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Kosovo Curriculum

CORE CURRICULUM

for pre-primary grade and primary education in Kosovo

Pristina, 2012

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

KOSOVO CURRICULUM

CORE CURRICULUM
FOR PRE-PRIMARY GRADE
AND PRIMARY EDUCATION IN KOSOVO

August 2012

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

This document is published based on the Decision No 18/2012 dated 04.10.2012.

Students, teachers, parents, representatives of education and citizens of Kosovo,

A year ago, the Ministry of Education, Science and Technology, after approving the Kosovo Curriculum Framework for pre-university education, disseminated to all pre-university education stakeholders. This new Core Curriculum document provides more thorough and concrete vision and explanation of the new curriculum from our Government.

This document is for the attention of teachers, students, parents, school directors and the community in general. The importance of the Core Curricula, the structure, aims and principles of pre university education constitute a core document that determines and regulates the path of teaching, learning, methodology, evaluation. The content of this document is mandatory and is to be implemented by all public and private education institutions.

The Core Curricula contains the entire structure of pre-primary and primary education, lower secondary and upper secondary education. The content determines, in detail, the specifics of education of all pre-university education levels, learning competences, curricula stages, learning outcomes, teaching plans, optional instruction, guidelines (methodologies) for the organization of instruction, students' evaluation and other aspects related to implementation. I believe these documents meet all the requirements of society for each formal level of pre-university education. This is how new opportunities are created for students to develop knowledge, skills, attitudes and values by nurturing personal, national, state and cultural belonging identity, through promotion of overall cultural and civic rights, development of responsibilities towards themselves, others, society and environment, as well as through providing life and work skills in different social and cultural contexts, by developing entrepreneurship and technology use, as a lifelong learning process. Professional commitment enabled the implementation of Core Curricula in coherence and sustainbilty of all formal levels of pre university education. This objective was achieved on the basis if the principle of inclusiveness, development of competences, integrated and coherent teaching and learning, the autonomy and flexibility at the school level, responsibility and accountability. These are principles that will undoubtedly affect the enhancement of the quality of education.

All the documents of the Core Curricula are structured around a system of six key competences and are built on seven curriculum areas.

I want to assure all, the document is dedicated to, that formal levels of pre university education of Kosovo comply with the International system for classification of education (ISCED) developed by UNESCO. Therefore, I hope that substantial work with long term sustainability has been done to ensure that the Core Curricula are applicable to all formal levels of pre-university education, starting from pre-primary grade and primary education, lower secondary education, upper secondary education (gymnasia and vocational schools). In this way, the Ministry is achieving another goal of the governmental project for this document to enable progress in developing competences of students, developing successful teachers and parents that are able to accurately monitor their children's achievement of competences. The Core curricula enable school-based development of teaching plans, textbooks and other sources, as well as many other documents that facilitate competency based teaching and learning. With this important and reflective step in the reform process, the educational system is becoming complete and this demonstrates commitment for the finalization of our project for an internationally recognized European education.

Sincerely yours,
Prof. Dr. Ramë Buja, Minister

Content

CC	Core Curriculum
ELO	Essential Learning Outcomes
CA	Curriculum Area
CS	Curriculum Stage
KC	Kosovo Curriculum
KCF	Kosovo Curriculum Framework
LO	Learning Outcomes
MEST	Ministry of Education, Science and Technology
Sk	Skills
S	Subject
SLO	Subject Learning Outcomes
S	Syllabus
T	Theme
TLO	Thematic Learning Outcomes
WG	Working Group

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

Kabineti i Ministrit /Kabinet Ministra/Cabinet of the Minister

Nr. 291/01 B
Date: 22.10.2012

The Minister of Education, Science and Technology (MEST), pursuant to Articles 4, 21, and 22 of the Law Nr. 03/L-189 on State Administration of the Republic of Kosovo, (Official Gazette Nr. 82, October 21, 2010) and pursuant to Article 8, Paragraph 1.4 and Addendum 6 to the Regulation Nr. 02/2011 on the Scope of Administrative Responsibility of the Office of the Prime Minister and Ministries (22.03.2011), and in line with the Curriculum Framework for Pre-university Education of Kosovo, approved by Decision Nr. 262/018 dated 29.08.2011, issues the following:

DECISION

1. To approve the document: Core Curriculum for Pre-primary and Primary Education in Kosovo.
2. The document: Core Curriculum for Pre-primary and Primary Education in Kosovo is complete and applicable in pre-university education in Kosovo.
3. The decision becomes effective upon being signed.

Rationale

The document: Core Curriculum for Pre-primary and Primary Education in Kosovo aims continuous and progressive changes of the pre-university education in Kosovo, sets the foundations for advancing the quality and the equality in the implementation of the curricula for all students. This document will serve as a good basis for developing and implementing a series of other documents, plans and programs, textbooks and other pedagogic guidebooks for the development of education at the first level of pre-university education, thus it has been decided as in the enacting clause of this decision.

The Decision is sent to:
1. Cabinet of the Minister;
2. Office of the PS;
3. DPUE Department;
4. Archive.

Prof. dr. Ramë Buja, Minister

I. INTRODUCTION

The importance of the Core Curriculum, structure, goals and principles of pre-university education and cross-cutting issues of the Core Curriculum

Importance of the Core Curriculum

The Core curriculum is a document that serves to help implementation of the Kosovo Curriculum Framework, which was approved by MEST in August 2011. It sets forth outcomes and competencies for various spheres of life reflected in factual and procedural knowledge, skills, attitudes and values that need to be developed in students during given timeframes, as well as approaches, implementation methodologies, monitoring and assessment. It also sets out a time allocation for Curriculum Areas and linkages between them, which allows for progress in developing student competencies.

The Core Curriculum document supports:

- **Students** in their gradual development, in developing competencies for life-long learning and in facilitating their social integration by preparing them to face life challenges;
- **Teachers** in the successful planning and implementation of their work with students, class and outdoor teaching and learning, in answering the questions **Why** and **For what purpose** should children learn, as well as **What, When** and **How** to assess student achievement, implementation and effectiveness of teaching and learning activities; and
- **Parents** in following up closely with the children's achievements and competencies in given periods based on the knowledge, behaviour, feelings and attitudes that they manifest in various life situations in line with the learning outcomes for learning areas and Curriculum Stages.

The structure of pre-university education

Formal levels of pre-university education in Kosovo are in line with the International System of Classification of Education (ISCED) drafted by UNESCO, with a difference that the structure of core curriculum ISCED level 1 includes the pre-primary class, which is part of pre-primary education. All formal levels of education are divided in formal sub-levels called Curriculum Stages, each with specific goals in line with their titles. (See below the table with names of each curriculum stage in the second section of this document.)

The Core Curriculum is developed for every formal level of pre-university education, including:

- ➢ Core curriculum for early childhood development (birth – five years)
- ➢ Core curriculum for pre-primary class and primary education
- ➢ Core curriculum for lower secondary education
- ➢ Core curriculum for upper secondary education (core curriculum for gymnasia and core curriculum for vocational schools)

International System for Classification of Education - ISCED	Formal levels of pre-university education in Kosovo	Curriculum Stages		Core Curriculum
ISCED 3	Upper secondary education (Grades X-XII)	Grade XII	Curriculum Stage 6: **Consolidation and specialisation**	Core curriculum for Grades X-XII of upper secondary education
		Grades X-XI	Curriculum Stage 5: **Basic general and vocational development**	
ISCED 2	Lower secondary education (Grades VI-IX)	Grades VIII-IX	Curriculum Stage 4: **Consolidation and orientation**	Core curriculum for Grades VI-IX of lower secondary education
		Grades VI-VII	Curriculum Stage 3: **Further development and orientation**	
ISCED 1	Primary education (Grades I-V)	Primary education Grades III-V	Curriculum Stage 2: **Consolidation and development**	Core curriculum for pre-primary grade and for Grades I-V of primary education
		Primary education Grades I-II	Curriculum Stage 1 **Basic acquisition**	
ISCED 0	Pre-school education	Pre-primary grade		
		Age 0-5	Preparation level of the curriculum: **Early childhood education**	Core Curriculum for pre-school education

Every core curriculum is in line with the overall goals of pre-university education and is implemented by observing the main principles of the Kosovo Curriculum Framework.

Goals of pre-university education

Every level of pre-university education should develop students' knowledge, skills, attitudes and values in line with the needs of a democratic society by:

- Nurturing personal and national identity and state and cultural affiliation;
- Promoting overall cultural and civic values;
- Developing responsibility to oneself, to others, to society and to the environment;
- Building their skills for life and work in various social and cultural contexts;
- Developing entrepreneurship and utilisation of technology; and
- Preparing them for life-long learning.

Principles of pre-university education

Implementation of the core curriculum provides coherence and sustainability across all formal levels of pre-university education relying in the following principles:

Inclusion of all children and youth equally in quality education

Development of competencies that are reflected in learning outcomes, expected in turn to be achieved progressively and continuously by all students at different school levels.

Integrated and coherent teaching and learning that reflects the interconnections and interdependencies of the natural and man-made world with knowledge and information that students have about them.

Autonomy and flexibility at the school level in implementing the core curriculum and the optional curriculum that are reflected in annual planning and in teaching and learning.

Responsibility and accountability that is reflected in creating a culture for continuous assessment – following on from the progress made in implementing curriculum requirements by collecting and analysing data, documenting challenges and solutions to better performance in meeting curriculum requirements and improving quality of education.

Common issues of the core curriculum documents

All core curriculum documents are structured around a system of six key competencies that are in line with the goals of pre-university education and with the seven curriculum areas. The six competencies are present in all core curricula:

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

On the other hand, the seven curriculum areas present in all core curricula are the following:

- Languages and communication
- Arts
- Mathematics
- Sciences
- Society and Environment
- Health and Wellbeing
- Life and Work

Learning outcomes for stages and learning outcomes for areas distinguish competencies and learning areas for every formal level of education and Curriculum Stage (see Sections II and III of this document)

Structure of the core curriculum

The Core Curriculum has the following structure:

- An overall scope and description of the formal level of the respective education level;

- The scope of Curriculum Stages including the respective formal level;

- Core learning outcomes (CLO) for Curriculum Key Stages reflecting the necessary level of achievement of key competences upon the completion of every Curriculum Key Stage;

- The way core learning outcomes for curriculum stages are used in the process of teaching and assessment

    - requirements for progress through formal levels of education, including minimum requirements for transition from one curriculum stage to another,

    - criteria and forms of assessment;

- Curriculum Areas and their distribution through Curriculum Stages;

- Core learning outcomes for respective curriculum areas;

- The way to use core learning outcomes for areas in the process of teaching and assessment,

    - requirements for progress through formal levels of education, including minimum requirements for transition from one curriculum stage to another,

    - criteria and forms of assessment;

- The Teaching Plan and Program;

- Subjects within the learning areas and their scopes;

- (Methodological) guidelines for the organisation of the teaching and learning process;

- Student assessment;

- Implementation considerations.

II. CORE CURRICULUM FOR PRE-PRIMARY CLASS AND PRIMARY EDUCATION

Core Curriculum for pre-primary class and primary education

What is the Core Curriculum

The structure of the Curriculum for pre-primary class and primary education

Characteristics of the pre-primary class and primary education

Learning competencies

Curriculum key stages

Application of curriculum key stage learning outcomes

Core Curriculum learning outcomes

1. Core Curriculum for pre-primary class and primary education

What is the Core Curriculum?

The Core Curriculum for pre-primary class and primary education is a fundamental document that regulates the process of teaching, learning, methodology and assessment, etc., in the first level of education in Kosovo. This document, with its provisions set by MEST, is a requirement for all education institutions in Kosovo. The core curriculum is drafted based on the Kosovo Curriculum Framework. The Core Curriculum covers seven curriculum areas, which are determined by the central education authority (MEST) and as such are required learning areas for all (public and private) schools in Kosovo.

This document serves teachers, students, parents, school directors and the community in general.

The structure of the Core Curriculum for pre-primary and primary education

The core curriculum presents a detailed description of:

- Characteristics of the pre-primary class
- Characteristics of primary education
- Learning competencies for this level
- Curriculum stages
- Learning outcomes by Key Stages
- Description of Curriculum Areas
- Lesson plans

- Optional curriculum
- Guidelines (methodologies) for the organisation of the learning process
- Student assessment
- Other aspects related to implementation

2. Characteristic features of the pre-primary class

According to the KCF the pre-primary grade (age 5 - 6) has been included in the compulsory system of education of Kosovo. This grade presents a fast and dynamic physical, cognitive, emotional and social development of the child. Bearing in mind the critical importance of this development phase, learning is focused here on stimulating children's curiosity about their own self, family, society, nature, knowledge, culture and new technologies. The purpose of education during this phase is to encourage a child's creativity and enthusiasm to engage in new experiences and to prepare them to face real life challenges. In this grade children start being exposed to basic learning experiences (being introduced to letters, figures, numbers, colours, sounds, concepts, etc.). In this grade children are encouraged to build their communication and expression skills in their mother tongue, skills of attention, focusing and socialisation. They can all be achieved using a "game" strategy as a key activity in the pre-primary grade.

3. Characteristics of primary education (Grades 1 - 5)

At this level, learning experiences at school should contribute to a child's familiarity with a more systemised form of learning through 'games/work/learning', so that they start making the difference between games and tasks.

The learning process takes place in an integrated form, allowing for a holistic understanding of children's relation with the natural and man-made environment.

During the level of primary education, the main focus of the education process is on the acquisition of basic literacy skills, establishing a sound foundation for cognitive, social and emotional and motor development. Special attention will be paid to the development of the child's personality and positive attitude towards learning as a foundation for the development of basic learning habits, that is 'learning to learn'.

Teaching and learning in primary education is organised, provided, facilitated and co-ordinated by the class teacher and assisted depending on needs, by teaching assistants and if available with the support of specialised subject teachers.

4. Learning competencies

The key competencies are reflected through learning outcomes. They 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 key competencies envisaged in the KCF derive from the general pre-university education aims and define the main learning outcomes that learners need to achieve in a progressive and consistent way throughout their pre-university education life.

In compliance with the Kosovo education vision, the key competencies envisaged for the pre-university education system in Kosovo are:

- Communication and expression competence
- Thinking competence
- Learning competence
- Life, work- and environment related competence
- Personal competence
- Civic competence

Key competencies such as *communication and expression, thinking and learning* 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")

In order to develop as a personality, learn and participate actively in society, it is important that people are able to understand messages and express themselves adequately through languages, symbols, signs and artistic codes and expressions. In order to become effective communicators, learners need to use such communication and expression means and possibilities in an independent, critical and creative way.

Thinking competencies ("Creative thinker")

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

Life-long learning competencies ("Successful learner")

For a "successful learner", schools need to engage so as to continuously foster the curiosity of children and young people to learn, as well as to develop learning to learn competencies

Life-, Work-, Environment- Related Competencies ("Productive contributor")

Schools engage to prepare learners to live and work independently and to build awareness on their role in protecting and nurturing the environment.

Personal competencies ("Healthy individual")

Schools empower learners to participate in an effective and constructive way in family, social and working life. In this context, students are supported so that they develop self-confidence, while also developing openness towards and having confidence in others.

Civic competence (Responsible citizen")

Learning to live together is seen as the main challenge of today and tomorrow's world. This competence enables students to be able to act as responsible citizens by taking into account both their closer and wider context.

5. Curriculum Key Stages

The Curriculum Framework defines the concept of Curriculum Key Stages as representing the number of common features in terms of children's psycho-social development.

They represent the main reference points for:

- defining key competencies to be mastered,
- student progress requirement,
- the mechanism organising learning experiences, and
- assessment criteria.

5.1 Curriculum Key Stages for pre-primary class and primary education

The Curriculum Framework is designed in six curriculum Key Stages, which represent periods with common features in terms of children's development and curriculum requirement. They represent the main reference points for defining key competencies to be mastered, student progress requirement, organising learning experiences, access and assessment criteria, as well as the institution responsible for their achievement. Curriculum Key Stages are sub-periods within one or two formal levels of education that include two to three school grades.

The Core Curriculum for the First Level includes two Key Stages,

- The curriculum Key Stage 1 – Basic Acquisition (that covers pre-primary grade, Grade 1 and Grade 2)
- The curriculum Key Stage 2 – Reinforcement and development (Grades 3, 4 and 5)

ISCED 1	Primary education Grades 3-5	Curriculum key stage 2: Reinforcement and development
	Primary education Grades 1-2	Curriculum key stage 1
ISCED 0	Pre-primary grade	Basic acquisition
	Age 0-5	Foundation curriculum key stage: Early childhood education

Curriculum Key Stage 1 – Basic Acquisition (pre-primary class and Grades 1 and 2 of primary education)

At this stage, students are exposed to systematic learning approaches. They will be introduced to the following learning experiences:

- Basic acquisition of communication and expression in the mother tongue;

- Basic communication in the English language;

- Acquisition of basic elements of reading, writing and calculations;

- Exploring and getting familiar with the environment;

- Learning and understanding their rights, obligation and responsibilities in classroom, school and in everyday life;

- Creative expression through games, symbols and basic forms of artistic expression;

- Creating learning experiences individually and as members of a group.

5.2 Core curriculum learning outcomes

Learning outcomes are defined as: "Statements describing what the student should know, believe, evaluate and be able to do at the end of a key stage or educational level." Outcomes express a range of domains, which include: knowledge, understanding, skills, attitudes, competencies and values. Key stage learning outcomes are integral part of the core curriculum and are expected to be achieved at the end of a key curriculum stage. Learning outcomes do not cover everything students have learned or should have learned during a given key stage. They express key achievement requirements towards accomplishment of the key competencies at the completion of a given key stage.

Key stage learning outcomes promote further integration of curriculum areas serving for further development of key competencies as set out in the curriculum framework. They express expectations of teachers, education authorities, parents and the society in relation to concrete and measurable student achievements at the end of a curriculum key stage.

Learning outcomes convey a clear picture of what students are required to know, be able to express or do after the completion of a curriculum key stage and are at the same time a condition for moving from one level of education to another.

Learning outcomes for Key Stage 1

No.	Learning outcomes for Key Stage 1 and key competencies	Level of student achievement					Types of support for students			
		1	2	3	4	5	Corrective support	Ways	Support to gifted students	Ways
I	**Communication and expression competence – Effective communicator**									
1.	Reads aloud a half-page narrative text which is new to the student and talks about a topic which is appropriate for his/her age.									
2.	Writes a short text (half a page to about 250 words) on a given topic.									
3.	Presents at least one opinion during a discussion with his/her peers about an event, for 3-5 minutes.									
4.	Retells the event of a story that he/she has listened to (on CD, audio tape or by the teacher) which is not longer than a printed page.									
5.	Illustrates and demonstrates the message given in a simple literary text that he/she has read, through speaking, drawing, writing, role play, singing or dancing.									
6.	Identifies main characters of a story, drama that is suitable for his/her age and performs the role of one of the characters in interaction with one or two colleagues.									
7	Describes in various forms of expression the natural and man-made environment or a social event and presents it to his/her peers and others.									
8.	Presents at least one opinion to his/her peers and expresses one feeling about the event, for 3-5 minutes, after watching a movie, drama or documentary (suitable for his/her age), listening to a story, watching a performance or a dance, listening to or performing a song or a tune, in one of the expression forms.									

9.	Names in the foreign language objects, actions or phenomena and translates (interprets) in the mother tongue words given in the task.										
II	**Thinking competence – Creative thinker**										
1.	Finds features (in one of the mathematical, science or other aspects) of an object, phenomenon, or event given as a task; then separates and compares his/her findings with those of his/her peers in a group.										
2.	Explains in spoken form the procedure for solving a mathematical problem (by using basic mathematical operations) which he/she has faced or faces in real life situations.										
3.	Builds various geometric figures and different bodies using carton, plasticine, clay and different recyclable materials based on his/her own imagination.										
4.	Compares objects and various materials presented by the teacher and classifies them based on their form, size, colour, composition, age or any other element; describes positions they hold in nature or in society (in the surrounding environment) and tells about their interdependence.										
5.	Distinguishes traffic or other signs denoting danger in information given as a task and tells the meaning of one of them in one of the expression forms by elaborating with concrete examples the appropriate behaviour in cases of danger.										
6.	Identifies and separates into groups common features among living beings, events or phenomena familiar to the student, writes about these in at least half a notebook page (around 250 words) or expresses them in one of the expression forms.										
7.	Drafts texts, builds objects, develops animations based on his/her imagination and working with given elements or materials.										

8.	Justifies in a group the ways of solving a problem in languages, Mathematics, science, society, health or other fields in 3-5 minutes.											
III	**Learning competence – successful learner**											
1.	Chooses materials/tools such as paper, plasticine, sticks, colours, abacus, etc., to perform a given task and justifies the selection that he/she has made.											
2.	Follows instructions given in textbook to perform a required activity/task.											
3.	Asks questions about a given topic/ problem/ task and provides answers to those questions in one of the forms of expression.											
4.	Independently solves the problem and explains, to a group of five students, possible ways of solving it.											
5.	Independently supervises his/her own performance and progress in one task/activity, uses various techniques to find and correct mistakes (by marking mistakes and difficulties) and corrects them while seeking the solution of the problem.											
6.	Collects and classifies materials about his/her own performance in order to prepare and update his/her own personal portfolio.											
7.	Identifies his/her own knowledge that helps her/him to complete a task/activity and asks for advice and information when dealing with difficulties.											
IV	**Life, Work and Environment related competence – Productive contributor**											
1.	Prepares a simple daily plan in writing, in a drawing, using signs or symbols including two to three daily activities defining also time, place, materials and tools needed for their implementation/performance.											
2.	Checks tools/materials and time available while carrying out a task/activity (in the classroom, at school or outside).											

3.	Discusses with peers the students' behaviour in the class or in a given group in relation to others or to the surrounding environment while carrying out a given activity.									
4.	Identifies commonalities and differences between an activity that takes place in school and a home activity; describes them in one of the expression forms and later discusses them in a group.									
5.	Identifies necessary sources (materials, tools… etc.) and uses them adequately for performing a task/activity in classroom, school, house or neighbourhood/community									
6.	Discusses clean, safe and healthy spaces (and vice-versa) in a group of students in school building and explains at least one action for monitoring or improving the situation.									
V	**Personal competence – Healthy Individual**									
1.	Presents to his/her peers at least five basic rules of personal hygiene (e.g. physical, clothing, personal things) and of the hygiene of the environment where he/she lives and works.									
2.	Participates in physical education and sport games trying to achieve certain standards, playing fair and managing his/her emotions when winning and losing (accepts the defeat and celebrates the victory with dignity).									
3.	Prepares a list (in one of expression forms, such as drawing, writing, etc.) of foods he/she consumes and orders them based on the importance they play for his/ her health and wellbeing and undertakes preventive measures of protection against diseases caused by their excessive and inadequate use.									
4.	Shows the way of spending free time and rest for his/her own good; shares his/her experiences with colleagues.									

5.	Co-operates with all peers (regardless of their origin, and special needs or abilities) by playing an active role towards meeting a common goal (a classroom/school-based or extra-school project/activity).										
6.	Tells about ways of solving a conflict he/she has faced or a conflict in his/her surrounding environment, shares opinion and feeling with other members of the group.										
7.	Takes care of a healthy environment in circumstances in which he/she performs any given activity by creating good working conditions (aired working space, maximum use of light and space, maintaining hygiene, keeping things used in good order, etc.)										
VI	**Civic competence – Responsible citizen**										
1.	Presents roles and responsibilities of the members of his/her family or of a group of which she/he is a member (game or activity group), focusing on one's own tasks and discusses them with peers.										
2.	Discusses in a group and in co-operation with group members, defines internal regulations for the group or class, including rules for implementation of the activity, behaviour, hygiene, etc.										
3.	Justifies the need for observation of rules in games, in the classroom/at school, in the street or in the family and presents consequences of non-application of rules in a given example.										
4.	Identifies social values nurtured in the classroom, at school or in the family (such as mutual trust, tolerance, solidarity, respect, manners, etc.).										
5.	Sets aside an event in the family, classroom or neighbourhood and describes the individual contributions of group members towards its joint implementation using forms of expression.										

6.	Expresses one's opinion by initially asking for permission from the group, respects opinions of each member in the group by engaging in active listening, and consults all group members when deciding on ways to bring an activity to its conclusion.									
7.	Identifies the persons and services whose help is needed in situations threatening his/her physical or mental health caused by nature or by human beings (associated with an event given by the teacher or taken from everyday life); later discusses these with peers in a group.									

When implementing learning outcomes for key Curriculum Stages the teacher should divide each outcome into five levels of achievement in order to accurately assess the achievement of each student for a given learning outcome. Depending on the level of achievement of each outcome, the teacher will then plan/make up activities for students who fail to meet the learning outcome and additional activities for those who have attained all levels of achievement for a given outcome; for illustration, see an analysis of a learning outcome in the following table.

The same procedure should be followed in analysing all key stage learning outcomes.

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No	Learning outcomes for KS 1 and key competencies	Student's level of ACHIEVEMENT					Types of support for the student			
		1	2	3	4	5	Corrective support	Ways	Support to gifted students	Ways
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.	The student starts the task without scanning the text; he/she has difficulty in pronouncing letters and in reading entire words, linking of words in a sentence, etc.	The student starts without scanning the text; he she has difficulty in pronouncing letters, is good reading some words; still has difficulty in fluently reading whole sentences, etc.	The student starts the task after a quick scan of the text: he/she pronounces letters well, linking words into sentences; s/he still has difficulty with fluent speaking.	The student starts the task after a quick scan of the text he/she articulates letters very well, linking words into adequate sentences; reads without interruptions; there are still some problems with fluent speaking.	The student starts the task after a quick scan of the text: he/she articulates letters very well, linking words into adequate sentences; the tone, speed and accent are in place; speaks very fluently.	The teacher decides how to support the student in a given activity or with remedial activities.	What method to apply taking into consideration a student's learning style.	The teacher decides how to support the student in a given activity or with additional activities.	What method to apply taking into consideration the student's learning style.

Curriculum Key Stage 2 – Reinforcement and development (Grades 3, 4 and 5 of primary education)

In this stage, students should be supported to consolidate their basic acquisition in reading, writing, communication and learning techniques as a basis for their further learning and development. At this level, children are exposed to challenges, such as:

- the correct use of their mother tongue and the English language in oral and written communication;

- elementary knowledge and communication in the English language, both orally and in writing;

- the correct use of arithmetical symbols and operations;

- exposure to new fields of knowledge and a broadening of their information in science, social science and ICT;

- encouraging cultural expression through signs, symbols and other forms of artistic expression;

- the development of thinking that is structured and oriented towards problem solving;

- understanding and taking responsibility for themselves, for others and for the environment;

- expanding their knowledge through various sources;

- cultivating independence in planning and realising their learning tasks;

- linking theoretical knowledge to practical problems;

- developing positive attitudes towards themselves and others; and

- developing a critical approach to problem solving.

Learning outcomes for Key Stage 2

See Chapter 4 for more information on the way those outcomes are implemented.

N o.	Learning outcomes for Key Stage 2 and key competencies	Level of student ACHIEVEMENT					Types of support for students			
		1	2	3	4	5	Corrective support	Ways	Support to gifted students	Ways
I	**Communication and expression competence –Effective communicator**									
1.	Reads aloud, and without mistakes, a new literary or non-literary text of not more than one page.									
2.	Writes a text of up to one page (500 words) or more on a given topic.									
3.	Listens actively to a presentation by a peer and participates in the discussion with at least two contributions in the form of questions, comments or explanations for the given topic.									
4.	Expresses his/her attitude about the story or the performance and his/her feelings when watching a film or a documentary suitable for her/his age, reading a book, listening to a musical performance, an exhibition, a recital or drama, in one of the forms of expression such as speaking, writing, drawing, mime, movement, etc.									
5.	Participates in organising an artistic show appropriate for his/her age using one of the expression forms.									
6.	Identifies and makes the distinction between two characters of a story, drama, movie, making a list of at least three features that he/she likes and dislikes about those characters, discusses them; plays and performs the role of one of the characters in co-operation with his/her colleagues.									
7.	Expresses verbally and in written form simple sentences in foreign language and translates them into his/her mother tongue after listening to them on a CD, audio									

	tape or from the teacher in the foreign language, in a given task.									
8.	Makes a presentation of up to 10 minutes to others using ICT or other technologies, answers questions asked by others and asks questions during and after the presentation to continue searching for more information.									
II	**Thinking competence – Creative thinker**									
1.	Identifies and distinguishes common and different features between two objects, animals, phenomena, etc. given in a task, presents them to others in one of expression forms.									
2.	Identifies identical, distinguishing or key issues of a topic or event drawn from two or more different sources of information (a reading text, newspaper, internet, human resources, or other sources).									
3.	Provides in discussion arguments for agreeing to or disagreeing with an opinion, attitude or behaviour expressed /manifested by one or more persons (in classroom/school or elsewhere).									
4.	Solves the given problem (arithmetical, geometric, grammatical, scientific, etc.) and gives an example from everyday life when such an approach can be used in similar situations.									
5.	Drafts texts, builds objects, designs animations and other items from their imagination by carefully using given instructions, elements or materials.									
6	Describes a certain phenomenon (natural, social or historical) in one of the expression forms, identifying changes that happen in the environment as a result of that phenomenon.									
7.	Presents and justifies with the language of arguments the way of solving a given problem/task in various fields (mathematical, linguistic, scientific, social, artistic, health, … etc.) in 6 – 10 minutes.									
8.	Distinguishes substances, bodies, objects, natural or social phenomena given in a task according to their									

	features (texture, features, transformations or their positions in time and space) and interaction between them.										
III	**Learning competence – Successful learner**										
1.	Poses questions that encourage debate on a given topic/problem and gives answers to questions asked by others by using one of the forms of expression.										
2.	Uses various sources of information during the preparation of a certain topic.										
3.	Identifies and compares familiar with unfamiliar information on a given topic, issue or event by using various techniques (for example by marking with various signs).										
4.	Follows instruction given in a book or in other sources to perform a required concrete activity or task.										
5.	Compares his/her own progress with previous experiences while performing a task or a certain activity.										
6.	Uses his/her personal portfolio as a way of identifying personal strengths and weaknesses and develops a plan for carrying out the needed corrections.										
7.	Identifies his/her current qualities and other qualities that he/she needs to develop to learn in a given task or activity and to co-operate with others.										
8.	Manages oneself, available materials/tools and time while performing a task/activity in classroom/school or outside the school.										
9.	Effectively uses and applies available information/knowledge for solving a problem/task by using ICT or other technology and presents his/her experience to others in 6-10 minutes.										
IV.	**Life, Work and Environment related competence – Productive contributor**										
1.	Prepares a resume presenting personal data and talents in various fields identifying common points with the targeted professionals.										
2.	Prepares a weekly action plan specifying priority activities justifying their selection.										

3.	Prepares a small project identifying key activities on an issue that is relevant for them, their school or neighbourhood and outlines other elements that make it feasible, including time, venue, materials, needed tools for its implementation, etc.												
4	Discusses, in a group, the state of the environment in their area based on a survey (observation, photographs, etc.) and, in co-operation with members of the group, makes a list of possible activities for the monitoring and improvement of the situation.												
5.	Debates with peers about student behaviour in classes/laboratories, at school and in other areas or about a certain group of people in a given situation defending his/her ideas with concrete examples.												
6.	Identifies the most common food, other everyday materials for families or personal expenses and calculates weekly expenditures; he/she presents the findings in a table or graph or in another form.												
7.	Reads labels, instructions for various products (clothes, food, medicine or technical items) and gives explanations of origin, use and maintenance or of risks resulting from inadequate utilisation.												
8.	Prepares a table, graph, drawing, or another form of expression to describe his/her activities for taking care of a living being that makes possible its development, growth or better health.												
V	**Personal competence – healthy individual**												
1.	Presents to others ways of applying basic rules of personal hygiene (physical, clothing, personal things) and of environmental hygiene where he/she lives using various forms of expression.												
2.	Participates in physical activities, games of movement and sport games, tries to achieve the standards set, plays fair, manages his/her emotions and presents to others the physical and spiritual state after a physical activity or sport game..												

3.	Prepares a list (in one of the forms of expression, such as writing, drawing, etc.) with different kinds of food that his/her family uses and ranks them according to their calories and then classifies them as more or less healthy foods.									
4.	Reads the data provided in the food packaging and discusses these data in a small group (nutritional values, expiry dates, etc.).									
5.	Identifies strengths and weaknesses of his/her personality and provides opinions on ways for improvement in various forms of expression.									
6.	Proposes alternatives for constructive solution of an interpersonal conflict by analysing in advance circumstances that led to that conflict and shares his/her experiences, thoughts and feelings with the members of the group.									
7.	Identifies and describes the roles of people and services necessary to ask for help in situations of risk for his/her physical and mental health.									
8.	Actively co-operates with all colleagues (regardless of their origin, special needs and/or abilities) towards achieving a common goal (in classroom/school and extra school projects/activities).									
9.	Ensures a healthy environment in circumstances in which a given activity takes place by creating adequate working conditions for himself/herself and other participants (clean air, use of light, maximum use of space, maintenance of hygiene, orderly use of things, etc.).									
VI	**Civic competence – responsible citizen**									
1.	Presents in various forms the rights and responsibilities of the members of her/his family and discusses them with others; then compares these with the rights and responsibilities of students, teachers, and school management staff or with members of other institutions.									
2.	Speaks to express an opinion, listens to and respects opinions of each member and decides together on ways for completion of an activity.									

3	*Proposes relevant social values that are to be nurtured in the classroom, at school or in the family (such as, mutual trust, solidarity, respect, manners, etc.), and uses concrete examples to illustrate them.*										
3.	*Demonstrates actions that express manners in various situations and, through concrete examples, models their application in class/school, family and community.*										
4.	*Comes up with proposals and shares his/her opinion with peers on the election procedure for members of various instructional activity groups, class or school councils, their membership and roles.*										
5.	*Participates in drafting rules for games, class, school (e.g. as the person who proposes rules, manager of other people's proposals, etc.) and presents arguments in favour of respecting specific rules in various forms of expression, also foreseeing and discussing consequences of their non-application.*										
6.	*Identifies two or more social events/organisations and describes (in writing or in other form) ways/possibilities in which different people with different experiences can organise something in common.*										
7.	*Presents, chronologically, changes in the life of his/her family members and other people around them in terms of housing, festivities, clothing, food/ways of feeding, management of family economy, rights, responsibility in family decision-making, etc.) or some of the key personalities or events of his/her people by making the distinction between past and present.*										
8.	*Presents concrete examples of the behaviour that should be manifested in cases of natural or man-made disasters, such as fire, floods, earthquake, communication with unknown persons, etc.*										

On ways of implementation of these outcomes see Chapter VI.

III. CURRICULUM AREAS FOR THE PRE-PRIMARY GRADE AND PRIMARY EDUCATION

Language and Communication

Arts

Mathematics

Science

Society and the Environment

Health and Well-being

Life and Work

Curriculum Areas

Curriculum areas constitute the basis for the organisation of the educational process in schools at respective levels and key stages of the Curriculum. Kosovo Curriculum is organised into seven curriculum areas which apply from the pre-school education stage up to upper secondary education, including both general and vocational education. Curriculum areas consist of one or more subjects. Curriculum areas are the following:

1. Language and Communication
2. Arts
3. Mathematics
4. Sciences
5. Society and the Environment
6. Health and Well-being
7. Life and Work

Learning outcomes according to Curriculum areas

Learning outcomes (LO) for curriculum areas enable a holistic integration and approach in the teaching of specific subjects within a given curriculum area. Learning outcomes for learning areas ensure:

- linkage between subjects, and learning activities, to be realised under a certain curriculum area aimed at integrating prior knowledge (declarative and procedural), skills and attitudes provided through those subjects in general, and fostering integrated learning.

- that a competency-based approach is promoted, enabling a joint system of *learning interrelated experiences, thus ensuring a platform for the development of subject syllabi;*

- that the implementation of new teaching practices in school level is enabled, thus encouraging school-based curriculum.

Learning outcomes are set for each curriculum area. These enable the accomplishment of key competencies. Curriculum areas include one or more subjects or learning modules. Subjects and modules aim for the accomplishment of the same learning outcomes set for the respective curriculum area. Some subjects of a curriculum area may appear as integrated at different levels of the curriculum.

Structure of Curriculum Areas

Each curriculum area has a similar structure of organisation and content:

- Introduction
- Rationale and description
- Concepts and description
- Competence-based approach
- Curriculum area learning outcomes
- Time allocation
- Teaching and learning materials and resources
- Methodology guidelines
- Assessment guidelines

CURRICULUM AREA - LANGUAGES AND COMMUNICATION

Introduction

Rationale and description

Concepts and description

Competence-based approach

Curriculum area learning outcomes

Cross-curriculum approach

Time allocation (schedule of teaching hours – description)

Methodology guidelines

Assessment guidelines

Teaching and learning materials and resources

1. Introduction

Based on the Curriculum Framework, the Language and Communication curriculum area includes the following subjects: mother tongue, the first foreign language (English language), local language, and other foreign languages.

This area enables students to develop and nurture the use of language as a tool of communication at school, in everyday life, in their professional life and in public life. Through this curriculum area, in every subject, all key competencies should be achieved, as defined in the Curriculum Framework.

The main goal of the Core Curriculum for the Language and Communication area is to enable students to develop basic skills in subjects included in this area. As a result, at every key stage or level, students may apply communication skills based on the development of language skills of listening, speaking, reading and writing.

Therefore, the Language and Communication curriculum area enables communication realized through: listening, speaking, reading and writing, which are interdependent and are developed as interrelated with one-another.

2. The goals of the Language and Communication area are:

- Development of basic language skills,
- Listening comprehension,
- Speaking for giving and receiving information,
- Reading comprehension,

- Understanding of written texts,
- Writing of literary and non-literary texts,
- Distinguishing between literary and non-literary texts,
- Analysis and interpretation of literary and non-literary texts,
- Knowledge about the linguistic system: phonetics, morphology, syntax, lexis,
- Development of skills to respond in writing and verbally in various situations,
- Development of skills of expression through various audio, visual, and information media,
- Development of communication skills by using ICT,
- General linguistic, literary, and cultural development.

3. Rationale and description

The Language and Communication curriculum area enables all students to learn the subjects within the respective area. Curriculum defines competencies and how to achieve these competencies, expressed in essential learning outcomes of the curriculum area and according to key curriculum stages.

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

This Curriculum is dedicated to students, teachers, parents and the wider community and enables schools to meet students' individual needs. The Curriculum offers equal opportunities for all students and ensures inclusion and opportunities for success, regardless of difficulties. It enables students to develop a deep understanding of their responsibilities as citizens; it helps them deal with various moral and social issues and situations in their lives.

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.

4. Competence-based approach

The *Languages and Communication* curriculum area and the subjects it contains needs to achieve the six competencies defined by the KCF: effective communicator, creative thinker, successful learner, productive contributor, healthy individual, and responsible citizen, which are achieved through essential learning outcomes. They need to be achieved through key curriculum stages, during the process of instruction as well as selection and organisation of learning experiences.

Competencies are integrated in a balanced way to include knowledge, skills, attitudes and values. Through competencies defined by the Curriculum, in the Languages and Communication curriculum area students should:

- communicate and express their opinions through languages, symbols, signs and codes;

- speak, listen, read and write and express themselves in their 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 and engage creatively in any communication and interaction;

- manifest knowledge in the field of culture, linguistics, literature and in individual and public life;

- make effective and responsible use of ICT and media as important means of information, learning, communication and interaction.

5. Concepts

Based on the concepts of the subject Language and Literature learning outcomes for the curriculum area Language and communication 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)

6. Curriculum area learning outcomes

Learning outcomes (LOs) are developed based on key concepts for curriculum areas; learning outcomes for the Languages and Communication curriculum area contain requirements that every student needs to achieve at the end of every key stage.

Organisation of LOs contains knowledge, skills, attitudes and values that will be developed and gradually strengthened in respective key stages, taking into consideration the physical and psycho-motor development of the students. These outcomes enable achievement of the six competencies defined in the Curriculum Framework. LOs offer an opportunity for development and achievement of values for the Languages and Communication curriculum 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 certain culture with those of another, etc.

LEARNING OUTCOMES FOR KEY STAGES 1 AND 2	
Stage 1 **Grades 0, 1, 2 (ages 5-8)**	**Stage 2** **Grades 3, 4, 5 (ages 8-11)**
COMMUNICATION SKILLS	
Listening and speaking • Exchanges ideas during discussions, asks questions and gives answers using words and simple sentences. • Speaks several words and sentences, asks questions and gives answers using phrases and simple sentences.	**Listening and speaking** • Uses more complex forms of language to communicate with others on the content and purpose of texts. • Identifies key points of simple conversations and stories heard by using phrases and simple sentences. Proves his/her gifts in role plays.
Reading • Uses strategies to read simple texts for pleasure, learns new words, makes a distinction between words and sentences and elements for using language. • Reads aloud a short story and uses complementary sections of the text (photo, drawing, etc.). Develops mechanisms for transition from simple (mechanical) reading into reading comprehension. Discusses or interprets texts he/she has read.	**Reading** • Uses strategies to understand literary or non-literary materials: poetry, prose, letter, biography, request, report, commercial, etc. by identifying levels of reading comprehension and making the distinction between figurative and non-figurative language. Learns how to make questions about given texts and to give appropriate answers, from the level of speaking to interpretation and creativity. • Identifies crucial parts of stories that he/she reads aloud by using key words or visual objects (photos, drawings etc.) and identifies several grammatical categories.
Writing • Describes texts according to given models and writes to communicate his/her ideas to and with others by using words, sentences, etc.	**Writing** • Practises a certain form of literary or non-literary writing (e.g. events, stories, letters, notes, etc.) and develops skills to review use of language (grammar and orthography) for his/her and other people's essays. • Uses simple words or phrases to draft a simple text using basic elements of an essay.
II. READING COMPREHENSION AND TEXT ANALYSIS	
• Identifies key elements of a short text: plot, characters, etc., distinguishing figurative language (metaphors) from the non-figurative one. Gives his/her impressions about a short literary or non-literary text. • Identifies main data and concepts in simple stories.	• Interprets literary works including giving comments on the plot, ideas, characters, story, figures such hyperbole, metaphor, and draws conclusions on the literary and non-literary text (on poetry, story, a drama section, report, biography, etc.). Develops reading comprehension strategies. Interprets the main idea of a text – as different from details. Identifies and uses grammatical categories. • Asks and answers questions about given texts (the key parts of the text, purpose of the text, etc.).

III. DEVELOPMENT OF CREATIVITY	
• Acquires techniques that are specific to respective creations and uses them in certain activities.	• Drafts various types of literary and non-literary texts in certain themes. Tells and writes what a real or fictitious hero would do in a given situation. • On his/her own or when given a task, writes texts that promote values pertaining to individual, society, game, environment, family, school, etc. Demonstrates his/her gifts in drama plays.
IV. IDENTITY AND CULTURE	
• Uses personal experiences that are associated with concerns, interests and confidently expresses them through discussions and conversations.	• Uses language or simple forms of communication to presents own position on social issues pertaining to interests, concerns and beliefs in the living environment.
V. MEDIA	
• Follows basic rules and prepares materials for organisation of performances, classroom exhibitions and presentation on a screen.	• Follows rules of presentation in organising certain performances and selects appropriate works of art.
VI. USE OF ICT	
• Knows several kinds of technology (computer, printer) and uses them for certain activities, such as writing words, sentences, numbers, symbols, sounds, drawings, etc.	• Uses several types of technology (computer, projector) in creative activities to present the work done, or to create an event or performance.
VII. VALUES AND ATTITUDES	
• Communicates well. • Participates in discussions. • Co-operates. • Asks for help and helps others. • Respects opinion of others. • Is attentive. • Develops personality and humanity. • Comes up with initiatives and shows interest in different approaches. • Is motivated to development new 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 confidence in independent work. • Uses imagination and creativity. • Is independent in decision-making and actions. • Asks questions and answers in a responsible way. • Gives feedback supported by argument. • Shows curiosity about research. • Takes care of himself/herself, the others and the environment.	

VIII. Knowledge

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

Listening

- Listening to informative texts.
- Effective listening (articulation of sounds, broadening of vocabulary).
- Listening and learning new words.

Speaking

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

Reading

- Learning 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.

7. Cross-curriculum approach

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

- human rights,
- civic education,
- intercultural education,
- media education,
- education for peace,
- education for sustainable development.

8. Time allocation

In Key Stage 1 (pre-primary grade and Grades 1 and 2) and Key Stage 2 (Grades 3, 4, and 5) the Languages and Communication learning area consists of two subjects: mother tongue and the first foreign language (English language).

Mother tongue is taught at all curriculum stages, from pre-primary grade to Grade 12.

English language starts in Key Stage 1 and is taught until the last grade of upper 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 key stages.

Albanian language for students of non-Albanian communities is taught from Key Stage 2 (Grade 3) of the curriculum.

Planning of time is done in line with the learning outcomes foreseen for the key stage and curriculum area. Time is allocated and drawn from the percentage presented in the following table and is then divided into subjects. It should be noted by teachers and schools that most of the time allocated for this curriculum area in these key stages should be dedicated to the mother tongue.

Plan A

Curriculum areas	KS1				KS2			
	Pre-primary		Grades 1 - 2		Grades 3 - 5		Level 1 (primary school)	
	%	No.hrs	%				%	No.hrs
Languages and communication *	33%	6	37%	15	33%	23	28%	28

Plan A1

Curriculum areas	Pre-primary grade	%	Grade 1; weekly hrs	Grade 2 Weekly hrs	Total grades 1&2	%
Languages and communication	6	33.33%	7	8 9	16	38.10%

Curriculum areas	Grade 3 weekly hrs	Grade 4 weekly hrs	Grade 5 weekly hrs	Total Grades 3,4,5	%
Languages and communication	7	8	8	23	33.33

9. Methodology guidelines

Application of methods, techniques and forms of teaching and learning is critical for the implementation and achievement of learning outcomes for curriculum areas and key stages. The teacher should use various methods for the achievement of the curriculum area requirements also because of the specifics of the area. Some of the methods that facilitate successful development are the learner-centred teaching methods. Learner centred teaching and learning have proven very successful, whereby students are motivated to work, create, review, debate, learn more easily, co-operate among themselves, help each other and solve problems together by researching and using various sources of information. The teacher should be very careful in selecting instruction methods and techniques for achieving learning outcomes. The selection should also be adapted to student ability and knowledge, their needs, the place where the lesson is taught, and the spatial and material conditions in the school (classroom).

The Languages and Communication area for Level 1 aims the assessment of the curriculum area competences represented through learning outcomes.

10. Assessment guidelines

Assessment can be classified into formation, diagnosing, summative and motivating assessment.

- Formative assessment (assessment to learn) is conducted in a continuous manner in order to collect information on students' achievements during every learning activity.

- Diagnosing assessment aims at 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 (assessment of learning) – includes overall activity of students' learning. Summative assessment is conducted at the end of certain periods (semester, end of the school year, etc.).

- Motivating assessment – is used to encourage the interest and desire of students to learn

During assessment teachers should use various types of assessment such as:

Direct and continuous assessment, continuous monitoring of student achievements.

- Indirect assessment through tests;
- Student peer assessment – when students work in groups or when they answer questions and add and assess based on arguments;
- Self-assessment.

Special attention during assessment should be paid to on-going verbal communication during interactions and written communication.

11. Teaching and learning materials and resources

The use of various materials and learning resources is very important for achieving competencies in the Languages and Communication curriculum area. For an adequate implementation of learning outcomes for the curriculum area and for the achieving of key stage learning outcomes, the learning materials and resources need to meet the requirements of these outcomes for curriculum areas and key stages. School textbooks are only some of the sources for acquiring information, and the teacher should not limit him/herself to only using textbooks as learning resources. In this regard, they should use many other resources, such as information technology. Information can be acquired from every source of information that supports achieving of learning outcomes for competencies.

CURRICULUM AREA - ARTS

Introduction

Rationale and description

Concepts and description

Competence-based approach

Curriculum area learning outcomes

Cross-curriculum approach

Time allocation (schedule of learning hours – description)

Methodology guidelines

Assessment guidelines

1. Introduction

The Arts curriculum area includes figurative arts and music as required subjects of the core curriculum of the first level of education in Kosovo, with the name, **Figurative Education** and **Musical Education**. Schools are encouraged to use the optional curriculum (of additional or optional subjects or activities) to offer students the opportunity to become familiar with other forms of artistic expression, such as, drama, dancing, design, etc.

Culture - a wider activity that among other forms includes popular 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 world.

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.

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

- 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 on the human side of this interaction;
- possesses the basic technical skills and abilities that are important for life and work;
- understands and influences complex development in the living environment.

Arts contribute to all these aspects. They develop intuition, imagination, creativity, courage, higher order intellectual skills (such as judgement and evaluation), sensitivity to various

forms of expression and artistic communication. Arts also contribute to the development of confidence, patience, and responsibility towards joint work, co-operation, self-discipline, enthusiasm and in the shaping of a range of important personality qualities that aim towards becoming well educated and well mannered.

3. Concepts and description

Curriculum area Arts primarily aims to fulfil two main functions:

a) encouraging students for active participation in various creative activities in music, visual arts, drama and dance. Such participation enables students to develop imagination and various artistic expression skills, according to their individual dispositions;

b) the development of the ability to experience the beautiful in the arts and in the living environment (school, home, nature, city);

c) the development of a positive attitude towards the traditional material and spiritual arts and the created arts.

I. VALUES AND ATTITUDES PROMOTED THROUGH ARTS	
• Curiosity • Self-confidence • Will for independent expression and communication • Active participation • Socialisation • Co-operation • 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 • Co-operation and responsibility • Concentration and patience

Key concepts learned through the Arts

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

Skills that are developed through the Arts

- Observation/listening/perception
- Development of the ability for experiencing
- Development of attention and memory
- Willpower and motivation
- Initiative and interest.
- Imagination and creativity
- The aptitude to observe and distinguish rhythm and harmony (of sounds, colours, forms, structures, movement, etc.)
- Music skills
- Motor skills
- Figurative expression skills
- Communication and expression
- Team work skills
- Analytical, critical and creative thinking

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 to the achievement of six key competencies (effective communicator, creative thinker, successful learner, and productive contributor, healthy individual and responsible citizen) through instruments and forms of artistic expression.

5. Curriculum area learning 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 art using various means of artistic expression using their own original ideas;
- Present freely their personal artistic ideas; and
- Interpret artistic ideas of other people's creative works.

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.

(Artistic) Communication and expression

Students are encouraged and supported to:

- To use 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 themes that are of interest to 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 interaction between art and society in various historical, social, cultural and other contexts.
- Know most important works and authors at various (national, intercultural and global) levels of the creative arts.

ISCED 1

Key Stage 1, Grades 0, 1, 2 (5 - 8 years of age)	Key Stage 2, Grades 3, 4, 5 (8 – 11 years of age)
I. 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, figurative 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 nurturing and expression of appropriate (individual, group, social, cultural, national, regional, European and global) identity/ies.	

	Key Stage 1, Grades 0, 1, 2 (5 - 8 years of age)	**Key Stage 2,** Grades 3, 4, 5 (8 – 11 years of age)
1. PERFORMANCE, CREATION AND ARTISTIC PRESENTATION In harmony with own individual interest the student develops skills for artistic communication in artistic musical, figurative, dancing and acting activities. S/he:		
Performance/Performing	**Actively participates in various artistic activities in line with his/her personal interests and gifts** *For example:* • Listens to music and expresses him/herself in words, movement, or figurative expression • Sings songs or simple melodies by imitation • Creates rhythm, using his/her voice, hands, rhythmical musical instruments for children) • Imitates and role-plays simple texts • Moves creatively in harmony with the melody, rhythm, etc.	**Shows good individual performance abilities in one or more artistic activities** *For example:* • Sings songs and tunes by imitation and musical notes with symbols (flowers, butterflies, squares, etc.) • Assigns rhythms to lines, rhythms using his/her voice, musical instruments by imitation and musical notation with symbols • Moves and dances in harmony with the music s/he hears, dramatic texts, etc. • Imitates, takes on certain roles in games, role-plays, etc.
	Creates simple motifs and objects by using various tools of artistic expression to express individual experience and personal feeling and ideas *For example:* • Draws, colours, models outlines, forms and figures (using pencil, colours, plasticine, paper and other materials) freely and creatively • Through games students invent and create tunes, rhythms, movements and dances in a free, genuine and creative way • Improvises (changes, adds) a familiar melody • Moves in a creative and original way according to the tune he/she hears • Creates simple short rhythmical items using voice, clapping, and rhythmical musical instruments • Creates regular and irregular shapes using various lines, colours, forms and materials • Creates roles and short dialogues on a given topic	**Creates simple artistic forms and shapes using materials, techniques, and means of expression in a creative and original way** *For example:* • Creates tunes using voice or musical instruments based on rhythm or lyrical texts • Creates rhythmical instrumental tunes for songs or melodies • Creates various simple forms in two and three dimensions by using various figurative and applied techniques • Creates original creative movements based on music, literary text or a given situation; creates a role accompanied by gestures, mime, emotions, and other expressive elements of the dramatic art

	Key Stage 1, Grades 0, 1, 2 (5 - 8 years of age)	Key Stage 2, Grades 3, 4, 5 (8 – 11 years of age)
Presentation	• Successfully presents on his/her own and with teacher's help in various public and artistic activities	

2. 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.

• Experiences, observes, and notices expressive elements and artistic creative techniques in music, visual arts, drama and dance	• Identifies and distinguishes basic elements of artistic expression (rhythm, melody, harmony, form, dynamics, tempo, expressive character, lines, colours, shape, movement, gestures, emotion, etc.)

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.

• Moves and dances to express the experiencing of the music he/she hears • Expresses her/his experiences through play that consists of singing, dancing, role play, mime, modelling, colouring	• Experiences an art work and expresses his/her feelings through speech, writing (essay), poetry, etc. • When listening to music draws and colours to express his experiencing of the art • Uses one of the forms of artistic expression (singing, dance, drawing, drama, etc.) to express him/herself about a certain topic (e.g. environment, peace, etc.)

4. UNDERSTANDING OF THE RELATION ART – SOCIETY – ART
The student understands the development, role and influence of art in society and vice-versa in various historical, social and cultural contexts.

• Perceives and distinguishes between artistic and cultural artefacts (national or of other cultures) in the area where he/she lives in the family, school, community etc. *For example (architectural objects, traditional rugs, ornaments, urns, photographs, various tools, clothing, jewels, songs, folk dances and games, etc.)*	• They feel and recognise some artistic masterpieces (in music, visual arts, drama, dance) (in national and global contexts) • They know and understand the functions of artistic and cultural institutions, such as museums, theatres, galleries, concert halls, opera, ballet, etc.

Key Stage 1, Grades 0, 1, 2 (5 - 8 years of age)	Key Stage 2, Grades 3, 4, 5 (8 – 11 years of age)
5. AESTHETIC APPRECIATION AND EVALUATION **The student appreciates and evaluates in an informed and critical way individual artistic creations of others in music, the visual arts, dramatic art and dance according to his/her talents and abilities**	
• They respond emotionally to works of art through experience, perception, observation, listening and interpretation.	• They notice and distinguish elements of nature in works of art and appreciate beauty and art in general.
6. IDENTITY AND CULTURE **The student nurtures its identity/ies: (individual, group, social, cultural, national, regional, European and global) through arts**	
• Through artistic activities they experience and recognise values, beliefs, and experiences of families and communities to which they belong.	• Through various forms of artistic expression they recognise and identify values of cultural heritage (family, community, national, etc.).

6. Cross-curriculum approach

Arts interact with and interrelate between one another; this is also reflected in the process of instruction whereby various forms of expression are combined, such as, for example songs with movement and dances, music and figurative expression, music and literary expression, figurative expression and literary expression, syncretic artistic performance, etc.

In this level of education, in particular, the integrated approach can be applied whereby various forms of artistic expression are combined in given topics.Arts can also interact with other subjects and other Curriculum Areas.

Linking (mother tongue and foreign) language with music can be very successful. 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 curricula areas of science, Social science, Mathematics, Health and Wellbeing, and Life and Work, etc.

Every particular theme and instructional content that is processed at this level is made clearer and easier to understand when linked with artistic expression (illustrations, graphs, songs, music, dances, video-materials, etc.).

7. Time allocation

According to the Kosovo Curriculum Framework, a total of 12 school hours have been allocated to the Arts curriculum area in the lesson plan for the first level.

In the first curriculum key stage (pre-primary grade and Grades 1 and 2), there is a total of 6 school hours, divided into two hours for each grade; the same number of hours have been planned also for the curriculum Key Stage 2 (a total of six and 2 hours in every grade).

Since this curriculum area consists of two required subjects - Figurative Arts and Musical Education – school hours are divided equally between these two subjects.

Other artistic activities in drama and dance can be provided through the hours allocated for the optional curriculum.

8. Teaching and 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 various parts in this curriculum field. For example, instruction materials in the figurative 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 (i.e. CDs, musical CDs, DVDs, recordings from the internet, TV, public concerts etc.).

9. 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 subject. Methods of teaching in arts subjects include teaching techniques and specific methods for learning concepts, skills, and knowledge that need to be acquired. At this level creative games, intuitive teaching and student-centred constructive learning approaches are applied. Artistic perception, curiosity, imagination and freedom of expression are the key principles of the methodology of teaching in the curriculum area of arts.

10. 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 dispositions and gifts for various forms of artistic expression. Therefore, assessment should include courage, imagination, original and creative expression, interest, artistic perception, interpretation, etc. Achievements in the curriculum area of arts are individual in nature and should therefore be assessed as such, by using assessment to motivate and encourage the development of students' expression and creative abilities.

In arts, teachers should assess students' interest and active participation (both individual and in a group) in various artistic activities organised at school and in the community.

The assessment in arts should support the assessment of artistic competences and should always aim for the improvement of students' performance in relation to certain artistic competences.

CURRICULUM AREA - MATHEMATICS

Introduction
Rationale and description
Concepts and description
Competence-based approach
Curriculum area learning outcomes
Cross-curriculum approach
Time allocation (the plan of teaching hours – description)
Methodology guidelines
Assessment guidelines

1. Introduction

The curriculum of the Mathematics learning area is reflected in national education policies that will have an impact on improving quality of teaching and learning of Mathematics and of education in general. The curriculum of the Mathematics area states that it is the right of every student to learn Mathematics. It presents competencies of what shall be taught and learned and defines the course of main achievements of learning of Mathematics. The curriculum also determines how student performance will be assessed and reported. Therefore, the curriculum gives students, teachers, parents and the wider community a clear picture of the understanding and abilities that students need to acquire at school. This curriculum enables schools to meet individual student needs to develop a distinctive character and fundamental characteristic features in their community. It also presents a model in which partners in education can support students in their further path of learning. In itself, the curriculum presents a difficult but balanced solution; it is consistent and strongly underpins the cultural knowledge and experience which is the inherent right of every student; at the same time it has to be flexible enough to enable teachers to manage and build their own way of teaching that will best transfer the curriculum to the students.

The main focus of the curriculum in the Mathematics area is to allow students to develop from their first days at school the essential abilities they need to acquire in Mathematics, 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 to inspire in their students the pleasure and commitment to learn in a life-long perspective.

Content of the document will be in harmony with the principles defined in the Curriculum Framework. The content should:

- present the legal requirements of the Mathematics curriculum;
- offer information to help students to become competent in what is learned and to help teachers implement Mathematics competently at school.

The order of presentation is mainly based on the hierarchy of key stages and levels. The curriculum for students of the first level (Grades 0-5) is presented for teachers of primary schools. The curriculum for students of the second level (Grades 6-9) is presented for teachers of lower secondary students. The Curriculum for students of the third level (Grades 10-12) is presented for teachers of upper secondary schools for:

a. general education – gymnasia; and

b. vocational education and art schools.

2. Rationale and description of the Mathematics curriculum area

Mathematics enables the student to develop the skills and ability to think critically, to develop their personality, to develop their skills to work independently and systematically, to motivate and encourage research, the building of new knowledge aimed at their application and integration with other learning areas and solving of problems in everyday life.

3. Concepts and description

The main concepts in Mathematics are the following:

- Number and algebra;
- Form, space, measurements, and geometry
- Processing of data and probability;
- Utilisation and application of Mathematics.

Mathematics is taught at all levels of the curriculum. In the first and second key stages a linkage is established with knowledge of numbers, geometric figures, space positioning, measurements and calculation skills for solving of problems. In the third and fourth key stages this link is integrated with knowledge from algebra, geometry and statistics, while the fifth and sixth key stages expand further and move deeper into trigonometry, mathematical analysis and probability.

A description of the level provides the basis for making decisions on student performance at the end of each Key Stage (1-6) and for all three levels.

4. Competence-based approach.

According to the KCF, teaching and learning are based on competencies. The organisation of instruction is focused on what students should know how to do and what they should be ready to do. In order to do something, certain knowledge, habits, and skills are needed, including certain attitudes. Based on this, the curriculum of Mathematics is conceptualized in a system built at level, key stage and grade level, which is justified with general learning outcomes for Curriculum Area and key stage. This is why there are three levels of competencies, the achievement of which refers to the most important aspects of teaching and are oriented and ordered according to students' real needs, which require time planning and sufficient training.

The competence-based approach for the curriculum area of Mathematics is achieved through recommending methods: review, conversation, giving and illustration of examples, giving guidance, presentation of solutions, and presentation of group work, supervised practice of groups of students, group discussion, and practice. Essential learning outcomes in Mathematics are based on the following Mathematics competencies:

1. Solving of mathematical problems;

2. Justification and mathematical evidence;

3. Mathematical communication;

4. Linkages in Mathematics;

5. Mathematical representation;

6. Mathematical modelling;

7. Mathematical thinking;

8. Use of technology in Mathematics.

5. Learning outcomes of the curriculum area

ISCED 1

Key Stage 1, Grades 0, 1, 2 (5 - 8 years of age)	Key Stage 2, Grades 3, 4, 5 (8 – 11 years of age)

I. Knowledge, understanding and skills developed through learning experience related to:
      a. Problem solving;
      b. Mathematical justification and evidence;
      c. Communication in and through Mathematics;
      d. Mathematical linkages;
      e. Mathematical representation;
      f. Promotion of mathematical modelling;
      g. Structuring of mathematical thinking;
      h. Use of ICT in and for Mathematics.	

1. Problem solving The student:	
• Identifies the requirements of simple problems; uses basic methods and tools to achieve results when measuring objects in the classroom and in everyday life; performs basic mathematical operations with two digit numbers.	• Describes requirements of simple problems; uses tools and simple methods for measuring 2D and 3D objects; performs basic mathematical operations with up to six digit numbers and understands full negative numbers and fractions.
2. Mathematical justification and evidence The student:	
• Demonstrates an understanding of the concept of counting using numbers, colours, shapes, sizes, drawings and objects.	• Draws rules, rationalises simple mathematical concepts and models, making way for new concepts.

	Key Stage 1, Grades 0, 1, 2 (5 - 8 years of age)	Key Stage 2, Grades 3, 4, 5 (8 – 11 years of age)
3. Communication in and through Mathematics The student:		
	• Uses natural language and simple mathematical symbols for receiving and interpreting information, for describing simple facts and mathematical operations.	• Uses natural language and mathematical symbols to organise facts, concepts, ideas and basic mathematical operations; discusses with his/her peers results and challenges of his/her work.
Mathematical links The student:		
	• Establishes connections between counting and basic concepts of geometry and measurements.	• Establishes connections between previous and new knowledge for building new concepts related to figures with up to six digit numbers, 2D shapes and 3D objects.
Mathematical representations The student:		
	• Presents, numbers, forms and simple mathematical concepts linking them to real life situations.	• Identifies basic rules for calculating with numbers; understands using variables for solving problems in Mathematics and in everyday life.
Promoting mathematical modelling The student:		
	• Identifies features of various shapes and objects and classifies them according to these features; creates simple models using two digit numbers, shapes and objects from the classroom and form everyday life.	• Describes and creates models using basic mathematical operations in everyday life situations (e.g. family economy, elementary statistics for life, etc.) that are linked to figures with up to six digit numbers, 2D shapes and 3D objects.
Structuring of mathematical thinking The student:		
	• Builds basic relevant structures in Mathematics starting from collecting information from the school and out-of-school environment.	• Demonstrates independent thinking and working habits; reinforces previously built mental structures, relevant for Mathematics, by asking and answering questions.
Use of ICT in and for Mathematics The student:		
	• Uses simple tools for calculations and measurements to solve various mathematical problems.	• Verifies results of mathematical problems using the calculator to promote accuracy.

II. Structured attitudes and values as a result of education through Mathematics
• Curiosity; • Motivation to study Mathematics; • Imagination and creativity for solving problems; • Persistence, perseverance and strength in focusing on problems; • Independence in thinking and in action; • Initiative and interest in various approaches; • Confidence in own strength; • Confidence in using technology; • Willpower; • Human development personality development; • Readiness for co-operation; • Readiness for fair play; • Courage to ask for help/support; • Open attitude to support others; • Tolerance.

III. Mathematical abilities and skills
• Identification; • Description ; • Application; • Calculation; • Measurement; • Evaluation; • Outlining; • Modelling; • Approaching problems from various perspectives. •

IV. Knowledge and concepts promoted by the Mathematics learning area (Arithmetic, Algebra, Measurement, Geometry, Statistics, Probability)
• Natural and full numbers; • Forms; • Space; • Measurement; • Data.

6. Cross-curriculum approach

Learning in Mathematics will be focused on basic skills with numbers, objects and figures, and on developing thinking and problem-solving by using mathematical methods.

Mathematics and its teaching will pay due attention to the following cross-curriculum issues:

- Personal development and skills for life, team work, problem-solving, decision-making, and planning of personal budgets;

- Sustained development, economic awareness, linguistic and communication skills, electronic learning (ICT), production of visual mathematical models;

- Collection of data presented in a graph.

7. Time allocation

The plan of lessons sets the minimum and maximum number of hours for every curriculum area; it is necessary to allocate a larger proportion of time to the Mathematics curriculum area. At the first level, (Grades 1-5), five hours a week are needed. Assessment of learning outcomes is done in line with the KCF.

Key stage/ Grades	Learning area	Subject	No. of hours	Percentage of hours (%)
0	Mathematics	Mathematics	4	22,22%
1- (0-1-2)	Mathematics	Mathematics	10	50 %
2 - (3-5)	Mathematics	Mathematics	15	22 %

8. Teaching and learning materials and resources

- The teacher understandably teaches using materials and resources that students can access by looking at them, listening to them, by touching them, etc. The teacher uses simple and accurate unambiguous words and sentences, visual tools, adequate technology, involves students in drawing activities, modelling, offers special support, adapts examples, creates a friendly environment, provides alternative activities, etc.

- The teacher provides access to appropriate texts and materials that are in harmony with the students' age and learning aptitude, offers needed brochures, dictionaries, uses clear language, etc. The teacher will present/clarify for students certain content or skills. The focus is on transferring information (including educational video materials, student presentations, etc.);

- Through demonstration by the teacher or students: the teacher provides visual information that can help verbal explanation.

9. Methodology guidelines

The teacher uses modern interactive and inclusive teaching and learning methods, diverse working techniques and forms for an entire set of procedures (new information, revision, reinforcement, exercises, project work, material resources, such as: drawings, models, diagrams, graphs, and other state-of-the-art equipment, internet, computers, etc.). These methods should help to stimulate independent, critical and creative thinking.

The selection of methods is the responsibility of the subject teacher. It is done in harmony with the students' needs and demands, with the nature of the lesson theme, the didactic base, level of student aptitude, etc.

Working techniques and methods applied with students should be combined and diverse in order to stimulate class dynamics, break the monotony and motivate student learning.

Methods techniques and forms of work with students should serve for easier acquisition of learning content and for faster and more accurate application of other knowledge, habits, skills, attitudes and values that are part of the entire undertaking of shaping of their personality that will serve to help them face life challenges.

Here is an example to demonstrate the teaching of one class.

- *Thinking competence – Creative thinker*
- *Learning outcome Nr. 4 for Stage two (2): Solve the task in language, arithmetic, geometry, science, social studies or other areas and give one or more examples of real life a situation in which such approach can be implemented.*
- **Mathematical competences: Mathematical modelling**
- **Learning outcome for Stage two** *(2):* Describes and creates models using basic mathematical operations in real life situations (e.g. home economy, basic life statistics, etc.) related to up to six digit numbers, 2D shapes and 3D objects.

Grade 5, Stage two

Lesson: Measuring 2D shapes and 3D objects

(Creating a box for 100 pens)

Lesson type: exercise

Teaching resources: textbook, notebooks, black board, material: 1 new pen, scissors, 4 big papers for making a box, 1 ruler, and duct tape.

Students are asked to sketch a box with top opening that will hold 100 new pens.

The teacher can ask students to do this in groups or individually. Or, one time in groups and then individually, or vice-versa.

Students are also asked to write about how they know the box they have made will hold 100 pens.

The teacher prepares students by asking them questions such as:

- What do you think the dimensions of the box are? Why?
- Are there various shapes of the box that will hold 100 pens?
- How are the size and the shape of the box related to the model used for building it?
- What do length, width and height of the box tell you about its volume?
- Why do thin some shapes of the box are more difficult to build than some other shapes?

The students are told to sketch the box after they have designed the plan of the box, and then to make the box. They are given enough time to make the box.

Then each group's representative will present the box and explain why it is built in that specific way and why it will hold 100 pens. Other groups can ask questions.

This activity can be done individually or it can be given as homework.

The teacher should think about what he/she can do for each lesson in order to be more accessible and clearer and more practical with students, and to avoid the past theoretical jargon.

10. Assessment guidelines

Assessment includes all activities that help the judgement of achievement of learning outcomes at the grade level by students and the mastering of competencies in the Mathematics curriculum area.

When assessing, the teacher should keep in mind program content in achieving learning outcomes according to curriculum areas and key stages and levels, and should consider assessment as an integral part of learning and should teach students how to work independently.

Assessment should be supported by a significant amount of data that will include the following elements:

- Assessment of oral responses;
- Assessment of group support;
- Assessment of activity during class debates;
- Assessment of homework;
- Tests on a group of given themes;
- Tests at the end of the content category;
- Tests at the end of the semester/term, or end of school year tests

The teacher is also independent in choosing:

- The types of assessment (formative, summative, diagnostic, motivating, etc.);

- Assessment methods (self-assessment, conversations with students, , portfolio, observations, projects, etc.)

- Assessment instruments (analytic self-assessment sheet, coordination diaries (know, want to know, learnt), diagrams (plus +, minus - , interesting I), traffic lights, conversation partner (peer assessment, etc.)

Assessment should provide feedback for the purpose of improving the instruction, the student motivation for learning, it should help in identifying the causes of underachievement or progress, improvement of teaching, and the individual development of students. (For more information see Section 5 on assessment).

Competence based curriculum should consist of statements on what students will be able to do upon the successful completion of a learning category or sub-category.

Those statements are referred to as "learning outcomes".

CURRICULUM AREA - SCIENCE

Introduction
Rationale and description
Concepts and description
The goals of learning Science
Competence-based approach
Curriculum area learning outcomes
Cross-curriculum approach
Time allocation
Methodology guidelines
Assessment guidelines

1. Introduction

The core curriculum of Science is compulsory for the three pre-university education levels. This education area includes competence achievement (knowledge, understanding, habits, skills, attitudes and values) which will be achieved by students when having completed each pre-university education level.

The Science subjects enable students to know, to understand, to explore Nature and the animate and inanimate (organic and inorganic) world and the human being.

Scientific knowledge and achievements are applied in food production and other material goods, in medicine, traffic, communication, energy production, exploration and utilisation of natural resources, the preservation of the living environment, cultural achievements, art and space exploration.

2. Rationale and description of the Science area

The function of Science is to:

- Explain the material world, its characteristics and transformations;
- Apply methods of exploring natural phenomena and processes;
- Describe the Earth as a heavenly body with suitable life conditions for living creatures and human beings;
- Describe the animate world, inanimate world, and the relation between them;

- Describe energy resources;
- Describe natural processes in time and space;
- Define the relations of human beings with the nature and their mutual influence.

3. Basic concepts in Science

The basic concepts of Science must be grounded on 6 main categories (pillars - orientations):

1. Scientific exploration/research;
2. Application of science and technology;
3. Matter, its characteristics and transformations;
4. Physical processes;
5. Life processes;
6. Earth and the Universe.

In Science , the basic concepts, competencies and methodology for Grades 1, 2, 3, 4 are taught as integrated contents, whereas for Grades 5 and 6 they are taught in specific subjects/courses: Chemistry, Physics, Biology and Astronomy.

In vocational schools these concepts are taught in integrated contents based on topic approach for certain occupations.

4. Goals of learning the science

- The development of knowledge, habits, skills, attitudes and values for Nature, the living environment and the worlds around us;
- Showing skills to explain the essential concepts of the science in order to explain Nature;
- The development of skills, values and attitudes for lifelong learning of science;
- An exploration of the natural environment and the one built by human beings, through games, evidence and simple models, by asking questions, through discussions, excursions, drawings, etc.;
- Accurate usage of scientific language and terminology;
- The application of security measures and undertaking the necessary steps in cases of danger;
- The evaluation of the role and impact of scientific achievements on the daily life of human beings;

- The description of the Earth as a heavenly body and as a source of material goods;
- The creation of right attitudes regarding social, moral, ethical, economic and environmental issues;
- The creation of an educated citizen in relation to advancing science and technology, in order to facilitate and improve the life of human beings and for the student's career orientation.

5. Learning outcomes in the area of Science

Grade 1 Grade 2

ISCED 1	
Grade 1, Classes 0, 1, 2 (age group 5-8 years)	**Grade 2**, Classes 3, 4, 5 (age group 8-11 years)

I. KNOWLEDGE, UNDERSTANDING AND DEVELOPMENT OF SKILLS THROUGH THE LEARNING PROCESS:
1. Structuring scientific opinion about concepts, models, theories and laws on how matter is structured, processes and phenomena in nature
    • Animate and inanimate matter and their characteristics;
    • Physical, chemical and biological phenomena on the Earth and in the Universe
2. The development of scientific research skills to learn about the structure of matter, processes and phenomena in nature;
3. Relations between the subjects of the Science and other curriculum areas;
4. Application of science and technology in everyday life;
5. The development of communication skills in science and through science.	

1. Structuring scientific opinion about the concepts, models, theories and laws on how the matter is structured, processes and phenomena in nature
    • Animate and inanimate matter and their characteristics;
    • Physical, chemical and biological phenomena on the Earth and in the Universe	

Describes and compares materials by origin, composition, characteristics, size, shape, transformations and their use in daily life.	Identifies and explores natural and artificial materials by their characteristics and transformations used in daily life.
Describes the features of the natural living environment, landscape, climate, water and distinguishes the natural changes in time and space (day – night, seasons, weather etc.).	Shows orientation in space, water, and air and sun energy as a source of life on Earth, water circulation, a sketch, a plan, a map, a globe, the map of Kosovo and describes the position of planets in the solar system.
Observes and describes the basic characteristics and life needs of human beings and other living creatures, diversity, interaction, their growth and development in the natural environment.	Describes and explores basic features of the structure and function of human organism and other living creatures, life cycle, reproduction processes of flora and fauna, simple chains of food and the role of micro-organisms in the environment.

	Identifies different sources of energy (including the role of the sun's heat for life on earth) and their efficient use for the life of human beings.	Measures with proper instruments, and explains, the change of temperature during the day, night, seasons and year, and the physical condition of substances.
	Distinguishes the position of objects, bodies in static condition and in movement by testing with pushing or pulling.	Describes the interaction of objects, substances and living beings.

2. Development of scientific research skills to learn about the structure of matter, processes and phenomena in nature

	Gathers facts from the research of simple scientific phenomena inside and outside the classroom through individual and group observation, modelling, drawing and measuring with non-standard units.	Constructs questions and predicts how to explore facts and natural phenomena; gathers and analyses data, describes and explains relations (cause- effect) regarding natural processes and phenomena.

3. Relation between the subjects of Science and other curriculum areas

Integration of common concepts in Science (Biology, Chemistry, Physics, Geography, Astronomy):
- Matter (animate or inanimate), energy, the interaction between the objects, the natural environment, natural processes and phenomena, the transformation of matter, healthy food.
- **Integration in the scientific research method:** - observation, classification, measuring, modelling, application.

Integration of Science with other areas

- Communication and expression
Scientific communication (oral and written) is conducted through observation, discussion, modelling, drawing, measuring, compilation of written reports, interpretation of diagrams, graphics, tables for explanation of different natural phenomena.

- Mathematics
Supports the development of logical skills during explorations by using models, comparison of numbers (size, length, height, shape, etc.), using basic mathematical operations and expressing the size of numbers through quantity values and charts or diagrams.

- Society and the Environment
Describes the natural/social environment that surrounds us and expresses a readiness to work in groups and to establish good relations with the society (friends, family, and community) and to preserve the environment.

- Health and Welfare
Through health education gains habits, attitudes and positive behaviour for the protection of personal health, for a better welfare, distinguishing the benefits and risks in his/her surroundings.

- Life and Work
Uses simple equipment and tools (meter, ruler, thermometer, weight scale, lenses) and electronic ones (ICT) for writing, drawing, playing etc.

4. Application of science and technology in the daily life	
Identifies scientific products (objects, equipment, tools, processes etc.) in the surrounding environment and explains their role in daily life.	Observes, names and uses different types of simple tools, equipment and machines produced by science with the purpose of conducting individual and group activities inside and outside the classroom.

5. Development of communication skills in science and through science	
Asks questions, describes what happens when observing processes and phenomena, formulates simple ideas and shares them with other students.	Discusses and compares researched topics and predictions; gathers, records and presents data in simple form as descriptions.

II. Structured attitudes and values from education through the area of Science

Students are expected to demonstrate:

- Curiosity to explore animate and inanimate in nature;
- Positive attitudes toward questions and efforts to find answers;
- Interest to know the characteristics and life needs of living beings;
- Respect for all forms of life;
- Care for personal life and health and for others;
- Attention to safety rules and adherence when using them at work.

III. SKILLS AND ABILITIES IN Science

- Identification;
- Description;
- Application;
- Counting;
- Measuring;
- Evaluation;
- Sketching;
- Creation of models.

IV. CONCEPTS AND SUBJECTS IN THE AREA OF Science

- Nature	- Floods
- Natural environment	- Showers
- Matter	- Water spring
- Life processes	- Earthquake
- Energy	- Volcano
- Movement	- River
- Force	- Lake
- Magnetism	- Sea
- Subject	- Ocean
- Transformations	- Desert
- Electricity	- Iceberg
- Light	- Wind
- Technology	- Valley
- Landscape	- Sound
- Orientation	- Plants
- Compass	- Animals
- Weather	- Human being
- Erosion	- Food
- Accumulation	- Exploration
- Draught	- Structure

6. Cross-curriculum issues

The integration of cross-curriculum issues in the area of Science helps students to recognise and understand the world and cope more easily with the challenges of life.

Cross-curriculum issues which can be integrated in the curriculum of Science for this age group of students are:

- Environment protection,
- Awareness of risk and decision-making,
- Gender equality,
- Human rights,
- Health education,
- Religion, etc.

7. Time allocation

The number of hours in the core curriculum has been determined for each learning area, whereas the elective curriculum is determined by each individual school.

The area of Science in the core curriculum Stage 1/Stage 2 includes subjects such as: Chemistry, Biology, Physics, Geography and Astronomy, which have been integrated and the number of school hours per week for each year is one hour.

The criteria for the core curriculum of Science in each subject is: volume, balance, horizontal and vertical connection of learning outcomes with six main competencies (6) and continuation of their implementation from Grades I-5.

Grade	Learning area	Subject	No. of hours	Percentage (%) of hours
Stage 1 (pre-primary grade, grades 1 and 2)	Science	Man and nature	1	6
Stage 2 - (grades 3, 4, and 5)	Science	Man and nature	1	6

8. Teaching and learning materials and resources

In order to successfully reach the competencies in Science it is necessary to create the conditions, lesson tools and an appropriate learning environment.

- Text materials: textbooks, workbooks, teachers' books, professional guidelines, dictionaries, newspapers, magazines, psycho-pedagogic materials, encyclopaedia etc.

- Visual tools: white board, pictures, paintings, models, flipcharts, diagrams, graphic tools etc.

- Audio-listening tools – radio, tape recorder, telephone, cassette player etc.

- Audio-visual tools: television, movies, videos, video projector, video cassette player, computer, internet, tele-text, CDs, e-mails.

- Learning environment (classroom, lab, workshop, nature, farm, etc.).

9. Methodology guidelines

Students' success in the subject of Science depends on the work and engagement of both teacher and student. This is achieved by applying an inter-active contemporary and inclusive approach, methods, techniques and diverse forms of work. A whole complex of procedures is used, e.g., new information, revision, reinforcement, exercises, tasks, project work, practical work, etc. Technical material tools are also used, such as models, charts, chemicals, kitchen utensils, lab equipment, instruments, computers and other education technologies).

These approaches and methods should serve the function of encouraging independent, critical and creative thinking. Selection of methods is in the hands of a subject teacher. The methods should be suitable for the age of students, their psychological and physical abilities (in these grades of curricula there are many illustrations and games), to the time available, to the needs and requirements of students, to the nature of the content of learning subject, to the didactic basis, to the level of students education etc.

Methods, techniques and forms of work with students should make it easier for the student to digest the learning content, knowledge, expressions, abilities, attitudes and other values and thus to cope with life challenges.

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

- Direct teaching (explain, clarify, practical exercises and examples);

- Indirect teaching (analysing, discovering, problem solving);

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

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

- Teaching which stimulates critical and creative thinking, and problem solving;

- Learning through projects, research tasks in the field;

- Teaching through observation, demonstration and experimenting;

- Teaching and learning through multi-media equipment, particularly through computers;

- Teaching which stimulates independent research;

- Learning in nature and through visits to industrial premises.

In all cases, the implementation of teaching methods or techniques should be accompanied by the use of appropriate didactic materials and tools, without which the expected results cannot be achieved.

10. 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 function of assessment is to:

- Provide necessary information about the students' progress and their motivation to learn;
- Identify difficulties during the learning process;
- Draw conclusions on students' achievements during the learning process;
- Self-assessment of students and teachers;
- Improve teaching and learning.

Assessment can be classified into formation, diagnosing, summarising and motivating assessment.

- Formative assessment (assessment to learn) is conducted in a continuous manner in order to collect information on students' achievements during every learning activity.

- Diagnosing assessment aims at 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 (assessment of learning) – includes overall activity of students' learning. Summative assessment is conducted at the end of certain periods (semester, end of the school year, etc.).

- Motivating assessment – is used to encourage the interest and desire of students 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.

An important tool for assessment, self-assessment, and for collecting information on the students' progress or their lagging behind is the student's portfolio.

CURRICULUM AREA - SOCIETY AND ENVIRONMENT

Introduction

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Concepts and description

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1. Introduction

Knowledge in the area of Society and Environment is a part of a broad picture which comprises of seven Curriculum Areas through which students reach the goals set out in KCF. This is one of seven Curriculum Areas defined in KCF with an aim of developing students' knowledge and skills, and cultivates individual social and democratic attitudes and values by advancing the affinities of a responsible citizen for social and environmental processes. This area helps students to develop their understanding of the world, people, values, environmental processes in time and space, places and different circumstances.

Knowledge about this area also enables students to cultivate personal, social, cultural, state and national identity, and enables them to learn to live together with others, as well as learning about education for a sustainable development.

Society and the environment are taught in six curriculum stages. From the first stage until the end of the fourth stage, it is developed through subject learning or through integrated contents. From the fifth grade which starts with the tenth class of general education, this area is divided into subjects: Civic Education, History, Geography, Sociology, Psychology, Philosophy and Logic, whereas in professional education it continues to be taught as an integrated subject.

2. Rationale and description

Knowledge in the area of Society and Environment in the first and the second curriculum stage (pre-primary and primary Grades 1-5) are important to learning because through it students are trained to better understand themselves, their community, society and their living environment. Knowledge about this area influences the development of basic skills for undertaking activities in daily social life in order to raise students' awareness of the importance of making responsible decisions. Thematic contents of this area are usually explained by taking into account social, historical and geographical contexts.

3. Concepts and description

General concepts of this area are explained in the first and the second grades by having in mind the abilities and skills of students of this particular age.

Social groups and relations

Groups and social relations in the area of Society and Environment include, in terms of the first level, the awareness of students of their social roles and relations as individuals, within their families, in a community and in society in general in relation to the place of residence and action.

The content of this concept also includes training about students' role as active members of these structures.

It also includes changes in social structures, implying also the changes in roles and functions of social groups from the perspective of achieving gender equality and providing equal opportunities regardless of regional, social, religious and ethnic background.

Social processes

The concept 'social processes' implies developments and changes which occur in social life in the surroundings where one lives - family, school, community and country, natural movements and migration of populations, including past and present lifestyles. It also means participation, in an active manner, in processes and family organisations, school and broader organisations where one lives. This concept also encompasses the knowledge, attitudes and evaluations of traditions, celebrations, cultural and heritage values; social processes that make links between the changes in their daily life, and at different times.

Norms, rights and responsibilities

In the frame of this area, students understand and adhere to social norms and rules in the surroundings in which they live. They learn that freedom and their right requires responsibility towards their own selves, family, school, country, and their surroundings, both where they live and beyond.

This also implies an awareness regarding the importance of democratic society values such as human liberty, equality, tolerance, co-operation and communication with others about the past and present.

Decision making

It is important, at this level, to nourish self-confidence and reasoning regarding decision-making in particular cases, by supporting it with sustainable arguments and historical experiences. Students understand that the right decision-making, based on sound arguments, is an added value for their own selves, for others, but also for their surroundings.

Practise giving and receiving sustainable ideas and information that will help students make decisions in a conscious and responsible manner.

Environment

This implies a basic knowledge about the relation of a human being to the environment, their mutual influences, factors which influence the preservation and protection of the environment (ecosystem and biodiversity), and an awareness of the preservation of the environment for sustainable development.

It also implies knowledge regarding the features of the Earth as a planet, map elements, natural elements of the natural environment (geographical wrappings of the Earth) and the main natural dangers and those caused by human factors.

This concept includes knowledge about natural and cultural heritage monuments and their preservation.

4. Competency-based approach

Knowledge about the area Society and Environment enables students to gain and cultivate gradually the main competencies set forth in KCF. These are reflected through the knowledge, skills, habits, but also attitudes and behaviour that they should demonstrate.

The organisation of education should enable students to communicate through symbols, signs, expression of tolerance, connecting decisions with consequences, learning to learn, teamwork, protection and development of environment, independent and accountable actions, compassion, inter-personal relations, respect for diversity and active and responsible participation. All these are included in the learning outcomes of this area for this level.

5. Outcomes of the curriculum area

Society and Environment	
ISCED 1	
Stage 1, Classes 0, 1, 2 (age group 5-8 years.)	**Stage 2**, Classes 3, 4, 5 (age group 8-11 years)
I. Knowledge, understanding and skills through which a student:	
1. Explores the structure of social groups and ways of their participation or inclusion.	
2. Explores objects, events, historical, social, natural and environmental processes, and their interconnectedness, and influences between them.	
3. Analyses and explores in a critical manner and adheres to social norms and rules for a mutual life in diversity.	
4. Gives ideas and proposals, as well as makes decisions in a conscious and responsible manner.	
5. Contributes to the preservation and protection of the environment, as well as its sustainable development	
6. Uses ICT effectively and other up-to-date technologies.	

1. Explores the structure of social groups and ways of participation or inclusion in them	
Tells about himself/herself, about his/her close and large family (distinguishes age and origin), organisation of place of residence and action, natural movements of population, migration, settlements and economic activities.	Gathers, compares and arranges in a chronological order simple historic evidence (pictures, clothes, other items) that are linked to personal, family and community events where he/she lives.
Identifies and respects simple social organisations (family, classroom) and how people live and work together.	Understands and respects basic rights of children and adults, as the best way of protecting an individual and a community from injustice.
2. Explores the essence of objects, events and historical, social, natural and environmental processes	
Describes social, cultural and historical events, as well as natural and environmental phenomena by taking examples from everyday life and from the past. By identifying the main natural dangers and those caused by man, natural and cultural heritage monuments, natural objects for orientation in space and causes of damage to the natural and human environment at local, national and regional level.	Identifies social, cultural and historic events and their causes, and explains the features of the Earth as a planet, map elements, physical elements of the natural environment and the importance of objects, natural and environmental phenomena at local, national, regional and international level.
3. Analyses in a critical manner and implements norms and regulations for a mutual life in diversity	
Identifies and respects traditions and celebrations as a reflection of cultural, religious, ethnic and family diversity.	Recognises and distinguishes the diversity of a community in terms of age, gender, race, profession, interests, religion, ethnicity and cultural heritage.
4. Provides ideas and takes decisions in a conscious and responsible manner	
Makes simple decisions as an individual or as member of a small group (family, classroom) on issues that are linked to situations of everyday life (e.g. participation or not participation in specific group activities, etc.).	Identifies and explains factors which need to be taken into account when making decisions on different issues of everyday life.
5. Contributes to the preservation of the environment and its sustainable development	
Identifies simple types of environment pollution created by the human factor and becomes aware of the role he/she has in the preservation of environment.	Explains the connection cause-effect regarding the degradation and pollution of the environment and undertakes simple and concrete actions to preserve the social and natural environment in the country in which he/she lives.
6. Effective use of ICT and other technologies in the digital era	
Uses ICT and media to inform regarding society and environment.	Uses ICT and multi-media means to "appease the curiosity" of the public regarding cultural, historical and natural events and phenomena.
II. Structured attitudes and values through education on the field of Society and Environment	
▪ Respect for others. ▪ Self-respect. ▪ Equality. ▪ Tolerance.	

	▪ Sound judgment.
	▪ Care for environment.
	▪ Involvement in the preservation of the environment.

III. Abilities and skills gained in the field of Society and Environment

- ▪ Use of information.
- ▪ Simple research.
- ▪ Use of simple resources.
- ▪ Use of already-learned words.
- ▪ Creation of models.
- ▪ Discussion.
- ▪ Measurement.
- ▪ Sketching.
- ▪ Developing and reading graphics, diagrams, tables and charts.

IV. Key concepts of the field Society and Environment

Society	Environment	Individual	Citizen	Civilization
Surrounding	Gender	Freedom	Equality	Family
Communication	Solidarity	Compassion	Rules Tolerance	Chronology
Social groups	Social relations	Norms	Rights	Responsibilities
Place and space	Orientation	Globe	Map	Time
Natural surrounding	Earth	Lithosphere	Atmosphere	Hydrosphere
Human surroundings	Population	Settlement	Economy	Region
Country	Continent	Sea	War	
Ocean	Migrations	Decision-making		
Landscape	Erosion	Earthquake	Desert	Era
Climate	Water well	River	Lake	Nation
Flora	Fauna			
		Volcano		

6. Time allocation (school hours)

With regard to the education plan, and the core curriculum for this level (for these two curriculum stages), the required minimum time for each Curriculum Area has been determined, which is presented in percentages or number of school hours.

In terms of the area of Society and Environment, sufficient time has been allocated in order to achieve learning goals and outcomes expected for this level. In the first curriculum stage, the determined percentage for this area varies from 6% to 10% of the total time allocated for all areas. The time allocated for pre-primary class is foreseen to be 6%, whereas in the first and second grade it is 10%.

7. Cross-curriculum issues

One of the important goals of the area Society and Environment is learning about cross-curriculum issues, which will help to achieve the main competencies foreseen by KCF. Some of the cross-curriculum issues that should be taken into account at this level, but which can be addressed continuously in other levels as well, are:

- **Education for peace,**

- **The use of media** (using the media to understand the world around us),

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

- **Language and communication skills across the curriculum** (good quality of communication in all subjects),

- **Personal development and life skills** (education in consumption and saving; respect for oneself and others, tolerance, self-restraint, ability to make agreements; self-initiative and preparations for the future).

8. Teaching and learning materials and resources

In order to reach competency in the education area Society and Environment, different education resources are used to motivate students to achieving progress and gaining habits and skills they will use both in the present and the future.

Apart from textbooks, students have access to other resources of knowledge which will all supplement the resources available to teachers in implementing the education process.

In order to gain sustainable knowledge on the area Society and Environment, a wide range of teaching resources is used, including textbooks, activity and exercise books, work notebooks, brochures, atlas, globe, encyclopaedia, education software, projects, different learning visits to, for example, social, cultural and natural monuments.

Teachers, students and other providers of education can also be involved in designing suitable education resources e.g. project results of some students can become valuable learning resources for different classes.

Teachers can use and create folders, newspapers, magazines, specialised literature or different manuals for activities with students.

It is also very important that students and teachers co-operate in creating different products by using information technology resources.

9. Methodology guidelines

In order to implement curriculum goals through the area of Society and Environment, different methods which complement one another and enable the development of critical and creative thinking among students should be used, so that students can use their knowledge in different situations.

Teachers are free to choose their own methodology of work by assessing conditions, circumstances and whatever opportunities that are available.

Based on the KCF guidelines, the focus should be put on learning based on achieving competencies, student-centred learning, inclusion, differentiated learning, and also respecting different learning styles such as Project Based Learning (PBL), which develops the practical skills required in the KCF.

For the methodology for this area and this level it is suggested that the following are used.

- 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 to develop research and observation skills in students, interpretation and discussion of different natural and environmental phenomena.

- Rational use of ICT by students, in co-operation with teachers and parents, on order to obtain more complete information, and thus prepare students to be successful.

- 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.

- Co-operation with institutions, interest groups and civil society is another form of work that is implemented outside school premises. Describing different events and places, gathering data and other research materials, as well as, presenting their own work and that of the group in front of others, all help students achieve the desired competencies.

10. Assessment guidelines

The implementation of the curriculum involves, among others, the establishment of a culture of on-going assessment for monitoring student progress and collecting data for the identification and documentation of challenges and for finding better solution for meeting the overall goals of the curriculum, goals of the specific curriculum areas, and the assessment of mastering competences for curriculum stages.

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

Assessment in the area of Society and Environment at the first level can, in addition to various types of tests such as verbal tests, non-verbal tests, objective and subjective tests, teacher prepared tests, student assessment on the black board, project work, etc., , be also done through the observation of the acquisition of knowledge, behaviours and attitudes and of the extent of the development of skills and abilities to implement the learning outcomes foreseen by the CC for this level.

For all the types of student assessment the reference point should be the specific learning outcomes for the curriculum area at the grade level and the learning outcomes for the competences at the stage level. Depending on their specifics the teacher should identify the most suitable forms of assessment for those achievements. In this sense the existing assessment practices of teachers in Kosovo schools should constitute a good basis that should be enriched in accordance with the KCF changes.

The approach of the new curriculum is such that it aims the assessment of what students are able to do, i.e. assessment of the practical application of knowledge gained at school. Thus it is necessary to constantly observe and record student achievements for the purpose of documenting them and for guiding further planning.. Observation of group work and individual initiatives can in addition be assessed by using the techniques known as The Participation Bulletin and The Checklist, etc.

During the assessment of students at this level the teacher should consider the student-teacher rapport, the importance of assessment ethics and the intention for the assessment to be supportive and motivating so that the students are taught to accept objective assessment and aspire the 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 works and group work on environment protection and other work related to the learning outcomes set for this level.

Curriculum Key Stage 1 aims for basic acquisition, thus the teacher evaluates student's level of understanding and his ability to implement the rights and the obligations in the classroom, in the family and in the living environment in general, the student's ability to explore the environment, the timely completion of tasks, and the dealing with the learning styles individually or in a group. In this case the teacher contributes to the assessment of the key competences related to the Society and Environment area, i.e. responsible citizen and successful learner, and effective communicator. This model can also be used for other issues related to learning outcomes and to other KCF competences.

CURRICULUM AREA - HEALTH AND WELLBEING

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1. Introduction

The "Health and Wellbeing" enables the students to develop knowledge, understanding and skills for their mental, emotional, social and physical wellbeing. This learning area educates and teaches children to treat and promote their health as an important value for a quality individual and collective growth and development. Health education with all its components (physical, mental, emotional, social, spiritual and sexual) will ensure that students build sustainable skills and habits for personal wellbeing, the protection of the environment and the community in general. This area helps students become aware of the importance of health. They will become able to independently take care of their own health and the health of others, and take over a part of the responsibilities for healthy life and environment.

2. Rationale and description of the Health and Wellbeing learning area

The purpose of the Health and Wellbeing learning area is to provide students with the knowledge and skills and prepare them for a healthy psycho-physical life , for decisively taking on the responsibility for health and wellbeing of their own and of others and for decision-making. It also provides students with the opportunity to develop and practise habits, attitudes, qualities, values and behaviour that will help them to deal successfully with various situations. The information contained in this area will enable students to protect themselves from sexually transmissible diseases.

Learning about Health and Wellbeing enables students to:

- create concepts about human development and acquire basic knowledge about health;
- be able to change themselves and the environment;
- understand and explore their own feelings, attitudes and values;
- take control of their health behaviours in order to consciously ensure quality health;

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing;

- adopt 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, exercise and pay attention to personal hygiene and healthy nutrition rules;

- be able to use medical services in a timely way.

3. Key concepts of the area:

- Growth and development through physical activities.

- Physical, mental, emotional and social wellbeing.

- Healthy nutrition.

- Sexual and reproductive health.

- Dangers of using addictive substances.

- Environmental education.

Growth and development through Physical education

Physical education provides students with a platform on 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 improve their physical wellbeing and prepare them for an active and healthy life.

Complete physical, mental, emotional and social wellbeing

Physical, mental, emotional and social wellbeing enables students to know, preserve and nurture their own health and the health of the others, to know and explore their feelings, to develop self-respect and respect for others. This will enable them to 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 and how to apply them in their daily routines.

Sexual and reproductive health

Sexual and reproductive health aims to provide children with the understanding of the changes happening to their body, with the 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.

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 the learning about health and wellbeing is based on competencies. The organisation of learning is focused on what students can do and what they should be able to do. This learning area includes learning outcomes students should achieve in an on-going and progressive way.

5. Health and Wellbeing area learning outcomes

LEARNING OUTCOMES FOR STAGES 1 AND 2		
Stage 1 **Grades 0, 1, 2 (age 5-8)**		**Stage 2** **Grades 3, 4, 5 (age 8-11)**
	Development and preservation of mental, emotional, social and physical wellbeing at home, in school and in the community	
Mental and Emotional Wellbeing	1. Tells about his/her feelings in real life situations (e.g. when talking to the teacher, colleagues, during the play, group work, etc.).	1. Demonstrates knowledge, manages his/her emotions and adapts to different situations (e.g. group work, play in and outside the school).
Social Wellbeing	2. Knows and understands his/her rights and responsibilities and practises them in everyday life in and out of school.	2. Understands that every individual is unique and different, and contributes to making an equitable and friendly environment for all in the school and in the community.
Physical Wellbeing	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 help.

		Practicing healthy nutrition and consuming	
Food and Healthy Nutrition		1. Understands the right nutrition according to routines and explains the influence of nutrition on growth and development.	1. Develops simple individual plans for healthy nutrition according to the seasons, periods of the day and applies basic rules of healthy nutrition.
Safety and Practising 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, etc.)
		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
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 spaces indoors and outdoors.
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, adolescenc		1.Names his/her body parts and describes how they function.	1. Describe 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, based on values and respect for diversity.	2. Identifies and participates in developing rules of behaviour in school and in various 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 wellbeing

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.

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 dress.
- Respects regulations.
- Willingness.
- Confident.

III. Knowledge

- Knows him/herself and others.
- Understands him/herself and others.
- Tells about him/herself, family and others.
- 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 approach

Health and Wellbeing relates to all other learning areas and complements them and is complemented by them because of its complex and important nature. The realisation of cross-curriculum issues will help the development and the 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,
- Information, Communication Technology (ICT),
- gender equality,
- cross-cultural education, and
- preparation for life and work.

7. Time implications

The Health and Wellbeing learning area in the Core Curriculum includes activities that foster 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. The percentage and the numbers of teaching hours are also set in the KCF.

The criteria for the Core Curriculum for Health and Wellbeing are volume, balance, horizontal and vertical connection of learning outcomes with the six (6) key competencies and the consistency of their development from Grade 1 to Grade 12.

8. Teaching and learning materials and resources

For a successful realisation of competencies in the Health and Wellbeing learning field it is important to use different learning resources that 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 realizing of the teaching and learning in the classroom.

For the successful realisation of the Health and Wellbeing 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 other books.

Teachers and students may engage in designing and using learning resources, and results of student-led projects may become valuable learning resources for other classes.

9. Methodology guidelines

For the delivery of the content set for the Health and Wellbeing learning 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 learner-centred instruction, project work, etc.

10. Assessment

Because of its nature and specifics the Health and Wellbeing learning area requires a wide variety of regular assessments, with a focus on understanding 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 school, in their everyday life.

It would also be valuable for health education subjects, because of its specifics, to apply, in addition to assessment with marks, more descriptive assessment, since group work, projects, motor skills, speech skills, etc. cannot be measured by tests. In order to assess those it is necessary to use other instruments. Direct observation is one suitable procedure for the health education area and may also be used in other learning situations at all education levels.

There are a number of assessment techniques and instruments that support direct observation of a student's performance. Some of them are:

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

Check list – a list of topics, objectives and knowledge that will be observed. The main purpose of the check list is to record an on-going assessment for student progress, indicating how well he/she is completing the tasks or meeting various objectives. In addition to elements that 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 a student's work that shows samples of the student's work, as evidence of his/her progress, his/her abilities and the level of work. The use of this technique improves instruction by integrating assessment for learning (AfL).

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

The Portfolio is valuable because:

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

Feedback – its purpose is to check and assess student achievements and to serve as a kind of a dialogue between teachers and students on the quality of learning, teaching and achievements in general. Feedback supports the identification of difficulties faced by students during the process of learning, and at the same time ensures the identification of causes of the difficulties and possibilities for addressing them. Feedback is effective when given timely – at the time when it is necessary for the students to address them.

CURRICULUM AREA - LIFE AND WORK

Introduction

Rationale and description of the Life and Work area

Concepts and description

Competence-based approach

Curriculum area learning outcomes

Cross-curriculum approach

Time allocation (the plan of teaching hours)

Methodology guidelines

Assessment guidelines

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 "core" area for the development of life and work competencies. In CS 1 and CS 2 it focuses on life skills, in addition to skills related to handicraft and home economics.

2. Rationale and description of Life and Work learning area

Through this curriculum area students will learn about various roles of individuals in life and work, as family members, citizens, producers, consumers, employers and employees. Students will develop awareness and self-confidence by being aware of the existence of others 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, for designing and respecting work plans and deadlines, and will learn about the quality of processes and results.

Learning in the Life and Work curriculum area will provide students with an understanding of:

- The reasons for performing practical work at home, school and in the community;
- The improvement of personal qualities for life and work;
- The use of technology in everyday life and work;
- The use of ICT to advance the learning and the quality of everyday life;
- The practising of the development of an enterprise and business (simulation);
- The promotion of a safe environment life and work;
- The preparation for future professional life and career (views);

- The ease of communication in/for life and work;
- The readiness to protect and preserve nature and the environment.

3. Key concepts of the area:

- Personal development (life skill).
- Development based on practical/manual activities – handicrafts.
- Home economics.
- Career counselling and guidance (career education and orientation).
  (Introduction to key concepts, work and profession)
- Technology including ICT.
  (Use of a personal computer for basic communication)
- Work and Entrepreneurial education.
  (Inclusion in practical activities of home economics – budgets – saving)

Personal development (life skills)

The development of motor and sensory preconditions of the students through play and access to a computer.

Development based on practical, manual activities (Handicrafts)

Handicrafts is a combination of manual work and mental work, thus it increases a student's ability for creativity, his/her curiosity, the ability to take responsibilities and to solve problems. The purpose of Handicrafts is to introduce students to aesthetic values and teach them that the selection of material, the processing and the assembling affect the functioning and the lifespan of the product. It aims to preserve the tradition of handicrafts (artisans) in various cultures. Through play in combination with visual-interactive learning, students spontaneously learn basic concepts of technological procedures and develop technical skills at a given level.

Using simple equipment students learn about their functioning, their maintenance and protection in using it.

Home economics

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.

Home Economics 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, working with others, etc. Students develop as individuals, as participants in home economics, society, including the protection of the environment.

Career Counselling and Orientation (career education and orientation)
Students are introduced to basic concepts relating to the labour world (work place, work, profession of family members and in community)

Technology including ICT/Use of personal computer for basic communication

Students develop skills for using a personal computer (PC) for initial communication and elementary creations.

Work and entrepreneurial education

The inclusion of students in practical activities, role plays on elements of budget planning of home economics from the perspective of a consumer.

4. Competency-based approach

In the Life and Work Curriculum Area the goals of Kosovo education will be achieved through a gradual learning and fostering of KCF key competencies.

The Life and Work Area should be implemented so as to enable students to gradually learn and apply the KCF key competencies. The organisation of teaching and learning should be focused on what students should know and be able to do. It is reflected in students' knowledge, skills, habits, and attitudes and behaviours.

5. Learning outcomes for Stage 1-2

Learning outcomes are written on the basis of key concepts of the area. CLO for Life and Work Learning Area contain the requirements that students should meet at the end of each stage.

The CLO organisation contains 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 the six key competencies of the Curriculum Framework, with the emphasis on the productive contributor competency.

LEARNING OUTCOMES FOR STAGES 1 and 2		
Stage 1 Grades 0, 1, and 2 (age 5-8)		**Stage 2** Grades 3, 4, and 5 (age 8-11)
	1. Understanding and performing practical work at home, school and in the community	
	1. Describes differences and similarities between home activities and school activities.	1. Describes differences between individual and group activities.

	2. Performs simple practical actions in family, at home and in the classroom, on the basis of tasks clearly set by teachers or parents.	2. Performs practical activities on self-initiative and independently in order to finalise various handicraft products on the basis of a given model, photograph or drawing.
	2. Improvement of personal qualities for life and work	
	1. Describes differences and similarities among peers in the classroom and in the school with regards to talents, interests and giftedness for various activities in and out of school.	1. Demonstrates readiness and self-initiative for participating in and organising various group activities with school mates and friends from the community, respecting rules for interaction and group work.
	3. Understanding and use of technology in everyday life and work	
	Identifies tools, equipment and simple machines for home economics.	Uses home tools and equipment in real life situations.
	Uses safe and appropriate tools, equipment and materials for producing simple product on self-initiative or on the proposal of the supervisor, or the teacher.	Uses appropriate tools, equipment and materials for producing a simple product based on the instructions given by the teacher.
	4. Use of ICT to advance the learning and quality of everyday life	
	Uses a personal computer for basic communication.	Uses a personal computer to reflect basic ideas and creativity.
	5. Practising of the development of an enterprise and business	
	Understands and experiences factors that need to be considered, through practical home economics.	Directly explores and engages in home economics activities and practises basic organisational-budget responsibilities.
	6. Promotion of a safe environment for life and work	
	Understand the rules of safety and protection, recognises risks in real life situations	Describes rules of safety and protection from risks in everyday life at home, school and in the environment.
	7. Preparation for future professional life and career	
	1. Identifies activities and persons who perform activities at home, in the community and in the school.	1. Through independent actions identifies the need to distinguish activities that are performed at home, in the school and in the community.

	8. Communication in/for life and work	
	1. Follows instructions during the activities of measuring, marking, safe cutting and forming of various materials.	1. Is aware of the existence of individual diversity in the classroom, in the school and in real life, in order to improve understanding, wants and aspirations of others, by managing situations and conflict resolution in a constructive and peaceful manner.
	9. Protecting and preserving nature and the environment	
	1. Identifies and classifies basic recycling materials in home economics, compares and orders them for further use.	1. Processes basic recycling materials in home economics and takes safety and environment protection measures.

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 dress.
- Respects regulations.
- Willingness.
- Confident
- Curiosity.
- Independent thinking and action.
- Initiative and interest in various approaches.
- Confidence in personal strengths.
- Confidence in using technology.
- Human formation and development of personality.
- Readiness for co-operation.
- Courage to seek support/help.

III. Knowledge

- Knows him/herself and others.
- Understands him/herself and others.
- Tells about him/herself, family and others.
- Identifies possible risks.

- Understands the impact of positive and negative actions.
- Shares experiences.
- Description.
- Identification.
- Application.
- Measuring.
- Assessment.
- Outline.
- Cutting.
- Modelling.
- Approach to problems from different perspectives.
- Design (creativity).

IV. Skills

- Discusses.
- Active participation.
- Explains.
- Demonstrates behaviour, actions and habits.
- Exercises.
- Builds co-operation.
- Determination.
- Commitment.

6. Cross-curriculum approach

One of the most important objectives of the Life and Work learning area should be the realisation of cross-curriculum issues that will support the achievement of the KCF key competencies. 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 development; protection of environment and development of ecological attitudes),
- Language and Communication Skills,
- Personal Development and Life Skills, and
- Voluntary work.

7. Time allocation

The Core Curriculum Life and Work area includes activities that stimulate the development of skills, abilities, values and attitudes involving the following subjects Personal Development (Life Skills), Development based on practical-manual activities – handicrafts, home economics for Level 1

- Handicrafts (+ 1 learning module in ITC),
- Home Economics (+ 1 learning module in Career Orientation).

The KCF also sets the time allocation in numbers and percentages. The criteria for time allocation for the Life and Work curriculum area are as follows volume, balance, horizontal and vertical link of learning outcomes with the six (6) key competencies and the consistency of achieving those from Grade 1 to Grade 5.

8. Teaching and learning materials and resources

For a successful realisation of competencies in the Life and Work learning area it is important to use various learning resources that 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, students access to information should not be limited only to these; they should have access to other learning resources that assist the planning and realizing of the teaching and learning in the classroom.

For a successful realisation of the Health and Wellbeing 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 other books.

Teachers and students and other stakeholders may engage in designing and using customised learning resources, and the results of student projects may become valuable learning resources for other classes.

Teachers can create portfolios, newspapers, magazines, specialized literature or other handbooks for activities with students. In addition, it is important for teachers and students to co-operate in creating various learning resources by using information technology.

9. Methodology guidelines

For the delivery of the content set for the Life and Work learning area various methods may be used in order to meet the requirements of the learning area, and because of its specifics. Some of the methods that facilitate a successful development are methods of learner-centred instruction, such as:

Co-operative learning – this 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 devising new ideas. The teacher can successfully deliver the lesson by using group work, role play, brainstorming, etc.

Brainstorming involves generating and listing ideas without discussing them. It is used for many purposes and in various stages of the lesson. Brainstorming may be used to help students think in creative ways and develop their imagination and feelings around a topic or a problem.

Role play – is a conversation: short and simple for organising pleasant conversation situations. It helps develop fluency, stimulates interaction in class and allows student initiative and imagination. Role play takes motivation to a higher level.

Health Education may be delivered in various forms, using interactive methodologies combined with work in small groups, with visits to various health centres, health weeks, drama performances, exhibitions of student drawings and creations on health education topics, etc.

10. Assessment guidelines

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

Students learn a great deal 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 is needed to enable more realistic assessment based on students' individual characteristics.

Because of its nature and specifics Life and Work learning area 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 they gain in their everyday life.

Moreover, because of the specifics of the Life and Work learning area it would be useful to extensively use, in addition to assessment with marks, descriptive evaluation since group work, projects, psycho-motor skills, sensory skills, speech skills, etc., cannot be assessed by tests. In order to assess and evaluate these, it is necessary to use other instruments. Direct observation is one suitable technique for Life and Work learning area and can be used in various learning situations at all grade levels.

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

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

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

Student Portfolio – is an accurate and summarized resume and is used as an intentional collection of student work that shows samples of student work, evidence of student progress, his/her abilities and the level of work. The use of this technique improves instruction by integrating assessment for learning (AfL).

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

The Portfolio is valuable because:

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

IV. PLANS AND PROGRAMS

Definition
General time allocations in pre-university education in Kosovo
Teaching Plan for pre-primary and primary grades
Criteria for the development of teaching plans
Implementation of teaching plans
School autonomy

1. Definition

The Teaching Plan is a document that underpins the whole organisation of instruction in schools, at the level of curriculum stages or grade levels. It defines curriculum areas, subjects and the minimum necessary time expressed in percentages or number of hours for achieving curriculum area and curriculum stage learning outcomes defined in the Core Curriculum.

The Teaching Plan also defines the number and the positions of staff within the school. It also serves for organising the finances at school and municipality levels. The new KCF envisages conceptual and strategic changes to teachings plans. So far in our education system, teaching plans have 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 time allocation for pre-university education in Kosovo

In developing a formal level teaching plan (stage and grade) the school must take into consideration the community of the overall pre-university curriculum for each curriculum area.

The school has the autonomy to plan, within the time (percentages) defined for each curriculum area, the organisation of learning on the basis of learning outcomes defined for curriculum areas and stages and student abilities.

| Curriculum areas | ISCED 0 | | ISCED 1 | ISCED 2 | | ISCED 3 | |
| | CS1 | | CS2 Grades 3 & 5 | CS3 Grades 6 & 7 | CS 4 Grades 8 & 9 | CS5&6 General education Grades 10 & 12 | CS5&6 Professional Education Grades10 &12 |
	Pre-primary	Grades 1 & 2					
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%
Science	5.56%	4.76%	8.33%	14.29%	16.67%	16.67%	6.25%
Society andEnvironment	5.56%	4.76%	8.33%	14.29%	13.33%	16.67%	6.25%
Health and Wellbeing	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%
Elective part	5.56%	4.76%	8.33%	7.14%	10%	13.33%	6.25%
Other activities							

Table: The general time allocation for pre-university education

3. Teaching Plan for pre-primary and primary grades

Before the school, in particular the teachers, decides on time allocations for learning areas, it can independently decide on the overall weekly time allocations, within the percentage of

hours foreseen for the stages, for example for stage one (CS1) for two grades (Grade 1 and Grade 2) there are a total of 41 hours per week, of which the teacher can independently decide how many hours per week will be allocated for Grade 1, 20 or 21 and now many for Grade 2. If the school and the teachers consider that a total of 21 hours per week are necessary for all areas in Grade 1, then they have to respect the time allocation of 20 hours for Grade 2, in order not to go beyond the 41 hours per week for both grades at Stage 1. Or, it can be the other way around, respectively 20 hours per week for Grade 1 and 21 hours per week for Grade 2, taking into account student age.

Grade	Hours per week
Pre-primary	18
Grade 1	20
Grade 2	21
Grade 3	23
Grade 4	24
Grade 5	25

Table: Weekly time allocation per grade

The teaching Plan for pre-primary and primary grades is to be developed by schools (teachers) starting with a general vision given in tables/plans **A** or **A1** below.

Teaching Plan **A** is based on the principle of school autonomy and flexibility as foreseen by the KCF (pg.25). Schools are given this opportunity to organise teaching plans independently so as to use flexibly the time at school to allow for diverse interactive teaching methods, aimed at achieving the key curriculum competencies. Teaching Plan **A** sets the minimal percentage of time for each curriculum area, curriculum stage and level (stages 1 and 2, pre-primary grade and Grades 1-5 of primary school) and the total number of hours per week for each curriculum area.

Based on this plan and the percentage or the overall number of hours allocated for each area, the school decides on time allocation (percentage of number of hours) per grade for each learning area and subject. This should always be done by taking into account the need to ensure that at the end of each stage the time allocation (percentage or hours) for each area will be realized according to this plan, for example the school (teachers) can implement the Language and Communication area at Stage 1 in various forms. The school must take into account the foreseen time allocation of 37% or 15 hours per week for the two grades (Grade 1 and Grade 2) of the same cohort. The teacher is free to decide how many hours per week he will deliver in this learning area in Grade 1 and how many in Grade 2, for one cohort. For example, the teacher can allocate 8 hours per week for Grade 1, and 7 hours per week for Grade 2, in order to have delivered the foreseen 15 hours per week at the end of the stage. But, if he/she decided to allocate for Grade one 8 hours per week from this learning area, he/she must make sure fewer hours will be spent on other learning areas, so as not to exceed the foreseen number of hours per week for Grade 1 (see Table: Weekly time allocation for Grades and Table: Teaching Plan **A**, **A1**)

Teaching Plan A

Curriculum areas	CS1				CS2			
	Pre-primary		Grades 1 – 2		Grades 3 - 5		Level one (Primary school)	
	%	No. of hours	%	No. of hours	%	No. of hours	%	No. of hours
Language and Communication *	33%	6	37%	15	33%	23	28%	28
Arts	10%	2	9%	4	9%	6	10%	10
Mathematics	22%	4	24%	10	22%	15	25%	25
Science	6%	1	5%	2	7%	5	7%	7
Society and Environment	6%	1	5%	2	7%	5	7%	7
Health and Wellbeing	11%	2	10%	4	9%	6	10%	10
Life and Work	6%	1	5%	2	4%	3	5%	5
Elective part	6%	1	5%	2	9%	6	8%	8
TOTAL:	100%	18	100%	41	100%	69	100%	100

Table: Teaching plan A

This curriculum area at Stage 1 consists of Mother Tongue and English Language. The School decides to when to introduce the English language (at what grade). This language can be taught for not less than a total of three hours per week for the three grades/per stage.

Teaching Plan **A** enables more flexibility in setting the time allocation within the curriculum area. Teachers and schools are free to decide on the implementation (allocation) of the number of hours per area within one school year. The yearly time allocation defined by teachers (school) may be organised on the basis of planning objectives and goals, within the school semesters. For example, if they decide to allocate 8 hours for Language and Communication area in Grade 1, those hours can be dispersed according to the teaching objectives and goals, 10 hours for semester 1 and 6 hours for semester 2, or the other way around. In such cases the number of hours (percentage) should always be aligned with hours (percentages) in other areas, so as not to exceed the total number of hours 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 teaching plan.

In addition to Teaching Plan **A** you can use Teaching plan **A1**. This plan will be used only temporarily until Kosovo schools and teachers become ready to use exclusively Teaching Plan **A**.

Teaching Plan **A1** is in general similar to traditional teaching plans in pre-university education and it does not allow much flexibility. This plan sets the percentage for learning (curriculum) areas broken into fixed teaching hours.

Teaching Plan A1

Stage 1 (CS1)						
Curriculum Areas	Pre-primary grade	%	Grade 1 Weekly time allocation	Grade 2 Weekly time allocation	Total Grades 1 & 2	%
Language and Communication	6	33.33%	7	8	15	38.10%
Arts	2	11.11%	2	2	4	9.52%
Mathematics	4	22.22%	5	5	10	23.81%
Science	1	5.56%	1	1	2	4.76%
Society and Environment	1	5.56%	1	1	2	4.76%
Health and Wellbeing	2	11.11%	2	2	4	9.52%
Life and Work	1	5.56%	1	1	2	4.76%
Elective part	1	5.56%	1	1	2	4.76%
Total	18	100 %	20	21	41	100%

Stage 2 (CS2)					
Curriculum Areas	Grade 3 Weekly time allocation	Grade 4 Weekly time allocation	Grade 5 Weekly time allocation	Total Grades 3, 4 & 5	%
Language and Communication	7	8	9	24	33.33%
Arts	2	2	2	6	8.33%
Mathematics	5	5	5	15	20.83%
Science	2	2	2	6	8.33%
Society and Environment	2	2	2	6	8.33%
Health and Wellbeing	2	2	2	6	8.33%
Life and Work	1	1	1	3	4.17%
Elective part	2	2	2	6	8.33%
Total	23	24	25	72	100%

4. Criteria for the development of teaching plans

In order for the teaching plan to support the development of KCF key competencies, teachers must take into account the following criteria:

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

5. Implementation of teaching plans

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 one 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, for using interactive pedagogies (classes that last **80-90** minutes, instead of only 40-45 minutes);
- time allocation for block teaching for practical learning and training in professional schools.

6. School autonomy

Schools will be able to decide, in collaboration with parents and other stakeholders, on the innovative and flexible use of teaching and learning time as a basis for constructing school-based programs of study that are differentiated in relation to learners' needs, contexts and interests.

School-based curriculum decisions (between 10% -14% of total 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. optional subjects, project work; community service, artistic and sports activities);
- Reinforcement of knowledge, skills and attitudes in certain learning areas;

- Adoption of optional themes/courses/modules offered by MEST;
- Development of school-specific activities that define a school project (such as teaching and learning of languages; ICT; career orientation);
- Development and implementation of customised curriculum in relation to local conditions, resources and needs;
- Reinforcement of career orientation, and preparation for life and work.

V. OPTIONAL CURRICULUM FOR LEVEL ONE

Concept

Purpose

Content and delivery

Structure

Procedures of developing and selecting optional curriculum

Implementation

1. The Concept

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

2. Purpose

The Optional Curriculum supports the development of key competencies of curriculum stages and curriculum 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 for their age, community and region.

3. Content and delivery

The Optional Curriculum contains elective subjects which are implemented through:

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

4. Structure

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

- Optional subject learning outcomes;
- Instruction guidelines for the subject delivery;
- Time allocation for the elective course;
- Teaching and learning materials and resources; and
- Student assessment is realized as internal assessment and does not affect the overall passing results (*defined by legal sub acts).

5. Procedures of developing optional curriculum

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

6. Procedures of selecting optional curriculum

In the procedure for selecting an elective subject it is necessary to follow the steps defined by the MEST Administrative Instruction for the Optional Curriculum.

7. Implementation

- Once the elective subject has been chosen by students and approved by the relevant authorities, it gains the same status as the subjects of the Core Curriculum, i.e. it becomes required for all students.

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

- The Optional Curriculum is monitored, evaluated and recorded against the same criteria and principles as those for the subjects of the Core Curriculum.

For additional instructions on optional subjects (with regard to the procedures of the development and selection of the elective subject), please see the Manual for Optional Curriculum.

VI. GENERAL METHODOLOGY - INSTRUCTIONS

Introduction

Definition

The link between curriculum area learning outcomes and curriculum stage learning outcomes

Learner-centred and inclusive teaching and learning

Integrated 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 KCC in particular must be aligned with the methodology for achieving the general aims defined by education documents and policies. All education documents and policies developed recently in Kosovo are aimed at promoting 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 one particular teaching and learning methodology for the implementation of the KCC or for the implementation of one learning area curriculum. Every curriculum area and every subject has its own specifics for the realisation of the prescribed goals. Therefore, we can describe this general methodology as a system of strategies, methods, ways and principles, instruments and techniques that serve as a basis for building the concept of learning or the organisation of teaching in the school.

In order to support and assist pre-primary teachers/educators and primary teachers, we have presented below general methodology guidelines related to aspects[1] of:

- linking curriculum stage learning outcomes with curriculum area learning outcomes,

- learner centred and inclusive teaching and learning,

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[1] Specific instructions for every aspect of this chapter will be reflected in the instructions for learning areas and in the guidebooks for teachers and school administrators.

- integrated approach-based teaching and learning,
- competency-based teaching and learning,
- differentiated teaching and learning,
- cross-curriculum issues, and
- extra-curriculum issues.

3. The link between curriculum stage learning outcomes and curriculum stage learning outcomes

To achieve the KCF key competencies MEST calls on teachers to link curriculum stage learning outcomes with the curriculum area learning outcomes in their teaching and learning practice.

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

Regardless of the selection of the topic, technique, and teaching aids, the teacher should follow a set of steps given below in order to link curriculum stage learning outcomes with the curriculum area learning outcomes:

- Specifies, selects stage outcome/s he/she intends to achieve with students[2], he/she breaks the stage learning outcomes down into class-specific outcomes;
- Specifies, selects curriculum area learning outcomes that support the achieving of the stage learning outcomes;[3]
- Breaks the curriculum area learning outcomes down into specific class outcomes; selects content and teaching aids and teaching and learning methodology which serve to achieve class-specific curriculum area learning outcomes and class-specific learning outcomes;
- Plans teaching and learning, including the time lines for achieving class-specific learning outcomes within the school year;
- On the completion of a class, task, or chapter the performance is evaluated to verify the achievement of curriculum area/stage learning outcomes.

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[2] (remember: curriculum learning outcomes are developed by the state and are realized through all curriculum areas);
[3] (remember: curriculum area learning outcomes are developed by the state);

4. Learner-centred and inclusive teaching and learning

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

Learner-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 for additional learning.

Teachers can draw upon their expertise and consider each student's prior learning experiences, and their needs and interests: teachers can then choose appropriate teaching and learning strategies, methods, techniques, and teaching aids. However, the selection of the appropriate strategy and learning activities should in principle be aimed at learner-centred and inclusive teaching and learning. This means that teachers should respect the principles of learner-centred teaching and learning, where:

- the student is at the centre of teaching and learning;
- during student work/activities, the teacher monitors, helps and facilitates student learning;
- the student is an active participant and engages in activities that stimulate 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 among students through observation and interaction;
- learning activities are adapted to students' development level;
- teaching and assessment planning takes into consideration student individual development and learning styles;
- a variety of learning opportunities and assessment methods are offered to support the various learning styles of students;
- observations and assessment of students are used for planning further instruction.

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

5. Integrated teaching and learning

Since subjects are separated they provide opportunities for students to learn fragmented knowledge, skills and attitudes. In order to integrate those aspects the Core Curriculum for pre-primary grade and primary grades is implemented through subjects integrated into curriculum areas and through integrated approach-based teaching and learning.

Integrated approach-based teaching and learning links subject-specific content aimed at achieving curriculum area learning outcomes with the key competence learning outcomes for stages and levels.

In order to meet the requirements of the KCF and the Core Curriculum for ISCED 1, MEST calls on pre-primary and primary teachers to apply integrated approach-based teaching and learning by:

- linking curriculum areas, where subject-specific content contributes to the development of key competencies;

- linking curriculum area learning outcomes with curriculum stage and level learning outcomes, in order to link the application of knowledge, skills, attitudes and values with real life situations;

- integrating into teaching and learning the common characteristics of subjects within the curriculum area (for example, mother tongue with English language) or common characteristics of curriculum areas (for example the Society and Environment curriculum area with the Science curriculum area);

- organising activities with students that support the development of competencies for accessing and processing information effectively and responsibly, e-learning, and using current and future technologies of the digital age;

- organising activities with students that promote the lifelong learning perspective and help students develop competencies to deal with challenges and opportunities within the current and future social and economic development.

6. Competency-based teaching and learning

KCF promotes the competency-based approach so that student knowledge, skills and attitudes can be developed to support the key competencies and to address various student needs in meeting curriculum requirements, in particular the core learning outcomes for stages and levels.

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 invites 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 the planning into yearly planning, monthly planning and daily planning. In addition, MEST invites teachers to practise 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 provide 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 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 an enabling environment in the classroom and school, in which students feel welcome and connected to one another, to their teacher and their school;

- Delivery of lesson through active learning approaches and techniques; and

- Application of problem solving and critical thinking development teaching and learning strategies.

7. Differentiated teaching and learning

Differentiated teaching and learning is 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 progress of their learning and the learning resources they want to and can use.

Differentiated teaching/learning enables the adjustment of time and pace of learning and teaching with individual characteristics of every student.

It also enables the adjustment of volume, kind and difficulty level of content and tasks to 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 around which the teacher should organise differentiated teaching and learning.

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

- apply forms of instruction organisation that promote and support the development of internal motivation and self-control mechanisms of students;

- Efficiently use *activities with students that promote* organised learning.

- organise instruction using various approaches that enable and facilitate the examining and the identification of existing student experiences, knowledge, viewpoints, that enable the active involvement of students in correcting possible mistakes and that help students reorganise their factual and procedural knowledge for developing learning competencies;

- Use diverse co-operative learning techniques and forms in instruction;

- Practise various forms of organising teaching and learning (class activities, group work, work in pairs, individual learning) that focus on activities which develop student self-confidence, initiative, problem solving and creativity;

- Organise teaching and learning through differentiation by task, where the completion of tasks, control, assessment and level of teacher support are adjusted to each student;

- Apply techniques of organising instruction that fit the task/s through which gifted students develop their special abilities;

- Use various forms of organising the learning for students who require special treatment or have special education needs, by involving those students with learning difficulties or difficulties in behaviour;

- Organise instruction that supports co-operation and use of organisational forms (for example, inclusion) that promote equal opportunities for students in their mutual co-operation and activities within and outside classroom and school;

- Use various instructional technologies that offer better opportunities for the advanced organisation of teaching and learning that make the teaching/learning process more meaningful to students.

8. Cross-curriculum issues

The Core Curriculum for pre-primary and primary grades allows for instruction beyond the subject scope, so that children/students can build connections between curriculum areas and various fields.

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 requests of children and young people.

Creating links among curriculum areas enables opportunities for progress in the development of students' skills, for learning and understanding new concepts or for reviewing and reinforcing 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 pre-primary and primary grades can be realised through:

- finding correlations between subjects/topics or lesson units 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 link it with language and literature topics or topics from Mathematics, civic education, etc. Thus, there are many opportunities for finding such links through which we achieve a certain number of the learning objectives of various curriculum areas.

- individual projects or elective courses in which various topics or areas are linked complementing each other, such as, for example, projects in the Civic Education area with those in Career Orientation, etc., which also enable/support the development of specific competence/s.

9. Extra-curriculum issues

These are structured learning activities that happen outside the context of formal education areas and subjects, but support the achievement of competencies for the curriculum stage and formal levels of education. The teacher/school must prepare for each of those potential activities an intended and guided plan and program, as opposed to brainstorming or random activities.

The teaching and learning of various curriculum areas in pre-primary and primary grades will be supported with extra-curriculum activities organised 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, free activities and associations;
- Discussions with guests (i.e. community leaders, parents, local business representatives, politicians, media people);
- Project work focused on specific, multidimensional topics and issues relevant to student age;
- Exhibitions (i.e. arts, photography);
- Community service (i.e. providing assistance to those in need; protection of the environment; reinforcement of connections between different generations);
- Games, choirs, school magazines;

It is recommended that all students have an opportunity to involve 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

Introduction

Assessment goals

Key principles of assessment

Internal Assessment

External assessment

1. Introduction

The main purpose of the school is to promote learning, with assessment being 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 the most important part of reform strived for by the Kosovo education system, through which we can assess where our education system is right now and where we want it to be. Assessment in general as a process is implemented to support teaching and learning by providing students with not only written criteria, but also with models of types of assessment, in order for them to understand specifically the achievements they aim.

The assessment is implemented through the goal, the principles, and the types of assessment.

2. Assessment goals

The main goals of assessment are:

- Support and reinforcement of learning;
- Regular reporting on student individual student 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. Key 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/rules of those two documents. Specifically:

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

⚐ Assessment should always refer to key competencies and learning outcomes of curriculum areas, subject areas, grade level, and school stage and level.

⚐ Assessment instruments should always be adjusted to the assessment objective.

⚐ Assessment form and type and particularly the form of reporting about results should always reflect the assessment objective.

⚐ The way of building assessment should always be transparent and fair.

⚐ Assessment should always be carried with the highest ethical standards, responsibility and accountability.

4. Internal assessment

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

There are two types of internal assessment:

- Formative assessment;
- Summative assessment.

Formative 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 formative assessment reports on student progress. Student assessment by teachers during instruction should be focused on:

⚐ recording learning outcomes/objectives and success criteria;

⚐ support for self-assessment and peer 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.

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 mastering the competences.

Students should be given numerical marks in regular periods over the school year. Teachers will assess student progress not only on the basis of formal tests, but also on the basis of attainment information they have collected during the instruction, such as observations, questionnaires, learning tasks, essays, portfolios, socio-graphs, focus groups, project-based work, etc. They will report on the outcomes by using a rating scale which involves marking.
Students can demonstrate the level of performance defined through the dimensions of knowledge, skills, attitudes and values they possess in terms of quantity, frequency, depth, help, creativity and quality in mastering the competences.

➢ **Mark 1 (week/insufficient)** means insufficient performance in completing a given task. The student does not meet the minimum allowed level of mastering the competences, thus he/she did not reach the lowest allowed level for passing the subject/learning area.

> **Mark 2 (sufficient)** means sufficient performance in completing 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/curriculum area.

> **Mark 3 (good)** means good performance in completing 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)** means very good performance in completing 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)** means excellent and original performance in completing 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 in relation to curriculum area/subject learning outcomes 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 as follows:

Mark A (mark average 4.5 up to 5.00)

Mark B (mark average 3.5 up to 4.49)

Mark C (mark average 2.5 up to 3.49)

Mark D (mark average 2.0 up to 2.49)

An example of summative assessment: The formative assessment of a student at a certain grade level during a certain school year in one of the curriculum areas has resulted with 8 numerical marks (1-5) according to the assessment scale (3, 4, 5, 3, 2, 5, 2, 5). The arithmetical average of the numerical marks constitutes the final mark at the end of the school year:

$$\frac{3+4+5+3+2+5+3+5}{8} = \frac{30}{8} = 3.75 = (Mark\ B)$$

The mark in a subject/learning area will be the basis for reporting to students and parents. In the school report for parents, the mark must be supported (accompanied) with short comments written 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 every student. Students, who have not reached level D (2.00-2.49), do not meet the required minimum of learning outcomes for the learning area/subject for the respective grade.

In case a student has failed to achieve the required minimum of the learning outcomes in no more than three subjects/learning areas, he/she should be provided additional classes. Additional classes are organized by the school and should last not less than two weeks and not less than two classes per day per subject/learning area. Additional classes are organized by the subject/learning area teacher.

Summative assessment of students who have attended additional classes is done in the school by the subject/learning area teacher.

In case the student fails to achieve the required minimum of the learning outcomes even upon attending additional classes, he/she is entitled to undergo final assessment one more time before the end of the school year[5].

Final assessment

Summative assessment at the first level of education is done at the end of Stage 1 (grade 2) and at the end of Stage 2 (grade 5). Summative assessment is not derived from the arithmetic average of marks recorded in the mark book during the period covered by the relevant curriculum stage; instead student assessment is done on the basis of the list of curriculum area learning outcomes defined in the Core Curriculum, and every results 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 curriculum area within one curriculum stage 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.

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

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, but have to take additional programs for the relevant areas. Students, who, upon completing additional programs, do not reach level D, fail the grade[6].

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

In order to assess curriculum stage learning outcomes the teacher must break each learning outcome down into five levels of achievement so as to observe correctly the achievement of the respective learning outcome by each student. Subsequently, depending on the level of achievement of each learning outcome the teacher plans additional activities for the student who has fallen behind in achieving the given learning outcome and plans additional activities for the student who has mastered all the levels of achievement for the given learning outcome.

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[5] Regulated with Administrative Instruction
[6] Regulated by the Administrative Instruction

Only final marks for curriculum areas are recorded in the student mark book and in the Certificate on the completion of the first level of education.

5. External assessment

External assessment of student achievements is organised by central 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:

- Certification of an individual for mastering competencies as per Curriculum goals.
- School monitoring and reporting on the level of student achievement according to the goals defined in the Curriculum.
- 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 who influence the improvement of the education system).

Certification of mastering of competencies is carried out by using national assessment, which is designed under the supervision of the Assessment Centre authorised by MEST. National assessment is administered at the end of level two of pre-university education (completion of grade 9) or upon completion of a stage/grade depending on the interests of the educational policies. These assessments are standardised 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 governed/managed by relevant laws and administrative instructions[7]. Progress monitoring through the external assessment process is done by MEST through the Assessment Centre and municipalities.

In addition to external assessment the Curriculum Framework enables schools and municipal authorities to organise external assessments at the municipal level at the end of curriculum stages, respectively, the end of Grade 2.

The purpose of this assessment is to:

- ➢ assess school performance in supporting students in their mastering of key competencies;
- ➢ increase the responsibility of teachers, schools and municipalities;
- ➢ ensure the mastering of key competencies by all students;

These assessments will provide schools, parents, the community and municipal authorities with feedback on the quality of education services.

Results are recorded in the student portfolio[8].

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[7] Regulated by the Administrative Instruction
[8] Regulated by the Administrative Instruction

Example:

- *Communication and expression competence – Effective communicator*

- *Learning outcome no. 1 for Stage 3 (II): 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 support*			
1	*2*	*3*	*4*	*5*	*Remedial support*	*Ways*	*Support for the talented*	*Ways*
The student starts solving the problem without screening the text; he/she has difficulties in articulating letters and reading complete words and connecting words into sentences, etc.	*The student starts solving the problem without screening the text: he/she has difficulties in articulating letters and reading properly some words, and has difficulties with fluent reading of complete sentences, etc.*	*The student starts solving the problem by screening the text: he/she has difficulties in articulating letters, words are connected into sentences, however he/she does not speak them with sufficient fluency*	*The student starts solving the problem by screening the text: he/she articulates letters very well, words are connected into appropriate sentences; reads with no interruptions; however he/she has some difficulties with speaking fluency*	*The student starts solving the problem by screening the text; he/she articulates letters very well, words are completely connected into appropriate sentences; the tone, the pace and the accent are correct; speaks very fluently*	*The teacher decides how to support the student, and what additional activities he/she can develop*	*What methods will he/she apply taking into account student's learning style?*	*The teacher decides how to support the student and what additional activities he/she can develop*	*What methods will he/she apply taking into account student's learning style?*

The same procedure should be applied in breaking down all curriculum stage learning outcomes

ANNEX: 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 international communication or 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 employed, normally by teachers (internal assessment) or by specialised agencies (external assessment), to gauge a student's achievement or performance.	
Attitude	Internal positioning towards people, facts, phenomena, actions, beliefs and situations; internal readiness for action.	Disposition
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.	
Carrier subject	A subject that is, based on its scope and construction, more prone to contribute to the	

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[9] Terms that are not relevant for teachers can be dropped.

	achievement of certain education goals, and develop certain competencies in students (i.e. Work Education or Technology; Personal Development; Life Skills; Social Studies).	
Child-friendly environment	Learning settings 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 classroom teachers as part of their teaching and learning strategies. It provides immediate and constant feedback with regard to the learners' 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 – mimicry 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.	It is 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	Length of schooling that is considered mandatory 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 learners 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 themes of subjects. Common examples include peace education, Human Rights and citizenship education, gender issues, communication skills, intercultural education.	Cross-cutting Themes
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 central for curriculum development and implementation that govern the	

	development of syllabuses 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 bearing 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 organised, 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 learners that should be taken into account in helping students cope with different learning problems.	
Differentiating instruction	Differentiating instruction 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.	Realised 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 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 fostering 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 learners 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 learners 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 emphasising 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 learners – 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 every day 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.
Learner centred perspective	Philosophy and practice of organising teaching, learning and assessment from the perspective of learners' needs, interests and abilities.	
Learning	Process of acquiring, internalising 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, themes, 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 learners acquire/develop knowledge, attitudes and skills.	
Learning opportunity	Situations(s) and process(es) that have a potential to fostering learning in 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 learners with competencies they need to be successful learners throughout their lives.	
Life skills	Skills which provide the learners 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 globalisation phenomena.	
Multiple intelligences	Influential contemporary theory of intelligence and personality (H. Gardner) stating that specific intelligences can be detected in the brain instead than 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 learner-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.	

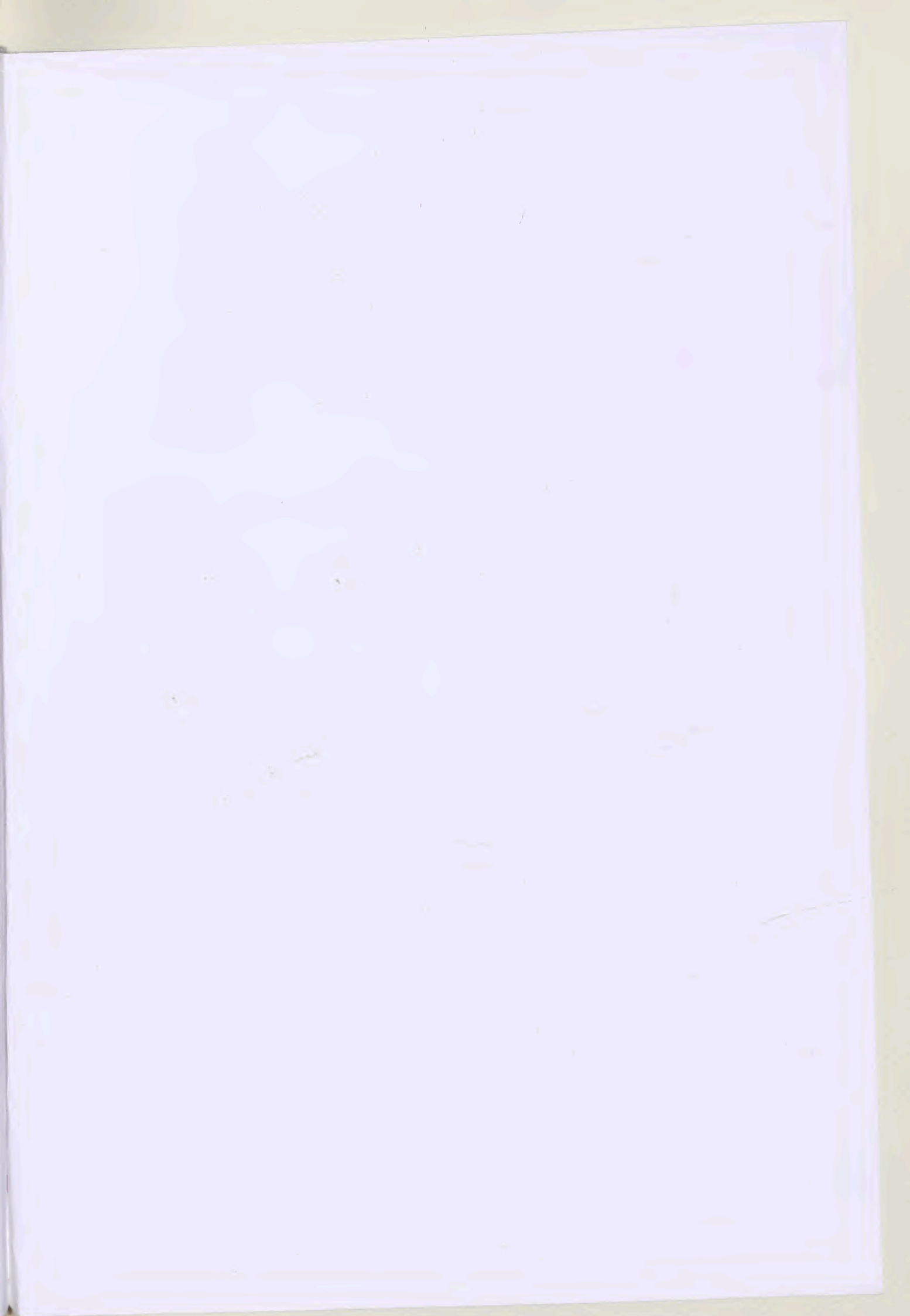|	
Natural Language	In the philosophy of language, a **natural language** (or **ordinary language**) is any language which arises in an unpremeditated fashion as the result of the innate facility for language possessed by the human intellect. A natural language is typically used for communication, and 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 successes 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 ad 3).	
Selective assessment		Assessment whose purpose is primarily to provide the clustering and/or selection of students in compliance with certain performance criteria (i.e. selection of gifted students for science or arts classes; selection of students to be admitted into different upper secondary schools.	
Self-assessment		Self-evaluation by learners of their achievements and problems in learning. As in the case of peer assessment, it is based on higher-order intellectual skills that learners put to work in order to assess their learning in terms of both 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 which 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 learners 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.	
Syllabus	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 learners' 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 learners to gain employable skills and professional qualifications for specific occupations, in addition to achievement of the key competencies as defined by the Curriculum Framework.	