not be overlooked.

Sequence: listening/understanding, speaking, reading, writing

Especially in the initial lesson, the order of the four skills should be preserved, that is:

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

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

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

- German and Albanian graphemes do not match in every case. After the students are used to the alphabet of the Albanian language, "generalization" or interference may occur, if they start early with writing in the German language. And this can

be avoided if the lesson starts with listening and then moves over the stations of speaking and reading in the direction of writing.

Active and concrete work

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

The production (creation) of plaques, mosaics and posters, the production of small workshops are also important.
Another reason for such activities is the knowledge from the psychology of learning; according to her, the result (achievement) is greater, the more linguistic actions are supported by concrete actions.

Sufficient time for practice and implementation

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

We know that there are 3 different types of students:

Acoustic types (they learn - they learn the language faster through hearing - the ear);

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

Motor types (they learn language faster through writing).

For this reason, it is important that the exercise is also chosen through this perspective; that the language is learned simultaneously through multiple channels, since most of those who learn the language are so-called mixed types.

Variety in exercise phases

Every teacher knows exactly that in the language class, the monotonous exercise of sentence structure has more negative impact than achieving what is intended.

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

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

Correcting students' expressions

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

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

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

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

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

At this stage it is right that corrections among others are presented in that way, for example, a word said incorrectly is repeated by the teacher once more, but of course correctly.

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

- There is no question that the students did not embarrass them in front of the class, but showed pedagogical tact.

Differentiation

It often happens that the different linguistic results of the students in the lesson sometimes present great difficulties.
Until one student has already completed his task, is bored in class or disrupts others by completing tasks, the other is not yet ready even though there is plenty of time available.
For teachers, there are two options here: to do it, maybe there is no difference in the results, but then it would be necessary to take into account the fact that sooner or later difficulties will arise from small or large loads (our demands).
The other option is based on the practice of internal differentiation measures, and this undoubtedly means work for the student.

Different forms of differentiation are distinguished, which will not be discussed here because they are already well known.
Only two forms need to be looked at more closely:
Quantitative and qualitative differentiation

- Quantitative differentiation means that tasks differ in their quantity. This means nothing but "fast" students get supplementary assignments. The measure is easily implemented because teachers only need to

- to think of additional tasks, which then, if necessary, they give to some students. This type of differentiation, however, also has its drawbacks, because through additional tasks, even more is demanded of the students and in this way they become better and better. In other words: the difference between the good and the less good is getting bigger and bigger. It also begs the question, maybe older students see these extra tasks as a kind of punishment for having worked faster.

- Qualitative differentiation makes more demands. In this case, tasks with different degrees of difficulty are given, without neglecting the common theme. Let's start from the fact that within a class we are dealing with three different groups of results A, B, and C, where by group A, we mean the group with the highest achievements, with group B, the group with medium achievements and with the group C, the lowest achieving group. A lesson flow chart could look like this:

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

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

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

- An analysis of this argument shows very quickly, however, that this cannot always be valid, because: in principle, students never reach the objective of the lesson 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.

Division of a lesson

The flow of a lesson could look like this:

Articulationsstufen	Methodische Absichten
1. Sprachbegegnung	Begegnung mit der neuen Sprachsituation, zB durch Bild, Tonaufnahme, Filmausschnitt, Lehrer- oder Schülervortrag.
2. Spracherarbeitung	Bereitstellen und Erarbeiten von neuem Wortschatz oder neuen Strukturen.
3. Language practice	Übungsbeispiele, höglichkeit in Form von realen Sprech-handlungen Aufgreifen und Wiederholen von bekanntem Wortschatz with the new structure and inverted Differentiation measures Sprachlernspiele
4. Sprachanwendung	Übertragen des Gelernten auf neue Situationen: My classroom Im außerschulischen Bereich

Cross-curricular issues

The language, which primarily serves as a means of communication, is not taught exclusively in language classes, but in one form or another in all subjects as long as they are in them; skills, different views and knowledge are developed through language pathways.

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

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

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

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

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

The connection also exists with the natural sciences, especially enhanced are the knowledge related to the environment, its preservation, health (preserving one's own health and that of others), food, etc.

Guidelines for evaluation

One of the main and very important issues in teaching and learning a foreign language is assessment. It must be done continuously through debugging, questioning and testing.

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

The teacher must continuously evaluate:
- The knowledge that the students have acquired: to what degree they have mastered the vocabulary on the site and how well the student is able to use the language skills
- Obstacles of students: the level of mastery of knowledge is evaluated in order to eliminate obstacles and help students to eliminate difficulties

- Integration of the acquired knowledge: the different activities or projects that the students carry out outside the school program and the integration of this knowledge in situations inside the school are evaluated

Assessment methods will be of particular importance, such as:
- Assessment by the teacher; direct and continuous assessment, continuous monitoring of student results as well as indirect assessment through tests
- Assessment by the student; while working in groups or during the answers they give, students can complement each other and at the same time evaluate based on the arguments
- Self-assessment; the student's own assessment.

Practical opportunities

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

In general, there are three major areas of action (skills), which are evaluated:
1. Reproduction - means reproduction by the student of what was previously learned.

2. Reorganization - means transferring learning to similar situations (eg if the student is taught the place of the verb in dependent clauses, he should be able to apply the verb in other dependent clauses).

3. Transfer- refers to the transfer of learning to completely new situations.

Mainly, we recognize three big spheres in evaluation:
1. written assessment method: a written answer is expected from the student.
2. oral evaluation method: an oral answer is expected from the student.
3. way of evaluating actions: an active action is expected from the student, e.g. to exercises where rotation is required.

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

Selection answers

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

- **Alternative answers**

Give the student two answers. He must identify an answer as correct and mark it.

Example: circle the correct answer.

| Berlin is 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 evaluated quickly and easily.

The disadvantages are obvious:
The chance of shooting the correct solution is 50% correct, because only one of the solutions is correct.

- **Multiple choice answers**

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

Example: circle the correct answer.

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

The student, in order to circle the correct solution, must know the prepositions used in the example. He must distinguish and compare them. Compared to alternative answers, the chance to shoot the correct answer drops; in this example it is 25%.
Several points should be taken into account with multiple-choice answers: the questioning and the answers should have a logical connection.

Example: circle the correct answer

Die Fliege	○ flies 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 encircling the correct solution. Perhaps even a German speaker would not be able to know which solution 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, then the multiple-choice task under these circumstances will turn into an alternative-response task. This happens when students, at first glance, see incorrect solutions as alternative answers.

Example: circle the correct answer

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

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

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

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

Regulatory responses

The characteristic of regulatory responses is that the learner must regulate a given system. There are two possibilities here:
- Classification

- Ordering

- **classification answers**

The student is given two groups of words or sentences. They have the task that a part of the first group is added to the corresponding part of the second group.

Example: Classify.

1. Peter	a) Greece
2. Armand	b) Deutschland
3. Giuseppe	c) Spain
	d) Kosovo
	e) Turkey
	f) Italian

Example: What fits? Classify.

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

Classification answers have an advantage in allowing the teacher to very well prove that 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 photo queue.

Example: order the letters.

schueRt	
hrreeL	
Seluch	
back	

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

Example: Arrange the letters correctly.

Der	brake	Autofahrer	Scharf
or	B	c	D

Example:

Arrange the letters correctly in the boxes in the first order.

Write the letter of the inappropriate word in the box.

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

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

Student 1: Der Autofahrer scharf bremst.

Student 2: Der Autofahrer bremst groß.

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

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

Free answers

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

- **Complementary answers**

Complementary answers, also called short answers, are often practiced in school.

Examples:

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

(slowly)	Ein Fahrrad ist... als ein Auto.
(done)	Fünf Kilo sind... als ein Kilo.
(you)	Fleisch ist... als Brot.

Trage das Gegenteil in die Lücke ein.

Dieses Buch ist spannend. Es ist nicht...
Elona ist groß. She is not...
Latra ist ein Mädchen. Sie ist kein...

Setze die richtige Zeit in die Lücke ein.

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

- **Drafting short answers**

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

Example:

Make a sentence out of these two sentences.

> Elira weint. Eine Waspe hat sie gestochen.
> _____

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

Guidelines for didactic materials and learning resources and tools
LITERATURE

1. Beste Freunde, Stufe A 1.2 (second half of level A1/2; lectures 14-18, Kursbuch und Arbeitsbuch, Hueber, Ismaning)

Subject curriculum/syllabus
French language
Grade 9

Content
Introduction
Goal

Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

The French language, as a second foreign language, continues to be taught even in the ninth grade of the Lower Secondary School (LSS), with the same status and with the same number of lessons per week, usually with the same teacher, with the same method for learning it and, mainly, in the same working conditions and circumstances as those in the previous classes. The students are now older, with greater intellectual capacities, with a richer experience in learning a foreign language both. Students will reinforce the vocabulary of the previous grade, expanding and enriching it progressively, with an interdisciplinary approach to teaching this subject with other subjects, with the creation of a positive and competitive atmosphere in the classroom, identifying ways and new learning strategies. This vocabulary will serve not only as an opportunity to communicate in this foreign language, but also as an opportunity for study, employment and building a career in the future. The students of this class will further advance the main language skills (listening, speaking, reading and writing) and will further develop their intellectual capacities in this area.

Goals

Learning the French language in the ninth grade requires the achievement of language knowledge according to the Common European Framework of Reference for Languages - CEFRL (1/4 of level A1), determined on the basis of the number of teaching lessons per week, which are measurable from institutions, which include the acquisition of a wider vocabulary of the French language by students and its elementary use for personal needs; recognizing and distinguishing the forms of the linguistic system (phonetics, morphology, syntax); further strengthening of receptive language skills (listening and reading) and productive skills (speaking and writing); the further growth of their intellectual capacities; consolidation and integration of knowledge; formation of critical and creative thinking; the 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.

Topics and learning outcomes

Concepts	Topics	Subject Learning Outcomes by Topic (SLOT)
non - literary texts Language system	Me and the school Home and housework Daily activities	LISTENING • Understands time and schedules in simple sentences • Can understand different advertisements on television with the help of visuals as well as simple ones on the radio • Understands instructions about orientation if spoken slowly and fluently • Understands conversations when talking about daily activities • Understands simple conversations when talking about home or school • Can understand instructions and information related to the environment that surrounds him when spoken slowly and in simple sentences. SPEAKING • Shows and asks about the time or schedules • Describes the house, the school and the surrounding environment. • Talks about engagements at home and at school in simple sentences

| Culture, criticism, history | Publicity | • Describes a typical day.
• Forms sentences about the physical and emotional state through very simple sentences
• Expresses or shows the cause (because)
• Expresses his/her opinion on different advertisements, commenting on the prices |
| | Information | • Talks about favorite ICT devices.

READING
• Understands different schedules related to time and date (holiday, station, opening/closing of shops) etc.
• Reads and understands simple school rules
• Understands information leaflets about different organizations at school as well as simple advertising slogans
• Understands orientation or information instructions
• Reads without difficulty simple sentences or comments in Internet forums on topics about school, daily life, etc.

WRITING
• Writes about a typical day
• Describes his/her school, classroom, house or room.
• Writes some simple comments on forums, on the Internet about simple topics (school, classes, subjects, homework) etc.
• Knows how to write the timetable and teaching subjects. |

Pedagogical principles Learning French as a foreign language means acquiring certain knowledge and being able to use it in real life situations. For this goal, two main principles must be followed: 1) focus on communication and not, as so far, focus on language; 2) focusing on the student and his learning. The acquisition of the main language skills takes a primary place in the learning of foreign languages.

- **Giving the floor to all students in the lesson - 6/10**

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

- **Helping and encouraging students in class - 6/10**

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

- **Establishing cooperation in the lesson - 6/10**

A suitable climate of cooperation between different groups of students should be established in the classroom. Role-playing games should be favored for the development of skills. To organize students in heterogeneous groups. Students should have active participation in classroom activities, choosing the most motivating and engaging ones.

- **Making sure that the students have understood - 6/10**

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

- **Building trust among students - 7/11**

An atmosphere of trust must be built in the classroom so that they feel free and equal in all learning activities and become an active part of the lessons. This will stimulate and help all students, especially those who are more reluctant and withdrawn.

- **Introducing the competitive spirit among students - 7/11**

During the lessons in the classroom, a competitive spirit must be introduced among the students, so that they, without hesitation and without psychological barriers, are ready to use their knowledge of the French language, in a competitive and relaxing atmosphere, showing also not only their knowledge of this foreign language but also their language skills.

- **Use of entertainment activities - 8/12**

The teacher should use authentic current and motivational documents and give his students a list of websites of songs, movies and online games for them to use. Teaching and assessment of students' knowledge should be planned on the basis of their individual development. Also, he should adapt the classroom activities to the level of their prior knowledge.

- **Focusing on the student and his learning – 9/12**

The teacher should focus on the student and his learning, highlighting his difficulties, problems and the pace of his progress. Evaluating the learning of his students, he should research new teaching methodologies, use different techniques and forms of working with students, depending on the results achieved and their difficulties, aiming to improve their individual and collective performance.

Didactic-methodical principles

- **Didactics of foreign languages is learning out of context - 6/10**

The didactic approach to learning French as a foreign language is opposite to that of learning French as a mother tongue. The students of Kosovo learn the French language 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 - 6/10**

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 a first phase of its learning). Work in groups or kites, short dialogues, role plays, short texts, visual materials and forms of work that encourage independent work, creativity and competitive spirit of students in the classroom are also very important. Work methodologies that encourage the productive activities of students should be used.

- **Understanding is the basis of production - 6/10**

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 to understand them. Understanding them should be the starting point for every learning session.

- **Reinforcement of general language skills – 6/10**

By learning French as a second foreign language, the Kosovo student reinforces the skills acquired from his mother tongue and from English as the first foreign language. Teaching French must rely on the student's prior knowledge. It exploits 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.

- **Communicative form of teaching - 7/11**

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

- **Development of the student's culture - 8/11**

Being in contact with another culture naturally means comparing. The student will tend to appreciate or devalue certain aspects of French culture or his own culture. Anything

that is different between two cultures will naturally be considered abnormal. Knowing and understanding a culture is inevitable for language use. To use a language, it is necessary to know and understand its culture. The student must be able to adapt his language to the context. For example, he needs to be careful in using the pronouns tu and vous as he doesn't have much access to the French/Francophone culture, so he needs to be careful in his behavior. Using different authentic documents (newspapers, social networks, internet, film, music, etc.), we enable students to be more in contact with the authentic language of the foreign culture.

- **Putting the student in complex situations for the development of his language skills - 9/12**

The goal of learning a foreign language is to develop the main language skills, through the use of a limited vocabulary and grammatical aspects (eg introducing yourself to a French, or thanking the professor, etc. Of course, practical use (oral and writing) of the students' vocabulary will require them to support their elementary knowledge in the field of phonetics (spelling), grammar (morphology and syntax) and the spelling of words in the French language. This situation will require students to simultaneously engage in them in many different aspects (linguistic and cultural) and thus will help the development and reinforcement of these linguistic skills (of the students' mother tongue and foreign languages), very necessary for the practical use of a foreign language.

Guidelines for teachers

- **Order of actions**

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

- **Differentiated teaching/learning**

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

- **Work techniques**

One of the tasks of teaching a foreign language is to enable students to prepare and take responsibility for individual learning. Students who have the opportunity to think about the processes of learning the French language and organize the process of learning it in a group, usually achieve better success. In this way, they can, among other things, be prepared to react independently in extracurricular situations and continue the language learning process.

- **Use of media**

The computer and the Internet constitute a very useful and permanent tool that should be used by both the teacher and the students. School programs dedicated to the French language or culture in our country, film and drama programs and various foreign television programs in the French language are a powerful tool that will help and accelerate its acquisition by our students. Film, theater, music, sports also constitute important motivational tools for achieving the best results in the acquisition of the French language. Pictures help craft creative and descriptive texts. They show an event, the beginning or end of which the picture describes. The video projector increases the students' interest in her learning. 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' listening comprehension. The video material gives students many opportunities for creating written and oral texts. Showing a film based on a story or fairy tale encourages comparison with the story or fairy tale read or heard before.

- **Guidelines for the implementation of cross-curricular issues**

Teaching French to ninth graders offers you even greater opportunities for interdisciplinary and cross-curricular connections, at all levels. These links will include especially those of languages (mother tongue, first foreign language and second foreign language); of social sciences (civic education, history, geography, etc.); of arts of various kinds; but also of natural sciences. In this way, on the one hand, through knowledge from other subjects, students will be helped to acquire the French language more successfully, on the other hand, through knowledge from the French language, they will expand and

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

- **Guidelines for student assessment**

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

- **Types of assessments**

There are different types of assessment of students' knowledge such as: diagnostic assessment (identification of students' abilities and difficulties in learning); external assessment (assessment of whether the acquired knowledge is sufficient for the student to move to the next class); formative assessment (assessment for learning); predictive assessment (prediction of students' potential failures and successes); final evaluation (students' progress and the results achieved in the lesson); selective assessment (self-assessment by students of their achievements and problems in learning); summative assessment (enables the assessment of the knowledge and competences acquired by the

student at the end of a school year, the classification of students and the determination of whether the student has achieved the competences to move to the next class); formative assessment (consists of interactive assessments that show students' achievements and progress or deficiencies during learning).

What should be evaluated? To check the acquired knowledge; student progress; the degree of learning development; degree of mastery of the French language; degree of integration of acquired knowledge; extracurricular activities.

- **Assessment methods**

Continuous control; direct assessment (with table); indirect assessment (by test); objective assessment (with table); subjective evaluation (without table); evaluation by students (evaluation of each other); evaluation in groups of students within the class (with table); self-assessment of students (each student evaluates himself).

- **Evaluation 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, 1).

- **Learning materials and resources**

The ninth grade completes the LSS cycle, summarizes, reinforces the knowledge of the previous grades and rounds off the French language curriculum of the four grades of educational level 2. To achieve the results of the 9th grade students, in the French language, first of all, it is important to use the didactic-methodical literature of this foreign language (in Albanian and French), rich didactic materials from different sources (links) through the Internet for teaching and learning. For the realization of field outcomes and for the successful achievement of subject outcomes, all teaching tools and materials must adhere to the requirements of these outcomes. The French method for the contemporary teaching of the French language, "**Merci**" (the fourth part of its 4 equal parts), allowed by the Ministry of Education, Science and Technology for use in the LSSs of the Republic of Kosovo, together with the constituent parts of it, constitutes the main work tool and the main source of teaching and learning information, but not the only tool and source that the teacher of this foreign language and his students can and should use. They have at their disposal many opportunities for providing rich learning tools from different sources for obtaining information, provided that they are carefully selected,

depending on the learning unit, its goal, the age of the students and their prior knowledge and are used appropriately for students.

CURRICULUM AREA: ARTS

Subject curricula/syllabuses
Figurative art
Musical art

Subject curriculum/syllabus
Figurative art
Grade 9

Content

Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

The art subject in the 9th grade is an integral part of the lower secondary school curriculum, which has an important and essential role in the education and personality formation of students in general. The subject of art contributes to an education that integrates physical, intellectual and creative skills, creating a more dynamic and fruitful relationship between education, culture and art. Through art, students develop their creative potential, creative, cognitive, emotional, aesthetic skills and social development.

Visual art offers a practical opportunity, where the student is actively engaged in various creative processes, experiences, developments and activities. The art subject develops visual skills to communicate or express an idea or emotion through the use of a wide range of mediums, materials, techniques and different ways of visual communication, where in the 9th grade, among others, special importance is given to contemporary art mediums such as: performance, installation, video art, post-production and multimedia. Also, the subject of art enables students to, through a personal creative experience, understand a work of art in terms of form (aesthetic and emotional) and technique, as well as its meaning.

Preliminary education has made the subject of art often perceived as a subject of little importance for students, or a subject only for gifted students, but basically with the current reform in education, the subject of art is essential in the education of all students because even it, like other subjects, contributes to the development and achievement of the core competencies of the Curriculum and the development of 21st century skills. Art is a unique way of knowing and understanding the world, which helps develop sensory awareness, empathy, imagination, innovation, creativity, critical thinking, communication and collaboration. Visual art is the first form of empowering a learner's engagement.

In this context, the subject of art also has an impact on the improvement of learning, where it emphasizes special ways of exploring, experimenting, inventing and solving vital problems to live in the world of rapid change.

Therefore, for a balanced or complete education of students, the subject of art is necessary, because education without the subject of art would be incomplete, and the creative side of students would not be developed. Creativity is emotional intelligence which gives form and meaning to feelings and emotions through art.

Research shows that art activities develop brain capacity from early childhood. We know that the human brain consists of two parts: the left and the right hemisphere. The left side is used for logical thinking and analytical processes that we typically use in science subjects such as math, reading, and other sciences. The right side is used for emotional perception, intuition and creativity, mainly used in artistic creation.

According to research on the impact of the arts within general education, the arts make a valuable contribution to the general education of students, where students with higher levels of participation in the arts have greater educational achievement in other subjects as well.

Art is also a subject that provides a lucrative career in the world of art and the giant design and technology industry.

Goal

The Subject Program of Figurative Art for the ninth grade through the contents determined according to the topics aims to build and advance the knowledge and artistic skills of students to see, understand, observe, express, create and communicate, as follows:

- Understand the role and multidimensional importance of art for the individual and society;
- Develop visual language to express ideas, feelings and emotions;
- Develop creative skills in the realization of artistic works;
- Develop the artistic personality through artistic activities inside and outside the classroom;
- Develop the main competencies of the curriculum through artistic activities;
- Develop the skill of using the elements and principles of art in an artistic work;
- Select and competently use art materials and means of expression;
- Use different artistic techniques and mediums;
- Develop and stimulate interest in the future profession in the field of art;
- Promote important social values, such as tolerance, humanity, diversity while respecting the opinion and alternative views of others;
- Foster higher critical thinking skills, and problem solving skills;
- Cultivate responsive culture and awareness through art;
- Refine the aesthetic taste to understand, appreciate and judge works of art;
- Develop the ability to process and interpret visual knowledge and argue their positions independently;
- Explore, experience and appreciate art forms from different cultures across different periods.

Topics and learning outcomes

Students in the ninth grade achieve the subject learning outcomes (SLO) for the subjects set out in the table below, derived from the field learning outcomes (FLO) for Arts of the

fourth level of the curriculum (Sc IV) in the Core Curriculum for Higher Secondary Education:

Concepts	Topics	Subject Learning Outcomes by Topic (SLOT)
Creativity and artistic performance	**Creation of works of art** (Drawing, Painting, Graphics, Sculpture, Applied arts, Design, Multimedia, Post-production, Artistic photography, Architecture, Public art, video art, installation, performance, land art, body art, etc.)	The student: • Realizes works in different artistic mediums • Distinguishes different artistic directions and mediums • Realizes different types of contemporary drawing; • experiments and applies different drawing techniques; • creates works in the medium of painting using contemporary and combined painting techniques; • experiments and expresses himself through the use and combination of different colors; • Engraves stencils to print graphic images; • Creates three-dimensional sculptures in different techniques and materials; • Distinguishes contemporary and postmodern sculpture; • Creates two-dimensional sculptures in the form of relief; • Identifies the most famous contemporary sculptors; • Creates artistic photographs using various technological devices; • Identifies the most popular photographers • Processes images using various computer programs, performing post-production; • Distinguishes the forms of public art and creates works in public spaces; • Distinguishes different mediums of applied art; • Realizes various works in graphic and multimedia design; • Designs contemporary interiors and exteriors; • Identifies the most popular designers • Makes models of contemporary architecture objects; • Identifies the most famous architects of contemporary architecture; • Distinguishes and realizes works in contemporary art mediums; • Identifies the most popular artists of contemporary mediums of installation, video art, performance;

		• Uses video art as an artistic medium to present his ideas; • Realizes various artistic installations; • Distinguishes and creates various artistic works in the medium of performance; • Distinguishes and experiments with earth and body art.
Language and artistic communic ation	**Figurative elements** (Line, shape, color, tonality, volume, texture, space, size, sound, movement, etc.) **Principles of art** (Balance, harmony, composition, gradation, community, proportions, surface, rhythm, contrast)	The student: • Uses figurative elements in the realization of artistic works; • Distinguishes and analyzes figurative elements in the works of well-known artists; • Use the principles of art in the realization of artistic works; • Distinguishes and evaluates the principles of art in the works of well-known artists; • Distinguishes and uses different types of lines in artistic works; • Distinguishes two and three dimensional forms in sculptural works; • Distinguishes between primary, secondary, tertiary, complementary, analogous, cold and warm colors; • Uses shades of colors in artwork; • Uses tonality creating the idea of volume in pictorial works; • Creates artistic textures using different shapes and materials; • distinguishes and apples different types of spaces; • Uses spatial plans to create the illusion of space; • Distinguishes the importance and different forms of composition; • Distinguishes and applies symmetrical and asymmetrical balance in artistic works; • Distinguishes and applies the different types of harmonies in a work of art; • Respects the principle of proportionality when creating real images; • Uses different surfaces in a composition; • Distinguishes and uses different types of rhythm in

		artistic works; • Performs works using the principle of contrast.
The relationship between art and society	**Cultural - artistic activities**	The student: • Participates in school and extracurricular exhibitions; • Participates in various artistic projects inside and outside the school; • Follows various artistic activities such as lectures, presentations, meetings with artists, curators, esthetes, philosophers of art; • Attends workshops and other art events; • Participates in various artistic competitions, etc.
	Artistic event **Art institutions**	The student: • Recognizes and attends well-known artistic events in the country and abroad; • Attends well-known national and international exhibitions (biennials, festivals, etc.); • Visits ateliers and studios of artists; • Visits well-known art galleries in the country and abroad; • Visits national and international art museums; • Visits various art institutions, cultural centers, • Realizes virtual online visits of art institutions, museums, galleries on different sites, etc.
	Directions, currents and genres of art **Artwork** **Famous artists** **Historical periods of art** Abstract Expressionism Informal Art	The student: • Understands the historical developments of art and distinguishes different periods of art; • Describes and distinguishes the main characteristics of historical periods of art; • Identifies the distinguishing characteristics of well-known works of art in different historical periods; • Discusses art periods and works of art using a rich artistic vocabulary; • Identifies the main representatives of different periods and artistic directions; • Identifies and distinguishes artistic masterpieces of

	Op Art Pop Art Kinetic art Events Minimalism Conceptual Art The installation Video art Fluxus performances Body art Postminimalism Hyperrealism Arte Povera The art of the land Neo-expressionism Young British Artists Albanian contemporary art	well-known artists; • Examines the importance of art throughout various historical developments for society; • Analyzes works of art in their historical context by relating them to important social events; • Identifies the various scientific, technological, social developments that influenced the development of art; • Describes and evaluates works of art and objects of cultural heritage of the Albanian lands; • Identifies and analyzes symbols in works of art to read their meaning; • Identifies and analyzes the elements and principles of visual language and technique used in works of art.
The price and aesthetic-artistic assessment	**Evaluation of periods and directions of art** **Evaluation of Artistic Works**	The student: • Reflects his opinion and judgment on a work of art, through different forms of expression such as through writing (essay), poetry, etc.; • Analyzes and evaluates own and others artistic creations by describing the elements, principles and techniques of artistic language; • Cultivates the ability to enjoy and experience works of art and refines his aesthetic taste in art; • Develops the ability to read a work of art; • Distinguishes the methods and steps that critics follow to evaluate works of art; • Distinguishes the object of the study of aesthetics and the aesthetic qualities in a work of art; • Creates debating culture for discussion and treatment of art issues and problems;

Methodological guidelines

Methodology is the main component of education because all success and results in the educational process depend on methodology. Methodology means the use of a series of methods, forms, procedures, techniques and work rules with the aim of organizing and managing the learning process as best as possible. Methodology, which can be used as equivalent to the words teaching and strategy, represents a complex approach to teaching that often contains a mixture of teaching methods, using a number of techniques with each method for successful teaching and learning and curriculum delivery. educational.

Teaching is a challenge in itself; learning is a challenge in itself; combining the two effectively is a challenge in itself. In contemporary teaching, the teacher has the role of facilitating learning for students. Therefore, in order to facilitate the process of knowledge transmission, teachers should know as many teaching methodologies as possible and apply appropriate and efficient teaching methods that best suit the needs of students. The teacher has the duty to simplify all the lessons and issues that are abstract and incomprehensible to the students and make them concrete and understandable through different teaching methods, through practical demonstration, discussion, reflection, etc.

In this context, " Methodologies" should always be at the service of increasing the quality of teaching and the successes and achievements of students.

The methodology should be at the service of educational policies determined by documents of the official curriculum of pre-university education. Therefore, when we plan and select teaching methodologies for the subject of fine art, we must consider:
- Goals of pre-university education;
- Principles of pre-university education;
- The general teaching methodologies defined by the Core Curriculum;
- Key learning competencies;
- Concepts and learning outcomes of the curriculum area Arts;
- Objectives of the subject Curriculum/teaching program Figurative Art;
- Learning outcomes of the course by topic of the Subject Curriculum Figurative Art;
- Tools, resources and concrete didactic and technological materials;
- Teachers' autonomy in finding and using alternative and specific methodologies according to subjects.

In the 9th grade, in addition to the use of General Teaching Methodologies defined by the Core Curriculum such as: teaching with the student in the center and inclusiveness, teaching based on the integrated approach, teaching based on the achievement of

competences, differentiated teaching, cross-curricular issues and extracurricular issues, teachers can also use other methodologies specific to the subject of art.

But this does not mean that the methodology in the subject of art is focused or reduced only to the achievement of artistic skills related to the talent of the students, but also to be in function of the achievement of the Main Results of the curriculum. To design methodologies which through the subject of art contribute to the achievement of the Main Competencies.

Contemporary teaching methodology includes a number of innovative methods, the use of which has the potential not only to improve the quality of education, but also to strengthen student engagement. Therefore, in contemporary teaching, teachers must use methods focused on the active work of students, where they are the most active element in the learning process. In the subject of art, the recommended methods for teachers are inductive and deductive methods based on constructive approaches such as: interactive teaching method (teacher-student interactive method), inclusiveness, student-centered method (with the student at the center), teaching differentiated (based on learning styles), competency-based teaching, project-based learning, problem-based learning, contextual learning, situational learning, Question Mapping, Brainstorming, teaching with a sense of humor and multimedia teaching which is a contemporary methodology very suitable for the subject of art, because an important part of art is realized by means of multimedia technology.

In the learning process and theoretical and practical activities of the subject of visual art, different forms of work can be used, such as: individual, in pairs, in groups, with the whole class or school.

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

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

Therefore, we recommend teachers to use diverse methodologies in the teaching and learning process, and not to use the same methodologies over and over again, because no matter how attractive they can be, if they are repeated over and over again, they can become monotonous and lose their efficiency. especially among 9th grade students. If the students in your classes perceive the subject of art as an unnecessary burden and do not

show the will, motivation and interest to engage in the learning process, it is not their fault, and you should reconsider the methodologies and use new methodologies that prove that they are efficient in the educational process.

Guidelines for the implementation of cross-curricular issues

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

issues are topics that society has constantly faced and is facing, which aim to create and cultivate some social, humane and human values, which contribute to the formation of the individual and independent identity and personality of students.
Cross-curricular issues are issues that are necessarily related to the results of the fields where all the curriculum areas are integrated and contribute in different forms, including the field of arts with its subjects, which helps students to know, understand and interpret better the world, events, processes, relationships in society and increase the connection of education with life and its interests.

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

The cross-curricular issues that can be related and addressed in the fine arts course are:
- Education for democratic citizenship,
- Education for peace,
- Globalization and interdependence,
- media education,
- Education for sustainable development.

Guidelines for assessment

Assessment is a process of systematic, qualitative and quantitative collection of information on student achievement during the learning process. Assessment includes the

entire activity and is considered an important element of teaching that helps teachers to follow the gradual development of the student in the achievement of learning outcomes and the mastery of competencies at the class and school level. During the evaluation, the teacher must take into account the program content in achieving the learning outcomes and competencies defined for this level, also, the teaching and learning methodology is closely related to the student evaluation process because it is an element present in every educational activity.

During the evaluation process, teachers must respect the Code of Ethics for Student Evaluation and make the evaluation in harmony with the Evaluation Principles, such as: Evaluation should be Valid, Transparent, Reliable and Impartial.

Objectives of the evaluation:
- To monitor students' progress and provide them with sufficient data;
- To motivate students for work;
- To provide information on the level of competency attainment;
- To diagnose weak and strong points in students;
- To improve and advance the process of teaching, learning and evaluation;
- To plan appropriate activities in support of students;
- To give tasks according to individual abilities in accordance with the level of the students;
- To select appropriate methods during teaching, based on the level of the class;
- To provide information on the development of students for their future orientation;

The Evaluation process must be based on the following Curricular and legal documents:
- Kosovo Curriculum Framework and Core Curriculum level II
- Guidelines for implementing the curriculum - Curriculum area Arts
- Subject Curriculum for the Subject Figurative Art - 9th grade
- Teacher's Guide: Competency-Based Curriculum Assessment. USAID & FHI360 & MEST & KEC 2016
- Assessment of students based on Portfolio - Handbook for teachers. Pedagogical Institute of Kosovo. 2015
- AI no. 08/2016 for the Evaluation of students according to the Curriculum Framework of pre-university education of the Republic of Kosovo
- AI no. 491/ 01B - Code of Ethics for Student Evaluation
- National Framework for Student Assessment

In the pre-university education system of Kosovo, we have two basic types of Assessment: Internal Assessment, which is carried out by the teachers themselves within the school, and External Assessment, which is carried out by the Ministry of Education.

The Curriculum Framework defines three types of internal assessment:
- continuous assessment,
- final assessment,
- rank order assessment.

- **Internal evaluation is** carried out through continuous evaluation and final evaluation.
- **Continuous** assessment (assessment for learning) is carried out through formative assessment and summative assessment.
- **Formative assessment** is done throughout the learning process, for each lesson, lesson topic, thematic unit through student engagement in class, homework, quizzes, debates, presentations, essays, tests, portfolios, projects, workshop work and instruments others determined by the teacher and the student. The results of the formative assessment are recorded in the teacher's personal diary with comments on the level of achievement of learning outcomes. The results of this type of assessment should be used to organize and improve teaching in order to support students according to their needs, potentials and interests.
- **Summative** assessment (learning assessment) is done in three teaching periods: September-December: January-March: April-June. For each teaching period, the summative assessment grade is formed by two summative assessments VP1 (60%) and VP2 (40%). The results of the summary assessment are recorded in the teacher's personal diary with comments and grades for the level of achievement of the learning outcomes.
- **Final assessment** in a subject is done at the end of the school year and the annual grade is derived from the arithmetic average of three teaching periods.
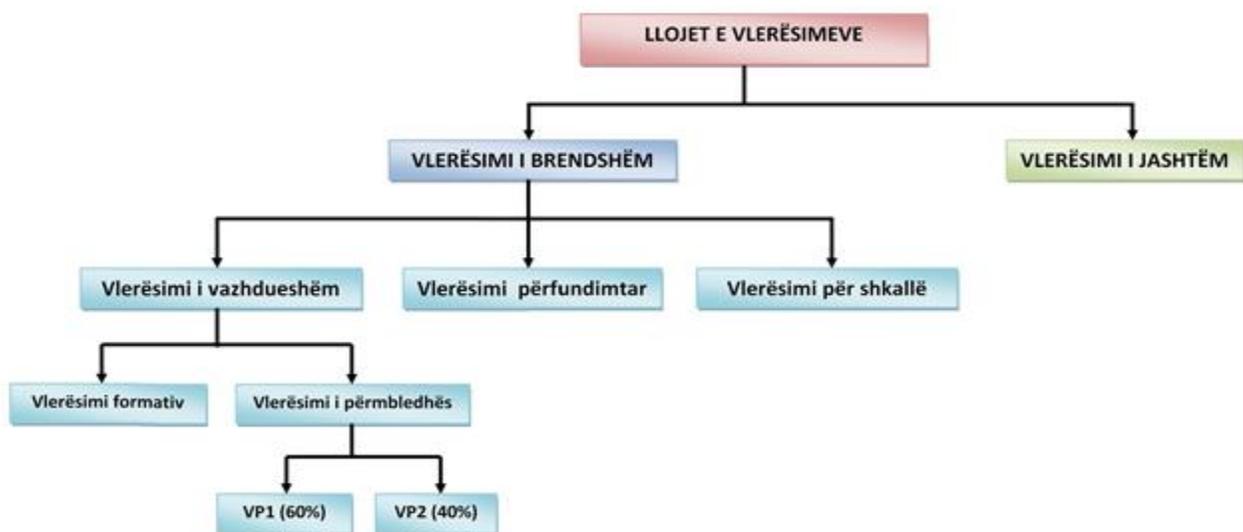
Different assessment forms and instruments

The evaluation process extends from the evaluation and self-evaluation of students' works realized with various artistic techniques, portfolio with artistic work, oral and written presentation, testing, participation in a curricular project, etc.

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

Encouragement, imagination, original and creative expression, interest, artistic experience, interpretation and presentation of artistic works are forms, which help to evaluate the creative work of students in the arts. Also, individual and group participation in various artistic activities that are organized in the classroom, school and community are part of the assessment process.

The individual assessment of students is done in function of measuring certain artistic competences, which the student manages to develop during the learning process, alone or in a group, through practical activity, that is, through the creation, observation, and analysis of works of art, etc. Students are evaluated as they demonstrate achievements through various product activities.

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

The teachers keep the evidence on the student's progress regarding the achievement results in his personal evaluation diary. The personal diary is formatted by the teacher in the most suitable way for him according to his requirements and needs, but maintaining the logic of assessment for learning.

Assessment methods

- **Oral assessment -** use of short questions, conversations about the learning material or a concrete task, discussions of students with each other, etc.

- **Assessment through listening -** discussing in pairs, in groups or with the whole class, listening to the discussions that students have with each other about a concept, knowledge of visual arts, work or artistic task, etc.

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

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

- **Evaluation of artistic works** - participation in various artistic activities organized by the school, etc., participation in national activities such as: competitions, exhibitions at the national level or beyond.
- **Written assessment or testing** - special tasks for groups of students, short tests for a concept, topic or a group of topics, for an essay as well as tests for a certain line, semester and year.
- **Assessment through the portfolio** - the student's portfolio, as an opportunity for assessment and self-evaluation, is a collection of his work throughout the school year. It can contain thematic tasks (essays), various two- and three-dimensional creations realized during the school year, which can be creations in painting, sculpture (plasticine), computer, etc., curricular projects, all for the benefit of various school activities, products of curricular activities, etc. the selections for the portfolio are made by the students, the teacher recommends.

Assessment process instruments

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

As assessment instruments that can be used in the subject of art are: test, digital testing, structured oral test, checklist, questionnaire, interview sheet, survey, essay, project, file/portfolio, etc. Teachers can also use other alternative instruments according to the demands and needs of the students.

Guidelines for learning materials and resources

The selection and use of didactic and teaching tools is an integral 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 covered in the art subject, and they should be very efficient, tangible and practical for students. Technology is one of the widely used tools in the subject of visual art, helping students to research and recognize various works of art, cultural heritage objects, design objects, etc., creating the scholarly type of students in the subject of art.

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

The teacher encourages students ' interest in activities and treatment of art topics by using a rich vocabulary of visual artistic language with clear, accurate, meaningful words and phrases. conceptual of knowledge about art among students by motivating them to use resources, materials and texts Books) appropriate to the age and learning ability of the child.

Some of the most useful didactic tools are:
- Textual materials: textbook, workbook, art catalogs, albums, professional guides, dictionaries, newspapers, magazines, pedagogical materials, encyclopedias, etc.;
- Materials for the realization of artistic works: easel, fabrics, colors, watercolor, pastel, brushes, spatulas, wool, charcoal, ink, clay, etc.;
- Visual tools: writing board, photographs, paintings, models, models, vases, reproductions of works of art and posters, diagrams, graphic tools, etc.;
- Auditory-listening means: radio, tape recorder, telephone, cassette player, etc.;
- Audiovisual - audio-visual means: television, film, video projector, video cassette, computer, Internet, teletext, CDs, DVDs, e-mail;
- Learning environment (classroom, studio, cabinet, nature, gallery, museum, etc.).

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

Subject curriculum/syllabus
Musical art
Grade 9

Content

Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

Music contributes to physical, emotional, intellectual, social and aesthetic development, thus it affects the all-round formation, especially the cultural formation of students, enriching their spiritual world and their personality.

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

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

Goal

The subject "Musical Education" in grade IX continues to aim to:

- Improving the musical skills of students according to individual interests and dispositions (the ability to sing, and to play instruments, the ability to actively listen to music, creative skills, etc.), as a way to communicate and express themselves artistically;
- Increasing students' interest in active participation in practical music at school and outside it, with voice, instruments and music technology;
- Enriching knowledge and information about the concepts and elements of the musical language (rhythm, melody, harmony, musical forms, tempo, dynamics) and their correct use in performance and creation;
- Enabling students to listen to music in an active, analytical way, as well as appreciate and evaluate musical creativity (national and world) of different musical styles and genres;
- Encouraging students to test their musical creative abilities in various forms of artistic expression, including creation through music technology
- Expanding knowledge about creators and performers, institutions and important musical events in the world and in the country;
- Cultivation of good aesthetic musical taste;
- Orientation for further musical education and musical career, according to inclination and abilities, or to select one of the professions where musical knowledge and skills are considered an added value.

Topics and learning outcomes

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

Conceptual-thematic entities	Topics	Subject Learning Outcomes by Topic (SLOT)
FLO 1. Students, according to inclination, disposition and individual interest, develop different skills for artistic interpretation in musical, visual, dancing, acting, etc. artistic activities.		
Creativity and artistic performance	Singing	The student: ● **Sings** and/or performs on musical instruments, individually or in a group, songs and melodies from different genres (artistic, popular, light music, popular music, etc.) according to notational text and imitation; ● **Perform** in various combined performances (music, drama, dance).
	Interpretation on instruments	**Accompanies** songs and **plays instrumental parts** by imitation or notational text, in different genres, individually and in groups
	Musical creativity	The student: ● **Improvises** with voice or instruments, rhythms and melodies in different genres. ● **Expresses** with movement/dance, literary and figurative expression inspired by the music heard. ● **Creates** new musical ensembles based on rhyme, poetic text, etc. ● Uses contemporary (and **musical)** technology according to interest and inclination to perform and create original musical expression ● **Creates** songs and instrumental

		accompaniments in different genres (folk, artistic, entertainment), with voice, with musical instruments and with music technology.

FLO 2.

Students **know and use** the elements and principles of artistic language, the processes and basic techniques of artistic creativity in music, visual arts, dramatic art and dance.

- **Use** their knowledge of interpretive and creative artistic elements, processes and techniques by consciously applying them to their own creations.
- **Communicate** confidently and confidently in front of different audiences, combining forms and expressive means of the arts with the help of technology (multimedia presentations, installations, etc.).
- **Distinguish** the applications of innovations in expressive techniques and contemporary art mediums (such as video art, Installation, Performance, etc.), in works of contemporary art.
- **Communicate** confidently and confidently with appropriate artistic means of expression (music, drama, dance and visual arts) to different audiences (colleagues, parents, other children, wider public, etc.).
- **Analyze** and **compare** different artistic traditions in different historical periods.

Language and artistic communication	Musical elements	The student:
	The pace	• **Distinguishes, analyzes** and **compares** musical elements in the musical works they listen to.
	Harmony	
	The melody	
	Dynamics	• **Uses** effectively and consciously and creatively, the elements of the musical language (rhythms, melodies) in singing, playing musical instruments and creating new musical ensembles.
	pace	
	Style/genre/genre	
		• **Knows** and **uses** the function and naming of expressive musical elements such as different nuances in tempo, dynamics, harmony, etc.
		• **Distinguishes, elaborates and presents**

		the characteristics, innovations and peculiarities of language and musical expression in different stylistic periods.
	Music Reading Writing **Tonalities** (graft marks) **Elements of musical forms:**	● **Implements** music literacy appropriate to their age and individual musical abilities. ● **Knows** the principle of different musical tones and their symbols. ● **Distinguishes** different musical forms in the works they listen to and perform. ● **Distinguishes** the principle of construction of different musical forms through notal text *score. ● **Uses** the various elements of musical forms in creativity. ● **Identifies** adequate examples of various musical forms taught in music literature

FLO 3.

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

- knows in a more complete way the artistic masterpieces at the national and world level;
- demonstrates an understanding of the interrelationship between social developments in different time periods and the influence on artistic styles, genres, forms, formations and expressive elements (eg, baroque, classical, romanticism, etc.), and the distinguishing characteristics or specifics of artistic creativity musical, figurative in these styles).
- presents some of the most prominent representatives of artistic styles and periods globally and locally and nationally

Music and **Friends**		The student:
	Musical genres	**Distinguishes** the musical genre of songs and musical works that he performs and listens to, clearly identifies the defining elements of a certain musical genre.

	Gender (genres of) music	**Analyzes** and compares the defining elements of different musical genres in musical examples for listening and performance.
		Knows the developments that have influenced the appearance and refinement of certain musical genres in different periods.
		Knows the main representatives of the musical type/genre and his/her concrete contribution.
		Creates new musical ensembles in a given genre/genre due to conscious use of defining elements.
	Musical instruments and formations **Different musical styles** **Creators and performers**	● **Analyzes** the sound and functional characteristics of various musical instruments and their role in solo, chamber and orchestral works. ● **Distinguishes and compares** different musical ensembles by function and type. ● **Analyzes and compares** the historical social circumstances that have influenced the development of different musical styles ● **Gets to know** the creators and performers of the artistic musical works they listen to, from world literature of different periods and styles, and from national creativity. ● **Recognizes, analyzes and compares** the musical works heard, according to the basic characteristics: form, tonality, style, period, gender/genre, performing group and their creators.

FLO 4.

Students apply judgment and critical evaluation of artistic works in music, visual arts, dramatic art and dance, based on an understanding of art philosophy and aesthetic principles.

- Appreciates and evaluates one's own and others' artistic creations by analyzing the form, expressive elements and ways and techniques of their use in function of artistic expression.
- Experience, analyze and critically evaluate the distinctive characteristic elements of artistic masterpieces of cultural and artistic heritage (musical, visual, drama, dance) in a national and wider context.
- It values cultural diversity in the region and beyond.

Appreciation and aesthetic-artistic evaluation	Musical performance Musical works Musical event	The student: - **Evaluates** own and others' singing and performance by correctly using expressions and elements of quality musical performance. - **Evaluates and presents** various musical events, making a critical and aesthetic judgment. - **Expresses** for the musical work heard with drawing, essay, poem or other forms of artistic expression. - **Expresses** the characteristics of the musical work (form, type, genre, content) with commentary, writing, visual forms, presentation with contemporary technology.

Methodological guidelines

Artistic experience, curiosity, imagination and freedom of expression are the main principles of teaching methodology in the field of arts, and therefore also in music education. Students understand creative musical processes and techniques, learning how to put them into practice while singing and playing musical instruments. The arts interact with each other, so different forms of artistic expression can be connected in the learning process, for example, song with movement and dance, music with figurative expression, music with literary expression, figurative expression with literary expression, artistic performance syncretic etc. Especially at this level, the integrated approach of combining artistic expressions for different topics can be applied.

Connecting language (native and foreign) with music can be very successful. Different poems are often part of art songs, but also different literary topics are related to different musical works 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 goals of the subject.

Singing and playing instruments

Melody and rhythm are an inseparable part of the necessary knowledge that the student must know for the meaning of music. The songs continue to be learned by ear (imitation) but also with notal text, depending on the students' abilities.

Singing, playing the recorder and other musical instruments are developed through continuous techniques and exercises. Through singing, the ways of shaping the voice and singing accurately in intonation and in a certain rhythm are further developed. The contents of the songs are simple and continue to maintain topics such as: love for family, school, homeland, patriotic songs and various holidays, ideas and wishes and personal feelings, as well as topics from cross-curricular issues (peace, tolerance, environment, etc.) etc. Songs for young people, in different genres that they prefer, but also popular and artistic ones, carefully selected according to the song selection criteria, dominate the repertoire. Songs should be simple in terms of vocal range (voice), melody and in different tempos and measures. While playing musical instruments (popular and classical with which the children are available) is done by ear (with imitation) but also with notal text, to accompany the songs, but the students are encouraged to perform individually and in groups short pieces of music according to the text notal. Individual, group and collective performance should be balanced and combined. The karaoke singing model is also welcome but the "live" singing of students in the classroom should be encouraged as much as possible, accompanied by the teacher or students with the ability to musical excellence.

Language and artistic communication

Various musical measures and rhythmic and melodic phenomena, musical scales, etc. are treated, based on songs and examples, and in this way further expand musical knowledge for understanding, creating, interpreting and correctly judging the music they listen to or perform. The formal musical elements in the work heard or performed are always treated through listening, analysis and notational text that helps the student to understand the principle of the construction of the musical form. Here students are encouraged to work independently, in groups, etc. and it is important that the musical material they use for performance or listening serves as a basis; to observe, analyze and distinguish the different elements of musical expression.

Music listening, appreciation and artistic appreciation

Listening, experiencing and expressing the music heard are interrelated aspects of a very important process, such as listening to music, as important components of music education. Music creates different emotions and students should be encouraged to express those emotions experienced. Active music listening requires the careful selection of musical works for listening so that they are suitable for the experiential abilities of the students. Orchestral music is attractive for students of this age, more diverse in sound colors, while vocal-instrumental music is more concrete due to the linguistic text that concretizes the musical content. Program music, stage music, popular music also enables students to be closer to the musical content and message of these works. The use of various contemporary and musical technologies helps and is in the function of searching for data and presenting musical works for listening (musical examples and videos of interpretations of various musical works on YouTube, CD, video, smartphone and various applications).

Students are constantly encouraged to appreciate and evaluate the works heard using the appropriate terms for musical elements and artistic expression, but also in this class, a range of cross-curricular issues can be addressed.

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

INTERDEPENDENCE

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

Media education

From the perspective of the arts, this includes issues of fair use of technology and media for the creation and distribution of artistic works, but also the education of aesthetic taste for the art represented in the media (images, good and bad music, distribution of music through mediums (copyright, copyright, etc.) but also the application of media for artistic creation (photography, collage, etc.), the objectification of the female gender in musical materials in the media, etc. The use of various mediums and technology applications for

creation, listening and performing and distributing music is also a topic that can be covered in this class.

Education for sustainable development

Issues of sustainable development, issues of realizing the right to live in a healthy environment and in social welfare, based on international conventions, can be the subject of treatment of artistic activities (music, drama, dance, visual arts and various techniques). posters, graphics, painting, etc.).

The use of musical artistic expression to address the child's right to education, to freedom and a dignified life, to various phenomena (for example: against smoking, violence against children, 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 (protection of the environment, spaces, order, lobbying for a healthy life, etc.) is also a very good opportunity to address cross-curricular and integration issues. interdisciplinary. A healthy sound environment is very important for society, therefore the treatment of students' musical taste, care for the level of voice, noises, etc. addresses this issue.

The use of recycled materials to adapt the environment and mediums in which music can be created, performed and presented can also be an important topic.

Guidelines for assessment

The evaluation is generally done according to five levels.

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

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

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

Level 4 - Represents solid achievement in meeting the learning outcomes and coincides with the rating "Very good.3

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

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

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

Learning materials and resources

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

Textbooks, music encyclopedias and "online" resources enable students to obtain appropriate information about creators, instruments, musical styles and genres, performers, institutions.

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

Some "online" resources:
Class IX Music Education Book

Various encyclopedias and music history texts

https://www.classicfm.com/

http://music-teacher-resources.com/

https://www.musicalfutures.org/resources

http://www.zzounds.com/edu--musicteacherhandouts

http://interactivesites.weebly.com/music.html

http://www.classicsforkids.com/

https://www.youtube.com/watch?v=fABL5xSG4cA

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

https://www.teachervision.com/subjects/art-music-drama/music

https://www.maestroclassics.com/curriculum-guides

CURRICULUM AREA: MATHEMATICS

Subject curriculum/syllabus
Mathematics

Subject curriculum/syllabus

Mathematics

Grade 9

Content
Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular
issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

Mathematics, as a field and teaching subject, in the ninth grade, provides reinforcement and expansion of the subject programs of the previous grades, ensures the development and advancement of knowledge, habits, skills, attitudes and values. It enables students to continue to successfully fulfill their needs and interests, develop their personality and potential in intellectual development and personality formation to be successful in facing the challenges of life and integration in society.

The ninth-grade curriculum, together with the eighth-grade curriculum, enable the achievement of domain outcomes for level IV. In order to achieve this, good teaching materials, diverse teaching methodologies, and especially continuous commitment to strengthening the students' skills are needed. All of this aims to reinforce the necessary knowledge on quantitative, spatial relationships and patterns in various phenomena in nature, society and everyday life, as well as on the development of logical, critical, analytical and abstract thinking.

The mathematics program itself contains:

- mathematics course goals for ninth grade, and serves to:
  - students, for the development of the main competences of lifelong learning and competences in the field of mathematics, so that in the future he can be a successful citizen,
  - teachers, for the planning, realization and evaluation of the teaching activity and the achievements of the students in the classroom and outside it,
  - parents, for recognizing the child's learning results and evaluation criteria in certain periods of time,
  - textbook designers and auxiliary materials for teachers and students.
- the results of learning the subject for learning topics with content that create conditions for the student to build and apply knowledge, skills, attitudes and values, in function of the competences of the field and the main competences,
- methodological guidelines for teaching, as a condition for the implementation of the program, for the achievement of competences by students, giving everyone the opportunity to show and develop the potential they possess within themselves, guidelines for the implementation of cross-curricular issues for the contribution of mathematics to society and daily life,
- guidelines for assessing the achievement of ninth grade students,
- guidelines for didactic materials and learning resources and tools.

Goal

Through the learning of mathematics in the ninth grade, it is intended that students deepen and expand the basic mathematical knowledge necessary to understand the phenomena and laws of nature and society, the intellectual development of the student, the exercise of basic rules, the cultivation of values as well as preparation for the following classes. Likewise, the mathematics program aims to reinforce students with mathematical thinking patterns, basic ideas and mathematical structures, and to develop the computational and problem-solving skills they have learned in everyday life. in previous years. Simultaneously, the ninth-grade mathematics program during implementation: reinforces and implements problem-solving strategies; make observations, investigations, research, which help in understanding knowledge and mastering mathematical skills; communicates his mathematical thinking using mathematical symbols; creates representations of mathematics concepts by linking them together and applies them to problem solving. Unlike the previous classes, the program in this class also serves as an orientation for the student's further education.

The goal of the mathematics subject in the ninth 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 elementary concepts and constructed concepts of mathematics.

The main goal of the mathematics program for the ninth grade is to create the conditions for the further development of the competences of the field - the subject as well as the main competences related to them.

Topic and learning outcomes

The acquisition of program 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 for this grade.

In the mathematics subject for the ninth grade, the following general mathematical concepts are mainly developed and acquired:
- number, function and algebra,
- shape, space, measurements and geometry,
- data and probability,

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

Number, algebra and function

General learning outcomes

General learning outcomes

The student:

- uses the terms: natural number, whole number, rational number, decimal number, irrational number, real number, absolute value, power, monomial, binomial, polynomial, proportion, percentage, etc.,

- acquires the concept of number and operations with numbers through the more in-depth treatment of fractions, decimal numbers, letter expressions and applies them in practice in solving problems,

- uses symbols, facts and procedures for problem solutions related to whole and rational numbers, powers, polynomials, etc., selecting and applying appropriate strategies for solving problems,

- models and solves problems from everyday life using powers, letter expressions, graphical representations, etc.,

- models and solves elementary equations and inequalities and applies them to problems from real situations,

- models and solves systems of linear equations with two unknowns and applies them to problems from real situations,

- uses information technology tools for various calculations,

- applies elementary understandings of right triangle trigonometry,

- acquires mathematics as part of human culture (integrates mathematics with situations or phenomena from other contexts: daily life, other subjects, sports, global warming, tourism, economy, environment, migration, etc.).

Form, space, measurements and geometry

General learning outcomes for the topic
The student:

General learning outcomes for the topic

The student:

- defines basic geometric concepts as well as those that are extracted,

- distinguish when two triangles are congruent and apply congruence of triangles to solve problems from geometry and real life,

- constructs some of the geometric loci of points in the plane,

- defines vectors, defines addition of vectors, subtraction of vectors as well as vector multiplication by scalar,

- defines the law for the ratio of segments, known as Thales' Theorem and applies Thales's theorem to solving problems from geometry and from real life,

- defines the similarity of geometric figures, especially triangles, and applies the rules to show the similarity of two triangles, and

- defines the trigonometric functions and assigns the values of the trigonometric functions ($\sin \alpha$ and $\cos \alpha$) in the right triangle.

Data and probability

General learning outcomes:

- interprets the classical and statistical definition of probability,

- defines the population and the sample in the research and interprets the statistical data,

- classify evidence events and count them, interpret them in the classical and statistical definition of probability, and

- identify the properties of probability and apply them those while solving mathematical problems and from real situations.

Table of specific outcomes

Concepts	Topics	Subject specific learning outcomes by topic (SLOT)
Number, function and Algebra	Numerical communities	The student: - Defines the properties of natural, whole, rational numbers (numerical sets N, Z, Q) and uses them in solving tasks; - Distinguishes between decimal numbers that can be written as fractional numbers and those that cannot be written as fractional numbers; - Identifies irrational numbers and presents them on the number line; - Defines real numbers, the set of real numbers R) and presents them on the number axis; - Compares two real numbers; - Defines the absolute value of real numbers; - Performs basic operations on real numbers including exponentiation and rooting.
	Rational literal expressions	The student: - Uses algebraic formulas (the square of the binomial, the change of squares, the cube of the binomial) during operations with rational letter expressions; - Presents geometrically some of the algebraic formulas, such as: the square of the binomial, the change of squares; - Defines the summation of two or more polynomials; - Translates expressions from ordinary language to algebraic and vice versa; - Defines the domain (set of definition) of the rational expression; - Simplifies rational expressions into simple factors; - Extract the common factor of the rational expression;

		- Simplifies rational literal expressions; - Perform operations with rational expressions.
	Absolute value equations and inequalities	The student: - Solve linear equations and inequalities by letter; - Discusses the solution of linear equations and inequalities with one unknown; - Represents solutions of inequations on the numerical axis; - Identifies the open and closed interval in the inequalities by representing it symbolically; - Solves absolute value inequalities and graphically present the sets of their solutions; - Solves quadratic equations of the form $x^2+mx+n=0$ (m,n $\in$ Z) by simplifying the trinomial $(xx_1)(xx_2)=0$; - Uses equations in physics, chemistry and other subjects.
	Straight and oblique proportion Proportion, percent, promil and interest	The student: - Defines proportion and proportion; - Identifies straight and oblique proportions; - Defines simple and extended proportion; - Distinguishes the sizes which are in direct proportion from those which are in oblique proportion; - Applies the proportion properties in solving practical tasks; - Calculates division and mixing in practical tasks; - Calculates percentage, interest and promil; - Uses formulas for calculating percentage, promil and interest for solving problems with contexts from life situations;

		- Uses the calculator and the computer to solve various problems.
	Linear equations with two variables	The student: - Determines the position of the point in the coordinate plane, when the coordinates are given and vice versa; - Graphically represents the linear equation with two variables; - Discusses the graph of a linear equation in two variables; - Uses linear equations with two variables to solve mathematical problems and those from everyday life; - Determines the position of the line in relation to the coordinate axes depending on the slope coefficient.
	Systems of linear equations with two variables	The student: - Determines when an ordered pair is a solution of the system; - Solves the system of linear equations with different methods (graphical method, substitution method, elimination method); - Justifies the solvability of the system of linear equations; - Discusses the solution of systems depending on the parameters; - Applies systems of linear equations to solving practical problems.
Shape, space, measurements and geometry	Basic concepts of plane geometry	The student: - Distinguishes basic geometric objects (point, line, plane); - Defines basic and derived geometric concepts; - Distinguishes when two triangles are congruent; - Applies the congruence of triangles to solve practical tasks;

		- Constructs some of the geometric loci of points in the plane; - Defines vectors and defines addition of vectors, subtraction of vectors and vector multiplication by scalar.
	Homothety and similarity	The student: - Defines the rule for the ratio of segments (Theorem of Thales); - Applies Thales' theorem for the ratio of segments; - Applies the properties of proportion when solving tasks; - Defines homothet and apply its properties to solve practical problems; - Defines the similarity of geometric figures, especially triangles, by explaining the rules for their similarity.
	Trigonometry	The student: - Defines the trigonometric functions in the right triangle; - Sets the numerical values of the trigonometric functions (sin, cos, tg) of some angles in the right triangle ($30°, 45°, 60°$); - Determines the trigonometric functions of complementary angles; - Proves and applies basic trigonometric identities; - Applies elementary understanding of trigonometry to problem tasks with right triangles.

Data and probability	Probability	The student:
		- Determines the population and sample during a research;
		- Interprets statistical data in various forms (lists the results, presents them in tabular form and with diagrams in various forms by drawing them in a notebook or using technology-application programs) and determines their average values (mean value, mode and median);
		- Classifies evidence events and calculates them;
		- Interprets the classical and statistical definition of probability;
		- Identifies the properties of probability and applies them when solving mathematical problems and those from life situations.

Methodological guidelines

Mathematics teaching methodologies in grade nine are based on the teaching principles set out in the Core II Curriculum, which provides teaching that develops learning competencies. The topics presented in the ninth grade program are not developed separately, but must be integrated among themselves, be a continuation of those developed in the previous grades, and be related to other areas. The learning outcomes for each topic also serve the requirements and notions aimed at other topics within and outside the curriculum area.

The teacher should focus mainly on:

- linking learning outcomes of core competencies with learning outcomes for domain competencies and learning outcomes for topics,
- teaching with the student at the center,
- integrated teaching and learning,
- differentiated teaching,
- the development of cross-curricular topics, and
- development of activities for sustainable education and career guidance, further education.

The teacher should build their work on:

- determining the topic to be developed,

- listing methods, techniques and strategies which are based on interaction,
- enabling access to all the necessary tools that students need, motivation, encouragement and permanent praise of students, AND
- informing and keeping in constant contact with parents about the progress of their children.

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

During the whole time, the teacher should deal with tasks/problems similar to the requirements that are presented in the achievement test, try to illustrate the learning content with examples related to contexts from everyday life.

In this way, in addition to arousing curiosity and interest in the student, it will also make connections between different fields.

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

Guidelines for the implementation of cross-curricular issues

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

The student learns to carry out several stages when solving a problem or situation and this ability contributes to his personal development. The student can use statistical methods such as surveys, interviews to make analysis about people's opinion, can justify

and argue a certain decision. Thus, he learns to participate in social life in the classroom and at school, develops an open attitude towards the world while respecting diversity.

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

Guidelines for assessment

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

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

Guidelines for learning materials and resources

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

For the realization of the competences of the second level of lower secondary education for the ninth grade, the teacher provides access through the use of materials appropriate to the age and the possibility of the level of learning.

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

CURRICULUM AREA: NATURAL SCIENCES

Subject curriculum/syllabus
Physics
Biology
Chemistry

Subject curriculum/syllabus
Physics
Grade 9

Content v
Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

Physics, a natural science, deals with the recognition and deepening of understanding of concepts and ideas about natural processes and the transformation of matter. Through this subject, students expand and deepen their knowledge and skills to understand methods, rules and laws for natural processes.

The new curriculum through physics IX helps develop competencies that serve students to understand and build personal knowledge, social attitude, health-economic education related to local, national and global issues. The competences that the physics subject develops in grade IV, respectively for the ninth grade, contribute to the function of lifelong learning. The implementation of the program is done respecting the principle of inclusiveness of students in practical, analytical demonstration, solving tasks, their differentiation according to opportunities and mutual cooperation.

Goal

The program in "Physics IX" aims to develop learning competencies, connecting direct observation with laboratory demonstration of theoretical models, research methods, scientific research and different teaching resources. With this program, students will achieve the intended results for knowing the laws of interactions, energy and its conservation, construction of matter, electricity, magnetism, light sources, etc. Also this program contributes to:

- developing knowledge and understanding of scientific and technological concepts through the research of processes, natural and physical phenomena in the environment.
- developing a scientific approach to problem solving that supports understanding and critical thinking.
- motivating students to research, develop and apply scientific ideas and concepts through design and practical activities.
- mastering information and communication technology for the collection, processing and presentation of data during research in science.

Topics and learning outcomes

Students in the ninth grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, derived from the field learning outcomes (FLO) for Natural Sciences, of the fourth level of the curriculum (Sc IV) in the core curriculum for lower secondary education.

	Field Learning Outcomes (FLO)	
	Explain energy sources, forms and transformations of mechanical waves, sound, electric and magnetic laws, light sources, relativity of movements, the structure of the nucleus, its radioactivity, with the aim of using them in everyday life.	
Physical processes	**Topics**	**Subject Learning Outcomes by Topic (SLOT)**
	1. Thermodynamics	**The student:** • Explains the understanding of the basic concepts necessary for the treatment of thermodynamics. • **Demonstrates** with examples and analytically, Richman's rule for two thermodynamic systems. • Examines the heat capacity of gases, work during their expansion and the law of conservation of energy. • Distinguishes adiabatic processes and applies the law of conservation of energy to ideal gas isoprocesses. • Expresses in words and with an illustration different formulations of the second law of thermodynamics. • Deals with reversible and irreversible processes, the process of converting internal energy into mechanical work, the work of thermal devices and their efficiency. • Solves tasks from thermodynamics, thermal devices and their efficiency.
	2. Electrical charge	• Defines electric charge based on its properties. • **Demonstrates** the presentation of opposite electricities and ways of charging the body with electricity. • Identifies the law of interaction of electric point charges in vacuum. • Describes the electric field of a point charge, its work, potential, voltage and illustrates the configuration of one and two like and opposite charges. • **Demonstrates** electrical discharge and treats atmospheric electricity with the possibility of

		protection from it.
		• Examines the electric field inside the conductor and the impossibility of discharge action from outside inside it.
		• Defines electric capacitance and explain the electric field of a planar capacitor.
		• Interprets the development of the electric field in the dielectric and treats the inherent difference between the gravitational interaction and the electric interaction.
		• Solves numerical problems for interaction between electric charges.
	3. Electricity laws	• Examines the movement of free charges in conductors and explains the quantities that characterize electric current.
		• Explains the electrical circuit, instruments for measuring current and voltage and how to connect them.
		• **Demonstrates** the volt-ampere characteristic for circuit parts and treats conductor resistance.
		• **Demonstrates** electrical circuit closure with distilled water and solutions.
		• Handles various types of DC power sources.
		• Examines the working principle of the solar battery and the possibility of using solar energy.
		• **Demonstrates** experimentally and analytically the connection of several electrical consumers in string and branch circuit.
		• Distinguishes expressions for energy and power of electric current along with their units of measurement.
		• Solves numerical problems for electric current.
	4. Magnetic fields	• Explains the magnetic field of permanent magnets, magnetic field lines, magnetic flux and induction.
		• Examines the Earth's magnetic field as the field of a giant magnet and compares its magnetic lines with the lines of a magnetic bar.
		• **Demonstrates** the magnetic field of the electric

		current and the shape of the lines of the rectilinear conductor.
		• Introduces the magnetic field lines of the circular electric circuit, the solenoid, and the bar-shaped permanent magnet.
		• Presents the formula for the force of action of the magnetic field on the current-carrying conductor and defines the unit of magnetic induction.
		• **Demonstrates** the interaction of parallel and antiparallel currents with an electric circuit.
		• Applies the right-hand rule to determine the direction of the lines of the straight conductor, the poles of the solenoid, and the direction of the force with which the magnetic field acts on the current-carrying conductor.
		• Explains the working principle of an electromagnet in any device and constructs a simple electromagnet.
		• Solves numerical problems for the action of the magnetic field on the current conductor.
	5. Electromagnetic (EM) induction	• **Demonstrates** examples of changing magnetic flux to benefit induced current.
		• **Demonstrates** the formulation of Faraday's law of EM induction and Lenz's rule.
		• Explains mutual induction and **demonstrates self-induction**.
		• Describes the generation of alternating current and presents its basic properties.
		• Introduces the principle of three-phase alternating current gain.
		• Explains the transformer as a device for increasing or decreasing the voltage or intensity of alternating current.
		• Distinguishes alternating current transmission over distance and advantages over direct current.
		• Solves numerical problems for EM induction.
	6. Rectilinear propagation of	• Defines the laws of rectilinear propagation of light and compiles their analytical form.
		• Uses the formulas for determining the position

	light	of images and their magnification in plane, spherical and thin lenses and explains the rules for determining the character of images.
		• Defines the creation and magnification of images in simple optical instruments.
		• Examines the minimum deviation of the beam in an optical prism and the decomposition of white light into separate colors.
		• Explains the non-localized interference of two connected virtual sources.
		• **Demonstrates** the creation of the diffraction pattern of the very narrow slit and on the sharp blade.
		• Solves numerical problems for rectilinear propagation of light.
	7. Structure of atom and nucleus.	• Describes Thomson's model and Rutherford's planetary model of atom construction.
		• Explains with illustration Bohr's model for the hydrogen atom and its difference from Rutherford's model.
		• Distinguishes the structure of the nucleus of the atom and some of the properties that determine its individuality.
		• Illustrates with examples the law of conservation of electric charge during the friction of bodies and in nuclear reactions.
		• Describes special radiations according to their properties during spontaneous radioactive decay.
		• Treats radioisotopes and their application to various aspects of human experience.
	8. Physics of semiconductors	• Explains the construction of solids and amorphous bodies.
		• Examines the creation of charge carriers in pure semiconductors.
		• Distinguishes normal conductors from superconductors by their resistance at temperatures close to absolute zero.
		• Reviews the creation of conductive properties of the semiconductor with external actions on it:

		light, radiation γ or mechanical.
		• Interprets the increase in the conductivity of semiconductors by placing additions of other elements in their crystal lattice.
	9. Cosmology	• Explains the constellations, identifying their position in the sky and showing them according to the seasons of the year.
		• Distinguishes the geocentrism of K. Ptolemy from the heliocentric reform of N. Copernicus.
		• Explains the contribution of X. Bruno, T. Brahe, G. Galilei, J. Kepler and I. Newton to support, spread and complete the heliocentric reform.
		• Examines the fundamental properties of the Sun, its atmosphere and the chemical composition of its matter.
		• Deals with the major bodies and minor bodies of the Solar system.
		• Shows the structural construction, the size of our Galaxy and the position of the Sun in it.

Methodological guidelines

The detailed planning of the methodological aspects of the natural sciences is based on the requirements of the FC and the CC.

For the practical implementation of teaching planning for the natural sciences, namely for the subject of Physics, either inside the lesson, but also outside it in the implementation of curricular and extracurricular activities, the selection of teaching and learning methodologies is needed, harmonizing with the expected results in context of the philosophy and principles of the CC.

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

Methods, techniques and forms of work with students should be in function of acquisition easier learning contents, knowledge, habits, skills, attitudes and other values to face life's challenges.

The natural sciences are experimental sciences, therefore it is preferable that the legalities, where possible, are explained using proof, demonstration or experiment in

collaboration with the students, and 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 using interactive and comprehensive approaches.

In order to fulfill the requirements for quality learning, the following methodological approaches are suggested:

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

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

- Teaching through questions (the technique of asking questions to students);

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

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

- Learning through projects, fieldwork; Teaching through observation, demonstration and experiment;

- Teaching and learning through multimedia tools and in particular through the computer;

- Teaching that encourages independent inquiry;

Outdoor learning and visits to industrial facilities.

In the subject of physics, scientific research is the basis of competences. The methods that can be used in the subject of physics are:

- observation,
- experimental and analytical methods
- presenting an idea (hypothesis)
- the use of ICT.

These methods cannot be used without combining each other.

Observation method. The observation method is a method that helps students in the formation of scientific concepts. Through this method, students make the connection between abstract concepts and objects, organisms or phenomena of the real world. When observing objects, organisms or phenomena, students use scientific knowledge. Observations help them to create stable representations of the world around us. Observations in nature encourage students to work scientifically, generate hypotheses and test them. Observation is the first step of an investigation, 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 quantitative observable elements and to check the validity of the raised hypotheses.

When using this method, students use a variety of devices to make measurements, as well as show caution when using them. Projects. Projects are learning activities through which students discover objects, processes or phenomena.

ICT supports the demanding process, increases the quality of students' learning and ensures cooperation between them. Through the use of digital tools, students can explore. The teacher guides the students so that they, with their activities in the classroom, school, laboratory, nature, etc., can: recognize, observe, sort, 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 the implementation of cross-curricular issues

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

- Media education; and

- Education for sustainable development.

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

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

Guidelines for assessment

The goal of the evaluation is to collect information for the student's support in mastering the learning outcomes, determining the level of performance, regular reporting of progress, certification and orientation in further education. It is a systematic, qualitative and quantitative process of students' achievements during the learning process and making judgments about them.

The assessment is a function of:

- providing necessary information for the progress of students and their motivation to learn;
- assessing practical and demonstration work.
- identifying difficulties during the learning process;
- drawing conclusions about student achievements during the learning process;
- students' self-esteem;
- improving teaching and learning.

Student assessment is done for oral and written answers, 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.

In order to achieve the goal of the new Curriculum of Kosovo, which originates from the competence-based approach, to fulfill the philosophy of the curriculum and especially for the achievement of results from the natural sciences, it is necessary to recognize the evaluation system that is determined by the AI of based on the requirements of the FC. Teachers of natural sciences - physics, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard and is specified with criteria drawn up by the teachers themselves (professional asset, teachers' asset) in harmony with the school's evaluation plan issued from the evaluation plan at the MED level and with the AI approved by MEST.

Emphasizing that evaluation is a very complex issue, the teacher must constantly look for opportunities in professional development, research of the situation, review of the criteria for the evaluation instrument used, and above all, the readiness of accountability before any interest group.

The teacher draws up an annual plan for student assessment, which plan must be approved by all interest groups (professional staff, school management, students and parents) and be transparent and distributed in physical form to all interested parties. Upper secondary education students go through two types of assessment:

- Internal evaluation and

- External evaluation.

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

Types of internal assessment:

- Continuous assessment
- Final assessment
- Rank order 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).

Formative assessment is part of teaching and learning. It is carried out by teachers throughout the school year based on learning outcomes.

Summative assessment is part of teaching and learning. It is realized in three teaching periods: September-December; January February March; April-May-June.

The results of the summative assessment are recorded in the teacher's personal diary with comments and grades for the level of achievement of the learning outcomes.

The summative assessment grade for a given learning period is formed by two summative assessments (SA_1 and SA_2).

Summative assessment 1 (SA_1) in a certain teaching period is carried out through various instruments (evidence of class engagement, homework, quizzes, debates, oral presentations, portfolio, projects and practical work) with the aim of grading in the class book.

Summative evaluation 2 (SA_2) is realized by defining the evaluation plan from the professional assets, which must be harmonized at the school level in order not to burden the students.

The final grade of the summative assessment of a subject for a certain teaching period is formed by SA_1 (60%) and SA_2 (40%). Then it is recorded in the class book and the teacher's personal diary.

The final evaluation (annual grade) is done at the end of the teaching/school year. It is obtained from the arithmetic average of the grades of three specific teaching periods.

The grade assessment is carried out by verifying the level of achievement of the learning outcomes and the mastery of the main competencies at the level of a grade and curriculum area.

For more, see administrative instruction - no-08-2016.

Learning resources and materials

For the realization of the competences in the subject Physics 9, it is necessary to create a suitable learning environment. Based on the teaching content, teaching methods and techniques, the teacher selects the teaching materials that are in function of the development of the identified competences and principles of FC. Below is a summary list of materials, resources and environments necessary for the realization of the program of this subject.

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

Subject curriculum/syllabus
Biology
Grade 9

Content

Introduction

Goal

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Guidelines for assessment

Guidelines for learning materials and resources

Introduction

The ninth grade represents the completion of the IV level of pre-university education, namely the completion of the II level of pre-university education. In this degree, students work on strengthening their knowledge and skills, as well as their orientation, based on their opportunities for further education and a successful career. Referring to the CC document, as well as the FLOs for this curricular level, the students expand, that is, reinforce the information from the natural sciences, consolidating the basic concepts. The ninth grade program represents inseparable continuity with the extension of the program from the eighth grade, completing and meeting the requirements of the FLO for the 4th curricular level. The teacher plans the depth of knowledge required of the student, consulting the syllabus of the Xth grade of the Natural Gymnasium. Biology in the ninth grade contributes and fulfills the expectations in achieving the results of the students' competencies for the IVth grade, these competencies foreseen by the Core Curriculum. The program for the ninth grade allows, during teaching, to expand scientific knowledge and skills by researching new topics in the subject of biology.

The syllabus, **Biology IX** - contains field learning outcomes (FLO) by topic:
- Metabolism
- Life cycle of organisms
- Heredity in man
- Individual human development
- Evolution
- Human health, behavior and emotions

Strengthening research skills and critical thinking in reality is a sophisticated form of integration between scientific content and the development of students' competencies, thus fulfilling the work and approach to the development of competencies, according to the concept and philosophy of the Kosovo Curriculum Framework.

The development of the curriculum of the subject of biology is built on the basis of a genuine scientific progress, such as form, methodological approach, organization and construction of the content of the subject, presentation of learning results for competences, learning results of the field of natural sciences as well as the selection of sustainable methods and instruments for evaluation.

The application of new teaching approaches and strategies develop in the student readiness for implementation and connection with the real world, evidence-based

orientation for their professional future in different fields, primarily in the medical, veterinary, of agriculture, genetic engineering, etc.

Goal

The curriculum of the biology subject for the ninth grade aims for the student to achieve:

• Reinforcement of knowledge on vital phenomena and biological laws.
• Scientific communication skills and abilities either verbally or in narrative form
• Civic competence for individual and team work, in the interest of the development of science and society.
• Creativity through research (observational, observational, experimental, comparative, verification, etc.).
• Utilization of technique and technology in the interest of science.
• Ethical attitude to scientific facts, as well as environmentalist civic behavior.
• Management of personal and emotional behaviors in the puberty phase, as well as constructiveness with peers
• Ethical position on the historical development of the living world (evolution)

Topics and learning outcomes

Based on the scope and vertical connection of the subject programs, Biology VI-IX, on the basis of the **"Living World" concept,** SLOs for each curricular level have been drawn up, which must be covered with teaching topics, and then with expected results for each topic. Respecting these SLOs (see document CC level II), in the 9th grade, work is done on:

		SLO Distinguishes and compares the structure and function of cells, tissues, organs and organ systems, referring to the biodiversity of living beings, the causes of human diseases, animals, plants and ways of controlling them, metabolism, individual human development and the evolution of living beings.
		It explains the role of carbohydrates, minerals, lipids, proteins, vitamins, water and fiber for a healthy diet and calculates the daily need for energy from the foods consumed.
Concepts	**Topics**	**Subject Learning Outcomes (CLO)**

The living world	**Metabolism**	• Explains the concepts: metabolism, anabolism and catabolism. • Analyzes the definitions, role, interconnection of metabolic processes (Respiration, Photosynthesis, Fermentation, Fermentation, etc.). • Describes Photosynthesis as a metabolic process-light phase, dark phase. • Describes metabolic processes, Transpiration and Guttation as well as the role and importance of water in cell turgor. • Describes the process of Respiration in aquatic and terrestrial plants. • Explains plant mottling, types and importance of mottling in plants. • Identifies the types of fermentation, their role and importance for the metabolism of living beings. • Explains aerobic respiration in animals (single-celled organisms, aquatic organisms, terrestrial organisms) as well as anaerobic respiration. • Names and compares the types of respiration (internal and external respiration), as well as the types of respiration (tracheidal, branchial, cutaneous, pulmonary, etc.) in different groups of animals. • Researches types of secretion in different groups of animals, evaluates the role and importance of secretion • Explains the metabolic processes of secretion in humans (urine, sweat, wax, etc.). • Explains the metabolic processes of endocrine glands in animals and man. • Names, evaluates and analyzes the structure, role and importance of metabolic products (proteins, sugars, fats, vitamins, enzymes,

		etc.) and their metabolic pathways.
		• Explains the process of cycling solar energy to the formation of ATP and the role of ATP in energy processes in the cell.
	Life cycle of organisms	• Explains key concepts and definitions in a life cycle process.
		• Analyzes examples of the life cycle of the plant world
		• Explains the development cycle of spore plants
		• Explains the development cycle of seed plants
		• Explains the process of growth and development of seed plants and the factors that affect plant growth and development
		• Analyzes examples of the life cycle in the animal world
		• Describes the process of sex cell formation.
		• Analyzes the similarities and differences between mitosis and meiosis
		• Explains the change in DNA and chromosomes during cell division
		• Evaluates the role of reproduction in the development of the living world.
		• Researches and describes the similarities and differences during the process of embryonic development in different organisms.
		• Researches and evaluates the main stages of embryonic development in amphibians (eg frogs) and birds (eg chickens).
		• Compares the stages of direct development and with metamorphosis in two representatives of vertebrates;
		• Researches some groups of vertebrates where embryonic development is carried out in the external environment, while in others inside the body.
		• Explains the concept of artificial

			insemination.
	Heredity in man		- Explains the basic concepts and definitions of inheritance in the living world, with emphasis on human inheritance. - Describes the construction of the cell nucleus. Explains nuclear material, with emphasis on the construction of chromosomes; - Explains the difference in the number of chromosomes in body cells and sex cells (gametes) - Evaluates the role of chromosomes in heredity - Name the four nitrogenous bases of DNA. - Explains DNA and DNA duplication (replication); - Explains cell reproduction in humans (compares mitosis and meiosis); - Researches which combination of sex chromosomes determines male and female sex in humans. - Explains crossover and rules of inheritance based on Mendel's Laws. - Applies Mendel's principles of inheritance to make predictions about the appearance of traits in offspring. - Applies Mendel's principles of inheritance to make predictions regarding the appearance of sex/gender of the offspring in humans. - Explains the inheritance of dominant and recessive traits in humans. - Lists several characteristics that define autosomes and sex chromosomes. - Defines the term mutation and names several mutagenic factors. - Evaluates the role of heredity in man.

	Individual human development	• Describes the creation of sex cells in humans (Spermatogenesis and oogenesis) Explains how fertilization and zygote formation are carried out; • Describes how pregnancy develops • Describes human embryonic development (from zygote to birth). • Describes post-embryonic development in humans (divided into stages). • Enumerates and describes the stages of embryonic and post-embryonic development in humans (through the figurative representation of the human life cycle).
	Evolution	• Explains theories of development (evolution) of the living world. • Analyzes the various evolutionary factors that influenced the development and refinement of living beings. • Explains the origin of man as a product of natural selection and living conditions • Describes the origin of man and enumerates his descendants. • Analyzes human races and the conditions that have influenced the birth of human races. • Names major races and interprets pseudoscientific views on races. • Explains the regulation of human social life (social norms, morals and legal laws). • Applies and comments on key vocabulary and definitions related to evolution.
	Human health, behavior and emotions	• Explains basic concepts and definitions of the human body. • Analyzes the factors that affect the physical and emotional health of a person. • Respects diversity in sexuality and sexual orientation; • Argues the advantages and risks when making decisions about sexual relations

			• Discusses pregnancy by analyzing parenthood at a young age (adolescence). • Analyzes reproductive rights and identifies stigma, discrimination, abuse, etc. in different situations. • Explains the causes of sexually transmitted diseases and evaluates the role of personal hygiene in their prevention. • Names some sexually transmitted diseases and describes how they occur. • Names and distinguishes hereditary human diseases. • Evaluates the role of health for man.

Methodological guidelines

For the practical implementation of the program for the subject Biology IX, it is recommended to use appropriate methodologies in different contexts and circumstances, such as: work in the classroom, outside the classroom, constructivist, projects, etc.

Teachers are also instructed to design and implement the plan of extracurricular activities in the interest of contributing to the achievement of the subject results described in the subject program.

The selection of methods remains the competence of the teacher, based on the principles of pre-university education, which imposes adaptation to the needs and demands of the student, to the nature of the contents of the teaching units, i.e. to the requirements of the expected learning outcomes for lessons or other activities teaching, in harmony with the didactic basis, with the level of education of the student and the targeted competencies.

The student in the 9th grade takes responsibility for working as a team in research and experiments.

The training of the student through the field of natural sciences - Biology IX, depends not only on the contents, activities, work strategies, not only on the support and management of the teacher, but primarily depends on his/her own commitment, where for this you need motivation, involvement in work, raising hypotheses, drawing conclusions defending them with arguments, etc. Here we see the role of the teacher as creator/provider of the interactive and inclusive space.

Various work methods, forms and techniques are suggested:

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

- Indirect teaching (review, discovery, problem solving);
- Teaching by means of questions (technique of questions addressed to students);
- Discussion and collaborative learning (in small groups, larger groups and with all students);
- Teaching that fosters critical, creative thinking and problem solving;
- Learning through projects, fieldwork;
- Teaching through observation, demonstration and experiment;
- Teaching and learning using multimedia tools and in particular computers;
- Teaching that encourages independent inquiry;

Forms of work:
- individual
- in pairs
- teamwork

Guidelines for the implementation of cross-curricular issues

Cross-curricular issues also contribute to the development of curricular topics, and not as isolated only for a subject or a specific curriculum area, but with an inclusiveness in all curriculum areas. Also, cross-curricular topics contribute to the development of competencies, respectively learning outcomes for curricular levels. Their contents are oriented towards issues related to; Peace Education, Human Rights, Intercultural Education, Communication Skills, Gender Issues and Civic Education, including awareness of environmental conservation and care, career education and guidance, etc.

Guidelines on cross-curricular issues

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

The cross-curricular topics that can be integrated into the natural sciences school curriculum for this curriculum level, i.e. for the 9th grade, are the same as the topics that are covered in the 3rd curriculum level, but being treated at a higher level, or in a deeper critical research, and these are:
- Media education, as well
- Education for sustainable development.

Medica education

It refers to the use and selection of media in the process of analyzing relevant information. Critical presentation of scientific findings, identifying them as opinions or

facts. The topic of media education includes content related to scientific publications, their role and use for a better quality of life.

Education for sustainable development

In the 9th grade, the student decides on his/her attitudes and desires, possibilities and abilities for a targeted career, developing clear values for a lifelong and sustainable work. The student integrates the skills and abilities of researching, using, analyzing and judging resources, contents, work tools, etc., in the interest of being part of development and social and economic changes, both locally and globally.

Guidelines for assessment

Assessment is a process of systematic, qualitative and quantitative collection of information about the student's achievements during the learning process and making judgments about those achievements.

The assessment is a function of:

- Providing the necessary information for the student's progress and his/her motivation to learn;
- Assessing practical and demonstration work.
- Identifying difficulties during the learning process;
- Drawing conclusions about the student's achievements during the learning process;
- Student's self-esteem;
- Improving teaching and learning.

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

Internal assessment

The internal assessment is done at the class level by the teacher/s of the relevant subjects and according to the description of the procedures and criteria for each type of internal assessment, regulated by by-laws. The main focus of internal assessment is to support the learning of students for the mastery of the competencies of certain degrees. This is achieved by combining formative assessment (for learning) with summative assessment (of learning).

Types of internal assessment:

The Curriculum Framework defines three types of internal assessment which are also valid for the realization of the CC:

- Continuous assessment
- Final assessment
- Rank order assessment.

Continuous assessment

This type of assessment includes:
- Formative assessment (assessment for learning)
- Summative assessment (learning assessment)

Formative assessment (assessment for learning) is carried out continuously to obtain information on student achievements during each learning activity, in order to support students.

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

While, with the help of the summative assessment (learning assessment), the teacher/evaluator determines the student's achievements at the end of a certain task, learning topic, chapter, learning period, etc., to set the grades and evaluate the student for further learning. Summative assessment is also used to judge the effectiveness of learning or the curriculum. In this context, e.g. in the subject of biology, at the end of every two months (period determined by the teacher; one month, two months, three months), assessment procedures can be organized for different parts of the subject to see how much they have learned or how much they have developed their knowledge and skills different in the subject of biology.

The summative assessment is done with 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 the community.

Final assessment:

Includes assessment at the end of each teaching period determined by the school calendar, according to MEST (end of the 1st, 2nd and 3rd trimesters). The final assessment means the summation of the summative assessments within a quarter.

Final assessment is also called the assessment which is carried out at the end of the school year, which means the summary of the three quarters foreseen by the school calendar, approved by MEST.

Rank order assessment:
It is realized at the end of the curricular scale. It is an internal assessment and is regulated with the AI issued by MEST.
Natural science teachers - Biology IX, due to the specifics of the subject, should use as many assessment instruments as possible, where each assessment instrument has a standard, be specified based on criteria, drawn up by teachers (professional assets, teachers' assets) in harmony with the school's evaluation plan within the framework of the evaluation plan at the MED level and the AI approved by MEST.

Judging that 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, the readiness to be accountable to any interest group.

The teacher draws up an annual plan for student assessment, which must be approved by all interest groups (professional staff, school management, students and parents), be open and distributed to all stakeholders.

There are a number of techniques for assessing knowledge, skills and abilities:
- Written assessment
- Oral assessment
- Assessment through listening
- Practical assessment
- Assessment through questionnaires
- Evaluation of projects, research works and field works
- Testing - is the progress of measurements according to a certain goal

There are different types of tests, such as:
- Alternative answer tests
- Tests with combinations
- Multiple choice tests
- Short answer and fill-in tests

The rating should be:
- Valuable
- Trusted

- Impartial

Guidelines for learning materials and resources

For the successful implementation of the Biology 9 program, it is necessary to use different teaching materials and tools, in a suitable learning environment.

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

- Visual tools: writing board, photographs, paintings, models, mock-ups, diagrams, graphic tools, etc.;

- Auditory-listening means: radio, tape recorder, telephone, cassette player, etc.;

- Audiovisual - audio-visual means: television, film, video-projector, computer, internet, teletext, CDs, etc.;

- Learning environment (classroom, laboratory, scientific research institutions, etc.).

Subject curriculum/syllabus
Chemistry
Grade 9

Content

Introduction

In the ninth grade, we will learn about a significant number of organic compounds based on the carbon atom, which is why this part of chemistry is also known as carbon chemistry or organic chemistry. Organic molecules, whether isolated from nature or synthesized in different laboratories, can contain from a few to thousands of atoms, so they have very different structures, dimensions and properties. Although organic

molecules can have many atoms in their composition, apart from carbon atoms they have a small number of other chemical elements, such as: hydrogen, oxygen, nitrogen and to a lesser extent sulfur, phosphorus and halogen elements. In the program of the subject Chemistry IX, compounds of carbon with hydrogen (hydrocarbons), fossil fuels that serve as a source of energy, polymers and organic compounds containing oxygen and nitrogen will be elaborated. Some of such carbon compounds containing heterocycles are of special importance for life.

The program and methodology for the subject of chemistry, for the lower grades, is in function of achieving the results of the field of natural sciences, as well as the achievement/contribution to the learning results for degree/competence (level 4).

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.
- Development of autonomous and critical thinking to understand, express and apply chemical phenomena and phenomena that occur in nature and in the laboratory.
- Education students, their parents and the wider community about the environment.
- Mastering of information and communication technology for the collection, processing and presentation of data during research in science;
- Development of lifelong learning skills;
- Cultivation of students' perception of science as a collective achievement/work and as a way of thinking, rather than just a collection of facts.
- Encouragement of students in issues related to natural sciences that are related to their lives, society and the environment.

Topics and learning outcomes

Students in the ninth grade achieve the subject learning outcomes (SLO) for the topics set out in the table below, derived from the field learning outcomes (FLO) for Natural Sciences of the fourth stage of the curriculum (Sc 4) in the Core Curriculum for lower secondary education:

Concept	FLO, TOPIC and SLO

Matter, properties and transformations	**FLO: 2.1** Describes and analyzes the chemical elements that enter the composition of inorganic and organic compounds, the structure of these compounds, their physical and chemical properties, their functioning and interrelationships in the living and non-living world and their long-term impact on the environment.	
	Topics	**Subject Learning Outcomes (SLO)**
	Basics of organic chemistry (24 lessons)	- Describes the historical development of organic chemistry and its importance. - Describes the electronic structure of the carbon atom and its valence. - Presents organic compounds with molecular, structural Lewis and Kekuleu, skeletal and rational formulas - Compares organic and inorganic compounds according to their physical and chemical properties - Describes the composition of hydrocarbons and their division based on the structure of the carbon chain. - Classifies aliphatic hydrocarbons according to the number of chemical bonds between carbon atoms: alkanes, alkenes and alkynes - Names alkanes according to the "IUPAC" nomenclature. - Explains the concept of homologous series of alkanes and structural isomers of alkanes. - Describes the utility of alkanes in industry and the laboratory. - Explains the physical and chemical properties of alkanes. - Names alkenes according to the IUPAC system. - Describes the geometric cis -trans isomerism in alkenes. - Describes methods of obtaining, properties and uses of alkenes. - Names alkynes according to the IUPAC

		system.
		• Describes the properties and utility of alkynes.
		• Distinguishes between aromatic and aliphatic hydrocarbons;
		• Explains the two ways of naming aromatic hydrocarbons;
		• Presents the structure of benzene with molecular, structural and skeletal formula.
	Fossil fuels and polymers (10 lessons)	• Explains the role of fossil fuels for use as a source of energy and as a raw material
		• Describes the origin, creation, properties and distribution of fossil materials (with special emphasis in our country)
		• Explains the beneficiation process of petroleum derivatives
		• Explains the impact of fossil materials on the environment, as a result of their complete and incomplete combustion.
		• Describes the way polymers are formed and defines the terms: monomer, polymer and polymerization
		• Identifies the main properties of polymers and relates them to their use.
		• Evaluates the importance of polymers for life and industry and their impact on environmental pollution.
	Organic compounds with oxygen (14 lessons)	• Represent alcohols by formulas for simple examples.
		• Names alcohols based on the "IUPAC" system and the classic (old) system.
		• Classifies alcohols according to the number of hydroxyl groups and the position of the hydroxyl group in the chain.
		• Describes the benefit (of ethanol), properties and uses of the most important alcohols.
		• Distinguishes the harmful effects of methanol and ethanol on the organism.

		• Describes the structure of aldehydes and ketones.
		• Names aldehydes and ketones according to the "IUPAC" and classical system.
		• Distinguishes the method of obtaining aldehydes and ketones from alcohols.
		• Describes the structure, properties, and uses of carboxylic acids.
		• Names carboxylic acids according to the classical and "IUPAC" systems.
		• Describes the production, properties, naming and role of esters

FLO: 2.1 Describes and analyzes the chemical elements that enter the composition of inorganic and organic compounds, the structure of these compounds, their physical and chemical properties, their functioning and interrelationships in the living and non-living world and their long-term impact on the environment.

FLO:2.2 Explain the role of carbohydrates, minerals, lipids, proteins, vitamins, water and fiber for a healthy diet and calculate the daily energy requirement from the foods consumed.

Vital compounds (22 lessons)	• Distinguishes the main components of food necessary for man.
	• Classifies lipids according to their properties, structure and origin.
	• Evaluates the importance of lipids for living organisms.
	• Explains the benefits of soaps and how they work during cleaning
	• Distinguishes soaps from detergents in terms of composition, properties and use.
	• Classifies carbohydrates based on the carbon chain, and the number of constituent units.
	• Describes the distribution, structure and properties of carbohydrates (glucose, fructose, sucrose, starch and cellulose)
	• Discusses the role of carbohydrates in our health.
	• Explains the structure, classification and properties of amines

		• Describes the structure of amino acids and proteins. • Classifies amino acids according to the position of the functional groups. • Describes the structure of proteins and their denaturation. • Analyzes and evaluates the importance of proteins for the development of life processes. • Distinguish the role of enzymes in the body • Explain the composition of nucleic acids • Describes the structure of DNA • Describes the composition and effects of alkaloids on living organisms. • Classifies vitamins according to water and fat solubility; • Connect the types of food we eat with the vitamin content in them. • Assesses the importance of vitamins for the normal functioning of the body and for its protection.

Research skills in the natural sciences

- Assesses the risk before starting the practical work from the environment and the tools used;
- 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, justifying them with sufficient evidence.

Methodological guidelines

For the practical implementation of teaching planning for the subject of chemistry, whether inside the lesson, but also outside it in the realization of curricular activities as well as extracurricular activities, adequate use of teaching and learning methodologies is needed.

Field learning outcomes (FLOs), namely subject learning outcomes (SLO) for natural sciences represent not only reference points for the selection of contents but also for the selection of

methodologies by were harmonized with each other in the teaching and learning process and in the context of the philosophy and principles of the FC.

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 goal, a whole complex of procedures is applied, such as: new information, exercises, tasks, demonstrations, work with projects, practical work and others.

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

Chemistry is an experimental science, therefore it is preferable that the laws, where possible, are explained by serving them with proof, demonstration or experiment in cooperation with the students, while the teacher should have a leading role.

In order to fulfill the requirements for quality learning, several different methods, forms and techniques of work are suggested:
- Direct teaching (explanation, clarification, practical exercises and examples);
- Indirect teaching (review, discovery, problem solving);
- Teaching through questions (the technique of asking questions to students);
- Discussion and collaborative learning (in small groups, larger groups and with all students);
- Teaching that fosters critical, creative thinking and problem solving;
- Learning through projects, fieldwork;
- Teaching through observation, demonstration and experiment;
- Teaching and learning through multimedia tools and in particular through the computer;
- Teaching that encourages independent inquiry;
- Outdoor learning and visits to industrial facilities.

If, for example, we have problem tasks or even logical solutions to a problem, task, situation, etc., we should ask the students to find the solution themselves, to try different techniques for solving, and not to give you any ready-made solution. It is important that for every solution that the students offer, we ask for the justification for the given solution. It is very important to encourage students to demonstrate the solution procedure with the tools used.

Before planning or developing a lesson, the teacher should consider several questions:
- What skills do I want to develop in my students?
- What knowledge do I want my students to acquire?
- What do I want my students to feel about this lesson and this topic area?
- What will be the learning outcomes?

- Which competencies will continue to be developed further?

Taking into account that in the natural sciences and especially in the subject of chemistry, practical/experimental work is an inseparable part of the lesson, the teacher is required to organize the work with students in such a way as to develop research, practical skills and creativity in students.

Integrated teaching and learning

The integration of some topics is necessary in natural sciences in order for students to achieve the best possible results. Phenomena that occur in nature cannot be taught as separate or partial, therefore cooperation is needed between teachers of natural science subjects but also other fields, so that the topics are presented to the students in a complete and coherent manner.

Topics and concepts from the subject of chemistry that can be integrated with other subjects: the physical properties of organic substances such as: the boiling points of substances depending on their molecular mass and intermolecular forces, the release of heat during the combustion of organic substances (with the subject of physics), drugs, food and the composition of living organisms (biology), water, air and soil pollution (biology, geography, physics), the use of different types of materials (especially polymers) according to their properties, recycling of materials (physics, life and work fields), geometry of organic molecules (mathematics), as well as other topics or concepts that contribute to the achievement of results for the field or for competences. The presentation and analysis of the results for this class can mainly be done through ICT and mathematical calculations where integration with these subjects/fields is necessary.

Guidelines for the implementation of cross-curricular issues

The integration of cross-curricular topics in the field of natural sciences helps students to know and understand the world and face life's challenges more easily. Cross-curricular topics represent important curricular content that does not belong exclusively to one subject. They are realized through different curricular (teaching) subjects and are in function of the development of competences, respectively the achievement of learning results for curricular level. Their contents range from peace education, human rights, intercultural education, communication skills, gender issues and civic education including awareness of environmental conservation and care, career education and life skills.

Guidelines on cross-curricular issues

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

Cross-curricular topics that can be integrated into the natural sciences school curriculum for this curriculum level, namely for the ninth grade, are: Media education and Education for sustainable development.

Media education

All over the world, there is a growing need for media education to be included in school curricula. But what is media education? Media education is an effort to make media users aware of the impact of media on their thinking and society in general, as well as for students to have a more critical approach to media and develop as creative users of it.

Nowadays, almost every student in Kosovo, as soon as he/she gets out of bed, checks his/her email, is notified of the latest news related to our country or even the world through social networks or different portals. So, a large part of the information on the part of the students today is obtained from the media. Should the information received from the media be separated from the information received from the school? The answer is no. Therefore, it is imperative that this information is related in the right way to develop successful students in finding information, classifying it and making decisions based on it.

In the subject of chemistry, media education refers to the selection and use of media for the provision and processing of new and accurate information, the creation and critical use of information for new scientific research and discoveries. In recent years in Kosovo, especially during the winter season, the air quality situation is alarming on every television, portal or social network. The chemistry teacher should not be indifferent when teaching about these topics, but can develop debates or even short-term and long-term projects related to these issues.

The issue of media education also includes content related to publications, awards and effects achieved in science at the national and international level.

Education for sustainable development

It refers to topics of general importance which affect the taking of responsibilities to young people/students for attitude and active action towards issues in the awareness and preservation of natural resources, at the local and global level. This includes issues such as: social aspect, economic and environmental development. Through the subject of chemistry, the aim is to integrate issues for sustainable development such as: climate change, biodiversity, disaster risk reduction (whether natural or man-made), sustainable consumption and production, etc.

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

To develop a quality teaching on these issues, we need a design of interactive teaching and learning, activity-oriented and transformative learning with the student at the center and to develop their research skills in these areas.

Guidelines for assessment

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

Student assessment is based on the learning outcomes of the subject program and the skills, values and attitudes in natural sciences.

In addition to other planning, the assessment of students for the 9th grade must be planned. This plan is drawn up based on two components defined by the administrative instruction for student assessment:

- Summative assessment 1 (SA_1) = 60% of the final grade for the period
- Summative assessment 2 (SA_2) = 40% of the final grade for the period

The summative assessment 1 (SA_1) grade includes 60% of the final grade for the given teaching period and this grade is formed by the following assessment instruments:

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

The summative assessment 2 (SA_2) grade includes 40% of the final grade and is made at the end of a certain learning period and this grade is formed by the results achieved by the students through an assessment instrument which is determined by the planning of professional assets (and for the subject of chemistry seems to be quite suitable to be assessed by test).

Natural science 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 MEDs and with the policies of MEST.

The teacher draws up an annual plan for student assessment, which must be approved by all interest groups (professional staff, school management, students and parents).

Guidelines for learning 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 a suitable learning environment.

As a source of information, in addition to the textbook, it is necessary to use other sources such as CDs (films, documentaries, video experiments, etc.), the Internet (textual materials, photographs, interactive programs, videos, etc.), encyclopedias, atlases, etc.

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

Considering that students in the 9th grade learn the branch of chemistry known as organic chemistry, many of the substances needed for demonstrations (practical work) can be provided very easily.

The existing Chemistry IX text contains most of the results required for this school year. However, the text is not enough to achieve all the required results (SLO and FLO) and it is necessary to use other materials which can be found in other texts, or websites where they are presented with animations that are attractive for students (although most of them are in English).

The teacher can prepare different materials for the students, especially in the part of naming organic compounds, or the way of working for demonstrations of experiments with the tools and substances that they can provide.

In terms of air pollution from power plants and cars in Kosovo, official data from official and current institutions can be used at the time of the alarming pollution that is happening in our country, especially during the winter season.

Labels with accurate information about the content, the amount of energy they provide and the expiration date of foods and medicines can also be used as a source of information on the topic **"Compounds of vital importance".**

In order to achieve results in natural sciences, it is necessary to provide a suitable learning environment. According to the possibilities, apart from the classroom, the lesson should also take place in other environments (laboratory, workshop, nature, farm, as well as visits to institutions such as: IHMK, MESP, thermal power plants, etc.).

CURRICULUM AREA: SOCIETY AND ENVIRONMENT

Subject curriculum/syllabus
History
Geography
Civic education

Grade 9

Subject curriculum/syllabus
History
Grade 9

Content
Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

The subject of History for the ninth grade plays an important role in the development of knowledge, skills, values, attitudes and behaviors during the student. Through this subject, the student will be introduced to the developments of human society during Contemporary History (1914-2008). The subjects include aspects of daily life and the social, economic, political and cultural organization of this historical period. By addressing the processes, phenomena and relationships between individuals, social groups, states-countries and civilizations throughout this historical period, the student will understand the changes and continuous transformations of human society.

Goal

The goal of this subject for this class is for the student to gain appropriate knowledge about the main developments of humanity throughout this historical period. Also, through this subject, it is intended that during the learning process related to the events, personalities and processes in all the important areas of this historical period, (social, cultural, educational, political, economic, legal, technical, technological, religious, etc.) to the student develops creative and critical thinking, the ability to research and analyze and the development of skills to use different sources of information. In addition, the student will cultivate the values, attitudes and behavior of a responsible citizen, who will accept and respect identities, affiliations and diversities in human society such as: cultural, religious, ethnic, racial, gender, sexual orientations, etc.

Topics and learning outcomes

The student in the ninth grade (9) achieves the subject learning outcomes (SLO) for the topics defined in the table below, derived from the field learning outcomes (FLO) Society and Environment, of the fourth level (Sk 4) in the Core Curriculum of the Lower Secondary School.

Concept	FLO, TOPIC and SLO
The individual, groups and social relations	**FLO: 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 the actions and important issues of citizens at the local, national and wider levels and their interdependence.	
	Topics	**Subject Learning Outcomes (SLO)**
	The role of outstanding personalities of Contemporary History	**The student:** ▪ Analyzes the activity of prominent world and national personalities and debates their contribution to the general social and political advancement. ▪ Describes the phenomenon of the "cult of the individual" and the "leader" at the world level and identifies analogous phenomena at the national level. ▪ Singles out national and international personalities from the cultural, sports, engineering and health (medical) spheres and evaluates their achievements and influence in transforming and improving the quality of human daily life.
Social and natural processes	**FLO: 2. Researches social, historical, natural phenomena and environmental processes, highlighting the interrelationships, interdependencies and mutual interactions** 2.1. Compares social, historical, political, economic and cultural events as well 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 it the environment and in the economic development of a country, region, state or continent.	
	Topics	**Subject Learning Outcomes (SLO)**

		The First World War and the Peace Conference (Versailles)	▪ Analyzes the factors escalating the crisis, the alignment of states in the warring blocs and identifies the main fronts of the First World War.
			▪ Describes the organization of the Peace Conference, its main decisions and analyzes the role of the League of Nations.
			▪ Distinguishes the disintegrated empires-states and the new states in Europe and evidences the division of the areas of interest of the winning Powers at the world level.
		The world during the years 1920-1939	▪ Singles out the main social, cultural and scientific developments in western democratic countries and presents illustrative data about them.
			▪ Analyzes the circumstances of the installation and strengthening of totalitarian powers and compares the peculiarities between them.
			▪ Identifies the political and economic crises and evidences the factors that led to the "fall" of the Versailles System.
			▪ Highlights pan-European activities (Pan-European Union, etc.) and explains the role of women in them.
		Albanians during the First World War	▪ Identifies the occupied areas in Kosovo, Albania and other Albanian countries, compares the policies implemented in them by the occupying regimes and the effects on the daily life of the citizens.
			▪ Explains the agreements of the Great Powers for Albania and analyzes the attitude of its neighboring countries.

		▪ Analyzes the political engagement of Albanians during the First World War and argues their national goals.
		▪ Highlights the attitude of the Great Powers towards Albania and the Albanians during and at the end of the War, at the Versailles Peace Conference and compares it with their attitude during the years 1912-1913.
	Albanians between the two World Wars	▪ Analyzes the international position of Albania during the years 1919-1921 and evaluates the role of the internal (local) factor for the re-establishment of the Albanian state.
		▪ Describes the efforts for democratic order (the first elements of parliamentarism in Albania) and evidences political groups during the years 1921-1924.
		▪ Distinguishes the main political, economic, social, educational and cultural developments during the period of the Albanian Republic and Monarchy (1925-1939).
		▪ Analyzes the policy of the Kingdom of SKS-Yugoslavia towards Albanians and the forms of resistance and political engagement of Albanians for the realization of civic and national rights (1919-1941).
		▪ Describes the daily life of citizens in Kosovo and other Albanian countries within the Kingdom of SKS-Yugoslavia.
	The world during World War II	▪ Describes the causes of the Second World War, its main stages and fronts, as well as aspects of the daily life of citizens and soldiers during this war.

		▪ Evaluates the creation of the great anti-fascist Coalition and argues for the victory of the allies against the Nazi-fascist Bloc. ▪ Distinguishes key concepts and aspects of the Holocaust and assesses the importance of war crimes punishments. ▪ Evidences diplomatic developments during the WW2 and analyzes the decisions for the new world order.
	The World during the Cold War 1945-1990	▪ Identifies the causes of the beginning of the Cold War and evidences local crises in the world during its period. ▪ Analyzes the main political, economic and social developments in the democratic countries of the West and compares them with those of the communist countries of the East. ▪ Discusses the process of democratization in Germany and Japan and evaluates the process of decolonization and its effects on the global level. ▪ Highlights scientific and engineering achievements in the world and illustrates their impact on daily human life and nature. ▪ Evaluates the social and cultural transformations of the 50-60s and evidences their effect on gender equality.
	Albanians during the Second World War and after it	▪ Evidences the attitude of the Great Powers towards the occupation of Albania and compares the Italian and German policies towards Albania during the period of its occupation 1939-1944.

		▪ Distinguishes the main political-military formations among the Albanians during the Second World War and compares their external orientation.
		▪ Explains the stages of the inclusion of Kosovo and other Albanian countries in the WW2, defines the administrative areas of occupation and compares the policies followed in them.
		▪ Evaluates the role of Albanians in the protection of the Jewish population during the Holocaust.
		▪ Analyzes the educational and cultural developments in Kosovo and evaluates their result in the general advancement of its population.
		▪ Explains the consequences of LDB in Albania, Kosovo and other Albanian countries, as well as evaluates the contribution of Albanians in the Anti-Fascist War.
		▪ Describes the phase of the installation of the communist system in Albania, Kosovo and other Albanian countries and evidences the changes in the economic plane in the countryside and in the city.
		▪ Analyzes the causes of the fall of the communist system in Albania, the resumption and steps in the development of political pluralism as well as the crises as a result of major social, economic and political contradictions.
	Southeast Europe during the Cold War	▪ Highlights the Balkan states included in the Eastern Communist Bloc and those that remained outside it, as well as the relations between them.

		▪ Discusses the causes of the fall of the communist system in the Balkans and evaluates the role of the democratic world in the transition period.
	Kosovo within the federal communist Yugoslavia	▪ Describes the position of the Albanians within the federal communist Yugoslavia and analyzes the forms of their organization and action for human and national rights. ▪ Analyzes the constitutional position of Kosovo as well as evidences developments in the social, cultural, educational and economic fields.
	The movement of Albanians for equality and freedom - the birth of a new European state - Kosovo	▪ Specifies the measures of the Yugoslav-Serbian regime in the political, constitutional, educational, health and economic spheres towards Kosovo 1989-1997. ▪ Highlights the forms of Peaceful Resistance of the Albanians and evaluates its contribution to the affirmation of the Kosovo Issue at the international level. ▪ Explains the causes of the beginning of the Kosovo Liberation War and highlights its main stages and battles. ▪ Evaluates the role of the international factor for the solution of the Kosovo Issue - its Independence and evidences the concrete help in its reconstruction and advancement in the economic, cultural, educational and political-democratic plan.
	The decline of the bipolar world order	▪ Analyzes the role of major democratic powers in the fall of communism and describes the global effects of the collapse of the bipolar

		order.
		▪ Identifies political and social movements in communist states and evaluates their role in the fall of communism.
		▪ Describes the daily life of people during the process of social, economic, cultural and political transition in the former communist states.
Norms, rights and responsibilities	**FLO: 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 to compare ethnic, cultural, social and religious differences and similarities in different places and periods. 3.2. Analyzes society's challenges (educational, cultural, economic and environmental) in time and space, using facts, and evaluates the influence of interest groups in the lives of ordinary people.	

Topics	Subject Learning Outcomes (SLO)
European integrations	▪ Identifies the beginnings and the main stages in the European integration process and highlights the leading bodies of the European Union. ▪ Explains the rights and responsibilities of EU members, as well as the stage of integration of Kosovo, Albania and other Balkan states in the EU.
Collective security (UN, Council of Europe, CSCE/OSCE)	▪ Identifies security, European and world cooperation organizations and analyzes the fulfillment of norms for inclusion in them. ▪ Explains the cultural and educational policies of the main international organizations. ▪ Evaluates the role of the UN in the protection

		of world peace and lists the responsibilities of its members.
Decision making and institutions	**FLO: 4. Gives ideas and proposals and makes decisions in a conscious and responsible manner** 4.1. Justifies the types of decision-making in daily social life, understands the need and importance of implementing democratic procedures throughout the processes. 4.2. Compares the different types of decision-making then and now, as well as reacts and expresses his attitudes towards negative events in the community where he operates and in society.	
	Topics	**Subject Learning Outcomes (SLO)**
	Institutions and decision-making	▪ Explains, with concrete examples, the electoral process in democratic states and specifies the role of state political bodies (parliament, government, president). ▪ Compares the features of democratic powers with totalitarian authoritarian ones, in different countries of the world, and appreciates the efforts for democracy and human rights. ▪ Analyzes the concept of transitional justice, the role of society and institutions in its realization, in post-conflict countries.
Environment, resources and sustainable development	**FLO: 5. Contributes to the preservation and protection of the environment as well as sustainable development** 5.1. Presents examples of how, as an individual and as a member of a group, you can contribute to sustainable development (resource conservation, recycling, etc.) in harmony with the preservation of the environment and biodiversity.	
	Topics	**Subject Learning Outcomes (SLO)**
	Globalization and	▪ Describes the effects of globalization (such as

	its challenges	trade, migration), the interdependence it causes between different countries of the world, and the impacts on the environment.
		▪ Discusses the rational use of natural resources for sustainable development and explains the responsibilities of states and international organizations for environmental protection.
		▪ Describes the characteristics of society consumption and highlights its positive and negative sides.
		▪ Identifies the elements of violent extremism and terrorism and measures to prevent it at the global level.

Methodological guidelines

The methodological approach to teaching and learning history should serve the education/awareness of historical knowledge. This approach involves the complex relationship between the interpretation of the past, the perception of reality today and expectations for the future. It also helps students to have historical thinking which is expressed through skills: how they will be able to place an event within the context, using different sources and challenging them, understanding cause and effect, continuities and changes as political and social processes and defending their views based on facts and arguments. Working with sources and with a multi-perspective approach should help students understand the complexity of history, the causes of change, and how events can be explained depending on the selection of sources and the questions that are posed to the sources and, in the classroom, encourage debate. In order to equip students in historical education that will result in them mastering historical thinking, the multiperspective approach will help them to consider different historical perspectives and, this means that students will understand the complex circumstances of the past.

Historical education with a multiperspective approach is achieved by using many data from many sources. During the teaching and learning of history, it is possible to use different resources in the classroom, which with the help of the teacher, the students will process the information, encouraging them to think and develop critical thinking in a systematic way, enabling the students to understand and distinguish what are facts and

opinions and what is propaganda. This approach is considered as a contribution of historical education to democratic citizenship.

The practical implementation of teaching planning for the subject of history must be related to the adequate use of selected methodologies, in harmony 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 the theoretical one. The teaching and learning of history should be oriented 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. "Thinking as a historian" depends directly on the requirements/tasks of the teachers, e.g. while dealing with the topic "World War II", the results in which the students have expressed the greatest interest can be turned into topics or "study issues" for the students. Consequently, the teacher defines the topics and asks the students to write an 'argumentative essay' citing at least three sources. They should research or find secondary sources such as from: internet, books, encyclopedias, documentaries and feature films, etc. and based on their findings to complete the school assignment. With this request/assignment, students will develop the competencies of effective communicator, creative and critical thinking, etc. The teacher should always take into account that teaching history should help students in solving conflicts in a democratic way, in judging rationally and argumentatively in the cultivation of 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 methods, strategies and different techniques helps the student to be encouraged in the learning process with interest and dedication. The teacher must also take care of the differentiated learning approach. Just as students are different, they also have different learning styles, so teachers in the classroom should practice different activities respecting all learning styles. Consequently, the teacher would have to harmonize the learning resources/materials and activities/tasks with different learning styles by asking some students to interpret and analyze a picture/map/caricature, etc. others to interpret and analyze the selected text, either from the textbook or another source, and some students to interpret and analyze a short video, and all these activities and resources will help students to interact with each other and complete the "picture" of the event or content that is covered in class. For this goal, a whole complex of procedures is applied, such as: new information, exercises/activities, individual and group work, research, tasks, demonstrations, work with projects, and others.

Demonstration is also an important part of the history teaching methodology. This method is effective in teaching and learning because of the visual impact. The teacher and the student, often trying to convey their thoughts, make movements by showing, doing, explaining by changing the tonality of the voice, etc. The demonstration mainly concerns the organization of any game in the classroom and outside it, eg: role play, competitions through associations, pantomime, etc. This method is acceptable to the student and helps the teacher to discover, develop and evaluate different skills in the student. Also, it develops effective communication skills by learning together, creative thinking skills, emotion management, individual and group responsibility, interactive and cooperative skills, and accountability socialism.

The teacher has an important role in orienting the student for the rational use of ICT and media, which helps him in obtaining and selecting information and preparing for successful engagement with concrete results. The organization of educational visits and purposeful excursions where students will have tasks (whether group or individual) also has an important role in the all-round development of the student. They enable the student to develop the skills of active listening, observation, research and observation, interpretation and discussion of various phenomena in the interest of society and the environment.

Oral History Methodology (Oral History) can provide a selective environment for students and teachers to learn, where students can connect old ideas with new ones, where mental schemas develop slowly and flexibly. Practicing this form of learning students will have the opportunity to learn more especially about the national history and lifestyle of their people and as a result they will get more information about the infrastructure and architecture of their country, about the people who have contributed to the physical changes in their country and to the construction of public - state institutions. When students collect historical data through eyewitnesses, they will be able to present their perspective on the historical event. This way you will develop curiosity for them to learn what they want to know more, not only from professional historians but also from family members, community, etc. Oral History gives students the opportunity to see different perspectives on historical events. Furthermore, the process of implementing Oral History improves critical thinking skills and also helps them identify between facts and different opinions. At the same time, it encourages students to have open conversations about different perspectives and improves students' communication skills. When students use Oral History they are better able to learn how to ask questions and listen to the answers given, think critically and develop empathy and imagination. Practicing this method allows students to interact socially, discover more and share their personal ideas about history with each other.

The teacher should also consider integrated teaching and learning. Adhering to the principles of the curriculum, it is necessary to aim for an integrative approach, where the topics/contents within the subjects of the field or other fields are treated in an integrated manner 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 teachers of history subjects with teachers of subjects within the field but also with teachers of subjects from other fields. For example, if students learn the personalities of the time in history, the content can be integrated with the Field of art, namely the subject of Figurative Art, where a joint and integrative mini-project can be planned. Students will draw or work with plasticine or clay the personalities and describe a story about them and present this in the form of an exhibition at school. In the subject of history, the major topics that society faces now and in the future are. The integrative approach helps the student to interpret the world and make the connection between education and training with his 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 a society with democratic values, and capable of functioning in a world interdependent, promoting sustainable development. This guarantees that the topics/knowledge are presented to the student in full and in coherence with each other.

Guidelines for the implementation of cross-curricular issues

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

With the history subject program for this age of students, all cross-curricular issues/topics can be integrated:

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

These topics can and should be interconnected and addressed during the elaboration of the topics foreseen by the program. For example, when dealing with the topic of Transformation of decision-making during the Contemporary Time, it can be very well

connected with the issue/topic of Education for democratic citizenship, where participation in decision-making can be explained in different disputes and periods, how their evolution has happened, etc. The same approach is also valid in the treatment of other topics/issues such as Education for sustainable development, which can be very well related to the results of the topic Scientific and technical advances and their impact on the quality of life and the environment. However, even for the successful implementation of cross-curricular issues/topics, a preliminary preparation and planning of the teacher is required. The teacher must identify program outcomes and topics that are related to cross-curricular issues/topics and plan the activities, tasks and outcomes that they want to achieve with the student.

Guidelines for assessment

Assessment is closely related to teaching methodology and requires compliance and consistency throughout the process. The teacher must harmonize the assessment with what he has planned, intended, to reach the student. Therefore, we must evaluate what we have set as the objective of evaluation, the knowledge, skills, behaviors, and attitudes of the students. Different forms and instruments can be used to evaluate students at this age, such as: verbal and non-verbal testing, evaluation of students during group work, evaluation of work in projects, observation of student behaviors and attitudes, development of skills, etc.

For all types of evaluations that should be made to the student, the reference points are the results of the subject, the field and those for competences. The teacher must find the most suitable forms for evaluating their achievements.
The approach to the new curriculum with competences aims to evaluate what the student is able to do, that is, the evaluation of the practical application of the knowledge acquired during schooling. Thus, the application of evaluation through the continuous observation of student achievements and keeping evidence for the goals of documentation and planning of further work with students is essential. Observation of group work and individual initiatives can also be evaluated through the technique known as the participation bulletin or what is called the checklist etc.

It is also important to cultivate the habit of self-esteem, which can be achieved by keeping the student's file, where he/she keeps his/her representative works, such as: interviews with family members, individual or group work on different topics, commitments others related to the results foreseen by the curriculum.

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

Guidelines for learning materials and resources

For learning history, sources, materials and historical evidence are of particular importance. In addition to textbooks, other sources can be used such as: alternative texts, atlases, newspapers, magazines, specialized literature, various handbooks, maps, various materials downloaded from the Internet, photographs, artifacts, sequences from various feature films and documentaries, various songs, etc. The selection of resources should be appropriate for the age of the student. It is preferred that during use there is a combination of different sources, e.g. a photo with a 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 must understand the complexity of history, the various causes of historical events, as well as their interpretation, prompting additional questions about sources and other findings of historical truth. The multiperspective approach will enable the student to consider different historical perspectives, which will help them to understand the complicated circumstances of the past. Historical awareness and education should be the basis of historical thinking, which is expressed by the skill of one's own research, the ability to dispute sources by defending and arguing one's own views.

Subject curriculum/syllabus
Geography

Content
Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

The Geography subject syllabus for the ninth grade has been built respecting the Curriculum Framework and Core Curricula of pre-university education, Competency Learning Outcomes (CLO), Field Concepts, Field Learning Outcomes (FLO) for Society and Environment, and the curriculum of lower secondary education.

In accordance with the teaching methodology (over the years of teaching the subject of Geography), implemented over decades in Kosovo, the curricular program of this subject comes after the basic-geographical knowledge achieved by the students regarding the spatial, technical and orientational aspects of knowledge physical-geographical and human-geographical acquired in the previous grades.

Through this subject, students will get to know the Balkan region, especially Kosovo and neighboring countries where the Albanian people live.
Since in the seventh and eighth grade students have acquired basic regional knowledge while studying the continent of Europe and other continents, getting to know the geographical features of the region in which the students live is easier and more accessible.

In accordance with the applicable didactic, pedagogical standards and the methodology promoted by this curriculum document, treating the Balkan Peninsula as a whole and constituent states, separate from each other with and for their specifics: students will understand the differences and similarities, the relationships between the parts and the whole, the advantages and disadvantages shown in the respective region, economic development and its lack in different states as well as other political, social and cultural differences (orientations) between states and peoples.

Goal

The goal of the Geography subject at this grade level is for the student to develop geographic knowledge and skills for the Balkan Peninsula as a space and its component states. The treatment is carried out with emphasis on Kosovo, Albania and other countries in the Balkans, where the Albanian population lives.

Through the FLO and SLO oriented geographical forms, the student will learn about the commonalities and differences, extent and limitations, shortcomings and advantages between the constituent states of the region.

Moreover, in this class, it is intended to develop the abilities, skills, values and critical and creative attitudes of the student respecting the structure: national, religious, cultural, social and others, which is present in the Balkan region, as a value of common to all without any distinction.

Topics and learning outcomes

The SLOs in this curriculum are based on the subjects of the course, in accordance with the FLOs and concepts of the field, in harmony with the CLOs. Students in the ninth grade achieve the learning outcomes of the subject 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. This gives freedom to teachers, in accordance with the concrete conditions, not necessarily equal (number of students, equipment, location, etc.), to be able to choose relevant methodologies based on the SLOs and FLOs and applying them. This autonomy gives space to the teacher to use alternative literature and multi-source information to achieve the goal set with this program.

The thematic program is built respecting the programs of the previous grades and the weekly norm of learning geography for the 9th grade. The content of the program deals with Kosovo, Albania and other neighboring countries of Kosovo. In contrast to the seventh grade where these states are treated, now the territories inhabited by Albanians are taught more widely.

Concept	FLO, Topic and SLO	
The individual, groups and social relations	FLO: **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. 1.3. Discusses the actions and important issues of citizens in local, national and wider level and their interdependence.	
	Topics	**Subject Learning Outcomes (SLO)**
	Geographical position, borders and size of the Balkan Peninsula and its component states	▪ Explains the geographical position of the Balkan Peninsula and the features of this position, the advantages and possible disadvantages of this position ▪ Describes the geographical position of Kosovo and its road connection through river

		valleys and mountain passes with neighboring countries
		▪ Analyzes the geographical position of Albania, highlighting its advantages (access to the Adriatic and Ionian Seas as well as the now better road connections with Kosovo and neighboring countries)
		▪ Distinguishes the constituent states of the Balkan Peninsula, compares them with each other and with the states beyond them, the geographical position in the Peninsula.
		▪ Analyzes the geographical position of Kosovo's neighboring states with emphasis on the territorial and ethnic continuity of the Albanian population: Kosovo - North Macedonia, Serbia, Montenegro.
Social and natural processes	FLO: **2. Researches social, historical, natural and environmental phenomena and processes, highlighting the interconnections, 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-geographic features of the Balkan Peninsula	▪ Distinguishes the general essential natural characteristics of the Balkan Peninsula.
	General natural features of Kosovo	▪ Argues through which morphological features (valleys, gorge valleys and mountain passes) Kosovo is connected to the surrounding countries and with which countries it has natural and ethnic borders. ▪ Explains the main features of geological construction ▪ Distinguishes the main types of rocks and useful minerals present in the territory of Kosovo ▪ Distinguishes the main relief units of Kosovo ▪ Distinguishes the climatic features and their approximate extent in the territory of the Republic of Kosovo ▪ Differentiates the main climatic elements between the plain of Dukagjini and Kosovo. ▪ Explains the basic hydrographic characteristics of the Republic of Kosovo. ▪ Identifies the main river basins in Kosovo ▪ Distinguishes the genetic types of lakes and their extent in Kosovo ▪ Explains the main types of land in Kosovo and their approximate extent ▪ Explains the main floristic and faunal features of Kosovo and the distinguishing elements between different regions within the country
	General natural features of Albania	▪ Explains the general natural features of Albania ▪ Distinguishes the main geotectonic characteristics ▪ Describes the main composition of the geological structure of Albania ▪ Distinguishes the main relief units that make up the country's territory

		▪ Analyzes the extent and influence of climate from south to west and from west to east of the country ▪ Distinguishes the main water bodies (seas, lakes, rivers, etc.) ▪ Describes the spread and fertility of soils ▪ Explains the spread of plants and animals and the factors influencing spread.
	General natural features of North Macedonia, Serbia and Montenegro.	▪ Explains the basic natural characteristics of North Macedonia, Serbia and Montenegro, including the factors: geological construction, main morphological units, main hydrographic objects, specific and determining components of climate, and biodiversity features of these countries, with special emphasis on the part of the territories where Albanians live.
Norms, rights and responsibilities **Decision making and institutions**	**FLO: 3. Critically examines and applies social norms and rules for common life in diversity** 3.1. Uses a variety of sources critically to explore and compare ethnic, cultural, social, and religious differences and similarities in different countries and periods. 3.2. Analyzes society's challenges (in terms of educational, cultural, economic and environmental) in time and space, using facts, and evaluates the influence of interest groups in the lives of ordinary people. **FLO: 4. Gives ideas and proposals as well as makes conscious and responsible decisions** 4.1. Justifies the types of decision-making in daily social life, understands the need and importance of implementing democratic procedures throughout the processes. 4.2. Compares the different types of decision-making then and now, as well as reacts and expresses his attitudes towards negative events in the	

	community where he operates and in society.	
	Demographic, cultural, economic and political-administrative specificities of the Balkan Peninsula	▪ Distinguishes several economic features (industrial, agricultural, touristic, etc.) of the Balkans ▪ Distinguishes the constituent states of the Balkan region ▪ Identifies the main languages and other ethno-cultural elements of the population and their extent in the Balkan Peninsula ▪ Distinguishes the spatial extent of the most dominant religions in the Balkans

	The socio-economic features of Kosovo	▪ Distinguishes the main regions of Kosovo (Eastern and Western regions) by differentiating them based on their natural and human features.
		▪ Analyzes the causes (factors) of the early population of Kosovo
		▪ Argues the antiquity of the Albanian population and other peoples in Kosovo
		▪ Explains the reasons for the change in the number of the Albanian population and other peoples during historical periods
		▪ Analyzes the differences in population density between regions within Kosovo
		▪ Explains the factors that conditioned the high birth rate, low mortality and high natural increase, explaining the main causes of these phenomena.
		▪ Describes the main characteristics of the population of Kosovo.
		▪ Explains the gender structure, age, level of education as well as the main groups of the population according to national and religious affiliation
		▪ Describes the factors that have influenced and influence population migrations and their main stages
		▪ Analyzes the connections of the diaspora with the homeland before and now
		▪ Distinguishes the main types of settlements in Kosovo
		▪ Explains the criteria for dividing settlements and their functions
		▪ Argues the connections between industrialization, urbanization and deagrarization
		▪ Distinguishes the natural and social factors that affect the economic development of Kosovo.
		▪ Evaluates the role of historical, political and social conditions in the economic

		development of Kosovo. ■ Evaluates the role of climate in economy and society ■ Assesses the role of water in economic development ■ Explains the importance of agricultural economy in the country's economy and development. ■ Argues the suitability of the geographical environment for the development of the agricultural economy. ■ Analyzes the natural conditions that Kosovo has for the development of agriculture. ■ Identifies the natural assets that Kosovo has and their impact on the development of industry and the economy in general. ■ Explains how the political and social conditions have influenced the industrial development of Kosovo. ■ Distinguishes the main branches of industry in Kosovo, describing their main features. ■ Defines on the map the most important industrial centers and regions of Kosovo. ■ Analyzes the factors that influence the future industrial development of Kosovo. ■ Compares the road network then and now as well as the perspective for the future in the development of transport ■ Analyzes the positive and negative sides of road, rail and air transport and their development. ■ Explains the main natural, cultural and social conditions that affect the development of tourism in Kosovo. ■ Identifies the main tourist areas, the tourist potential that Kosovo has and explains the role of tourism in the economy. ■ Evaluates the role of tourism, trade, transport, services and crafts in the economic development of Kosovo.

		▪ Analyzes the progress and challenges of Kosovo, towards EU membership.
	Socio-economic features of Albania	▪ Analyzes the main characteristics of the population of Albania (birth rate, mortality, natural increase, ethnic structure, age, gender and religious affiliation) ▪ Compares the similarities of the shrinking of the Albanian territories in the South of the country such as those in the north of Kosovo and the north-east or even the north-west of Albania ▪ Identifies Albania's natural resources and their role in economic development. ▪ Evaluates the tourist potential of Albania (coastal area, other mountainous areas and special natural and cultural beauties) ▪ Distinguishes the main areas with agricultural potential and impact on the country's economy.

		▪ Distinguishes the main stages of the socio-economic and political-cultural development of Albania from its independence to the present day. ▪ Analyzes the great change in the political, economic and migration process at the beginning of the 90s of the 20th century. ▪ Analyzes the extent of the main settlements in relation to the relief features of Albania. ▪ Distinguishes geographical regions and their main features. ▪ Analyzes Albania's progress and challenges towards EU membership.
	Socio-economic features of the Republic of North Macedonia, Serbia and Montenegro.	▪ Distinguishes the main human characteristics (economic, demographic, urban) of the Republic of North Macedonia, Serbia and Montenegro. ▪ Distinguishes the main economic branches of the Republic of North Macedonia, Serbia and Montenegro ▪ Explains the influence of historical, political and social conditions on the development of the economy and the main branches of the Republic of North Macedonia, Serbia and Montenegro. ▪ Explains the position of Albanians in the former Yugoslavia. ▪ Distinguishes the national and religious structure of the Republic of North Macedonia, Serbia and Montenegro. ▪ Evaluates the historical context of the main events and the damage to the land and ethnicity of the Albanians until today. ▪ Explains the distribution of Albanians outside the territory of the Republic of Albania and the Republic of Kosovo, using the map. ▪ Analyzes the common and special progress and challenges towards the EU membership of the states: Republic of North Macedonia,

		Serbia and Montenegro and Kosovo and Albania, compared to them.
Environment, resources and sustainable development	**FLO: 5. Contributes to the preservation and protection of the environment as well as sustainable development** 5.1. Presents examples of how, as an individual and as a member of a group, you can contribute to sustainable development (conserving resources, recycling materials) in harmony with the preservation of the environment and biodiversity	
	Topics	**Subject Learning Outcomes (SLO)**
	The challenges of Kosovo and the region face the demands for sustainable development	▪ Analyzes the areas most at risk from air, water and land pollution in Kosovo ▪ Analyzes the effects of pollution and its consequences. ▪ Analyzes the causes of land degradation (erosion, pollution, misuse) and their consequences. ▪ Shows applicable steps for sustainable development, with as few negative effects as possible. ▪ Tells about the challenges of the region and Kosovo in fulfilling the environmental directives for membership in the European Union.

Methodological guidelines

Teaching methods, techniques, and strategies, as part of the program, in the subject of geography are an important pedagogical instrument for successful teaching that promotes students' interest, inclusiveness, interaction, and research work.

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

Some preliminary preparation is required for successful teaching. Careful planning and selection of appropriate methodologies is key to effective teaching and learning. It is

recommended that the teacher carefully read the competency learning outcomes (CLO), the field learning outcomes (FLO) for Society and Environment as well as the subject learning outcomes (SLO) for the Geography subject. The outcomes are not only reference points for the selection of contents (teaching units) but also for the selection of strategies, methods and teaching techniques that will be applied during the lessons. Therefore, for effective planning of teaching, curricular documents must be taken into consideration constantly.

The methodology should be entirely at the service of acquiring and using the fastest and most accurate knowledge, habits, skills and geographical values, which contribute to solving problems in everyday life. Didactic methods must be combined with each other throughout the lesson, in accordance with the character of knowledge, subject results, as well as in function of new technologies that can be used by teachers and students.

In the program of this class, students will get to know the Balkan region and its main parts. They will get to know the main natural, demographic and economic features of the constituent states of the Peninsula. Therefore, teaching and learning, based on competences, requires 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 (students know the terms region, continent, island, peninsula and many other terms from the previous geography classes. It is recommended that the teacher measure, verify the level of knowledge and start the class program with pedagogic and professional maturity in accordance with the level of knowledge and the program requirements of this subject)

- encourage direct observation, curiosity, reasoning and judgment through demonstrations and observations in nature (whenever possible) carefully observing the interaction between human activity and nature.

- encourage critical, creative, and problem-solving thinking

- motivate the student, considering him cooperative and understanding that in the learning process the teacher and the student complement each other

- support independent and collaborative learning with others, through project work, group work, individual work, etc., applying the regions of the Peninsula as group designations.

- take into account the integration and relationship between the subjects of the field "Society and Environment", their applications in everyday life, as well as the inter-subject connection (this can become stronger if there is a better level of cooperation in professional activities at the school level)

- use multiple sources of information and appreciate the text as an important, but not the only, source for the fulfillment of competences

- use ICT as a support and facilitator of teaching and learning.

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

- Direct teaching (explanation, conversation, clarification, practical exercises and examples).
- Indirect teaching (review, discovery, problem solving).
- Teaching through questions (the technique of asking questions to students).
- Discussion and collaborative learning (in small groups, larger groups and with all students).
- Teaching that fosters critical, creative thinking and problem solving. For this to happen, the teacher must have such an approach in dealing with programmatic issues in front of the students. He, better than anyone else, can become an example of critical and creative thinking about the many spatial problems that are the objective of geographical studies.
- Teaching and learning through different tools such as: computer, photocopier, scanner, printer, camera, camera, results from GPS, compass, and other aids.
- Teaching that encourages research (the teacher must use interactive methods and communicate in this way not infrequently with students). By using a formal and quick questionnaire (forms with numbers, red, green or three variants), I can often measure and research the level of knowledge about the problems that have not yet been elaborated, and especially those that I intend to achieve further. strong in this subject).
- Learning in nature and visits to open spaces (if this is not possible then the mutual bringing of experiences from visits abroad of the teacher and students).

To deliver the syllabus, the teacher must also take into account the basic principles of the FC in the teaching of geography. During the implementation of the geography program, he guides the students so that, through their activities in the classroom, cabinet, etc., they can: recognize, observe, order, measure, mark, collect data, supervise, think independently, defend and argue their thoughts, starting from the known to the unknown, from the close to the distant, from the simple to the complex, from the concrete to the abstract, from the particular to the general. The teacher must be clear and maximally preoccupied in this direction, he must take practical examples in regional geography and related to the elements of the area where he and the students live. He, through the natural and human content of his surroundings, should create examples of comparison with other regions in the Region, which have significant differences or similarities.

For learning the theoretical, empirical and practical knowledge contained in the subject of Geography, a number of topics are created such as: geological-geographical, geomorphic

- geographical, climate-geographical, hydro-geographical, bio-geographical, economic-geographical, touristic-geographical, demo-geographical, etc.

Guidelines for the implementation of cross-curricular issues

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

Cross-curricular topics or activities that can be integrated into the Society and Environment field and to which this field can contribute are:

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

Education for democratic citizenship

In order to be a democratic society, it is necessary to prepare students from the lower grades of education. Geography lessons create a solid understanding of democratic systems and other systems active in the world today. The student prepares to be more responsible and respectful in the implementation of democratic norms in the country and abroad.

Education for peace

Regional studies, among others, focus on the foci of crises now and in the past as well as the social and economic impact they have caused. Therefore, for this and other reasons SLO from this course will create a solid fund of knowledge and stable views about the need for peace in any time and place.

Media education

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

Globalization and interdependence

The geographical treatments are compatible and in full relation with the globalization issues for which a specific SLO fund has been allocated. Migrations are one of the issues of globalization that can be used as school examples for the relation of cross-curricular knowledge.

Education for sustainable development
It refers to topics of general importance that affect students' taking responsibility for attitude and active action towards issues in the awareness and conservation of natural assets, at the local and global level. This includes issues such as: social, economic and environmental aspects.

The program of this class has specific content, e.g. as a topic: **Challenges of Kosovo and the region in the face of demands for sustainable development,** which can be related to this cross-curricular issue.

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

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

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

The assessment is a function of:
- providing the necessary information for the progress of students and their motivation to learn
- assessing practical and demonstration work
- identifying difficulties during the learning process
- drawing conclusions about student achievements during the learning process
- students' self-esteem
- improving teaching and learning.

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

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

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

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

Guidelines for learning materials and resources
The use of teaching tools in the teaching and learning process in the subject of geography helps to concretize ideas and phenomena, in the application of teaching methods and strategies, as well as makes learning more interesting and fun for the student. The successful use of the aforementioned methods and techniques cannot be realized without the necessary didactic tools, which can be of various types, such as: general, thematic maps, atlases, albums, photos, sketches, models, models, diagrams, graphic tools, educational films, computer, projector, CD, DVD, etc. Textual materials: textbook, workbook, atlas, maps, teacher's book, professional guide, dictionaries, newspapers, magazines, psychopedagogical materials, encyclopedias, etc.

While the teacher is responsible for creating a stimulating environment. He must ensure that the student has access to various learning resources. The list of valuable resources for the development of knowledge in geography is diverse: museums, maps, plans, paintings,

historical documents, audio-visual documents, participation in cultural and sports events, etc. Also, resources include information and communication technologies that students use as research tools and for the preparation of various projects and assignments.

Suggestions for using ICT

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

Subject curriculum/syllabus
Civic education
Grade 9

Content
Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

The subject of Civic Education in grade 9 differs both in terms of content and topics covered. The age of the students is already older, namely we are dealing with children aged 14-15. Civic Education of class IX helps the student not only to think critically and creatively, but also to act and express in a more real, fair and rational way. This course helps the student to become a successful student, a healthy individual, a productive contributor, and above all a responsible citizen, paving the way for a career and life skills.

The aim of this subject is to influence the student to become a worthy citizen of the country, with knowledge and skills to create good relations with people, and with nature, with social and scientific developments, always behaving correctly and cultured. For this goal, the subject contains topics related to civil society and its role, equal participation and respect based on gender and generations, as well as work, as a condition of economic development from which social well-being is created, then the role of education in social development, the Constitution of Kosovo as a guarantor of equality and diversity, human rights and their types, consumption, saving and efficiency.

The content of Civic Education for class IX is quite complex, because it contains knowledge, skills and habits related to various aspects of human life, starting from the social, educational, health, to the economic, scientific, legal, administrative, educational, etc. All these forms and aspects are mutually related and are reflected in the education process, therefore the basic knowledge from these fields is quite useful for civic education as well.

The student of this age should be interested, motivated, curious and active enough to understand the specifics of the country and society where he lives, compare them with the specifics of other countries and try to act by cultivating the practices of civic and human values. It must understand that a democratic society is based on the law, on respect for human rights, on respect for diversity, equality of opportunities, transparency, inclusiveness, solidarity and respect for human dignity.

Civic education helps the student to become an active and responsible citizen, to understand and correctly evaluate important decisions that concern themselves or others; to recognize, analyze and evaluate the impact and social changes (eventual benefits and harms), their functions and responsibilities; then, the risks associated with different factors of life and the measures to prevent or protect against them; for social welfare and the role of the state in this aspect; the law and the Constitution, in a word the rule of law; diversity, the role of education, consumer society, saving, human rights, 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.

Goal

For the student of the ninth grade, it is not only interesting to learn the subject of Civic Education, but also necessary, because the age of 14-15 years represents a delicate stage for the development of the personality, both in the sense of construction and physical and health development, as well as equipping with knowledge and skills for life, as well as the risk of deviant or delinquent behavior. This is the time when puberty is at its peak and the risk for children's wrong behaviors, influences and orientations is possible. Therefore, Civic Education guides the child for right and useful behavior and actions, both for himself and for his family, neighborhood and society.

The interest of the family, school and society is that the child, namely the student, achieves the life skills set forth in the Core Curriculum, i.e. to be: an effective communicator, a creative thinker, a successful student, a productive contributor, a healthy individual and a responsible citizen. The goal of the Civic Education course is to help students develop these skills and become worthy citizens of their country.

1. Topics and learning outcomes

SUBJECT PROGRAM: CIVIL EDUCATION, CLASS 9		
Concept	**FLO, TOPIC A and SLO**	
1. The individual, groups and social relations	**FLO: 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, long interpretation of different situations in relationships between individuals or social groups (in time and space). 1.3. Discusses the actions and important issues of citizens at the local level, national and wider and their interdependence.	
	Topics	**Subject Learning Outcomes (SLO)**
	Civil society and its role	**The student:** • Identifies the most active NGOs operating in the territory of the municipality and wider, as well as the activities for solving and dealing with various problems. • Classifies the various functions of civil society

		as: civic activism, advocacy, mobilization, monitoring, facilitation, promotion of democracy, transparency, combating authoritarianism, ensuring well-being and inclusiveness, aid and service.
		• Evaluates the role of civil society in realizing community interests, increasing volunteering, activating young people in the public sphere and promoting the values of democracy.
		• Compares the work of state institutions with that of civil society in the fight against corruption, abuse of the law, discrimination, inequalities and injustices.
		• Analyzes the charter, profile and public activities of any NGO operating in the community.
		• Argues the strong points and what are the weak points of the civil society in Kosovo.
	Public sphere and equal participation	• Compares the public sphere with the private sphere, highlighting their main differences and characteristics.
		• Estimates the need of young people to participate in the public sphere, not only with social networks, but also with concrete civic activities, counting on their own benefits, but also that of society.
		• Analyzes the forms or ways of participation in the public sphere (debates on social networks and in the media, involvement in civil society and community, involvement in politics, involvement in other public activities, such as: protests, promotions, petitions, support, criticism, voluntary work, etc.).
		• Discusses the transformations that have taken place in the public sphere and for the possibilities of including marginalized groups in it.
		• Evaluates the role of the media for the development of awareness campaigns for inclusiveness in the public sphere and in decision-making.
		• Supports civic activities for the regulation,

		maintenance, functionalization and beautification of public space, both in the city and in the countryside.
	Genders and generations	- Identifies differences and similarities between genders and generations, criticizing the division of social roles based on these differences. - Values solidarity and cooperation between genders and generations, suggesting synergistic actions (the joint commitment of all) for the benefit of the community and society. - Examines the relationship between gender and power by addressing gender and age inequality. - Assesses the nature of differences in sexual orientations, including combating prejudices and respecting the freedoms and rights of the LGBT community, between generations.
2. Social and natural processes	FLO: **2. Researches social, historical, natural and environmental phenomena and processes, highlighting the interconnections, interdependencies and mutual interactions.** 2.1. It compares social, historical, political, economic and cultural events as well natural and environmental phenomena, explains their causes and consequences and the impact they have on people's lives. 2.2. It 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.	
	Topics	**Subject Learning Outcomes (SLO)**
	Work, economy and welfare	**The student:** Defines work as a necessary condition for existence and as an activity aimed at ensuring

			human well-being and social development.
		•	Explains the different economic systems and the differences between them in different periods of history.
		•	Explains the different sectors of the economy, the connection between them as well as the need for balanced development of the different sectors of the economy.
		•	Discusses work, employment and self-employment in terms of the development of the local economy and its connection with the global one.
		•	Evaluates the role of technology in creating the opportunity for the inclusion of individuals and organizations in the global labor market, taking into account the provision of online services.
		•	Estimates the role of work and profession in ensuring personal well-being, but also the role of the state in ensuring social well-being.
	The role of education in social development	•	Assesses the importance of education for the development of skills and abilities that enable the individual to join the labor market, in public life, but also in the global economy.
		•	Analyzes the role of education for social development, taking into account new fields of knowledge and professions, especially those related to contemporary science and technology.
		•	Estimates the role of education in acquiring humane and civic values that enable social progress by fighting ignorance, injustice, prejudice, discrimination, social exclusion and violent extremism.
		•	Explains the education system in Kosovo, recognizing its past, especially that of the 90s, the challenges of the population during that time, the mobilization of society, volunteerism and all-round efforts to create a safe future and a society of equal for all.
		•	Evaluates the importance of professional education, preparation and training of young

		people for the labor market according to local needs.
3. Norms, rights and responsibilities	FLO: **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 **to** compare ethnic, cultural, social and religious differences and similarities in different places and times. 3.2. **Analyzes** society's challenges (in terms of educational, cultural, economic and environmental) in time and space, using facts, as well as evaluates the influence of interest groups in the lives of ordinary people.	
	Topics	**Subject Learning Outcomes (SLO)**
	The Constitution of Kosovo - guaranteeing diversity and equality for all	**The student:** ▪ Analyzes the general principles of the Constitution, focusing on the principles that guarantee cultural, social, value, religious, ideological diversity, etc. ▪ Evaluates the meaning and significance of the basic constitutional principles that regulate behavior in society, the relationship of the individual with the other, with society, with the state. ▪ Examines the way of organization and functioning of the state, the inter-institutional relations according to which life in a multi-ethnic society is made possible. ▪ Deals with the relationship of the individual with society in constitutional democracy. ▪ Evaluates the influences of society on the formation of the human personality as well as the education for the inviolable human rights. ▪ Discusses with others the constitutional rules related to the protection of nature and biodiversity. • reviews the constitutional provisions that regulate common social life in an independent and democratic state. • Analyzes state sovereignty, forms of government and divisions of power.

		• Values the importance of legal equality and the right to use native languages for everyone. • Discusses the importance of state secularism for religious diversity and the free belief of everyone. • Values the rights of communities as favorable principles, in terms of political representation, employment, consultations and necessary decisions.
4. Decision-making and institutions	FLO: **4. Gives ideas and proposals and makes decisions in a conscious and responsible manner** 4.1. **Justifies** 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, and reacts and expresses his/her attitudes towards negative phenomena in the community where he operates and in friends.	
	Topics	**Subject Learning Outcomes (SLO)**
	Human rights-and their types	**Student:** • Analyzes Human Rights – the concept, idea of human rights, their importance, source, history and validity. • Examines the difference between natural and positive rights, as well as the obligations of the state to recognize and respect them, the rules and legal determinations of their applicability. • Analyzes the concretization of these rights through laws and by-laws, the mechanisms of supervision of the applicability of these acts as well as the monitoring of the supervision mechanisms. • Explains human right to life, inviolability of life and body, human dignity, right to equality and equal treatment, personal integrity, right to be free, right to property, active and passive right electoral, right and freedom to believe, freedom of organization, etc. • Analyzes the concept of transitional justice, its goal, function and method of applicability in the

		Republic of Kosovo.
		• Examines the rights and obligations of the institutions that enable transitional justice.
		• Explains the relationship of local legal provisions with international acts in order to realize transitional justice in the punishment of crimes against human rights.
		• Analyzes the political, economic, social, cultural, gender rights recognized by the constitution, including the right to quote representation in the Assembly.
		• Evaluates the constitutional provisions that define equal rights and opportunities for women to participate in political, economic, social, cultural and other areas of social life.
		• Discusses the importance of accepting as directly applicable the convention on the elimination of all types of discrimination against women.
		• Examines the right of women to inherit property and wealth.
		• Analyzes the rights and obligations arising from the marital and family relationship.
		• Evaluates the reflections that the applicability of human rights have on women's rights.
		• Analyzes the rights of children and the obligations of legal and natural persons, including the state itself, for their well-being.
		• Examines the rights of equal treatment for illegitimate children, for children with one or no parent.
		• Evaluates the constitutional obligations for guaranteeing children's rights in terms of the prohibition of violence, exploitation, abuse.
		• Discusses the constitutional obligations of the state and all the institutional mechanisms so that any of their actions that affect the rights and obligations of the state are in the interest of children.
		• Assesses the rights and obligations of children and marginalized groups, for schooling and

		education and state guarantee for their provision
		• Assesses the importance of applicability in the Republic of Kosovo based on the Convention on the Rights of the Child.
		• Examines the prohibition of dangerous forms of work for children, which pose a risk to the child's life, health, and normal psycho-physical development.
5. Environment, resources and sustainable development	FLO: **5. Contributes to the preservation and protection of the environment as well as to sustainable development.** 5.1. **Presents** examples of how, as an individual and as a member of a group, you can contribute to sustainable development (conservation of resources, recycling of materials) in harmony with the preservation of the environment and biodiversity. FLO: **6. Effectively uses Information and Communication Technology and other contemporary technologies** 6.1. Categorizes and uses different types of media sources to analyze social and historical events as well as geographic and environmental phenomena. 6.2. Uses technology for various subject-related presentations social, historical, natural and environmental.	
	Topics	**Subject Learning Outcomes (SLO)**
	Use of eco-friendly technology for the environment (green technology)	**The student:** • **Distinguishes** the effect of using eco-friendly technology for the protection of the environment and resources. • **Identifies** models of practices of using eco-friendly technologies (green technology) that do not harm the environment
	Consumption, saving and efficiency	• Discusses daily individual and family consumption, criticizing habits for excessive or unnecessary consumption. • Evaluates the quality of the goods and services that are offered to us in our daily life, taking care of the origin of the goods, its composition, value and durability. • Evaluates the role of associations for the protection of consumer rights, for their work to protect consumers from the danger posed by

		smuggled goods and substandard services.
		• Discusses issues such as the depletion of resources and the need to save water, energy, conservation of fertile land, forests, biodiversity, etc.
		• Values the need to reduce costs, reuse and recycle things, and promotes saving as a value of eco-citizenship.
		• Values the use of efficiency as an opportunity to make various improvements in the way of living and in meeting daily needs, with as little material or financial expenses as possible, but also of time.

Methodological guidelines

In order to achieve the expected results for this class, it is much more important to understand the goal of the Civic Education course, which helps a lot in equipping students not only with knowledge and life skills, but also with educational, humane, intellectual and scientific values. For this reason, there are many methods, strategies and techniques that the teacher should use in teaching.

Civil society and its role - it is recommended that the student research the variety of local and international clubs, associations and organizations in different ways, to find out their advantages and shortcomings; to assess the benefits and harms, and even the dangers of their absence in a society with consolidated democracy, excessive exposure, or abuse of them as different interest groups. Also, since we live in the age of the Internet, and with extremely advanced technology, every student should know how to research useful sources and data, including the official websites of civil society organizations and institutions operating in the Kosovo, to bring different materials to class and debate about them. Students divided into groups can share the roles or tasks, for example, if it is about the role of an organization or association, debate who is for and who **is against the influence of civil** society in society presenting different criticisms and points of view.

Regarding the topic "**Public sphere and equal participation",** the teacher can invite to the class a well-known activist from the public sphere to explain his or her experiences, forms or ways of participation in the " Advanced Lecture" technique. the public sphere. This would then bring debates in the classroom, would motivate involvement in civil society, engagement in the community, involvement in politics, and in other public activities, such as: protests, promotions, petitions, support, criticism, etc. In this way, the

students would have better understood the role of the media for the development of awareness campaigns for inclusiveness and decision-making in the public sphere,
in civic activities for the maintenance of public space, for its functionalization and beautification, both in urban and rural settlements.

Genres and generations - can be realized through the observation of daily life in the environment where he lives, through the conversations he has in the narrow and wide family circle, through the use of materials from the media, but also the research that the student does on the Internet, understood in based on the teacher's recommendations, comparing the treatment of gender diversity and that of generations, today and in the past. The fair treatment of cultural diversity in this context is a barometer of civic education and one of the defining elements of identity. Differences are certainly observed from region to region, as far as this topic is concerned, because it is known that even the structure of the population itself is quite heterogeneous. pertains to cultural diversity, differences and similarities on a regional basis. In these circumstances, the teacher must take notes, write them down and then rank them, drawing out differences and similarities between genders and generations. Of course, this helps us to gradually come to the analysis and comparison of forms of solidarity, cooperation between generations and genders acting synergistically for the good of the community.

Work, economy and well-being - for this topic the teacher has the opportunity to use different methods and techniques. For example, one of them had been the tabular way of presenting three columns. In the WORK column fill in the most useful aspects of it. More important is to analyze the benefits that come from work and employment. Then it continues with the column ECONOMY and finally WELFARE, where presenting their important elements, simultaneously understanding their mutual connection.
Another form of realizing this topic would be internet research and comparison of local economies in relation to the global one. The goal is that the form of work highlights commitment and the development of skills to love and appreciate work, employment, choosing a profession, to develop professional skills, making the most of the conditions offered by society. To understand online services, students under the supervision of the teacher, can go directly to the Internet and connect with any company that offers online services.

The role of education in social development - regarding this topic, the teacher chooses those forms of work that express the main aspects or elements of the educational system. For example, the debate opens "Which will be the most useful profession that will bring me satisfaction and well-being".

It is more important to note the role of education for social development, taking into account new fields of knowledge and professions, especially those related to science and technology in contemporary society.

Debates bring freedom of expression and thought, and the teacher must know how to spread debate culture. In this form, the student manages to identify the criteria of education in the acquisition of humane and civic values that enable social progress by fighting ignorance, injustices, prejudices, discrimination, social exclusion and violent extremism.

As for the education system in Kosovo, knowing its past, especially that of the 90s, the challenges of the population during that time, the mobilization of society, volunteerism and the opportunities for the future, the student best this challenge of the time would be better known by visiting the house, now a museum, in Kodra e Trimave in Prishtina, which is otherwise called "House-school".

The Constitution of Kosovo guarantees diversity and equality for all - for familiarization with the basic principles of the Constitution, focusing on the principles that guarantee legal equality for all, ethnic diversity, cultural, social, value, religious, ideological diversity, etc., the teacher is best to bring the document to words in the classroom environment (meaning the booklet version). The work is carried out in groups with students. In classroom situations, students will be able to analyze the chapters of the entire document in groups. The teacher will take care of this type of analysis.

Another form would be to bring the expert to the class and through interactive questions opinions will be exchanged in the form of feedback information.

Human rights and their types - is a topic that always gives the opportunity to find methods in order for the student to highlight the ability of reasoning, analysis, investigation of differences, comparison, creativity, etc. The teacher must foresee in time the results and the aim of the competences that the topic in question requires. For example, the issue of Human Rights is known from the previous grades and since it is the last year of lower secondary education, (SHFMU) the requirements should also increase. The forms of work that would be used in this case would be:

- Bringing international human rights documents to the classroom
- The behavior of the expert in the classroom and the discussion about the respect of Human Rights
- Visit to organizations dealing with Human Rights, protection of victims, etc.

Use of eco-friendly technology for the environment – to learn this topic the student should research on the internet about eco-friendly technologies or green technology. In addition to the websites from which one can be informed about the possibilities, fields, needs and trends of the application of this technology, the student can also install various

applications. Finally, students can also discuss environmental habits, with daily actions that protect the environment, resources, nature, biodiversity, health and life.

Consumption, saving and efficiency - to get familiar with this issue, the teacher should use examples from students' daily life situations and their habits related to consumption and saving. Thus, various issues related to daily personal and family consumption would be identified, criticizing habits for excessive or unnecessary consumption. Through the conversation, we will talk about the use of goods and services that are offered to us in our daily life, taking care of the origin of the goods, their composition, value and durability.

The student will have the opportunity to learn about organizations or associations for the protection of consumer rights and the work they do to protect consumers from the danger posed by smuggled goods and substandard services.

Also, this topic could be realized through the technique - Analysis of Semantic Features (ATS). This technique is done in tabular form and with key words, for example, depletion of resources, saving, consumption, water, energy, conservation of fertile land, forests, biodiversity, reduction of expenses, reuse, recycling and eco-citizenship.

As for using efficiency as an opportunity to make various improvements in the way of life and in meeting daily needs, with as little material or financial expenses as possible, but also of time, the teacher should invite an expert to the class (engineer) of this field. The student, in addition to the knowledge he will achieve on this matter, must develop the skills and know how to use the benefits of efficiency.

In short, the teachers of Civic Education of the 9th grade have the opportunity to use different interactive methods such as: simple lecture, reading, audio/visual, demonstration, discussions, practice visits, etc.

Teachers have the opportunity to use these methodologies as well, such as: learning with the student at the center, inclusiveness, differentiated learning, respecting different learning styles (visual, auditory, kinesthetic), etc.

Also, the following methods clarify and concretize the specifics of the Civic Education subject:

- **Discussion in pairs and small groups** - can be used on most topics but especially on the topics: civil society and its role, public sphere and equal participation.
- **Plenary discussion, individual written work -** can be used on the topics: Gender and generations, Work, economy and well-being.
- **Exchange of analysis for the moral dilemma** - can be used on the topic: Constitution of Kosovo, guaranteeing diversity and equality for all, Human Rights and their types.
- **Teacher-supported analysis** - more specifically can be used on the topic: The role of education in social development.
- **Writing (compilation) of stories, plenary discussion -** can be used in all topics.

- **Structured critical analysis, small group analysis and discussion, consensus building and negotiation, personal notes** - can be used in a special way on the topic: Work, economy and well-being.
- **Group work, negotiation, reasoning and argumentation, critical evaluation, research work, individual and group presentation** - can be used on the topic: Consumption, saving and efficiency.
- So, the complex or various package of methods and techniques constitutes the teaching strategy and that it is in function of the principles of the Core Curriculum, always taking into account the potentials, interests, learning styles of the student and the possibility of connecting the teaching topics with situations vital.

Guidelines for assessment

The evaluation is done with the goal of monitoring the student, his progress in the learning process, mastering the skills and actions that help him in creating the attitudes and values that the school cultivates in the student. The assessment is closely related to the methodology, the necessary didactic tools and requires consistency throughout the process. It is realized in different forms, just like teaching, e.g. various tests such as: verbal and non-verbal tests, formative and summative assessment, presentations of various projects, group activities, etc. Assessment as an important process by teachers is also done for diagnostic, formative and summative goals. For evaluation, the teacher can also use these forms/methods as follows:

- Individual and group discussion where the teacher makes individual and group assessment, **continuous observation of student achievements** by **keeping records.**
- Negotiation, critical assessment, research work, presentation in groups, assessment through projects, etc.

Above all, the goal is to observe the process of acquiring knowledge, behaviors, attitudes and the degree of achievement of the student's skills and abilities, and ultimately of self-assessment so that the student is educated to accept the real assessment and aim for higher achievements.

It is believed that evaluation is the most difficult part in 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 evaluation system almost weaves itself and successes are not missing. Depending on the needs, each teacher must be a good strategist in finding fair and adequate forms of evaluation, of which there are always many. And if these are missing, then an overview of the different aspects of the evaluation should be presented in a tabular manner, in order to see when the student needs improvement, when it is realized and when it is achieved. The other advantage of

the assessment, according to the UN, is that the assessment can be divided into periods (three periods during a school year), which represents another much easier practical opportunity in terms of the student's progress and monitoring of achievements. his in a permanent way.

Guidelines for the implementation of cross-curricular issues
In the field of "Society and Environment", specifically in the subject of Civic Education of the ninth grade, the important cross-curricular issues are the following:
- Education for democratic citizenship
- Education for peace
- Globalization and interdependence
- Media education
- Education for sustainable development.

Cross-curricular issues during the implementation help students to recognize the processes that occur in society:

- **Education for democratic citizenship -** can be related to the topics: The role of education in social development, Human Rights and their types.
- **Education for peace -** can be related to these topics: The Constitution of Kosovo as a guarantor of diversity and equality for all, Civil society and its role.
- **Globalization and Interdependence -** can be linked to most of the topics presented above, but more specifically to Gender and Generations, Work, Economy and Wellbeing
- **Media education –** can be linked to the topic: Public sphere and equal participation, but also to the topic Use of eco-friendly technology for the environment. Using apps on smart phones, then navigating through websites to learn green technology is part of both media and environmental education.
- **Education for sustainable development - is** closely related to the concept: Environment and sustainable development, as well as to the special topic: Consumption, saving and efficiency.

Guidelines for learning materials and resources
Civic Education can be realized through different learning resources and materials. Not only the basic text, but there are also many other resources and tools available, such as: exercise books, workbooks, brochures, newspapers, magazines, posters, blogs, websites, various maps, lexicons, encyclopedias, daily newspapers and periodicals, radio-television programs, YouTube, various projects, published reports, posters of public activities, applications and software programs, conversations with people, interviews with prominent personalities, educational visits, field visits, excursions, inter-institutional

collaborations, visits experts in the classroom, visits to the theater, cinema, concert, film festival, etc.

Of course, all these resources must be provided by the teacher in cooperation with the school staff, parental staff, etc. This includes other materials from UNICEF, UNESCO, the Council of Europe and other well-known international organizations. With the help of the teacher, the student can also be a very worthy helper in providing these working materials. He/she should be engaged to research as much as possible independently, individually or in a group, on certain topics and of interest to him, based on the Program of the subject "Civic Education" for the ninth grade.

CURRICULUM AREA: PHYSICAL EDUCATION, SPORTS AND HEALTH

Subject curriculum/syllabus
Physical education, sports and health

Subject curriculum/syllabus
Physical education, sports and health
Grade 9

Content

Introduction

Goal

Topics and learning outcomes

Methodological guidelines

Guidelines for the implementation of cross-curricular issues

Guidelines for assessment

Guidelines for learning materials and resources

Introduction

The subject program for the ninth grade, in the field of physical education, sports and health, is designed on the basis of the Curriculum Framework of Pre-University Education and the Core Curriculum. This subject program is a conclusion of the second level and the fourth level of curriculum. It serves the teacher for the planning, realization and evaluation of the teaching activity and the achievements of the students during the school year for the ninth grade, it also helps you in the realization of cross-curricular topics through the program of the field of physical education, sports and health.

The program presents the teaching topics and the results of the topics that must be achieved during a school year. The naming of the topics is made in accordance with the concepts and results of the curriculum area, for each topic of the subject program, therefore it is the competence of the teacher to determine the number of teaching lessons to achieve the subject results. Also, the subject program includes the goals of the subject which are defined for this class, the teaching methodology which includes the instructions which can help the teachers in achieving the results foreseen by the curriculum. Assessment guidelines are an important part of the program as they provide ideas and guidelines to guide teachers around assessment.

student achievements. In the last part of the program, instructions are given for didactic materials and resources and teaching tools that can be used by teachers to motivate students, stimulate their progress in order to create habits and skills necessary for life.

Goal

The goal of the subject program for the ninth grade in the field of physical education, sports and health is to give students of this age information, knowledge, skills and dexterity which enables them to develop and practice habits, attitudes, qualities, values and behaviors that will help them grow and develop healthy. Considering that this is the age when students go through rapid growth and development changes, then the information and skills that are given at this age should be in accordance with the developments that the student goes through. The goals set for this subject include:

- To know people, services and to know they require professional support for maintain physical, mental, social and emotional well-being;
- To be active participants in various sports activities, athletics, gymnastics, combat sports, etc.;
- To be able to apply the rules of individual and collective sports;
- To know the foods they consume, their content, origin and function Theirs;
- To know about the negative effects and consequences of narcotic substances;
- To know and use natural resources for the development of physical skills and

health.

Achieving the defined goals is done through the learning results for the subject, using methods, techniques, concretization tools that are in accordance with the content being treated.

Thematic/teaching units
- Various professional services
- Anthropometry and motor skills
- Rhythmic and sports gymnastics
- Athletics and other sports
- Team sports
- Malnutrition and dehydration
- The influence of addictive substances
- Camping

Concept	FLO, TOPIC and SLO	
Complete physical, mental, emotional and social well-being	**1. Identify people and services in the environment where you live and know where to seek services and professional support to maintain physical, mental, social and emotional well-being**	
	Topics	**Subject Learning Outcomes (SLO)**
	Various professional services	- Drafts a project for professional services that are needed in certain cases; - Presents, through various forms, professional services that affect the maintenance of general well-being.
Comprehensive and harmonious development of the body through physical and sports activities	**1. Takes an active part 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, implements and communicates the rules of team sports by reinforcing motor skills and movement skills during the practice of tactics of collective movement sports.**	
	Topics	**Subject Learning Outcomes (SLO)**

	Anthropometry and motor skills	• Describes anthropometric measurements and analyzes them with previous years presenting arguments for the situation according to IBM; • Demonstrates motor skills while measuring tests and compares the results achieved with the preliminary results by analyzing the level of achievement.
	Rhythmic and sports gymnastics	• Performs various popular and modern dances and composes free rhythmic exercises; • Demonstrates various exercises on gymnastic equipment and comments on the role of muscles in performing the exercises
	Athletics and other sports	• Applies the techniques of Athletics disciplines by developing physical skills: strength, speed, dexterity, endurance, flexibility and coordination of movements. • Applies the general rules during the game and demonstrate the technical-tactical skills in individual sports (Table Tennis, Tennis, Badminton, Swimming, Skiing, Combat Sports)
	Team sports	• Takes an active part in the implementation of sports games by collaborating with peers and demonstrating technical and tactical skills during the game in team sports (Basketball, Volleyball, Soccer and Handball); • Describes and interprets the rules of team sports.
Promotion of active and healthy lifestyle	**1. Identifies, through practical activities, the main components of food, their origin (source), function and describes the connection between energy, food and physical health**	
	Topics	**Subject Learning Outcomes (SLO)**
	Malnutrition	• Classifies harmful foods and analyzes their

	impact on physical health
and dehydration	• Recognize the signs of dehydration and understand the necessary steps for prevention.

Awareness of the impact of the use of addictive substances	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 misuse.	
	Topics	Subject Learning Outcomes (SLO)
	The influence of addictive substances	• Analyzes the positive effects that substances have on the human body • Analyzes the negative effects that substances have on the human body • Describes the legal norms that determine the use of different substances.
Education on the environment and sustainable development	1. Use natural resources for the development of physical abilities and health, taking care to respect the environment where it operates	
	Topics	Subject Learning Outcomes (SLO)
	host	• Actively participates in day camps organized in nature by schools or local organizations • Drafts a project for the organization of a sports activity in nature

Methodological guidelines

The use of different teaching methodologies for physical education, sports and health for the ninth grade is a condition for achieving the learning outcomes foreseen by the subject program. The good organization of the learning process means that the students are placed in concrete practical situations, where they experience and try the moving and sports elements. In the planning and selection of teaching methods and techniques in the teaching of physical education, sports and health, you should consider:

- Learning outcomes through key competencies.
- Building knowledge, skills and movement habits based on previous content
- Teacher-student cooperation

- Creative activities such as movement games, sports activities, which connect physical education concepts with real life situations.
- Concrete didactic tools and materials (assistant) and technological ones such as: cd, DVD, computer, tape recorder, sketches, projector, etc.

Well-planned teaching creates the necessary conditions for successful learning and facilitates the work of both the teacher and the student. Through various student-centered teaching methods and techniques, the teacher must create an atmosphere that makes them feel free, develop their knowledge, skills and habits. It is important for the student to develop learning in concrete activities where he builds and further develops subject and key competencies. Through physical and sports activities, students also develop movement habits, physical qualities, movement imagery and motor sensitivity at a higher level, seeking argumentation and interpretation of facts, requests, interests and actions, etc.

Teaching itself is an interactive process, and it has to do with the fact that its main function and goal is learning. This is the basic characteristic of all student-centered methods and techniques that are used in the ninth grade, including other methods and techniques that ensure a comprehensive teaching for all students, such as: the verbal method, which is widely used in teaching of physical education, sports and health, then the demonstration method is very efficient for the acquisition of new movements by students, the method of practical exercise, the integral (whole) method of practical exercise is used to present the exercise as a whole with all its component parts, the analytical (partial) method helps in the acquisition of complex and more difficult exercises, discussion, brainstorming and others which the teacher selects depending on the content of the topics.

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

Guidelines for cross-curricular issues

The links between different curriculum areas occupy a special place in the subject of physical education and sports due to the nature of the knowledge that the educational system already offers, but also because it is in the interest of everyone to do the best for the best possible education. students, as it helps him to understand, reinforce and put into practice the acquired knowledge. The subject "Physical education, sports and health" is related to other curricular areas and combines with other sciences, through which students gain knowledge about phenomena and phenomena, which by supporting the subject "Physical education, sports and health" in in general, and the physical education process in particular, can greatly enhance the learning experience for students.

The implementation of cross-curricular issues will help the development and completion of the content of the field for the achievement of all competencies defined by the Kosovo Curriculum Framework. Some of the cross-curricular issues that help 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 success);

- The 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, the expectations of citizens from the media and fair and safe use);

- Education for sustainable development (economic, services for the community; security, protection of the natural and human environment and the development of ecological attitudes);

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

- Personal development and life skills (education for consumption and savings; respect for oneself and others, tolerance, self-restraint, ability to negotiate; 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 results of the field affect cross-curricular issues, so attention will be paid to the adequate treatment in the teaching units. However, it is the primary job of the teacher who during his/her work pays attention to cross-curricular issues so that in the planning phase they always analyze teaching units with which cross-curricular issues are related in order to ensure the learning of integrated which aims to include all important social aspects to be treated by different subjects and with different perspectives which also enable the achievement of the competences defined by the CC.

Guidelines for assessment

The goal of the evaluation 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, the determination of the level of performance for each student. Competency-based assessment contains accurate, detailed feedback information, educational and constructive content that helps the student achieve learning outcomes and mastering competencies.

The teacher, in accordance with the basic principles of evaluation, ensures the use of all types of evaluation, which are defined as necessary to evaluate the achievements of students, in order to support learning and teaching.

Student assessment is done through:

- Continuous assessment (assessment for learning),
- Evaluation of the student's subject portfolio,
- Assessment by test/summative task (learning assessment).

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

A portfolio can also be used to evaluate the achievements of students in the subject of Physical Education, Sports and Health. The evaluation of each portfolio task is based on the criteria that the teacher sets, based on the type of task given. The student portfolio is an assessment and self-assessment opportunity that summarizes the student's performance during the school year. Also, the portfolio can contain practical thematic tasks, photos and CDs demonstrating motor skills for different lines of the program, engagements in different school activities, etc. The evaluation is based entirely on the results of the subject program and the teacher should not evaluate the students for those results that are not described in the curriculum. The objective of assessment is not only knowledge and skills, but also skills, attitudes and values. The objective of the evaluation is not only the knowledge and skills, but also the attitudes and values of the students. In the following, we are giving ideas about assessment techniques that can be used by the teacher, for example:

- Verbal description of movements to be improved;
- Encouraging words and expressions are used during learning;
- Written tests;
- Active participation during the lesson;
- Essay (individual or group research on different topics of the field);
- Video recordings;
- Tactful correction of wrong movements;
- Checklist.
- Active participation in elementary games during the lesson
- With a point system for special exercises.
- With scoring system for composed dance.
- With points for individual actions.
- With points for the best group during the game or competition

To these evaluations, evaluations on activation in various sports activities can be added.

Guidelines for didactic materials and learning resources and tools

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

For the most successful realization of the teaching field Physical education, sports and health, A wide range of learning resources should be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopedias, educational software, projects, various studies, analyzes and reports of the relevant subject and books others.

Teachers and students can engage in the design and use of learning materials, eg: the results of children's projects can become valuable learning resources for the class and students. Teachers must research and adopt the materials continuously in order to enrich their teaching, make it as attractive, appropriate and in this way help the students to understand and acquire the learning contents provided by the subject program.

CURRICULUM AREA: LIFE AND WORK

Subject curriculum/syllabus
Technology with ICT

Subject curriculum/syllabus
Technology with ICT
Grade 9

Content
Introduction
Goal
Topics and learning outcomes
Methodological guidelines
Guidelines for the implementation of cross-curricular issues
Guidelines for assessment
Guidelines for learning materials and resources

Introduction

In the field "Life and Work" in grade IX, the main subject is the subject "Technology with ICT". This course aims to develop independent work, practical and research skills in students for solving various computing challenges, as well as critical thinking while creating models in practice. Within this subject, modules will be developed which aim to fulfill the main concepts of the field "Life and work" for the IV degree, such as:

- Technology including ICT;
- Career Counseling and Guidance;
- Work and Education for entrepreneurship; and
- Education for sustainable development.

Through Technology and ICT, students will be introduced to design skills, materials technology, electronics, programming, hardware integration with software programs, transportation technology and know how to choose their professional orientation, through their idea of the future, as well as work and education for entrepreneurship. Curriculum level IV – reinforcement and orientation, aims to orient students to consider different career options.

Goal

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

Subjects and learning outcomes Students in ninth grade achieve subject learning outcomes (SLO) for the subjects defined in the table below, derived from area learning outcomes (FLO) Life and Work, graded fourth of the curriculum (level IV) in the Core Curriculum for lower secondary education.

Concept	FLO, TOPIC and SLO
Technology including ICT	**FLO:** **1. 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 other extracurricular facilities. **3. Use of technology for daily life and work.** 3.1. Uses tools, equipment and machines based on instructions and

manuals for use.

3.2. Describes the technological process of using natural energy resources.

4. Use of ICT to advance learning and the quality of daily life.

4.1. Applies knowledge from ICT to the presentation of certain processes.

4.2. Uses computer programs for practical implementation of learning units and topics.

6. Promotion of safe conditions for life and work.

6.1. Identifies and prevents the various risks that may occur in the place where you work.

8. Communication in/for life and work.

8.1. Researches and uses various sources of information for education, training for the market

work in order to select options for career guidance.

9. Social, economic and environmental development.

9.1. Develops activities on issues of social justice, ethics and well-being, connecting with

social, economic and ecological factors.

9.2. Analyzes and evaluates the advantages of using different types of energy in preserving the environment where you live.

Topics	Subject Learning Outcomes (SLO)
1. DESIGN SKILLS	**The student:** - Demonstrates basic and advanced principles of technical drawing through CAD software (eg, AutoCAD, Kitchen, etc.). - Analyzes the drawing of objects of different sizes and special commands in CAD. - Uses the CAD computer program for the realization of practical ideas, objects of certain dimensions. - Creates projects through technical drawing presenting creative ideas (e.g., kitchen, living room, similar objects, etc.).

	2. MATERIALS TECHNOLOGY	**The student:** - Describes conducting, insulating, and semiconducting materials and explains their use and processing with hands-on classroom activities. - Describes how to organize the workplace in the technology cabinet with proper instructions from the teacher. - Uses electrical installation materials for their recognition through practical activities. - Describes the electromagnet and its application in engineering. - Demonstrates various measurements with measuring instruments (measurement of current, resistance, electricity and others). - Creates various practical examples with electrotechnical materials in school and outside. - Uses different simulators for practical work with electrotechnical materials.
	3. ELECTRONICS	**The student:** - Describes the function of electronic elements through various examples and presentations. - Features graphical representation of resistance value, color-coded numbers, color-coded tolerance. - Shows the implementation of integrated circuits in concrete electronic devices, describing the construction of integrated circuits. - Describes the function performed by semiconductor elements (diodes, transistors, thyristors, etc.).

		• Distinguishes passive and active electronic components physically and in electrical schematics (different types of resistors, capacitors and coils; different types of diodes and transistors; optoelectronic components). • Identifies the main characteristics of electronic components. • Describes the function and use of microcontrollers in everyday life and in industry/business. • Uses various microcontrollers to perform hands-on activities in and out of the classroom (e.g., Microbit, Arduino, etc.). • Creates various practical ideas, projects with microcontrollers by programming various parts towards realization and solving problems.
	5. INFORMATION AND COMMUNICATION TECHNOLOGY	**The student:** • Analyzes ICT development trends and employment opportunities available at home and abroad. • Shows the steps to create an account (e.g., Prezi). • Describes the role of basic tools to create presentations. • Create presentations through online platforms. • Creates parts of the text through Text Editors (e.g., Word) while preserving the original form from which the text was taken (book, newspaper, etc.) • Describes the role of the Operating System, Application Programs and Drivers in the computer, etc. • Shows the installation steps of

		various applications such as the Operating System, Application Programs, various Drivers, etc.
		• Understands the concept of computer programming in the context of Scratch.
		• Uses the various online instructional resources available to learn Scratch.
		• Creates a simple project in Scratch.
		• Extends the Scratch project by adding animations and music.
		• Applies programming concepts (such as: sequences, loops, events) and practice testing and debugging by working on their own projects.
		• Creates a project in e.g. Scratch that tells a story or an event of choice.
		• Uses various simulators for assembling computer parts and explains their function (e.g., PC.Building.Simulator, etc.)
		• Carefully use communication in social networks (Facebook, Instagram, etc.) and online games, avoiding damage to privacy.
		• Implements computer maintenance in terms of continuous storage and cleaning from Viruses, Spyware and Malware etc.
		• Uses the importance of the power of social networks and their impact on the emotional health of students.
		• Uses computer programs for online learning.
		• Creates virtual classrooms with specific applications and pages.
		• Creates various projects aimed at protecting young people from negative phenomena by using social networks as a free tool for their

		promotion. • Creates projects that aim to increase awareness of the importance of environmental protection, using social networks as free tools for their promotion.
Counseling and career guidance	**FLO:** **1. Practical work at home, at school and in the community.** 1.1. Analyzes voluntary work, employment and self-employment. **2. Improving personal qualities for life and work.** 2.1. Demonstrates skills necessary for career guidance approach. **7. Preparation for professional life and future career.** 7.1. Analyzes the preferences of the desired profession, arguing them with personal desires, knowledge and skills. **8. Communication in/for life and work** 8.1. Researches and uses various sources of information for education, training for the labor market in order to select options for career guidance.	

Topics	Subject Learning Outcomes (SLO)
6. CAREER	|The student: • Identifies forms of employment and self-employment. • Identifies personal values and understands the importance of decision-making (interpretation of values test in IVAP). • Researches through interviews various occupations and gathers information about job types (eg, analyzes occupation interviews and job types on Busulla.com). • Identifies the requirements of the desired occupation and compares them with personal knowledge and skills. (interpretation of the result of the Potential Test). • Researches necessary information

222

		about courses, profiles and training centers for personal interests.
Work and education for entrepreneurship	**FLO:** **1. Practical work at home, at school and in the community.** 1.4. Plans and develops practical activities through project work at school, home and other extracurricular facilities. **3. Use of technology for daily life and work.** 3.1. Uses tools, equipment and machines based on instructions and manuals for use. **4. The use of ICT to advance learning and the quality of daily life.** 4.1. Applies knowledge from ICT to the presentation of certain processes. **5. Entrepreneurship and business development exercise.** 5.1. Analyzes the labor market and prepares pilot business plans, individually or in groups, and presents them through various forms of Communication **6. Promotion of safe conditions for life and work** 6.1. Identifies and prevents the various risks that may occur in the place where you work. **7. Preparation for professional life and future career.** 7.1. Analyzes the preferences of the desired profession, arguing it with personal desires, knowledge and skills. **9. Social, economic and environmental development.** 9.1. Develops activities on issues of social justice, ethics and well-being, connecting with social, economic and ecological factors.	
	Topics	**Subject Learning Outcomes (SLO)**

	7. WORK AND EDUCATION FOR ENTREPRENEURS	**The student:** • Describes the product from idea to business plan. • Processes the product (from materials suitable for the product) from the entrepreneurial idea. • Presents the signs of danger at work and the possibility of protection at work (Presentation through Prezi). • Engages in activities in the protection of the environment at school and the place where he lives. • Creates a page on social networks for awareness in environmental protection.
Education for sustainable development	**FLO:** **1. 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 other extracurricular facilities. **4. The use of ICT to advance learning and the quality of daily life.** 4.1. Applies knowledge from ICT to the presentation of certain processes. 4.2. Uses computer programs for practical implementation of learning units and topics. **9. Social, economic and environmental development.** 9.1. Develops activities on issues of social justice, ethics and well-being, connecting with social, economic and ecological factors.	
	Topics	**Subject Learning Outcomes (SLO)**
	4. APPLICABLE TECHNOLOGIES	**Student:** • Creates various environmental protection projects using electronic components (e.g., Microbit kit, Arduino, etc.). • Describes the use of electronic devices

		for orientation in time and space (e.g., maps.me, google maps, google earth, etc.).
		• Analyzes the operation and use of application programs as well as various commands of electronic devices (electronic board configuration, Android application).
		• Use application programs of different telecommunication systems for navigation and exchange of information in digital form (e.g., trip advisor, jelp, etc.).

Methodological guidelines

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

In the new NFC, the basic teaching methodologies are:

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

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

Teaching and learning based on cross-curricular issues

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

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

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

The methodology relates the specific contents of the teaching subjects in order to achieve the results in the learning of the learning fields with the learning results of the main competencies - for grades and levels. Almost the entire activity of the field "Life and work" is based on practical work. The methods used in this field should enable the concretization of theory in practice.
Cooperative learning enables students to learn actively and express their practical skills. Cooperative learning promotes higher-order thinking, raises motivation and morale, teaches interpersonal skills, promotes understanding between students and groups, etc.

See the practical guidelines: life and work areas.

Guidelines for the implementation of cross-curricular issues
Within the curriculum area "Life and work," one of its important goals is the realization of cross-curricular issues. This will help in achieving the key competencies envisaged by the NFC. Some of the cross-curricular issues that should be taken into consideration at this level, but that can be addressed continuously at other levels as well, are:

- Media development through projects;
- Knowing the environment and promoting a clean environment;
- Language and communication skills in different languages through programs;
- Gender equality and tolerance;
- Voluntary work;
- Skills for life;
- Development of coding, programming and control of various ideas and devices.
- Cross-curricular communication through ICT.

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

Guidelines for assessment
Based on the two types of learning outcomes at the curricular level (CLOs and FLOs) and on the annual, bimonthly and then weekly lesson plans, as well as monitoring and evaluating the performance of students in relation to these plans, it must be in compliance with the types of assessment, as defined in the NFC, respectively the CC (Chapter VII). This means that during the entire school (teaching) year, the continuous assessment of each student's performance will be done and the focus should be on achieving the results that are planned in the bimonthly, weekly and lesson plans. On the average of the continuous assessment, respectively on the arithmetic average of the numerical grades that the student has been assessed by the teacher throughout the school year,

the final assessment is made at the class level and for each CURRICULUM AREA, subject, the student is assigned a letter/number grade, such as foreseen in the CC. The same procedure should be continued with the assessment in subsequent classes, within the given curricular level and thus, to reach the final assessment, at the level of the curricular level (read the final and final assessment procedures in the CC, Chapter VII).

The assessment should now be based on AI 08/2016, which clearly defines the division of the assessment into periods, also the assessment based on the relevant scale.

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

- First, for the specific curricular area, we determine which outcomes of the competences planned in the lesson plans we will measure.
- Second, we determine the level of achievement of competence for the age of the students because these results, as we know, must be reached at the end of the scale and are not broken down.
- Then, the topic or learning unit through which we measure the competence result is determined.
- Finally, the evaluation criteria and adequate techniques and instruments are determined through which the competency learning outcomes (CLO) are measured.

Guidelines for learning materials and resources
https://www.roomsketcher.com/
https://www.autodesk.com/education/free-software/autocad
https://www.kitchenplanner.net/start/r:v49/#step=1

TOPIC 2 –

www.phet.colorado.edu

TOPIC 3 –

https://microbit.org/
www.Phet.colorado.edu
https://www.arduino.cc/
TOPIC 4 –

www.maps.me
https://www.google.com/maps
https://www.google.com/earth/
https://www.tripadvisor.com/
www.jelp.com

TOPIC 5 –

www.prezi.com
www.scratch.com
www.microbit.com
www.facebook.com
www.instagram.com

TOPIC 6 –

www.comsulla.com

TOPIC 7 –

www.prezi.com
www.weebly.com
www.comsulla.com