ISBN 973 - 99707 - 6 - 1

EDITURA
proGNOSIS

MINISTRY OF NATIONAL EDUCATION
28-30, Gen. Berthelot St., 70738 Bucharest
Tel/Fax: (+40.1.) 315.04.21
www.edu.ro

ROMANIA REFORM

ROMANIA REFORM

MINISTRY OF NATIONAL EDUCATION

THE NEW NATIONAL CURRICULUM

NATIONAL CURRICULUM COUNCIL

National Curriculum Board

Prof. Cezar BÎRZEA, Ph. D
Prof. Carmen CREŢU, Ph. D
Prof. Marius IOSIFESCU, Ph. D
Prof. Nicolae MANOLESCU, Ph. D
Prof. Dan POTOLEA, Ph. D
Prof. Paul SZILAGYI, Ph. D
Prof. Alexandru VULPE, Ph. D

President Mihaela SINGER, Ph. D
Vicepresident Liliana PREOTEASA

Expert Group Curriculum Development

Lucian CIOLAN
Dan CROCNAN, Ph. D
Daniel OGHINĂ
Ligia SARIVAN, Ph. D
Cristian VOICA, Ph. D

Authors of Part I

Chapters 1, 2, 3
Lucian CIOLAN
Alexandru CRISAN
Monica DVORSKI
Dakmara GEORGESCU
Daniel OGHINĂ
Ligia SARIVAN
Mihaela SINGER

Chapter 4
Lucian CIOLAN
Daniel OGHINĂ
Ligia SARIVAN
Mihaela SINGER

Selection of texts

Mihaela SINGER

Translators:

Anca CODREANU, Liliana KIRIŢESCU
Prosper-ASE Language centre
Cristina RADU, Cornelia DUMITRU
Institute for Educational Sciences

Tiparul executat la IMPRIMERIILE MEDIA PRO BRAŞOV

The New National Curriculum for Primary and Secondary Education

A comprehensive reform of education is necessary in Romania in order to address issues related to the **quality of training** provided by school and university education, to its **adjustment** to a market economy, to its **compatibility** with European standards, and to its capacity to meet the challenges of the forthcoming century.

The reform process involves all the important areas of education: assessment and evaluation; pre-service and in-service teacher training; management and financing of education; the structure of schools network; the list of pre-university and university degrees and qualifications a.s.o. Nevertheless, the **curriculum reform** stands at its core as in any genuine education reform.

The first outcome of the curricular reform is the development of the **New National Curriculum** (starting with 1998) for primary and secondary education. It was the first time in Romania when curriculum frameworks and subject curricula had been designed by curriculum experts. This curriculum is also the first to include school-based curriculum, apart from subjects that are compulsory for all. Consequently optional subjects can be taught and learned at each level of school education.

Designing a new curriculum is a difficult task, especially at a time when knowledge is being reorganized. Outdated things must be discarded while valuable solutions should be preserved. Enough time must be provided for teaching while teachers should consider the pupils' natural learning capacity. Fundamental knowledge must be learned and taught, while leaving enough room for options. Above all, the new curriculum should enable pupils to reach several main targets: communicating in several languages (Romanian language, mother tongue, classical and modern languages), basic investigation skills in Science, a functional mastery of Mathematics, social knowledge and skills, commitment to physical exercise, aesthetic values, entrepreneurial and technological skills.

The New National Curriculum supports the attainment of these priority targets and provides solutions to the above-mentioned dilemmas. Developed by a large number of educationalists under the guidance of a team of top curriculum designers, the New National Curriculum for primary and secondary schools combines both valuable solutions coming from the tradition of Romanian education and a deep renewal in compliance with contemporary educational trends.

Andrei MARGA

Foreword

DURING the last years, subject curricula, important part of the written curriculum, have passed through a complex process of **redesigning and revision in a curricular perspective**. This included designing objectives, content, teaching/learning activities and assessment methods in a unique perspective. The development of new subject curricula for the compulsory education began as early as 1994/1995, but it was based on a centralized curriculum framework, which lacked flexibility. The development process was also devoid of a coherent and modern outlook on school learning and on how different subjects contribute to pupils acquiring important knowledge and skills. Of course, the process of designing subject curricula in a coherent way is both difficult and time-consuming, needing teamwork and genuine professionalism of the curriculum authors. At the time being, we can consider that the process of periodic development and revision of subject curricula is on a good way, anyway on a more productive one in the sense of a real educational reform as compared to the previous years.

The subject curricula for lower and upper secondary education are currently being designed in accordance with the new curriculum frameworks, which in the case of many subjects has brought up a real revolution as far as the concept of teaching/learning in class is concerned. Reducing pupils' workload by diminishing the quantity of information to be learned according to the subject curricula does not mean reducing quality standards of neither teaching nor learning. On the contrary, high quality standards should be a permanent concern of curriculum policy in the Romanian education system as well. However, these standards should not be expressed in piles of irrelevant information to be only memorized and reproduced in a futile manner. The new perspective on the design of subject curricula allows for a better orientation of teaching and learning that should develop higher order skills to be used in new contexts and in solving theoretical and practical problems. Former subject curricula were "analytic" in the simplistic meaning of the term, containing only lists of information grouped in chapters and lessons and not taking into account the possible and necessary acquisition of skills and knowledge by every pupil. Unlike those, the new perspective on teaching/learning is a curricular one, where information is not less important but is seen more than before as a mean of developing higher intellectual and social competencies, attitudes and behavior that a youth needs in a modern, democratic society.

The way they are currently being developed under the guidance of the National Curriculum Council, the subject curricula for lower and upper secondary education contribute to a really professional work in the field of curriculum development in our country. The division of labor in many fields of activity has long been a reality in all areas of human activity. It would be an illusion if we continued to promote populist slogans regarding curriculum development. Of course, the consultation of teachers, pupils and parents is a profitable democratic exercise in any area of education, and the more so it is necessary in a key education

area like curriculum. But it is worth mentioning the fact that in all civilized countries, curriculum development – curriculum framework, subject curricula and textbooks – has been, for decades, a **highly specialized area**, a specific professional field, just as it is about to become in Romania as well. The process of developing the new National Curriculum, including the subject curricula level, is by no means a closed one. During the last years it has gradually become a process open to public consultation and to professional commitment of creative teachers. This process has provided a beneficial opportunity for individual and group intellectual exercise for a large number of teachers all over the country, members of workgroups for various subjects.

A good subject curriculum, like any other component of the curriculum, is eventually the result of a collective exercise, but one that is characterized by a specific professionalism. The new curriculum frameworks stimulate in fact, by means of the school-based curriculum, local curriculum innovation on the part of every teacher and every school.

Designed so as to create a balance between the core curriculum (the compulsory part) and the school-based curriculum, the new curriculum provides opportunities for every school to make decentralized and more flexible curriculum decisions. Subject curricula are, at the same time, inspiring a new outlook in the development of textbooks which, by their role of curricular and teaching instruments, play an important part in orienting teaching and learning in the classroom, as well as in assessing pupils and motivating them for learning.

Curriculum development is a continuous process, reflecting both deep-going changes and periods of stability. We are currently approaching the end of a period of major changes at the level of the written curriculum and we are going to enter a phase of stability, which is necessary for the thorough implementation of the reform and for producing visible results at the level of attained curriculum.

Written curriculum cannot lead to profound effects unless it becomes part of the every-day work of the people involved in the educational process. Sometimes there is a large gap between the text and the meaning of a curriculum, which cannot be overcome in the absence of an adequate pre-service and in-service teacher training. The next years will most certainly be dedicated to this process. However, the existence of high quality documents with a regulating and guiding role for the National Curriculum is of a foremost importance.

Minister,

Andrei MARGA

Part I

THE NEW NATIONAL CURRICULUM

1. KEY ISSUES IN THE NEW NATIONAL CURRICULUM

1.1. Strategic reference points for development
1.2. Components
1.3. Key concepts
1.4. Objectives of the curricular key stages
1.5. New dimensions

2. THE CURRICULUM FRAMEWORKS

2.1. General considerations
2.2. Principles setting the curriculum frameworks
2.3. Structure of the curriculum frameworks
2.4. Curriculum frameworks for compulsory education
2.5. Curriculum frameworks for upper secondary education

3. SUBJECT CURRICULA FOR COMPULSORY EDUCATION

3.1. Principles of learning, teaching and assessment
3.2. Aims of compulsory education
3.3. The training profile in compulsory education
3.4. Subject curricula structure for compulsory education
3.5. Curricular standards of achievement

4. SUBJECT CURRICULA FOR HIGH SCHOOL

4.1. Aims of upper secondary education
4.2. Subject curricula structure for high school
4.3. A competence-centered curriculum
4.4. Competencies design
4.5. Competencies, values and attitudes in the new curriculum

1 KEY ISSUES IN THE NEW NATIONAL CURRICULUM

1.1. Strategic reference points for development

SCHOOL reforms seem necessary when state policies aim at sustainable development. In fact, political will and government represent only favoring factors of the reform in education. Its key factors are the needs of the social-economic development related to given possibilities in terms of both economic situation and the educational sciences level, the set educational policy and the educational management. The explanation of this phenomenon is quite simple: all development presupposes people who are trained to accomplish it and school is by definition the one to train them. Of course, slow development goes together with slow modernization of the school. Nevertheless as the main feature of the last fifty years is the tremendous social-economic dynamics, slow modernization of the school is no longer sufficient. Consequently there is a need for reforms that aim at faster more sustained change.

There is another reason for which school reforms become quite frequent starting with the '60s: the post-industrial society was faster in developing technology than in training the good professionals able to put it in practice at a large scale. Such gap could not be filled in through a slow evolution. From this perspective, the human resources crisis becomes reality.

A third reason to be considered is the type of the requested educational innovation. Scholastic instruction, education based on intuition, Herbartian didactics or even education promoted by the active school (rather fashionable between the two World Wars) are all types of innovation relevant for the experience of the given historical, economical and social context. The new cognitive trends (learning intellectual capacities specific to a given domain or the multiple intelligence theory) constitute such a leap in education that new contents of school learning can no longer be developed within the limits of traditional practice.

Traditional school is information-based. In this paradigm information is the core of education and, according to an implicit hypothesis, the one which possesses information can automatically operate with it at a satisfactory level. Such educational pattern produced high level of performance with the élites but gave serious failure at the level of mass education. Consequently, open educational systems started wide scope reforms. All over the world, our country included, the post-industrial era needs large numbers of people whose training allow the use of the sophisticated tools of the new millennium despite the scarce economic conditions of the present. Even if there still are agricultural practices specific to the past century in some areas of the country, even if the economic and social situation cannot improve overnight, statistics show that high technology is fast growing in all the fields of the social-economic life. In this context a goal such as "the pupil should know something of everything" is ineffective and counterproductive.

The goal today is to support students in building up a structured set of functional competencies. These mark the shift from encyclopedic knowledge, impossible to attain nowadays, when information multiplies at high speed, to a culture of contextualized action, involving the optimum implementation of adequate techniques and strategies.

The new *National Curriculum* is based on three fundamental ***reference points***:

- reference to the present dynamics and needs as well as to the prospect goals of the Romanian education system, resulting from the social evolutions and stated in different educational policy documents;
- reference to the present tendencies and to the international criteria which are generally accepted in the field of the curricular reform;

- reference to those traditions of the Romanian education system, which are relevant for the on-going reform.

Next to the above mentioned reference points, the curricular reform also has in prospect the development of subject curricula according to the following ***indicators***:

- the students' level, diversity and complexity of educational interests;
- the rhythm of the permanent growth of the fields of knowledge;
- the needs of shaping the student's personality within a changing world.

Consequently, the reform aims at:

- *adapting the curriculum*, as a whole, to the national social-cultural context;
- *opening the curriculum* to the latest educational developments;
- *coherence* both at the level of curriculum various components and at level of the relationship between the curriculum and the education system goals;
- *relevance of the curriculum* with respect to the educational objectives;
- *transparency of the curriculum* from the point of view of all those involved in education;
- *best adjustment of the curriculum* process stages: design, development, implementation, revision.

1.2. Components

The new *National Curriculum* in Romania represents the set of learning experiences through which schools ensure the accomplishment of the educational ideal and of the educational goals, as these are stated in the Law of Education. Through this set of learning experiences, the *National Curriculum* offers each student equal opportunities to identify and fully capitalize his/ her own talents and interests.

The *National Curriculum* in Romania includes:

- *The National Curriculum for Compulsory Education. Framework of Reference* (regulation document which ensures the coherence of the curricular system components, in terms of processes and products);
- *The Curriculum-frameworks for grades I-XII/XIII*, document establishing the curricular areas, school subjects and time allocations;
- *The Subject Curricula*, providing:
  - *A) for grades* I-IX: the attainment targets, reference objectives, examples of learning activities, syllabi as well as the curricular standards of achievement
  - *B) for grades* X-XII: general competencies, specific competencies, with correlated relevant syllabi, values and attitudes, suggested methodology

  all of these being set for each school subject included in the Curriculum-frameworks;
- *Handbooks, guidelines, support materials* describing ways to implement and monitor the curricular process;
- *Alternative textbooks.*

1.3. Key concepts

The introduction of the new *National Curriculum* naturally implies the introduction of a set of new concepts.

A. The educational ideal and the goals of the educational system

The educational ideal and the goals of the educational system represent a set of statements of educational policy within the Law of education which define the desirable personality profile for the graduates of the school system, from the prospect of the Romanian society evolution.

B. The goals of the levels of education

The goals of the school levels (primary, lower secondary and upper secondary education) represent a materialization of the goals of the educational system for each different level. These goals

describe what is specific for every school level from the point of view of the educational policy. They represent a system of reference both for developing subject curricula and for orienting the teaching approach in classroom practice.

C. The curricular key-stages

The curricular key-stages represent schooling stages that cover several years, sometimes belonging to different school levels (for instance, preschool - primary education, that is the preparatory year of the kindergarten followed by grades I and II; or primary - low secondary education, that is grades III-VI) and which share common objectives. The key-stages and the formal structure of the education system overlap in order to focus the major objective of each school stage and to adjust the education process by a series of curricular accents.

The introduction of the curricular key-stages is relevant at the level of the:

- objectives which specify the aims of the pre-school, those of primary and secondary education;
- specific teaching methodology.

The introduction of the curricular key-stages becomes effective by:

- changes in the curriculum frameworks concerning:
  - cluster of school subjects;
  - the moment when certain school subjects are introduced by the curriculum frameworks;
  - the weight of the school subjects in the curriculum frameworks economy;
- conceptual changes at the level of the subject curricula and of the textbooks;
- changes in teaching practice (triggered by rethinking pre-service and in-service teacher training);

The curricular key-stages are illustrated in the following table:

Age	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
Grade	prep. year	**I**	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**	**IX**	**X**	**XI**	**XII**
Key stage	Basic acquisitions			Development				Observation and orientation			Reinforcement		Specialization

Each curricular key-stage offers a clear and coherent set of learning objectives. These state what students should attain at the end of a certain stage of their school pathway.

D. Core-curriculum and school-based curriculum

Starting with the school year 1998-1999, the National Curriculum covers two divisions: the *core-curriculum* and the *school-based curriculum*.

(a) The *core-curriculum* corresponds to the minimum number of periods (hours) a week for each compulsory subject included in the curriculum frameworks. Consequently, the new subject curricula contain attainment targets, reference objectives, learning syllabi and curricular standards of achievement (grades I-IX) and general competencies, specific competencies and correlated relevant syllabi, values and attitudes (grades X-XII), which are compulsory for all students and schools. Thus equal opportunities are ensured at the level of state education. The core-curriculum represents the single reference system for the various types of assessment and for the national external evaluation.

(b) The *school-based curriculum* covers the difference in terms of time allocation between the core curriculum and the minimum/maximum number of hours per week, stated in the curriculum frameworks.

More precisely, to complete the core curriculum, schools may choose one of the school-based curriculum versions, respectively in-depth core curriculum, extended curriculum, other types of optional courses. **The school timetable must include at least two optional courses in lower secondary education and one in primary schools. At the level of the upper-secondary the possibility of option multiplies.**

E. Curricular areas

The curricular areas offer a multi-and/or inter-disciplinary view on the school subjects. The *National Curriculum* in Romania is structured on seven curricular areas, which were assigned according to epistemological and psycho-pedagogical criteria. These curricular areas are:

- Language and Communication
- Mathematics and Natural Sciences
- Man and Society
- Arts
- Physical Education and Sports
- Technologies
- Counseling and Guidance

The curricular areas are the same for both the compulsory schooling and the high secondary education, but their weight per key-stage and grade is variable.

1.4. Objectives of the curricular key stages

As it is mentioned above, the curricular key stages assure a better conceptual coherence between the formal levels of education. This is more visible in the scheme on page 13.

The basic acquisitions key stage (the preparatory group – if the case -, followed by grades I-II) has as major objectives *the pupil' adjustment to the requirements of the school system* and *initial literacy*.

The basic acquisitions key stage aims at:

- Acquisition of the basics of the main conventional codes (reading, writing, arithmetics);
- Stimulating the child so as to perceive, know and control his/her environment;
- Stimulating the child's creative potential, his/her intuition and imagination;
- Building the child's motivation for learning, as a social activity.

The development key stage (grades III-VI) has as major objective *developing the basic skills necessary for pursuing one's education*. The development key stage aims at:

- Developing the children's linguistic acquisitions and encouraging them to use the Romanian language, their mother tongue, as well as foreign languages, in order to express themselves in various communication situations;
- Developing a structured thinking and a problem-solving oriented attitude;
- Getting familiar with a multidisciplinary approach of the fields of knowledge;
- Developing values within a democratic and pluralistic society;
- Encouraging talent, personal experience and expression in various forms of art;
- Developing the responsibility for one's own development and health;
- Developing a responsible attitude towards the environment.

The observation and orientation key stage (grades VII-IX) has as major objective *to orient pupils in order to optimize their school option and subsequent professional career*. The observation and orientation key stage aims at:

- Discovering of own interests, aspirations and values in order to build a positive self-image;
- Developing the ability to analyze the personal skills acquired through learning, for orientation towards a certain professional career;
- Developing effective communication skills, including the use of specialized scientific codes;
- Developing self-autonomous thinking and responsibility towards integration in the social environment.

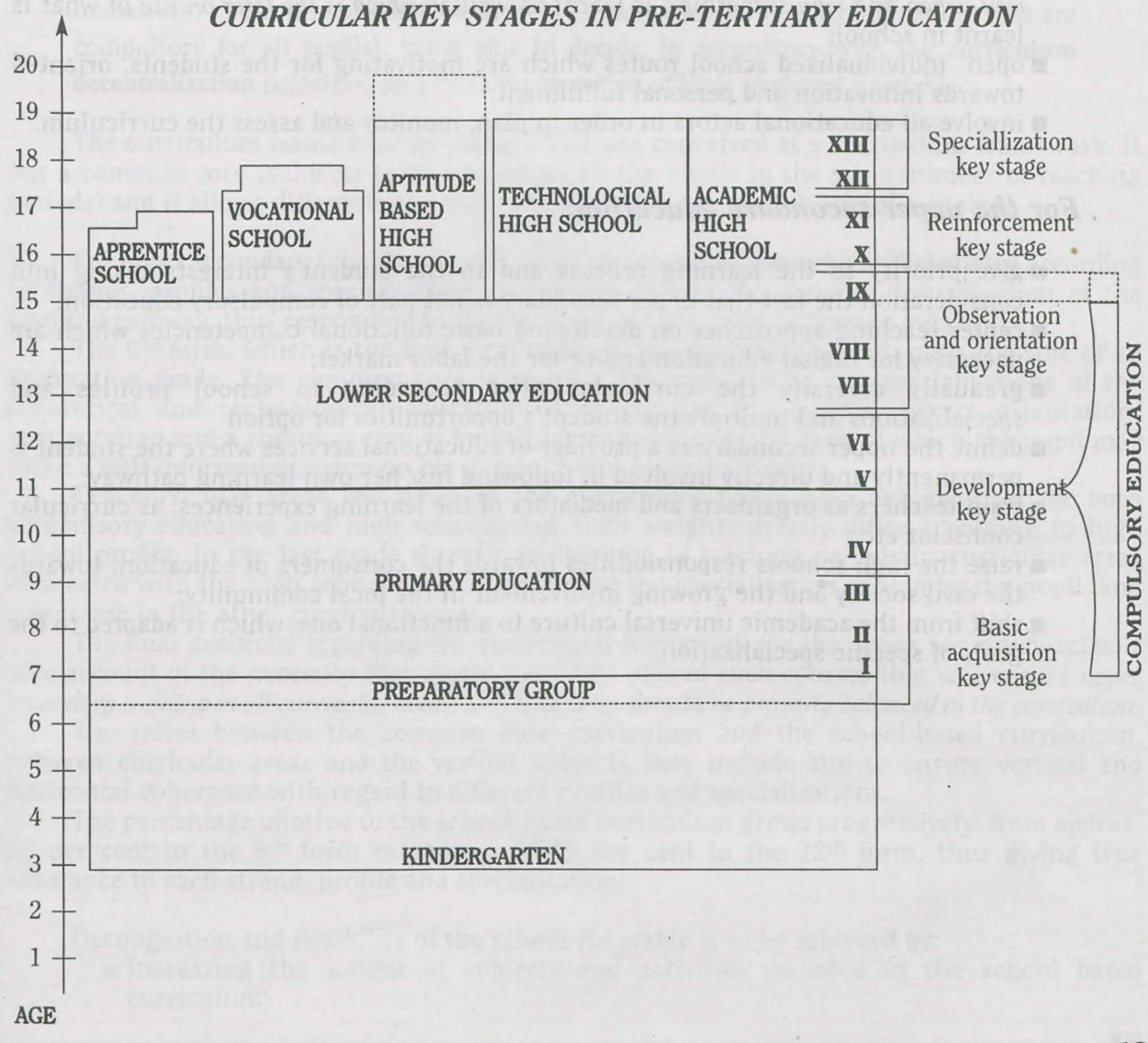
The reinforcement key stage (grades X-XI) has as major objective *the in-depth study in the chosen profile and specialization, ensuring at the same time a general instruction based on the common core and on the options in the other curricular areas.* The reinforcement key stage aims at:

- Developing the cognitive competencies allowing the relationship of information from knowledge cluster arias.
- Developing the social-cultural competencies allowing social integration in different social groups;
- Developing responsibility and a positive attitude towards personal actions with social impact;
- Developing imagination and creativity as sources of quality life.

The specialization key stage (grades XII-XIII) has as major objective *accomplishing pre-specialization with a view to an efficient integration in the specialized higher education or on the labor market.* The specialization key stage aims at:

- Self-esteem and self-confidence;
- Decision-making in the perspective of social and professional mobility;
- Understanding and making use of social and social change patterns.

CURRICULAR KEY STAGES IN PRE-TERTIARY EDUCATION



1.5. New dimensions

The consistent use of the above mentioned concepts will determine a series of new dimensions within the curricular system:

For the compulsory education:

- place learning - as a process - in the center of the school approaches (it is important what the student has learnt and not what the teacher has taught);
- orient learning towards the training of skills and attitudes, by developing problem solving abilities and by making use of participate strategies in the teaching activities;
- advance a flexible learning offer (shifting from a uniform unique school structured for an abstract student to education for all);
- adapt learning to everyday life as well as to the student's needs, interests and aptitudes;
- introduce new ways to select and organize objectives and syllabi, according to the principle "not much, but well"; it is important not only *what* it is learnt but also *how well*, *when* and *why* something is learnt as well as *which is the later-on use* of what is learnt in school;
- open individualized school routes which are motivating for the students, oriented towards innovation and personal fulfillment;
- involve all educational actors in order to plan, monitor and assess the curriculum.

For the upper secondary education:

- give priority to the learning process and to the student's interests taking into consideration the fact that upper secondary is not part of compulsory education;
- center teaching approaches on developing basic functional competencies which are necessary for higher education and/or for the labor market;
- gradually diversify the curricular offer according to school profiles and specializations and multiply the student's opportunities for option
- define the upper secondary as a provider of educational services where the student is permanently and directly involved in following his/ her own learning pathway;
- train teachers as organizers and mediators of the learning experiences, as curricular counselor etc.;
- raise the high schools responsibilities towards the consumers of education, towards the civil society and the growing involvement in the local community;
- shift from the academic universal culture to a functional one, which is adapted to the goals of specific specialization.

2 THE CURRICULUM FRAMEWORKS

2.1. General considerations

The National Curriculum frameworks are **generative frameworks**, which enables schools and classes to **set up autonomous timetables.** Thus, instead of a unique curriculum framework for all schools and classes of the same type, schools refer, by means of the framework, to a **common curriculum** (subjects and number of teaching periods that are compulsory for all pupils), being able to decide, in accordance with the **curriculum decentralisation** principle, on a certain proportion of their students' timetable.

The curriculum framework for forms I-VIII was conceived as a **curriculum framework**. It has a common core (subjects to be studied by all the pupils in the same number of teaching periods) and it allows differentiated study tracks, which are at each school's choice.

For upper secondary schools, was conceived **curricular frameworks differentiated** according to strands, profiles and specialisations, which provide for the genuine diversification of the learning pathway, thus responding to the interests and aptitudes of teenage pupils.

The 9th form, which is the first form of the upper secondary school, plays the role of an orientation grade. The common core is roughly the same for all the specialisations of the theoretical and technological education. This ensures the pupil's correct orientation/ reorientation and a common core of knowledge and skills on the basis of which the pupil may make a well informed decision on his or her choice of specialisation.

The curricular areas laid down in the curriculum frameworks are identical for both compulsory education and high schools, but their weights greatly differ according to high school profile. In the last grade there is an increase of teaching periods in curricular areas connected with the high school strand, profile and the specialisation chosen by the pupil, and a decrease in the other curricular areas.

The final decisions regarding the curriculum framework for the upper secondary schools take account of the necessity that pupils should be offered such courses that will ensure *upper secondary training in all curricular areas*, and that they should be *properly balanced in the curriculum*.

The ratios between the common core curriculum and the school-based curriculum, between curricular areas and the various subjects they include aim to ensure vertical and horizontal coherence with regard to different profiles and specializations.

The percentage allotted to the school-based curriculum grows progressively: from approx. 20 per cent in the 9th form to approx. 40-45 per cent in the 12th form, thus giving true substance to each strand, profile and specialisation.

Decongestion and flexibility of the school timetable is to be achieved by:

- Increasing the weight of subjects and activities included in the school based curriculum;

- Giving up the excessively theoretic character of curricula and textbooks, while enhancing the applicability of the learning activities and of the knowledge acquired;
- Stimulating the students learning motivation;
- Increasing pupils' and schools' responsibility for the quality and the outcomes of the education process.

The contemporary world no longer accepts the Renaissance encyclopaedic type; it requires a general culture oriented towards well-defined fields of activity. That is why it is necessary that the upper secondary school should develop knowledge and skills covered by the "general culture" concept, alongside competencies ensuring the pupil's fast orientation and active insertion into a social environment characterised by fast change.

That is why, the curriculum aims at developing students' self-awareness and at harmonizing their own training interests with the school offer and with the predictable evolutions in the social environment.

Bearing in mind the pupils' age and the functional elements of general culture, the secondary school is to be structured according to strands, profiles and specialisations, as follows:

STRAND	PROFILE	SPECIALIZATION
Academic (Theoretical)		Philology
		Social Sciences
		Mathematics and Computer Science
		Natural sciences
Technological	Technical	Electronics
		Electrotechnics
		Telecomunications
		Mechanics
		Civilian Buildings
		Textiles
	Natural resources and environment protection	Industrial Chemistry
		Environmental Protection
		Veterinary
		Forestry
		Agriculture
		Food Industry
	Services (Economic/bussines)	Tourism and Catering
		Administration
		Economy; Post
Specialised vocational (Aptitude based)	Sports	
	Arts and Music	Arts
		Architecture
		Music
		Drama
		Choregraphy
	Military (M.Ap.N)	Mathematics and Computer Science
		Military Music
	Military (M.I)	Mathematics and Computer Science
		Social Sciences
	Theological	Orthodox
		Catholic
		Evangelic
		Muslim
		Penticoastal
		Baptist
		Unitarian
		Protestant
	Pedagogical	Librarian, Tutor

2.2. Principles setting the curriculum frameworks

2.2.1. Decentralization and flexibility

The curriculum frameworks indicate the minimum and the maximum number of hours, for every type of school and grade. The new **curriculum frameworks** contribute to the development of reasonable subject curricula, allowing a better productivity of learning (i.e. learning better and more effectively, in a shorter amount of time and with less stress). Also, the structure of the frameworks is conceived from the **perspective of the pupils' training needs**, not from the status quo of subjects, but on the basis of a flexible concept regarding the teaching load. Schools will be able to design and implement their **own timetable**, including options for the pupils, with the purpose of offering them **individual paths of study**. In grades I-VIII, the school subjects and the curriculum areas will benefit from indications as to the minimum and maximum number of hours for each (for example 1-2 hours or 3-4 hours, etc.). The subject curricula contain a common part (**core curriculum**) for all pupils and a supplementary part (**extensions**), marked with an asterisk. This part refers to objectives and syllabi, which are not compulsory for all the pupils and are not included in the nation-wide examinations.

In grades IX-XII, each subject benefits of a set number of hours a week, lower than the minimum total number of hours prescribed for each type of school and grade. The students choose from various optional courses the time allocation of, which is set per curricular area. Students have to take at least the number of options that allow them to get to the weekly minimum prescribed. According to their interests students can enlarge this number up to the weekly maximum set in the framework for their grade and type of school.

Consequently, the common curriculum is harmonized with a component to be decided upon at the level of each school. School-based curriculum development determines school to design their **own project** depending on the human and material resources, on the pupils' interests and motivation and on the specific links between school and the local community. **It is thus possible to differentiate the individual paths of study**, by taking into account the pupils' interests and motivation and by allowing them to be better oriented during the school years and in the prospect of their future profession.

The principle of flexibility though individual learning strands is implemented through the **optional packages** offered both at central and local level for each curricular area.

The **timetable** is the concrete method employed by schools in designing their weekly schedule, on the basis of the option targeted by the school based curriculum.

This option targets:

- the school's freedom of choice regarding the number of hours allotted to one or more subjects within a certain curricular area which belongs to the school-based curriculum;
- the school's freedom of choice regarding the content of these teaching periods.

2.2.2. Reducing the formal curriculum requirements in the pupils' timetable

Schools and forms have to work starting from a weekly minimal schedule according to the minimum number of hours per subject (the common curriculum). The common curriculum (including the compulsory subjects) allows the syllabus to be reduced to the essentials only. At the same time, students have the opportunity of a wider range of options for individual study as compared to the minimum syllabus.

2.2.3. Effectiveness

The **new curriculum frameworks** ensure **the full use of the human and material resources**, so that the teachers and the material basis in schools should make an effective contribution to the

learning process. Far from triggering unemployment within the teaching staff, the new curriculum frameworks allow the implementation of innovating internationally used solutions in Romania:

- The existence, in every pupil's school timetable, of a number of optional courses, even starting with primary education;
- Working in small groups of at least 15 pupils from the same form or from different ones;
- Making thorough studies, corresponding to the school profile, during upper-secondary education (grades X-XII/XIII);
- Teaching/observation by groups of teachers (team work), so that, for instance, during the Natural Science class Biology and Chemistry teachers should work together;
- Orienting the pupils in school for several years (grades VII, VIII and IX), so that wrong choices and dropouts should be avoided;
- A longer time for basic education (in grades V and VI the curriculum will be closer to the one in primary education than to secondary education curriculum).

2.2.4. Compatibility of the Romanian pre-university education with the European quality standards

In the perspective of the integration into the European Union, primary and secondary education should become compatible with the **European quality standards**, especially as far as the curriculum and the assessment are concerned. Training the pupils through the new national curriculum should be compatible with the requirements of living in a democratic society and with the foreseeable needs of the labor market in an ever more interdependent Europe and world.

2.2.5. Cultural selection and hierarchy

This principle consists in dividing human knowledge, culture and action in a wide sense into areas of the curriculum. Its fundamental consequence is deciding on the subjects, as well as grouping them in curricular areas. This organization reveals a number of advantages: opportunity for trans-disciplinary approaches, balancing the parts given to different fields and school subjects, links with contemporary theories concerning the process, style and rhythm of learning.

At upper secondary level, ***the principle of cultural selection*** *(i.e.: defining the fields of knowledge and grouping them into curricular areas) aims at balancing:*

- each pupil's personality, aptitudes and interests expressed by his or her option for a certain type of educational strand and specialisation;
- the wide-spread, on-going diversification of the fields of knowledge;
- the sustainability of the basic skills and the perenniality of the values pertaining to those skills, as characteristic features of a democratic society.

As a consequence this principle consists in grouping the school subjects into seven curricular areas both in primary and secondary education.

2.2.6. Functionality

This principle aims at connecting the various subjects, as well as the curricular areas:

- to the psyhological features of the various school ages;
- to the objective of widening and diversifying the areas of human knowledge and action.

The principle of functionality, corroborated with a series of strategies for the internal organization of the curriculum, has determined the teaching-learning process structure into **key-stages** according to the pupils' age, interests and motivations.

These key stages consists in dividing schooling into clear-cut strategies, overlapping the structural pattern of the education system with a view to focusing on the major objectives of each

level of education and controlling the learning process through curricular changes. Primarily, the introduction of curriculum key stages aims at ensuring continuity in the process of passing from one stage of instruction to another by:

- smooth progression from one school formal level to another;
- transfer of teaching methods;
- explicit connexions within curriculum;
- better correlation between the pupil's psychological age and the curriculum structure.

2.2.7. Coherence

The principle of coherence, which refers to the **balanced, homogenous character** of school education, aims at the vertical and horizontal integration of curricular areas within each education strand and profile, expressed by the ratio between the curricular areas and the subjects studied, both horizontally and vertically. According to this principle, the common core curriculum comprises Romanian language and literature and one foreign language across profiles and specialisations, with a sufficient number of teaching periods, subjects that contribute to the development of basic professional and civic skills. At the same time, **the weighting of a curricular area corresponding to a specialisation accounts for approximately the same percentage across specialisations.**

2.2.8. Equal opportunities

Every pupil has the right to school education within the system. The implementation of this principle imposes that general education should be compulsory and that all the pupils are taught the same compulsory subjects (common curriculum).

The principle of equal opportunities aims at giving pupils fair opportunities, in view of the existence of differentiated learning tracks.

Associated with the didactic criteria, this principle states the "common core" issue. Consequently, curriculum framewors allow for a proper ratio between the "common core" and the "school-based" curricula, taking into account the specialisations covered by each learning track.

The common core corresponds to the minimum number of class-hours set for each compulsory subject. In order to design the timetables per class or group, the schools will supplement the common core with the number of hours provided for the school based curriculum, depending on the pupils' options and on the school's material and human resources.

2.2.9. Links with social issues

An optimal connection should exist between school and the community, between school and the social needs. Thus, the role of the **Counseling and Guidance** area is greatly enhanced. With its help, the pupils will be fully informed in order to choose among the various ways of making use of the system: theoretical, vocational or professional upper-secondary school, vocational school or the labor market. Likewise, the involvement of the families in school-life increases substantially, as well as their role in defining/controlling both the pupils' timetable in school and the quality of the training and education provided by the school.

The principle of connecting the curriculum to the social demand *aims to secure the prerequisites for the graduates' choice between:*

- Pursuing post secondary education;
- Pursuing higher/tertiary education;
- Joining the labor market.

This principle has led to the introduction of specific optionals able to ensure both the **training necessary for participation in higher education**, and the **average specialisation** required by the labor market.

2.3. Structure of the curriculum frameworks

The curriculum frameworks include:

- the compulsory subjects for each grade (and type of school in the upper secondary education) organized within curricular areas;
- the time allotted for each subject of the common curriculum;
- the time allotted for school-based curriculum;
- the minimum/maximum number of hours per week.

In terms of time allocation, ways of choosing the optional courses, format and presentation, there are some differences between the framework for compulsory education and the ones for upper secondary education.

In grades I-VIII:

- each school subject benefits of a minimum/ maximum number of periods (hours) per week. The minimum is represented by the common curriculum. The difference between the minimum/maximum is called "extended curriculum" (marked in each subject curriculum with asterisk), and is part of the school-based curriculum;
- each curricular area benefits as well of a minimum/maximum number of hours per week;
- there is a special entry in each curricular area for the optional courses, i.e. allocation time of the type (0-1), (0-2).

In grades IX-XII:

- there are curriculum frameworks for each type of school;
- each school subject benefits of a set number of periods (hours) per week (which corresponds to the common curriculum);
- for each curricular area there is a number of hours under the school-based curriculum rubric (which is shared by all the subjects of the area);
- for school-based curriculum schools must have an offer covering at least the double of the time specified in the curriculum frameworks;
- students may choose among a variety of types of optional courses:
  1. an optional course derived from a compulsory subject representing in-depth approaches to the syllabus provided in the core curriculum
  2. topics and objectives/competencies derived from a compulsory subject that are not included in the core curriculum (extended curriculum);
  3. a school subject that is compulsory in a different type of school becomes a possible optional course in schools where it is not part of the common curriculum;
  4. an optional course as a totally new subject (having no entry in any curriculum frameworks for upper secondary education);
  5. an integrated topic at the curricular area level;
  6. an integrated topic at the level of the whole curriculum.

2.4. Curriculum frameworks for compulsory education

2.4.1. Curriculum framework for grades I-VIII

In use starting with the school year 1999-2000.

Curricular area/ subject	I	II	III	IV	V	VI	VII	VIII
I. LANGUAGE & COMMUNICATION	**7-9**	**7-9**	**7-9**	**7-9**	**9-10**	**8-9**	**8-9**	**9-10**
1. Romanian Language & Literature	7-8	7-8	5-7	5-7	5	4	4	4
2. Modern foreign language (1)	-	-	2-3	2-3	2-3	2-3	2-3	2-3
3. Modern foreign language (2)	-	-	-	-	2	2	2	2
4. Latin	-	-	-	-	-	-	-	1
5. Optional	0-2	0-2	0-2	0-2	0-1	0-1	0-1	0-1
II. MATHEMATICS & NATURAL SCIENCES	**3-4**	**3-4**	**4-6**	**4-6**	**4-6**	**6-8**	**7-10**	**7-10**
1. Mathematics	3-4	3-4	3-4	3-4	3-4	4	4	4
2. Natural sciences	-	-	1-2	1-2			-	-
3. Physics	-	-	-	-	-	1-2	1-2	1-2
Chemistry					-	-	1-2	1-2
Biology					1-2	1-2	1-2	1-2
4. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
III. MAN & SOCIETY	**1-2**	**1-2**	**2-3**	**3-5**	**3-5**	**3-5**	**4-6**	**6-7**
Civic Education	-	-	1-2	1-2	-	-	-	-
Civic Culture	-	-	-	-	0-1	0-1	1-2	1-2
2. History & Geography	-	-	-	-	2-3	2-3	2-3	-
Romanian History	-	-	-	1-2	-	-	-	2
Geography of Romania	-	-	-	-	-	-	-	2
3. Religion	1	1	1	1	1	1	1	1
4. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
IV. ARTS	**2-3**	**2-3**	**2-3**	**2-3**	**2-3**	**2-3**	**2-3**	**1-2**
1. Arts	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2
2. Music	1-2	1-2	1-2	1-2	1-2	1-2	1-2	
3. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
V. PHYSICAL EDUCATION & SPORTS	**2-3**	**2-3**	**2-3**	**2-3**	**1-2**	**1-2**	**1-2**	**1-2**
1. Physical Education	2-3	2-3	2-3	2-3	1-2	1-2	1-2	1-2
2. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
VI. TECHNOLOGIES	**1-2**	**1-2**	**1-2**	**1-2**	**1-2**	**1-2**	**1-2**	**1-2**
1. Craft	1-2	1-2	1-2	1-2	-	-	-	-
2. Technology	-	-	-	-	1-2	1-2	1-2	1-2
3. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
VII. COUNSELING & GUIDANCE	**0-1**	**0-1**	**0-1**	**0-1**	**1-2**	**1-2**	**1-2**	**1-2**
1. Counseling & Guidance	-	-	-	-	1-2	1-2	1-2	1-2
2. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Minimum number of hours per week	***18***	***18***	***20***	***21***	***23***	***24***	***27***	***28***
Maximum number of hours per week	***20***	***20***	***22***	***23***	***26***	***28***	***29***	***30***

2.4.2. Curriculum framework for grades I-VIII for schools where teaching is provided in the minorities language(s).

In use starting with the school year 1999-2000.

Curricular area / Subject	I	II	III	IV	V	VI	VII	VIII
I. LANGUAGE & COMMUNICATION	**11-13**	**11-13**	**11-13**	**11-13**	**12-15**	**10-13**	**10-13**	**11-14**
1. Romanian Language & Literature	4	4	4	4	5	4	4	4
2. Mother Tongue & Literature	7-8	7-8	5-7	5-7	5	4	4	4
3. Modern Foreign Language (1)*	-	-	2-3	2-3	2-3	2-3	2-3	2-3
4. Modern Foreign Language (2)	-	-	-	-	2	2	2	2
5. Latin	-	-	-	-	-	-	-	1
6. Optional	**0-2**	**0-2**	**0-2**	**0-2**	**0-1**	**0-1**	**0-1**	**0-1**
II. MATHEMATICS & NATURAL SCIENCES	**3-4**	**3-4**	**4-6**	**4-6**	**4-6**	**6-8**	**7-10**	**7-10**
1. Mathematics	3-4	3-4	3-4	3-4	3-4	4	4	4
2. Natural Sciences	-	-	1-2	1-2	-	-	-	-
3. Physics	-	-	-	-	-	1-2	1-2	1-2
Chemistry	-	-	-	-	-	-	1-2	1-2
Biology	-	-	-	-	1-2	1-2	1-2	1-2
4. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
III. OM ŞI SOCIETATE	**1-2**	**1-2**	**2-3**	**3-5**	**3-5**	**3-5**	**5-7**	**6-7**
1. Civic Education	-	-	1-2	1-2	-	-	-	-
Civic Culture	-	-	-	-	0-1	0-1	1-2	1-2
2. History & Geography	-	-	-	-	2-3	2-3	2-3	-
Romanian History	-	-	-	} 1-2	-	-	-	2
Geography of Romania	-	-	-		-	-	-	2
History & Traditions of the Minorities	-	-	-		-	1	1	-
3. Religion education	1	1	1	1	1	1	1	1
4. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
IV. ARTS	**2-3**	**2-3**	**2-3**	**2-3**	**2-3**	**2-3**	**2-3**	**1-2**
1. Arts	1-2	1-2	1-2	1-2	1-2	1-2	1-2	} 1-2
2. Music	1-2	1-2	1-2	1-2	1-2	1-2	1-2	
3. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
V. PHYSICAL TRAINING & SPORTS	**2-3**	**2-3**	**2-3**	**2-3**	**1-2**	**1-2**	**1-2**	**1-2**
1. Physical Education	2-3	2-3	2-3	2-3	1-2	1-2	1-2	1-2
2. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
VI. TECHNOLOGIES	**1-2**	**1-2**	**1-2**	**1-2**	**1-2**	**1-2**	**1-2**	**1-2**
1. Craft	1-2	1-2	1-2	1-2	-	-	-	
2. Technology	-	-	-	-	1-2	1-2	1-2	1-2
3. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
VII. COUNSELING & GUIDANCE	**0-1**	**0-1**	**0-1**	**0-1**	**1-2**	**1-2**	**1-2**	**1-2**
1. Counseling & Guidance	-	-	-	-	1-2	1-2	1-2	1-2
2. Optional	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Minimum number of hours per week	***22***	***22***	***24***	***25***	***26***	***29***	***32***	***32***
Maximum number of hours per week	***24***	***24***	***26***	***27***	***31***	***33***	***34***	***34***

2.4.3. Some explanations concerning the implementation of the curriculum frameworks for compulsory education

Weekly minimum and maximum number of hours

The Curriculum framework specifies the weekly minimum and maximum number of teaching periods, for a given grade. For example, in grade I, the minimum number of teaching periods is 18, and the maximum 20, which means that no timetable can include less than 18 teaching periods, but no more than 20 either. Thus, some classes of grade I may function on an 18-hour timetable while some others on a 20-hour one.

Minimum and maximum number of hours per curricular area

The Curriculum framework specifies the weekly minimum and maximum numbers of teaching periods for a given curricular area. For example, the **Man and society** area is allotted 6-7 hours in grade VIII, which means that all students will study the subjects in this area in 6 lessons at least, but in no more than 7; thus, if the maximum number of hours is chosen for each subject in the area, an optional subject can no longer be chosen within the area.

Minimum and maximum number of hours per subject

The Curriculum framework specifies the weekly minimum and maximum numbers of class hours for a given subject. For example, in grade VI, the minimum number for Natural Sciences is 2, and the maximum is 3. For all study years, the minimum number of class hours for Modern Language 1 is 2, and the maximum is 3.

In the Curriculum framework, a few subjects are allotted a fixed number of class lessons: **Romanian Language and Literature** (grades V-VIII), **Mother Tongue and Literature** (grades V-VIII), **Mathematics** (grades VI-VIII), **Religion** (during all primary and secondary school), **Romanian History** and **Romanian Geography** (grades VIII and IX), **History and traditions of ethnic minorities** (grades VI and VII).

In the case of 0-1 or 0-2 minimum-maximum number of hours, the subject(s) may be absent in the timetable.

In the case of some subjects, **which share a certain minimum/maximum number of teaching periods** (e.g., Arts and Music, grade VIII: 1-2), the distribution of class hours can be made on semesters. Thus, if a class works on the maximum number, respectively 2, Arts will be studied in 2 lessons and Music in one hour in a semester, while in the next semester the numbers are reversed between the subjects (which is also valid for History and Geography, grade IV).

Common core (common curriculum)

The common core corresponds to the minimum number of hours distinctly specified for every compulsory subject. When setting up its own timetable (which comprises the timetable of every class of every grade), the school will add, correspondingly, to the number of lessons in the common core the following:

- Either one or more lessons indicated by the curriculum framework for a given subject;
- Either class hours allotted for optional subjects, within the various curriculum areas;
- Or more hours from the range of minimum and maximum number of teaching periods, together with class hours for optional subjects.

The school must ensure an optimal proportion between the compulsory and the optional subjects.

In order to ensure equal opportunities regarding the objectives, the contents and learning activities, **curricula** will take into account the minimum number of lessons for each subject, respectively for the common core. The students' evaluation in national examinations or tests will also be accomplished by referring to the common core.

Timetable

The timetable represents the concrete means by which classes and schools make up their individual timetables, based on the following options:

- The option for a weekly number of lessons between the minimum and the maximum numbers allotted through the Curriculum framework;
- The option of filling out the common core to the chosen number of lessons (minimum or maximum), either with extensions of subjects in the Curriculum framework, or with optional subjects, or with both extensions (more than the minimum number indicated).

Although the optional subjects are included in all the curricular areas within the Curriculum framework, the timetable of classes may not necessarily include optional subjects from every area.

The timetable of classes makes up the school's timetable. The school's Administrative Board makes the decisions regarding the timetables, based on certain procedures of consulting with parents, pupils and teachers.

* *Modern language 1 will be studied as a compulsory subject starting from grade III. **Intensive teaching classes** for a modern language will be assigned **3-4 lessons a week**, starting from grade III and during the whole course of schooling. Thus, for these classes, the weekly minimum and maximum numbers of class hours will increase correspondingly.*

** *In the primary and secondary education, Religion is part of the common core. In accordance with the Romanian Constitution, Article 29 (1), (2), and (6), the family will enroll the student at the courses of the religion they belong to. Religion is not a compulsory subject for the students whose parents address the school a formal written request that their son or daughter may not attend the religion lessons.*

Optional subjects are regulated through Minister's Order, in accordance with the following specifications:

a) optional subjects are only suggested by the Ministry of National Education (MoNE), for each curricular area; schools may also offer students optional subjects / courses / themes, with the approval of county inspectorates; the timetables will include optional courses offered both locally and by the Ministry, without overriding the maximum number of hours established through the National Curriculum framework.

b) the optional subjects may be taken for a semester, school year, curriculum key stage and/or an educational level; each optional course offer will be accompanied by a specification regarding its length, so that students know in advance how much time is allotted to it; the offer for optional courses at the school or grade level for the next school year will be communicated to students in February in the current year; students will in turn communicate their options to the school's Administrative board by May in the current academic year; once the choice has been announced, it becomes compulsory over the time span projected.

c) in primary school, pupils will have in their grade's timetable at least one lesson assigned to optional subjects; in the lower secondary school, pupils will have at least two.

d) the optional subjects / courses / themes may be accomplished with whole classes or with groups of at least 15 pupils, depending on the school's possibilities; it is recommended that there should be a **fixed block timetable**, as an interval of time allotted to optional subjects, so that students in different classes / grades may constitute groups, function of their options (e.g., optional subjects or themes for grade III are organized on Thursday, from 10 to 12).

e) the optional subjects / courses / themes fall into several categories:

1) optional course derived from a subject studied, detailing it beyond extensions, i.e. beyond the maximum number approved and the objectives / content established through the subject curriculum, within the curricular area;

2) optional course as different from those within the area ;
3) optional course as themes or chapters of a subject, which are not included as such in the programmes of study;
4) optional course as an integrating theme for a certain curricular area;
5) optional course as an integrating theme for several curricular areas.

Within the education system where teaching is made in the mother tongues of ethnic minorities, the common core also includes **Mother Tongue and Literature** and **Minorities' History and Traditions.**

Pupils among ethnic minorities who learn in schools where teaching is made in Romanian can choose to study their mother tongue (Bulgarian, Czech, Croat, German, Greek, Hungarian, Polish, Russian, Serb, Slovak, Turkish, Ukrainian, Rromany, Armenian). The study is organized for classes (15-25 pupils), groups (7-15 pupils) or as simultaneous education, function of the pupils' number.

After the choice has been made, the study becomes compulsory along the whole primary education level, even along the secondary level as well. The subject is recorded in the class roll list and in the school's timetable.

The timetable for implementation of the new curriculum frameworks, the new subject curricula and the new textbooks

	COMPULSORY EDUCATION								NON-COMPULSORY EDUCATION			
School year \ Grade	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1995-1996	●▲											
1996-1997	●▲	●▲										
1997-1998	●▲	●▲	●▲		●▲							
1998-1999	★●▲	★●▲	★●▲	★●▲	★●▲	●▲❑						
1999-2000	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲			
2000-2001	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲		
2001-2002	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	
2002-2003	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲
2003-2004	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲	★●▲
	PRIMARY EDUCATION			LOWER SECONDARY EDUCATION						UPPER SECONDARY EDUCATION		

★ – New curriculum frameworks
● – New subject curricula
▲ – New text books

According to the Education Low, starting with the school year 2003-2004 , the ninth grade will become part of the compulsory education.

CURRICULUM FRAMEWORKS FOR THEORETICAL HIGH SCHOOL
SPECIALIZATION: PHILOLOGY

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		4		4	
	Modern Foreign Language (1)	2	+2	3	+3	3	+3	3	+5
	Modern Foreign Language (2)	2		2		2		2	
	Latin	1		1		2		2	
	TOTAL	**11**		**13**		**14**		**16**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	2		2		2			
	Physics	2		1					
	Chemistry	2	+2	1	+2		+3		+4
	Biology	2		1					
	TOTAL	**10**		**7**		**5**		**4**	
3. MAN & SOCIETY	History	2		2		2		2	
	Geography	1		1		1		1	
	Social Sciences	1	+2	2	+2	2	+3	2	+3
	Religion/History of Religions								
	TOTAL	**6**		**7**		**8**		**8**	
4. ARTS	Music		+1	1	+2	1	+2		+2
	Arts	1							
	TOTAL	**2**		**3**		**3**		**2**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1	+1	1		1		+1	
	TOTAL	**2**		**1**		**1**		**1**	
6. TECHNOLOGIES	Technology/IT	1			+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
TOTAL		24	9	22	11	22	13	17	16
Minimum – maximum number of hours per week		*31-33*		*31-33*		*31-33*		*30-33*	

CURRICULUM FRAMEWORKS FOR THEORETICAL HIGH SCHOOL
SPECIALIZATION: SOCIAL SCIENCES

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		3		3	
	Modern Foreign Language (1)	2	+1	2	+1	2	+2	2	+2
	Modern Foreign Language (2)	2		2		2		2	
	Latin	1		1					
	TOTAL	**10**		**10**		**9**		**9**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		3		3	
	Physics	2		1					
	Chemistry	2	+1	1	+1		+3		+3
	Biology	2		1					
	TOTAL	**10**		**7**		**6**		**6**	
3. MAN & SOCIETY	History	2		2		2		2	
	Geography	1		2		2		2	
	Social Sciences	2	+2	2	+4	4	+4	3	+6
	Religion/History of Religions								
	TOTAL	**7**		**10**		**12**		**13**	
4. ARTS	Music		+1	1	+1	1	+1		+1
	Arts	1							
	TOTAL	**2**		**2**		**2**		**1**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1	+1	1		1			+1
	TOTAL	**2**		**1**		**1**		**1**	
6. TECHNOLOGIES	Technology/IT	1		1	+1		+2		+2
	TOTAL	**1**		**2**		**2**		**2**	
7. COUNSELLING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
TOTAL		26	7	24	9	20	13	18	15
Minimum – maximum number of hours per week		*31-33*		*31-33*		*31-33*		*30-33*	

CURRICULUM FRAMEWORKS FOR THEORETICAL HIGH SCHOOL
SPECIALIZATION: MATHS – COMPUTER SCIENCE

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4 (3+1)		4 (3+1)		3		3	
	Modern Foreign Language (1)	2		2		2		2	
	Modern Foreign Language (2)	2		2		2		2	
	Latin	1							
	TOTAL	**9**		**8**		**7**		**7**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	4		4		4		4	
	Physics	2		3		3		3	
	Chemistry	2	+2	2	+2	2	+4	1	+5
	Biology	2		2		1		1	
	TOTAL	**12**		**13**		**14**		**14**	
3. MAN & SOCIETY	History	1		1		1		2	
	Geography	1		1		1			
	Social Sciences	1	+2	1	+2	1	+2		+2
	Religion/History of Religions								
	TOTAL	**5**		**5**		**5**		**4**	
4. ARTS	Music		+1		+1		+1		+1
	Arts								
	TOTAL	**1**		**1**		**1**		**1**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1	+1	1		1			+1
	TOTAL	**2**		**1**		**1**		**1**	
6. TECHNOLOGIES	Computer Science/IT	2	+1	2	+2	2	+2	2	+3
	TOTAL	**3**		**4**		**4**		**5**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
TOTAL		25	8	25	8	23	10	20	13
Minimum – maximum number of hours per week		***31-33***		***31-33***		***31-33***		***30-33***	

CURRICULUM FRAMEWORKS FOR THEORETICAL HIGH SCHOOL

SPECIALIZATION: NATURAL SCIENCES

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4	+1	3	+1	3	+1
	Modern Foreign Language (1)	2		2		2		2	
	Modern Foreign Language (2)	2		2		2		2	
	Latin	1							
	TOTAL	**9**		**9**		**8**		**8**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		3		3	
	Physics	3		3		3		2	
	Chemistry	2	+2	3	+3	3	+4	2	+6
	Biology	2		2		2		2	
	TOTAL	**12**		**14**		**15**		**15**	
3. MAN & SOCIETY	History	1		1		1		2	
	Geography	1		1		1		1	
	Social Sciences	1	+2	1	+2	1	+2		+2
	Religion/History of Religions								
	TOTAL	**5**		**5**		**5**		**5**	
4. ARTS	Music								
	Arts	1	+1		+1		+1		+1
	TOTAL	**2**		**1**		**1**		**1**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1	+1	1		1		1	
	TOTAL	**2**		**1**		**1**		**1**	
6. TECHNOLOGIES	Technology/IT	1	+1	1	+1		+2		+2
	TOTAL	**2**		**2**		**2**		**2**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
TOTAL		**25**	**8**	**24**	**9**	**22**	**11**	**20**	**13**
Minimum-maximum number of hours per week		*31-33*		*31-33*		*31-33*		*30-33*	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE TECHNICAL — SPECIALIZATION: TELECOMMUNICATION, ELECTRONICS AND AUTOMATION, ELECTROTECHNICS

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+2	3	+1	3	+1
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		3		3	
	Physics	2		2		2		2	
	Chemistry ştiinţe	2	6 +2	1	4 +3		2 +4		2 +2
	Biology	2		1					
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1		1					
	Social Sciences	1	+1	1	+1	1	+1	1	+1
	Entreprenorial Education								
	Religion/History of Religions							1	
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2		2		2		2	
	Technologies and Practice	2	+3	2	+3	5	+6	5	+8
	desen tehnic			2		1			
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		**24**	**+10**	**23**	**+11**	**20**	**+14**	**20**	**+14**
Minimum-maximum number of hours per week		***32-34***		***32-34***		***32-34***		***31-34***	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE TECHNICAL — SPECIALIZATION: MECHANICS

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+2	3	+1	3	+1
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		3		3	
	Physics	2		2		2		2	
	Chemistry ştiinţe	2	6	1	4		2		2
	Biology	2	+2	1	+3		+4		+2
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1		1					
	Social Sciences	1	+1	1	+1	1	+1		+1
	Entreprenorial Education								
	Religion/History of Religions							1	
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2		2		2		2	
	Technologies and Practice	2	+3	2	+3	5	+5	6	+7
	desen tehnic			2		1			
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		**24**	**+10**	**23**	**+11**	**21**	**+13**	**21**	**+13**
Minimum-maximum number of hours per week		***32-34***		***32-34***		***32-34***		***31-34***	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE TECHNICAL — SPECIALIZATION: CIVILIAN BUILDINGS

CURRICULUM AREA	SUBJECT	GRADE IX COMMON CURRICULUM	GRADE IX SBC	GRADE X COMMON CURRICULUM	GRADE X SBC	GRADE XI COMMON CURRICULUM	GRADE XI SBC	GRADE XII COMMON CURRICULUM	GRADE XII SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+2	3	+1	3	+1
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		3		3	
	Physics	2		2		2		2	
	Chemistry ştiinţe	2	6 +2	1	4 +3		2 +3		2 +2
	Biology	2		1					
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1		1					
	Social Sciences	1	+1	1	+1	1	+1		+1
	Entreprenorial Education							1	
	Religion/History of Religions								
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2		2		2		2	
	Technologies and Practice	2	+3	2	+3	4	+5	4	+6
	desen tehnic			2		2		2	
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		**24**	**+10**	**23**	**+11**	**21**	**+12**	**22**	**+12**
Minimum-maximum number of hours per week		*32-34*		*32-34*		*32-34*		*31-34*	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE TECHNICAL — SPECIALIZATION: TEXTILES & LEATHER GOODS

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+2	3	+2	3	+2
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		3		3	
	Physics	2		2		2		1	
	Chemistry Sciences	2	6	1	4	1	3	1	2
	Biology	2		1					
			+2		+3		+3		+2
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1		1					
	Civic Culture/ Social Sciences	1	+1	1	+1	1	+1		+1
	Entreprenorial Education							1	
	Religion/History of Religions							1	
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2		2		2		1	
	Technologies and Practice	2	+3	2	+3	4	+5	7	+6
	desen tehnic			2		1			
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		24	+10	23	+11	21	+13	21	+13
Minimum-maximum number of hours per week		*32-34*		*32-34*		*32-34*		*31-34*	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE: NATURAL RESOURCES AND ENVIRONMENT PROTECTION
SPECIALIZATION: INDUSTRIAL CHEMISTRY AND ENVIRONMENT PROTECTION

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+1	3	+1	3	+1
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		3		2	
	Physics	2		1		1		1	
	Chemistry Sciences	2	6 +2	2	5 +2	2	3 +3	2	3 +2
	Biology	2		2					
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1							
	Civic Culture/ Social Sciences	1	+1	1	+2	1	+2		+2
	Entreprenorial Education							1	
	Religion/History of Religions								
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2		2		1		1	
	Technologies and Practice	2	+3	3	+3	7	+3	7	+5
	desen tehnic			2		1		1	
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		**24**	**+10**	**24**	**+10**	**23**	**+11**	**22**	**+12**
Minimum-maximum number of hours per week		***32-34***		***32-34***		***32-34***		***31-34***	

PROFILE NATURAL RESOURCES AND ENVIRONMENT PROTECTION
SPECIALIZATION: AGRICULTURE; VETERINARY

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+1	3	+1	3	+1
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		2		2	
	Physics	2		1		1			
	Chemistry Sciences	2	6 +2	2	5 +2	2	5 +2	1	3 +2
	Biology	2		2		2		2	
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1							
	Social Sciences	1	+1	1	+2	1	+2		+2
	Entreprenorial Education							1	
	Religion/History of Religions								
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2		2		2		2	
	Technologies and Practice	2	+3	3	+3	6	+4	7	+5
	desen tehnic			2					
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		**24**	**+10**	**24**	**+10**	**23**	**+11**	**22**	**+12**
Minimummaximum number of hours per week		***32-34***		***32-34***		***32-34***		***31-34***	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE NATURAL RESOURCES AND ENVIRONMENT PROTECTION
SPECIALIZATION: FORESTRY AND WOOD INDUSTRY

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+1	3	+1	3	+1
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3	+2	3	+2	2	+2	2	+2
	Physics	2		1		1		1	
	Chemistry Sciences	2	6	2	5	1	4	1	3
	Biology	2		2		2		1	
3. MAN & SOCIETY	History	1	+1	1	+2	1	+2	1	+2
	Geography	1							
	Civic Culture/ Social Sciences	1		1		1			
	Entreprenorial Education							1	
	Religion/History of Religions								
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2	+3	2	+3	2	+5	2	+5
	Technologies and Practice	2		3		6		7	
	desen tehnic			2					
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		**24**	**+10**	**24**	**+10**	**22**	**+12**	**22**	**+12**
Minimum-maximum number of hours per week		***32-34***		***32-34***		***32-34***		***31-34***	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE: NATURAL RESOURCES AND ENVIRONMENT PROTECTION SPECIALIZATION: FOOD INDUSTRY

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1.LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+1	3	+1	3	+1
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3	+2	3	+2	2	3 +2	2	+2
	Physics	2		1		1		1	
	Chemistry sciences	2 6		2 5		2 5		2 3	
	Biology	2		2		2			
3. MAN & SOCIETY	History	1	+1	1	+2	1	+2	1	+2
	Geography	1							
	Civic Culture / Social Sciences	1		1		1			
	Entrepreneurial Education							1	
	Religion/History of Religions								
4. ARTS	Music / Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science / IT	2	+3	2	+3	2	+4	2	+5
	Technologies and Practice	2		3		6		7	
	Ecology & Environmet protection			2					
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			
	Carrier Guidance							1	+1
TOTAL		24	+10	24	+10	23	+11	22	+12
Minimum - maximum number of hours per week		32-34		32-34		32-34		31-34	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE: SERVICES — SPECIALIZATION: TOURISM AND CATERING

CURRICULUM AREA	SUBJECT	GRADE IX COMMON CURRICULUM	GRADE IX SBC	GRADE X COMMON CURRICULUM	GRADE X SBC	GRADE XI COMMON CURRICULUM	GRADE XI SBC	GRADE XII COMMON CURRICULUM	GRADE XII SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+3	3	+3	3	+3
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		3		3	
	Physics	2		1					
	Chemistry Sciences	2	6 +2	1	3 +2	1	2 +1		1 +2
	Biology	2		1		1		1	
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1				1		1	
	Civic Culture/ Social Sciences	1	+1	1	+1	1	+2		+1
	Entreprenorial Education							1	
	Religion/History of Religions								
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2		2		2		2	
	Technologies and Practice	2	+3	4	+4	5	+6	5	+6
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		**24**	**+10**	**22**	**+12**	**21**	**+13**	**20**	**+14**
Minimummaximum number of hours per week		***32-34***		***32-34***		***32-34***		***31-34***	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE: SERVICES — SPECIALIZATION: ADMINISTRATION

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+3	3	+3	3	+3
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3	+2	3	+2	3	+1	3	+3
	Physics	2		1					
	Chemistry Sciences	2	6	1	3	1	2		3
	Biology	2		1		1			
3. MAN & SOCIETY	History	1	+1	1	+1	1	+1	1	+1
	Geography	1		1		1		1	
	Civic Culture/ Social Sciences	1		1		1			
	Entreprenorial Education							1	
	Religion/History of Religions								
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2	+3	2	+4	2	+6	2	+6
	Technologies and Practice	2		4		5		5	
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		**24**	**+10**	**22**	**+12**	**21**	**+13**	**19**	**+15**
Minimummaximum number of hours per week		***32-34***		***32-34***		***32-34***		***31-34***	

CURRICULUM FRAMEWORKS FOR TECHNOLOGICAL HIGH SCHOOL

PROFILE SERVICES — SPECIALIZATION: ECONOMY POST

CURRICULUM AREA	SUBJECT	GRADE IX COMMON CURRICULUM	GRADE IX SBC	GRADE X COMMON CURRICULUM	GRADE X SBC	GRADE XI COMMON CURRICULUM	GRADE XI SBC	GRADE XII COMMON CURRICULUM	GRADE XII SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+2	3	+3	3	+3	3	+2
	Modern Foreign Language	2		2		2		2	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3		3		3		3	
	Physics	2		1					
	Chemistry Sciences	2	6 +2	1	3 +2	1	2 +1		+3
	Biology	2		1		1			
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1		1		1		1	
	Social Sciences	1	+1	1	+1	1	+1		+1
	Entreprenorial Education							1	
	Religion/History of Religions								
4. ARTS	Music/Arts		+1		+1		+1		
5. TECHNOLOGIES	Computer Science/IT	2		2		2		2	
	Technologies and Practice	2	+3	4	+4	5	+6	5	+7
6. PHYSICAL EDUCATION & SPORTS	Sport	1	+1	1	+1		+1		+1
7. COUNSELING & GUIDANCE	Vocational Counseling & Guidance	1		1		1			+1
	Carrier Guidance							1	
TOTAL		**24**	**+10**	**22**	**+12**	**21**	**+13**	**19**	**+15**
Minimum-maximum number of hours per week		***32-34***		***32-34***		***32-34***		***31-34***	

CURRICULUM FRAMEWORKS FOR APTITUDE BASED HIGH SCHOOL

SPECIALIZATION: ARTS

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+1	3	+1	3	+1	3	+1
	Modern Foreign Language	2		2		2		2	
	TOTAL	**7**		**6**		**6**		**6**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	1		1					
	Physics	1		1			+2		
	Chemistry	1		1					+3
	Biology	1		1		1			
	TOTAL	**4**		**4**		**3**		**3**	
3. MAN & SOCIETY	History	1		1		1		2	
	Geography	1		1					
	Social Sciences	1	+1	1	+1	1	+2	1	+3
	Religion/History of Religions								
	TOTAL	**4**		**4**		**4**		**6**	
4. ARTS	Drawing	3		3		3		3	
	Color	2		2		2			
	Volume	2		2		2			+4
	Specialized activities	4	+2	4	+2	4	+1	4	
	History of Arts	1		2		2		2	
	Projective drawing						+1		
	Music	1		1		1			
	TOTAL	**15**		**16**		**15**		**13**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1	+1	1		1		1	
	TOTAL	**2**		**1**		**1**		**1**	
6. TECHNOLOGIES	IT	1		1	+1	1	+1	1	+1
	TOTAL	**1**		**2**		**2**		**2**	
7. COUNSELING & GUIDANCE	Carrier Guidance		+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
TOTAL		**28**	**+6**	**28**	**+6**	**24**	**+8**	**19**	**+13**
Minimum-maximum number of hours per week		***32-34***		***32-34***		***30-32***		***29-32***	

SPECIALIZATION: ARTS - ARCHITECTURE

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4	+1	3	+2	3	+2	3	+2
	Modern Foreign Language	2		2		2		2	
	TOTAL	**7**		**7**		**7**		**7**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	3	+2	3	+2	3	+2	3	+3
	Physics	1		1		1			
	Chemistry	1		1					
	Biology								
	TOTAL	**7**		**7**		**6**		**6**	
3. MAN & SOCIETY	History	1		1		1		2	
	Geography	1		1		1			
	Social Sciences	1	+1	1	+1	1	+1	1	+2
	Religion/History of Religions								
	TOTAL	**4**		**4**		**4**		**5**	
4. ARTS	Drawing	2		2		2		3	
	Color	2							
	Volume	2							
	Practice	3	+1	6	+1	6	+1	4	
	History of Arts	1		1		21		2	
	Projective drawing	1		1		1		2	
	Music								
	TOTAL	**12**		**11**		**12**		**11**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1	+1	1		1		1	
	TOTAL	**2**		**1**		**1**		**1**	
6. TECHNOLOGIES	IT		+1		+2		+2		+2
	TOTAL	**1**		**2**		**2**		**2**	
7. COUNSELING & GUIDANCE	Carrier Guidance		+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
TOTAL		**26**	**+8**	**24**	**+9**	**24**	**+9**	**23**	**+10**
Minimum-maximum number of hours per week		***32-34***		***31-33***		***31-33***		***30-33***	

VOCATIONAL UPPER-SECONDARY SCHOOL

SPECIALIZATION: MUSIC

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		3		3	
	Modern Foreign Language (1)	2		2		2		2	
	Modern Foreign Language (2)	2		2		2		2	
	TOTAL	**8**		**8**		**7**		**7**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	1		1					
	Physics	1		1			+2		+2
	Chemistry	1		1					
	Biology	1		1					
	TOTAL	**4**		**4**		**2**		**2**	
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1		1		1		1	
	Social Sciences	1	+1	1	+1	1	+2	1	+2
	Religion/History of Religions								
	TOTAL	**4**		**4**		**5**		**5**	
4. ARTS	History of Music	2		2		2		2	
	Specialized education	8	+2	48	+2	11	+2	11	+2
	Drawing								
	TOTAL	**12**		**12**		**15**		**15**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1	+1	1	+1	1		1	
	TOTAL	**2**		**2**		**1**		**1**	
6. TECHNOLOGIES	IT		+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
7. COUNSELLING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
TOTAL		**26**	**+6**	**26**	**+6**	**24**	**+8**	**24**	**+8**
Minimum-maximum number of hours per week		***30-32***		***30-32***		***30-32***		***29-32***	

VOCATIONAL UPPER-SECONDARY SCHOOL

SPECIALIZATION: DRAMA

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		3		3	
	Modern Foreign Language (1)	2	+1	2	+1	2	+1	2	+1
	Modern Foreign Language (2)	2		2		2		2	
	TOTAL	**9**		**9**		**8**		**8**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	1		1					
	Physics	1		1			+2		+2
	Chemistry	1		1					
	Biology	1		1					
	TOTAL	**4**		**4**		**2**		**2**	
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1		1		1		1	
	Social Sciences	1	+1	1	+1	1	+3	1	+3
	Religion/History of Religions								
	TOTAL	**4**		**4**		**6**		**6**	
4. ARTS	History of Theatre	2		2		2		2	
	Specialized education	8	+2	8	+3	10	+2	10	+2
	Drawing								
	TOTAL	**12**		**13**		**14**		**14**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1	+1	1		1		1	
	TOTAL	**2**		**1**		**1**		**1**	
6. TECHNOLOGIES	IT		+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
TOTAL		**26**	**+7**	**26**	**+7**	**23**	**+10**	**23**	**+10**
Minimum-maximum number of hours per week		***31-33***		***31-33***		***31-33***		***30-33***	

VOCATIONAL UPPER-SECONDARY SCHOOL

SPECIALIZATION: CHOREGRAPHY

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		3		3	
	Modern Foreign Language (1)	2		2		2	+1	2	+1
	Modern Foreign Language (2)	2		2		2		2	
	TOTAL	**8**		**8**		**8**		**8**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	1							
	Physics	1							
	Chemistry	1			+3				
	Biology	1							
	TOTAL	**4**		**3**					
3. MAN & SOCIETY	History	1		1		1		1	
	Geography	1		1					
	Social Sciences	1	+1	1	+1		+2		+2
	Religion/History of Religions								
	TOTAL	**4**		**4**		**3**		**3**	
4. ARTS	History of ballet	2		2		2		2	
	Specialized education	15		13	+3	15	+5	15	+5
	Drawing								
	TOTAL	**17**		**18**		**22**		**22**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education								
	TOTAL								
6. TECHNOLOGIES	IT								
	TOTAL								
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
TOTAL		**32**	**+2**	**26**	**+8**	**25**	**+9**	**25**	**+9**
Minimum-maximum number of hours per week		***32-34***		***32-34***		***32-34***		***31-34***	

PROFILE: THEOLOGY

THEOLOGICAL ORTODOX SCHOOL

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII		GRADE XIII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		3		3		3		3	
	Modern Foreign Language (1)	2		2		2		2		2	
	Modern Foreign Language (2)	1	+1	1	+3	1	+3	1	+3	1	+3
	Latin	1		1		1		1		1	
	Greek	1		1		1		1		1	
	TOTAL	**10**		**11**		**11**		**11**		**11**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	1		1		-		-		-	
	Physics	1		1		-		-		-	
	Chemistry	1		1		-		-		-	
	Biology	1		1		1		1		-	
	TOTAL	**4**		**4**		**1**		**1**		**-**	
3. MAN & SOCIETY	History	1		1		1		1		1	
	Geography	1		1		-		-		-	
	Social Sciences	1		1		1		1		1	
	Biblical Study (Old Testament)	1				1		-		-	
	Biblical Study (New Testament)	1		1		1		2		2	
	Orthodox Teaching (Dogmatics)	1	+2	1	+2	1	+4	1	+6	1	+6
	Missionary Guidance	-		-		-		1		1	
	Ethics	-		-		-		-		1	
	History of Orthodox Church	-		-		-		-		1	
	History of Universal Church	-		-		2		-		-	
	Catechetics – Homiletics	-		-		1		1		-	
	Rituals (Rules) and Mass Practice	1		1		1		1		1	
	TOTAL	**9**		**9**		**13**		**14**		**15**	
4. ARTS	Music/Church Music (Hymns)	3		2		1		1		1	
	Arts	-	+1	-	+1	-	+1	-	+1	-	+1
	TOTAL	**4**		**3**		**2**		**2**		**2**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education		+1	-	+1	-	+1	-	-	-	-
	TOTAL	**1**		**1**		**1**		**-**		**-**	
6. TECHNOLOGIES	IT	-	+1	-	+1	-	+1	-	+1	-	+1
	TOTAL	**1**		**1**		**1**		**1**		**1**	
7. COUNSELING & GUIDANCE	Counseling/Preacher training	-	+4	-	+4	-	+4	-	+4	-	+4
	TOTAL	**4**		**4**		**4**		**4**		**4**	
TOTAL		22	11	21	12	19	14	18	15	18	15
Minimum – maximum number of hours per week		*31-33*		*31–33*		*31–33*		*31–33*		*30–33*	

PROFILE: THEOLOGY

THEOLOGICAL CATOLIC SCHOOL

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		4		4	
	Mother Tongue*	4		4		4		4	
	Modern Foreign Language (1)	2		2		2		2	+4
	Modern Foreign Language (2)**	2	+2	2	+3	2	+4	2	
	Latin	2		1					
	TOTAL	**10**		**11**		**11**		**11**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	2		2		2			
	Physics	1							
	Chemistry	1		1					+5
	Biology	1	+3	1	+3	1	+4		
	TOTAL	**4**		**4**		**1**		**5**	
3. MAN & SOCIETY	History	2		2		2		2	
	Geography	1		1		1		1	
3.1. TEOLOGICAL SUBJECTS	Social Sciences	1		1		1		1	
	Study of the Old Testament	1		1					
	Study of the New Testament		+2		+1	1	+1	2	+2
	Catechism			1		1		2	
	Spirituality***	1		1		1		1	
	History of Religions	1				1			
	TOTAL	**9**		**9**		**9**		**11**	
4. ARTS	Music/Church Music (Hymns)	3		1		1			+2
	Arts		+1		+1		+1		
	TOTAL	**2**		**3**		**2**		**2**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1		1			+1		+1
	TOTAL	**1**		**1**		**1**		**-**	
6. TECHNOLOGIES	IT	1			+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
		33		***33***		***33***			
TOTAL		24	9	23	10	21	12	17	16
Minimum – maximum number of hours per week		***31–33***		***31–33***		***31–33***		***30–33***	

PROFILE: THEOLOGY

THEOLOGICAL PROTESTANT HIGHSCHOOL

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		4		4	
	Mother Tongue*	4*		4*		4*		4*	
	Modern Foreign Language (1)	2		2		2		2	
	Modern Foreign Language (2)**	1**	+2	1**	+2	2**	+3	2**	+4
	Latin	1		1					
	TOTAL	**10**		**10**		**11**		**12**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	2		2		2			
	Physics	1		1					
	Chemistry	1	+3	1	+3		+3		+4
	Biology	1		1		1			
	TOTAL	**8**		**8**		**6**		**4**	
3. MAN & SOCIETY	History	2		2		2		2	
	Geography	1		1		1		1	
	Social Sciences	1		1		1		1	
3.1. THEOLOGICAL SUBJECT	History of Church		+2		+2		+3	1	+4
	Confessional Study	1		1		1			
	Bible Study	2		2		1		1	
	TOTAL	**9**		**9**		**9**		**10**	
4. ARTS	Music/Church Music (Hymns)	1		1		1		1	
	Arts		+1		+1		+2		+2
	TOTAL	**2**		**2**		**3**		**3**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1		1		1		1	
	TOTAL	**1**		**1**		**1**		**1**	
6. TECHNOLOGIES	IT	1	+1	1	+1	1	+1	1	+1
	TOTAL	**2**		**2**		**2**		**2**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
		33		***33***		***33***		***33***	
TOTAL		**23**	**10**	**23**	**10**	**20**	**13**	**17**	**16**
Minimum – maximum number of hours per week		***31–33***		***31–33***		***31–33***		***30–33***	

* Mother Tongue is taught according to O.M.N.E. 3821/12.05.1999.

** Modern Foreign Language (2) is introduced in the school timetable according to the School Administration Board

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		4		4	
	Mother Tongue*	4*		4*		4*		4*	
	Modern Foreign Language (1)	2		2		2		2	
	Modern Foreign Language (2)**	2**	+2	2**	+3	2**	+3	2**	+3
	Latin	2							
	TOTAL	**11**		**11**		**11**		**11**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	2		2		2			
	Physics	1		1					
	Chemistry	1	+3	1	+3		+3		+4
	Biology	1		1		1		1	
	TOTAL	**8**		**8**		**6**		**5**	
3.1. MAN & SOCIETY	History	2		2		2		2	
	Geography	1		1		1		1	
	Social Sciences	1		1		1		1	
3.2. THEOLOGICAL SUBJECT	Bible Study	2	+1	3	+1	2	+2	2	+3
	Dogmatics							1	
	The Spirit of Prophecy					1			
	Biblical Laws of Health	1							
	TOTAL	**8**		**9**		**9**		**10**	
4. ARTS	Music/Church Music (Hymns)	1		1		1		1	
	Arts						+1		+1
	TOTAL	**1**		**1**		**2**		**2**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1		1		1		1	
	TOTAL	**1**		**1**		**1**		**1**	
6. TECHNOLOGIES	IT	1	+2	1	+2	1	+2	1	+2
	TOTAL	**3**		**3**		**3**		**3**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
		24	**9**	**23**	**10**	**21**	**12**	**19**	**14**
TOTAL		***33***		***33***		***33***		***33***	
Minimum – maximum number of hours per week		***31–33***		***31–33***		***31–33***		***30–33***	

* Mother Tongue is taught according to O.M.N.E. 3821/12.05.1999.

** Modern Foreign Language (2) is introduced in the school timetable according to the School Administration Board

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		4		4	
	Modern Foreign Language (1)	2		2		2		2	
	Modern Foreign Language (2)	2	+3	2	+3	2	+3	2	+3
	Latin	1							
	TOTAL	**12**		**11**		**11**		**11**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	2		2		2		1	
	Physics	1		1		1		1	
	Chemistry	1	+3	1	+3		+3		+4
	Biology	1		1		1		1	
	TOTAL	**8**		**8**		**7**		**7**	
3.1. MAN & SOCIETY	History	2		2		2		2	
	Geography	1		1		1		1	
	Social Sciences	1		1		1		1	
3.2. THEOLOGICAL SUBJECT	Study of Old Testament	2	+2		+2		+3		+2
	Study of New Testament			2					
	History of the Christianity					2			
	Biblical Doctrines							2	
	Christian Ethics							1	
	TOTAL	**8**		**8**		**9**		**9**	
4. ARTS	Music/Church Music (Hymns)	1		1		1		1	
	Arts		+1		+1		+1		+1
	TOTAL	**2**		**2**		**2**		**2**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1		1		1			+1
	TOTAL	**1**		**1**		**1**		**1**	
6. TECHNOLOGIES	IT	1		1	+1	1	+1	1	+1
	TOTAL	**1**		**2**		**2**		**2**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
		23	**10**	**22**	**11**	**21**	**12**	**20**	**13**
TOTAL		***33***		***33***		***33***		***33***	
Minimum – maximum number of hours per week		***31–33***		***31–33***		***31–33***		***30–33***	

PROFILE: THEOLOGY

THEOLOGICAL PENTICOSTAL HIGHSCHOOL

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		4		4	
	Modern Foreign Language (1)	2		2		2		2	
	Modern Foreign Language (2)	2	+3	2	+3	2	+3	2	+3
	Latin	1							
	TOTAL	**12**		**11**		**11**		**11**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	2		2		2		1	
	Physics	1		1		1		1	
	Chemistry	1	+3	1	+3		+3		+4
	Biology	1		1		1		1	
	TOTAL	**8**		**8**		**7**		**7**	
3.1. MAN & SOCIETY	History	2		2		2		2	
	Geography	1		1		1		1	
	Social Sciences	1		1		1		1	
3.2. THEOLOGICAL SUBJECTS	Study of Old Testament	1							
	Study of New Testament			1					
	Christian Ethics	1							
	History of Church		+2		+2	1	+3	1	+2
	Biblical Doctrines					1			
	Pneumatholagy							1	
	Applied Theology							1	
	Hermeneutics			1					
	TOTAL	**8**		**8**		**9**		**9**	
4. ARTS	Music/Church Music (Hymns)	1		1		1		1	
	Arts		+1		+1		+1		+1
	TOTAL	**2**		**2**		**2**		**2**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1		1		1			+1
	TOTAL	**1**		**1**		**1**		**1**	
6. TECHNOLOGIES	IT	1		1	+1	1	+1	1	+1
	TOTAL	**1**		**2**		**2**		**1**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
		23	10	22	11	21	12	20	13
TOTAL		*33*		*33*		*33*		*33*	
Minimum – maximum number of hours per week		*31–33*		*31–33*		*31–33*		*30–33*	

THEOLOGICAL UNITARIAN HIGHSCHOOL

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		4		4	
	Mother Tongue*	4*		4*		4*		4*	
	Modern Foreign Language (1)	2		2		2		2	
	Modern Foreign Language (2)**	1**	+2	1**	+2	2**	+3	2**	+4
	Latin	1		1					
	TOTAL	**10**		**10**		**11**		**12**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	2		2		2			
	Physics	1		1					
	Chemistry	1	+3	1	+3		+3		+4
	Biology	1		1		1			
	TOTAL	**8**		**8**		**6**		**4**	
3.1. MAN & SOCIETY	History	2		2		2		2	
	Geography	1		1		1		1	
	Social Sciences	1		1		1		1	
3.2. THEOLOGICAL SUBJECT	Biblical Study	2	+2		+2		+3		+3
	History of Unitarian Church			2					
	Confessional Studies	1		1		1		2	
	Spiritual Education					1		1	
	TOTAL	**9**		**9**		**9**		**10**	
4. ARTS	Music/Church Music (Hymns)	1		1		1		1	
	Arts		+1		+1		+2		+2
	TOTAL	**2**		**2**		**3**		**3**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1		1		1		1	
	TOTAL	**1**		**1**		**1**		**1**	
6. TECHNOLOGIES	IT	1	+1	1	+1	1	+1	1	+1
	TOTAL	**2**		**2**		**2**		**2**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
		23	**10**	**23**	**10**	**20**	**13**	**18**	**15**
TOTAL		***33***		***33***		***33***		***33***	
Minimum – maximum number of hours per week		***31–33***		***31–33***		***31–33***		***30–33***	

* Mother Tongue is taught according to O.M.N.E. 3821/12.05.1999.

** Modern Foreign Language (2) is introduced in the school timetable according to the School Administration Board

PROFILE: THEOLOGY

THEOLOGICAL MUSLIM HIGHSCHOOL

CURRICULUM AREA	SUBJECT	GRADE IX		GRADE X		GRADE XI		GRADE XII	
		COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC	COMMON CURRICULUM	SBC
1. LANGUAGE & COMMUNICATION	Romanian Language & Literature	4		4		4		4	
	Mother Tongue (Turkish)*	4*		4*		4*		4*	
	Modern Foreign Language (1)	2		2		2		2	
	Modern Foreign Language (2) (Arabian)**	2**	+2	2**	+4	2**	+4	2**	+3
	Latin	2							
	TOTAL	**11**		**12**		**12**		**11**	
2. MATHEMATICS & NATURAL SCIENCES	Mathematics	1		1					
	Physics	1		1					
	Chemistry	1	+3	1	+2		+2		+1
	Biology	1		1					
	TOTAL	**7**		**6**		**2**		**1**	
3.1. MAN & SOCIETY	History	2		2		2		2	
	Geography	1		1		1		1	
	Social Sciences	1		1		1		1	
3.2. THEOLOGICAL SUBJECT	Koran Study - Kur'an'I Kerim	3		3		3		3	
	Islamic Law -Fikin			1		1		1	
	The Prophet Mohamed Life& History of Islam	1	+2	1	+2		+3		+5
	Prophet's teachings - Hadis					1		1	
	Koran Interpretation - Tefsir					2		2	
	Mass Practice - Hitabet								
	Spirituality and Spiritual Building - Akaid ve Kelam					1		1	
	TOTAL	**10**		**11**		**15**		**17**	
4. ARTS	Music/Church Music (Hymns)								
	Arts		+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
5. PHYSICAL EDUCATION & SPORTS	Physical Education	1		1			+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
6. TECHNOLOGIES	IT	1	+1		+1		+1		+1
	TOTAL	**2**		**1**		**1**		**1**	
7. COUNSELING & GUIDANCE			+1		+1		+1		+1
	TOTAL	**1**		**1**		**1**		**1**	
		23	**10**	**22**	**11**	**20**	**13**	**20**	**13**
TOTAL		***33***		***33***		***33***		***33***	
Minimum – maximum number of hours per week		***31–33***		***31–33***		***31–33***		***30–33***	

* Mother Tongue is taught according to O.M.N.E. 3821/12.05.1999.

** Modern Foreign Language (2) is introduced in the school timetable according to the School Administration Board

3 SUBJECT CURRICULA FOR COMPULSORY EDUCATION

3.1. Principles for learning, teaching and assessment

The new National Curriculum was elaborated on the basis of a set of principles and criteria meant to ensure coherence during its designing and development. Those are synthetic statements, which express the features of the action taken to develop a new curriculum according to the education reform.

Principles referring to the curriculum as a whole

- The curriculum should reflect the educational ideal of the Romanian school, as defined in the Education Law.
- The curriculum should be adequate to the pupil's age, and should respect the principles of the psychology of learning.
- The curriculum should reflect the dynamics of the social and cultural values characteristic to an open and democratic society.
- The curriculum should stimulate the development of critical and creative thinking.
- The curriculum should help the students discover their potential and use it to the maximum to their own benefit and to the benefit of society.

The criteria ensure the passage from the general level of principles to a particular one, that of the designing of subject curricula. The criteria are meant to induce functional and methodological coherence to the whole curriculum.

Criteria

- The curriculum for compulsory education focuses on **objectives,** which aim at the developing of skills, competencies and attitudes.
- A teaching paradigm is to be clearly stated for each subject.
- An average level of generalization and complexity of curricular objectives (attainment targets and reference objectives) should be ensured, as well as of the curricular standards of achievement.
- A variety of student-centered learning activities should be proposed to ensure the attainment of objectives and standards.
- The selected content should be relevant from the psycho-pedagogical perspective.

The new curriculum proposes also a new approach for learning, teaching and assessment.
Learning principles

- Pupils have different learning styles and their own learning pace.
- Learning means continuous investigations, effort and self-discipline.
- Learning develops attitudes and skills and contributes to the knowledge acquisition.

- Learning should start from relevant aspects for the pupils' personal development and for their integration in social life.
- Learning is achieved through individual study and through group activities.

Teaching principles

- Teaching should develop and support the pupils' motivation for continuous learning.
- Teachers and primary school teachers should develop multiple learning opportunities to reach the proposed objectives.
- Teachers and primary school teachers should discover and stimulate the pupils' aptitudes and interests.
- Teaching is not only about knowledge transfer, but also about behavior and attitudes.
- Teaching should facilitate the information and skills transfer from one subject to another.
- Teaching should take place in contexts that relate school activity to everyday life.

Assessment principles

- Assessment is an essential dimension of the curricular process and it represents an actual activity in class.
- Assessment should involve the use of wide variety of methods.
- Assessment should be a regulating process that is meant to inform the educational actors about the quality of school activity.
- Assessment should help the pupils to correctly assess their own performance and permanently work on improving it.
- Assessment is based on the curricular performance standards, oriented towards final acquisitions of students at the end of an education level and/or at the beginning of their social life.

3.2. Aims of compulsory education

The aims of compulsory education as a whole stem from the educational ideal and were formulated in the Law of Education. From the curriculum perspective, they can be specified for each level of education, as follows:

Aims of primary education

- Providing basic literacy to all children;
- Helping the development of child's personality with respect to child's individual pace;
- Supporting knowledge, skills and attitudes acquisition that would stimulate children effective and creative approach to the social and natural environment and would make further education possible.

Aims of lower secondary education

- Ensuring for all pupils an educational standard comparable to the European one;
- Developing the pupils' efficient communication skills in real-life situations by using Romanian, their mother tongue if other than Romanian, foreign languages and various specialized scientific codes;
- Developing the pupil's skills to adapt and integrate into the community;
- Developing positive attitudes in the relation to the social environment: tolerance, responsibility, solidarity, etc.
- Ensuring optimum school and professional guidance in response to the pupils' aspirations and aptitudes;
- Developing the necessary skills and motivation for learning in an ever-changing society.

3.3. The training profile in compulsory education

The *training profile* is a regulating component of the national Curriculum. It describes the expectations of the system at the end of compulsory education, on the basis of the social requirements expressed in the educational policy documents, as well as of the pupils' psycho-pedagogical features. The knowledge, skills and attitudes envisaged by the *training profile* have a multidisciplinary focus and they define the outcomes of learning pursued through the implementation of the new curriculum.

Thus, until completion of the general education, students should:

demonstrate creative thinking, by:
- using, assessing and continuously improving their own problem-solving strategies;
- creating models of action and decision-making in a dynamic world;
- developing and using critical thinking skills;
- using various argumentation techniques in different social contexts;

use various means of communication in real situations, by:
- acquiring the specific skills of the fundamental acquisitions (reading, writing, arithmetic) and their effective use in the communication process;
- developing and using social communication skills, both verbal and non-verbal;
- knowing and efficiently and correctly using the codes, languages and conventions belonging to the terminology of the various fields of knowledge;

understand the meaning of their belonging to different types of community, by:
- participating in the social life of the class, the school and the local community to which they belong;
- identifying the rights and responsibilities they have as citizens of Romania and reflecting upon them;
- understanding and evaluating the interdependence between self and the others, between local and national, between national and global;

demonstrate adaptability to different situations, by:
- using a variety of codes and communication instruments to transmit ideas, experiences and feelings;
- knowing the various social roles and their implications in everyday life;
- demonstrating the capacity to work in a team and respecting everybody's opinions;
- expressing the willingness to pursue a goal through various means;

contribute to creating a quality life, by:
- developing positive attitudes regarding the self and the others: tolerance, responsibility, rigor etc.;
- creating and expressing one's option for a healthy and balanced life;
- accepting and promoting a natural environment propitious to life;
- knowing and respecting the fundamental human rights;
- formulating aesthetic values regarding the various aspects of the natural and social reality;
- cultivating one's sensitivity for aesthetic and artistic values;

understand and use technologies properly, by:
- using various ideas, models, theories to investigate and describe the natural and social processes;
- using computer equipment as communication instruments;
- knowing and using the technologies one comes across in everyday life;

- understanding the ethic consequences of the development of science and technology on man and the environment;

develop one's investigation skills and value one's own experience, by:
- developing a methodology for intellectual work and the capacity to explore the surrounding reality;
- acquiring a culture for physical and intellectual effort, as an expression of the desire for personal and social accomplishment;

build one's set of individual and social values and orient one's behavior and career in keeping with these, by:
- demonstrating the competence to sustain one's own opinions;
- understanding the way in which the social and cultural environment (the family, social norms, linguistic codes, historical traditions etc.) influence one's own ideas and behavior, as well as those of other people;
- knowing and analyzing the opportunities offered by the various learning tracks, depending on one's individual aptitudes;
- drawing up personal action plans and being motivated for continuous learning.

3.4. Subject curricula structure for compulsory education

The subject curriculum is the main didactic instrument that describes the ideal conditions for the success of learning, expressed in terms of objectives, contents and learning activities.
It describes the educational offer of a certain subject matter for a specified learning track.

As a document the subject curriculum includes:
- Foreword
- The attainment targets;
- The reference objectives for each grade;
- Examples of learning activities for each grade;
- The contents of learning for each grade;
- The curricular standards of achievement at the end of each level of education.

The attainment targets are highly general and extremely complex objectives. They refer to the developing of skills and attitudes specific for the subject matter and are pursued during several school years.

The reference objectives state the expected outcomes of learning and follow the progress in the acquisition of skills and knowledge from one grade to another.

Examples of learning activities
In order to achieve the proposed objectives, various types of learning activities can be organized. The subject curriculum offers at least one example of such activities for each and every reference objective.

The examples of learning activities are build in such a way as to start from the student's concrete experience and to integrate into teaching strategies which are adequate to the various learning contexts.

The contents are means for achieving the proposed attainment targets and reference objectives. The content units are organized according to themes or in agreement with the field of study of each subject.

3.5. Curricular standards of achievement for compulsory education

The curricular standards of achievement are national standards that are absolutely necessary when a diversified educational offer is being introduced.

The standards represent for all the students a common and equivalent reference system at the end of a school level.

The curricular standards of achievement are criteria for assessing the quality of the teaching process. They represent synthetic statements, able of indicating the degree to which the students have met the curricular objectives.

More precisely, the standards are performance specifications referring to the knowledge, skills and attitudes set forth by the curriculum.

3.5.1. The place occupied by the standards in the curricular system

The curricular standards of achievement ensure the connection between the curriculum and achievement. They represent the starting point for the developing of performance levels of attainment and of the items in the achievement tests. The standards are established per subject and per levels of education (namely for forms IV and VIII/IX).

3.5.2. The performance standards and the educational actors

The curricular standard of achievement has a normative character; they are useful indicators for all the actors involved in the educational process. Thus:

The students know which are the explicit expectations regarding learning – in terms of knowledge, skills, attitudes – as well as the performance achievement criteria at the end of a school level.

The teachers organize their teaching within the limits set forth by the standards.

The parents are informed about what the school expects from the students.

The curriculum developers have a coherent and unitary reference system about the students' desirable performances.

The assessors have indicators to start from, when they design the performance levels of attainment, the descriptors and the evaluation items.

3.5.3. Features of the curricular standards of achievement

- The standards are *student-centered and relevant* from the point of view of the students' motivation for learning.
- The standards *depend on the student's training profile at the end of compulsory school* and at the beginning of integration into social life. They are supposed *to motivate the students for continuous learning* and to lead to the structuring of one's own capacity for active learning.
- The standards *reveal the progress* achieved by the students on passing from one level of education to another.
- The standards *are expressed in a simple and synthetic way*, which is intelligible for all the educational actors.

3.5.4. Developing standards

The designing of standards takes into account:

- The aims of each level of education and of curricular key stage;
- The attainment targets and reference objectives of each subject matter;
- The psycho-pedagogical features of the student's age group.

The Romanian National Curriculum sets the following

CURRICULAR STANDARDS OF ACHIEVEMENT for compulsory education:

ROMANIAN LANGUAGE AND LITERATURE

	ATTAINMENT TARGETS	STANDARDS
1.	Developing the capacity of understanding an oral message	**S.1** Understand the overall significance of an oral message and distinguish between essential and irrelevant information **S.2** Identify the meaning of words in relation to the significance of the message
2.	Developing the capacity of oral expression	**S.3** Build an oral message on a given topic **S.4** Orally summarize a narrative text at first sight **S.5** Orally describe the main features of a character in a given text
3.	Developing the capacity of understanding a written message	**S.6** Identify the narrative stages of a given epic work **S.7** Identify narrative, dialog and description in a story **S.8** Identify, in a given literary work, rhetoric features and elements of literary theory studied **S.9** Understand the significance of a word in a context **S.10** Recognize the expressive values of the morphologic categories and of the syntactic relations in a given text
4.	Developing the capacity of expressing oneself in writing	**S.11** Write the summary of a narrative text at first sight **S.12** Describe in writing the main features of a character in a text at first sight **S.13** Describe in writing the main characteristics of an excerpt from a given literary text **S.14** Write functional texts such as: application, telegram, invitation, curriculum vitae etc. **S.15** Observe hyphenation, spelling and punctuation rules studied

FRENCH LANGUAGE (SECOND MODERN LANGUAGE)

	ATTAINMENT TARGETS	STANDARDS
1.	Developing the capacity of understanding an oral message	**S.1** Understand the overall meaning of a clearly pronounced message, delivered at a normal speed.
2.	Developing the capacity of expressing oneself orally	**S.2** Formulate simple questions in situations of everyday communication. **S.3** Give information on familiar topics.
3.	Developing the capacity of understanding a written message	**S.4** Extract information from tables, graphs, maps. **S.5** Select specific information from a text.
4.	Developing the capacity of expressing oneself in writing	**S.6** Write a short text using simple connectors (and, but, because).

MATHEMATICS

	ATTAINMENT TARGETS	STANDARDS
1.	Knowledge and understanding concepts, terminology and computing procedures specific to mathematics	**S.1** Write, read, and compare real numbers and represent them on an axis. **S.2** Perform operations with real numbers (possibly represented by letters). **S.3** Use estimates and approximations of numbers and measurements (lengths, angles, surfaces and volumes) to appreciate the validity of results. **S.4** Use elements of logic and set theory, as well as relations, functions, and sequences in solving problems. **S.5** Solve equations and inequations and perform algebraic calculations using algorithms, specific formulae and methods. **S.6** Establish and use qualitative and metric properties of geometric 2-D and 3-D shapes in problems involving demonstrations and computations. **S.7** Use the relative positions of geometric shapes and elements of geometric transformations. **S.8** Record, process and present data using elements of statistics and probabilities.
2.	Developing the capacity to explore, research and solve problems	**S.9** Identify a problem and organize its solving efficiently. **S.10** Use various representations and methods to clarify and proof statements. **S.11** Build generalizations and check their validity.
3.	Developing the capacity to communicate using the mathematical code	**S.12** Understand the overall significance of mathematical information from various sources. **S.13** Express correctly, orally or in writing, one's own attempts to solve a problem. **S.14** Engage in mathematics activities as a member of a group.

BIOLOGY

	ATTAINMENT TARGETS	STANDARDS
1.	Knowledge and understanding of biology concepts, terminology and principles	**S.1** Use biology terminology and concepts correctly to describe and interpret biological processes. **S.2** Identify, interpret and classify structural and functional properties of organisms.
2.	Developing the capacity of exploring/researching and solving biology problems	**S.3** Carry out research on the living world, by correctly applying the methods studied. **S.4** Identify a problem and select the adequate methods and means of solving. **S.5** Interpret and comment on the data collected while carrying out an experiment, and draw conclusions.
3.	Developing the capacity of communicating correctly using specific biology language	**S.6** Present one's own research activities on the living world orally or in writing. **S.7** Select and use appropriate sources of information.

CHEMISTRY

	ATTAINMENT TARGETS	STANDARDS
1.	Knowledge and understanding of chemical phenomena, terminology and concepts	**S.1** Classify simple/complex substances, mixtures, chemical reactions, according to one or more criteria. **S.2** Describe and interpret phenomena, properties and models.
2.	Developing the capacity of experimenting and exploring/researching the real world by using instruments and procedures specific for chemistry	**S.3** Experiment using known chemical substances. **S.4** Represent and interpret observations/data resulting from research/experiments, in the form of tables, graphs and diagrams.
3.	Developing the capacity of analyzing and solving problems	**S.5** Draw conclusions on the bases of the physical and chemical behavior of substances. **S.6** Apply mathematics relations/expressions of chemistry laws to solving quantitative problems.
	Developing the capacity of communicating, using chemistry language	**S.7** Use the scientific terminology when presenting a piece of research or orally in writing.

PHYSICS

	ATTAINMENT TARGETS	STANDARDS
1.	Knowledge and understanding of physical phenomena, terminology and concepts	**S.1** Describe physical phenomena observed, using specific terms. **S.2** Use measurement equipment and specific methods to determine the physical values studied.
2.	Developing the capacity of experimenting and exploring the psyhical world reality, by using instruments and procedures specific to physics	**S.3** Carry out experiments, either controlled or not, starting from the physical phenomena studied. **S.4** Organize, use and interpret data from experiments.
3.	Developing the capacity of analyzing and solving problems	**S.5** Interpret in a qualitative manner the content of a problem from the point of view of physics. **S.6** Use mathematical relations and principles and laws of physics for solving theoretical or practical problems.
4.	Developing the capacity of communicating, using physics language	**S.7** Use specific terms in formulating observations and conclusions drawn from experiments. **S.8** Understand the overall meaning of physics-related information from various sources.

HISTORY

	ATTAINMENT TARGETS	STANDARDS
1.	Knowledge and understanding time and space in history	**S.1** Use information from maps and chronological axes to comment on a historic fact.
2.	Knowledge and interpreting history sources	**S.2** Use multiple historic sources in order to comment on a historic event and/or process.
3.	Researching and interpreting history facts and processes	**S.3** Identify analogies among past events and present situations. **S.4** Compare and contrast historic facts.
4.	Understanding and using specific vocabulary of history	**S.5** Present historic facts and processes using various means of communication **S.6** Critical approach to somebody else's view and revise one's own opinions according to a context.

GEOGRAPHY

	ATTAINMENT TARGETS	STANDARDS
1.	Understanding the position in space and in time	**S.1** Correctly define position of basic elements in space and time. **S.2** Correctly connect elements in real life with their symbolic representation.
2.	Knowledge and interpreting drawings and maps	**S.3** Use information from maps and drawings to represent a geographic reality.
3.	Making adequate use of specialized vocabulary	**S.4** Write a report on a given topic.
4.	Researching and interpreting the geographic phenomena	**S.5** Write a report of one's own research work related to a geographic phenomenon.

ARTS

	ATTAINMENT TARGETS	STANDARDS
1.	Developing the capacity of expressing oneself in an artistic way, using a variety of materials, instruments and techniques	**S.1** Express one's feelings, ideas and experiences using elements of the artistic code and various techniques. **S.2** Correctly represent orthogonal projections of 2-D and 3-D shapes.
2.	Developing one's sensitivity, imagination and artistic creativity	**S.3** Creating plastic and decorative compositions using acquired techniques.
3.	Knowledge and using of the elements of the artistic code	**S.4** Identifying the expressive value of the elements of the artistic code.
4.	Developing the capacity of receiving visual artistic messages	**S.5** Express one's own value judgements regarding a work of art. **S.6** Describe the main features of the works of art studied.

MUSIC

	ATTAINMENT TARGETS	STANDARDS
1.	Developing interpretation skills (both vocal and instrumental)	**S.1** Observe the rules of vocal music and the instructions for the interpretation of vocal and/or instrumental music. **S.2** Reproduce vocally a melody while accompanied by a musical instrument or by other voices.
2.	Developing the capacity of understanding music and building one's own musical culture	**S.3** Recognize the musical type or genre of a piece of music. **S.4** Identify a piece of music by characteristic musical themes.
3.	Knowledge and using of the elements of the musical code	**S.5** Identify the elements of the musical code from the studied songs (the rhythmic formulae, the measures, the sonorous scales etc.).
4.	Cultivating musical sensitivity, imagination and creativity	**S.6** Create musical arrangements, improvisations or simple musical compositions.

TECHNOLOGY

	ATTAINMENT TARGETS	STANDARDS
1.	Understanding the development of technology and its implications on environment and society	**S.1** Describe the main characteristics of technique and technology in different historic periods. **S.2** Identify some consequences of the various technologies on the natural and social environment. **S.3** Correlate the developments of technology with the dynamics of the labor market.
2.	Developing the capacity of designing, producing, using and evaluating products	**S.4** Use conventions, standards and norms specific for the various fields of activity. **S.5** Observe the technological stages in making a simple product. **S.6** Evaluate the quality of a product according to functional and aesthetic criteria.
3.	Using specialized terminology for communication purposes	**S.7** Adequately use the specific code of the different technological fields in a variety of communication situations.
4.	Developing pupils' teamwork abilities to be used in making a product	**S.8** Distribute roles and carry out tasks during the making of a product by a team, observing the technological stages.

PHYSICAL EDUCATION

	ATTAINMENT TARGETS	STANDARDS
1.	Developing general movement capacity, necessary for sports activities	**S.1** Achieve the optimal levels of speed, resistance to aerobic effort and of force of the various muscular areas.
2.	Acquiring specific technical procedures and tactical actions for practicing various sports, inside and outside school	**S.2** Use basic movement skills correctly and efficiently in complex activities. **S.3** Apply knowledge and techniques of physical exercise efficiently while practicing sports.
3.	Maintaining and improving the state of health, according to the age and sex of students	**S.4** Maintain a correct body poise, both global and segmental.
4.	Developing personality traits necessary for social integration	**S.5** Observing game rules during sports activities.

4 SUBJECT CURRICULA FOR HIGH SCHOOL

4.1. Aims of upper secondary education

The aims of pre-tertiary education derive from the educational ideal sets forth by the Law of Education. The aims of upper secondary education refer to the training of a graduate able to decide on his/her own career, to contribute to the articulation of his/her own intellectual and professional tracks, to become actively integrated in social life. In order to respond to the requirements of this educational level as well as to the students' age characteristics, the upper secondary education should lead to:

- developing thinking skills in order to state and solve problems by establishing links among various fields;
- making good use of one's own experiences for an optimum professional guidance for the labor market and/or higher education;
- developing the capacity of active integration into different social and cultural groups: family, professional environment, friends etc.;
- developing functional skills that are essential for social success: communication, critical thinking, decision-making, processing and contextual use of complex information;
- cultivating expressiveness and sensitivity to achieve personal fulfillment and to promote a quality life;
- developing moral autonomy.

By defining these aims, the general mission of high school is therefore made clear according to its status of *non-compulsory* upper secondary education.

Once these aims have been assumed, the necessity arose for a new approach of the curriculum, starting from the specific elements of curricular policy and ending with the ones related to its implementation and evaluation. The following issues have been taken into account while designing the high school curriculum:

- priority is given *to the teaching process and to students' interests*, taking into the fact that high school is not part of the compulsory education;
- teaching should focus on *developing the basic functional skills* that are necessary for continuing one's education and/or for the integration on the labor market;
- the curriculum offer should be gradually diversified according to the strands, profiles and specializations, *providing students with multiple choices*;
- high school should be seen as a *provider of educational services*, where students should be permanently and directly involved in building their own learning path;
- teachers should take new roles of *organizers and mediators* of learning;
- high schools should have *greater responsibility* towards the beneficiaries of education and towards the civil society, and they should become involved in various ways in community life;
- high school should assure a transition from an universal general culture to *a functional culture*, adapted to the objectives of each specialization.

4.2. Subject curricula structure for high school

Upper secondary education implies a differentiated structure according to strands, profiles and specializations, as well as the existence of several curriculum frameworks. This leads to the existence of high schools with different identities; each of them bringing its specific offer on the educational market, as compared to compulsory education, which is relatively uniform in structure and has a more homogeneous offer.

Transition from one curriculum framework to several frameworks is not a mere quantitative difference. It represents the transition from a compulsory education (where the relatively similar offer for all the students' aims at ensuring equal chances for everyone) to an education focusing on the students' option to pursue their studies (where their interests and aptitudes become priorities). The same metamorphosis occurs in the case of subject curricula. From curricula focusing on objectives presenting a certain degree of generality, impossible to avoid in the case of a diverse, but not yet specialized school population, to high school curricula which are competence-centered, more practical and easier to evaluate in the perspective of the students' imminent integration in the social and professional life.

In order to give coherence and predictability to the curriculum development process, while deciding on the various types of subject curricula the following aspects were considered: the high school organizational structure, the objectives of the curricular key stages, the years of study, and the objectives of each specialization.

The relations between the subject, the high school's specializations and the time available, on the one hand, and the relations between the common core, the core curriculum and the school based curriculum on the other hand, have resulted in the development of several types of subject curricula for the same subject and the same grade, especially in the case of foreign languages, mathematics and natural sciences.

The new pattern for designing high school curriculum **focusing on competencies, values and attitudes** aims to ensure:

- that teaching is focused on the ***final acquisitions*** of learning;
- that the ***active dimension*** is stressed while shaping the pupil's personality;
- that the ***school offer*** is clearly defined in relation to the ***pupil's interests and aptitudes***, as well as with the ***expectations of society***.

According to this approach, each subject curriculum for high school has the following structure:

- **Foreword**, which describes the evolution of the subject, the specializations to which each type of subject curriculum applies, the didactic paradigm used, etc.
- **General competencies** (in case the respective subject is present in the curriculum frameworks for more than one year).
- **Specific competencies and contents** corresponding to each year of study. The core of this model is the correlation between competencies and contents.
- **Values and attitudes**

  Since not all the desired outcomes of education can be defined in cognitive terms, an axiological dimension was considered to be necessary in the teaching and learning of each subject.
- **Methodological suggestions**

  These may refer to:
  - the teaching/learning process itself, focusing on the development of those competencies, values and attitudes in students, which are mentioned in the curriculum;
  - suggestions of the most adequate learning methods and activities;
  - the materials/equipment necessary for the implementation of the curriculum;
  - suggestions regarding continuous assessment etc.

4.3. A competence-centered curriculum

Designing a competence-centered curriculum is in line with the results of research in the field of cognitive psychology, according to which competencies are the best means to transfer and use knowledge and skills in new and dynamic situations/contexts.

Without going into conceptual details, we would like to formulate a few working definitions that are necessary to explain the way in which subject curricula were designed.

We can define ***competencies*** as *structured sets of knowledge and skills acquired through learning; they allow us to identify and solve, in a variety of contexts, problems that are characteristic for a certain field of activity.*

General competencies *are defined for each subject and are developed during the whole high school education; they are highly general and complex.*

Specific competencies *are defined for each subject and are developed during one year of study; they derive from the general competencies and represent stages in the acquisition of the latter.*

The competence-centered model of curricular design simplifies the curriculum structure and ensures a higher efficiency of the teaching/learning and assessment processes. This allows for operating at all levels with the same unit: the ***competence***, able to orient the action of all the actors of the educational process:

- curriculum designers
- evaluation specialists
- teachers inspectors
- students
- parents

The next **advantages** have been identified for implementing the paradigm of competence-centered curriculum in high school.

- A competence-centered curriculum can better answer to the current needs of **social and professional life**, of the labor market, focusing teaching on the pupil's concrete acquisitions. From this perspective, competence may be socially determined, as an answer to the concrete needs of the community where the school is functioning. In the same time, the relation between the school and its social partners may result in a higher transparency of the teaching process during the non-compulsory stage of education.

- From the point of view of **educational policy**, the model stimulates the debate for identifying those social values and practices which are desirable and that school should promote in order to ensure its graduates' success.

- From the perspective of **psychology**, it integrates the latest progress of cognitive sciences, according to which to demonstrate a competence means *to mobilize* all the corresponding knowledge as well as *action schema* previously practiced and validated. The individuals' competent action in a given situation means the capacity to mobilize adequate mental resources (knowledge, skills, action schemas etc.) to transfer from other similar or relevant situations and to use all these selected resources at the appropriate time and place, as part of a permanent exercise of adaptation.

- From the perspective of **teaching,** the teacher becomes the organizer of learning experiences relevant to the students and can increase this relevance by using a wide range of didactic resources and instruments. Problem solving, project work, negotiation become the fundamental landmarks of teaching.

- The pragmatic side of curriculum implementation is emphasized: the teacher makes a direct and obvious connection between **what** is being taught and **why** it is being taught.
- The model of curricular design for compulsory education has led in practice to a separation between contents and objectives (see most of the textbooks elaborated on the basis of the new curriculum, which focus on the presentation of information).

• This curricular structure is more accessible to the teachers, allowing for the rapid identification of concrete didactic means of implementing the curriculum.

■ **Learning** becomes a clearly oriented process, which increases motivation for action; competencies involve previous acquisitions of students, and the concrete possibility of "doing" certain things as a consequence of the development of a competence enhances the motivation for learning.

■ This model of curricular development ensures a much more direct orientation towards **assessment**. Thus the connection between curriculum and evaluation becomes more transparent and effective. Assessment becomes explicitly formative and it can be carried out in real situations. The level of competence is easy to assess by establishing sets of performance criteria/indicators. We are passing thus from ensuring the equity of access chances and of pedagogic treatment, to the equity of requirements.

This model allows for an **evaluation of the educational system** and of each individual school by the educational actors involved: parents, local authorities, sponsors, etc. Likewise, it becomes easier to make a periodic evaluation of the efficiency of each school, which is very important from the perspective of the decentralization of financial resources.

4.4. Competencies design

While determining the competencies, the relation between the following fields was taken into account:

- the didactic field, that is the curricular areas;
- the social and economic field, namely the training for the labor market, and
- the field of knowledge expressed by a subject matter, which was derived from the perspective of an expert (in the cognitive sense of the word).

While the first two aspects are relatively explicit, the third requires a few clarifications: we are not referring to acquiring the knowledge the expert has, but to mobilizing and using similar abilities to those of an expert by the students in contexts adapted to their age and level of information available.

In order to ensure the widest possible coverage of the subjects, we started from the finest possible differentiation of the stages of a learning process.

Thus, the following six stages were taken into account, referring to the structuring of mental operations: *perception, internalization, building of mental structure, transfer into language, internal accommodation, and external accommodation.*

Corresponding to these are categories of competencies falling into six groups and organized around some fundamental verbs:

① **Reception**, which includes the following operational concepts:
- identification of terms, relations, processes
- observation of phenomena, processes
- perception of relations, connections
- identification of certain concepts
- data gathering from various sources
- definition of certain concepts

② **Primary processing** (of data), which includes the following processes:
- comparing various data, establishing relationships
- calculation of partial results
- data classifications
- data representation
- sorting-discrimination
- research, discovery, exploration
- experimenting

③ **Transformation into algorithms**, with the following operational concepts:
- reduction to a scheme or a model
- anticipation of results
- data representation
- noticing invariants
- problem solving through modeling and algorithms

④ **Expression**, containing the following operational concepts:
- description of states, systems, processes, phenomena
- generation of ideas, concepts, solutions
- bringing arguments in favor of a statement
- demonstration

⑤ **Secondary processing** (of results), with the following operational concepts:
- comparing various results, output data, conclusions
- results calculation and evaluation
- results interpretation
- analyzing various situations
- designing strategies
- establishing relationships between various types of representation, between representation and the object

⑥ **Transfer**, including the following operational concepts:
- application
- generalization and particularization
- integration
- verification
- optimization
- transposition
- negotiation
- establishing connections
- adaptation to the context.

4.5. Competencies, values and attitudes in the new curriculum

The general competencies to be developed during the upper secondary education, as well as the specific competencies for each study year, deriving from the former ones, are established starting from the generative pattern by grouping the categories of operational concepts depending on the dominants that we are focusing on.

The way in which competencies are derived within each curricular area is presented in the following.

The Language and Communication curricular area of high schools continues the communicative-functional paradigm of compulsory education. Such an approach brings substantial changes in the methodology of the subjects that are included in this area. Actually, the basic change, that occurs, is the transformation of the traditional fields (literature and grammar). Instead of being targets in themselves, they become means allowing the social adaptation through the use of the language.

Therefore, the new curriculum proposes:
- passing from the study of literature for the sake of literature, to deciphering a wide variety of texts, which involves that the pupil should master the mechanism for analysis and interpretation
- passing from the study of grammar for the sake of grammar to applying the system of linguistic regularities depending on the communication context;
- passing from the excessively academic orientation to enabling the students to cope with complex communication situation from the transactional point of view in today's society.

Consequently, within the ***Language and communication*** area we can distinguish three fields in which competencies are developed. Taking into account the didactic option of each subject, the general and specific competencies can be derived.

- reception and production of a variety of messages
- use of the instruments for the analysis of the various texts
- integration of the linguistic knowledge and skills and interpretation abilities into different communication situations.

Thus, the subject

ROMANIAN LANGUAGE AND LITERATURE

aims at developing the following

GENERAL COMPETENCIES:

1. **Making correct and adequate use of the Romanian language when receiving or producing messages in various communication situations** ①, ②
2. **Using the instruments of stylistic and structural analysis for various literary and non-literary texts** ③, ⑤
3. **Providing own arguments in writing or orally about a literary or non-literary text** ④, ⑥

The first competence concentrates categories ① and ②, the second categories ③ and ⑤, while the third refers to the operations involved in the "transfer" category or secondary processing ④ and ⑥, (which appear in the design of the competence derivation pattern).

Thus, **Romanian language and literature** aims at contextualizing grammar (not at memorization of rules or drills), at the analysis of the meaning-producing mechanism (not at repeating canonical commentaries) and at the use of argumentation techniques.

Mother tongues aim at the building of the same general competencies, with very small variations generated by the number of hours dedicated to their in-depth study.

In what follows we present the **Serb** and the **Croatian** languages as examples.

SERB LANGUAGE

GENERAL COMPETENCIES

1. **Reception and production of various types of oral and written texts** ①, ④
2. **Using the instruments of stylistic and structural analysis for various literary and non-literary texts** ③, ⑤
3. **Providing arguments in writing or orally about a literary or non-literary text** ④
4. **Correct and adequate use of the Serb language in various communication situations** ②
5. **Identifying the specific elements of Serb culture and civilization and integrating them into a multicultural context** ⑥

The first competence includes categories ① and ④, the second categories ③ and ⑤, the third category ④ and the last two category ② and ⑥ respectively.

SLOVAK LANGUAGE

GENERAL COMPETENCIES

1. **Correct and adequate use of the Slovak language when receiving and producing messages in various communication situations** ①, ②, ④

2. **Using instruments of stylistic and structural analysis of the various literary and nonliterary texts** ③, ⑤
3. **Support one's own opinions on a literary or non-literary text by arguments – in writing or orally** ④
4. **Identifying specific elements of Slovak culture and civilization and integrating them in a multicultural context** ⑥

Classical languages have only two types of general competencies: one refers to the deciphering of linguistic phenomena and the other to the interpretation of literary texts. In the case of these subjects, a competence derived from field ③ is given up, in order to remain in the area of functionality, taking into account that in the contemporary society the production of actual messages in these languages is not relevant.

The study of classical languages concentrates categories ①, ②, ③ as part of general competence 1 and the categories ④, ⑤, ⑥ as part of general competence 2.

Thus, the subject

LATIN LANGUAGE

aims at creating the following
GENERAL COMPETENCIES:

1. **Reception, analysis and practicing of a variety of linguistic phenomena present in Latin texts** ①, ②, ③
2. **Using several instruments of analysis to interpret a variety of Latin literary texts** ④, ⑤, ⑥
3. The subject **GREEK LANGUAGE** aims at creating the following **GENERAL COMPETENCIES:**
4. **Reception, analysis and practicing of a variety of linguistic phenomena present in Greek texts** ①, ②, ③
5. **Using a number of analysis instruments with a view to interpreting a variety of Greek literary texts** ④, ⑤, ⑥

Taking into account the differences in the linguistic performance as compared to the mother tongue, **modern languages** diversify fields ① and ③ of the generative pattern, considered more useful in relation to the aims of high school education.

Thus, for the modern languages there has been a preoccupation for focusing on communication and interaction. We shall present the English language only, since the other modern languages aim to develop the same type of competencies.

ENGLISH LANGUAGE

GENERAL COMPETENCIES:

For **Modern Language 1** and for **Modern Language 2**

1. **Understanding oral or written messages in various communication situations** ①
2. **Producing oral or written messages adequate to certain contexts** ④
3. **Creating interactions while communicating orally or in writing** ②, ③
4. **Transferring and mediation of oral or written messages in a variety of communication situations** ⑤, ⑥

The first competence corresponds to category ①, the second to category ④, the third to categories ②, ③ and the fourth to categories ⑤, ⑥.

GENERAL COMPETENCE
For **Modern language 3:**

1. Understanding oral or written messages in various communication situations ①
2. Producing oral or written messages adequate to certain contexts ④
3. Creating interactions while communicating orally or in writing ②, ③

In order to attain the aims of high school education, besides the development of competencies it is important to highlight and raise awareness with respect to a set of **values and attitudes**. So that they do not remain only declarative and general, these values and attitudes were defined for each subject.

Thus, as a part of the ***Language and communication*** curricular area, the following

VALUES AND ATTITUDES
have been identified as significant:

ROMANIAN LANGUAGE AND LITERATURE
- Cultivating the pleasure of reading and the aesthetic taste in the field of literature
- Stimulating autonomous, reflexive and critical thinking through reading
- Cultivating sensitivity through the understanding of literature
- Development of cultural representations regarding the evolution and the values of Romanian literature

MOTHER TONGUES
- Cultivating the pleasure of reading and the aesthetic taste in the field of literature
- Stimulating autonomous, reflexive and critical thinking through reading
- Cultivating sensitivity through the understanding of literature
- Development of cultural representations by highlighting the belonging to and the difference from various communities (ethnic, racial, linguistic, religious etc.)

LATIN LANGUAGE
- Raising pupils' awareness about the contribution of Latin language and ancient civilization to the creation of the European common background of the contemporary society
- Stimulating autonomous, reflexive and critical thinking through the reading of texts in the Latin language
- Reflecting on the value on behavior models and "common places" of antiquity

GREEK LANGUAGE
- Raising pupils' awareness about the contribution of Greek language and ancient civilization to the creation of the European common background of the contemporary society
- Stimulating autonomous, reflexive and critical thinking through the reading of texts in the Greek language
- Reflecting on the value on behavior models and "common places" of antiquity

ENGLISH LANGUAGE
- Raising pupils' awareness about the contribution of English language in the dissemination of contemporary culture
- Critical analysis of the British and American societies, acceptance of the differences and tolerance
- Raising pupils' awareness about cultural stereotypes and eliminating them
- Stimulating autonomous, reflexive and critical thinking through the reading of a variety of texts in English
- Showing flexibility during the exchange of ideas in various communication situations

FRENCH LANGUAGE

- Raising pupils' awareness about the contribution of French language in the dissemination of European culture
- Critical analysis of the francophone civilization, acceptance of the differences and tolerance
- Raising pupils' awareness about cultural stereotypes and eliminating them
- Stimulating autonomous, reflexive and critical thinking through the reading of a variety of texts in French
- Showing flexibility during the exchange of ideas in various communication situations

ITALIAN LANGUAGE

- Raising pupils' awareness about the contribution of Italian language to the development of European culture
- Critical analysis of another civilization, acceptance of the differences and tolerance
- Raising pupils' awareness about cultural stereotypes and eliminating them
- Stimulating autonomous, reflexive and critical thinking through the reading of a variety of texts in Italian
- Showing flexibility during the exchange of ideas in various communication situations

SPANISH LANGUAGE

- Raising pupils' awareness about the contribution of Spanish to the development of universal culture
- Critical analysis of another civilization, acceptance of the differences and tolerance
- Raising pupils' awareness about cultural stereotypes and eliminating them
- Stimulating autonomous, reflexive and critical thinking through the reading of a variety of texts in Spanish
- Showing flexibility during the exchange of ideas in various communication situations

GERMAN LANGUAGE

- Raising pupils' awareness about the contribution of German in the dissemination of European culture
- Critical analysis of another civilization, acceptance of the differences and tolerance
- Raising pupils' awareness about cultural stereotypes and eliminating them
- Stimulating autonomous, reflexive and critical thinking through the reading of a variety of texts in German
- Showing flexibility during the exchange of ideas in various communication situations

RUSSIAN LANGUAGE

- Raising pupils' awareness about the contribution of Russian to the patrimony of universal culture
- Critical analysis of the Russian society, acceptance of the differences and tolerance
- Raising pupils' awareness about cultural stereotypes and eliminating them
- Stimulating autonomous, reflexive and critical thinking through the reading of a variety of texts in Russian
- Showing flexibility during the exchange of ideas in various communication situations

Within the **Mathematics and Science** curricular area, teaching and learning are focused on the following aspects, seen as a continuation and a deepening of the competencies acquired during compulsory education:

- Developing the ability to identify and construe adequate patterns and representations of reality;
- Supporting with arguments a scientific point of view, from the perspective of a dynamic outlook of science; that is, understanding science as a human activity within which scientific

ideas change in time, and are influenced by the social and cultural context where they develop;

- Elaborating hypotheses and checking their validity by exploring, experimenting and proofing.

Because of the more specialized level required when approaching subjects within the ***Mathematics and Science*** area, the development of competencies is more different from one subject to another.

Mathematics is the most varying subject in the framework curricula, having from one to four hours per week allocated in the common core. On the other hand, in order that mathematics really contribute to the development of a creative, problem solving oriented mind, it is necessary that mathematics be taught in a different way for each strand, profile and specialization. As a result, the three types of subject curricula, i.e. **M1**, **M2** and **M3** consider different general competencies, focused respectively: (1) on a theoretical approach, (2) a pragmatic, applied one, and (3) a cross-curricular one, opening out on humanistic fields.

Thus, the subject

MATHEMATICS

aims at building the following

GENERAL COMPETENCIES in students:

Within subject curriculum **M1:**

1. **Using mathematics terminology correctly in various contexts** ①
2. **Processing quantitative, qualitative, structural and contextual data included in mathematical statements** ②
3. **Using mathematical algorithms correctly in solving problems with various degrees of difficulty** ③
4. **Correctly and coherently expressing and drafting problem solutions or solving strategies, using formal or informal language** ⑩
5. **Analyzing problems and identifying which data are necessary for obtaining the conclusion** ⑤
6. **Generalizing properties by modifying the original context or by improving or generalizing algorithms** ⑥

Within subject curriculum **M2**

1. **Identifying mathematical data and interpreting them according to context** ①
2. **Discovering (choosing) the best algorithms for a specific data processing situation** ②
3. **Using algorithms for solving practical problems** ③
4. **Expressing concrete situations and their processing algorithms by means of mathematical data** ④
5. **Interpreting the results of concrete actions that can be expressed mathematically** ⑤
6. **Mathematical modeling of concrete situations by integrating knowledge from various domains** ⑥

Within subject curriculum **M3**

1. **Identifying relationships among mathematical concepts** ①
2. **Interpreting quantitative, qualitative, structural and contextual data included in mathematical statements** ②
3. **Using algorithms and mathematical concepts to characterize a concrete situation locally or globally** ③

4. **Expressing the quantitative or qualitative mathematical features of a concrete situation** ④ and ⑤
5. **Analyzing problems to discover solution optimization strategies** ⑥

The ***Science*** curricula are designed in such a way as to highlight the following educational purposes: ① recognizing concepts; ② recognizing contexts of use for algorithms while exploring and experimenting; ③ using algorithms in adequate contexts; ④ and ⑤ expressing the characteristics of phenomena, using specific language, explaining and patterning; ⑥ transferring knowledge and methods from one science to another and applying them in an integrated way in technology and in everyday life.

More specifically,

PHYSICS

aims at developing in students the following

GENERAL COMPETENCIES:

1. **Defining and recognizing concepts of physics** ①
2. **Guided exploration and experimentation of physical phenomena and processes** ②
3. **Solving theoretical and applied problems** ③
4. **Explaining physical phenomena using specific language, by modeling and abstractization** ④, ⑤
5. **Transferring and integrating knowledge and methods specific to physics and applying them in other sciences and in technology** ⑥

CHEMISTRY

aims at building in students the following

GENERAL COMPETENCIES:

1. **Describing chemical systems and classifying them according to various criteria** ①
2. **Exploring and investigating the chemical behavior of substances** ②
3. **Using specific algorithms in solving problem situations/problems and interpreting the results** ③
4. **Explaining changes involved in chemical reactions** ④,⑤
5. **Connecting concepts from different sciences and applying them in everyday life** ⑥

BIOLOGY

aims at building in students the following

GENERAL COMPETENCIES:

1. **Recognizing and defining terms, concepts, laws, and principles specific to biological sciences** ①
2. **Investigating and experimenting biological phenomena and processes and interpreting data obtained from experimental activities** ②
3. **Modeling biological phenomena and processes to demonstrate fundamental principles of the living world** ③
4. **Explaining biological processes and phenomena by using specific terms, concepts, and principles** ④, ⑤
5. **Transferring and applying biology knowledge in various contexts** ⑥

An indicator for attaining the aims of high school education is that its graduates demonstrate interest in exploring the world of scientific ideas, and in applying into everyday life knowledge and skills from science and technology, in order to build a quality personal and social life. To that effect, the new curriculum for high schools aims at developing in students, in the ***Mathematics and Science*** curricular area, the following.

VALUES AND ATTITUDES:

MATHEMATICS

- Demonstrating curiosity and imagination in creating and solving problems
- Manifesting tenacity, perseverance and the capacity of focusing on problems
- Developing an open, creative mind and a spirit of objectivity and impartiality
- Developing independence in thought and action
- Demonstrating initiative and interest in approaching various tasks
- Developing an aesthetic and critical sense, appreciation of rigor, order and elegance in the architecture of problem solving or theory building
- Developing the habit of making use of mathematical concepts and methods in approaching everyday situations or in solving practical matters
- Developing motivation for studying mathematics, as a relevant field for social and professional life

PHYSICS

- Concern for the environment
- Interest in rational debate
- Developing tolerance with opinions expressed by others
- Curiosity towards new vistas in the domain of science
- Interest in technological, scientific, and environmental information
- Curiosity for simulating and modeling natural phenomena by experiments
- Interest in the evolution of theories and ideas in science

CHEMISTRY

- Manifesting scientific curiosity in solving problems
- Demonstrating initiative and interest in approaching various tasks
- Developing the habit of using concepts and methods specific to chemistry in solving practical problems of everyday life
- Developing motivation for studying chemistry as a relevant field for the social and professional life
- Developing the habit to use scientific knowledge and skills in making personal decisions in issues of global interest
- Developing a positive attitude towards studying science in general

BIOLOGY

- Concern towards personal life and health as well as for that of others
- Concern towards environmental quality and preservation
- Respect for any form of life
- Motivation to apply knowledge in the environment and on humans in a responsible way
- Developing an environment-aware behavior
- Developing critical and positive thinking, honesty and tolerance
- Curiosity to know organisms' characteristics and needs
- Interest in applying knowledge in everyday life
- Interest in the new achievements and great breakthroughs in biology

The curricular area **Man and Society** gathers as subjects ***History, Geography***, and ***Social-Humanistic Studies*** out of which, during grades 10-12, students study **Psychology, Sociology, Economics**, and **Philosophy**.

In the curricular area **Man and Society**, the didactic process aims at focusing on the following main directions:

- understanding social processes, their evolution in time and space, and explaining cultural models of functioning of the society
- developing a participative behavior, meant to achieving an active integration in various social groups.

Within this context the subject,

GEOGRAPHY

aims at developing the following

GENERAL COMPETENCIES:

1. **A coherent perception of elements, processes and phenomena defining the geographic environment (the natural environment transformed by man) ①**
2. **Investigating and interpreting geographical phenomena and processes, either perceived directly or indirectly ②**
3. **Explaining and describing elements, processes and phenomena of the geographic environment, using specific language ③, ④**
4. **Associating real phenomena to their representations (as a map, graphic, etc.) ⑤**
5. **Applying geographical knowledge to everyday life and integrating it with acquisitions from other fields ⑥**

Competence **3** explains categories ③ and ④ of the generating model, the other competencies being univocally derived as related to the model.

The **Social-Humanistic Sciences** aim at a common set of general competencies. As against the generating model, competence **1** and **2** come out of categories ①, respectively ② of the model, competence **3** reflects categories ③ and ④, and competence **4** and **5** derive from categories ⑤ respectively ⑥ of the model.

The subjects pertaining to

SOCIAL-HUMANISTIC SCIENCES

aim at the following

GENERAL COMPETENCIES:

1. **Identifying facts, phenomena, processes in the social field and relations between them, by means of social science specific concepts**
2. **Using social science specific instruments for characterizing a situation both generally and specifically**
3. **Explaining facts, phenomena, processes that are specific to the field of social sciences using theoretical models**
4. **Interpreting the results of analyses or research in the field of social sciences**
5. **Connecting concepts from the field of social sciences and applying them in evaluating and improving solutions to various problems.**

Within the **Man and Society** curricular area, the following
VALUES AND ATTITUDES
have been considered, with a view to ensuring the young graduate an active and responsible social integration:

GEOGRAPHY

- Positive attitude towards education, knowledge, society, culture, and civilization
- Curiosity for exploring the geographic environment
- Respect towards natural and human diversity

Preserving and protecting the environment.

PSYCHOLOGY
- Free assertion of personality
- Self knowledge and positive relationships with others
- Confidence in self and in others
- Optimum and creative use of own potential
- Personal balance.

ECONOMICS
- Economic freedom
- Economic efficiency
- Economic equity
- Economic safety
- Creative use of resources
- Economic growth
- Economic rationality.

They have to be expressed in attitudes adequate to the following essential characteristics of the person:
- Active economic agent
- Knowledgeable consumer
- Cautious investor
- Responsible citizen.

Within the **Arts** curricular area, teaching and learning aim at highlighting the following dominant directions:
- Receiving and critically analyzing artistic culture
- Developing aesthetic sensitivity and insights into one's own experience by direct or indirect participation in artistic and cultural activities of various types.

In the **Arts** curricular area within general high school education, competencies focus on two components. They are: receiving the artistic message, which is the concern of categories ①, ②, and ③ of the generating model on the one hand, and, on the other, expressing the artistic sensitivity, covered by categories ④, ⑤ and ⑥ of the model.

Thus the subject

ARTS EDUCATION

aims at building the following

GENERAL COMPETENCIES:

1. Receiving the artistic message of the visual universe in a personal way ①, ②,③
2. Using various artistic means for expressing aesthetic sensitivity ⑩,⑤,⑥

The subject

MUSIC

aims at building the following

GENERAL COMPETENCIES

1. Receiving and analyzing a variety of national and universal musical creations ①, ②, ③.

2. Using musical interpretation as a way of artistic expression and/or using other codes for describing the received musical image ④, ⑤, ⑥.

The cultivation of aesthetic taste and the focus on making personal judgements by developing personal evaluation criteria of aesthetic values are achieved by highlighting the following values and attitudes within the **Arts** curricular area:

For
ARTS:
- Expressing interest in knowing and interpreting works of art and decoration
- Expressing initiative in the critical evaluation of a work of art
- Motivation for preserving and valuing the national and universal artistic legacy
- Expressing a taste for beauty in appreciating and improving the environment
- Accepting values coming from the universal legacy of arts.

For
MUSIC:
- Awareness of the contribution of music in the common cultural inheritance of society
- Autonomous and critical thinking in receiving and interpreting musical works
- Developing a reflexive attitude on the values of music in the life of individuals and society.

Within the **Physical Education and Sports** curricular area, prevailing directions aim at:
- a balanced physical development of the student
- developing students as knowledgeable and polite spectators of sports events.

In high school, the subject

PHYSICAL EDUCATION

aims at the following
GENERAL COMPETENCIES

1. **Integrating knowledge and techniques specific for physical education in activities aiming at improving individual physical development and moving capacity**
2. **Integrating specific knowledge and skills in organizing and practicing sports in competitions or otherwise, according to the students' physical aptitudes and interests**
3. **Analyzing and evaluating sports contests from a spectator's point of view.**

The desiderata proposed within **Physical Education** can be achieved if the students acquire the following

VALUES AND ATTITUDES:

- Trust in one's own forces
- Responsibility
- Tolerance
- Polite behavior.

For the subjects within the **Technologies** curricular area, teaching is focused in the following main directions:
- Understanding a variety of techniques and technologies and using them adequately in personal and professional activities
- Approaching in a responsible way the issue of the consequences of the development of science and technology on the environment and on society

The subjects in the **Technologies** curricular area are much more numerous.

As the technological high school comes up with differentiated strands and profiles, oriented towards subsequent specializations, the design of competencies has considered focusing teaching and learning on practical and applied issues.

Thus, the subject

COMPUTER SCIENCE

aims at the following:

GENERAL COMPETENCIES:

1. **Identifying types of data structures** ①
2. **Breaking down a problem into sub-problems and processing the data using sub-programs** ②
3. **Applying algorithms in processing data structures** ③, ④
4. **Designing applications for solving problems using specific data processing instruments** ⑤, ⑥

In relation to the generating scheme, competencies **1** and **2** correspond to the categories ① and ② respectively, competence **3** belongs to groups ③ and ④, while competence **4** is generated by grouping categories ⑤ and ⑥.

In the case of subject curricula for

INFORMATION TECHNOLOGY and COMPUTER ASSISTED TECHNOLOGIES

the general competencies were derived according to the model, as follows: competence 1 corresponds to category ① in the scheme, competence 2 brings together categories ②, ③ and ④, and competence 3, categories ⑤ and ⑥.

In the case of **IT1**

The **GENERAL COMPETENCIES**
Refer to:

1. **Identifying types of data and specific operations** ①
2. **Using general and specific software to solve problems in one's own field of activity** ②, ③, ④
3. **Using computer assisted technologies to monitor, model and check events related to processes that are specific to own field of activity** ⑤, ⑥

Within **IT2**,

the **GENERAL COMPETENCIES**
Refer to:

1. **Identifying types of data and their specific operations** ①
2. **Using general and specific software for solving problems in own field of activity** ②, ③, ④
3. **Using computer assisted technologies to model and prognosis analysis off events within processes specific to own field of activity** ⑤, ⑥

The curriculum for

TECHNOLOGIES EDUCATION

aims at developing the following **SPECIFIC COMPETENCIES** in 10 grade students:

1. *Identifying milestones in the evolution of technology*
2. *Identifying the social consequences of scientific and technological discoveries*
3. *Presenting contemporary technologies relevant to everyday life*
4. *Using computers and audio-visual equipment in everyday life*
5. *Comparing the advantages offered by technologies in order to make informed career choices*
6. *Connecting information about the use of microprocessors and microcontrollers in processes and services.*

The curricula for the subjects included in the **Technologies** curricular area for the theoretical strand aim at developing in students the following:

VALUES AND ATTITUDES:

For

INFORMATION TECHNOLOGY** and **COMPUTER ASSISTED TECHNOLOGIES

- **Expressing creative thinking in structuring and solving problems**
- **Awareness of the social, economic and moral impact of computer science**
- **Developing the habit of using algorithmic concepts and methods in approaching a variety of problems**
- **Demonstrate attitudes favorable to science and knowledge in general**
- **Manifesting interest in evaluating/self evaluating practical activities**
- **Manifesting initiative and interest in approaching various tasks.**

For

TECHNOLOGIES

- **Receptiveness towards technological progress**
- **Improving career choice as related to the evolution of technologies and the dynamics of the labor market**
- **Responsibility towards ensuring quality of services and products**
- **Manifesting interest for the use of computers in private and public life.**

The specialized subjects studied in grade 10 within the technological strand are:

- for the **Technical** learning track: *Drafting* and *Technical requirements and measurements;*
- for the **Services** learning track: *Company economics, Accounting, the Study of Product and Service Quality, Law and Legislation*;
- for the **Natural Resources and the Environment Protection** learning track: *Ecology and Protection of the Environment, Natural Resource Microbiology, Quality Management, Labor Protection and Health.*

The specialized subjects studied along several years aim at developing general competencies, out of which specific competence is derived, and those studied during only one school year only concentrate on specific competencies, built according to the same generating model.

The subject

TECHNICAL DESIGN

Aims at developing the following

GENERAL COMPETENCIES:

1. Interpreting information included in graphic representations specific to technical design ①, ②
2. Transferring technologic information in graphical representations by means of conventional symbols ③, ④, ⑤
3. Carrying out technical projects of various levels of complexity ⑥

Competence **1** derives from categories ① and ② of the model, competence **2** includes categories ③, ④ and ⑤, and competence **3** reflects category ⑥

The subject

TECHNICAL REQUIREMENTS AND MEASUREMENTS,

which is studied during one school year, aims at forming the following

SPECIFIC COMPETENCIES for grade 10

1. Using specialized terms to describe requirement types
2. Identifying requirements and discovering their causes and effects
3. Applying transformation relations between physical dimensions and technical problems
4. Carrying out transformations among the measurement units of the physical dimensions used in technical applications
5. Determining and describing the stages of a measuring process
6. Using an instrument as a function of its measuring properties and of the nature of the measurement

Within the ***Technical*** profile, the subjects in the **Technologies** curricular area aims at developing in students the following

VALUES AND ATTITUDES:

1. Adapting to the requirements of the labor market and to the dynamics of technological evolution
2. Responsibility for ensuring product/service quality
3. Displaying aesthetic spirit in industrial design
4. Displaying critical and creative thinking in the technical domain
5. Becoming aware of the importance of standardization in the technical domain

Within the *Services* profile, the subject

COMPANY ECONOMICS

Aims at creating the following

GENERAL COMPETENCE:

1. Identifying and describing company features as compared to the evolution of the economy ①

2. **Identifying and interpreting basic economic relationships between the company and the external economic environment ②,③**
3. **Explaining the organization and operation of an enterprise ④**
4. **Taking decisions regarding human resources organization and management in an enterprise**
5. **Analyzing enterprise economic processes and devising optimizing solutions.**

Among them, competence **2** includes categories ② and ③ of the model, the others deriving univocally from the model.

The subject

ACCOUNTING

Aims at forming in students the following

GENERAL COMPETENCIES:

1. **Identifying strategies aiming at using accounting and financial information for taking decisions within an enterprise or a public institution⑥**
2. **Evaluating the performance of and enterprise and/or of a public institution based on accounting information ④**
3. **Using the elements of the accounts plan ②**
4. **Drawing up synthetic documents and interpreting data supplied by them ③, ⑤**
5. **Identifying and evaluating the financing sources of an enterprise and/or of a public institution ① and ②**
6. **Applying operative and accounting recording techniques and procedures out of the enterprise/public institution patrimony ⑤.**

The correspondence with the model is in this case the following; competence **1** corresponds to category ⑥ of the model; competence **2** corresponds to category ④; competence **3** corresponds to category ②; competence **4** corresponds to category ③; competence **5** corresponds to category ①; competence **6** corresponds to category ⑤.

The subject

STUDY OF PRODUCT AND SERVICE QUALITY

Aims at developing in students the following

GENERAL COMPETENCIES:

1. **Identifying defining elements for the quality of products and services in relation to the living standard and the consumer protection ①**
2. **Analyzing product and service quality characteristics and components ②, ④**
3. **Using standards in evaluating product and service quality ③**
4. **Applying elements of quality policy in the enterprise ⑤, ⑥.**

This is how the correspondence with the generating model was achieved: category ① corresponds to competence **1**; categories ② and ③ correspond to competence **2**; category ③ corresponds to competence **3**; categories ⑤ and ⑥ correspond to competence **4**.

The other specific subjects within the ***Services*** profile are studied for only one-year period.

Within the ***Services*** profile, the specialized subjects aim at creating the following

VALUES AND ATTITUDES:

- **Observance of the legislation of the respective field of activity**
- **Noticing the consumers' preferences and participating in educating their taste**
- **Ensuring consumer and environment protection by offering quality products and services**
- **Awareness of the impact of the quality of products and services on the quality of life**
- **Responsibility for the economic solutions proposed.**

Within the ***Natural resources and the environment protection,*** the subject

ECOLOGY AND ENVIRONMENT PROTECTION

aims at creating the following

GENERAL COMPETENCIES:

1. **Recognizing and defining certain concepts specific of ecology and environment protection** ①
2. **Recognizing the various types of ecosystem and describing their intra- and inter-specific relations** ②
3. **Identifying and correlating the agents/factor which influence ecological balance** ③
4. **Interpreting the effects of polluting factors on the ecological balance** ④
5. **Elaborating measures for environment protection and for fighting pollution** ⑤, ⑥.

This is how the correspondence with the generating model was achieved: category ① corresponds to competence **1**; category ② correspond to competence **2**; category ③ corresponds to competence **3**; category ④ corresponds to competence **4**; categories ⑤ and ⑥ correspond to competence **5**.

The other specific subjects within the ***Material resources and environment protection*** profile are studied for only one-year period.

Within the profile ***Material resources and environment protection***, the specialized subjects aim at creating the following

VALUES AND ATTITUDES:

- **Promoting a natural environment propitious to life**
- **Awareness of the consequences that the inadequate use of the natural resources may have**
- **Observing the norms for labor protection and hygiene in everyday life and at one's future place of work**
- **Stimulating the curiosity for the use of the unconventional resources in different technological processes.**

Part

II STEPS IN IMPLEMENTING THE NEW NATIONAL CURRICULUM

– OFFICIAL DOCUMENTS ISSUED BY THE MINISTRY OF NATIONAL EDUCATION –

1. DESIGN OF THE CURRICULUM REFORM

2. APPROVAL OF THE CURRICULAR DOCUMENTS

3. IMPLEMENTATION OF THE CURRICULUM REFORM

PART

II

1 DESIGN OF THE CURRICULUM REFORM

NOTE

regarding the finalisation of the Curriculum Frameworks for upper secondary education (January 1999)

IN MAY 1998, in MoNE Bulletin No. 15/1998, the Ministry of National Education published its proposals regarding the Framework Curricula for upper secondary education with a view to extending compulsory education to nine grade. These proposals also heve been printed in the volume "**The National Curriculum. The Curriculum Frameworks for pre-tertiary Education**" under the aegis of the **MoNE** and **CNC**, in September 1998. By the end of May 1998, the MoNE management met the General Schools Inspectors at Brăila, and thus started the public debate on the above-mentioned proposals. The comments and the proposals made by inspectors, teachers, professional associations, parents, pupils, etc. on the Curriculum Frameworks for upper secondary education (CFSE) were synthesized and their subsequent versions were taken into consideration. At a later meeting between MoNE officials and general school inspectors which took place in Iassy, in October 1998, the talks around the issues of high school profiles and the restructuring of the schools network were resumed. The 9th form issue depends on the finalisation of the text of the Education Law in Parliament; the text was ammended by Emergency Ordinance No. 36/1997; its finalisation is a lengthy process, conditional on the mediation between the Senate's and the Chamber of Deputies' different options. One of these differences regards the length of compulsory education in Romania. As a result, in October 1998, the MoNE undertook the through-going revision of the initial proposals on the Curriculum Frameworks for upper secondary education (where the 9th grade was considered as part of compulsory education). The revised proposals envisage a transition period in the reform of upper secondary education, with the 8-grade compulsory education and the 4-form secondary education (full-time) still in operation, but they restate the major principles set forth in the initial proposals and underlying the Curriculum Frameworks for upper secondary education, namely:

- The Curriculum Frameworks for Secondary Education to be differentiated according to learning tracks and profile;
- A reasonable weekly timetable, providing for a maximum number of class hours and avoiding overload;
- Decision-making empowerment of the individual education unit;
- Giving pupils the opportunity to express their options and to choose their own learning tracks.

In December 1998, according to the Minister of Education's Order No. 4950 of November 9, 1998, the proposals revised by the MoNE, coordinated by the General Direction of Pre-Tertiary Education, were submitted for analysis and advice to an Advisory Body of 15 teachers who had been selected for this purpose by the county school inspectorates. The Curriculum Frameworks Advisory Body made a series of amendment proposals, which were laid down in the minutes of their meetings. Here are some of them:

- The provision for upper secondary education as well, of a maximum and minimum number of hours per week (29-31/32)
- A change in the relationship between curricular areas, between the common core curriculum and the school based curriculum, in correlation with the strands, profiles and specialisations envisaged.

The public debate on the Curriculum Frameworks for upper secondary education will continue in January 1999, with the final decision scheduled for the end of the month.

As the MoNE wishes to ensure a broad base for the debate, with a view to finalising the proposals regarding the Curriculum Frameworks for upper secondary education, further proposals can be sent out to the General Direction of Pre-Tertiary Education; the proposals are to be well argued, and to take into account the pupils' reasonable weekly timetable and the posibilities of balancing common core subjects and the subjects at the school's choice.

a) Number of hours per week

The Curriculum Frameworks Advisory Body proposes a weekly load of 29/30-31/32 hours in forms IX, X and XI and 20-30/31 in form XII. In Europeans countries there is an average of 29-31 class-hours/week timetable for different education systems (for instance, 28 in Denmark, 32 in the Netherlands, 30/32 in Greece, 26 in France, 34 in Sweden, 27 in Norway, 26/36 in Germany, depending on the "Land", 31 in Portugal, etc).

Given that, like most European countries, Romania has a five-day school week, it follows that for a learning load of 31/32 hours a week, pupils spend 6 hours/day in the school, and as much as 7 hours/day once or twice a week, which is more than enough for a youth, who also studies a few hours more at home, in the context of Romanian education. In the MoNE's opinion, the high school pupils' weekly timetable may not exceed 32 class hours, excepting such profiles and classes where this situation is inevitable (for instance, in the case of mother tongue education, bilingual classes, certain vocational schools, etc). However, no subject of study can be allocated an unlimited number of hours, whatever the pressure of lobby groups. In preparation of the final decision on the Curriculum Frameworks for upper scondary education, MoNE considers allocating Romanian language and literature four hours a week across profiles, at least in the case of the theoretical learning track , wherever possible. This decision may also apply to certain technological and vocational profiles and specialisations. Four class hours a week will also be allocated for the compulsory study of the modern languages (two languages).

b) Providing different learning tracks and possibility of choice in upper secondary education.

MoNE's initial proposals targeted a balanced distribution of class hours within each curriculum area between common core and school-choice subjects, entailing pupils' freedom of voicing their own choice of subjects and the possibility of optional subjects to be taught to small groups. Broadly speaking, MoNE proposals envisage an 80% ñ 20% ratio between common core and optional subjects. This ratio varies according to the year of study and is compatible with European education trends.

c) The consequences of implementing the Curriculum Frameworks

All MoNE estimates clearly show that the implementation of the new Curriculum Frameworks for upper secondary education, in grades IX and X in particular, starting with the 1999/2000 school year, will not generate unemployment of any kind, although it may bring about certain changes in teaching positions. **The number of teaching loads is expected to increase**, following the introduction of school optionals, which may be taught to smaller groups of pupils. Of course, this increase in the number of teaching loads cannot be allowed to grow wild; high schools will have to harmonize employment policy with the human and material resources available to them, also taking their pupils' options into account.

Drawing up the Curriculum Frameworks for upper secondary education in keeping with sensible quantity parameters cannot solve the problem of pupils overload by itself. It should be followed by a revision of the formal requirements of the school syllabi, of the teacher's classwork, of the evaluation system, as well as by the downsizing of the amount and content of homework, with a view to targeting pupils' individual work more closely to their own interests and preoccupations. The MoNE also aims to introduce a set of criteria for ensuring an optimal balance between classwork and homework, in the sense of

eliminating the overload in the pupils' schedule and by bringing the learning effort into the classroom.

Consultations between MoNE and the Association of Pedagogical Profile Publishers have shown that there is a genuine possibility to change some upper secondary education textbooks even as early as school year 1999/2000; this will also lead to a change in the quality of teaching/learning in high schools.

All those interested in the stage reached by the debates around the Curriculum Frameworks for upper secondary education are invited to the General Direction of Pre-Tertiary Education, between 4-9 January 1999, to leaf through the papers showing the work-in-progress and prepare for the final discussion.

Minister,

Andrei MARGA

The Ministry of National Education

Issues

ORDER

No. 3080 of 12.01.1999

Concerning the application of the educational program Values and Means in Education Today

By Order of the Ministry for National Education no. 3139 of January 19, 1998 it was decided to draw up the educational Program Values and Means in Education Today, as part of the educational reform.

The drawing up of this program starts from the need perceived both in our country and abroad, to have a value-oriented type of education.

We need a value-oriented education system. The relativist mentality according to which each value is relative to context cannot form the basis of deep-going reforms and it cannot motivate the efforts without which performance is unconceivable. On the other hand, the values can be manipulated by ideologies, but this does not provide sufficient reason to discard these values. In any case, time has come to clarify again the situation of values in education. Education for one's private life is gaining momentum. Punctuality, veracity, discipline, which are the prerequisites for obtaining a performance, the respect for our fellows as human beings similar to us, helping people in difficulty, being receptive to arguments, all these are values which deserve to be cultivated in any context and at any time within the educational system. One must draw conclusions from the truth that the individual freedoms of the modern world include responsibility, that only together freedom and solidarity can generate a rational community. One must also be aware of the consequences of the fact that a regime based on freedoms permanently requires initiative, concentration, effort, competitive competence from everyone, so that every one can fulfill his/her aspirations.

After having acquired modern forms, education must regain its place within the educational system. The acquisition of skills ñ the skill of abstracting, the skill of tackling an issue in all its details, the skill of formulating new ideas and of testing solutions, the skill of efficient teamwork, the skill of communicating in an argumentative manner - becomes one of the missions of education. Education can now convince us of the fact that time is short and that it is not early to build our lives according to our aspirations, through our own efforts. We must continue to develop the patriotic feelings which are confirmed through performances and actions serving the general interest.

As part of international cooperation projects, Romania has adhered to international programs drawn up, adopted and promoted by the Council of Europe, by other international bodies, regarding the education of the young generation as citizens of democratic societies, in favor of tolerance and solidarity, for the promotion of human rights. In order to respond to the needs of a value-oriented educational system, aiming to stimulate the educational actions within the educational system and for their coherence.

The Minister for National Education
decides

1. The Program Values and Means in Education Today, which is part of the present Order, is integrated in the reform of education currently under way and shall be implemented in schools and upper secondary schools beginning with the second semester of the school year 1999-2000.

2. The Program Values and Means in Education Today shall be discussed by the teaching staff, pupils, parents and educational partners by July 1, 1999.
Between July 1, 1999 and July 15, 1999, based on the proposals formulated during the public discussion and on the basis of the experience acquired in the process of implementing the program, the final form of the Program Values and Means in Education Today shall be issued. This shall be put into operation starting with the school year 1999-2000.

3. The notes and proposals regarding the educational program of the Ministry of National Education shall be sent to the general director of the General Department of Pre-University Education, which is in charge with receiving, systematizing and using them.

4. The headteachers of schools and upper secondary schools, the school inspectorates shall organize the testing of the Program Values and Means in Education Today and can send suggestions and proposals for its improvement and development.

5. The headteachers of schools and upper secondary schools, the directors of school inspectorates, the General Department of Pre-University Education shall enforce the present Order.

The Program
Values and Means in Education Today

Rationale

Learning in school achieved through curriculum and extra- curricular activities implies the complex interaction between **knowledge, values, attitudes and behaviors**. A comprehensive reform of education cannot be restricted only to re-defining the system of knowledge which pupils should acquire in view of life in the 21st century. **The reinstatement in school of education for values** is a need unanimously acknowledged also at world level. This has been expressed in numerous documents of international organizations through which the "new educational pact" has been devised (cf. Juan Carlos Tedesco, UNESCO) in reply to the challenges of contemporary society. An extremely important role is assigned to school in the linking of **education, professional competitiveness and democratic citizenship. The competencies and performances of the individual in the private, professional and public fields depend to a very great extent on the results of systematic, institutionalized education.**

At present, the huge, often unexplored, potential of education for the future of mankind is reappraised, especially by its redirecting towards neglected spheres and dimensions, such as the education for values (see The Report for UNESCO, published in 1996, by The Committee coordinated by Jacques Delors "Education in the 21st Century – Education – Learning – The Treasure within").

The education for values aims not only at teaching pupils the values on which social standards are based at a given time. It should enable pupils, at the same time, to **critically reflect** on the values

and standards, in view of facilitating their **creative contribution** in the life of the communities to which they belong. Education for values should also enable the pupils to understand and accept the **pluralism of values**, **the conflict of values** as well as the advantages for both individual and society use of their **potential for progress**, when the societies are based on **consensus values** and practices derived from these, as well as on democratic values and principles.

Education for values can be **explicitly** performed, for instance, through special steps such as classes for civic education, guidance and advising. It can be also implicitly implemented by using the value potential of every subject-matter, by cross-curriculum environment and by the school atmosphere. The implementation of the new framework plan in the primary and secondary school opens up lots of opportunities, so far not explored enough, for **the revival of the education for values in school**. As the main governing element of education, the new framework plan has been conceived in such a way as to lead to a democratic change of everyday methods in school, from the possibility of individual directioning of learning ways to the taking into account of the pupils and parents' options in defining the curriculum through negotiation. An effective education for values, namely for the values of a democratic society, should envisage, beyond the openness of the educational framework plan, a deep-going reform of the teaching/learning and assessment, of the relationship between school, family and community, so that the methods in the different fields of school life should be consistent in as far as their foundation and value orientation is concerned.

Dimensions of the Education for Values in School

Stating that the final end of education is "the shaping of the human personality", **The Law of Education no. 84/1995** sets the framework for the value education. Its main dimensions and means are mentioned: the correlation of pupils to the values of the national and world culture, the shaping and developing of intellectual competencies, of emotional availability of practical skills in the pupils, in view of the acquisition of knowledge all along their lives, their education in the spirit of respect for the fundamental human rights and freedom, of dignity and tolerance, of the free exchange of oppinions. **The education for values is approached with reference to the problems of human beings, to the ethical and civic sphere, as well as to nature and the cultural and technological environment**. It is also approached with reference to the potential of physical training and sports for the harmonious development of the individual. The law of education pays a particular attention to the professional training of the young generation and fostering of patriotism, in view of each individual's contribution to the "creation of material and spiritual goods" in Romanian society. At the same time **The Law of Education** stipulates in Art. 4(3) that "the ends of the Romanian school are reached by modern teaching strategies and techniquesÖ, in keeping with each level of education".

By the specific methods that are available to it, school is meant to tackle with all responsibility **the education for democratic citizenship, the education for quality performance and the education for private life**, with all the included dimensions.

The Education for Democratic Citizenship

The education for democratic citizenship in a democratic society is one of the most important ends of any educational system in a state that has taken the option of such a political regime**. It cannot and should not be mixed up with mere civic education**, which is to be found also in the content of the school activity in dictatorial regimes (and which could be identified in the communist period of recent Romanian history).

The central problem in today's globalized world is that of building a rational community, within which two fundamental values for the individual and for society could be found**: personal freedom and responsibility**. Romania, as a country which has recently passed from a totalitarian regime such as the communist dictatorship to a democratic regime, based on the values of liberal democracy and of market economy, has been faced with major challenges as concerns ideological issues, institutional mechanisms, the creation of a viable society and the promotion of democratic values and methods

through culture and the change of mentality. **School has an extremely important role in this process, as in Romania's concrete conditions it cannot limit itself to a mere "reproduction of society".** Its duty is to contribute by its specific means to the promotion of democratic values and methods, a thing that cannot be taken for granted in the extra-school environment in such a period of transition, after almost half a century of communist dictatorship.

The citizen of a democratic society needs to develop competencies of participation in public life, from voting to specific actions in view of influencing political decisions, such as taking an active role in a political party, expressing one's personal opinion, e.g. via mass-media, participating in an argumentative dialogue with the others. Each pupil should benefit from such an education for citizenship in a democratic society, so as to understand that democracy does not emerge and develop automatically, it depends on the specific contribution of everybody. The involvement of all the citizens is meant to bring about the results we are looking for, in terms of morality, as well as public and personal effectiveness, economic prosperity and social justice, as well individual achievement.

The citizen of a democratic society should be able to prove tolerance and respect for the opinions and beliefs that differ from his/her own, interest for public affairs, decency in personal and group actions. The cultivation of personal freedom, as the main value of liberal democracy, does not preclude the emergence and development of the attitudes of solidarity and co-operation within society. School has to contribute through specific means to the authentic rebuilding of the community spirit, which had been seriously distorted in the years of communism, alongside with individual freedom. Consolidated democracies have known how to combine individualism (as an option for political and economic individual freedom) with solidarity (as an option for the joint participation of individuals in the life of groups and communities they belong to). The equilibrium of a society depends to a large extent on the balance existing between individual freedom and the feeling of belonging to a community. School is, therefore, going to place more emphasis on this from now on, so as to ensure that in Romania there is also going to exist a balance between everyday activities in and outside school.

Education for citizenship in a democratic society has to consider all the aspects linked with the content of citizenship in today's world: local, national, European and global aspects. The natural cultivation of patriotism should be strengthened, but patriotism should be devoid of any form of nationalistic extremism, chauvinism and xenophobia. National dignity is supported by exemplary deeds and achievements to the common benefit and not serving demagogic purposes. It is supported by inclusive approaches and not by exclusive or exceptional ones. The new reality of the continent and the world we live in is characterized by an ever-stronger independence among nations, it brings forth new dimensions in the way citizenship is conceived and practiced. A new European citizenship is no longer a utopia today, and school is called upon to educate the pupils to become competent citizens in the space to which we would like to belong. The new dimensions of citizenship bring to light the values, objectives and strategies of multi- and inter-cultural education, as a means of capitalizing on differences and of mutual enrichment by knowing 'the other', through exchanges and co-operation based on mutual respect.

The new content of democratic citizenship in today's world is based on the philosophy of human rights. Within this framework, the central values are the individual's freedom and dignity. Equal opportunities and equal rights - irrespective of sex, race, religion, nationality, social status, education, sexual orientation, etc. ñ represent the key aspects of social justice outlined in the international declarations and conventions, to which Romania has also adhered.

The role of the school is to help pupils know the content of the present codification of human rights, to understand their importance in a state of true democracy, characterized by the restriction and control of political power, by the observing of the fundamental rights of each human being, for the prevention and punishment of abuse and encroachment of the individual's dignity, and for the promotion of peace and social justice. School has to help pupils understand the universal character of such rights and to motivate them in the promotion and defense of these.

Education for human rights is not a "consumerist" education, as is wrongly stated by the hidden or open supporters of totalitarian regimes. It is not an imposition, of an imperialistic type, of so-called "universal" values of peoples and nations that have different traditions and customs, as the disparagers of the idea of human rights claim. These can be truly observed only in a state and society in which individuals, teams and representatives of their institutions take upon themselves, with all responsibility, the duties and obligations devolving upon them. The rights, neither the "negative" (political and civic) nor the "positive" (economic, social and cultural) cannot be found in the social practice in the societies in which the assumption of responsibilities by the representative of the state, and of civic society are merely verbal declarations. School should help pupils in Romania understand that the philosophy of human rights is not alien to the Romanian space and that there is no incompatibility between the values and traditions of the Romanian people and the values promoted by the human rights.

Education for citizenship in a democratic society should develop the respect for law and the capacity to act for its protection and improvement.

The education of an autonomous individual means his/her endowment with the competencies needed for the argumentative exertion of freedom by taking into account both ethical criteria of distinction between the good and the evil, as well as the legal criteria which make up the legal reference system in our country. The submission to norms should be continuously accompanied by critical reflection on what contributed to the formulation of a certain norm, in relation to human rights and the ideals of a liberal democracy. Ethical and religious pluralism does not exclude the existence of a common set of values and principles that are at the foundation of civic identity, beyond ethnic or religious identity. The events taking place in today's world entitle us to state that the assertion of a common civic identity for the members of a community, based on its legal system, is the best solution for the prevention of conflicts generated by differences among people, that could at any time degenerate into bloody conflicts. School has to help pupils to acquire the competencies and skills for dealing peacefully with conflicts, for the favorable use of their progress potential.

Education for quality work

The care for quality, for the efficient use of human and material resources, as well as time management should be an integral part of the education of young people, from the very beginning of their formal education. Such values should not be restricted to the domain of formal education. The pace and content of work in school can contribute to the development and consolidation of work habits and skills that can be beneficial for the individual and for his/her institutional team all throughout adult life. Working habits shaped and fostered in school are of greater and greater importance in today's world, when education has become a continuous, lifelong process. The development and improvement of intellectual competencies should aim at stimulating high rank competencies, such as analysis and synthesis, the transfer and solving of problems and of creative implementation of factual data, concepts and work strategies to new circumstances.

Education for quality labor should envisage developing the competencies for designing / planning, decision-making and risk-taking, co-operation and assessment / re-assessment of results. At the same time, it should stimulate accountability, together with acceptance of objective assessments. Quality work is a generic term that can be applied to all situations where action-taking competencies are required: from participation in a work-group or an outside group, to proving intellectual maturity in the school-leaving examination. Good quality and thorough work do not exclude a pleasant, stimulating atmosphere. This atmosphere should come back into the classrooms in our country, so that the pupils should be able to relish the pleasure of meaningful effort, interesting tasks and content, the advantages of well-monitored group-work.

Quality work cannot be learned within the framework of a single subject, although certain elements and aspects can be specifically dealt with in certain subjects, such as the acquiring of intellectual work techniques and strategies, study and communication skills, etc. The development of positive attitudes to

work and its quality, of a sustained motivation depend on the whole teaching process, as well as on the linking of teaching/learning and assessment in view of stimulating each individual's potential to the highest extent, taking into account the gifts and interests of each individual starting with an early age.

Education for private life

Education for private life must find its place within the formal framework provided by the school, since the roles assumed by each individual in adult life are inevitably linked with this sphere. Establishing a family, being a parent, managing a household budget, preparing a meal or inviting acquaintances, belonging to a group of friends, spending one's spare time, looking after others, coping with different life circumstances, including both daily and exceptional situations, are things we all need, but which we find only to a small extent in school. A change of outlook in this respect is not an easy task. (cf. Nel Noddings, Prof. at Stanford and Columbia University, U.S.A., ***The Challenge of Care in Schools***, CUP, 1996). Gender education, sexual education, education for a healthy life, education for sympathy, care, mutual respect, human warmth, decent relationships among individuals are only incipient in school life.

Of course, school through its forms of organization and specific methods, makes intelligible to the pupils the distinction between public and private. It should not be restrained, however, to the area of training for public and professional life. The educational potential of meaningful and systematic activities can and must be turned to best account also in relation to private life, taking into account that an area where the pupil spends so much of his/her lifetime cannot be separated, without unpleasant consequences, from the most obvious content of everybody's private life. School has the duty to help pupils understand the need for the private space, to appreciate the right to intimacy and private life, and enable them to know their rights in relation to private life. At the same time, school must help pupils come to grasp and cultivate a certain balance between public and private matters, to understand their different and shared dimensions. Thus, for instance, decency, politeness, good taste, cannot truly manifest themselves as moral and aesthetic values or features of an individual in only one of these spheres (the public or the private one). Consistency of a person's actions depends a lot on the consistency of their manifestations in the public and private spheres. One cannot be generous and honest in the public sphere and, at the same time, mean and dishonest in the private sphere, without prejudicing, thus, both spheres. School must also help pupils understand the changes that have taken place in the two spheres in today's world, especially through the mass media. The separation line between the public and private spheres tends to become blurred. Pupils must be helped to understand in what case this state is favorable and when it is not, and must be endowed with the instruments for acting to protect their right to private life or for competently participating in public life when action is required.

The means of value-oriented education

Reasonably speaking, school can only be assigned the missions it can carry out. To require that school carry the entire effort of education that a society needs is as wrong as the insufficient exploiting of the educational potential of school activity. In the context of the reform of primary and secondary education, the activity of schools should be ever more focused on values. In this respect, schools and highschools (lycees) are required to re-assess their educational potential, taking into consideration some broad directions for action:

a) It is important to re-evaluate the potential offered by each subject in the school curriculum, both in the common-core subjects and the optional ones, in relation to the value-oriented education, as well as to the teaching strategies that allow for the latter's implementation. Thus, for instance, the study of Romanian language and literature, as well as of modern and classical languages will lay particular stress on aesthetic education, as well as on education for moral values (without mixing these educational aspects up with dogmatism or moralizing). A particular stress will also be laid on the underlying potential of these subjects for education for public life, through the communicative dimension and through intercultural education. The teaching of History will capitalize on the

potential of this subject for discussing human rights, education for peace, encouraging an intercultural approach, for civic education in a democratic society. Mathematics and Natural Sciences are called upon to make best use of the educational potential regarding the positive attitudes to scientific knowledge, the development of high level intellectual competencies, the cultivation of scientific inquisitiveness, the spirit of research, cultivating the spirit of accountability, etc.. At the same time, besides the turning to best account of specific potentials, the teaching approach in different subjects is meant to jointly facilitate the development of democratic attitudes and behavior, as well as a spirit of initiative, a sense of personal accountability, group spirit, the critical spirit, the capacity of argumentative dialogue, problem-solving, exerting civic rights and duties.

b) The program of each school will be based on the **school project,** which is meant to unfold **the goals and means** of education in that particular institution. This school project will be made public, so that the pupils' families and the members of the community should be able to know it and contribute to its implementation and improvement. The school project is going to turn to best account the human and material potential of each school, also finding the right balance between curricular and extracurricular activities ñ school feasts, trips, visits to museums, reunions, clubs, school magazines, etc.. It will also contribute to redefine the role of sports and artistic events, the associative life of young people, the relations with the community.

c) Subjects will deal with topics of a high educational potential, which have, so far, been less present in both the curriculum and extracurricular activities. Thus, the topic areas addressed will include themes such as: **global education**, in the spirit of education in response to globalization in today's world; **environmental education**, **education for human rights**, **education for sustainable development**, **education for peace**. These themes can be addressed either within one discipline or cross-curricularly, for instance: education against discrimination (referring to themes such as the holocaust, the apartheid, etc.) may become an essential dimension of several subjects, and could be specially tackled in history classes or civic education classes.

d) The curricula and textbooks are going to be revised so as to cut out and avoid sexist, racist, xenophobic, nationalistic-extremist and dogmatic messages, based on clichÈs and stereotypes. The objectives and contents of curricula, the underlying concepts and contents of textbooks are going to place special emphasis on critical-reflective thinking, on the ability to distinguish between primary information and its interpretations, which may differ according to certain values, beliefs, points of view or interests, as well as empathy-oriented abilities.

e) The school environment and practices made possible through the school organization and mechanisms are going to become ever-more a space and a model of social activities that are compatible with the ideals of a democratic society. In such a society, the schools cannot be run as institutions with a totalitarian organization, where the members are not allowed to express their initiatives, opinions, collective decisions, or to participate in the life of the organization. Schools have to become a space allowing for the expression of responsibility and of a decent behavior, associated with honesty, honor, the keeping of promises, mutual respect, tolerance for different opinions, be they of religious, cultural or political nature.

f) Local traditions will be turned to best account especially within the curriculum decided on by the school, so that the pupils should know about the contribution of their forerunners to the enrichment of the material and spiritual endowment of the respective community. The multi- and inter-cultural dialogue, possible only through mutually getting acquainted, will be directed towards developing attitudes of respect and appreciation for one's own values and traditions, as well as for those of the others.

g) Teaching strategies are to be implemented so as to bring about a real consistency of approach between content and form / process of learning. Thus, for instance, democracy cannot be

learned by simply listening to lectures, and decent behavior cannot be developed in pupils if the school climate or the trainers' behavior is inadequate.

h) Co-operation among pupils, teachers, parents and educational NGOs will be encouraged in schools, so that the educational offers of civil society could become congruent with those of formal education.

Minister,

Andrei MARGA

NOTIFICATION NO.10319

of April 20,1999 about the goals of reform in pre-tertiary education

As of December 1997, the Ministry of National Education (MoNE) has permanently issued the Orders of the Minister of National Education, the notifications of the minister's office, of the State Secretariat and of the General Department for Pre-Tertiary Education concerning the design and implementation of a comprehensive educational reform at pre-tertiary level. The institutions reporting to the MoNE, which are also involved in the pre-tertiary education reform, issued in the past year a lot of materials concerning the reform of the curriculum, assessment, teacher training, output and distribution of teaching materials, financing and management, institutional evaluation, etc. All these materials have been sent to the inspectorates at **judeţ** level and to schools. The specialized publications of pre-tertiary education, as well as the mass media as a whole, have permanently informed on the most important aspects of the reform process, among which the quite comprehensive one referring to the launching of a new curriculum framework, starting with the 1998/1999 school year. If we look at the data available at the MoNE so far, we can estimate that in most schools the new national curriculum, the new evaluation system, the new structure of the school year have been understood and implemented in keeping with the intentions of the reform project. However, in the implementation of the pre-university reform process there are still instances when the intentions of the MoNE have been distorted or there are deficiencies when the comprehensive changes have been put into practice. It is for this reason that the Ministry considers it fit to come back to certain fundamental matters linked to the goals of pre-university education, which should keep being discussed publicly by teachers, headmasters, parents, pupils, representatives of the local communities, etc.

The comprehensive reform of pre-tertiary education was conceived with a view to implementing the stipulations of the Education Law no.84/1995 about the educational ideal of training the younger generation for life in a democratic society, based on the liberal values, and in a market economy. It envisages our country's Euro-Atlantic integration in consonance with Romania's major political options included in the country's Constitution, in the documents and rhetoric of the authorized representatives of the political power in Romania. The systemic reform of pre-tertiary education, linked with the reform of higher education, aims at introducing deep-going changes in the content and form of the educational process, so that the education of children and young people should be compatible with the effective performance of an open society. Learning must be brought back into schools and prove its efficiency by the young people's real competence in the new social and economic reality after 1989, on a competitive home and international labour market and not merely in a formal way, by a diploma. Within the reform of pre-tertiary education a foremost place is held by the restoration of the natural link between school and the community. Thus, schools and lycees have gained enhanced managerial and financial autonomy. For the first time after 50 years, schools and lycees in Romania have the right to decide on a part of the curriculum. A new mechanism of curricular decision has been set up, as well as a new system of relationships between school, family and the community, so that the responsible involvement of the families and representatives of the community

should bring about a new quality of education and a climate of emulation, favourable to personal and institutional development. Another fundamental option within the comprehensive reform of pre-tertiary education has been the turning of the teaching staff, of the curriculum devisers and of school managers, into professionals, in keeping with European standards and requirements. In order to create the legal framework for the implementation of such reform measures, in conformity with its legal competence, the Ministry of National Education has taken steps for the revision of existing laws concerning education and for adding elements that should outline a flexible and generous legislation in Romania.

As the curriculum is the main document for the adjustment of school life, the option of the Ministry of National Education has been the gradual introduction of a new curriculum framework, as the basis of the new National Curriculum. The pedagogical term of curriculum is by no means a valuable linguistic invention of those who devised the new curriculum framework, its meaning being well known in the Anglo-Saxon cultural space, linked, however, to its Latin origin. The curriculum theory and practice has been internationally recognized for several decades. You can find thousands of articles, books, (even in encyclopaedias) on the curriculum all over the world. The syllabuses and the textbooks are instruments of the official or written curriculum, but they do not exhaustively stand for it. Many countries have a curriculum, sometimes a national curriculum, or a national core curriculum without having syllabuses, or tabular syllabuses as is the tradition in this country. In Romania, too, although for quite a long time the pedagogical specialists were isolated from the world outside, we cannot pretend on the one hand that the curriculum theory and practice are western inventions, unsuitable for Romanian realities, or on the other that these have always been in existence in this country, as we have always had syllabuses, textbooks, education plans. The introduction of the national curriculum will be favorable to the introduction of a genuine curricular culture in this country, meaning the linking of formative targets to the content of learning, to the teaching/learning methods and to evaluation, in different circumstances, conceived as learning experiences for pupils in a dynamic environment, beneficial for the individual development of each of them. Voices are heard which find fault with the use of "new words" in the context of implementation of the new National Curriculum, scoffingly called the "new words of the reform", loan words from foreign languages at the expense of vernacular well known terminology. The bearers of such a message imply that it is not a real reform, but a use of words devoid of content. That is why we must permanently recall to mind that sometimes it becomes necessary to translate a collocation or to use even a word in a foreign language under circumstances when in our society for some time there were no practices and realities that have been in existence and had been named in other cultural spaces. The "new words" such as educational framework plan, curricular area, common core etc. are, of course, linguistic conventions for a new reality and practice in Romania which cannot be named in a terminology well established during a period linked to a mentality and practice of "democratic centralism". They have been accepted in the educational network, explained and easily translated into the languages of the national minorities. They lie at the foundation of the own curricula of schools and lycees, they are used for staff recruitment, etc. Sometimes voices are heard that complain about the fact that the new educational framework plan has been conceived by people lacking teaching" experience". The opposition between theorists and practicians is used sometimes for demagogic purposes, as an anti-reform argument. However, it cannot be sustained. Alongside researchers from the Institute of Educational Sciences ñ who have had direct teaching experience in high schools or in higher education departments of universities, some of them for quite a long period of time - a lot of schoolmasters, teachers, inspectors and university professors have been and are still working on the educational reform. It is beyond doubt that even a young university graduate, who has not had a long period of teaching experience can get involved in it in good faith and in a competent way. We should also ask ourselves whether a teaching experience of ten, twenty or thirty years eroded by easy-going habits is preferable to a reflexive and professional pedagogical approach in the sense of today's pedagogical sciences.

The new educational framework plan cannot be successfully implemented, so as to allow to a great extent individualized learning tracks, without a genuine involvement by the school of pupils and their parents and without the effort of the school management to set up a timetable based on an efficient correlation between the options of the pupils and the available human and material resources as well as with the environment, specific for the local conditions of the respective school. Time and again, the MoNE has pointed out that the implementation of the new framework plan is going to take place gradually, in agreement with the inherent logic of such a comprehensive reform. It stands to reason that pupils, their parents and teach-

ers are looking forward to getting access to the new methods in school life, which are stimulating for both individual and collective performance, for the long term motivation of young people, as well as for the adequate development of their potential by doing away with unreasonable overloading of the timetable of pupils. The phased carrying out of the comprehensive reform, however, is an objective necessity, as it involves a very large number of people, takes place in complex spheres which are inter-connected (curriculum, assessment etc.) and envisages mostly a change in mentality that cannot be carried out in a couple of months.

The reform of pre-university education focuses on the development of critical thinking in pupils, the development of dialogue and communication, the stimulation of argumentation skills, so that children and young people should be able to substantiate their judgements (value judgements included) on correct and as reliable as possible information. A quite important role is assigned to the permanent stimulation of high level skills, among which the transfer and putting into practice of the skills and knowledge acquired through problem solving. Such things are not current in everyday school practice, as the syllabuses and handbooks reformed in this way are still lacking. The reduction of the overloading of syllabuses and textbooks, by a change of stress from the assimilation of irrelevant information to a formative approach, as shown above, has as a prerequisite a deep-going change of the teaching outlook on the teaching/learning of a subject or of a group of subjects in a curriculum area. The deep-going change of the teaching outlook is particularly needed in subjects and/or curricular areas, which are said to have excessively overloaded syllabuses and exaggerated formal requirements compared with the possibilities of pupils. The reduction of the number of common core classes in compulsory education for certain subjects (for instance natural sciences) is not meant to lower the importance of scientific education of the young generation. On the contrary, the Ministry of National Education means that this should lead to a thorough rethinking of the goals of teaching natural sciences at the compulsory education level, so that the capacity of understanding of the specific of scientific knowledge should be adequately stimulated for each pupil, not only for those capable of high intellectual performance. For those pupils with a special interest in scientific knowledge it is possible to allot up to three hours a week for natural sciences. An overloaded syllabus even for two hours a week, conceived from an academic angle and not from a didactic one, cannot be implemented in the new framework plan. For this reason, simultaneously with the implementation of the framework plan for forms I ñV in the school year 1998/1999 and with the preparations for its extended implementation in 1999/2000, the Ministry of National Education has ensured the integral revision of the syllabuses for forms I-VI and the introduction into the system of the new syllabuses for forms VII and IX. The old syllabuses for forms VIII and X-XII have undergone changes by doing away with overloading, being adapted to the new framework plans. They will still be in use in 1999/2000 and are to be replaced entirely with new syllabuses in keeping with the time schedule of the MoNE in 2000/2001, when it will be possible to bring out new textbooks based on reform principles. With the support of the publishing houses specialized in teaching materials, the Ministry of National Education has already started the printing of the new textbooks for grade IX based on the new subject curricula.

In the curriculum reform, especially in the area called effective or achieved curriculum, a quite prominent role is held by the use of textbooks. The Ministry of National Education has pointed out time and again that in this field, too, a change in mentality is required in connection with the use of the textbook as an educational means. Although it still is one of the cheapest means and it is more accessible than the educational software or other modern means (laboratory kits, workbooks) it is necessary to do away with the preconceived idea that the textbook is the only source of learning. A textbook should be a resource permanently at the pupil's disposal, but learning/teaching should not be guided by the textbook, but by the formative goals of the new curricular outlook. One should also be aware that in Romania a limited market for textbooks has been in existence only since 1995, so some extra time is required to enable the setting up of groups of professional textbook writers. The experience of the publishing houses, which in the last four years have started bringing out alternative handbooks, has clearly shown that qualitative progress is possible and it depends on the training of those involved in the publishing process, as well as on the effective exercise of editing and designing the textbooks. Similarly, the schoolmasters and the teachers have, in the course of time, acquired increased competence in the assessment and selection of those textbooks which best suit their teaching philosophy and their pupils' needs. Alongside the curriculum reform, the Ministry of National Education paid increased attention to the reform of the evaluation system, setting as its goal the introduction of a national

evaluation system in Romania. Its implementation will be an important step towards doing away with the expensive and stressful entrance examinations, and the ensuring of a real mobility of the young people both at home and in the European space. The effort of reforming the evaluation system focused on two goals: on the one hand the reform of terminal examinations (baccalaureate and capacity exams) and on the other the permanent assessment in the learning process meant to record the pupils' progress or the problems confronting them when they have to meet the formal curricular requirements. To this end, the Ministry of National Education has to taken the necessary steps for the setting up of the National Service for Evaluation and Examination, an institution specializing in turning current and summative evaluation into a profession. Since this type of activity is in an inceptive stage in Romania, some shortcomings have inevitably been recorded, linked especially to the understanding and implementation of the new concept of pupil evaluation in the conditions of the two semester school year. The decision to change the structure of the school year from a quarterly one to a half -yearly one has been taken by the Ministry of National Education, taking into account its obvious advantages for securing a better balance between the periods of teaching and vacation. Thus, in the school year divided into semesters, only two achievement tests instead of three are administered. The test content should vary in accordance with the intention of diversifying and making it more flexible. The Ministry of National Education has not meant at all to make pupils sit for university type exams, as testing has been administered in some places. On the contrary, through Notifications and Orders of the Minister, it has been pointed out to the teaching staff that the period of assessment in each semester is a period of revision, systematization and consolidation of knowledge, that is natural in any learning approach, while current assessment is continuously performed, as it has been so far. However, it is now administered in diversified ways. Thus, the Ministry of National Education has repeatedly shown that the assessment of pupils should not be restricted to control papers and written tests, but it should also include projects, joint activities of groups of pupils etc. The Ministry has pointed out that the written tests and control papers should aim at assessing relevant knowledge and skills, so that attention should not be focused on quantity alone, but on attaining the formative goals contained in the syllabus. The inter- and intra- semester vacations have not been deemed as an opportunity for overloading the pupils with homework, as has been done in many schools. The Ministry of National Education has invited the teachers many times to revise their methods concerning the share and subjects of homeworks. Pupils become motivated for learning and taking upon themselves the effort it requires when the tasks are compatible and in agreement with their real possibilities, when the effort of solving them becomes a pleasure. The Ministry of National Education has never required that pupils should make no effort. Its purpose has been to stimulate pupils' long term motivation for the effort they made, which has been rewarded by individual gains suited to the talents of each of them. One of the mottoes of high school education is "from an education for all to an education for everyone". The pupils are free to strain as hard as they wish, provided they assume it themselves and is not in excess of the reasonable limits of their age and their specific possibilities. As concerns the change in the evaluation system in primary education, we would point out that it does not exclude hierarchies, nor the possibilities of ranking or comparison among pupils, as some people claim, who express regrets for the replacement of the old system based on marking. What must be firmly stated is that the purpose of evaluation, especially in primary education should not be a punishment or reward for pupils and the setting up of hierarchies for their own sake. The purpose of evaluation in primary education should be first and foremost the motivation of pupils for learning, simultaneously with the recording and stimulation of the progress of pupils. It is not the very fine discrimination of performances and the counting of mistakes, followed by their penalization, that is the indication of success in the teaching/learning process, particularly with very young pupils. The grading practiced in different countries in primary schools shows that the pupils do not turn indifferent or lazy or unable to face competition because of this system. In return, the pupils have much higher chances of being positively stimulated and being intrinsically motivated for long-term learning, intensified by what is called in Romanian education performance descriptors. Pupils also learn that under a lot of circumstances competition may coexist with collaboration and group work activity and they come to understand that what matters is to make progress, each in keeping with their own endowments. The specialized studies, as well as the everyday observations of teachers and parents, clearly prove that this assessment method, accompanied by a reasonable involvement of each child, taking into account his/her peculiarities, by the permanent interaction with the others, result in the fact that no pupils fail in their study. The curriculum and the assessment must be conceived so as to lead to the setting up of a reflexive teaching practice in pre-tertiary education, having in mind

the necessity that pupils should be made as often as possible to exercise simple matters in different contexts, so as to thoroughly strengthen basic skills and abilities. Once again we must say that it would be misleading to believe that a host of valuable information is conducive to efficient learning. Learning in schools should be revised both in the light of the present data of educational sciences, including the cognitive sciences, and taking into account natural teaching common sense, based on which maxims could be formulated as far back as the Antiquity, such as the one that revision ensures thorough learning.

In the intention of the Ministry of National Education, the reform of pre-tertiary education should be the framework through which pupils, teachers and parents rediscover the natural conditions of a practice that is advantageous for all the parties, based on mutual consultation and dialogue. The links between school and the community must be restored, as there is the natural interest of the community to have well trained and educated citizens, able to responsibly and competently act for the personal and community welfare.

School should become a medium for the promotion of democratic values and practices, where a climate favorable for learning, self-discovery and the orientation of the pupils in view of their fulfillment in private and public life, that is in their career and in the social and political activity, should exist. This goal can be attained through the full exerting of their attributes as citizens of a liberal democratic society.

At the same time, it becomes necessary to restore the organic link between school and the community, to exploit all mutually advantageous approaches concerning the relationship between school and the labour market. Even if school does not train the labour force for all the different trades, the acting, communication and relationship-establishing skills acquired by the pupils in school lay their stamp on their entire life. The effort capacity, the ability for teamwork, for efficient communication, the peaceful and efficient settlement of conflicts, have their roots in the training for learning in school.

The material endowment of schools and lycees cannot be improved without a long-term investment from the local community and the entrepreneurs. The Ministry of National Education intends that pre-tertiary education should create the convincing starting point for the investment in education, the only one that can ensure a lasting development of Romania, as a partner of Europe's top nations.

Dakmara GEORGESCU,
Counselor of the Minister

DECENTRALISATION IN EDUCATION
(May 1999)

Currently, the National Education network includes 12,368 **kindergartens**, 13,682 **state primary and lower secondary schools**, 791 **vocational schools**, 191 **foremen schools**, 468 **post-secondary schools**, 165 **schools for children with special needs**, 4 **reformatory schools**, 1,309 **state upper secondary schools**, 57 **state universities**, 400 **private schools and upper secondary schools**, 49 **private universities** and 42 **school inspectorates**.

In addition to financial autonomy that completes university autonomy, already sanctioned by law, pre-university **decentralization, and institutional self-governance** of schools and high schools are crucial components of the educational management reform.

Why institutional decentralization and self-governance, after all? The answer consists of multiple reasons, out of which we hereafter mention only three. The general reason concerns the complex character of the large National Education network, the dynamics of which are affected in case centralization is maintained. The specific argument is that promoting the initiative of schools and upper secondary

schools has become a prerequisite of educational change. Another specific reason is that effective resource management is not possible without institutional autonomy.

What do institutional decentralization and self-governance imply? The answer consists in explaining the transfer of the decision-making process (as much as possible, while maintaining the functional unity of the National Education system in agreement with the educational objectives as stipulated by law), from the ministry to universities and inspectorates, and then from universities and inspectorates to faculties, colleges, departments, schools and upper secondary schools, respectively. From the operational point of view, **institutional self-governance** in education means that schools, upper secondary schools and universities are authorized by law and subsequent regulations to make decisions and promote their own projects and programmes aimed at attaining the educational targets. Decision-making refers to the curriculum and the teaching process, fund raising and the management of financial resources, teaching and non-teaching staff selection and hiring, maintaining and expanding premises.

What has been done so far for decentralization and institutional self-governance in the field of education ? The answer is that under legislation, including laws, ordinances, Government decisions, Minister's Orders, **schools, upper secondary schools, inspectorates and universities have more decisional competencies than two years ago, for instance.** An eloquent instance is that in September 1997, the Ministry of National Education was the sole authority that approved the transfer of a pupil from one school to another anywhere in the country, the extension of teaching after the retirement age, the purchase of furniture or equipment for schools, etc. In May 1999, the legislation regarding decentralization and institutional self-governance is already in force. Thus:

a) **Teaching/learning** proper: the new National Curriculum, the implementation of which started in the school year 1998/1999, states the possibility of developing local curricula and syllabuses, optional subjects included, (OMNE no. 4224 of July 1998); upper secondary school teachers are entitled to freely chose among the authorized textbooks available on the market (OMNE no. 5066 of December 1998); schools and upper secondary schools are authorized to reduce the formal requirements in the pupils' timetable, to introduce optional subjects, to diminish the pupils' homework, (OMNE no. 4291 of July 1998 and OMNE no. 3066 of January 1999); universities are authorized to establish the admission capacity including places financed from the budget, places on tuition fees, places for distance learning, etc.

b) **Resources**: schools, upper secondary schools and universities have been authorized to raise and use extra-budgetary funds based on their institutional autonomy (OMNE no. 3378 of March 1998 and OMNE no. 4356 of August 1998); the pupils' movement from one school to another, the teachers' journeys abroad during the school year, the admission of foreign pupils and students have all been transferred under the authority of schools and upper secondary schools (OMNE no. 4579 of September 1998, OMNE no. 3667 of May 1998, OMNE no. 3266 of February 1998); universities have adopted the European scheme of global financing (Government Ordinance no. 66/1998 and the Budget Law of 1999); educational institutions have been entitled to organize lifelong and distance learning (OMNE no. 3407 of March 1998); the number of teaching and auxiliary staff in schools, upper secondary schools and universities is settled by the respective institutions, according to local teaching/learning activities and to the budgetary and extra-budgetary resources raised (OMNE no. 3285 of February 1999), and others.

c) **Teaching staff**: contests for the vacancies in outstanding schools and upper secondary schools are under the authority of the management of schools and upper secondary schools and of inspectorates (OMNE no. 3810 of May 1998). The educational institution is authorized to set out a differentiated payment scale, under Law 154/1998, etc.

d) **Premises**: schools, upper secondary schools and inspectorates are entitled to re-integrate the premises and equipment into their patrimony (OMNE no. 3761 of May 1998); schools and upper secondary schools are authorized to organize school transport (OMNE no. 3592 of April 1998).

Investments in pre-tertiary education are included in the local budgets (Order of the Ministry of Education and of the Secretary of State, head of Local Public Administration no. 3502 of March 1999), etc.

e) **Management**: schools and upper secondary schools draw up their own **annual financial plan**, and **school plan** (OMNE of March 30, 1999), and universities draw up their **strategic plan.**

The decision in favour of decentralization, of creating and consolidating the self-governance of schools, upper secondary schools and universities is vital for the indispensable reform of education and public administration. The obstacles it is facing, however, are mainly due to: a) the former habitude - created over decades - of steadily receiving "top-down" decisions; b) the current economic problems and difficulty in raising funds locally; c) the public finances legislation.

Under the legislation on education and local public administration, solutions have been directed towards institutional decentralization and self-governance. Thus, the Education Law of 1995 stipulates that "the scheme of financing education provides for the management of resources and enables the involvement of local authorities in allotting additional financial sources to education" (Art. 169). Under the **Law of Local Public Finances** (1998), local budgets cover expenditures for pre-tertiary education, whereas under the **Law of Local Public Administration** (1991), local councils secure the financial resources required by adequately running local educational institutions. **The 1999 Budget Law** stipulates: "the expenditures related to pre-tertiary educational institutions, except for staff payment, will be covered by the local budget of the administrative & territorial unit to which they belong" (Art. 34).

An essential decision of the Ministry of National Education concerns the allotting of the staff payment form the central budget. Another decision is the *complementary financing* of educational institutions through the bid of projects that they draw up.

Two arguments are invoked against decentralization, namely: a) local economic difficulties; b) unsatisfactory experience of some school or administrative managers. Nevertheless, **these arguments do not regard the issue of decentralization, rather they are aimed at the local circumstances of the implementation process.** As a matter of fact, in the present economic context the financial scarcity would be at least as severe as before if centralism were re-instated. The managers' experience varies considerably, yet one can notice that the managers and staff in many schools, upper secondary schools, or universities are highly competent, have taken advantage of self-governance and have imparted vitality to their units. Anyway, nowadays, concrete management in every educational unit relies heavily on the latter's situation and development.

Decentralization requires new steps. During the next weeks, the Ministry of National Education will draw up the following:

1. Ordinance on the modification of **the Staff Statute** (1997).
2. Draft of **Law on Creating the Education Fund.**
3. Draft of the **Romanian Government Ordinance regarding the contribution of local communities to supporting schools and upper secondary schools.**
4. Applying, by Decision of the Romanian Government, for a foreign loan directed at stimulating education in rural areas.
5. Draft of the **Romanian Government Decision regarding the Council for school and upper secondary school financing.**
6. Draft on **regulating ownership in the case of investment in buildings constructed by local authorities, to the benefit of the investors.**
7. Draft on regulating **salary tax collection in favour of the residence place where the family attend school.**

8. Drafts on modifying financial legislation **with the aim of consolidating institutional self-governance and accountability of educational management.**

The Ministry of National Education will co-operate closely with the Mayors' national organizations and with similar organizations of county council chairpersons, with a view to achieving decentralization and creating the links between schools and upper secondary schools and the initiatives of communities and local authorities.

Minister,

Andrei MARGA

NOTIFICATION

No. 10971 of June 2, 1999

concerning the educational reform and learning in school

Any step taken within the pre-tertiary education reform - new curricula, syllabuses and textbooks, managerial and financial decentralization, the strengthening and laying on new foundations of the relationships between school, family and the community, the qualitative changes in the area of initial and lifelong training of the teaching and non-teaching staff, the higher access of school to the new information technologies etc.-must ultimately have in view **the process and results of learning and its effects** on personal development and on the economic and social environment.

Learning as a process and fundamental human feature enables human beings to acquire **values, knowledge, attitudes and types of behavior** so that in consequence of a learning process each person should be able to perform certain things he/she did not know and could not do before that process took place. A learning process also enables us to know and perform better a certain operation than we did before the learning process.

There are **different theories** about human and school learning, by means of which one can analyze the **complex relationship between what is called in specialized terms educational input and output.** Many researchers have outlined the miracle of human learning, linked with the miracle of language: man is the being who can turn a certain input into a different output, sometimes much richer than the initial stimulus. **The cognitive theories** have pointed out the role played by the **inner structure** of each individual, who is not merely a passive receiver of inputs, but is also able to build with his own mind what is offered as a stimulus and/or to choose his/her stimuli in accordance with this inner structure. Jean Piaget and Lawrence Kohlberg have proved this in the field of intellectual and ethical education. They offerted a simple explanation, referring to the fact that no human subject passively receives the educational stimuli, even when apparently it seems to be different. Ethical education has been dominated for a long time by the dogma according to which it is enough to convey good standards to the pupils, from as early an age as possible, for them to become moral people. The cognitive outlook on ethical education has shown, however, that the **reception, internalization and implementation of moral standards** differs in keeping with certain inherent stages and processes, specific to each individual person.

In the context of the educational reform, specialized didactics and teacher training curricula will have to facilitate the acquisition and implementation by teachers and schoolmasters of those **teaching practices** that favour and stimulate the process of turning the pupils into "**subjects" of their**

own training. Spoon-fed knowledge, even if correctly and adequately supplied, cannot in any way replace **the participation of each pupil in the process of building up knowledge and specific action for each field, in the learning group** to which he belongs.

School learning practice, as used during the communist regime, laid stress on offering knowledge without involving the learner in the process of learning and without aiming at the implementation of the acquired knowledge to real life situations. **The skills for social communication, networking, decision-making, risk taking, the adoption of personal solutions were neglected, too,** as in a totalitarian society their stimulation is not only useless, but also dangerous for the system.

Learning in school in a society aiming at the cultivation of democratic values, principles and practices, must have different coordinates, which are linked both with the form and the content of the teaching process.

Knowledge acquired by learning in school is not an aim in itself. No result of the process of knowledge acquisition in school is completely meaningful unless it is linked with the **development of attitudes and competence** able to stimulate the interest and the capacity of the young people's social participation. In a learning process, **concepts, facts and data, values, attitudes and behavior** crop up. Limitting learning in school to concepts and facts means to overlook an extremely important area of each personality in an extremely important area of the social field. Even the theorists of economic development such as Douglas North, who for a long time analysed and promoted the role of institutional structures in obtaining social wealth, have recently been reconsidering the role of **mental models,** of **cultural attitudes** as being decisive in the development of a society. Instead of merely bringing about the reproduction of knowledge for the sake of knowledge, learning processes should favour the **integration** of attitudes, skills and knowledge in operational structures and lead to the **possibility of their creative implementation in the solving of intellectual or practical matters.** At the same time, **the integration of attitudes, skills and knowledge in personal operational structures** must take into account **the context of learning**, the age, the learning environment, the instruments and means, etc.

Knowledge should be selected in such a way as to enable pupils to explore and **use the inter-disciplinary and cross-curricular links** brought into relief by the new curricula. **The intellectual, spiritual, emotional and physical capacities** required today to face the reality and complexity of our life are **intellectual, social and emotional instruments,** which should be directed to the ideal of a democratic education. Such an education is going to enable us all to live peacefully together and **to get mutually enriched from the diversity of individual human manifestations.** Beyond the **learning of concepts and data and facts,** learning in school must ever more become the **learning of instruments, which** should favour **the cultivation of cultural attitudes of a pro-active and pro-innovative character. The cultivation of pro-activeness,** instead of the social and intellectual reactivity, cannot be, of course, done without a deep **informational background**. The data and facts offered to the pupils must be consistent and verifiable, so as to permit the setting up of connections between different cultural, historic, gender and ideological outlooks. Learning should also be accompanied by the **analysis of the** implicit or explicit **theoretical assumptions and values** underlying the outlook. The operation with facts and data and interpretation outlooks should make it possible to **put them to tests**, a minimum requirement of any education claiming to be more than some drill or indoctrination.

The intellectual skills developed in school must take **critical thinking into account,** that means the skills of **fine analysis and comparing,** of relating cause to effect, of relating processes and phenomena with the **context** of their emergence. The pupils should be involved as much as possible in approaches that require **comparison, learning by contrast and evaluation,** by using the instruments of critical thinking.

The pupils should also be faced with the **new information technology**, ever more connected with the way today's world looks like. A special attention will have to be paid to the **teaching of critical thinking and developing the capacities of critical analysis** of the messages from the mass-media, especially as concerns their potential for the promotion and inculcating of **prejudices and stereotypes.**

School activity requires an environment **favourable to learning**, which should stimulate the **acquisition** of knowledge and acting skills, instead of simple reproduction. The learning environment should be **stimulating and diversified** to a sufficient extent so as to offer a **sustained motivation** to each pupil. Instead of a learning environment that should favour selfish competition among pupils, a learning environment **propitious to group learning** is preferable, by means of which the pupils should develop the skills of **interactive solving of the theoretical and practical matters, in conditions of solidarity and of an open, fair and productive competition. The pupils' activity in small groups** must be accompanied **by a stimulating dynamic of the group** and by its members' focusing on important matters of a highly formative potential.

School learning should lay sound foundations to **lifelong** learning. In today's world it is no longer possible to restrict the learning process to the period and space of formal instruction. The pupils must get **the necessary instruments for preserving a lifelong craving for learning and for access to the sources and resources of learning.**

The goal of learning in school must take into account the training of the pupils for a **pro-active approach to the personal, professional and public challenges of life.** The efficiency of this approach depends on the manner in which the pupils have learned to communicate socially, to take decisions and to efficiently face conflicts. It also depends on the **manner in which they have learned to share responsibilities, to accept view-points that differ from their own and to creatively use the conceptual, emotional and relational instruments required for an intelligent and responsible adaptation to environment.** Learning in school can be efficient only if the pupils can understand **the link between decision making, which depends on certain conditions of information and on the mastering of some instrumental skills, and the quality of human life.** Creative adaptation to change cannot be stimulated by learning based on sterile teaching rites, which have no other purpose but the reproduction of habits and dogmas associated to academic scholasticism.

Dakmara GEORGESCU
Counselor of the Minister

ORDER

no. 4058 of July 7, 1999

regarding entrepreneurial education at pre-tertiary level in Romania

Through its authorised political representatives, Romania has declared its firm orientation towards **liberal democracy** and **a market economy.**

The post-1989 new political, economic and social developments are specific to the complex and strenuous process of **transition** from a closed society, based on communist dictatorship and a centrally-planned economy, towards a society established on the **effective functioning of the state of law and of a market economy, based on the respect of ownership rights and free competition of manufacturers,** an open society, characterised by observance of individual rights, promotion of social dialogue, press liberty and a genuine separation of state powers.

Within the context of economic, politic and social changes and of Romania's endeavour to join the Euro-Atlantic space as soon as possible, **education for democratic citizenship and entrepreneurial education occupy a significant position in the educational system.**

In schools and upper secondary schools, entrepreneurial education is targeted at pupils':

a. understanding of market economy;

b. acquisition of knowledge (concepts, laws and procedures) specific to manufacturing, delivery and consumption within the framework of free enterprise;

c. acquisition of fundamental knowledge, values, attitudes and skills related to entrepreneurship (taking initiative, developing business plans, risk-taking, business ethics, etc.);

d. training in business practice by means of modern telecommunications and information technology, at levels specific to each age;

Taking into account the importance of entrepreneurial education in creating a new **economic culture** in Romania and in preparing the youth for the opportunities, responsibilities and experiences of adult life, so that they could make their **own contribution to an efficient organisational culture in their future posts,**

In compliance with the Education Law no. 84/1995, articles 127 and 128, with all its subsequent alterations and completions,

On the ground of the Decision of the Government of Romania no. 690/1997, with all its subsequent alterations and completions,

The Minister of National Education
orders:

Art. 1. Entrepreneurial education will be promoted at all levels of the educational system in ways specific to the pupils' age and type of school training, being regarded as **a new dimension of education,** manifest explicitly (in different subjects) or implicitly (in school practices and relationships, etc.)

Art. 2. As an explicit education form, entrepreneurial education **will be covered by certain optional subjects in compulsory and upper secondary education, and by core subjects in the vocational and technological education.** Social sciences (Civic education, Political economy, Psychology, Sociology, etc.) will include **elements of entrepreneurial education** in their syllabi and textbooks. Likewise, all the other subjects will include in their syllabi the **dimension of entrepreneurial education, with the aim of developing entrepreneurship behaviour.**

Art. 3. Through the curriculum at their choice, schools and upper secondary schools will promote, **programmes of entrepreneurial education carried out by non-governmental organisations or by entrepreneurs' associations,** such as the Junior Achievement Project, the project of economic education run by the National Council for Economics (US), etc. Schools and upper secondary schools will encourage pupils to participate in **entrepreneurial education contests** and to carry out **long-term projects in the field of economic and entrepreneurial education.**

Art. 4. Entrepreneurial education will become **a permanent concern in the schools' and upper secondary schools' pedagogical projects, being included in personal school relationships or by Internet, in school magazines and journals, as well in the other extra-curricular activities.** Schools and upper secondary schools will support the pupils' endeavour to develop entrepreneurial education projects in partnership with pupils from other educational institutions.

Art. 5. The management of schools and the upper secondary schools will include specific entrepreneurial education projects in their offer. The projects will be aimed at making full use of the new trends concerning entrepreneurial education included in the syllabi of Civic education, Political

economy, Sociology, Psychology, currently in force. **They will also adopt and apply the teaching materials on economic and entrepreneurial education prepared by the Romanian teachers who took part in related international projects, such as Junior Achievements or the projects on economic education organised by the National Council of Economics in the USA.**

Art. 6. Bucharest and county inspectorates will make provisions for the collaboration between schools, upper secondary schools, businesses and NGOs, as concerns long-term development of significant projects for entrepreneurial education.

Art. 7. The management of schools and upper secondary schools, of Bucharest and county inspectorates are authorised to take all the necessary steps **in order to involve the pupils in projects of entrepreneurial education, in partnership with the economic units in their areas.**

Art. 8. The initial and the in-service teacher training courses will include the positive experiences concerning the continuation and extension, within such courses, of the elements of economic and entrepreneurial education of all the teachers in schools and upper secondary schools.

Art. 9. Teachers who are subject specialists of civics and social sciences, as well as the specialists in other subjects, will commit themselves to make best use of the elements of economic and entrepreneurial education during the core and the optional subjects stated by the new National Curriculum framework.

Art. 10. Teachers will disseminate in schools and upper secondary schools the learning materials on economic and entrepreneurial education, such as books, work-sheets, games, CDs, video cassettes, etc.

Art. 11. The General Departments in the Ministry of National Education, Bucharest and county inspectorates, the management of schools and upper secondary schools shall carry out the present Order.

Minister,

Andrei MARGA

The Ministry of National Education

Issues

ORDER

No. 3621 of April 13, 2000

on the introduction of elements of European studies and of European studies in schools, high schools, universities

Following the decisions adopted by the leaders of the European Union Member States in Helsinki (1999), **Romania has been invited to negotiate its accession to the European Union.**

The overwhelming majority of the countryís population has declared itself in favor of our countryís integration into the European Union.

Accession to the European Union represents a turning point in the evolution of our country, with deep beneficial effects.

Education is one of the fields with which Romaniaís negotiations for accession to the European Union were initiated in March 2000.

During the last years, measures have been taken in the field of education for the improvement of legislation, for institutional development and consolidation, as part of the **end-of-transition reform and of harmonization** with the organizational and performance-related criteria currently in force in the European Union.

Our country has been actively involved in the **European educational programmes** ñ TEMPUS (1991), SOCRATES (1998), LEONARDO (1996) etc. Our country signed the **Bologna declaration** (1998) and the **Florence declaration** (1998) regarding the creation of the European educational space. In June 2000, with Portugal at the presidency of the European Union, the **Conference of the European Ministers of Education** will take place in Bucharest, this being an important moment in granting recognition and giving an impetus to educational reforms in various European countries.

Systematic, constant and modern actions are needed at present, aiming at accustoming the new generations with the European approaches to the technological, economic, administrative, political, educational, cultural matters and at informing the citizens on the prospects, as well as on the organizational and performance-related criteria applied by the European Union.

Starting from the above-mentioned premises, with a view to consolidating the European dimension of education, to systematically familiarizing the new generations with European approaches and to informing the citizens on the prospects, as well as on the organizational and performance-related criteria applied within the European Union, on the ground of his legal competence,

The Minister of National Education

orders:

Starting with the 2000-2001 academic year, schools, high school and universities, as well as the other units within the network of the MoNE shall **systematically begin the teaching and debate of issues related to the history, creation and expansion of the European Union, as well as to Romaniaís integration into the European Union.**

The **issues** referred to under **Art.1** are of technological, economic, administrative, political, cultural, educational, etc. nature.

As part of the introduction of the **New National Curriculum** (1998) for schools and high schools, during classes such as Civic Education, Economics, Philosophy, History, etc. the following matters shall be dealt with: history of the European Union, ways of building the European Union, the criteria for European integration, Romaniaís integration into the European Union, as well as other

topics related to the evolution of the New Europe. To this effect, the General Department of Pre-University Education and the National Council for the Curriculum shall elaborate recommendations by June 1, 2000, which will be integrated into the new and revised subject curricula.

According to the New National Curriculum, the subject **Integration into the European Union** will be introduced on the list of optional subjects for form XI (in the case of high schools) and for the last form of every vocational school.

The syllabus for the subject **Integration into the European Union** will be designed by the General Department of Pre-University Education and by the National Council for the Curriculum, by June 1, 2000.

Colleges and universities shall include, as optional subjects, disciplines regarding **European history and History of the European Union, European economy, European Technologies, European Administration, European Union policies, organization of the New Europe from the economic, scientific and cultural points of view**. Pass grades obtained in these subjects shall bring the students transferable credits.

The European Studies faculties and departments in universities shall organize activities of familiarization with European studies, at their current state, to be included in the **on-going training and distance learning education.**

The **Libraries Department** in the Ministry of National Education shall elaborate and implement a project for the endowment of school and university libraries with the economic, historic and political literature related to European construction nowadays. The project is financed from the resources of the Ministry of Education and from international resources, based on competition of projects.

Every vocational school or high school will establish partnership relations with at least one similar unit in the European Union. Partnership includes cooperation regarding the curriculum, the teaching activity, mobility of teachers and students, cooperation in distance learning, etc.

The on-going training programmes for the teaching staff includes European integration subjects and topics.

To this effect, the Human Resources Department in the Ministry of National Education is working on a syllabus, which is to be finalized by June 1, 2000.

9. Industrial school units, high schools, colleges, university colleges and universities will present their educational offer on the Internet and they will initiate cooperation in distance learning with similar units in the European Union.

10. The Teacherís Centers and the other units belonging to the continuous training of the teaching staff will include European studies in their syllabus and will ensure the corresponding materials (books, journals, Internet access, etc.).

11. The management of schools and high schools, of university colleges shall implement the present order, by the deans and rectors of universities, by the school inspectorates and the departments in the MoNE.

Minister,

Andrei MARGA

2 APPROVAL OF THE CURRICULAR DOCUMENTS

The official documents concerning the approval and implementation of the **New National Curriculum** have been set up by a lot of orders and notifications issued starting with 1998.

Some of more significant are the following:

ORDER No. 4150 of 13.07.1998 regarding the new Curriculum Framework for compulsory education;

ORDER No. 4324 of 13.08.1998 regarding the Arts and Sports education;

ORDER No. 4323 of 13.08.1998 regarding the special needs education;

ORDER No. 3250 of 12.02.1999, No 3207 of 03.02.1999 regarding the implementation of the new Curriculum Framework for grades I_VIII and IX-XII in the school year 1999-2000;

ORDER No. 4121 of 12.07.1999, regarding the implementation of the new Curriculum Framework for upper secondary education for theological and military lycee;

ORDER No. 4176 of 13.07.1999, regarding the completion of the ORDER No. 3207 of 03.02.1999 referring to the new Curriculum Framework for Technological strand.

The following Orders are more detalied presented.

ORDER
No. 3207 of February 3, 1999

regarding the implementation of the new Curriculum Frameworks for primary, lower and upper secondary education, beginning with the 1999/2000 school year

Considering that the curriculum frameworks is an essential, regulatory part of the **National Curriculum**,

Considering that real, comprehensive reform of pre-tertiary education is a necesity in Romania, in order to guarantee the quality of training activities in the Romanian educational system, as well as its compatibility with other educational systems and its impact on the general reform of the Romanian society,

Taking into account that the Romanian education system should contribute to develop an active, competent, motivated and creative personality, able of choice and decision-making,

Following the public debates and negotiations with stakeholders regarding the MoNE suggestions on the new curriculum frameworks for upper secondary education made public in April 1999,

Considering the gradual implementation of the new Curriculum Framework for primary and lower secondary education, pursuant to the MoNE Order no. 4150 of July 13, 1998,

Under the terms of the Education Law no. 84/1995, articles 127 and 128,

On the ground of the Romanian Government Decision no. 690/1997, with regard to the organisation and functioning of MoNE, completed by the Romanian Government Decision no. 57/1998,

The Minister of National Education
orders:

Art. 1 The **Curriculum Frameworks** for grades IX-XII (part of the present Order, Appendix I) are approved.

Art. 2 Beginning with the 1999/2000 school year, the new Framework Curricula (part of the present Order, Appendix I) shall be applied to form IX.

Art. 3 The Methodology **regarding the new curriculum framework for grades IX (**part of the present Order, **Appendix II)** is approved.

Art. 4 In the 1999/2000 school year, grades X, XI and XII are functioning according to the previous Curriculum Framework for upper secondary education approved by the Order of the Minister of Education no. 4634 of August 3, 1995, and MoNE Order no 4150 of July 7, 1998. Accordingly, high schools have autonomy in drawing up their own timetable, provided they comply with the Minister Order no. 4634 of August 3, 1995 regarding the subjects stipulated for the high school graduation exam.

Art. 5 As from the 1999/2000 school year, the new curricula, part of the National Curriculum, will be introduced in grade IX. The curricula used in grades X-XII have been revised and streamlined and are to be further decongested.

The curricula for grade IX shall be developed by February 15, 1999. The new curricula for the whole upper secondary education shall be developed by May 30, 1999.

Art. 6 With regard to the Artistic, Physical and technological education as fields of study, there where the required material and human resources are available, high schools may also include in the School Offer extracurricular activities (Artistic Education, Physical Education and Information Technology), that will then be included in the teaching load.

Art. 7 The Curriculum Frameworks for grades IX-XII regarding education in the national minorities languages also includes, as a subject in the Language and communication area, Mother tongue and literature, which will be allotted the same number of classes as Romanian language and literature, according to strand, profile and specialization.

Art. 8 The status of Religion as a subject was regulated according to the legislation in force. Under the terms of the Emergency Ordinance no. 36/1997, Religion is a common core subject in the Curriculun Framework. According to the Education Law no. 84/1995, Art. 127 (2), subjects may be compulsory, elective and optional. The amended text of the Emergency Ordinance no. 36/1997, adopted by the Senate stipulates: "Art. 9. (1) The curricula for primary, lower and upper secondary schools, as well as for vocational education include Religion as a subject, pursuant to MoNE regulations". The amended text of the Emergency Ordinance no. 36/1997, adopted by the Chamber of Deputies, stipulates: "Art. 9. (1) The framework curricula for primary, lower and upper secondary schools, as well as for vocational training include Religion as a common core subject. The student, with consent of the parents or legal guardians, chooses a religion and confession to study. (2) On written demand of the parents or legal guardians, the student shall be properly defined following the promulgation of the Education Law in the amended form.*

Art. 9 The increased number of classes with some subjects, upon request of occupational organisations (such as Romanian language and literature, History, etc.) was dealt with through public hearings with specialised committees. Since the weekly number of classes cannot be increased beyond certain limits, it was decided to adopt different solution, that observe the principles of differentiated coverage and attuning curricula to different strands, profiles and specializations. Thus, with certain specializations and grades, the number of classes allotted for Romanian language and literature, History, etc. is larger than the initial offer and than the number of classes established by the Education Plan in force in the 1998/1999 school year.

Art. 10 The **Curriculum Framework for grades I-VIII**, in the revised form, allots **two classes of the common core for the second foreign language, beginning with form V (Annex III).** During forms I-IV, students shall study one foreign language; its study is compulsory as from form III and/or elective for forms I-II. During grades I and II, the foreign language is studied at the level of oral communication. During grade III and IV, the elective classes from the Language and Communication area may be allotted to the thorough study of the first foreign language or to other classes/subjects/topics related to the Romanian Language and/or the Mother tongue. The content and methodology regarding elective classes shall be regulated by a special **Order** of the Minister.

Art. 11 The **Curriculum Framework for grades I-VIII (Annex III)** comes into force entirely, beginning with the 1999/2000 school year.

Art. 12 The State Secretariat for Pre-tertiary Education, the State Secretariat for Education in the Languages of Ethnic Minorities, the specialised departments of the MoNE, the National Curriculum Council, the county school inspectorates and the inspectorate of Bucharest, the management of schools and high schools shall carry out the present Order.

Minister,

Andrei MARGA

* Pursuant to the promulgation of Law no. 152/1999, regarding the amendment of the Education Law no. 84/1995, Religion is part of the common core in every year of study. Upon demand of the parents or legal guardians, the student may choose not to attend Religion classes.

ORDER

No. 3371 of March 2, 1999

concerning the approval of the curriculum for grade IX

The curriculum reform is the central component of the reform of Romanian education.

The curriculum reform is presently thought to be the key of Romanian education. The deep-going changes in the curriculum field are seen as elements for generating and making more dynamic all the other reform components.

The curriculum reform is based on analyses carried out in Romania and abroad, and its basic options have been debated by the Ministry of National Education and the National Curriculum Council.

Taking into account the necessity that the educational policy in the field of the curriculum and the implementation of the new National Curriculum should be supported in the future by a coherent group of curricular documents, drawn up in a unitary view.

Taking into account the need for speeding up and correlating the changes in the content of education, within the framework of the curriculum reform.

On the ground of the Education Law no.84/ 1995, articles 127 and 128.

The Minister of National Education
orders:

Art. 1. The following subject-curricula are approved: Romanian language and literature, Mathematics, English, French, Italian, Russian, Spanish, German, Logic and argumentation, History, Geography, Physics, Chemistry, Biology, Artistic education, Musical education, Physical education, for grade IX. These subject-curricula have been drawn up under the coordination of the National Curriculum Council.

The approved subject curricula are sent to the unit for the Implementation of the Reform Project in view of the elaboration of textbooks.

The present order shall be carried out by the General Department of High Education, the unit for the Implementation of the Reform Project, as well as by the National Curriculum Council.

Minister,

Andrei MARGA

ORDER

No. 3540 of April 22, 1999

concerning the approval of the curriculum for pre-tertiary education

The curriculum reform is the central component of the reform of Romanian education.

The curriculum reform is presently thought to be the key of Romanian education. The deep-going changes in the curriculum field are seen as elements for generating and making more dynamic all the other reform components.

The curriculum reform is based on analyses carried out in Romania and abroad, and its basic options have been debated by the Ministry of National Education and the National Curriculum Council.

Taking into account the necessity that the educational policy in the field of the curriculum and the implementation of the new National Curriculum should be supported in the future by a coherent group of curricular documents, drawn up in a unitary view.

Taking into account the need for speeding up and correlating the changes in the content of education, within the framework of the curriculum reform.

On the basis of the Law of Education no.84/ 1995, articles 127 and 128.

The Minister of National Education
orders:

Article 1. The subject curriculum for Technological education for grades V-VIII is approved. This curriculum has been drawn up as part of the Reform Project for pre-tertiary education, under the coordination of the National Curriculum Council.

Article 2. The subject curriculum for Latin for grade VIII is approved. This curriculum has been drawn up as part of the Reform Project for pre-tertiary education, under the coordination of the National Curriculum Council.

Article 3. The subject curricula for Latin for grade IX, Slovak for grade IX, the technology of information for grade IX and General technology for grade IX are approved. These curricula have been drawn up as part of the in the Reform Project of pre-tertiary education, under the coordination of the National Curriculum Council.

The approved curricula shall be sent to the Unit for the Implementation of the Reform Project, in view of the elaboration of textbooks.

The General Department of Pre-tertiary Education, the Unit for the Implementation of the Reform Project, as well as the National Council for the Curriculum shall implement the present order.

Minister,

Andrei MARGA

3 IMPLEMENTATION OF THE CURRICULUM REFORM

NOTIFICATION

no. 11667 of July 27, 1999

regarding the status of the classes in the school based curriculum (BSC) in primary and secondary education and on the possibility of extensively studying certain subjects/courses/topics

The **new curriculum frameworks** which have been implemented beginning with the 1998/1999 school year are **generative frameworks**, including a common area for all the pupils (common curriculum) studying in grades/schools of the same type, as well as an area at the school's choice (school based curriculum). The existence of the school based curriculum allows for the implementation of institutional autonomy as far as curriculum decision-making is concerned, as well as for the **differentiation of the pupils' individual learning tracks.**

The SBC gives the opportunity to draw up their **own timetable schemas** for different grades and/or schools, in keeping with the school's **project and offer** and the **choices** of pupils and their parents.

In compulsory education, the ratio between the common curriculum and the curriculum at the school's choice is of approximately 75%–25%, with variations depending on the pupils' grade/age. The ratio held by SBC increases from primary school to the end of the lower secondary school grades. In upper secondary education, the ratio between the common curriculum and the curriculum at SBC has been changed to the effect of the increase of the latter up to 45% in the last grades of high school. The ninth grade (the first year of upper-secondary education) has a common curriculum for orientation, the last belonging to the **curriculum cycle of observation and orientation** (grades VII-IX). Consequently, at the level of the ninth grade (first year of upper secondary education) the curriculum differences among the various profiles and specialisations are quite slight.

The curricula framework are quite differentiated in the upper grades of high school, taking into account the profiles and specialisations. In high school, as a rule, the common curriculum is for a certain profile, while the school based curriculum is created depending on the various specialisations. Under some circumstances and taking into account certain local needs, the SBC may lead to certain specialisations or under-specialisations, besides those initially published by the Ministry of National Education.

a. The school based curriculum in compulsory education

The classes for SBC in compulsory education are made up of **extension classes** (classes added to some subjects besides the common curriculum) and of classes allotted to the **optional subject matters**.

The extension hours aim at achieving the **extension zone (marked with asterisk) in the subject curriculum**, beyond the core curriculum.

On the contrary, the subject curriculum for the optional classes must differ from the one of a core subject, the one drawn up taking into account the common curriculum and the extensions. Thus, for instance, if a certain fifth grade works on an extension class in mathematics (3+1), the content of the extension class (+1) refers to the extensions marked with asterisk in the mathematics syllabus of form V. The content of the extensions is not included in the nation-wide examinations. The extension will, as a rule, be used **for purposes of a more thorough study and development of knowledge and skills envisaged in the curriculum.** The extension classes can also be used in special circumstances for assisting weaker pupils in **catching up** with the others. If the same fifth form has one more mathematics classes, as an optional subject, the syllabus for this must be different from the mathematics syllabus for the fifth grade. For instance, it may comprise entertainment mathematics, or certain chapters not included in the official syllabus.

Extension hours are carried out in the formal grade, while optional classes can be taught to grades or to groups of 10-15 pupils. The assignment of these hours in teaching loads is made in conformity with Law no. 109/1999 for the approval of the Government Order no. 103/1998 referring to the change of the structure of the teaching load for the teaching staff in pre-tertiary education.

The curriculum framework for compulsory education sets **for each of the seven curricular areas** (Language and communication, Mathematics and Natural Sciences, Man and Society, Arts, Sports, Technology, Guidance and advising) **an area of optional subjects. The minimum/maximum number of hours** for the optional subjects is 0-1. The class devoted to the optional subject can be allotted in connection with any of the subjects of the given curriculum area.

The status of the optional subjects is regulated through the Orders of the Minister of National Education no. 4224 of July 22, 1999 and no. 3449 of March 15, 1999. According to the methodology for the implementation of the curriculum framework for compulsory education, approved by Order of the Minister of National Education no. 4150 of July 13, 1998, the timetables of grade/schools must contain at least one optional class in primary education and two optional classes in lower-secondary education.

The list of optional subjects, published by the Ministry of National Education, represents guidelines. The teachers and primary school teachers have the right to propose subjects/courses/optional topics, depending on the pupils' interests. The school Administration board and the county school Inspectorates have the right to approve the content of the optional subjects curricula and to recognize the teachers' and primary teachers' right to teach an optional subject/topic, according to the methodology of the Ministry of National Education.

Since a minimum and maximum number of classes per week is set for each grade, the timetable of grades/schools cannot include optional classes from all the curricular areas, so that the pupils will not be able to benefit from absolutely all the optional subjects they would like to choose. However, it is to be remembered that the schools must present their offer, so that the latter will be implemented after having taken into consideration the human and material resources at their disposal, the local conditions, as well as the pupils' and parents' interests/ options. Practically, the pupils and their parents are informed about the school offer and they choose according to the concrete possibilities of drawing up a curriculum at the school's choice. Although this offer cannot be unlimited, it should be balanced and generous. The choice of an optional class is also possible when for the same subject the extension is chosen, on condition optional class curriculum should differ from that of the traditional subject included in the respective curricular area.

The existence of the SBC in compulsory education makes possible for the schools to have differentiated learning tracks for the individual pupils, by taking into account the local conditions, resources and tradition, and by correlating these with the pupils' skills and interests. The common curriculum cannot contain an unlimited number of classes and subjects. The area of the optional sub-

jects allows, nevertheless, for the introduction of courses/topics/subjects of special interest for the pupils. Thus, for example, according to the Order of the Minister of National Education no. 3250 of 12.02.1999, during the transition period when eight-grades compulsory education is maintained, there is one hour per week for Latin in the common curriculum in grade VIII. However, Latin teachers can offer the pupils to study Latin ever since grade V of lower-secondary education, as part of the optional subjects included in the Language and Communication curricular area. Likewise, an optional Latin/Classical languages class could also be offered as part of the Mathematics and Natural Sciences curricular area, related to the scientific terminology used in various sciences. Of course, the choice of these subjects/courses/topics depends on how attractive they are, on the quality of teaching and on the pupils' interests.

The optional subjects are a generous instrument in the hands of schools and high schools, **that can bring an extremely important contribution to developing children personality, on condition that local resources are well used and there exists effective communication between the school management, teachers, pupils, parents and representatives of the local community.** When there is efficient communication among these factors and there also exists a control of civil society in school, there is no possibility for the school head-teacher or the Administration board to take an arbitrary decision concerning the curriculum for a certain grade.

By the existence of the SBC, the pupils, in grades or in groups of 10-15, will be able to benefit from an extended study of Mathematics, Physics, Chemistry, Biology, History, Romanian language, Modern and Classical languages, etc. in forms and manners which meet their diversified interests and talents in an optimal way. The local development of the curriculum makes possible a flexible form of organisation and carrying on the pupils' timetable, where both **traditional subjects** and **modern forms of organisation of curriculum and extra-curriculum activities** are included. Thus, in the optional classes specific long-term projects can also be implemented, initiated by governmental and non-governmental institutions and organisations, both at national and international level.

b. The SBC in upper secondary education

In upper secondary schools, **the school based curriculum** comprises classes which appear in the **SBC column** of the tables of strands, profiles and specialisations. These are added to the compulsory classes for all the pupils of the same type of grade/school. **The SBC classes are indicated and may be chosen in connection with all the subjects of a certain curricular area.** They can be assigned to any traditional subject of a curriculum area, and their content can be both the extension of the syllabus (the area marked with an asterisk in the syllabus of a traditional subject) and of a subject/theme different from the traditional subjects of the respective curriculum area. While common curriculum (compusory) classes are taught, with some exceptions, to whole grades, optional subjects may be taught to grades or groups of 10-15 pupils.

If a certain class studies by of the maximum number of teaching periods/hours per week, all SBC hours can be chosen. For example, in the 9th grade, the humanities profile, philology, the maximum number of hours per week is 33, 24 of which form the common curriculum, while 9 belong to the SBC The mechanism for assigning SBC hours is the same with the one in compulsory education: **the high school makes its offer, based on the evaluation of its human and material resources and on the suggestions made by the teaching staff, and the pupils and parents are invited to express their options.**

In an instance when a class has a timetable based on the minimum number of hours per week, it is not possible to have all the SBC teaching hours. In such a case, for instance, a pupil of the humanities profile, philology, in the ninth grade, will have only 31 hours a week instead of 33 and only 7 hours SBC instead of 9. **Like in the compulsory lower secondary education, the existence of SBC does not influence the pupils' sitting in and performance in examinations or other assessments at national level.**

In the final years, the number of SBC class hours increases quite a lot, compared with the common curriculum ones, having in view the pupils reaching the reinforcement and **pre-specialisation key stages.** The existence of the SBC hours (for example in the 9th grade, social sciences specialisation, out of 33 hours at most, 18 belong to the common curriculum, and 15, representing about 45%,

are SBC classes) makes it possible for the pupils to study subjects which have few hours assigned in the common curriculum, when pupils require this for preparing for university studies.

In high school, the greatest number of hours of SBC is allotted to specialised curriculum areas, which allows a clear taking into account of the pupils' preferences and interests, in keeping with their school and professional orientation.

c. Hours for Completing the Curricular Area

According to Law no.109/1999 for the approval of the Government Ordinance no. 103/1998 referring to the change of structure of the teaching load for the teaching staff in primary and secondary education, initiated in 1998 by the Ministry of National Education, **1-3 hours of complementary activity (extra-curriculum activities) can be included in every teacher's teaching load, devoted to special activities.** (Article 2.d: "complementary activities for the stimulation and support of remarkable school activities").

The Administration boards have the authority to decide on the allocation of these hours in accordance with the local resources and the interests of the pupils and in keeping with the pedagogical objectives of the concerned school/high school.

The existence of these **complementary hours to the curriculum areas is another efficient instrument for the full use of the material and human resources of the school and for the optimal meeting of the students' needs, in keeping with the quality standards which are being promoted within the Romanian educational system at present.**

Minister,

Andrei MARGA

ORDER

No. 3449 of March 15, 1999

Referring to the status of optional subjects with a view to implementing the new Curriculum Frameworks beginning with the 1999/2000 school year

In completion of the Minister of Education Orders no. 3207 of February 3, 1999 and no. 3250 of February 12, 1999,

Under the conditions of the implementation of the Framework Curricula for primary, lower and upper secondary education beginning with the 1999/2000 school year,

Taking into account the need of clarifying the status of subjects / topics / optional courses included in each curricular area,

On the ground of the Education Law no. 84/1995, Art. 127 and 128,

On the ground of the Government Decision no. 690/1997 regarding the organisation and functioning of the Ministry of National Education, completed by the Romanian Government Decision no. 57/1998,

The Minister of National Education
Oders:

Art. 1 The Methodology regarding the status of optional subjects, presented in Annex I and which is part of the present Order, is approved.

Art. 2 The list containing the optional subjects for upper secondary education, which can be included in the school based curriculum, is approved. The list is presented in Annex II.

Art. 3 The State Secretariat for Pre-tertiary Education, the State Secretariat for Ethnic Minorities, the General Department of Pre-tertiary Education, the specialised departments in the Ministry of National Education, the National Curriculum Council , the county school inspectorates (and the Bucharest inspectorate), the management of schools and secondary schools will implement the present Order.

Minister,

Andrei MARGA

ORDER

No. 3877 of May 26, 1999

regarding the implementation of the new National Curriculum Framework and the observance of the maximum and minimum number of teaching hours per week

The Ministry of Education is concerned with promoting a new National Curriculum within the framework of reform of pre-tertiary education, with the aim of stimulating creative learning, competitive performances, in harmony with relevant European requirements.

In completion to Order of the Minister of National Education (OMNE) no. 4150 of July 13, 1998 regarding the implementation of the new curriculum framework for grades I-V, beginning with the school year 1998-1999, to OMNE no. 3207 of February 3, 1999 regarding the implementation of the new curricula framework in upper secondary schools beginning with the school year 1999-2000 (grade IX), to OMNE no. 3250 of February 12, 1999 regarding the implementation the curriculum framework for grades I-VIII, within the 8-year compulsory education, and to OMNE no. 3449 of March 15, 1999 regarding optional subjects,

With a view to the effective implementation of the new Curricula for the pre-tertiary education, taking into consideration their rationales, namely: curricular decentralization, diversifying the pupils' learning tracks, doing away with the overburdened schedule and adapting the curriculum to the specific conditions of the class, school and their environment, through consultations with pupils and their parents, and through optimal turning to account of the school's human and material resources,

In compliance with Education Law 84/ 1995, Art. 127 and 128,

On the ground of the Decision of the Government of Romania no. 690/1997, with subsequent alterations and completions,

The Minister of National Education
orders:

Art. 1. Parents and students will be informed and consulted on the new provisions regarding the maximum and the minimum number of teaching periods per week, as regulated by the Curricula for compulsory and upper secondary education.

Art. 2. The general quantitative guidelines for the new Curriculum framework ensure the reduction of the formal requirements of schedules at pre-tertiary level. They are as follows:

Grades I-VIII

Grade	I	II	III	IV	V	VI	VII	VIII
Minimum number of teaching periods/week	18	18	20	21	23	24	27	28

Parents are entitled to request school Administration boards that the pupils' activity be carried out according to the minimum timetable; in this case, the timetable can be reduced by two to four teaching periods per week as compared with previous school years. The decrease does not affect the core subjects. The minimum number of teaching periods allows for an effective reduction of pupils' weekly timetable, as compared with the provisions of the previous curriculum.

Number of teaching periods/week in the previos curriculum	20	21	22	23	25	29	31	32

Parents are entitled to request school Administration boards that the pupils in a certain class learn by the maximum timetable or by a timetable close to or equal to the number of teaching periods per week regulated by the previous curriculum. In this case, the pupils' timetable can include more optional subjects and/or extentions.

Grade IX – First upper secondary school year

Specialization	Humanities	Social sciences	Mathematics – Computer sciences	Natural sciences	Electronic engineering & automation	Electrical engineering	Telecom-munications	Mechanical engineering
Minimum number of teaching periods/week	31	31	31	31	32	32	32	32

Parents and pupils are entitled to request the upper secondary school Administration board that the activity of a certain class take place by the minimum schedule. This will not affect the core curriculum. Since the new curriculum framework for upper secondary schools includes new subjects/curricular areas (such as Arts, Information Technology) that have not been covered so far, the minimum number of teaching hours per week in the case of certain specialties is greater by one or two teaching periods than in the previous curriculum. With other specialisations, the minimum number of teaching hours under the provisions of the new National Curriculum is smaller than the number of teaching periods per week in the former curriculum. Furthermore, the slight increase of the minimum number of teaching periods for form IX with some specialties is justified by this form being an induction one, in which the number of core subjects (compulsory subjects) is extended to allow for the pupils final re-placement at the end of the first upper secondary school year (form IX).

Nevertheless, this aspect is compensated for by the greater number of optional subjects (classes at the schools' option) that students can choose according to their own interests and needs.

Maximum number of periods/week	33	33	33	33	34	34	34	34

Parents and students are entitled to request the upper secondary school Administration board that a certain class carry on their activity by a maximum timetable, where the number of teaching periods per week is greater than the minimum timetable by two periods. In this case, the pupils who wish so may receive, with efforts of their own free will, a greater number of teaching hours from the ones at the school's option. According to the general world trend, the number of teaching periods per week in vocational upper secondary schools is, given the specific profile, greater than in teh theoretical upper secondary schools. The choice regarding the number of teaching periods per week in vocational upper secondary schools takes into account the school-leaving examination, that is similar to the school-leaving examinations for the other tracks. There are two kinds of certificates for the vocational track: (a) school-leaving certificate (baccalaureate), and (b) qualification certificate, which corresponds to the European level III - ISCO : technician.

Number of periods/week in the previos curriculum	32	33	30	30	30	30	30	30

With vocational upper secondary schools, the number of teaching periods under previous regulations cannot be taken into consideration, since formerly their school year had 36 weeks instead of 34, as with the other upper secondary schools. (The teaching periods of the two extra weeks were recouped during the 34-week school year, so that the number of 30 teaching periods was not actual.)

Art. 3. Meetings will be organised by schools and upper secondary schools with the aim of informing the parents and pupils on the changes in the curriculum. In addition to the information regarding the minimum and maximum number of teaching periods per week indicated in the new curriculum framework, the rationales for the school's choice will be published and discussed:

a) In compulsory education, the maximum number of teaching periods per week is equal or close to the maximum number set out under the provisions of the 1995 National Curriculum. Parents are entitled to choose that a certain class have either the minimum or the maximum timetable. Decisions are taken by the school Administration board. Thus, pupils can learn either by the maximum timetable (a greater number of teaching periods per week, provided they make a free-willing effort), either by the minimum timetable, which means diminishing the weekly timetable by two to four teaching periods. The pupils who will carry on their activity by the minimum timetable will not be disadvantaged, since the number of teaching periods for core subjects is the same as for the maximum timetable. According to pupils' interests, the timetable for a certain class can be completed with extra-curricular classes (not covered by the Curriculum framework). Under the new drafts regarding the staff's teaching load, the extra-curricular teaching periods (complementing a certain curricular area ñ for instance, classes of Sports, Music, Information Technology, Modern languages, etc.) can be included in the staff's teaching load (Ordinance no. 103/1998 is currently in the final stage of debates in Parliament)[1].

b) In upper secondary schools, the minimum number of teaching periods per week with some profiles and specialties is smaller than in the timetable set out under the provisions of the 1995 legislation. With other specialties, the minimum number of teaching periods per week is slightly greater than in the timetable set out under the provisions of the 1995 legislation, taking into account that the new National Curriculum includes, for all profiles and specialties, certain core subjects that were absent in the previous cuurciculum, such as Arts, Technology/Information Technology. Since upper secondary education involves the pupils' free-willing efforts, based on induction and counselling, the reduction of the formal requirements of the syllabus is underpinned by other principles than in compulsory education. Thus, if the pupils in forms I-VIII may spend less time in school per week, for the pupils in high schools the main possibility

of reducing the number of their teaching periods is the significant percentage of optional classes within the weekly schedule. For instance, core subjects for Humanities account for 24 teaching periods, to which 7-9 teaching periods are added at the school's choice. For Natural Sciences, core subjects account for 25 teaching periods, plus 6-8 teaching periods at the school's choice. Both in schools and upper secondary schools, reducing the formal requirements of the pupils' timetables will be achieved through the contents of the new syllabi and textbooks, which will be used for all core subjects beginning with the school year 1999/2000 when the new National Curriculum for upper secondary schools will be implemented.

Art. 4. The parents and pupils will be informed by schools and upper secondary schools on the state of affairs in other countries, with a view to highlight both the diversity of solutions in different education systems, and certain general trends (for instance, a greater number of teaching loads per week in the vocational upper secondary schools as compared with the theoretical ones. In Europe, the average number of teaching periods per week in vocational upper secondary schools ranges from 29 to 31/32 (e.g. the Netherlands, 32; Greece, 30 - 32; Norway, 27 - 32; Germany, 31 - 36, depending on each Land; Portugal, 31; Italy, 40, etc.). In Romania, the same as in Europe, there are five school days a week, which means that at the upper secondary level there is an attendance of six teaching periods per day and even seven teaching periods in one/two day(s) within a weekly timetable of 31/32 teaching periods. Therefore, classes functioning by the maximum timetable should be the result of a free decision taken by parents and pupils, so that the effort should be freely assented to.

Art. 5. In the schools and upper secondary schools where the language of an ethnic group is the teaching medium, parents and pupils will be informed and consulted on OMNE no. 3812 of May 12, 1999 regarding the implementation of the new National Curriculum framework concerning ethnic groups. Schools and upper secondary schools will notify to parents and pupils the possibility made available by means of this Order for the activity of the respective classes to be carried on by a timetable corresponding to the maximum number of teaching periods in the schools where Romanian is the teaching medium. In such cases, the number of teaching periods per week can be decreased to the detriment of the teaching periods at schools' choice, without affecting core subjects in any way.

Art. 6. For forms X-XII, the previous Curriculum (sanctioned by OMNE no. 4634 of August 3, 1995) will be functional in the school year 1999/2000. Upper secondary schools will implement the provisions of OMNE no. 4150 of July 13, 1998 and OMNE no. 3207 of February 3, 1999 regarding the opportunity granted to upper secondary school forms to have their own timetables, on condition they observe the provisions of the National Curriculum on the subjects required for baccalaureate. Thus, (according to the provisions of OMNE 4150 of July 13, 1999 and OMNE no. 3207 of February 3, 1999 regarding upper secondary schools' self-governance), forms X-XII may include in their timetables more optional subjects than provided by the syllabuses in force for these forms. With forms X, XI, XII , the number of teaching periods per week is stipulated by the previous curriculum in force for these forms (OMNE no. 4634/1995) ñ for instance, with form XII there are 31 teaching periods for Humanities, 31 for History-Social Sciences, 29 for Mathematics-Physics, etc. On demand from pupils and parents, upper secondary school Administration boards are entitled, for the transition school year 1999/2000, to diminish by two the number of teaching periods per week stated by the syllabuses in force for forms X-XII, provided they do not affect the subjects for the baccalaureate examination.

Art. 7. Vocational and technological education is organised under the provisions of OMNE no. 3230 of February 10, 1999 according to the methodology of disseminating the Phare-VET experiment.

Art. 8. The General Department of Pre-tertiary Education, the General Department for Education in the Languages of Ethnic Minorities, Bucharest and county school inspectorates, school and upper secondary school management will implement the present Order.

Minister,

Andrei MARGA

LAW 109/1999

For approval of the Government Ordinance no. 103/1998 on modifying the structure of the teaching load in pre-tertiary education

The Romanian Parliament passes the present law.

Unique article. – The Government Ordinance no. 103 of August 27, 1998 on modifying the structure of the teaching load in pre-tertiary education, issued in observance of Art.1, point 10, item c) of Law no. 148/1998 regarding the Government's ability to issue Ordinances and published in Romania's Official Monitor, part 1, no. 321 of August 28, 1998 is approved, with the following amendments:

The ordinance title will contain the following:

"Ordinance on the structure of the teaching load in pre-tertiary education".

Article 2 will contain the following:

"Art. 2. – The teaching load for teaching/learning, education, practical training and current student assessment in class represents the number of hours corresponding to the activities mentioned in Art. 1, item a) and represents 18 hours per week for the teachers in secondary pre-tertiary education, except for the situations stipulated in Law 128/1997 on the teaching staff status. The teaching load may include:

a. Teaching/learning activities in class and/or in groups of 10-15 pupils;
b. Teaching/learning activities carried out by teams of two teachers each: 1-2 hours per week. In this case, the teaching load is calculated for each teacher in the team. The activities carried out in teams by the teaching staff may be organised taking into account the concrete conditions in each educational institution and the teachers' preferences, with approval from the Teachers' Council;
c. counselling and guidance classes: 1-2 hours per week;
d. complimentary activities meant to stimulate and support the performances of outstanding pupils: 1-3 hours per week".

Article 3 will contain the following:

"Art. 3. – The teaching load for teaching/learning, education, practical training and current student assessment in class is equal to the number of hours corresponding to the activities mentioned in Art. 1, item a) and represents 24 hours per week for instructors-foremen in pre-tertiary education, except for the situations stipulated in Law 128/1997. The teaching load may contain:

a. Teaching/learning and practical training activities in class and/or groups of 10-15 pupils;
b. Teaching/learning activities carried out by teams of teachers, as per Art.2, item b);
c. counselling and guidance classes: 1-2 hours per week.

4. After article 3, articles 31 and 32 shall be introduced, their content being as follows:

"Art. 31. – The teaching load for learning, education and current student assessment of children in placement centres represents the number of hours corresponding to the activities mentioned in Art. 1, item a) and represents 25 hours per week for pedagogues, primary-school teachers-pedagogues, elementary school-teachers-pedagogues, teachers-pedagogues and social pedagogues. The teaching load may contain: learning, education and current assessment activities with a group of 10-15 children; practical training activities, sociometric tests carried out by members of the teaching staff with groups of 10-15 children: 2-3 hours per week; counselling and guidance classes: 1-2 hours per week.

Art. 32. – The teaching load for pedagogues, primary-school teachers-pedagogues, elementary school-teachers-pedagogues, teachers-pedagogues, instructors-foremen and social pedagogues in special education institutions represents 20 hours per week. The teaching load includes the activities stipulated in Art. 2, items a)-c) or, according to each situation, in Art. 3 or 31".

Article 4 will have the following content:

"Art. 4. – (1) Implementation of the new teaching load structure stipulated in the present Ordinance shall be carried out by the pre-tertiary education institutions, beginning with the 1998-2000 school year.

(2) Implementation of the present Ordinance cannot lead to changes in the number of hours included in the teaching load, including the exceptions, as per Law 128/1997".

This law was passes by the Deputies Chamber in the Meeting held on May 10, 1999, in observance of the provisions of Art. 74, line (2) in the Romanian Constitution.

NOTIFICATION

no. 11652 of July 26, 1999

on the teaching/learning of Mathematics and Natural Sciences in pre-tertiary education

By reforming **the Curriculum frameworks, the subject curricula and textbooks**, the Ministry of Education aims at pupils' achieving **high education standards, at international level, equally distributed among the students within the system.** In the case of Sciences, an effective educational system has to enable attainment of two targets, namely: **a) to stimulate highly achieving students, and b) to develop students interest in sciences and the necessary skills to apply the knowledge offered by formal curriculum.**

The new National Curriculum requires the urgent and consistent revision of subject curricula, correlated with the number of teaching periods for **core subjects** and school based **curriculum at the school's choice.** The new subject curricula that have been set out so far, as well as those currently in the process of being comprehensively revised, cover the **content, targets, teaching/learning and evaluation strategies that are attainable by each pupil in compulsory education, and lead to young people's induction into sciences, stimulating the spirit of inquisitiveness and supporting a positive motivation for learning.**

Special ways for differentiated learning will be instituted for highly achieving pupils, as well for those having special interests in Mathematics and Natural Sciences, namely: extra-curricular subjects or extensions of core subjects, whereas the optional subjects enable the approach and in-depth study of those topics and issues which the common curriculum cannot include.

The number of teaching periods allotted to Mathematics and Natural Sciences by the National Curriculum is **compatible with the international standards of compulsory education.** The educational systems are extremely different as regards ratio between core and optional subjects. Generally, the number of teaching periods assigned to Physics, Chemistry and Biology in lower secondary education varies between 3 and 3.5 hours per week. In Romania, the new timetable guidelines for teaching Mathematics and Natural Sciences in lower secondary education are as follows:

CURRICULAR AREA/SUBJECT	**I**	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**
II Mathematics and Natural Sciences	**3-4**	**3-4**	**4-6**	**4-6**	**4-6**	**6-8**	**7-10**	**7-10**
1. Mathematics	3-4	3-4	3-4	3-4	3-4	4	4	4
2. Natural Sciences	-	-	1-2	1-2	-	-	-	-
3. Physics	-	-	-	-	-	1-2	1-2	1-2
Chemistry					-	-	1-2	1-2
Biology					1-2	1-2	1-2	1-2
4. Optional subjects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1

As seen in the above table, timetable guidelines (**the minimum and maximum number of teaching periods per week for each subject/curricular area**) are set out for Mathematics and Natural Sciences. Beginning with grade VI, Mathematics has **a fixed number of 4 teaching periods per week.**

For instance, every student in form VII will have at least one teaching period of Physics, one of Chemistry and one of Biology and four classes of Mathematics. **In addition, a certain class of pupils may have an extension of one teaching period for each science, which means two teaching periods of Physics, Chemistry and Biology.** A class may choose the extension either for only one science, or for all of them. As well, granting an extension will not impede a class or a group of 10-15 pupils to study one more optional subject included in the same curricular area.

By virtue of institutional autonomy, the classes' syllabuses are settled according to the suggestions put forward by the Teachers' Councils, after consultations with parents and pupils and is approved by the school management.

According to the methodology of the Ministry of National Education, published in OMNE no. 4150 of July 13, 1998, **choosing of the maximum number of Mathematics and Natural Sciences teaching periods is recommended to those classes and groups of pupils that intend to attend this curricular profile in theoretical upper secondary schools, or in related specialties in vocational and technological upper secondary schools, on the basis of observation, counseling, and consultation with parents and pupils.**

The methodology for the implementation of OMNE no. 4150 of July 13, 1998 specifies that in the future, **Natural Sciences will be taught in an integrated way,** in the curricular development stage (forms III-VI), based on a syllabus that combines elements of sciences, with a view to initiating pupils into specific knowledge and stimulating their interest in sciences and the environment, in an accessible and attractive manner, adapted to their age. In a transition stage, pupils will continue to study Biology (Botany) in form V, and Physics in form VI, based on revised curriculum and the alternative textbooks currently in use. The first cohort of students who study **Natural Sciences** according to an integrated curriculum is form III in the school year 1998/1999. The transition stage is necessary to enable the initial and in-service training for the Natural Sciences teachers, the drawing up of the **new subject curricula and textbooks for grades III-VI, according to a new didactic approach.** The teachers that are subject specialists will also be able to teach grades I-IV, either individually, or in a team with the respective primary school teachers, according to **Law no. 109/1999 ratifying the Government Ordinance no. 103/1998 regarding the modification of the teaching load structure in pre-tertiary education.**

In upper secondary education, **Mathematics and Natural Sciences** are taught in a specific number of teaching periods, function of strands, profiles and specializations.

For instance, with the Mathematics-Information Technology specialization, the number of teaching periods is as follows:

CURRICULAR AREA	SUBJECT	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
		CORE SUBJECT	*	CORE SUBJECT	*	CORE SUBJECT	*	CORE SUBJECT	*
2. Mathematics and Natural Sciences	Mathematics	4	+2	4	+2	4	+4	4	+5
	Psysics	2		3		3		3	
	Chemistry	2		2		2		1	
	Biology	2		2		1		1	
	TOTAL	**12**		**13**		**14**		**14**	

* discretionary teaching periods in the school based curriculum

In grade IX, all the students, irrespective of the profile and specialization, are ensured with a similar number of teaching periods as indicated above for the study of Mathematics and Natural

Sciences. The students studying Humanities or Arts, who have a smaller number of Mathematics or Sceinces included in the core subjects, have the opportunity to choose such classes as part of the school based curriculum. These classes can be allotted depending on the students' interests.

It would be an illusion to believe that the success of teaching Natural Sciences and ensuring the scientific education of the young generation depend exclusively on the number of teaching periods. Teaching Natural Sciences is one of the fields where there is a crucial need for a radical change in the initial and in-service teacher training, in the curriculum and in conceiving and implementing didactic strategies.

Minister,

Andrei MARGA

The Ministry of National Education

Issues

ORDER

NO. 3663 OF April 24, 2000

On the further implementation of the new Curriculum frameworks for grades I-XII

Curriculum frameworks represent the main regulating component of the New National Curriculum. They have been gradually implemented, starting with the 1998/1999 school year. The New National Curriculum has introduced the principle and practice of curriculum decentralization, through the existence of the school based curriculum (SBC), alongside the common core. On the basis of the SBC, individualized strands can be ensured for the students, in agreement with the optimal use of the human and material resources of the educational units.

The new Framework Curriculum for compulsory education (OMNE no. 4150 of July 13, 1998) has been implemented for grades I-V since the year 1998/1999, together with new subject curricula and textbooks for the 4^{th} and 6^{th} grades and with revised subject curricula for all the other grades.

The further implementation of the Framework curriculum for compulsory education for grades VI, VII and VII took place in the school year 1999-2000 (OMNE no. 3207 of February 1999 and OMNE no. 3250 of February 12, 1999). This took place at the same time with the introduction of the new subject curricula and textbooks for grade VI and the preparation of the new subject curricula and textbooks for grade VIII, which will be introduced in 2000-2001. The new Curriculum frameworks for upper secondary and vocational training were approved by OMNE no. 3207 of February 3, 1999 (completed by OMNE no. 4121 of July 21, 1999 and OMNE no. 4176 of July 23, 1999), OMNE no. 5013 of November 13, 1998 respectively (on the reorganization of vocational education) and implemented in the school year 1999-2000 at the 9^{th} grade, and at vocational school, year I. The implementation of the new curriculum frameworks for upper secondary education in the year 1999-2000 was accompanied by the introduction of the new subject curricula and textbooks for grade IX, and in the case of History, by new subject curricula and textbooks for all the years of study.

Taking into account the need for accelerating the real, substantial reform of the Romanian pretertiary education, with a view to ensuring the quality of educational activities within the Romanian educational system, its compatibility with other educational systems and the beneficial effects of the reform of education on the reform of the Romanian society as a whole,

Considering the need that education in Romania should contribute to the shaping the studentís personality so as they become active, competent, motivated, creative, capable of decision-making and of expressing their options,

Under the circumstances of the gradual implementation of the new curriculum frameworks,

Under the conditions of the implementation of the law of Education o. 84/1995, republished,

art.30, by which it is stressed out that ìthe curriculum frameworks are elaborated and approved by the Ministry of National Education, after consultation with the stakeholdersÖî art. 128, 129, 140 and 141.

On the ground of the Decision of the Government of Romania no. 690/1997, with its subsequent completions and alterations, on the organization and operation of the Ministry of National Education,

The Minister of National Education
Orders:

Art. 1 On further maintaining the 8-grade compulsory education until the 2002-2003 school year, the framework curriculum for grades I-VIII, valid for the school year 1999-2000, approved by OMNE no. 3250 of February 2, 1999 will continue to be in force.

Art. 2. In the school year 200-2001, as part of the curricular area Mathematics and Science, Biology will continue to be taught to grade V and Biology and Physics to grade VI, according to Art.3 of OMNE no. 3250 of February 2, 1999. The new syllabus for Science (from an integrated perspective) will be implemented starting with the 2001-2002 school year.

Art. 3. Starting with the 2003-2004 school year, according to the Law of Education no. 84/1995, republished, grade IX will belong to compulsory education. The beginning of the 2001-2002 school year starting with the 2003-2004 school year will publish the framework curriculum for compulsory education, valid.

Art. 4. According to the Law of Education no 84/1995, republished, art.9, (1), ìcurriculum frameworks for primary, lower secondary, upper secondary and vocational education include Religion as a school subject, part of the common core. With agreement from their parents or legal guardian, the students may choose to study ìReligion and denominationî. According to art. 9 (2), ìUpon the written request on part of parents or legal guardian, the students may choose not attend religion classes. In this case, the final average mark is calculated without the marks for this subject. The same is true in the case of those students who have not been offered the proper conditions for attending these classes. Consequently, the curriculum frameworks for upper secondary and vocational education will contain, for all the tracks of study, profiles and specialties, one Religion class as part of the common core. The maximum number of classes per week rises by one hour, while the minimum number of classes remains unchanged.

Art. 5 Starting with the 2000-2001 school year, implementation of the curriculum frameworks for high school education expands to grade X. Implementation of the new curriculum frameworks for grade XI begins starting with the 2001-2001 school year, and for grade XII in the 2002-2003 school year.

Art. 6 Starting with the 2000-2001 school year, implementation of the new curriculum frameworks for grade X will be accompanied by the introduction of the new subject curricula and textbooks for all subjects. Starting with the 2001-2002 school year, implementation of the new curriculum frameworks for grade XI will also be accompanied by the integral introduction of the new subject curricula and alternative textbooks.

Art. 7 For the Technological strand, grade X, the 36-week school year is approved, as well as the corresponding alteration of the OMNE no. 4659 of October 12, 1999, on the structure of the 2000-2001 school year. The extra period of two weeks is dedicated to practical training for students in grade X, the Technological strand, in agreement with the European standards for the training of students pursuing technological education.

Art. 8. For vocational education, the curricula approved by OMNE no. 3565 of April 14, 1998, OMNE no. 4140 of July 27, 1999 and OMNE no. 4141 of July 27, 1999 will be further implemented.

Art. 9. The curriculum frameworks for education in the languages of national minorities contain Language and literature of the mother tongue as part of the Language and communication curricular area. In lower secondary education and in high school the same number of hours will be allotted to this subject as compared to Romanian language and literature. According to OMNE no. 3533 of March 31, 1999, the number of classes of their mother tongue for the students belonging to the national minorities, who study in schools where Romanian is the teaching medium is 3-4 hours per week.

Art. 10. In the school year 2000-2001, grades XI and XII will continue their activity according to the framework curriculum approved by ONME no. 4634/1995, with the alterations introduced by OMNE no. 4150/1998 and 3207/1999.

Art. 11. The school offer and the timetable of each class are further elaborated according to the **Methodologies for the implementation of the Curriculum frameworks**, included in the OMNE no. 4150/1998 and 3207/1999, as well as in agreement with the Notification of the MoNE no. 11667 of July 27, 1999, on the status of the classes in the curriculum at the schoolís choice.

Art. 12. The content of the classes in the school based curriculum is ensured on the ground of the OMNE no. 4224 of July 22, 1998, on the Methodology regarding the status of optional subjects, of OMNE no. 3449 of March 15, 1999 on the status of optional subjects, of Notification no. 11667 of July 27, 1999 on the status of the classes in the school based curriculum and of the provisions of the present Order. If they have material and human resources, the schools and high schools may include classes of extracurricular activities in the School Offer, complementary to the curricular areas (artistic education, physical education, technological education, civic education, etc.). These classes are included in the teaching load in agreement with Law 109/1999 on the structure of the teaching load in pre-university education.

Art. 13. The curricular offer of each high school will contain, as part of the school based curriculum, in the Man and society curricular area, irrespective of the strand, profile and specialization, the following package of subjects:

Civic culture
Entrepreneurial education
Human rights education
Education for development
European studies (OMNE no. 3621 of April 13, 2000)
Mass-media education
These new dimensions in education will benefit from subject curricula approved at national level.

Art. 14. As part of compulsory education, in the Technologies curricular area, the schools that have the necessary material and human resources, according to the norms of the Ministry of National Education, may allot one-two extra classes in the school based curriculum for the teaching of communication and information technologies, without surpassing the maximum number of teaching periods per week.

Art. 15 The State Secretariat for Pre-University Education, the State Secretariat for Education in the Languages of National Minorities, the General Department of Pre-university Education, The General Department for Human Resources, the other General Departments and specialized departments in the Ministry of National Education, the National Council for the Curriculum, the County School Inspectorates and the Inspectorate of the Municipality of Bucharest, the management of schools and high schools has implement the present ORDER.

Minister,

Andrei MARGA