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

Ministria e Arsimit, e Shkencës dhe e Teknologjisë
Ministarstva Obrazovanja Nauke i Tehnologije
Ministry of Education Science and Technology

CORE CURRICULUM

FOR LOWER SECONDARY EDUCATION IN KOSOVO
(Grades VI, VII, VIII and IX)

2012

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Republika e Kosoves
Republika Kosova-Republic ofKosovo
Qeveria-Vlada -Government
Ministria e Arsimit, e Shkences dhe Teknologjise- Ministarstva za Obrazovanje Nauku i Tehnologiju-Ministry of Education Science &Technology

Kabineti i Ministrit IKabinet Ministra *I* Cabinet of the Minister

No 290/01B
Date:22.10.2012.-

Minister of Education, Science and Technology (MEST), pursuant to Articles 4, 21, 22 of Law no. 03/L-189 on State Administration of the Republic of Kosovo (Official Gazette, no. 82, 21 October 20l0) and based on Article 8, paragraph 1.4 and Annex 6 of the Regulation no. 02/2011 on Administrative Areas of Responsibility of the Office of the Prime Minister and Ministries (22.03.2011), as well as in the Curriculum Framework of Pre-University Education of Republic of Kosovo approved by Decision no. 262/08 dated 29.8.2011, issues:

DECISION

1. Document approved: Core Curriculum for lower secondary education in Kosovo.
2. The document: Core curriculum for lower secondary education in Kosovo is completed and applicable in pre-university education of Kosovo.
3. The Decision shall enter into force upon its signing

Reasoning

The document: Core curriculum for lower secondary education, aims continuous and progressive changing of the pre-university education in the Republic of Kosovo, establishes the foundation for enhancing the quality and the equality in the implementation of the curricula for all students. This document would serves as a good basis for drafting and implementation of a range of other documents, plans and programs, textbooks and other pedagogical guidelines for the development of second level education in pre-university education, therefore it is decided as in the disposition of this decision.

Decision is submitted to:
1. Cabinet of the Minister;
2. GS Office ;
3. DPE Department;
4. LD;
5. Archive.

Prof. dr. Ramë Buja, minister

Minister remark

Students, teachers, parents, representatives of education and you citizens of the Republic of Kosovo, a year ago, Ministry of Education, Science and Technology of the Republic of Kosovo, following the adoption, has brought Curriculum Framework of Pre-University Education in Kosovo in the hands of all those who in any way are connected with university education. Whereas, based on this document - Core Curriculum, it is promoted the new vision much more broken-down and concretized of the Government of Republic of Kosovo.

This document is dedicated and serves to teachers, students, parents , school directors and the community in general. The importance of the Core Curriculum, structure, aims and principles of pre-university education are of a weight of a basic document, which defines and regulates the ways of teaching, learning, methodology, assessment, etc. The contents of this document are compulsory as to their application for all public and private educational institutions in the Republic of Kosovo.

Core curriculum contains all the structure of the pre-primary, primary, lower secondary upper secondary education. Substance of the contents define in detail the features of education at all levels of the pre-university education, learning competencies, curriculum stages, learning outcomes, curriculum areas, teaching plans, teaching by choice, guidelines (methodologies) for organizing the teaching process, assessment of students and other aspects related to the implementation. These documents, I believe shall fulfil all the requirements of the society for each formal level of pre-university education. Thus, new opportunities are created to develop students' knowledge, skills, attitudes and values, cultivating personal and national identity of state and cultural affiliation, promoting general cultural and civic values, developing responsibilities towards yourself, towards the others, towards society and the environment as well as to prepare for life and work in different social and cultural contexts, developing entrepreneurship and the use of technology as a process and lifelong learning.

With the professional commitment it is enabled the application of the Core Curriculums in coherence and sustainability of all formal levels of pre-university education. This objective is achieved by relying on the principle of inclusiveness, development of competences, teaching as well as integrated and coherent learning, in autonomy and flexibility at the school level as well as on responsibility and accountability. Principles those that will necessarily will have impact on the enhancement of quality of the education.

All core curriculums documents are structured around a system of six major competencies and are built upon seven curricular areas.

I want to assure all those to whom the document is dedicated, that the formal levels of pre-university education in Kosovo comply with the International Standard Classification of Education (ISCED) compiled by UNESCO. Therefore, I hope that the crucial and long-term sustainability job is done so that the core curriculums be applicable to all formal levels of pre-university education, ranging from pre-primary grade and primary education, for lower secondary education, upper secondary education (for gymnasia and vocational schools). The Ministry is thus fulfilling yet another objective from the government project so that this document enables progress in the development of students' competencies, in developing successful teachers and parents to know to accurately track the achievability of their children. The Core Curriculum enables the drafting school based plans and programs, textbooks and other resources as well as many other documents that facilitate teaching and learning based on competencies. With this important and reflective reform step, the education system of the Republic of Kosovo is being completed and the commitment to finalize our project for the European education with international recognition is demonstrated.

Sincerely,

Prof. Dr. Ramë Buja, Minister

Abbreviations

CC	Core Curriculum
LRS	Learning results per stage
CA	Curriculum area
CS	Curriculum stage
KC	Kosovo Curriculum
KCF	Kosovo Curriculum Framework
LRA	Learning results per area
MEST	Ministry of Education, Science and Technology
Sk	Skills
S	Subject
LOS	Learning outcomes per subject
Pp	Plan and program
T	Topic
LOT	Learning outcomes per Topic
WG	Working Group

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The importance of Core Curriculum

The Core Curriculum is a document that makes applicable, in Kosovo schools, the Kosovo Curriculum Framework, adopted by the MEST in August 2011. With this document the results and competencies are determined for different areas of life, expressed through factual and procedural knowledge, skills, attitudes and values that should be developed at students during certain timeframes as well as approaches, implementation methodologies, monitoring and assessment. Also, this document sets out the allocation of time across the Curriculum areas and linkages between them, which enable progress in the development of competencies among students.

The Core Curriculum document supports:

- students- in their gradual development, in developing competencies for life-long learning and in easy social integration by preparing them to face life challenges;
- teachers - in the successful planning and implementation of their work with students - learning activities in the classroom and outside the classroom, in answers to the questions: Why and for what purposes students should learn; What, When, How much and How the students have to learn, as well as What, When and How to assess student achievements –implementation and effectiveness of learning activities , and
- parents - in accurate pursuing of the achievement of competencies of their children in certain periods of time based on knowledge, behaviour, feelings and attitude that they manifest in different life situations, in harmony with the learning outcomes areas and curriculum stages.

The structure of pre-university education

Formal levels of pre-university education in Kosovo comply with the International Standard Classification of Education (ISCED), compiled by UNESCO, there are differences as to structure's composition of the Core Curriculum of ISCED 1, within which enters pre-primary grade, which is integral part of pre-primary education. All formal levels of pre-university education are divided into formal sublevels, with the designation - Curriculum stages, that have specific purposes and are in function according to their each and every designations (See in the table below the designations for each Curriculum stage in section 2 of this document).

Core curriculums (are drafted) for all levels of formal pre-university education, as:

- Core curriculum for early childhood development (birth - 5 years);
- Core Curriculum for pre-primary grade and primary education;
- Core curriculum for lower secondary education;
- Core Curriculum for lower secondary education (Core Curriculum for gymnasias and Core Curriculum for vocational schools).

<table>
<tr><th>International Standard Classification of Education (ISCED)</th><th>Formal levels of pre-university education in Kosovo</th><th colspan="2">Curriculum stages</th><th>Core Curriculums</th></tr>
<tr><td rowspan="2">ISCED 3</td><td rowspan="2">Upper secondary education (grades X-XII)</td><td>Grade XII</td><td>Curriculum stage 6: consolidation and specialization</td><td rowspan="2">Core Curriculum for grades X-XII of upper secondary education</td></tr>
<tr><td>Grades X-XI</td><td>Curriculum stage 5: Basic general and personal development</td></tr>
<tr><td rowspan="2">ISCED 2</td><td rowspan="2">Low secondary education (grades VI-IX)</td><td>Grades VIII-IX</td><td>Curriculum stage 4: Strengthening and orientation</td><td rowspan="2">Core Curriculum for grades VI-IX of lower secondary education</td></tr>
<tr><td>Grades VI-VII</td><td>Curriculum stage 3: Strengthening and orientation</td></tr>
<tr><td rowspan="3">ISCED 1</td><td rowspan="3">Primary education (Grades I-V)</td><td>Primary education Grades III-V</td><td>Curriculum stage 2: Strengthening and orientation</td><td rowspan="3">Core Curriculum for pre-primary grade and grades I-V of primary education</td></tr>
<tr><td>Primary education Grades I-II</td><td rowspan="2">Curriculum stage 1 Basic acquisition</td></tr>
<tr><td rowspan="2">ISCED 0</td><td rowspan="2">Pre-school Education</td><td>Pre-primary grade</td></tr>
<tr><td>Age 0-5</td><td>Curriculum preparatory stage Education in early childhood</td><td>Core Curriculum of pre-school education</td></tr>
</table>

Each core curriculum is in line with the overall goals of pre-university education and is applied respecting the fundamental principles arising from the Kosovo Curriculum Framework.

The goals of pre-university education

Each formal level of pre-university education should develop students' knowledge, skills, attitudes and values in accordance with the requirements of a democratic society, by:

- cultivating personal, national identity, state and cultural affiliation,
- promote overall cultural and civic values,
- developing responsibilities towards itself and others, towards society and environment,
- training for life and work in different social and cultural contexts,
- developing entrepreneurship and the use of technology,
- training for lifelong learning.

Pre-university education principles

Applicability of Core Curriculum assures coherence and consistency across all formal levels of pre-university education based on these principles:
Inclusion of children and young people equally in qualitative education;
Development of competencies, which are reflected in the learning outcomes that are expected to be achieved progressively and consistently by all students in different periods of schooling;

Integrated and coherent teaching and learning, that promotes full learning, reflecting the inter-linkages and interdependencies of nature and man-made world with knowledge and information that students have for them;

An autonomy and flexibility at the school level in the implementation of the Core Curriculum and optional part that is reflected in drafting the annual learning plan as well as teaching and learning methodology;

Responsibility and accountability, which are reflected in the creation of a culture for continuous assessment - the tracking down the progress in implementing the Curriculum's requirements through the collection and analysis of data, documenting the challenges and solutions, towards a better presentation in fulfilling the requirements of the Curriculum and raising the quality of education.

Common issues of core the curriculum's documents

All core curriculum documents are structured around a system of six key competencies, in accordance with pre-university education goals and seven curricular areas.
Six present competencies in all core curriculums are:

- Communication and expression competence;
- Thinking Competence ;
- Learning competence;
- Life, work and environment competence;
- Personal Competence;
- Civic competence.

Whereas, seven curriculum areas present in all core curriculums are:

1. Languages and communication;
2. Arts;
3. Mathematics;
4. Natural sciences;
5. Society and environment;
6. Health and welfare;
7. Life and work.

Learning outcomes for each stage and learning outcomes for each area make distinguishable the competencies and curricular areas from each formal level of education and each curriculum's stage (see sections II and III of this document).

The structure of the Core Curriculum

The Core Curriculum in itself contains the following structure:

- The overall scope, structure and description of the corresponding formal level of education system
- The scope of the Curriculum's key stages for formal corresponding level
- Learning outcomes for Curriculum's key stages, which express the necessary level to achieving the main competencies upon completion of each Curriculum's stage
- The mode of using learning results for key curriculum's stage in the learning and assessment process.
- Requirements of progress through formal education levels, including minimum requirements for transition from one key Curriculum stage into another
- Criteria and assessment modes
- Curriculum areas and their scope across main Curriculum stage
- Learning outcomes per Curriculum areas for each Curriculum stage
- How are used learning outcomes per areas in learning/teaching and assessment process
- Requirements of progress in the Curriculum areas, including minimum requirements for transition from one key Curriculum stage to another
- Criteria and evaluation modes
- Learning plan and program
- Subjects within the Curriculum areas and their scopes
- Guidelines (methodologies) for organizing the learning process
- Students assessment
- Aspects related to the implementation.

II.

Core Curriculum for lower secondary education grades VI - IX

1. Core Curriculum

The Core Curriculum for lower secondary education is a fundamental document that regulates the process of teaching, learning, methodology and assessment, etc., at the second level of education in Kosovo. This document, provisions of which are set by MEST, is compulsory for all education institutions in Republic of Kosovo. The core curriculum is drafted based on the Kosovo Curriculum Framework.

This document serves teachers, students, parents, school directors and the community in general. The curriculum provides equal opportunity for all students and provides inclusion and opportunities for success, regardless of their difficulties. It enables students to develop deep understanding of their roles and responsibilities as citizens; helps students to cope with different social and moral issues and circumstances that they face in their lives.

2. Core curriculum structure

The core curriculum presents a detailed description of:

- Lower secondary education
- Learning competencies for this level
- Curriculum stages
- Learning outcomes per Key Stages
- Curriculum stages
- The teaching plan
- Optional learning
- Guidelines (methodologies) for the organization of the learning process
- Students' assessment
- Other aspects related to implementation

The Core Curriculum covers seven curriculum areas, which are determined by the central education authority (MEST) and as such are compulsory for all (public and private) schools in Kosovo.

3. Lower secondary education (grades VI - IX)

Lower secondary education provides students with new challenges for their cognitive, physical, personal, social and moral development. Their natural curiosity should be further encouraged in order to ensure that knowledge, skills, values and attitudes gained at this level, make a sustainable foundation for further levels of education. The main goal of this level is to prepare students for further education and career orientation with the help of a mentor/professional counsellor. This level helps students to develop their personal interests and defines their expectations of future as clearly as possible. At this level the curriculum is enriched by exposing students to a wider scope of experiences (ex. combination of conceptual and practical approaches; abstract thinking and contextualized actions, contact with actual and virtual reality), in order to help them identify their preferences and interest areas.

4. Learning competencies

The key competencies are reflected through learning outcomes which are general in nature and define what needs to be achieved in a progressive and consistent way throughout compulsory education. Competencies involve an integrated and coherent system of applicable and transferable knowledge, skills and attitudes that will help students face the challenges of the digital era, a free market and knowledge-based economy in a world of interdependent relations. The competencies envisaged in the curriculum framework derive from the general pre-university education aims and defines the main learning outcomes that students need to achieve in a progressive and consistent way throughout their pre-university education. The key competencies envisaged for the pre-university education system in Kosovo are:

1. Communication and expression competence
2. Thinking competence
3. Learning competence

4. Life, work and environment-related competence
5. Personal competence
6. Civic competence

The competencies of communication and expression, thinking and learning competencies are of an instrumental nature: they form the basis for the other competencies that are more context and content linked, such as competencies needed in private, public and professional life.

Communication and expression competencies ("Effective communicator")

With the purpose of developing as personalities, learn and participate actively in society, it is important that students and young people it is important that they understand messages addressed to them and to express adequately through language, symbols, signs, codes and artistic forms. In order to communicate effectively, students are encouraged to use independently, critically and creatively the tools and possibilities of communication and expression.

Thinking competencies ("Creative Thinker")

In addition to being able to identify and access appropriate information/knowledge sources, students need to develop the capacities to approach knowledge and process it critically, creatively and interactively.

Life-long learning competencies ("Successful student")

For a "successful student", school should be engaged so as to continuously foster the curiosity and interest of students to learn, as well as to develop learning competencies. In addition, the school should also be aware of effective learning styles and strategies.

Life, Work and Environment Competencies ("Productive contributor")

Schools are engaged to prepare students to work independently and to build awareness on their role in protecting and fostering the environment.

Personal competencies ("Healthy individual")

Schools prepare students effectively and constructively to get involved in family and social life as well as work. In this context, students are supported to become aware for themselves and to have self-confidence, but at the same time to be open and have trust in others.

Civic competence ("Responsible citizen")

Learning to live together is treated as the main challenges of today's and tomorrow's world. This competency ensures that students are able to act as responsible citizens, taking into consideration the narrow and wide context.

5. Curriculum stages

Curriculum Framework of Pre-University Education of the Republic of Kosovo defines the concept of the Curriculum stages based on the number of common features related to socio-emotional development of students.

Curriculum stages have in common:

- Competencies to be achieved
- Requirements of progress
- Mechanism for organizing of learning experiences
- Evaluation Criteria

Curriculums stages for lower secondary education

The Curriculum Framework defines Curriculum Key Stages as periods of 1-3 years that have a number of common characteristics in terms of social-emotional development of students. The Curriculum stages represent the reference point for the progress of learning, organizing learning activities, and the approach and assessment criteria for mastering the competencies of KCF. The Core Curriculum for level two consists of two Stages – Stage 3 (grades VI and VII) and Stage 4 (grades VIII and IX).

<table>
<tr><th>International Standard Classification of Education</th><th>Levels of formal education</th><th>Curriculum Stages</th><th>Grades</th><th>Age</th></tr>
<tr><td rowspan="4">ISCED 2</td><td rowspan="4">Lower secondary education (grades-VI-IX)</td><td rowspan="2">Curriculum Stage 4: Enforcement and specialization</td><td>IX</td><td>14</td></tr>
<tr><td>VIII</td><td>13</td></tr>
<tr><td rowspan="2">Curriculum Stage 3: Further development and orientation</td><td>VII</td><td>12</td></tr>
<tr><td>VI</td><td>11</td></tr>
</table>

5.2. Stage learning outcomes

Stage learning outcomes describe what student should know, believe, assess and be skilful to do at the end of a Curriculum stage. Results include a range of domains, such as: knowledge, comprehension, skills, attitudes and values. Learning outcomes are envisaged to reflect acquisitions from all students upon completion of a Curriculum stage, but they do not cover everything that students have learned or should have learnt during a certain stage. They express the essential requirements of the achievement of main competencies upon a completion of a certain Curriculum. The results of learning per stage promote further integration of Curriculum areas in the function of development of the main competencies determined in the Curriculum framework. They express expectations of teachers, education authorities, parents and society in relation to the concrete measurable achievements of students at the end of each Curriculum stage. Learning outcomes represent the condition for transference from one stage to another.

Stage 3 – Further development and orientation (grades VI and VII)

This stage aims to deepen the knowledge within several learning areas, by ensuring the starting base for academic and career orientation. Students are exposed to challenges such as:

- development of abstract and complex thinking (e.g., high intellectual skills), necessary for better understanding the world and the oneself as well as for problem solving;
- fostering of interest for deeper knowing of oneself, others and the social and natural environment;
- development of self-assessment skills;
- development of skills for effective communication, including mathematical, scientific and artistic codes;
- extension of opportunities for verbal and written communication in their mother tongue, in the English language and in the second foreign language /one of the official languages;
- development of responsibility for active participation in social life and for environment protection;

By the end of Stage 3 (grades 6 and 7) students are expected to have mastered the following achievement competences:

No.	Learning outcomes for Stage 3 and Key Competencies 3	Level of student's achievement					Types of support for students			
		1	2	3	4	5	Remedial support	Manners	Support for talented	Manners
I	**Communication and expression competence - Effective communicator**									
1.	Reads fluently with appropriate intonation a certain text being it narrative, descriptive, scientific or journalistic text…etc, and comments on it based on a verbal or written request.									
2.	Listens actively questions and comments made by others regarding the presented topic on a certain area, coming out with questions, comments, clarifications and proposals.									
3.	Draws the key message he/she has read or heard from a source, such as: a book, newspaper, magazine, Internet, radio, TV, etc, it comments about it and uses it as a reference during the drafting of a project/written task									
4.	Expresses his/her opinion on a certain topic or artistic presentation, verbally or in writing, as well as in other forms of communication.									
5.	Writes a text up to 500 words according to the given task, such as a letter, request, essay, etc., while respecting the rules of organization/structuring of the writing and linguistic standard.									
6.	Explains clearly and accurately, verbally or in writing, the meaning of new terms (words, concepts) by using adequate and correct language and vocabulary.									
7.	Uses software programmes for correct long distance communication through certain communication forms, be it for his/her needs or as a school task.									
8.	Expresses correctly opinion or request, either verbally or in writing, in a non-native tongue or in a foreign language, in relation to certain assumed situations, if needed (service, assistance, information, orientation, etc.), by interacting in a group or in the classroom									
II	Thinking competency – Creative thinker									
1.	Lays out arguments that are in favour or against a stance or an opinion on a certain topic/problem set during debate or published in the media.									
2.	Expresses his/her own opinion about a literary or artistic piece by singling out analogies and differences with other similar works									

3.	Drafts the working plan to implement a work/task by setting key stages according to learning area (literary, scientific, and artistic).									
4.	Solves a problem (mathematical, geometric, linguistic, social, scientific, etc.) provided as text or as text and numbers, experimental and justifies the selection of respective procedures.									
5.	Selects and demonstrates different steps/strategies to solve a problem (mathematical, linguistic, scientific, artistic or social) by proving the reaching of a conclusion, respectively the same result.									
6	Interprets rules of the development of a natural or social process, by illustrating it with concrete examples such as: illustration, a sketch or in writing.									
7	Compares similarities and differences of the most important stages through which a social, natural or artistic process/phenomenon was carried out.									
8.	Uses comparison and contrast in order to find main differences and similarities between two or more natural and social phenomena, literary or artistic works.									
III	Learning Competence – Successful student									
1.	Searches for and selects data from different sources (such as books, magazines, manuals, dictionaries, encyclopaedia or Internet) which he/she uses to write about the given topic/carry out the task and classifies those sources according to their importance for the topic.									
2.	Uses the data in order to demonstrate comprehension of numerical and graphic concepts, symbols, formula in natural and social sciences, mathematics or arts by explaining them through using different forms of expression.									
3.	Implements independently instructions contained in a book or in another source in order to learn a topic, action, activity or task he/she is required to do.									
4.	Uses his/her personal file to identify advantages and disadvantages for the purpose of self-assessment of progress and improvement of success in certain area.									

5.	Interrelates the given topic he/she is learning with previous knowledge and experience by presenting it in different ways of expression (columns, tables, graphic) in logical order.									
6.	Uses adequate software programmes to solve problems and do school tasks/work and those that do not relate to school in different areas of knowledge.									
7.	Asks himself/herself (why, what, how, when?) and organizes his/her thoughts in writing about the given topic or problem and assesses oneself progress until he/she finds appropriate solution for a certain problem.									
8.	Asks himself/herself (why, what, how, when?) and organizes his/her thoughts in writing about the given topic or problem and assesses oneself progress until he/she finds appropriate solution for a certain problem.									
IV	Life, work and environment related competence "Productive contributor"									
1	Prepares the plan for organization of a certain activity at school or in community and implements it successfully.									
2.	Carries out an individual project or in cooperation with group members, in order to carry out an environmental or social activity that is important for the school or the community.									
3.	Discusses in the group of contemporaries on the importance of protection of environment, consequences for human life that will be caused by damaging the environment and suggests measures that have to be taken in order to avoid them.									
4.	Identifies and assesses necessary sources (e.g., equipment, materials, human resources, time, etc.) to carry out an activity at school or in community.									
5.	Uses computer programmes to prepare necessary materials (such as graphical ones, necessary illustrations, designing of invitations, leaflets, announcements or other publications) for classroom and school needs.									
6.	Assists in planning and realizing voluntary or humanitarian activities in school and community and then expresses his/her experiences, feelings in writing and through other forms of expression.									

7.	Interacts actively with contemporaries and others (regardless to their social, ethnic, etc. status) to carry out a joint activity (the project/activity on classroom/school basis or out of it).									
8.	Takes part in a jury (at classroom or school level) to assess sports, scientific, artistic, etc., activity/competition, based on predetermined criteria.									
V	Personal Competency – Sound individual									
1.	Presents to students the process of preparation of food that is a domestic speciality according to a healthy food recipe.									
2.	Evaluates the content of positive and negative values of at least three kinds of food which are consumed in his/her location or in the surrounding area.									
3.	Discusses in a group of contemporaries by providing arguments about the importance of respecting the daily regime and physical activities on human health and life.									
4.	Takes care of physical and mental health during physical and sports activities of recreation and competitive character, but also by respecting others during the competition or the game.									
5.	Identifies signs of danger on products or concrete objects and explains to others their visual message or requirement.									
6.	Assesses causes of a possible conflict situation between peers or between group members and suggests alternatives to prevent danger and provide the best solution for them by sharing experiences and ideas on group cohesion.									
7.	Does not hesitate to ask for help/advice from relevant persons and services for support in situations assumed of being potentially dangerous in which physical and mental health is threatened.									
8.	During a debate or presentation provides verbal or written explanation regarding consequences of smoking, consumption of alcohol, drugs and other substances that harm the health and welfare of an individual.									

9.	Describes physical, psychological and emotional changes of the puberty phase by presenting facts about its influence on the way (style) of living.									
10	Takes part in or leads a working group that cooperates with community representatives to help contemporaries and other community members that have health, social, economic, etc. problems, and then provides verbal or written report on personal experiences gained.									
VI	Civic competency – Responsible citizen									
1.	Implements and respects rules of good behaviour in the classroom, at school, etc., and shows active stance towards persons that neglects them by explaining the consequences it has on them and the group he/she belongs to.									
2.	Expresses the opinion about the school rules and other rules he/she wants to change and justifies the need and benefits that their change brings.									
3.	Reacts to inappropriate behaviour in school/classroom and out of it, which impact interpersonal relations, analyses causes of their manifestation and suggests means to improve them.									
4.	Expresses understanding towards persons that suffered violation of any of their rights, by providing illustration of examples from the daily life from the media, historical data, and characters of novels he/she read or from movies he/she saw in order to prevent them from being repeated again.									
5.	In different ways of expression, explains the necessity to respect and implement rules and laws and to have healthy relations in different social communities or groups of interest.									
6.	Shows high self-esteem in taking decisions on actions he/she undertakes, without damaging interests of others, which contribute to increasing the quality of the activity of the social group or the community.									
7.	Identifies prejudices that might exist in school and in the surrounding area and suggests concrete actions to fight them.									
8.	Takes part in activities that promote tolerance and cultural, ethnic, religious, gender, etc. diversity at school or in community which involve contemporaries of all abovementioned backgrounds that live in that location and wider community.									

The teacher upon applying learning outcomes for curriculum stages, should break-down each outcome into five levels of achievement in order to accurately assess the achievement of each student for a certain outcome. Then, depending on the level of achievement of each outcome, the teacher will plan supplementary activities for students who have stagnated to meet certain outcome and plans additional activities for students who have attained all levels of achievement for a given outcome; e.g., see the break-down of an outcome in the following table.

No.	Learning outcomes for Stage 1 and key competencies	Student's level of ACHIEVEMENT				Types of support for the student			
		1	2	3	4	5	Corrective support	Modes	Support to talented students	Modes
I	Communication and expression competence – Effective communicator									
1.	Reads aloud an unfamiliar text of minimum half a page on a topic that is appropriate to his/her age.	Students	Students. . .	Students . . .	Students	Students	The teacher decides how to support the student in which activity or what type of activity	What method d to apply, taking into consideration student's learning style.	The teacher decides how to support the student, in which activity	What method to apply, taking into consideration on the student's learning style.

After every stage, the level of achievements of the learning outcome for the first competence should be broken-down as an example for the implementation of other learning outcomes (3, 4)

Stage 4 - Reinforcement and orientation (grade VIII and IX)

This stage aims to orientate students to consider various schooling and career opportunities. They are exposed to the following challenges:

- use of information sources and critical approach to different data;
- development of interest for public life through direct involvement in various out of school activities;
- facing various issues related to topics from real life through projects that enable consolidation of knowledge and further development of skills and attitudes;
- familiarization with different opportunities for schooling and career orientation;
- practical preparation and orientation activities that enable students to clarify their aspirations;
- enforcement of self-assessment skills;
- enforcement of competences for independent individual and team work;

By the end of Curriculum Stage 4 (grades VIII and IX) students are expected to have mastered the following competences:

No.	Learning outcomes for Key Stage 4 and key competencies	Level of student ACHIEVEMENT					Types of support for students			
		1	2	3	4	5	Remedial support	Manner	Support to talented students	Manner
I	**Communication and expression competence – Effective communicator**									
1.	Conveys correctly collected data on a concrete topic, in a textual, numerical, verbal, electronic form or any other manner of expression.									
2.	Describes an event, given as a task, he/she read about or heard before, in a verbal or visual manner or in writing by maintaining its logical course.									
3.	Discusses a certain topic in mother tongue, in English or in the second foreign language in different subjects, while respecting rules of effective participation for exchange of information and ideas.									
4.	Drafts a text of up to five hundred words, continuing with a verbal story or a text he/she read beforehand based on his/her imagination.									
5.	Presents to others a project on a given topic, which he/she prepared on his/her own or in cooperation with the group by using modes of verbal, electronic communication and practical action.									
6.	Analyses the content and meaning of new notions (concepts), while using adequate, suitable and correct vocabulary and makes them part of educational file.									
7.	Identifies different sources of information on education, professional orientation and designs an individual plan for career development in the area of communication. (Journalist, etc.).									
8.	Initiates social conversations with peers and adults on topics of educational/social interest by asking questions about the topic and answering and picking out the main information..									
II.	**Thinking competence – Creative thinker**									
1.	Presents in a verbally or written form, in a graphic manner or with symbols, special arguments to reinforce his/her opinion or stance about a problem from certain areas,									
2.	Selects information from different sources on a concrete topic, classifies them based on a certain criterion and uses them to take a decision or to solve a problem/a task.									
3.	Analyses an artistic or non-artistic piece (e.g., newspaper article, picture, etc.) by finding analogy and differences in similar works of different authors.									

4.	Processes his/her idea in a written project on a certain substance by suggesting main activities, determines the main aim, deadlines, place, persons, necessary material and means to carry out those activities and also envisages possible obstructions during their fulfilment.							
5.	Justifies taking of concrete steps that resulted in completion of a task/activity, solution of a problem or any project carried out in the classroom/school or elsewhere.							
6.	Demonstrates solution of a problem (mathematical, linguistic, etc.) based on textual or textual- numerical, experimental data which takes place in the classroom/school or out of it by providing verbal justification on implementation of relevant progress in achieving the result.							
7.	Interprets with his/her own words, in writing/verbally, a certain rule, concept or process by illustrating it with concrete examples from daily life situation.							
8.	Identifies through comparison of differences and similarities between laws and phenomena that take place in nature with the ones in the society, by noting connection cause- consequence between these phenomena.							
III	**Learning competency- successful student**							
1.	Registers information or facts on a certain topic in writing, graphically, through the use of IT, etc., by picking out through different techniques the most and less important parts for the given topic/task.							
2.	Uses efficiently dictionaries, encyclopaedias and information technology or other sources during creation of an idea or project based on class/school or out of it.							
3.	Registers in files and other special techniques, IT, etc., information and facts or formula on a certain topic by ranking them according to their type, source and educational importance.							
4.	Asks himself/herself questions about issues he/she is tackling and organizes ideas in order to find an answer to the certain topic or problem by recording the progress or stagnation until he/she finds the final solution.							
5.	Presents/sketches his/her ideas on the progress and the manner of development of an activity by explaining and arguing this to others.							
6.	Follows independently instructions or sketches provided in books, design, plan, music books, script, choreography etc. or of any other source in order to carry out an action, activity or task required from him/her.							
7.	Uses effectively different techniques during learning of the topic, by separating information he/she understands from those that are new, unknown as well as information that still remain unclear to him/her.							

8.	Implements elements of personal file to identify his/her advantages, uses them for future professional orientation as well as self-evaluation of progress, be it improvement or stagnation in different educational areas.							
IV	**Life, Work and Environment competence – Productive contributor**							
1.	Assesses the importance of individual and group work on community development by presenting concrete examples from daily life in different ways of expression.							
2.	Carries out different activities (exhibition, performance, installation, campaign, peaceful protest, gathering, advocating, etc.) according to the project drafted with the group members in order to solve a problem of social importance for the school or the community.							
3.	Analyses consequences that the damage of environment brings to the human life and biodiversity, expresses, in writing or in any other way of expression, his/he opinion and stance on this issue, but also organizes any activity for environment protection.							
4.	Uses computer programs for data processing and presentation of necessary drawings/diagrams for preparation of individual materials or/and different school publications.							
5.	Develops a plan for monthly personal, family or class expenses and savings, and then justifies the importance of creating the habit to plan.							
6.	Uses different information materials, sources and technology in school and everyday life as assistance to progress in learning and for orientation in career.							
7.	Suggests criteria for impartial evaluation of sports, scientific, technological, artistic, etc. activity as member of a jury established at class, school or civil society level.							
8.	Researches school or community needs (by using photographs, video-projecting of data from the field) and based on them organizes voluntary and humanitarian actions to meet or improve those needs.							
V	**Personal competence –Sound individual**							
1.	Assesses the content and nutritious values of types of food consumed by people, by categorizing them based on individual's needs for them in different situations such as during seasons, illness etc.							
2.	Argues the need to respect the regime for healthy eating and daily, weekly or monthly recreation in line with instructions read or heard from the doctor during a class, school or family discussions.							
3.	Assesses the necessity to have good hygienic conditions for preparation and consumption of food and drinks and explains possible circumstances of poisoning from food and dirtiness.							
4.	Conducts physical and sports activities of recreation or competitive character by striving to achieve certain standards, with engagement and likable behaviour but also by managing his/her emotions during results demonstration.							

5.	Analyses causes of a conflict or emotional reaction student-student and suggests alternatives for a fair and consequences free solution by sharing experiences, ideas and feelings with group members.							
6.	Distinguishes attributes of good behaviour from contemptuous ones towards others during group work or in emotional situations and suggests measures to prevent/overcome them.							
7.	Explains to contemporaries, through different ways and means of communication, the importance of identification of competent persons and services, one by one, which are necessary for support in situations that are considered to be potentially dangerous for physical and mental health.							
8.	Describes possibilities, dangers and consequences of infections and sexually transmitted diseases and explains ways and means for their prevention by using different forms of presentation (spoken, written, graphic, posters, leaflets, plays, artistic performances, etc.).							
9.	Reacts against anti-social behaviour of his/her contemporaries by identifying causes of its occurrence and possible consequences on individual's sound and welfare due to negative phenomena and habits (for example, smoking, consumption of alcohol or drugs) etc.							
VI	**Civic competence – Responsible citizen**							
1.	Practices civic rights and obligations in concrete situations of daily life, be it in the classroom, school or elsewhere (such as during discussions, showing respect for other person's opinion, etc.).							
2.	Through different forms of expression, reacts to persons who in any way violate, impinge or deny the rights of others by illustrating this with examples of prominent historic personalities, movie or literature characters and also justifies consequences of these actions for the individual, the group and the community.							
3.	Expresses solidarity with people in need or at risk, by undertaking concrete actions/steps to provide assistance according to their needs.							
4.	Takes part in preparing and organizing voting that is carried out in the classroom or in the school about a particular activity by implementing relevant rules and then reports in writing how the entire process was developed.							
5.	Reacts warily to bad behaviour or action that takes place in the class/school or out of it, promotes good behaviour and actions by noting causes and consequences of their manifestation for the individual and others.							
6.	Identifies prejudices or bad phenomena in class, school or community, adopts a stance against them by suggesting concrete actions for their fight.							
7.	Prepares, in co-participation with others, an activity by using tolerance as means for promotion of cultural, ethnic, and gender, religious, social, etc. diversity in school or community.							
8.	By using different forms of expression, describes procedures and responsible institutions for drafting and amending laws by arguing the necessity of their implementation in daily life.							

9.	Presents without hesitation the past of his/her family, social circle or key personalities and events of his/her nation with the purpose of comparing the present with the past and to draw conclusions for the future.							

The teachers in the leading schools when implementing the curriculum stage learning outcomes need to break down every learning outcome into five levels so that they are able to assess the level of student achievement per certain learning outcomes. Then, depending on the level of achievement of each learning outcome, the teacher plans supplementary activities for students that have stagnated in achieving the certain results.

CURRICULUM AREAS IN LOWER SECONDARY EDUCATION

Language and Communication

Arts

Mathematics

Natural sciences

Society and Environment

Health and welfare

Life and work

Curriculum Areas

Kosovo Curriculum is structured into seven areas, defined as curriculum areas. Curriculum areas constitute the basis for development the key curriculum competences defined by the Curriculum Framework, from early childhood up to lower secondary education. These are valid for both general lower secondary education and vocational education. The connection among curriculum areas, subjects and modules should be in function of the development of key curriculum competences.

Curriculum areas constitute the basis for organizing the educational process in schools at respective levels and curriculum stages. Curriculum areas are the following:

- Language and Communication
- Arts
- Mathematics
- Natural sciences
- Society and the Environment
- Health and welfare
- Life and work

Learning outcomes are set for each curriculum area and they would enable the accomplishment of key competencies.
Curriculum areas include one or more subjects or learning modules. Subjects and modules rely on goals and learning results set for the respective curriculum area. Some subjects of a curriculum area may appear as integrated at different stages of the curriculum.

Curriculum area - Language and communication

1. Introduction

Based on the Curriculum Framework, the Language and Communication area includes the following subjects: mother tongue, the first foreign language (English language), local language, as well as other foreign languages. This area enables students to develop and foster the use of language as a mean of communication at school, in everyday life, in professional life and in public life. Through this curriculum area, in every subject, all key competencies defined in the Curriculum Framework should be achieved.

The main goal of the Core Curriculum for the Language and Communication area is to enable students to develop communication skills in subjects included in this area. This enables that student, at every stage or level, to apply communication skills based on the development of language system: listening, speaking, reading and writing. Therefore, the Language and Communication area enables communication conducted through: listening, speaking, reading and writing, which are interdependent with each other.

2. Rationale and description

The Language and Communication area enables all students to study subjects within the respective area. The Core Curriculum for level three defines competencies and the manner on how to achieve these competencies that is expressed through essential outcomes of the area according to key curriculum stages.

The Core Curriculum includes the goal, learning outcomes, methodological guidelines for teaching and learning as well as assessment criteria for area and curriculum stage. The curriculum also presents a clear picture of knowledge, skills, attitudes and values that students need to develop, acquire, and achieve across the stages and levels.

The Core Curriculum is structured according to the principles set out in the Curriculum Framework (key stages and levels). It outlines what students should learn from subjects included in the learning area: Language and Communication for Key Stages 1-6.

3. Concepts

Based on the concepts of the subject Language and Literature, learning outcomes for the Language and Communication area have been developed. Area concepts are:

- Literary and non-literary texts
- Figurative and non-figurative language
- Stage presentations, theatre, drama, etc.
- Critique, theory, history
- Language system (grammar, vocabulary, phonetics, syntax, orthography).

4. Competence-based approach

The Languages and Communication area and the subjects it contains needs to achieve the six competencies defined by the KCF: effective communicator, creative thinker, successful student, productive contributor, sound individual, and responsible citizen, which should be achieved through learning outcomes. They should be achieved across key Curriculum stages during entire learning process as well as during selection and organization of learning experiences.
Competencies are integrated in a balanced manner and include knowledge, skills, attitudes and values.
In the Language and Communication area student should achieve these competences:

- communicate and express his/her opinion through languages, symbols, signs and codes;

- speak, listen, read and write and express in his/her mother tongue and in (at least) one foreign language;
- engage in and contribute to a respectful and productive dialogue;
- give and receive feedback in a constructive and creative way;

- respect general rules of communication, interaction at the same time to be creative;
- manifest knowledge in culture, linguistics, literature and in the field of life, in individual and public life;
- use ICT and media in effective and comprehensive manner as important means of information, learning, communication and interaction.

5. Learning area outcomes

Learning outcomes are developed based on key concepts of the areas. Learning outcomes (LOs) for the Languages and Communication area contain requirements that student need to achieve after accomplishment of every stage.
Organization of LOs contains knowledge, skills, attitudes and values that are developed and gradually deepened across the stages, taking into consideration the physical and psycho-motor development of the students. These outcomes enable achievement of the six competencies included in the Curriculum Framework. LOs provide development and achievement of values for the Languages and Communication area: demonstration of communication skills (listening, speaking, reading, writing), demonstration of

interpersonal communication skills, assessing solutions for a problem, application of abstract ideas to concrete situations, utilization of adequate technology, application of ethical principles in decision-making, working as a team member to achieve common goals, discussion, comparison of characteristics of a culture with other cultures, etc.

Learning outcomes for the Language and Communication area enable a holistic approach in the teaching of specific subjects within an area. Learning outcomes for area ensure:

- Linkage between subjects and learning activities, that are realized within the Language and Communication area that aims the integration of prior knowledge, skills, attitudes and values provided through those subjects, and in general, encouraging the integrated learning;
- Promoting the competency-based approach, enabling development of a joint system of learning interrelated experiences as well as the provision of a platform for the development subject plans and programs;
- Enabling the implementation of new teaching practices, encouraging development of school-based plans and programs.

For each curriculum area, learning outcomes are defined, which will enable the achievement of key competencies. Learning areas include one or more subjects or learning modules. Subjects and modules rely on goals and learning outcomes set out for the respective curriculum area. Some subjects of a curriculum area may appear as integrated at different stages of the curriculum.

LEARNING OUTCOMES FOR STAGES 3 and 4	
Stage 3 **Grades VI, VII**	**Stage 4** **Grades VIII, IX**
COMMUNICATION SKILLS	
Listening and speaking • Compare and summarize opinions of others (through questions and answers) about topics from listened, watched or presented materials and reflects about them. • Participates in social talks with contemporaries and adults on known topics by asking and answering questions.	• Listening and speaking • Uses the language to understand the event, purpose, ideas for communication ways (such as talks, monologues, dialogue, etc.) and answer more complex questions in front of a certain audience. • Participates in social talks with contemporaries and adults on unknown topics by asking and answering questions and re-emphasises the information.
Reading • Analyses and understands elements of most complex literary, non-literary and abstract texts (e.g., word, the sentence, graphs, tables, titles, motives, highlighted writing, and professional vocabulary). • Reads and identifies basic characteristics of the text: title, content, tables, etc.	• Reading • Understands and analyses description and illustration of common topics contained in the text, vocabulary and language use in complex materials (literary and non-literary texts). • Reads and answers about known stories and other texts by answering questions to find out cause and effect.
Writing • Distinguishes and uses ways of organizing writing as organizing paragraphs, ideas and applies rules of language and vocabulary use in order to express ideas, aims, feelings on certain topics in certain ways of writing • Writes certain texts by using accurate spelling.	**Writing** • Uses effective ways of writing to present the information, idea and opinions having in mind the aim behind the way of writing (for example sketches, poems, presentations, reports, etc.). • Write texts for a purpose by using accurate spelling.
II. READING COMPREHENSION AND TEXT ANALYSIS	
• Interprets and comments on the event, aim, author's aim, ideas, story, cause-effect relation, figurative language, place, space for literary works and draw s conclusions about them. • Understands main elements of texts that have read.	• Analyses and describes characteristics of literary works by identifying type, genre, topic, motive, idea, figure, symbols, etc., and justifies the structure of their built. • Analyses and describes characteristics of different texts.
III. DEVELOPMENT OF CREATIVITY	
• Creates certain studies for projects in order to explore certain topics and expresses ideas and feelings about different society substances.	• Creates different works by using certain models about topics, events, aims and expresses his/her opinions, ideas, emotions on some society matters.
IV. IDENTITY AND CULTURE	
• Reviews his/her and other's experiences in relation to culture expressed in works created by him/her or others (ceremony, different holidays) and uses them as basis for stories, poems, etc.	• Identifies materials from culture that is relevant for his/her experience including opinions, ideas in his/her creations for a certain period of the history of the country where he/she lives.
V. MEDIA	
• Identifies different materials that he/she uses to exchange messages through advertisements, announcements, and notifications and presents them in media.	Uses play rules, plans organization, presents and evaluate sworks for different plays (finds published materials, events, writes comments, etc.) for presentation in media.
VI . USE OF ICT	
• Uses numerous types of technology in creative activities to create texts, graphics, tables, designs, figures, photographs, animations, sketches etc..	• Uses technology to plan and produce different literary and non-literary works (software programmes, recording equipment) in order to create a video or animation.

VII. VALUES AND ATTITUDES

- Communicates well.
- Participates in discussions.
- Cooperates.
- Asks for help and helps others.
- Respects opinion of others.
- Is attentive.
- Develops personality and humanity.
- Undertakes initiatives and shows interest in different approaches.
- Is motivated for development of skills.
- Develops imagination and creativity for problem-solving.
- Uses information technology.
- Proves willingness and readiness for individual and group work.
- Respects principles of other people.
- Shows self-confidence in independent work.
- Uses imagination and creativity.
- Is independent in decision-making and actions.
- Asks questions and answers in a responsible way.
- Critics based on arguments

VIII. Knowledge's

Listening

- Listening of informative texts
- Effective listening (articulation of sounds, broadening of vocabulary)
- Listening and enriching vocabulary

Speaking

- Speaking as a giver and receiver of information.
- Active speaking in a group
- Speaking for extending vocabulary
- Verbal and non-verbal communication

Reading

- Recognition of various literary and non-literary texts
- Reading comprehension, reading of presentation texts

Writing

- Competencies and knowledge demonstrated in writing
- Ability and understanding
- Habits and skills

IX. Skills

- Communication
- Listening
- Speaking
- Writing
- Reading
- Understanding
- Using information technology
- Problem solving
- Thinking ability
- Processing of information
- Creative thinking

6. Cross-curriculum issues

In the subject curriculum 'Languages and Communication', both cross-curriculum and cross-subject issues should also be addressed, which should be achieved through the learning of certain subjects and themes, such as:

- education for human and child rights;
- civic education;
- intercultural education;
- media education,
- education for peace,
- education for sustainable development;

7. Time allocation – description

The Languages and Communication learning area consists of three subjects: mother tongue and the first foreign language (English language), and second foreign language.
Mother tongue is taught at all curriculum stages, from pre-primary grade to Grade XII.
English language starts in stage 1 and is taught until the last grade of lower secondary education. At Key Stage 1 it is mainly taught through games, drawings and songs with a focus on speaking, and continues with reading in the next stages.
Albanian language for students of non-Albanian communities is taught from Stage 2 (Grade 3) of the curriculum.
Planning of time is done in line with the learning outcomes foreseen for the stage and area. Time is allocated and drawn from the percentage presented in the following table and is then divided per subjects. It should be noted that, most of the time, when allocated by teachers and schools, should be dedicated to the mother tongue.

Lower secondary school (ISCED 2)								
Curriculum areas	**Stage 3**				**Stage 4**			
	Grade VI	**Grade VII**	**Total classes**		**Grade VIII**	**Grade IX**	**Total classes**	
	No. classes	**No. classes**	**T. classes**	**%**	**No. of classes**	**No. classes**	**T. classes**	**%**
Languages and communication *- Mother tongue* *- English language* *- Second foreign language*	7	7	14	25. 00	7	8	15	25. 45

8. Methodological guidelines

For the implementation and achievement of outcomes per key area and stage, it is essential the implementation of methods, techniques and forms for teaching and learning. . The teacher needs to use various methods of work in order to achieve outcomes of an area
Use of student centred teaching methodology enable student's motivation for work, development of creativity, exchange of ideas, debates, easier learning, cooperation between each other, solving of problems, researching of sources for obtaining various information etc.
The teacher should choose methods and learning techniques in the view of achieving the learning outcomes, while adapting to students abilities and knowledge, their needs, place where the lesson is implemented, space and material situation of the school (classroom).

9. Assessment guidelines

The implementation of the Core Curriculum involves also in itself the issue of continuous assessment of students, which helps the teacher to monitor the gradual development of students' skills, attitudes and values. The purpose of assessment is to verify to what extent students have mastered the competences and learning outcomes (LOs) of the area throughout key stages of the Core Curriculum. During the assessment are identified difficulties with which students encounter, advantages and the obstacles, and it helps students for their constant improvement. Assessment as a process points out achievements of goals of the area through measuring of LOs in the stage and area. The methodology of teaching and learning is closely linked to the process of students' assessment. We should assess the competences and LO's which are requirements anticipated in the Core Curriculum and which students should achieve by the end of the grade, stage or level. The assessment of students for area, Language and Communication for the second level, aims the measurement of the area's competences presented through outcomes.

Types of assessment:

Assessment can be classified as formative, diagnostic, summative and motivating.

- Formative assessment (learning assessment) is conducted in a continuous manner in order to obtain information on students' achievements during learning process.
- Diagnostic assessment is used for collecting information on students' achievements regarding the level of acquisition of knowledge, skills, habits, attitudes and values, and helps the teachers for further work.
- Summative assessment includes overall activity of students' learning. Summative assessment is conducted at the end of certain periods.
- Motivating assessment is used to instigate the interest and desire of students to learn.

During assessment various types of assessment are used, such as:
Uninterrupted and direct assessment, continuous follow-up of student's achievement

- indirect evaluation through tests;
- Student peer assessment during students work in groups or during their answers, or when students supplement each other and assess based on arguments;
- Self-assessment.

Special attention during assessment should be paid to ongoing verbal communication during interactions and written communication.

10. Materials Learning materials and resources

For achieving competencies in the Languages and Communication learning area it is very important the use of various materials and learning resources for teaching and learning. For implementation of area's outcomes and for successful achieving of results per stages of the curriculum, all learning materials and resources need to comply with the requirements of these outcomes per area and stage. School textbooks are only some of the sources for acquiring information, but there should not be limits only in text utilization as a source, other sources should also be used. as well as information technology. Information can be acquired from any source that helps achieving of outcomes for competencies.

Curriculum area - Arts

1. Introduction

The Arts curriculum area includes fine arts and music as compulsory subjects of the core curriculum of the second level of education in the Republic of Kosovo, with the name, Figurative Education and Musical Education. Schools are encouraged that through the optional curriculum, based on the selection (of subjects or additional or elective activities) to provide students the opportunity to use h other forms of artistic expression, such as, drama, dancing, design, etc.

2. Rationale and description

Arts enable the personal, intellectual and social development of students by stimulating creativity and imagination and by developing abilities of artistic expression. Arts are an integral part of life and include material, spiritual, intellectual and emotional aspects of interaction between culture and society.

Culture as a wider activity, among other forms, includes popular art and created art and is manifested through elements from the national cultural heritage, behaviour, life-style, system of social values in the historical context and in interaction with cultures of other peoples in the region and wider.

Students should understand the connection between arts and culture through active involvement in various arts and culture activities in and out of the school.

Education through arts enables the development of active and creative citizen which:

- Creates, shapes and participates actively in increasing the quality of his/her life and living environment.
- Participates in the social, cultural and intellectual interaction of various ethnic and cultural groups by focusing primarily on the human side of this interaction.
- Possesses the basic technical skills and abilities that are important for life and work.
- Understands and contributes to the development of art and culture in the local, national and global level.

Given the fact that Art contribute to all these aspects as they develop intuition, imagination, creativity, courage, higher level of intellectual skills such as ability to judge and evaluate, sensitivity to various forms of expression and artistic communication, and also their personal utilization. Arts also contribute to the development of self-confidence, patience, and responsibility towards joint work, cooperation, self-discipline, enthusiasm and a range of important qualities of the personality in maturing that aims to become well educated and well mannered.

3. Concepts and description

Curriculum area Arts at level two primarily aims to fulfil three main functions:

a) Development of (practical) artistic skills for various forms of artistic expression according to individual talents and dispositions, by applying knowledge and expression techniques of various arts discipline;
b) aesthetic education that includes the understanding of the processes of artistic creation, observation techniques and nurturing of the taste for the beautiful in various artistic disciplines, developing students' abilities for judging various forms and works of artistic expression;
c) education for a positive attitude towards the traditional and arts creations at local, national and global level, continuous development of the ability for the aesthetical experience, understanding and judging of various forms and works of artistic expression.

I. VALUES AND ATTITUDES THAT ARE PROMOTED THROUGH ARTS	
• Curiosity • Self-confidence • Will for independent expression and communication • Active participation • Socialization • Cooperation • Respect for oneself and for others	• Positive attitude towards the arts and the beautiful • Positive attitude towards national cultural heritage • Positive attitude and respect for other different cultures • Cooperation and responsibility • Concentration and patience

Observation/listening

- Development of experience and perception ability
- Development of artistic competences (singing, playing various instruments, dance, drawing, painting, shaping, etc.)
- Musical skills
- Movement skills
- Figurative expression skills
- Development of attention and memory
- Will and motivation
- Initiative and interest
- Imagination and creativity
- The aptitude to observe and distinguish rhythm and harmony (of sounds, colours, forms, structures, movement, etc.)
- The aptitude to observe formal structural wholes
- Ability to analyse and synthesize thoughts, expressions
- Artistic communication
- Presentation skills
- Skills for team-work
- Processing and understanding of information (audio, visual, textual, movement, etc.)
- Analytical, critical and creative thinking
- Creative problem solving.

Main concepts that are taught through the art:

- Sound
- Line
- Colour
- Form
- Space
- Structure
- Balance
- Perspective
- Movement
- Rhythm
- Melody
- Harmony
- Tonality
- Dynamic
- Style
- Genre
- Instruments and musical formations
- Bodies
- Time
- Energy
- Relations
- Role/character
- Tension
- Composition (visual)
- Songs
- Instrumentals
- Dances
- Drama
- Comedy
- Tragedy
- Graphs
- Landscape
- Portrait
- Design
- Nature
- Sonata
- Symphony
- Quartet
- Orchestra
- Choir
- Exposition
- Performance, etc.
- Principles
- Contrast
- Repetition
- Change (variation)
- Comparison
- Emphasis
- Equilibrium
- Holistic

4. Competence based approach

According to the Kosovo Curriculum Framework, competencies include an integrated and coherent system of skills, habits, knowledge, and attitudes of students as an achievement of learning to which all curriculum areas contribute.
Arts contribute in a particular way through instruments and modes of artistic expression to the achievement of six key competencies - effective communicator, creative thinker, successful student, productive contributor, and sound individual and responsible citizen.

Area outcomes

Learning outcomes in this curriculum area range within the following main dimensions: Creativity, performance, and artistic presentation.

Through Arts, students are encouraged to:

- experience various works of art;
- perform (participate) in artistic activities both individually and in groups, depending on their talents, dispositions and interests;
- create new works of using various means of artistic expression, using their own personal and original ideas;
- present freely their personal artistic ideas;
- Interpret artistic ideas of creative works of others.

Means of expression, techniques and processes

Students: know, understand, and effectively and purposefully use techniques for using means of expression of various arts, such as, words, sounds, colours, forms, movement, etc., for artistic expression and communication.

They apply expression techniques and various creative and performing processes in various artistic forms, types, and genres.

Communication and (artistic) expression

Students are encouraged and supported to:

- gained knowledge and skills to express themselves in an artistic, free and independent manner;
- use the means of expression of various arts to express themselves in an artistic manner on topics that preoccupy them;
- Reflect on and evaluate personal activities and the activities of others in various forms of artistic expression.
- Arts – Society Relationship

Students:

- know, understand and evaluate the role of art -society interaction in various contexts such as: historical, social, cultural, etc;
- know most important authors of artistic works at various (national, intercultural and global) levels;

5. Learning area outcomes

ISCED 2	
Stage 3, grade VI, VII	Stage 4, grade VIII, IX

II. Knowledge, understanding and skills that are developed through arts and are related concretely to:

1. Active participation and practicing in various arts through interpretation, creation and presentation;
2. Exploring (knowing and understanding) of elements (means of expression), processes and creative techniques in arts (music, fine art, drama, dancing, etc.);
3. Communication and artistic expression
4. Understanding of relations between Art and Society;
5. Appreciation and evaluation of aesthetic values in arts;
6. Use of arts for fostering and expression of respective identities (group, social, cultural (national, regional, European and global).

1. INTEPRETATION (Performance), CREATION AND ARTISTIC PRESENTATION	
Students, as per their talent, abilities and individual interest develop different skills for artistic interpretation in musical, figurative, dancing and acting activities.	
Stage 3, grade VI, VII	Stage 4, grade VIII, IX
PERFORMANCE (INTERPRETATION)	
Demonstrates successful use of means of expression, relevant techniques of artistic disciplines in music, drama, visual arts and dancing **He/she:** • Sings and/or interprets in musical instruments, songs and simple melodies according to imitation and the text of musical notes • Interprets parts from different roles/characters (drama, comedy) • Interprets dances of a different character individually or in a group.	**Excels with individual performing (interpretation) skills in one or more artistic activities** **He/she:** • Sings and/or interprets in musical instruments, individually or in a group, songs and melodies of different genres (artistic, popular, slow music) • Interprets entirely different roles (characters) • Interprets in different combined performances (music, drama, dancing)
CREATION	
Creates by using different artistic means of expression in order to express individual experience, personal feelings and ideas **He/she:** • draws, colours, models (by pen, colour pens, plasticine, paper and other materials) in a free and creative manner or on given topics • creatively improvises on melodies and rhythms known before • creates melodies, rhythms, songs and instrumentals of songs • creates original and creative moves while dancing • creates original and creative elements in roles, dialogues in line with the given topic.	**Creates by creatively and originally using materials, techniques and expression means of relevant arts** **He/she:** • draws, colours, models, landscapes, portraits, two and three dimension compositions, etc. as free drawing or according to the given topic • creates songs and instrumental tunes in different genres (popular, artistic, entertaining) • creates original choreography according to given music, text or situation • creates and contributes to scenic realization of texts for different plays (drama, comedy, musical);

PRESENTATION

Is presented successfully and with self-confidence in different artistic individual or group activities in school, community or wider

PROCESSES, TECHNIQUES AND MEANS OF EXPRESSION

The student knows and understands elements of expression, basic processes and techniques of artistic creativity in music, visual arts, drama, and dancing.

Recognizes and understands basic principles, expression and artistic forms and techniques.

For example:

- understands principles of creation of a melody, harmony, rhythm, etc;
- understands the principle of contrast, shadow-light report in the drawing, etc;
- understands aspects of role building, understands aspects of expression by movement, mimic, voice

Recognizes and understands the use of different expression artistic means to perform artistic works of different artistic forms, genres and styles.

For example:

- Understands the manner of form building of music works in different styles (fugue, sonata etc.) in different genres (popular songs, slow music, rock, pop, jazz, etc.)
- understands different ways for modelling, sculpturing

3. ARTISTIC EXPRESSION AND COMMUNICATION

Student demonstrates the ability to use various means of expression in arts (voice, instruments, colours, forms, words, movement, etc.) to communicate and express his/her experiences and ideas.

Expresses individual ideas, feelings, and experiences using one of the artistic forms of expression in music, visual arts, drama and dance, e. g.:

- draws, colours, models to express the experience of the music he/she has listened to
- moves and dances with the music he/she hears
- through essays, poetry and literary works he/she expresses his/her experiencing of music or his artistic experiencing of exhibitions, theatre, etc.;

4. UNDERSTANDING THE RELATION ART-SOCIETY-ART

The student understands the development, role and influence of art in the society and vice versa in different historic, social and cultural contexts

- recognizes artistic and creative works, prominent artists of popular and artistic creations national and world ones that belong to different periods;
- understands stylistic developments in different forms of artistic works (e.g., portrait in different styles, opera of different styles and in different periods, etc;

- Knows in a more complete manner artistic master pieces at national and global level (e.g., Beethoven's Ninth Symphony, symphonic poem "Skenderbeu" of F. Beqiri, etc.);
- understands interrelation between social developments in different time periods and influence on styles, genres, forms, formations and elements of artistic expression for example (Baroque, Classicism, Romantics, etc. and distinctive characteristics or specifics of artistic, musical, figurative creations in

5. AESTHETIC APPRECIATION AND EVALUATION

The student appreciates and evaluates in an informed and critical way individual artistic creations and creation of others in music, visual arts, dramatic art and dance according to his/her talents and abilities.

- Reacts emotionally to works of art through experience, perception, observation, listening and interpretation.

- Appreciates and evaluates own and others' artistic creations by analysing the shape, elements of expression and manners and techniques of their use to the function of artistic expression.

6. IDENTITY AND CULTURE

The student fosters relevant identity: individual, group, social, cultural (national, regional, European and global), through arts

Experiences and knows masterpieces of popular and other communities' arts for example interprets national and other peoples' songs and dances, uses national and other cultures' figurative motives in their works.

Expresses himself/herself in an artistic manner on different topics at global level by maintaining elements of cultural and national identity.

6. Cross-curriculum issue

Arts interact with one another, therefore in the learning process can relate different forms of artistic expression e.g., songs with movement with dances, music with figurative expression, music with literary expression, figurative expression with literary expression, syncretic artistic performance, etc.

In this level of education, can be applied the integrated approach of combining forms of artistic expression for various topics.

However, arts can also interact with other subjects and other Curriculum Areas. Linkage of the (mother tongue and foreign) language with music can be very successful. Also, the figurative expression, which visualises linguistic expression (writing, symbols, figures, illustrations, etc.), can also be linked with language.

Arts can also be linked successfully with the curriculum area subjects, sciences (natural and social), mathematics, health and welfare, life and work, etc. Each particular topics and learning content that is processed at this level becomes clearer and more understandable when accompanied with artistic expression (illustrations, graphs, maps, songs, music, dances, video-clips etc.).

7. Time allocation – description

According to Kosovo`s Curriculum Framework, in the curriculum for first level are envisaged a total of 12 teaching classes from the Arts curriculum area.

In the third curriculum stage (Grades VI and VII), there is a total of four (4) teaching classes planned, two classes for each grade; the same number of teaching classes four (4) have also been planned for Arts in Stage 4 of the curriculum, for each grade.

Since this curriculum area consists of two required subjects - Fine Arts and Musical Education – school classes are divided equally between these two subjects. However, the school can and should offer within the optional curriculum sufficient space for arts activities such as: choir, orchestra, drama sections, dance, etc., as per student interests and talents.

Lower secondary school ISCED								
Curriculum areas	**Stage 3**				**Stage 4**			
	Grade. VI	**Grade.VII**	**Total classes**		**Grade VIII**	**Grade. IX**	**Total classes**	
	No. classes	**No. classes**	**T. classes**	**%**	**No. classes**	**No. of classes**	**T. classes**	**%**
Language and communication *- Musical education* *- Fine arts education*	2	2	4	7. 14	2	2	4	6. 78

8. Methodological guidelines

Arts are successful in education only when the suitable artistic methodology of teaching and learning is applied with the highest accuracy in every arts discipline (music, visual arts, drama, dance, etc.). Methods of teaching in the subjects that derive from these disciplines include teaching techniques and specific methods for learning concepts, skills, and knowledge that students should acquire through these learning subjects. Artistic perception, curiosity, imagination and freedom of expression are the key principles of the methodology of teaching in the area of arts. Assuming that artistic experiencing has largely been dealt with at level one, at this level students gradually learn various concepts and artistic occurrences and phenomena through intuitive teaching and a

constructive learning approach.

In each specific subject of the Arts area students learn about and understand creative processes and techniques by learning how to apply in practice various means of artistic expression in order to realize their artistic creations/interpretations. The teaching at this level is performed by specialist teachers of respective arts subjects, who carefully develop students' artistic skills according to their individual abilities and interests.

9. Assessment guidelines

Assessment in the curriculum area of arts requires special attention and is based on the principle of individualism, whereby every student has various predispositions and talents for various forms of artistic expression. Therefore, assessment should include the interest and talent of student for different forms of expression, courage, imagination, original and creative expression, interest, artistic perception, interpretation, etc.

Assessment in the area of arts are individual, therefore they should be assessed as such, using the assessment for motivating and encouraging development of their creative abilities.

In arts, teachers should take into consideration students' interest and active participation (both individual and in a group) in various artistic activities organised at school and in the community. Various music groups, drama groups, etc., which participate in-school presentations and individual and group exposition should be included in the assessment of most talented students. For less talented students teachers should assess their interest and courage in engaging in one of the various forms of artistic expression.

10. Learning materials and resources

Arts have their means of expression, techniques and specific procedures that condition the utilization of various materials for the implementation of the contents of this curriculum field. For example, instruction materials in the fine arts relate to the working materials like paper, canvas, plasticine, organic materials, etc. Apart from materials, other learning resources are used, such as school textbook, photos, video materials, internet, etc.

In the art of music the main material is the musical sound that is produced by the human voice or by musical instruments. Learning resources include school textbooks and sound resources (respective CDs, musical CDs, DVDs, recordings from the internet, TV, public concerts etc.).

Curriculum area - Mathematics

1. Introduction

Mathematics curriculum area reflects in national education policies, which will have an impact on improving quality in mathematics and education in general. Mathematics curriculum area presents a statutory right on teaching mathematics to all students. It represents competencies on what will be taught and sets the path of the main achievements of learning mathematics. Also, the curriculum presents how to evaluate and report student performance. Therefore, curriculum gives to students, teachers, parents and the wider community a clear understanding and skills that students need to learn in school. This curriculum allows schools to meet students' individual needs and develop a distinctive character and fundamental characteristic features in their community. It also represents a model in which all partners in education can support students in the way of further learning. The curriculum itself presents a difficult and balanced choice, and it is strong enough and sustainable to protect cultural knowledge and experience which is the right of every student and at the same time it should be flexible enough to enable teachers to reach managing their way of learning in a way to convey that towards their students.

The Mathematics curriculum area allows students to develop their essential abilities in mathematics and those they need to acquire, to provide them with the guaranteed and full right to education, to maintain their creativity and to give teachers the right to find best ways in inspiring their students with pleasure and commitment to learning. The content of the document will be in harmony with the principles set out in the Curriculum Framework. Also, the content should:

- present Curriculum requirements for mathematics;

- provide information to help students to be competent on what is taught and teachers to implement mathematics with competence in schools.

The order is mainly based in the hierarchy of stages and levels. The curriculum for students in Level I (Grade 0-V) is presented for primary school teachers. The curriculum for students of level II (classes VI-IX) is presented for teacher of lower secondary schools. The curriculum for third-level students (grades X-XII) is presented for teachers of lower secondary schools:

a. general education – gymnasia; and
b. vocational education and art schools;

2. Rationale and description of mathematics area

Mathematics enables the development of students' skills and abilities to think critically, development of their personality, developing skills to work independently and systematically, promoting and encouraging the discovery and construction of new knowledge in the view of implementation and integration in other areas and solving problematic situations in everyday life.

Mathematics through Area learning outcomes (ALO) and General Learning Outcomes (GLO) considers learning in areas such as the spiritual, moral, social and cultural area and the key abilities and thinking abilities.

3. Concepts and description

Mainly in mathematics are the following concepts:

- number and algebra;
- form, space, measurements and geometry;
- processing of data and probability;
- use and application of Mathematics;

Mathematics is taught at all stages of the curriculum. In the first and second stages is made a connection of knowledge about numbers, geometric figures, space positioning, measurements and calculation skills for problem solving.

In the third and fourth stages this connection is integrated with knowledge of algebra, geometry and statistics, but at the fifth and sixth stages is ensured an expansion and deepening of knowledge in trigonometry, mathematical analysis and probability.

Level description provides the basis for decision making on the performance of students at the end of each Key stage 1-6 and for all three levels.

4. Competence-based approach

According to the KCF, learning is based on competences. Organization of teaching focuses on what students need to know and should be willing to do. To do something are needed knowledge, skills, relevant skills, but also certain attitudes. Based on the mathematics curriculum, this is conceived in a built system at level, stage and grade, which is justified by general results of the learning area and stage, so we have three levels of competencies, fulfilment of which refers to the most important aspects of teaching and are oriented and sorted under the real students need, that is needed preparing and handler time planning.

Competency-based approach on the field of Mathematics is achieved through recommendation methods: discussion, conversation, giving and illustrating examples, giving instructions, presentation of solutions, presentation of group work, supervised practice of student groups, group discussion, and practice. Essential learning outcomes in mathematics are based on these eight mathematical skills:

5. Learning area outcomes

1. **Mathematical problem solving**
2. **Mathematical justification and evidence**
3. **Mathematical communication**
4. **Connections in mathematics**
5. **Mathematical representation**
6. **Mathematical modelling**
7. **Mathematical thinking**
8. **The use of technology in mathematics**

ISCED 2	
Stage 3, Grades VI, VII (age 11-13)	Stage 4, Grades VIII, IX (age13-15)
I. Knowledge, understanding and skills developed through learning experiences that relate to: 1. Mathematical problem solving 2. Mathematical justification and confirmations 3. Communication to / through mathematics 4. Mathematics connection 5. Mathematical representations 6. Promotion of mathematical modelling 7. Structuring of mathematical thinking 8. Use of ICT in/for mathematics	
1. Problem solving **Student**	
Uses symbols, facts, adequate tools and strategies for problem solving that deal with rational numbers, relations between them and measuring of 2D shapes and 3D objects.	Uses mathematical concepts that are interrelated to real numbers, algebra expressions and geometric transformations for the solution of different mathematical problems.
2. Mathematical justification and evidence **Student**	
Presents empirical data on 2D shapes and 3D objects and starting from them it develops mathematical thinking (for example suggests formulas, constructs geometrical figures and uses rational numbers).	Justifies and verifies mathematical assertions through direct and indirect methods, implemented in actions with real numbers, geometric transformations, measuring, probability and statistics.
3. Communication in / through Mathematics **Student**	
Uses mathematical methodology (e.g. example decimal, fraction, percentage, mode, median, etc.) and algebra and geometric symbols to describe different situations from mathematics and daily life.	Collects and processes information from different sources that are related to real numbers and their features, algebra expression, statistics and probability; translates from natural language into mathematical one and vice versa.
4. Mathematical connections **Student**	
Integrates/connects different mathematical concepts in order to solve different problems.	Links concepts and other mathematical models with those adopted before from the area of mathematics and other areas.
5. Mathematical representations **Student**	
Uses symbolic forms of representation through lines and graphics with the purpose of describing and solving different problems in mathematics, other subjects and in daily life.	Uses mathematical symbols and actions to represent different situations from daily life; selects alternative forms of representation in compliance with the given situation.

6. Promoting mathematical modelling **Student**	
Identifies properties of various shapes and objects and classifies them according to these properties, creates simple patterns using two-digit numbers, shapes and objects from grades and daily life.	Describes and creates models by using basic mathematical operations in daily situations (e.g., Household, elementary statistics for daily life, etc..) related to the six numbers, 2D shapes and 3D objects.
7. Structuring of mathematical thinking **Student**	
Demonstrates application of rational numbers; measures 2D forms and 3D objects; creates models and implements gained knowledge; thinks of mathematics as part of human culture.	Generates relevant mathematical conclusions by collecting and processing the data.
8. Use of ICT in/for Mathematics **Student**	
Uses advanced calculators for verification and solution of complicated mathematical problems.	Verifies results of different problems by using ICT tools and programmes (for example MS EXCEL).
II. Structured attitudes and values as a result of education through Mathematics	
• Curiosity • Motivation for studying mathematics • The spirit of objectivity and impartiality • Imagination and creativity in problem solving • Insistence, persistence and strength in problem focusing • Self-assessment, self-critical • Independence in thinking and in action • Stance to questions • Doubt and certainty • Constructive critique • Initiative and interest in different approaches • Confidence in own forces • Confidence in the use of technology • Respect for the acceptance of other opinions (even those contradictory) • Willpower • Respect for the good work • Respect for personal and group efforts • Respect for accuracy • Respect for the values that mathematics provides to individuals and society	
III. Mathematical abilities and skills	
• Identification • Description • Formulation • Rationalizing • Application • Calculation • Measurement • Sketching • Creation of Modelling • Constructing • Use of sources and information	

IV. Knowledge and concepts promoted by the Mathematics learning area (Arithmetic, Algebra, Measurement, Geometry, Statistics, Probability)

- Real numbers
- Shape
- Space
- Measurement
- Geometry
- Statistics
- Probability
- Unions.

6. Cross-curriculum issues

Teaching of Mathematics will focus on basic skills with numbers, objects and figures in the development of rationale and problem solving by using mathematical methods

Mathematics and its teaching will take into account cross-curriculum issues listed below:

- Personal development and life skills, team work, problem solving, decision making, and personal budget planning.
- Sustainable development, economic awareness, language and communication skills, electronic learning (ICT), production of virtual mathematical models.
- Collection of data and their presentation in various forms

7. Time allocation – description

Lesson Plan specifies minimum and maximum number of classes for each learning area. For the mathematics learning area is a necessity to have more time available. At the second level, grades VI-IX need at least 4 classes and not more than 5 classes per week. Assessment of learning outcomes is made in accordance with the KCF.

Lower secondary school (ISCED 2)								
Curriculum area	Stage 3				Stage. 4			
	Grade VI	Grade VII	Total classes		Grade VIII	Grade IX	Total classes	
	No. of classes	No. of classes	T. classes	%	No. of classes	No. of classes	T. classes	%
Mathematics	5	5	10	17. 86	4	4	8	13. 56

8. Methodological guidelines

The teacher uses modern interactive and comprehensive teaching methods, diversified services techniques and forms of work and a whole complex of procedures (new information, repetition, reinforcement, exercises, assignments, work projects, tools, materials, such as drawings, templates, diagrams , models, graphics and other modern technical tools - computer, internet, etc..). These methods should be in function of encouraging independent, critical and creative thought.

The selection of methods is competence of the subject's teacher. It is done in accordance with the needs and demands of students, with the nature of teaching the subject content, didactic base, the level of students' formation.

Methods and techniques of working with students should be combined and diversified, in order to promote class dynamic, break monotony and motivate students.

Working methods, techniques and forms with students should be in function of easier acquisition of teaching contents and faster implementation of more precise knowledge, habits, skills, values and others attitudes participating in entirety of their personality formation in order to face life challenges.

9. Assessment guidelines

The assessment includes the entire activity, which serves to assess on the achievement of learning outcomes in grade and stage level of students and mastery of competencies in the area of mathematics. Teacher during the assessment should consider the programming content in the achievement of learning outcomes and competencies specified for this level, also it should consider the assessment as an integral part of learning and engage students in the learning process to enable them to work independently. During the assessment teacher should be based on a significant amount of data that include these elements:

- assessment of verbal responses;
- assessment of the contribution to the group;
- assessment of the activity during the debates in the classroom;
- assessment of homework;
- tests for a certain group of topics;
- tests at the end of the content category;
- tests at the end of the semester or at the end of the school year;

The teacher is also independent in choosing:

- type of assessments (formative, summative, diagnostic, motivating, etc..);
- assessment methods (self-assessment, conversations with students, portfolio, observations, projects, etc.);
- assessment instruments (analytical self-assessment sheets, coordinating windows (know, want to know and learnt), diagrams (plus +, minus -, interesting I), traffic lights, conversation partner (friend - to friend) etc..

The assessment should be in function of providing feedback in order to improve learning, students' motivation for learning, determine the causes of stagnation or of the progress, improving of teaching and personal development of student (For more, see Chapter V for assessment).
Here we take the example of homework from the unit explained above:

- Competence of thinking (in mathematics) - Mathematical Communication
- Learning outcome for third stage(III):
- Uses mathematical terminology (e.g. fractions, percentage, mode, median, etc) and algebraic and geometric symbols to describe different situations from mathematics and daily life.
- Thinking competence – creative thinker
- Learning outcome for stage three (III):
- Solves a problem (arithmetic, geometry, language, social, science, etc.) given in textual form or textual-numerical form and explains the selection of applied procedures

1	2	3	4	5	Improvement support	Methods	Support for the talented	Methods
The student has done nothing	The student only sets the price of the article after the rise	The student only sets the price of the article after the deduction	The student determines the price of the item after increasing and decreasing as well as the difference between them	The student determines the price of the item after increasing and decreasing and presents them in a tabular form	The teacher decides on how to support the student e.g. allocates the students of the group which did not manage to perform the duty, into other groups	What types of methods to apply, considering the style of student`s learning, e.g. gives homework to solve the task once more with the help of friends	The teacher decides on how to support the student, in which activity or what additional activity to develop p. sh. gives additional homework, for the student to find adequate homework on its own	What methods to apply considering the learning style of the student

10. Materials and learning resources

- Teacher gives a lesson in understanding by using materials and resources, which students can access through sight, hearing, touch, etc. Uses easy words and phrases, accurate, semantic, for visual tools, necessary technology, making activities, such as drawings, modelling, provides special assistance, example adaptation, environment creation, alternative activities, etc.
- Teacher provides access through the use of appropriate textbooks and materials that coincides with the age and ability level learning, provides the necessary brochures, dictionaries, and uses clean language. The teacher explains certain content or students' skills. The focus is on the transfer of information (also educational video materials, presentations by students);
- Demonstration by teacher or student: the teacher provides visual information that can help verbal explanation.

Curriculum area – Natural Sciences

1. Introduction

Core Curriculum of Natural Sciences is mandatory for the three levels of pre-university education. This learning area includes the implementation of competencies (knowledge, understanding, habits, skills, stances and values) that will be achieved by students after completion of each level of pre-university education.

Natural sciences enable students to recognize, understand, and explore nature, the living and non-living world and human being.

Knowledge and scientific achievements are applied: in the production of food and other material goods, medicine, traffic, communication, energy production, the research and use of natural resources, environmental conservation, cultural creativity, art and the universe research.

2. Rationale and description of Natural Science area

Natural sciences are in function of:

- Explanation of the material world, its properties and transformations;
- Implementation of research methods of phenomena and natural processes;
- Description of Earth as celestial body, with suitable conditions for life and living things and man;
- Description of living, non-living world and the connection between them;
- Description of energy resources;
- Description of natural processes in time and space;
- Defining the human interconnection with nature and mutual influences between them.

3. Basic concepts of natural sciences

Basic concepts of the natural sciences should be based on 6 main categories (columns-orientation):

1. Research
2. Application of science and technology
3. Substance, its properties and transformations
4. Physical processes
5. Life processes
6. Earth and universe

In natural sciences, the basic concepts, competencies and methodology are given as integrated for stages 1, 2, 3, 4 while for stages 5 and 6 are given in specific subjects: chemistry, physics, biology and astronomy.

In vocational schools these concepts are given in the integrated form, based on thematic approach of certain professions.

4. Competence-based approach

According to the KCF, the learning of natural science is based on competencies and student-centred. Organization of teaching focuses on what students should know to do and what they are willing to do. To do something, is needed knowledge, skills, relevant skills, but also certain attitudes, which can be positive, negative, indifferent.

5. Learning area outcomes

Stage 3 Stage 4

ISCED 2	
Stage 3, Grades VI,VII (age 12-13 years old)	**Stage 4, Grades VIII, IX (age 14-15 years old)**
I. KNOWLEDGE, UNDERSTANDING AND SKILLS DEVELOPMENT THROUGH LEARNING PROCESS: **1. Structuring of scientific thinking on concepts, models, theories and laws for the construction of matter, processes and phenomena in nature** **• Living and non-living substance and its properties** **• Processes and physical, chemical, biological phenomena in Earth and Universe** **2. Developing research skills for the construction of substance, processes and phenomena in nature** **3. The interconnection between natural sciences subjects with other areas of the Curriculum** **4. Application of science and technology in everyday life** **5. Developing communication skills in science and through science**	
1. Structuring scientific thinking concepts, models, theories and laws on the construction of substance, processes and phenomena in nature: **• Living and non-living substance and its properties.** **• Processes and physical, chemical, biological phenomena in Earth and Universe.**	
Differentiates and classifies subjects according to composition, structure, physical and chemical properties, transformations and their use in everyday life.	Describes and analyzes the elements that enter into the composition of inorganic and organic compounds, structure, physical and chemical properties, their function and interconnection in the living and non-living world.
Explains the composition of geo-sphere, hydrosphere, atmosphere, biosphere, processes in them and simple shifts of position of troops over the time.	Analyzes the components of the Earth's crust construction, natural resources and in particular those of the Republic of Kosovo and relation space - time in the process of troop's movement.
Distinguishes and describes the growth and survival of living beings depending on environmental conditions, construction and function of the major systems of human bodies, structures and processes involved in the growth and reproduction of plants, animals and man.	Describes the construction and function of cells, organs and organ systems, causes of diseases in humans and animals and the methods for their control; metabolism and ecosystem sustainability.
Describes sources of energy, its forms and transformations.	Distinguishes forms of energy in nature, their mathematical formulations and utilization possibilities.
Demonstrates interactions between troops that meet and do not meet.	Analyzes the laws that describe the gravitational and electromagnetic interaction along with their implications.

2. Developing research skills for the construction of substance, processes and phenomena in nature.

Plans and conducts simple scientific research, individually or in groups, inside and outside the classroom by gathering, analyzing and interpreting the data in order to explain the processes and natural phenomena.	

3. The interconnection between natural sciences subject and with other areas.

Integrating common concepts in the natural sciences (biology, chemistry, physics):

-Substance and energy in the development of life, interpretation of natural phenomena and processes and their impact in man, living beings and the environment, transformations of substance, interactions between substance, troops and living bodies, atoms, molecules, Law on Conservation of mass and energy, solutions, photosynthesis, respiration, healthy food.

Integration in the scientific-researching method

- Observation, classification, measurement, modelling, filing a hypothesis, experiment, test, use of the instruments for measurement, planning and design of basic scientific research, processing of outcomes, safety while working in the lab.

3.3 Integration of natural sciences with other fields**:**

- Communication and expression

Communicates in their mother tongue and in foreign languages during group work, enriches language vocabulary with expressions and new symbols through discussion, written reports, internships, research and measurements.

-Mathematics

Uses formulas, mathematical models to simulate various processes and phenomena, mathematical operations when calculating the results obtained during the measurements of different physical sizes.

Society and Environment

Treats natural and social environment as an asset that should be preserved and used for societal benefits of society.

- Health and Welfare

Protects health by respecting the rules of hygiene, food, bodily movements and holiday organization and become aware to be protected against alcohol, tobacco, drugs, HIV / AIDS and unwanted pregnancy.

- Life and Work

Respects the principles of teamwork and actively cooperates in achieving certain objectives by showing manoeuvrings skills in the use of tools, equipment and information technology and communication to get information during investigations.

4. Application of science and technology in everyday life

Uses ICT and new communication equipment, different tools and means produced through science in understanding natural processes and solving problems in daily life.	Explains the historical nature of scientific ideas, describes the impact of technological scientific discoveries in history and their effects in raising the quality of human life.

5. Development of communication skills in science and through science	
Plans simple scientific research, presents the data in the table and graphs, interprets orally or in written form the information gathered from various sources.	Use simple forms of interpreting scientific data orally and in writing; plans the research of a simple scientific problem, formulate a hypothesis, proves through experiment, issues findings and communicate them.

II. Structured attitudes and values of education through Natural science area.

Student is expected to demonstrate:

- Positive attitude to scientific research in general.
- Tolerance to the opinions expressed by others.
- Curiosity on simulation and modelling of natural phenomena through experiment.
- Motivation for the study of science as a significant area in social and professional life.
- Initiative and interest in accessing various tasks.
- Interest on the use of specific scientific concepts and methods in solving scientific problems in everyday life.
- Attention to quality and environmental preservation.
- Critical thinking and positive, honesty and tolerance.
- Interest in the application of knowledge in everyday life.
- Interest for new achievements and advances in science.
- Respect for diversity and human nature, conservation and environmental protection.

III. SKILLS AND ABILITIES IN NATURAL SCIENCES

- Identification
- Description
- Formulation
- Justification
- Application
- Calculations
- Measurements
- Sketches
- Creation of models
- Construction
- Use of resources and information
- Cooperation skills
- Communication Skills
- Psychomotor Skills
- Creativity
- Critical thinking skills
- Skills in computer technology
- Numerical Skills
- Problem-solving skills
- Management Skills
- Study skills

IV. CONCEPTS AND SUBJECTS OF NATURAL SCIENCE AREA

- Natural Science
- Chemistry
- Physics
- Biology
- Astronomy
- Chemical reactions
- Experiment
- Laboratory
- Acids
- Base
- Salts
- Oxides
- Diversity
- Evolution
- Heritage
- Ecosystems
- Atom
- Molecule
- Ions
- Structure
- Function
- Chemical bond
- Time
- Space
- System
- Photosynthesis
- Laws
- Hypothesis
- Theory
- Principles

6. Cross-curriculum issues

Integration of cross-curriculum issues in the natural science area helps students in recognizing and understanding the world and to face the challenges of life easier.

Cross-curriculum issues that can be integrated into the Curriculum of natural science for this students' age are:

- Entrepreneurship Education;
- ICT and e-learning;
- Awareness on career;
- Media Education;
- Health and Sexual Education;
- Religion;
- Personal development and life skills, etc.

7. Time allocation – description

Number of classes of Core Curriculum is determined per each learning area, while Optional Curriculum is determined by the relevant school.

The natural science area in the Core Curriculum, stage 1 and stage 2 includes the following subjects: chemistry, biology, physics, geography and astronomy, which are integrated and the number of weekly classes per year is 1 class.

Criteria for Core Curriculum of natural science in each subject is: volume, balance, horizontal and vertical connection of learning outcomes with six (6) main competencies and the continuity of their implementation by grade VI-IX.

Lower secondary school(ISCED 2)								
Curriculum area	Stage. 3				Stage. 4			
	Grade VI	Grade VII	Total classes		Grade VIII	Grade IX	Total classes	
	No. of classes	No. of classes	T. classes	%	No. of classes	No. of classes	T. classes	%
Natural sciences *Physics* *Chemistry* *Biology*	4	4	8	14. 29	5	5	10	16. 95

8. Methodological guidelines

Students' success in the natural science area depends on the work and commitment of teachers and students. This is achieved by using modern interactive and comprehensive approach, methods, diversified techniques and forms of work. For this purpose is applied a whole complex procedures, such as new information, repetition, reinforcement, exercises, assignments, project work, practical and other work. Similarly, there are used technical material tools, such as models, charts, chemicals, kitchen utensils, laboratory containers, instruments, computers and other educational technology). These approaches and methods must be in view of encouraging independent, critical and creative thinking.
The Selection of methods is competence of the teacher. It is done in accordance with the needs and demands of students, the nature of subject learning content, didactic base, the level of students' formation, etc.
Methods, techniques and forms of work with students should be in function of easier acquisition of learning contents, knowledge, habits, skills, attitudes and values to face other life challenges.
In order to fulfil requirements for quality learning, there are suggested several work methods, forms and techniques:

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

In all the cases the application of teaching methods or techniques should be associated with the use of appropriate materials and relevant teaching tools, without which there cannot be achieved the expected results.

9. Assessment guidelines

Assessment is the process of systematic, qualitative and quantitative accumulation of information regarding students' achievements during the learning process and drawing conclusions about them.

The assessment is in function of:

-providing necessary information on the students' progress and their motivation to learn;
-identification of difficulties during the learning process;
-drawing conclusions on the achievements of students in the learning process;
-self-assessment of students and teachers;
-improving teaching and learning;

Assessment can be classified in formative, diagnostic, summative and motivational assessment.

- Formative assessment (assessment on learning) consistently is performed to obtain information of student achievements in each learning activity.
- Diagnostic assessment - is used to obtain information about the level of student achievement and the acquisition of knowledge, skills, habits, attitudes and values and helps teachers on their further work.
- Summative assessment (assessment of learning) - includes general activity of student learning. Summative assessment is conducted at the end of certain periods (semester, at the end of the year etc).
- Motivational Assessment - is used to promote students' interest and desire to learn.

Students' assessment for the subjects of the core curriculum and for elective subjects is done by marks, in compliance with the criteria defined by MEST. Assessment of students with marks is done for oral and written answers, for homework, skills shown while working in groups, tests, work in projects, etc.

The forms of assessment should be in compliance with different learning styles.
A teacher is independent when selecting methods, techniques and tools of assessment. Assessments should be transparent to students, parents and the community.
Important tool for assessment, self-assessment, and for collecting information on the students' progress or their lagging behind;

10. Teaching and learning environment and materials

For the successful implementation of competences in natural science it is necessary to create conditions, learning tools and appropriate learning environment.

- Textual materials: textbook, notebook, teachers' book, professional guide, dictionaries, newspapers, magazines, psycho pedagogic materials, encyclopaedias, etc. ;
- Visual tools - visual: writing table, photographs, paintings, models, templates, diagrams, graphic tools etc.;
- Auditory tools: radio, tape recorder, phone, radio, etc.. ;
- Audiovisual tools - visual-hearing: television, film, video, video-projector, computer, internet, tele-text, CDs, e-mail;
- The learning environment (classroom, laboratory, workshop, nature, farms, etc.).

Curriculum area – Society and environment

1. Introduction

Society and environment curriculum area on the second level is achieved through integrated learning. Subjects of this area at this level include: history, geography and civics. If this will be implemented as integrated area, to be considered the substantial aspects interrelated by these subjects.

The Society and Environment learning area helps students to better learn and understand various historical and social concepts at the local, national, regional and international level, including the rise and the development of civilizations and the events and role of personalities from the ancient time until nowadays.

This area helps students deepen their knowledge about places and space, physical and human systems, and regions and their characteristics. It also helps students develop habits, values and attitudes in relation to cultural diversity, social identity, cultural heritage, social organization, human rights and freedoms, and the role and the functioning of democratic institutions.

2. Rationale and description

Society and environment area in the third and fourth stage (grades VI, VII, VIII and IX) aims to develop skills, abilities, values and attitudes, to be a responsible citizen, to develop personal identity and to recognize better collective identity (social, national, state, ethnic, religious, racial, gender, cultural, regional). This area helps to develop the skills in judging rightly and to take responsible decisions in everyday life situations, breeding habits and taking initiatives to preserve and protect the environment.

Society and environment area at this level helps students to develop and to further strengthen their knowledge by providing a baseline for academic orientation and career guidance.

3. Concepts and description

At Stage 3 and Stage 4, general concepts of society and environment curriculum area, which go through all three levels of university education level, are solved more widely and at greater depth.

Social groups and relations

In the social structures concept in society and environment area, for the second level, is included the development of abilities and skills of the students to practice roles and build sustainable social relations, as in family, social group, and also in community and society in general. In the content of this concept is also included active participation in various social structures and organizations.

Social processes

This concept implies social processes, developments and changes that have taken place and occur in the country, region and in the world. Within this concept also participates the knowledge, attitude and assessment on population developments, settlements, migration, cultural diversity, sustainable development, cultural communication, technology and globalization.

Norms, rights and responsibilities

Within this set, the students understand and adhere to social norms and regulations on the environment. They learn that freedom and their right requires responsibility to themselves, to family, school, to the district where they live and beyond. This implies also the awareness on the importance of human rights and freedoms, gender equality, tolerance, solidarity, fight against discrimination and prejudices, the need for cooperation and communication with the others, the past and with the present

Decision making

At this level is cultivated self-esteem and rationale of decision making in certain cases relying on stable arguments. Students must understand that the right and argued decision is useful to themselves, to others, but also for the social and natural environment. Also, has been practiced the giving and receiving of needed ideas and information, which serve to make decisions consciously and responsibly.

Environment

This implies a thorough knowledge about the relation of human being to the environment, their mutual influences, factors which influence the preservation and protection of the environment, it also includes awareness regarding the preservation of the environment, ecosystems and biodiversity for sustainable development. This concept also implies knowledge on space (Earth and Universe) natural and socio-geographical elements of the natural and manmade environment, regions and countries, including knowledge about natural and cultural heritage monuments and their preservation. Students should be encouraged to develop habits for preservation, protection and improvement of the environment.

4. Competency-based approach

Society and environment area should be implemented in such a way that it should allow students the gradual acquisition and cultivation of key competences foreseen in the KCF. Learning organization must focus on that what students need to know and what they are able to do. It is reflected through knowledge, skills, habits, but also of attitudes and behaviours that the student should reflect.

5. Learning area outcomes

Society and environment ISCED 2	
Stage 3, Grades VI, VII (age 11-13 years old)	**Stage 4, Grades VIII, IX (age 13-15 years old)**
Knowledge, understanding and skills through which a student: 1. Explores the structure of social groups and ways of participation or involvement into them. 2. Explores objects, phenomena, historical, social, environmental and natural processes as well as connections and influences among them. 3. Analyzes and critically examines and implements social norms and rules for a common life in diversity. 4. Gives ideas and proposals and takes decisions in a consciously and responsible manner. 5. Contributes to the preservation and protection of the environment and sustainable development. 6. Exploits ICT effectively and other contemporary technologies.	
1. Explores the structure of social groups and ways of participation or involvement in them	
Compares the historical role of national and world prominent personalities (men, women) as well as makes their distinction from the figures of myths, legends and anecdotes (traditional legends).	Critically examines social, economic, cultural and educational issues that influence individuals and community, and also reflects on the impact of human actions on others and on the environment.
Distinguishes facts from opinions when explaining different situations in the individuals or social groups relations (in time and space) and explains organization of the living space, distribution, natural movement, structures, population migrations, settlements and households activities at the local, national, regional and international level.	Debates important actions and issues to citizens locally, nationally and internationally and their interdependence.
2. Explores objects, phenomena, historical, social, natural and environmental processes and their influences and connections.	
Presents concrete examples that show how events and phenomena influence on the life of people and environment and explains the position of Earth in Universe, presentation of earth surface (in a flat form), characteristics of natural and social-geographical elements of natural and human environment and of countries and regions at local, regional and international level.	Compares social, historical, political, economic and cultural events as well as natural and environmental phenomena, explains their causes and consequences and their impact on the life of people.

3. Analyses and reviews in a critical manner and implements norms and regulations for a common life in diversity	
Understands and presents causes of changes in the life of communities in time and space (social movements and natural phenomena)	Uses critically different sources to explore and compare ethnic, cultural and religious changes and similarities in different places and periods of historic development.
4. Provides ideas and proposals as well take decisions consciously and responsibly	
Assesses the impact of decision-making in different social groups, in different times and places and presents personal views on them.	Justifies types of decision making in daily social life, understands needs and importance of implementation of democratic procedures along processes.
5. Contributes to the preservation and protection of the environment and sustainable development	
Initiates group activities by providing concrete examples relating to the role of the human factor in order to increase the awareness of the community in the preservation and development of the social and natural environment at local and national level.	Presents examples on how an individual and a group member can contribute to sustainable development (protection of sources, material recycling) in harmony with protection of environment and biodiversity.
6. Exploits effectively ICT and other modern technologies	
Selects and uses different kinds of digital sources that deal with social relations and natural and environmental phenomena.	Categorizes and uses different kinds of media sources to analyse social and historical events as well as geographical and environmental phenomena and argues their credibility.
II. Structured attitudes and values through education on the Society and environment learning area	
• Respect for others • Self-esteem • Equality • Tolerance • Fair judgement • Use of learnt words • Creation of models • Discussion • Measurement • Sketching • Developing and reading graphics, diagrams, tables and maps.	

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III. Abilities and skills obtained in the area of Society and Environment

- Use of information
- Simple research
- Use of simple resources
- Location and position of places
- Earth's main natural systems
- Diversity of people and society on Earth
- The structure and processes of the regions and countries
- Use of level of reduction, symbols and cartographic signs
- Use of map colours
- Use of sketch, plan, map, globe and compass
- Collection and documentation of information
- Use of learned vocabulary
- Developing and reading charts, diagrams, tables and maps
- Determining the location of countries and regions on maps, atlases and globes
- Formulation of the simple questions in order to obtain get information
- Evidencing similarities and differences
- Implementation of measurement on plans, atlases and maps in various degrees of reduction
- Analysis, synthesis and assessment of numeric, graphical and textual data.

IV. Key concepts of the area of Society and environment

Society, Environment, Individuals, Civic Education, History, Time,
Environment, Gender, Freedom, Equality, Family, Communication, Solidarity, Compassion, Rules, Tolerance, Chronology, Testimony,
Place/Space, Orientation, Compass, Map, Atlas, Earth,
Natality, Mortality, Migration, Emigration, Immigration, Settlement
Structure of Mine, Factory, Landscape, Erosion, Accumulation
Population, Earthquake, Desert, Wind, Glacier, Weather,
Climate, Source, Lake, River, Sea, Ocean,
Wave, Salinity, Flora, Tides, , Fauna, Volcano,

6. Cross-curriculum issues

Among the important objectives of the Society and environment area is the learning of cross-curriculum issues, which will help in achieving key competencies foreseen in KCF. Some cross-curriculum issues that need to be taken into account at this level, but that can be handled consistently in third level are: Education on peace,
The use of media (using the media to understand the world around),
Education on sustainable development (economic, community services, security, natural and human environment protection and development of ecological attitudes),
Language and communication skills across the curriculum (qualitative communication in all subjects),
Personal development and life skills (education in consumption and saving; self-esteem and respect for others, tolerance, self-restraint, ability in making agreements; self-initiative and future preparations),
Education on human rights (children rights, gender issue, etc.),
Education on international humanitarian right

7. Time allocation – description

In the teaching plan, for the Core Curriculum at this level (for these two curriculum stages), a minimum time required for each learning curriculum area, which is expressed in percentage or number of classes has been determined. In the Society and environment area, sufficient time is allocated in order to achieve the goals and learning outcomes as envisaged for this level. In the third curriculum stage, the determined percentage for this area is 14.29% of the total time allocated for all areas. While for the fourth curriculum stage the percentage allocated for this area is 16.95 %

Lower secondary school (ISCED 2)								
Curriculum area	**Stage. 3**				**Stage. 4**			
	Grade VI	**Grade VII**	**Total classes**		**Grade VIII**	**Grade IX**	**Total classes**	
	No. of Classes	**No. of classes**	**T. classes**	**%**	**No. of classes**	**No. of classes**	**T. classes**	**%**
Society and environment *History Geography Civic education*	4	4	8	14. 29	5	4	9	15. 25

8. Methodological guidelines

In order to implement curriculum goals through the area of Society and Environment, is preferred the use of different methods which complement one another and enable the development of critical and creative thinking of students, for the implementation of their knowledge in different situations.

The teacher is free to choose the methodology of work by rightfully assessing conditions, circumstances and opportunities that are available. Based on the KCF guidelines, teacher should take into account learning based on achievement of competencies, student-cantered learning, inclusion, differentiated learning, by respecting various styles of learning as well as Project Based Learning (PBL), which develops practical skills required in the KCF.

Within the methodology for this area and for this level, it is suggested the use of:

- Interviews and oral history in order to collect data on events, places, personalities and lifestyle. These increase the skills of using different sources of information.
- Games in general and role plays in particular, in order to create effective communication habits, creative thinking skills, collaborative skills, socialisation.
- Observation and direct contact with the environment and nature, organisation of educational visits and excursions, develop in the student, research and observation skills in students, interpretation and discussion of different natural and environmental phenomena.
- Rational use of ICT by students, in co-operation or suggestion by the teachers and parents, assists in gaining more complete information and his/her preparation to be a successful student.
- Interaction within a group develops communication, organisation and management skills and helps in distinguishing and assessing different situations from the past and present and knowing how to draw conclusions.

Cooperation with institutions, stakeholders and civil society are other forms of work performed even outside the school premises. Description of events and of different countries, data collection and other research materials as well as presentation of his work and of the group in front of others help the student in achieving competencies.

9. Assessment guidelines

Implementation of Curriculum, among others, includes the establishment of a culture of continuous assessment in pursuing progress and collection of data to identify and document the challenges on finding the best solutions for achieving the general objectives of the curriculum, specific curriculum areas, and assessment per stage under the competencies.

Assessment is closely linked with the methodology of teaching and requires compatibility and consistency in the whole process. We assess what we aim, what we set as target.

Assessment in the Society and environment area in the second level, except that is made with different types of testing, such as verbal and nonverbal testing, objective and subjective tests, teacher prepared tests, student's assessment on the blackboard, project work, etc., can also be done by monitoring the acquisition of knowledge, attitudes and behaviours and growth rate of skills and abilities to implement the outcomes foreseen by the CC for this level.

For all the types of student assessment the reference point are the specific learning outcomes for the area at the grade level and the learning outcomes for competences at stage level. Depending on their specifics, the teacher, researches the finding of more suitable forms of assessment for their achievements. In this sense the existing experiences and practices of each teacher used in general in Kosovo`s education system for assessment constitute a good basis that should be enriched in accordance with the KCF changes.

New Curriculum requirements in competences, aim at assessing on what the students are able to do, i.e. the assessment of the practical application of knowledge acquired during schooling. Thus, the application of assessment through continuous observation of student achievements and record keeping for documentation purposes and planning of further work with students is essential. Observation of group work and individual initiatives can be evaluated through the techniques known as bulletin of participation and The Checklist, etc.

During the assessment of students at this level the teacher should consider the student’s relation and dependency to teacher, the importance of assessment ethics and the intention that the assessment to be supportive and motivating so that the student to be educated to accept the real assessment and to aims for highest achievements.

At this age it is important to nurture the self-assessment habits which can be achieved through student portfolios, in which they keep their work such as interviews with family members, individual or group work on environment protection and other work related to the learning outcomes foreseen for this level.

Curriculum Second Stage aims the reinforcement and development of knowledge, where the teacher assesses to what extent students have deepened the information, deeper knowledge of themselves and the others and of the natural and social environment. The teacher should explore and test different types of assessment and decide which ones suit the child's age and development as well as their individualities or even the specifics of the environment where they learn, in relation to this to use assessment stages in assessing situations in which the student is challenged to complete a task given by the teacher or school. In this context, the teacher always provides mini-tests for assessing the minimum and maximum objectives within the classroom or within certain stage, as well as individual coping or as part of the group with learning format. In this case the teacher contributes to the assessment of key competencies associated to Society and environment area, as a responsible citizen, successful student, and effective communicator. This model can also be used for other issues arising from outcomes and related to the other KCF competencies.

10. Learning materials and resources

For competent forming in the learning area Society and environment, different education resources are used to motivate students in achieving progress and gaining habits and skills they will use both in the present and the future.

Besides textbooks, students also have access to other knowledge sources. Textbooks and other resources serve to teachers in realizing the learning process. For sustained recognition of the Society and Environment learning area is used a wide range of teaching resources including textbooks, activity and exercise books, workbooks, brochures, atlases, globes, encyclopaedias, literature, educational software, projects , various studies, various analyzes and reports of relevant areas, different learning visits, like, for ex. Social, cultural and natural facilities.

Teachers, students and other education providers may also engage in drafting appropriate learning resources, e.g.: project results from the students can become valuable learning resources for different grades. Teachers can use and create folders, newspapers, magazines, specialized literature or different handbooks for student activities. Also, it is very important that students and teachers to cooperate even in the production of various products through the use of information technology resources.

Curriculum area - Health and Welfare

1. Introduction

The "Health and Welfare" learning area educates and teaches children to treat their health as an important value, to become able to independently take care of their own health and the health of others, and undertake a part of the responsibilities for a healthy life and environment.

2. Rationale and description of the Health and Welfare area

Health and Welfare aims to provide students knowledge and skills and guide them towards healthy living so that they can be able to take the responsibility for their own health and welfare and that of others. It also provides students with the opportunity to develop and practice habits, attitudes, qualities, values and behaviour that will help them to face the challenges of life.

Learning about Health and Welfare enables children to:

- Create concepts on human development and basic knowledge about health;
- Become able to change themselves and the environment surrounding them;
- Understand and explore their own feelings, attitudes and values
- Establish control on their health behaviours in order to consciously ensure quality health
- Make informed decisions in order to improve their mental, emotional, social and physical welfare
- Practice a healthy life style
- Learn about hygiene and its importance for health, about risk factors and how to avoid accidents
- Balance work and leisure time, carry out physical exercise and pay attention to personal hygiene and healthy nutrition rules.
- Individuals are trained to use medical services on time.

3. Concepts and Description

- Overall and harmonized development of the body through physical and sports activities
- Physical, mental, emotional and social welfare;
- Healthy nutrition;
- Sexual and reproductive health;
- Dangers of using addictive substances;
- Environmental education.

Physical education

Physical education provides students with a platform from which they can build physical competencies in order to improve the physical aspects that support the development of personal and interpersonal skills. It enables students to develop necessary capacities and abilities for participating in a wide range of physical, sport, and cultural activities, which impacts the increase of their physical welfare and prepares them for an active and healthy life.

Complete physical, mental, emotional and social welfare

Physical, mental, emotional and social welfare enables students to know, preserve and nurture their own health and the health of the others, to know and explore their feelings, develop self-respect and respect for others. This will increase believe in their achievements, it will help them manage their feelings and emotions and prepare them to deal with various situations.

Healthy nutrition

Healthy nutrition contributes to children's development of proper eating habits through promoting values that enable them to make healthy choices. This helps students to know and understand safe and hygienic practices in order to apply them in their daily life.

Sexual and reproductive health

Sexual and reproductive health aims to make children understand the changes happening to their body; receive information about growing and development, human reproduction processes and the issues of sexual abuse.

Dangers of using addictive substances

Students develop an understanding of the use and abuse of various substances, including non-prescribed medications. They develop an understanding of their negative effects on decision making.

Environmental education

Environmental education helps students become aware of the environment and be able to protect themselves and others from dangerous factors. Environmental awareness includes the development of the feeling of being informed and responsible for protecting and using the environment.

4. Competency-based approach

According to KCF, learning about health and welfare is based on competencies. Organization of learning is focused on what students should know and should be ready to do. In this field learning outcomes which students should reach in a progressive and continuous manner, are undetermined.

5. Learning area outcomes

LEARNING OUTCOMES FOR STAGES 3 AND 4		
	Stage 3, Grades VI, VII (11-13 years old)	Stage 4, Grades VIII, IX (13-15 years old)
	Development and preservation of mental, emotional, social and physical welfare at home, in school and in the community	
Mental and Emotional Welfare	1. Tells about feelings in daily life situations (e.g. when talking to the teacher, colleagues, during the play, group work, etc.).	Demonstrates knowledge, manages his/her emotions and adapts them to different situations (e.g. during group work, games in and outside the school).
Social Welfare	2. Knows and understands his/her rights and responsibilities and practices them in everyday life in and out of school	2. Understands that every individual is unique and different, and contributes to making the school and the environment where he/she lives an equitable and friendly environment for all
Physical Welfare	3. Identifies various risks at home, at school and in the environment where he/she lives	3. Demonstrates appropriate behaviour in emergency situations and applies basic first aid principles and knows from where to request
	Practicing healthy nutrition and consuming	
Food and Healthy Nutrition	1. Understands the right manner of nutrition according to routines and explains the influence of nutrition on growth and development	1. Develops simple individual plans for healthy nutrition according to seasons, periods of the day and applies basic rules of healthy nutrition
Safety and Practicing of Hygiene	2. Demonstrates skills and habits of personal hygiene at home (body hygiene, teeth hygiene, etc.) and at school	2. Demonstrates a commitment to maintaining personal hygiene and the hygiene of the environment at home, school and community
Nutrition and Consumer Culture	3. Explores and discovers as a consumer the origin of the food by selecting and tasting various foods	3. Distinguishes healthy and unhealthy food in everyday life (e.g. in shops, supermarkets, green market, et).
	Practicing physical education, physical activities and sports	
Physical Education	1. Participates in physical activities and understands the positive impact of active rest and healthy sleep	1. Maintains good posture and practises various body exercises that motivate higher results of body development

Safety and Practicing of Hygiene	2. Demonstrates skills and habits of personal hygiene at home (body hygiene, teeth hygiene, etc.) and at school	2. Demonstrates a commitment to maintaining personal hygiene and the hygiene of the environment at home, school and community
Nutrition and Consumer Culture	3. Explores and discovers as a consumer the origin of the food by selecting and tasting various foods	3. Distinguishes healthy and unhealthy food in everyday life (e.g. in shops, supermarkets, green market, et).
	Practicing physical education, physical activities and sports	
Physical Education	1. Participates in physical activities and understands the positive impact of active rest and sleep to the health	1. Maintains good posture and practises various body exercises that motivate higher results of body development
Physical Activity and Sports	2. Practises basic exercises in athletics, gymnastics, swimming and other sports	2. Uses opportunities on a daily basis to participate in physical and sports activities by using the indoors and outdoors spaces.
Physical Activity and Health	3. Understands the impact of physical activity on his/her health	3. Describes the impact of physical activities on the development and changes of his/her body
	Understanding of childhood, adolescence, parenthood; building open relationships and managing sexual health	
Understanding of childhood, adolescence, parenthood	1. Names his/her body parts and describes how they function	1. Describes the origin and the development of human beings from birth to old age
Relationships	2. Builds co-operation with peers and others in the family, in the school and in the community where he/she lives, based on values and respecting the diversities	2. Identifies and participates in developing rules of behaviour in school and in various known environments and argues for the importance of respecting them
Sexual Health		Understands the biological differences between sexes
	Prevention of and avoiding abuse of substances	
	1. Knows things that should not be touched and consumed and understands what medications and harmful substances are.	1. Knows the safe use of medications and understands that some medications have a positive influence on his/her health and welfare
	Planning for selection and changes	
	1. Participates in daily games and activities, by exploring and making choices that develop his/her learning and interests	1. Participates actively in various events and activities by learning and knowing his/her abilities and skills.
	1. Participates actively in various events and activities by learning and knowing his/her abilities and skills.	

	II. Attitudes, values and beliefs
	• Self-respect and respect for others • Responsible • Tolerant • Respect for diversity • Committed • Positive attitude • Co-operative • Respects the code of conduct • Respects the code of dressing • Respects regulations • Willingness • Confident
	III. **Knowledge**
	• Knows him/herself and others • Understands him/herself and others • Tells about him/herself, family and the environment • Identifies possible risks • Understands the impact of positive and negative actions • Explains the impact of sports activities • Names body parts • Explains emotions • Shares experiences
	IV. Skills
	• Discusses • Active participation • Exercises his/her rights • Explains • Manages emotions • Demonstrates behaviour, actions and habits • Applies principles • Describes kinds of food, physical activities • Good posture • Exercises • Builds co-operation • Develops regulations • Research

6. Cross-curriculum issues

Health and Welfare relates to all other learning areas and complements and is complemented by them because of its complex nature and its importance. The implementation of cross-curriculum issues will help the development and completion of the content of the area towards achieving all KCF competencies. Some of the cross-curriculum issues that help students at this level are:

- Education for democratic citizenship and human rights
- Education for peace and tolerance
- Personal development and life skills
- Education for sustainable development
- ICT
- Gender equality
- Cross-cultural education
- Preparation for life and work.

7. Time allocation – description

The Health and Welfare learning area in the Core Curriculum includes activities that encourage the development of physical, mental, emotional and social skills, including subjects such as: Physical Education and Sports, Health Education, Health and Sexual Education at Level 2, and Health, Sexual and Family Education at Level 3. Also in KCF are set the number and percentage of classes.

The criteria for the Core Curriculum for Health and Welfare are: volume, balance, horizontal and vertical connection of learning outcomes with the six (6) key competencies and the consistency of their development from Grade I-XII.

Lower secondary education (ISCED 2)								
Curriculum areas	Stage 3				Stage 4			
	Grade VI	Grade VII	Total classes		Grade. VIII	Grade IX	Total classes	
	No. of classes	No. of classes	T. classes	%	No. of classes	No. of classes	T. classes	%
Health and welfare *- Health education* *-Physical education*	2	2	4	7. 14	2	2	4	6. 78

8. Methodological guidelines

For the implementation of the content determined in the Health and Welfare area, various methods may be used in order to meet the requirements of the learning area, and because of its specifics. Some of methods that facilitate a successful development are student-centred teaching, project work, etc.

9. Assessment guidelines

Health and Welfare area because of its nature and specifics requires a wide variety of regular assessments, with a focus on understanding of health, concepts and practising positive behaviour and attitudes. In other words, students should be able to continuously and actively apply the knowledge they will have gained in their everyday life.

In addition, for the subject of the heal education area, due to its specifications, it would be valuable that beside numerical assessment, the descriptive assessment should be largely applied, since group work, projects, motor abilities, speech etc, cannot be measured and assessed through tests. Different instruments are used in order to assess them. Direct observation is a suitable technique for Life and Work learning area and can be used in various learning situations and at all grade levels.

There are a number of techniques and instruments that support direct observation of a student's performance, which are used for measuring: participation bulleting, check list, student portfolio, feedback etc.

Participation bulletin is an observation technique that can be used for observing, in small groups or during discussion. The bulletin shows who provides assistance, how often he/she co-operates and how valuable their assistance is.

Check list contains a list of topics, objectives and knowledge for which the student will be observed. The main purpose of the check list is to record an on-going assessment for student progress, evidencing how he/she is completing the tasks or various objectives. In addition to the list with the elements which will be observed, the list contains an assessment scale.

Student portfolio – is an accurate and summarised portrait and is used as an intentional collection of work that shows samples of the student's work, which evidence the students progress, abilities and level of work. Its usage

improves teaching, by integrating the learning assessment (LA). The file may include, for instance drawings, projects, designs, plans, etc.

The portfolio is valuable because:

- It is an instrument that provides information to the teacher, parents and students (on student development and progress);
- It provides students with a holistic view of his/her work;
- By preparing his/her own file, the student plays an active role in the learning and assessment process (self-assessment).

Feedback – purpose is to check and assess student achievements which will serve as a kind of a dialogue between teachers and students on the quality of learning, teaching and achievements in general. Feedback serves to the identification of difficulties faced by students during the process of learning, but at the same time ensures the identification of causes which bring difficulties and possibilities for improving his/her works. Feedback is effective when given timely – at the time when it is necessary for the student.

10. Learning materials and resources

For a successful implementation of competencies in the Health and Welfare learning area it is important to use different learning resources to motivate students and stimulate their progress in order for them to acquire the necessary life habits and skills. Even though textbooks are valuable and important learning resources, student access to information should not be limited only to textbooks, but they should have access to other learning resources that serve for the planning and implementing of teaching and learning in the classroom

For the successful realisation of the Health and Welfare learning area, a wider range of learning resources must be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopaedia, education software, projects, various studies, various analyses and reports relevant to the learning area and other books.
Teachers and students may engage in developing and using learning resources, e.g. results of projects implemented by students may become valuable learning resources for other classes.

Curriculum area - Life and work

1. Introduction

While preparation for life and work is emphasised throughout the curriculum as an important issue, the "Life and work" curriculum area aims at contributing particularly as a carrier area for the development of life and work competencies. In Stage 3 and Stage 4 it focuses on life skills, in addition to skills related to home economy, career orientation, technology, and ICT.

2. Rationale and description

Through this curriculum area students will learn various roles of individuals in life and work, as family members, citizens, producers, consumers, employers and employees. Students will develop awareness and self-confidence regarding the existence of opportunities for career orientation (choosing a profession), the use of ICT, the development of home economy, the use of technologies of particular levels and the need to build their life and work on interpersonal relations with regard to mutual tolerance and respect.

They will develop a spirit for initiative and responsibility; develop and respect work plans and deadlines, and will learn about the quality of processes and results.

Learning in the Life and Work curriculum area will provide to students:

- Understanding and exercising practical work at home, school and in the community.
- Increase of personal qualities for life and work.
- Use and understanding of technology in everyday life and work.
- Use of ICT to advance the learning and the quality of everyday life.
- Practising the development of entrepreneurship and business (simulation)
- Promotion of a safe life and work environment.
- Preparation for future professional life and career (point of views)
- Ease of communication in/for life and work.
- Readiness to protect and preserve nature and the environment.

3. Concepts and descriptions:

- Personal development (life skill)
- Development based on practical activities
- Family economy (households)
- Career counselling and orientation
- Technology including ICT
- Work and Entrepreneurial education

Family economy (learning module)

Students are supported in their preparation for life and work as individuals, as contributors to the society, and as collaborators in Home Economics and the living environment. Family Economy enables students to explore real life problems with a focus on learning contexts. This contributes to the development of key skills such as decision making and working with others. Students develop as individuals, as participants in family economy, society, and protection of the environment.

Career Counselling and Orientation (learning module)

Develops in the student abilities to discover various career opportunities in order to decide about further education, respectively to help regarding the profession the student will chose, based on the characteristics of the professions. Students are generally informed on the local labour market.

Technology including ICT

Technology enables students to gain the necessary knowledge and skills on technical-technological developments, their successful and independent use, including the information and communication technology equipment in general.

Students learn concepts about technical-technological processes and they develop technical skills and abilities for planning practice actions.

Students learn the skills for using ICT for the purpose of identifying, developing, analysing and presenting information, and models for problem solutions in given situations.

Work and entrepreneurial education

The inclusion of students in practical activities - simulation regarding the preparation of a family business plan. Simulation regarding the research of enterprises and the development of entrepreneurship enables students to research the needs for creativity in entrepreneurship, either as employers or employees, identify and practice certain skills and develop attributes regarding to entrepreneurial skills.

4. Competency-based approach

The goals of Kosovo education will be achieved in the Life and Work curriculum area through a gradual learning and cultivation of key competencies foreseen in KFC.

The Life and Work area should be implemented so as to enable students to gradually learn and apply the key competencies foreseen with KFC. The organisation of teaching and learning should be focused on what students should know and be able to do. It is reflected through students' knowledge, skills, habits, as well as attitudes and behaviours which they need to reflect.

5. Learning outcomes for Stage 3 and Stage 4

Learning outcomes for the Life and Work learning area are developed on the basis of key concepts of the area that contain the requirements that students should meet after completing every stage.
The learning outcomes contain knowledge, skills attitudes, and values that are developed and deepened progressively, taking into account students' physical and psycho-motor development. Those outcomes enable the achievement of six key competencies of the Curriculum Framework, with emphasis on the productive contributor competency.

LEARNING OUTCOMES FOR STAGES 3 and 4		
	Stage 3 Grade	Stage 4 Grade VIII, IX
	1. Understanding and exercising practical work at home, school and in the community	
	3. Implements individual and group activities in school environment and community	4. Distinguishing voluntary work, employment and self-employment
	3. Carries out concrete practical activities according to the foreseen planning	4. Plans, organizes and participates in practical individual and group activities.
	2. Improvement of personal qualities for life and work	
	3. Understands correctly and applies written instructions and visual images on different practical activities	4. Demonstrates necessary skills for orientation approach in career
	3. **Understanding and use of technology in everyday life and work**	
	3. Describes and analyses manuals for household tools and machines	4. Uses tools, equipments and working machines based on instructions and manuals for use
	3. Uses tools, suitable means and materials to work on products, simple models based on sketches and instructions	4. Describes technological process of the use of natural resources of energy
	4. Use of ICT to advance the learning and quality of everyday life	
	3. Uses information from electronic sources to clarify knowledge in certain contexts	4. Applies knowledge from IT for presentation of certain processes
	5. Practicing of the development of an enterprise and business	
	3. Understands ethical and economic aspect of household especially saving actions in family	4. Compiles ideas and prepares pilot business plans, individually or in group, and presents them through different forms of communication
	6. Promotion of safe conditions for life and work	

	3. Implements rules for protection and safety, prevents and helps managing risks at work	4. Identifies and prevents different risks that might take place in his/her working place
	7. Preparation for future professional life and career	
	3. Describes main characteristics of his/her parents' profession and profession of others in his/her environment	4. Researches possibilities to review different kinds of professions for career orientation.
	8. Communication in/for life and work	
	3. Identifies different sources of information and orientation for education, professional training and employment (in media, Internet, etc.)	4. Researches and uses different information sources on education, qualification for labour market with the purpose of selecting options for career orientation
	9. Protecting and preserving nature and the environment	
	3. Is engaged in the protection of ecological balance of the environment around	4. Analyses and assesses advantages of different kinds of energy in protecting the environment he/she lives in
	II. ATTITUDES, VALUES AND BELIEFS	
	• Respects himself and the others • Self-respect • Responsible • Tolerant • Respect for diversity • Committed • Positive attitude • Co-operative • Respects the code of conduct • Respects the code of dress • Respects regulations • Readiness • Confident • Curiosity • Independence in thinking and action • Initiative and interest in various approaches	• Confidence in personal strengths • Confidence in using technology • Willpower • Readiness for co-operation • Open stance towards support of others • Tolerance • Habits and skills during theoretical and practical work • Self-assessment, self-criticism • Initiative and interest in different approaches • Respect for the job well done • Respect for personal efforts and those of the group • Respect for the accuracy • Research on vocational guidance
	III. KNOWLEDGE	
	• Knows himself/herself and others • Understands himself /herself and others • Tells about himself /herself, family and the environmen • Identifies various possible risks • Understands the impact of positive and negative actions • Exchanges experiences • Description • Identification •Implementation • Measuring	• Assessment • Outline • Cutting • Modelling • Approach to problems from different perspectives • Design (creativity) • Research • Rationalizing • Planning.
	IV. SKILLS	
	• Discusses • Active participation • Explains • Demonstrates behaviour, actions and habits • Applies principles	• Practices Exercises • Builds co-operation • Graphic communication • Electronic communication

6. Cross-curriculum issues

Within the Life and Work learning area, one of the most important objectives of it should be the implementation of cross-curriculum issues that will support the achievement of the key competencies foreseen with KCF. Some of the cross-curriculum issues that should be taken into consideration at this level, but which can also be taught at other levels are:

- Media Education (use of media for understanding the world);
- Education for Sustainable Development (community services);
- Protection of environment and development of ecological attitudes;
- Language and Communication Skills;
- Personal Development and Life Skills;
- Voluntary work;
- Education on the dangers from mines.

7. Time allocation (class plan)/ (See lesson plan)

The curriculum area Life and Work includes activities that stimulate the development of skills, abilities, values and attitudes involving the following subjects at level 2:

- Family Economy (Learning module);
- Carrier Orientation (learning module);
- Technology with ICT.

Also, in KCF is determined the number and percentage of classes. Criteria for time allocation for the Life and Work curriculum area are as follows: volume, balance, horizontal and vertical link of learning outcomes with six (6) key competencies and the consistency of achieving those from Grade VI-IX.

Lower secondary Education (ISCED 2)								
Curriculum Areas	Stage. 3				Stage. 4			
	Gr. VI	Gr. VII	Total classes		Gr. VIII	Gr. IX	Total classes	
	No. of classes.	No. of classes	Total classes	%	No. of classes	No. of classes	Total classes	%
Life and work	2	2	4	7. 14	2	2	4	6. 78

8. Methodological guidelines

For the implementation of the contents which are determined in the Life and Work curriculum area, because of its specifics, various methods may be used in order to fulfil the requirements of the field. Some of the methods that facilitate a successful development are methods of student-centred teaching, such as:

Co-operative learning – happens when students work together, sometimes in pairs, at other times in groups, to address a common issue, to explore a common topic, or to reach a common understanding in creating new ideas. The teacher can successfully carry out the lesson, group work, role play, brainstorming, etc.

Brainstorming (storm of ideas or gaining of new ideas) is generating and listing ideas without discussing them. This method is used for many purposes and in different stages of classes.

Brainstorming may be used to help students think in creative ways, develop their imagination and feelings about a topic or a problem.

Role play – is a conversation: short and simple for organising pleasant conversation situations. It develops fluency to students, stimulates interaction in class, allowing spaces to the initiative and imagination of the student. Role play takes motivation to a higher level.

9. Assessment guidelines

Assessment is an element present in every educational activity. Assessment and measuring are integral parts of teaching in a modern school.

Students learn a lot during their school years. However, not everything they learn can be assessed by tests, even less so with students at the primary level, where the use of other assessment techniques enables more realistic assessment based on students' different characteristics.

Life and Work learning area, because of its nature and specifics requires a wide variety of regular assessments, with a focus on understanding Life and Work concepts and practising positive behaviour and attitudes. In other words, students should be able to continuously and actively apply the knowledge gained to their everyday life.

In addition, for the subjects of the area Life and Work, due to its specifications, it would be valuable that beside numerical assessment, the descriptive assessment should be largely applied, since group work, projects, motor abilities, speech etc, cannot be measured and assessed through tests. Different instruments are used in order to assess them. Direct observation is one suitable technique for Life and Work learning area and can be used in various learning situations and at all grade levels.

There are a number of assessment techniques and instruments that help direct observation of student activity.

Participation bulletin is described as an observation technique that can be used for observing, in small groups or during discussions. The bulletin shows which student provides assistance, how often he/she co-operates and how valuable their assistance is.

Check list, is an instrument which contains a list of topics, objectives and knowledge on which the student will be observed. The main purpose of the check list is to record an on-going assessment of student progress, evidencing how he/she is completing the tasks or meeting various objectives. In addition to the list with the elements which will be observed, an assessment scale will be provided.

Students' portfolio is a mean which can be used to show models of student's works, which evidence the student's progress, its abilities and the level of work.

The portfolio may include, for instance drawings, projects, designs, plans, etc.

10. Learning materials and resources

For a successful implementation of competencies in the Life and Work curriculum area it is important to use various learning resources that motivate students and stimulate their progress in order for them to acquire the necessary habits and skills for life and work on daily basis.

Even though textbooks are valuable and important learning resources, students access to information should not be limited only to school textbooks, but should be used other learning resources which serve to plan and implement the teaching process in the classroom.

For a successful implementation of the Health and Welfare learning area a wide range of learning resources must be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopaedia, education software, projects, various studies, various analyses and reports relevant to the learning area and relevant work materials.

Teachers and students and other stakeholders may engage in developing and using customised learning resources, e.g. the results of projects implemented by students may become valuable learning resources for other classes.

Teachers can create files, newspapers, magazines, specialized literature or other handbooks for activities with students. Also, it is important for teachers and students to co-operate in creating various learning resources through the use of information technology.

IV
CURRICULUM-PLANS AND PROGRAMS

Definition

General fund of classes in the pre-university education in Kosovo

Lesson Plan (LP) for lower secondary education

Criteria for the development of curriculums

Implementation of lesson plans

School autonomy

1. Definition

The Lesson Plan is a document from which depends the whole organisation of teaching in schools, at the level of curriculum stages or grade levels. It defines curriculum areas, subjects and the necessary minimum time, which is expressed in percentages or number of classes for achieving curriculum area and curriculum stage learning outcomes defined in the Core Curriculum.

With the new KCF, conceptual and strategic changes to teachings plans are foreseen. Until now, the lesson plan in our education system, has been developed and monitored at the central level (MEST), while as of now the intention is to move gradually (with support from MEST) to the development of teaching plans at school level. This enables and allows for greater school autonomy in organising the teaching plan, but at the same time it requires greater commitment and responsibility on the part of the school.

2.General lesson plan (the general fund of classes) for pre-university Education

School during the developing of a lesson plan for the formal level (stage and grade) should have into consideration the continuity of the entire pre-university lesson plan for each field of curriculums.
The school has the liberty that within the time (percentage) determined for each area, to plan the organization of learning as they see fit, always taking into account the learning results for areas and stages of curricula and learning opportunities.

Table: General lesson plan (total fund of classes) for pre-university education

	ISCED 0		ISCED 1	ISCED 2		ISCED 3	
Curriculum areas	**Stage 1**		**St.2 Class III & V**	**St. 3 Class VI & VII**	**St.4 Class VIII & IX**	**St.5&6 General Education Class X, XI & XII**	**St 5&6 Vocational Education Class X, XI & XII**
	Pre-primary Grade	**Class I & II**					
Language and communication	33.33%	38.10%	33.33%	25.00%	26.67%	20.00 %	15.63%
Arts	11.11%	9.25%	8.33%	7.14%	6.67%	6.67%	3.13%
Mathematics	22.22%	23.81%	20.83%	17.86%	13.33%	13.33%	9.38%
Nature Sciences	5.56%	4.76%	8.33%	14.29%	16.67%	16.67%	6.25%
Society and Environment	5.56%	4.76%	8.33%	14.29%	13.33%	16.67%	6.25%
Health and welfare	11.11%	9.52%	8.33%	7.14%	6.67%	6.67%	6.25%
Life and work	5.56%	4.76%	4.17%	7.14%	6.67%	6.67%	46.88%
Electives	5.56%	4.76%	8.33%	7.14%	10%	13.33%	6.25%
Other activities							

3. Lesson plan (LP) for lower secondary education

Before the school, teachers, allocate the teaching classes per fields, they have the opportunity, to independently decide for the allocation of weekly teaching classes in total, always within the number of percentage or classes foreseen for a stage, e.g. in the third stage (St 3) for two grades (sixth and seventh grade) there are in total 41 classes per week, then the teacher can autonomously decide on how many classes per week will be in the eighth grade, 29 or 30 and how many in the ninth grade. Thus, if the school, teachers, consider that in the eighth (VIII) grade are needed 30 classes per week in total, in all areas, then in the ninth grade they must adhere the fund of classes, in order not to exceed the number of 59 classes per week for both grades and Stage 4. Or, it can be the other way around, in the eighth class to be decided the weekly fund of 29 classes and in the ninth class 30 classes, always taking into consideration the age of students.

Grade	Number of classes per week
Grade VI	28
Grade VII	28
Grade VIII	29
Grade IX	30

The lesson plan for lower secondary education should be based on the general lesson plan which is determined in the KCF. At the second level the lesson plan is presented in two versions, version A with integrated subjects and version A1 with specific subjects, which is foreseen to be implemented only during the interim period until the schools and the teachers of Kosovo will be able to implement only the lesson plan A with integrated subjects.
In the A1 version we should take into consideration, at the drafting of curriculums to have more integrated topics within curriculum areas. The plan of classes within curriculum areas for subject is conducted in the school when curriculums are drafted with the facilitation of experts from the Ministry of Education, Science and Technology.

Lesson Plan

Lower Secondary Education (ISCED 2)								
Curriculum areas	**Stage. 3**				**Stage. 4**			
	Grade. VI	**Grade. VII**	**Total classes**		**Grade. VIII**	**Grade. IX**	**Total classes**	
	No. of Classes	**No. of Classes**	**Total. classes**	**%**	**No. of Classes**	**No. of Classes**	**Total classes**	**%**
Language and Communication *- Mother tongue* *- English Language* *- Second foreign language*	7	7	14	25.00	7	8	15	25.42
Arts *- Musical education* *- Fine arts*	2	2	4	7.14	2	2	4	6.78
Mathematics	5	5	10	17.86	4	4	8	13.56
Natural sciences *- Physics* *- Chemistry* *- Biology*	4	4	8	14.29	5	5	10	16.95
Society and environment *- History* *- Geography* *- Civic education*	4	4	8	14.29	5	4	9	15.25
Health and welfare *- Health education* *- Physical Education*	2	2	4	7.14	2	2	4	6.78
Life and work	2	2	4	7.14	2	2	4	6.78
Electives	2	2	4	7.14	2	3	5	8.47
TOTAL:	28	28	56	100.00	29	30	59	100.00

Lesson plan A enables more flexibility in realizing the time allocation within the curriculum area. Teachers and schools are free to decide on the implementation (allocation) of the number of classes per area within one school year. Annual determined fund established by the teachers (school) themselves may be distributed according to the basis of planning objectives and goals, within the school semesters.

For example, if in the first class is decided to allocate 8 classes for Language and Communication, those classes can be distributed according to teaching purposes, 10 classes in the first semester and 6 classes in the second semester or vice-versa. In such cases the number of classes determined (percentage) should always be aligned with classes (percentages) in other areas, so as not to exceed the total number of classes per week set for the given grade/school year. Schools and teachers are encouraged to implement this lesson plan, because it is expected that, in the long term, this will be the only form of the lesson plan.

In addition to Lesson plan **A** you can use Lesson plan **A1**. This plan will be used only for the temporary period until Kosovo schools and teachers become ready to use only the Lesson plan **A**.
Lesson plan **A1**, in general is similar to traditional teaching plans of pre-university education and it does not allow much flexibility. In this plan is determined the percentage for learning (curriculum) areas, which are broken down into fixed classes.

The lesson plans for the lower secondary school (grades VI, VII, VIII, and IX) should be developed by the schools (teachers) based on a general vision given in the above **A** or **A1** tables/plans.

Lesson plan A is based on the principle of autonomy and flexibility at school level, which is foreseen by the KCF (p.25). This opportunity is given to schools in order for them to organise lesson plans (LP) independently so as to use flexibly the time at school and enable diverse, interactive teaching methods, aimed at achieving the main curriculum competencies. Lesson plan A determines the minimal percentage of time for each curriculum area, curriculum stage and level (Stages 3 and 4, Grades VI, VII and VIII, IX) and the total number of classes per week for each area per week.

Based on this plan and based on the percentage or the overall number of classes determined for each area, the school decides itself for the manner of time organization for all areas and subjects. This is always be done by taking into account that at the end of stage to implement the time (percentage or classes) for each area foreseen with this plan, for example, school (teachers) can implement the Language and Communication area at Stage 3, respectively Stage 4 in various form. The school must take into account the foreseen time of 25% or eight classes for the two grades (Grade six and seven) of the same generation during a school week.

The teacher is free to decide how many classes per week from this area he will implement in the 6th Grade and how many in the 7th Grade for one generation. For example, the teacher can allocate 5 classes per week for the 6th Grade and necessarily 3 classes per week for the 7th Grade, in order to have delivered the foreseen eight classes per week at the end of the stage.

But, if in the 6th Grade is decided to take 5 classes per week from this learning area, it must be taken into account that for other areas should be taken fewer classes, so as not to exceed the foreseen number of classes per week for 6th Grade ((see Table: Weekly time allocation for Grades and Table: Lesson Plan A, A1) or other forms of work which the school determines).

Lesson Plan A enables also other flexibility in realizing the time allocation within the curriculum area. Teachers and schools are free to decide on the implementation (allocation) of the number of classes per area within one school year. Annual determined fund established by the teachers (school) themselves may be distributed according to the basis of planning objectives and goals, within the school semesters. For example, if they decide to allocate five classes for Language and Communication area in Grade 6, those classes can be dispersed according to the teaching objectives, 6 classes for the first semester and four classes for the second semester, or the other way around. Always, in such cases the determined classes (percentage) should always be aligned with classes (percentages) in other areas, so as not to exceed the total number of classes per week set for the given grade/school year.

Schools and teachers are encouraged to implement this teaching plan, because it is expected that, in the long term, this will be the only form of the lesson plans. In addition to Lesson Plan A, we have the Lesson Plan A1. This plan will be used only for the temporary period until Kosovo schools and teachers become ready to use only the Lesson Plan A. Lesson Plan A1, in general is similar to traditional teaching plans of pre-university education and it does not allow much flexibility. In this plan is determined the percentage for learning (curriculum) areas, which are broken down into fixed classes.

4. Criteria for the development of lesson plan

In order for the Lesson Plan to be functional in development of competencies, foreseen by the KFC, teachers must take into account the following criteria:

- The overall percentage provided by the curriculum for each curriculum area per curriculum stage
- The number of classes per week for a grade
- Learning outcomes for curriculum stages which students should achieve during a curriculum stage;
- Learning outcomes per curriculum stage
- Students' psycho-physical and intellectual abilities;
- Students' pre-preparations and experiences;
- Other criteria that the school considers important (for example, achieving learning outcomes, additional classes or other instruction forms set by the school).

5. Implementation of lesson plan

Implementation of curriculum through teaching plans and practice in class will take into account innovative and flexible methods of time allocation, such as:

- block teaching, for example, for a semester for subjects which do not require a rigorous sequence (i.e. can be taught with breaks, continuity is not required);
- block teaching is organised in situations when additional time is needed for organising an uninterrupted activity or a visit in the region where the school operates;
- block classes within the week, can be organized in a length of 80-90 minutes, instead of only 40-45 minutes, in the function of implementing interactive pedagogies (methods);
- Teaching classes (classes) fund for block teaching for practical learning and training in professional schools.

6. School autonomy

Schools will be able to decide, in cooperation with parents and other stakeholders, on the innovative and flexible use of teaching and learning time as a support for constructing school based programs of study that coincide with the needs of the students, contexts and interests.

School-based curriculum (between 10% -14% of school time) will take into account several options through which school autonomy can be defined, such as:

- Additional teaching and learning activities that can help achieve specific competencies (i.e. elective subjects, project work; community service, artistic and sports activities);
- Reinforcement of knowledge, skills and attitudes in certain learning area;
- Adoption of optional themes/courses/modules provided by MEST;
- Development of school-specific activities, which define school projects (such as teaching and learning of languages, ICT, career orientation);
- Development and implementation of modified curriculum in relation to local conditions, means and needs;
- Strengthening career orientation, and preparation for life and work.

V.

OPTIONAL CURRICULUM FOR THE SECOND LEVEL

Concept

Purpose

Content and implementation

Structure

Procedures for drafting of Optional Curricula

Procedures for choosing the electives

Implementation

1. Concept

The Optional Curriculum is part of the general curriculum which, as differently from the Core Curriculum, is defined and developed by the school within the time planned with the curriculum in line with students' interests, potential, abilities, and background and the possibilities of the school.

2. Purpose

Optional Curriculum is in the function of achieving main competencies for curriculum stages and areas for:

- deepening and expanding knowledge, skills and attitudes of the Core Curriculum subjects;
- reinforcement of knowledge, skills, and attitudes of the Core Curriculum subjects;
- meeting students' interests and specific needs according to their age, community and region.

3. Content and implementation

Optional Curriculum contains elective subjects which are implemented through:

- particular subjects
- modules
- projects
- thematic units (of subjects of the Core Curriculum and the cross-curriculum themes).

4. Structure of the optional curriculum

Optional Curriculum has the same structure as the Core Curriculum. It includes:

- Introduction
- Reasonability and description
- Concept and description
- Competence based approach
- Learning area outcome
- Cross-curriculum issues
- Time allocation-description
- Methodological instructions
- Assessment guidelines (implemented as internal assessments are not included in the external assessment).
- Learning materials and resources

5. Procedures for drafting of optional curriculum

The procedures for developing optional curriculum are based on the Teacher manual developed by MEST.

6. Procedures for choosing the electives

For the procedure for selecting the electives it is necessary to respect the steps defined in the Administrative Instruction for the Optional Curriculum developed by MEST.

7. Implementation

The electives, from the moment when it is chosen by students and approved from the respective bodies it has the same status as the subjects of the Core Curriculum, i.e. it becomes obligatory for all students which chose it.

The teaching period should last not less than one school semester.

The Optional Curriculum is monitored, assessed (with a specific status) and evidenced with the same criteria and principles as those of the Core Curriculum.
Additional instructions of the electives are determined with the Guideline for teachers of the Optional Curriculum.

VI
GENERAL METHODOLOGY – GUIDELINES

Introduction

Definition

The interlink between curriculum areas outcomes and learning outcomes per stage

Student -centred teaching and learning and inclusiveness

Integrated –based approach teaching and learning

Competency –based teaching and learning

Differentiated teaching and learning

Cross-curriculum issues

Extra curriculum issues

1. Introduction

The general principles of the implementation of KCF in general and of the CC in particular should be aligned with the methodology for achieving the general aims defined by education documents and policies. In all education documents and policies developed recently in Kosovo it is aimed the promotion of general social values, human rights protection, inclusion in education, respect of one another's values and the development of the individual in accordance with his/her abilities and needs as an active citizen.

2. Definition

There is no particular teaching and learning methodology for the implementation of the CC or for the implementation of a learning area curriculum. Every curriculum area and every teaching subject has its own specifics for the realization of the preset goals. Therefore, we can describe this general methodology as a system of strategies, methods, modes and principles, instruments and techniques that serve as a basis for building the concept of learning or the organization of teaching in the school.

In order to support and assist the teachers/pre-school educators and primary school teachers, in the following section will be provided general methodology guidelines related to the aspects[1] of:

- interlinking of learning outcomes per stage with learning outcomes per curriculum/learning areas;
- student-centred teaching and learning and inclusiveness;
- integrated approach-based teaching and learning;
- competency-based teaching and learning;
- differentiated teaching and learning;
- cross-curriculum issues, and
- extra-curriculum issues.

3. Interlinking of learning outcomes per stage with results of curriculum/learning areas

To achieve the KCF key competencies, MEST appeals to the teachers that when practicing teaching and learning to interlink learning outcomes per stage with the curriculum area learning outcomes.

In order to enable this interlink in practice, teachers should create a package of methods, techniques, and didactic tools for the realisation of each learning outcome or each competence. Such a package should be transparent for every day and every lesson before teachers students and parents. All this material should be included in a teacher's portfolio.

Regardless of the selected method, technique, and didactic tools, in order to make interlink of learning outcome per stage with the curriculum/learning areas outcomes, the teacher should follow the following steps:

- specifies, selects learning outcome/s per stage that intends to achieve with students[2]
- breaks-down the learning outcomes per stage into specific outcomes per grade;
- specifies, selects outcome/s per curriculum/learning area that support the achieving learning outcomes per stage; [3]
- Breaks-down learning outcomes per curriculum area into specific outcomes per grade;

1. Specific instructions for all main aspect of this chapter will be reflected within the instructions for learning areas and in the guidebooks for teachers and school directors.

2. (remember: stage outcomes are developed by the state and are realized through all curriculum areas);

3 (remember: curriculum learning area outcomes are developed by the state);

- selects teaching content/s, didactic tools, teaching and learning methodology through which achieves specific area outcomes per grade and specific learning outcome per grade;
- plans teaching and learning, including the timeline for achieving specific learning outcomes per grade, within the school year.

Upon completion of a teaching classes, task and chapter their performance is evaluated to verify the achievement of learning outcomes per curriculum area.

4. Student-centred teaching and learning and inclusiveness

The application of student-centred teaching and learning approaches requires a process of planning and organising teaching and learning to be based on students' individual experiences, potential, needs and interests.

Student-centred teaching and learning should be based on the principle of inclusion, which takes into account and addresses students' different learning styles, in what way and how fast students learn and other aspects of student diversity, including gender, age, culture, social and economic background, and students' special needs, be it in the aspects of supplementary or additional learning.

Teachers have the opportunity independently, based on their expertise and previous individual experience of students, in their needs and interests: to choose teaching and learning strategies, methods, techniques and didactic tools etc, however, their selection should in principle be aimed at student-centred teaching and learning and inclusiveness. This means that teachers should respect the principles of student-centred teaching and learning, where

- the student is at the centre of teaching and learning;
- the teacher during student work/activities, monitors, helps and facilitates student learning;
- the student is an active participant and is engaged/involved in activities that instigate student learning and interest;
- learning topics are relevant and interesting to students;
- students are encouraged to become responsible, independent and reflective, and to continue learning throughout their life;
- the teacher observes individual changes of students through observation and interaction;
- learning activities are adapted according to students' development level;
- teaching and assessment are planned taking into consideration student individual development and learning styles;
- a variety of learning opportunities and assessment methods are provided to support various learning styles of student;
- observations and assessment of students are used for planning further teaching;

It is important for every teacher to be able to use a wide range of learning methods, by balancing teacher-centred and student-centred methodologies, adapting to students and to learning outcomes defined for every teaching class.

5.Integrated-based approach teaching and learning

Learning subjects, being separated from each other, provide opportunities for students to gain fragmented knowledge, skills and attitudes. In order to integrate those aspects, the Core Curriculum for lower secondary education is implemented through learning subjects integrated in curriculum areas through teaching and learning based on an integrated approach.

Integrated approach-based teaching and learning interlinks specific content of the learning subject aimed at achieving curriculum area learning outcomes with the key competence learning outcomes, per stage and level.

In order to meet the requirements of the KCF and the Core Curriculum for ISCED 3, MEST appeals on teachers to apply integrated approach-based teaching and learning, by conducting:

- interlink between curriculum/learning areas, wherein specific learning content contributes in development of key competences;
- interlink between learning outcomes of curriculum areas with learning outcomes per stage and level, in order to link the application of knowledge, skills, attitudes and values with real life concrete situations;
- integration into teaching and learning the common characteristics of the subjects of respective area (e.g., mother tongue with English language) or common characteristics of curriculum areas (e.g., the Society and Environment area with the Natural Science area);
- activities with students to develop competencies for finding and processing information effectively and responsibly, for using e-learning, and current and future technologies of the digital age;
- activities with students that promote the perspective of lifelong learning and help students develop their competencies to deal with challenges and opportunities within the current and future social and economic development.

6.Competency-based teaching and learning

The KCF promotes the competency-based approach perspective so that student knowledge, skills and attitudes to be developed key competencies achievement and with intention to address various student needs in meeting curriculum requirements, and the core learning outcomes per stage and level.

Competency-based and focused teaching and learning requires teachers to choose and organise learning experiences that integrate relevant knowledge with student values, attitudes and skills. Competency-based teaching and learning is based on learning outcomes which describe what students know, are able to do, to understand, to evaluate and to take a stance upon a successful completion of a curriculum stage.

MEST appeals on teachers to plan teaching and learning on the basis of learning outcomes for curriculum areas and curriculum stages, with the aim of achieving competencies defined in the curriculum for the respective education level, by breaking-down the planning into yearly planning, monthly planning and daily planning. In addition, MEST appeals teachers to apply interactive teaching and learning, where the teacher lectures less and focuses more on helping students learn how to learn and develop their learning competencies.

Competency-based teaching and learning requires the teacher to choose diverse strategies, methods, techniques and forms of working with students, and to organize student learning experiences that integrate relevant knowledge with skills, values and attitudes.

Competency-based teaching and learning is closely linked with the assessment process, with a particular focus on formative and progressive assessment. In assessing student competencies it is important for every teacher to choose assessment techniques and instruments which enable students to demonstrate and unveil their knowledge, skills and abilities, rather than solely factual knowledge. In this way teachers will ensure they receive information about the quality of teaching and learning, student progress and the development of competencies.

There are a number of approach and strategies that enable the competency-based teaching and learning to be successful and that support the development of student competencies, regardless the curriculum area. It is worth mentioning three of the most important approaches that support the KCF principles, including the competency-based approach:

- Creation of suitable environment in the classroom and school, in which students feel welcomed and connected to one another, to their teacher and their school;
- Development of lessons through active learning approaches and techniques;
- Application of teaching and learning strategies, problem solving and critical thinking development.

7. Differentiated teaching and learning

Differentiated teaching and learning represent an approach according to which teaching for the development of the capacities of all students is based on planning, application, control, support and assessment.

It enables the consideration of existing differences among students in the classroom with regard to the content they will learn, the didactic-mythological progress of learning as well as measurements and materials what they want and could use during learning.
Through differentiated learning it is enabled the adjustment of time and speed of learning and teaching with individual characteristics of every student.
It also enables the adjustment of volume, kind and difficulty level of content, tasks and obligations with student individual characteristics.
In order to organise and implement successfully differentiated teaching and learning the teacher should focus on student motives, abilities, interests and learning styles. These are the key aspects on which the teacher should uphold differentiated teaching and learning.

In order to successfully organise and implement differentiated teaching and learning, teachers of the third education level should:

- apply forms of organizational learning that promote and support the development of internal motivation of students and learning's self-control mechanisms;
- efficiently use activities with students that promote organized learning;
- Organise teaching process through various approaches that enable and facilitate the researching and the identification of existing student experiences, knowledge, viewpoints, that enable the active involvement of students in correcting possible mistakes as well as to back up students in reorganization of their factual and procedural knowledge to achieve student's learning competence;
- Use diverse cooperative learning techniques and forms in teaching process;
  practice various forms of organizing teaching and learning (activities in the classroom, group work, work in pairs, individual learning) that focuses on activities which develop students' self-confidence, initiative, problem solving and creativity;
- organise teaching and learning through differentiation by task, their completion, control, assessment and level of teacher support are adjusted to each student;
- apply techniques of organizing learning that fit to the certain task through which develop special abilities of talented students;
- Use various forms of organizing learning for students who require special treatment or have special education needs, by involving those students with difficulties or problems in behaviour in learning;
- organize teaching through which backs up cooperation and use of organizational forms (e.g., inclusion) that promote equal opportunities for learning, as in the sphere of cooperation among students in the activities within as well outside the classroom and school;
- use various teaching technologies that provide better opportunities for the advanced organization of teaching and learning, through which they make the teaching/learning process more attractive to students.

8. Cross-curriculum issues

The Core Curriculum for lower secondary education includes space for learning beyond subjects limits, so that students can build connections between curriculum areas and various domains.
Interdisciplinary studies which are based on grouping various curriculum experiences and outcomes, and cross-curriculum issues should provide relevant and challenging experiences that bring satisfaction in the context of meeting the diverse needs and requirements of children and young people'

Creating interlinks among curriculum areas enables opportunities for progress in the development of students' skills, for learning and understanding new concepts or for reviewing and improving concepts or skills from various perspectives. In addition, this approach makes the curriculum coherent and more meaningful to students.

Integration of cross-curriculum issues into the Core Curriculum for lower secondary education can be implemented through:

- finding correlations between subjects/topics or lesson with the aim of developing/achieving one of the KCF competencies, for example if the topic is in the field of environment protection, we can interlink it with language and literature topics or topics from Mathematics, Civic Education, etc. Thus, there are many opportunities for finding such interlinks through which we achieve a certain number of the learning objectives of various curriculum areas.
- Forms of individual projects or optional courses in which various topics or areas are interlinked complementing each other, such as, e.g., projects in the civic education area with career orientation, etc., which also support the development of specific competences.

9. Extra-curriculum issues

These are structured learning activities that take place outside the context of formal education subjects, but which support achievement of competencies per the curriculum stage and formal levels of education. For each of potential activities, the teacher/school must prepare an intended and guided plan and program, and not chaotic or random activities.
The teaching and learning of various curriculum areas in lower secondary education will be supported with extra-curriculum activities organized for students, such as:

- Visits to museums, parks, natural and historic sites, institutions, galleries, the theatre, etc;
- Celebrations of special dates, events, traditions, successes;
- Participation in decision-making in school and through other forms of democracy in school;
- Participation in learning groups, in leisure activities and associations;
- Discussions with guests (i.e. community leaders, parents, local business representatives, politicians, media people);
- Project work focused on specific topics with multidimensional character that relate to student age;
- Exhibitions (i.e. fine arts, photography);
- Community services (i.e. providing assistance to those in need; protection of the environment; reinforcement of connections between generations);
- Games, choirs, school magazines;
- Voluntary work.

It is recommended that all students have an opportunity to be involved in extra-curriculum activities, in accordance with their preferences and personal talents and be part of a group in various activities: sports teams, music groups, dancing troops, choir, theatre troops, and community support groups.

VII

Assessment – general instructions

1. Introduction

The main purpose of the school is to promote learning, whilst the assessment is an integral part of this process. Since learning is a complex process, assessment of learning is complex too.
Assessment provides students with information about the level of attainment of learning, it provides teachers with information necessary for promoting better quality of learning and it provides feedback to education institutions and all other stakeholders.
Assessment is implemented through the goals, principles, and types of assessment.

Assessment is the most important part of reform strived for by the Kosovo education system, through which it can be assessed in which level is the education system right now and where it is desired to be. In general, assessment as a process is realized in the function of teacher/evaluator, teaching and learning by providing students not only written criteria, but also different models of various types of assessment, in order to understand concretely achievements they are aiming at.

2. Assessment goals

The main goals of assessment are:

- Support and improvement of learning;
- Regular reporting on student individual progress;
- Successful achievement of competencies as defined in the Curriculum;
- Setting and monitoring of achievement standards for each education level;
- Comparison, certification and orientation of students for further education.

3. Basic principles of assessment

The Ministry of Education, Science and Technology has developed school-based National Assessment Standards and the Assessment Code of Ethics.[4] Assessment should always be in line with the norms of those two documents.

- Assessment should always refer to key competencies and learning outcomes according to curriculum areas, subject areas, per grade, stage and for the level of schooling.
- Assessment instruments should always be adjusted depending on assessment objective.
- Assessment form and type and particularly the mode in which the outcomes are reported, should always reflect the assessment objective.
- The way of building assessment should always be transparent and fair.
- Assessment should always be carried out with the highest ethical standards, responsibility and accountability.

4. Internal assessment

Internal or school-based assessment mainly aims at supporting and reinforcing learning and regular reporting on student individual progress.

Usually are applied these two types of internal assessment:

- Formative assessment;
- Summative assessment.

Continuous assessment

Formative assessment is a classroom-based assessment that guides and supports learning throughout the school year, while at the completion of the school year assessment reports on student progress:
Student assessment by teachers during the learning process should be focused on:

- recording learning outcomes, learning objectives and success criteria;
- support for self-assessment and mutual assessment on the basis of success criteria;
- providing feedback on student performance on the basis of success criteria;
- recording of and reporting on the progress of student attainment on the basis of success criteria.

4. See Administrative Instruction "National Standards for School-based Assessment" and "Code of Ethics for Assessment".

Formative assessment is recorded with numerical marks (1-5) that represent the scale of assessing the achievements of students in the acquisition of knowledge, skills and attitudes for fulfilment of the competences.
In regular periods over the school year, students should have numerical marks. Teachers will assess student progress not only on the basis of formal tests, but also on the basis of attainment data they have collected during the teaching, such as: observations, questionnaires, learning tasks, essays, portfolio, focus groups, project-based work, etc. They will report on the outcomes by using a rating scale which includes marks.
Students can show the performance achievement level defined through the dimensions of knowledge, skills, attitudes and values they possess in terms of quantity, density, depth, help, creativity and quality in mastering the competences.

Mark 1 (week/insufficient) indicates insufficient performance in realization of a given task. The student does not meet the minimum level of mastering the competences, thus he/she does not reach the lowest allowed threshold for the subject/subject area.

Mark 2 (sufficient) indicates sufficient performance in realising of a given task. The student possesses little knowledge and contributes rarely, slowly, superficially and by copying. The student meets the minimum allowed level of mastering the competences and meets the criteria for passing the subject/subject area.

Mark 3 (good) indicates good performance in realization of a given task. The student possesses partial and superficial knowledge, contributes occasionally and has ordinary creativity. The student has achieved an average level in mastering the competences.

Mark 4 (very good) indicates very good performance in realizing of a given task. The student usually possesses complete and deep knowledge, contributes promptly and has imagination. The student has achieved a very high "desired" level in mastering the competences.

Mark 5 (excellent) indicates excellent and original performance in realization of a given task. The student constantly possesses comprehensive and deep knowledge, contributes immediately and is creative. The student has achieved an excellent level in mastering all the competences, and at the same time uses additional materials and resources.

During the assessment process in a subject/learning area the student is evaluated with a mark on the basis of all knowledge levels, based on learning outcomes per learning area/subject in mastering the competences.

Summative assessment

Summative assessment is done at the end of each school year and reflects the students' level of performance during a school year.
At the end of the school year students should be given a final mark. This final mark will be in the form of a letter (A, B, C, D), and will represent the arithmetical average of formative assessment marks given during the school year at the level of the grade.
The description of the final mark according to the assessment scale is presented as follows:

Mark A (average from 4.5 up to 5.00)
Mark B (average from 3.5 up to 4.49)
Mark C (average from 2.5 up to 3.49)
Mark D (average from 2.0 up to 2.49)

Example of summative assessment: Formative assessment, conducted in a grade level, during one study year for one student in one of the learning areas/subjects is made by 8 marks with numerical values (1-5), as per assessment stages (3 , 4, 5, 3, 2, 5, 2, 5). Arithmetic average of the numerical marks at end of the school year delivers this final mark:

$$\frac{3+4+5+3+2+5+3+5}{8} = \frac{30}{8} = 375 \text{ (Mark B)}$$

The mark in a subject/subject area will be the basis for reporting to students and parents. In the school report for parents, the mark must be accompanied with short comments by the teacher, on what students can do to improve their achievements and the types of improvement support and the support for the talented.

This assessment approach covers all learning areas and includes every student. Students who have not reached level D (2.00-2.49), do not meet the required minimum of learning outcomes for the area/learning subject of the respective grade.

In case the student has not reached the required minimum of learning outcomes in no more than three areas/learning subjects, the students is entitled to additional teaching classes. Additional teaching classes are organized by the school and should last not less than two teaching weeks and not less than two teaching classes a day per respective area/ learning subject. The additional learning is delivered by the specialized teachers of the respective area/ learning subject.

Summative assessment of students who attended additional lessons is carried out in the school by the teacher of the respective learning area/subject.

In case the student after attending the additional lessons still has not reached the required minimum of learning outcomes, he/she is entitled to be subjected to final assessment one more time before the end of the school year[5]..

Final assessment

Final assessment at the first level of education is done at the end of Stage 1 (Grade II) and at the end of Stage 2 (Grade V). Final assessment is not derived from the arithmetic average of marks recorded in the diary during the period covered by the relevant curriculum stage; but the student assessment is done on the basis of the list of learning outcomes according to curriculum stages per curriculum areas defined in the Core Curriculum, and every result is assessed with a numerical mark (1-5). The arithmetic average of those marks represents the final mark (A, B, C, D).

Example of final assessment: one subject area within one stage. e.g., has 1–12 learning outcomes and for each learning outcome the student is given a numerical mark, while the arithmetical average of the marks represents the final mark.

$$\frac{3+4+5+3+4+5+2+5+4+5+4+3}{12} = \frac{47}{12} = 3.92 = \text{Nota B}$$

This assessment approach covers all learning areas and every student.

Students who do not reach level D (2.00-2.49) continue with the next stage/grade, with additional programs in respective areas. After the additional program and final assessment, students that do not reach level D, do not continue next stage/grade[6] .

The final mark is a school based assessment in cooperation with municipal authorities for the purpose of planning measures for ensuring the necessary level of mastering key competencies by all students.

The teacher in order to assess the outcomes per curriculum stage, should break-down each outcome into five levels of achievement so as to observe correctly the achievement of each student for every learning outcome. Afterwards, depending on the level of achievement of each learning outcome the teacher plans additional activities for the student who has stagnating in achieving the given outcome and plans additional

activities for the student who has mastered all the levels of achievement for the certain learning outcome.

In the student booklet and in the certificate on the completion of the first level of education only final marks for curriculum areas are recorded.

5. Regulated by Administrative Instruction.
6. Regulated by Administrative Instruction.

5. External Assessment

External assessment of student achievements is organised by central professional education authorities with the purpose of verifying the level of quality of education and assessment at school, municipality or state level.

The main goals of external assessment serve for:

- Classification of students and orientation for further education;
- Certification of an individual for mastering competencies as per Curriculum goals;
- Monitoring the education system and reporting on the comparison between, and the progress of the achievements of students, schools and municipalities at the country level, and making recommendations to all stakeholders (policy developers and decision makers that influence the improvement of the education system).

Certification of mastering of competencies is carried out by using national assessment, which is prepared under the supervision of the central professional authority, authorized by MEST. National assessment is administered at the end of level three of pre-university education (completion of grade 12) or upon completion of a stage/grade depending on the interests of the educational policies. These assessments are standardized and mainly focused on measuring the level of mastering key competencies. Exam requirements (questions) should assess a comprehensive/detailed and balanced series of curriculum competencies and core learning outcomes.

The rules and procedures for these assessments are determined by relevant laws and administrative instructions[7]. Monitoring of the progress through the external assessment process is done by MEST through the central professional authority.

Curriculum Framework also, besides external evaluation enables schools and municipal authorities to organize external evaluations at the municipal level at the end of stages of Curriculum, namely at the end of class II.

This evaluation is organized to:

- assess the performance of schools in supporting students for mastering of key competencies;
- raise accountability of teachers, schools and municipalities;
- ensure mastering of key competencies from all students.

This assessment will provide feedback to schools, parents, community and municipal authorities on the quality of educational services

The outcomes will be evidenced in pupils portfolio[88].

7. Regulated by Administrative Instruction.
8. Regulated by Administrative Instruction.

Example

- Communication and expression competence – Effective communicator
- Learning outcome no. 1 for Stage 3 (III): Reads aloud at least half a page of text he/she has not read before, related to a topic relevant to his/her age

Student ACHIEVEMENT level				***Types of student's support***				
1	**2**	**3**	**4**	**5**	**Remedial support**	**Manners**	**Support for talented**	**Manners**
Student begins the task without making a quick glance in the text, he/she has trouble articulating letters, and reading words in general, at connection of words in the sentences, etc..	Student begins the task without making a quick glance at the text he/she has trouble articulating letters, read well some words, however there are difficulties in the reading whole sentences fluently etc.	Student begins the task of making a quick glance to the text: he/she articulates good letters, words are connected in the sentences, and he/she did not read fluent sufficiently	Student begins the task by making a quick glance to the text: he / she articulates very well the letters, , words are well connected in the sentence, reads without interruption; however there are some problem with fluent speech	Student begins the task by making a quick glance to the text: he/she articulates very good the letters, words are connected fully in the sentences; tone, speed, stress are placed correctly; speaks very fluently	The teacher decides how to support the student, in which the activity or what additional activity to develop.	What methods to apply considering learning style of the student	The teacher decides how to support the student, in which the activity or what additional activity to develop	What methods to apply considering learning style of the student

Glossary of terms for Teachers [9]

CONCEPT	EXPLANATION	EQUIVALENT TERMS (English, Albanian and Serbian)
Accountability	Concept of ethical governance (including ethical school governance) that is based on the acknowledgement and assumptions of responsibility for decision, actions and their consequences, and is associated with the expectation of account-giving to stakeholders.	
Artificial language	An invented language based on a set of prescribed rules and developed for a specific purpose, such as for international communication or for computer programming.	E.g. Esperanto, Pascal, etc.
Assessment	The process of gathering information and making judgments about a student's achievement or performance.	
Assessment for learning	Aims to help learners achieve the key competencies by showing them where they are with reference to set learning outcomes. It is based on making students aware of, and participating in the setting of learning outcomes, quality criteria and personal performance indicators. Students learn what has to be done in order to achieve those set learning outcomes and how to get there.	Formative assessment
Assessment of learning	Gathering valid, reliable and comparable evidence with regard to assessing learners' progress in learning (i.e. their achievements in different learning areas/subjects and the mastering of key competencies).	Summative assessment
Assessment methodology	The strategies and activities applied, usually by teachers (internal assessment) or by specialized agencies (external assessment), to measure a student's achievement or performance.	
Attitude	Internal positioning towards people, facts, phenomena, actions, beliefs and situations; internal readiness to act.	Provisions
Basic education	The years of schooling considered necessary to reach a minimum standard of mastering key competencies.	It usually covers Compulsory education
Block teaching	Flexible way of allocating time for teaching and learning by defining more compact periods of time for subjects/learning units (for instance, teaching a subject during one semester or for only six weeks instead of the weekly periods spread throughout the year). It can be applied especially in the case of subjects where no extremely rigorous sequencing is required	

9. Terms that are not relevant to teacher can be removed.

Career subject	A subject that is, based on its scope and structure, more prone to contribute to the achievement of certain education goals, and enables to develop certain competencies at students (i.e. work education or technology; personal development; life skills; social studies).	
Child-friendly environment	Learning environment that are friendly, rights- based, inclusive, healthy and protective to all children. They also involve strong school community/family relations.	See UNICEF's concept of rights-based, child friendly education systems and schools.
Classroom- and teacher-based assessment	Assessment that is carried out on a regular basis by teachers in the classroom as part of their teaching and learning strategies. It provides immediate and constant feedback with regard to the students' achievements and problems in learning.	
Code	A code is a rule for converting a piece of information (for example, a letter, word, phrase, or gesture) into another form or representation (one sign into another sign), not necessarily of the same type. In communications and information processing, **encoding** is the process by which information from a source is converted into symbols to be communicated. **Decoding** is the reverse process, converting these code symbols back into information understandable by a receiver.	Currently one refers to: - Linguistic code (when information is expressed through various linguistic means – sounds, words, letters, sentences etc.) - Artistic code (colours, forms and shapes for painting/design/architecture; sounds – tones for music; movements, gesture for dance; language – movement – mimics for drama etc.)
Communication	Communication is the activity of conveying meaningful information. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space.	Communication requires that the communicating parties share an area of communicative commonality, i.e. a context. The communication process is complete once the receiver has understood the message of the sender.
Community of Practice (CoP)	A community of practice (CoP) is, according to cognitive anthropologists Jean Lave and Etienne Wenger, a group of people who share an interest, a craft, and/or a profession. The group can evolve naturally because of the members' common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge related to their field.	A Community of practice happens through the process of sharing information and experiences with the group that the members learn from each other, and have an opportunity to develop themselves personally and professionally (Lave & Wenger 1991). CoPs can exist online, such as within discussion boards and newsgroups, or in real life, such as in a lunch room at work, in a field setting, on a factory floor, or elsewhere in the environment.

Competency	A broad capacity to apply knowledge, skills, attitudes, routines, values and emotions in independent, practical and meaningful ways.	Competence/Skills (Sometimes competencies are equated with "skills", especially in expressions such as "life skills". However, in a more appropriate definition of competencies, skills are considered components of competencies along with knowledge, values and attitudes (competencies also include routines, patterns of thinking, behaviours).
Compulsory education	Duration of schooling that is considered compulsory by law and is (usually) free of any charges for students and their families. The composition of 'compulsory education' in Kosovo includes primary education, lower secondary and upper secondary education (ISCED 1, 2 and 3).	
Contact period	The time allocated for the systematic interaction between teachers and students in the context of subjects, learning units and/or lessons.	
Constructivist approaches	Philosophy and practices inspired by different constructivist theories of learning and development stating that learning is constructed through culture, individual and social experiences, as well as interactions and contexts. According to constructivist theories, learning needs to make sense (to be meaningful) to students in order to be effective	
Core Curriculum	Common requirements for all students, in terms of key competencies, common subject timetables and general orientations.	
Cross-cutting issues	Important curriculum content that does not belong to one subject or learning area exclusively, but which is best taught and learned in a number of cross-cutting topics of subjects. Common examples include peace education, human rights and citizenship education, gender issues, communication skills, intercultural education.	Cross-cutting topics

Curriculum	The aggregate of learning areas, subjects, and cross-cutting issues available in an education system. The term normally applies to the 'formal' or 'intended' (written) curriculum, but can also include the 'unintended' or 'hidden' curriculum. Distinctions are also made between the "intended" (official), "applied", "interactive" (resulted from classroom interactions) and "effective curriculum" (what students really learn).	Curricula (pl.)
Curriculum Framework	A set of policies, regulations, directions and guidelines essential for curriculum development and implementation that govern the development of curricula and other curriculum documents. Given the status of the curriculum as the hub of education systems, curriculum frameworks are usually considered as "constitutions" of pre-university education. Curriculum Frameworks can be developed for the entire system, for specific stages (like basic education) and/or for specific learning areas or issues (such as a framework for integrating cross-cutting issues in the curriculum).	
Curriculum integration	A process of combining/articulating learning content and subjects with a view to promoting holistic and comprehensive learning. It leads to the reduction of the number of discrete subjects and is usually applied in primary and lower secondary education.	
Curriculum policy	Formal decisions made by government or education authorities that have a direct or significant impact on the development of curriculum. These decisions are normally recorded in official government documents.	
Curriculum structure	The way in which the curriculum of any system is organized, including the subjects or learning areas, when they must be studied and the 'pattern' in which they must be studied. The curriculum may be composed, for example, of core and optional or elective subjects studied with some variation between grades.	
Curriculum system	The totality of curriculum provisions and documents through which orientation is given to teachers and other stakeholders with regard to why, what, how and how well students should learn. The curriculum system usually comprises education acts, curriculum framework(s), syllabuses, assessment standards, textbooks and other learning resources	

Diagnostic assessment	Assessment that is usually carried out at the beginning of a learning process and focuses primarily on identifying strengths and weaknesses in students that should be taken into account in helping students cope with different learning problems.	
Differentiating teaching	Differentiating teaching means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and co-operative learning.	
Effective curriculum	What students really learned in terms of knowledge, attitudes and skills.	Implemented curriculum
E-learning	Learning that is based on using new information and communication technologies with a view to enhancing access to information, as well as its effective and responsible usage in the context of (commonly) networked and distance activities.	
Elective/optional curriculum	Learning areas/subjects among which students can choose in compliance with their interests, talents and needs.	
Entrepreneurship education	In a narrow sense: preparing children and young to take on entrepreneurial roles in economy, i.e. create their own businesses/enterprises. In a broader sense: equipping children and youth with entrepreneurial skills, such as initiative, decision making, risk taking, leadership, organisation and management skills.	
Expanded teaching and learning time	Allocation of an increased amount of time for the teaching and learning of specific knowledge, skills and attitudes with a view to instigate in-depth and sustainable learning.	
Expression	Expression may refer to symbolic expression: Expression (language), a thought communicated by language; Expression (Mathematics), a finite combination of symbols that are well-formed according to applicable rules; Expression (programming), an instruction to execute something that will return a value; Expression (through Arts) (music) notating the musical dynamic.	Bodily expression: Emotional expression, verbal and non-verbal behaviour that communicates emotion; Facial expression, a movement of the face that conveys emotional state; Gene expression, the process by which information from a gene is used in biochemistry; Artistic expression (dance, drama, pantomime etc.)

External assessment	Assessment that is carried out by out of-school agencies or is based on procedures and tools provided by such out-of-school agencies (i.e. external examinations; tests provided by specialised evaluation agencies). It should be based on (national) evaluation standards so that subjectivity in assessment is reduced to a minimum.	
Extra-curriculum activities	Structured learning activities that take place outside the context of formal subjects or learning areas. In some systems, these might include work experience or organised sports.	
Formal curriculum	The learning experiences and opportunities that are provided for students in the context of formal education. The formal curriculum serves as a basis for socially recognised certification and diploma awarding.	Intended/Official/ Required curriculum
Formal education	The hierarchically structured, chronologically-graded educational system running from pre-primary education through the university and including, in addition to general academic studies, a variety of specialised programs and institutions for full-time technical and professional training. The outcomes of, and qualifications obtained from formal education are socially recognised by certification and diploma awarding	
Formative assessment	Assessment that is basically classroom-and teacher-based, aiming at helping students to make progress in learning throughout a certain period of time. It envisages learning as a process, not just a result (see also Assessment for learning, to which it is connected).	
General education (schools)	Acquisition and development by students of a broad range of knowledge, skills and attitudes that are connected to academic subjects/learning, as well as to life and work more generally.	
Hidden curriculum	The beliefs, attitudes and skills individuals share and develop based on their personal experiences. The hidden curriculum may be consonant or not with the official/required curriculum.	
Holistic and comprehensive learning	Learning that integrates both academic aspects and student development by attempting to tackle phenomena as a whole while emphasizing the interconnectivity of natural, social and personal processes and dimensions.	See also “Integrated learning
Holistic development	The harmonious growth/progress of all personally dimensions, i.e. intellectual, emotional, motor aspects.	“Whole-person” approach

Holistic learning environment	Organisation of the learning setting that invites students to make use of their intellectual, emotional and motor capabilities concomitantly.	
Inclusive education	Inclusive education seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalisation and exclusion. It implies that all students – with or without disabilities - are able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services.	
Informal education	Acquisition and development of knowledge, skills and attitudes outside formal or non-formal settings during everyday experiences and in the absence of intended and systematic processes of learning.	
Information and Communication Technologies (ICT)	New tools and processes of accessing and processing information, as well as communicating it based on electronic means, such as computers, TV, Internet, other digital means.	
Integrated teaching and learning	Teaching and learning that reflects and points to the links/connections and inter- links/inter-connection in individual and social life (human activities), nature and knowledge.	Holistic and comprehensive learning
Interactive classroom	Learning environment at classroom level that is based on constant exchanges among teachers and students in the context of inquiry-based, problem-solving and hands-on activities.	
Interactive teaching and learning	Philosophy and practice of involving students in defining and constructing their learning experiences by taking into account their needs, interests, previous knowledge and context.	
Key competencies	Competencies considered by the education and training system to be important in the learning of every student and significant contributors to the lives of every member of society. The Key Competencies most relevant - generic, transversal or overarching competencies to Basic Education - might be referred to as ‘basic competencies”.	Generic, transversal or overarching competencies

Key stage of the curriculum	Specific phases of the way the curriculum unfolds across different education levels/grades and age groups. Periods which share some common features in terms of children's development, of curriculum requirements and of teaching/learning approaches to students' development and progression in learning. In the Kosovo Curriculum Framework, key stages are phases of a given education level to ensure: • more transparency and precision in the articulation of education goals and tasks; • the possibility of concrete guidelines for organising school work with emphasis on specific methods, outcomes and means of evaluation; • the possibility of providing new challenges with regard to students' development and to the specific goals of each key stage of the curriculum.	
Knowledge	Concepts and factual information (data), as well as relations among them (i.e. structures and patterns) about the natural and man-made environment, people and society, culture and economy, and our understanding of the world, people and society. Declarative knowledge points to knowing "what", while procedural knowledge to knowing "how".	
Knowledge society and economy	Society and economy in which knowledge becomes the main source of growth and progress (especially through Internet, e- learning and e-mediated processes).	
Learning area	A broad category of learning grouping subjects which share common Curriculum area objectives and tasks in the teaching and learning of knowledge, skills, values and attitudes. The affiliation of subjects to a given learning area takes into consideration their specific contribution to students' development, in accordance with the general and specific aims of teaching and learning in schools. It also takes into consideration the possibility for multi- and interdisciplinary approaches, as well as the pursuit of cross-curriculum objectives.	Curriculum area
Language	Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication. The scientific study of language in any of its senses is called linguistics.	The approximately 3,000–6,000 languages that are spoken by human beings today are the most salient examples, but natural languages can also be based on visual rather than auditory stimuli, for example in sign languages and written language. Codes and other kinds of artificially constructed communication systems such as those used for computer programming can also be called languages.

Student centred perspective	Philosophy and practice of organising teaching, learning and assessment from the perspective of students' needs, interests and abilities.	
Learning	Process of acquiring, internalizing and developing new knowledge, skills, values and attitudes that are integrated in pre- existing structures while also constituting a basis for new acquisitions.	
Learning content	The topics, beliefs, behaviours, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning.	Content
Learning experience	Situation(s) and process(es) through which students acquire/develop knowledge, attitudes and skills.	
Learning opportunity	Situations(s) and process(es) that have a potential to fostering learning among students.	
Learning outcomes	Statements describing what students should know, believe, value and be able to do. Outcomes are expressed in the Curriculum Framework in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes.	Outcomes Student competencies Student results Student achievements
Learning resource	Reference to, and support for student learning including textbooks, education software, experimental kits, atlases, dictionaries, work books, etc.	
Lifelong learning	Equipping students with competencies they need to be successful students throughout their lives.	
Life skills	Skills which provide the students with the capacity to undertake tasks or processes related to their day to day lives.	
Lower secondary education	The first cycle of secondary education (four years duration in Kosovo) (ISCED 2).	
Meaningful learning	As opposed to rote learning, it leads to the development of conceptual networks (i.e. concept mapping) that can be applied in different situations, allowing for creativity and problem solving. In association with constructivist views, it also refers to learning that makes sense to students (i.e. is connected to their personal experience, is practically-oriented and hands-on).	
Multi-layered concept of identity	An understanding of identity as a complex result of both pre-determined factors and an evolving construction due to the exposure to, and participation of individuals and groups in, different cultures in the context of current globalization phenomena.	

Multiple intelligences	Influential contemporary theory of intelligence and personality (H. Gardner) stating that specific intelligences can be detected in the brain instead of just a general or generic intelligence, usually defined as capacity to solve problems effectively. It had important consequences for curriculum development and implementation especially through the concept of child- or student-centred approaches and the "whole person" model of learning and development. Today, eight such multiple intelligences have been identified: linguistic; logical mathematical; spatial; bodily-kinaesthetic; musical; interpersonal; intrapersonal; naturalist. To these eight intelligences some would add the existential/spiritual/moral intelligence.	
Natural Language	In the philosophy of language, a **natural language** (or **ordinary language**) is any language which arises in an unpremeditated fashion as the result of the innate facility for language possessed by the human intellect. A natural language is typically used for communication, and may be spoken, signed, or written. Natural language is distinguished from constructed languages and formal languages such as computer-programming languages or the "languages" used in the study of formal logic, especially mathematical logic.	
Non-formal education	Any organised and sustained activity that does not correspond exactly to the definition of formal education. Non-formal education may, therefore, take place both within and outside educational institutions and cater for persons of all ages. It may cover educational programmes to impart adult literacy, basic education for out-of- school children, life-skills, work skills and general culture. Non-formal education programmes do not necessarily follow the "ladder" system and may have different durations, and may or may not confer certification of the learning achieved.	
Optional curriculum	The optional part of the curriculum represents the courses and curricular activities which are decided at school level.	
Peer assessment	Student assessment of other students' work (can be both formative and summative).	
Peer education	Processes of learning based on exchange of information, knowledge and experiences between peers in which they act as resource persons, facilitators of learning and/or mentors.	
Peer teaching	Practice in which students take on a teaching role in a school setting in order to share their knowledge with other students.	

Predictive assessment	Potential success and failures in students' development with a view to suggest effective pathways for their progress as well as appropriate remedial action in the case of (anticipated) shortcomings in learning.	
Primary education	In Kosovo, the first period or cycle of education of five years duration including a reception or pre-primary grade (ISCED 1).	
Remedial activities	Learning experiences and opportunities that are provided with a view to helping students cope effectively with learning difficulties.	
School autonomy	The autonomy granted to schools in terms of financial resource management (public and private funding), human resource management (school heads, teaching and non-teaching staff) and decision-making within schools as well as the evaluation systems (accountability) of schools involved in connection with this autonomy.	
School-based (or institution-based) curriculum	The part of the curriculum that is decided at school (or institutional) level.	
Secondary education	The second period or cycle of schooling, divided into lower and upper phases (ISCED 2 and 3).	
Selective assessment	Self-assessment by learners achievements and problems their learning. Like the evaluation friend-to friend based on intellectual skills high level of use to assess student their learning in terms of processes and outcomes.	
Self-assessment	Self-evaluation by students of their achievements and problems in learning. As in the case of peer assessment, it is based on higher-order intellectual skills that students put to work in order to assess their learning both in terms of processes and results.	
Service-based learning	Learning that occurs as a result of students' engagement in the structured provision of some service, normally to the local or broader community.	Community service- based learning
Sign	A sign is something that implies a connection between itself and its object. A natural sign bears a causal relation to its object - for instance, thunder is a sign of a storm. A conventional sign signifies by agreement, e.g., a full stop signifies the end of a sentence.	This is in contrast to a symbol which stands for another thing, e.g., a flag may be a symbol of a nation. The way in which a sign signifies is called semiosis that is a topic of semiotics and philosophy of language. A sign has an (a) Form and a (b) Meaning.

Symbol	A symbol is a reality which represents an idea, a physical entity or a process but is distinct from it. The purpose of a symbol is to communicate meaning in a certain synthetic form – different from the reality communicated. For example, a red octagon may be a symbol for "STOP". On a map, a picture of a tent might represent a campsite. Numerals are symbols for numbers. Personal names are symbols representing individuals.	E.g. mathematical symbols, computer icons, national symbols (flag, anthem etc.), religious symbols (cross, crescent etc.), names etc.
Skill	The capacity to apply knowledge to perform a particular task to a consistent standard (the operational/procedural dimension of knowledge).	
Spiral curriculum	A model of curriculum construction that involves periodically repeating the learning of knowledge, skills and attitudes related to specific learning areas/subjects in the context of new, broader and more complex learning experiences. It serves to both consolidate pre-existent learning as well as open up and explore in more depth the different learning content.	Spiral growth of curriculum/learning
Standard	1. A decision, requirement or regulation that is expected to be implemented or applied (for instance, "curriculum – quality – standards". Curriculum (quality) standards can refer to learning content (content standards), processes (process standards), outcomes (outcomes standards), and environments (environmental standards). 2. The level of achievement or performance that is expected from students if they are to be awarded particular results.	
Subject	A discrete learning discipline (such as Mathematics or History).	
Summative assessment	Assessment that summarises the progress and achievement of learning outcomes by students at a particular time.	
Sustainable learning	Learning connected to, and in the service of, the sustainable development of the society, economy and environment.	
Sustainable learning progression	Learning that is based on effectively integrating previous acquisitions into new systems of knowledge, skills and attitudes.	
Teaching program	A document describing the learning objectives, learning outcomes and content related to a specific subject. Modern syllabuses also provide guidance on implementation including relevant teaching and assessment methodologies.	Programme of study in/for a certain subject
Teaching	Activity carried out with a view to fostering learning in students by using a wide range of methods that are adjusted to the students' learning styles.	

Time allocation	The amount of time in the school year or week assigned to teaching and learning in a specific subject or learning area. The Curriculum Framework provides for time allocation that allows project work and more interactive teaching and learning.	
Values	What people cherish as guiding principles and main references of their choices and behaviours.	
Vocational education and training	Education and training to enable students to gain employable skills and professional qualifications for specific occupations, in addition to achievement of the key competencies as defined by the Curriculum Framework.	

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