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Republika Kosova - Republic of Kosovo
Qeveria - Vlada - Government

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

CORE CURRICULUM

CORE CURRICULUM FOR UPPER SECONDARY EDUCATION IN KOSOVO (grades X, XI, XII)

2012

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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Republika e Kosoves
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Minister of Education, Science and Technology (MEST), pursuant to Articles 4, 21, 22 of Law no. 03/L-189 on State Administration of the Republic of Kosovo (Official Gazette, no. 82, 21 October 2010) and based on Article 8, paragraph 1.4 and Annex 6 of the Regulation no. 02/2011 on Administrative Areas of Responsibility of the Office of the Prime Minister and Ministries (22.03.2011), as well as in the Curriculum Framework of Pre-University Education of Republic of Kosovo approved by Decision no. 262/08 dated 29.8.2011, issues:

DECISION

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

Reasoning

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

Decision is submitted to:

1. Cabinet of the Minister;
2. GS Office ;
3. DPE Department;
4. LD;
5. Archive.

Prof. dr. Ramë Buja, ministër

Minister remark

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

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

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

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

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

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

Sincerely,

Prof. Dr. Ramë Buja, Minister

Abbreviations

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

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I.

INTRODUCTION

The importance of Core Curriculum

The Structure of pre-university education

The goals of pre-university education

The principles of pre-university education

The common matters of Core Curriculums documents

The Core Curriculum structure

The importance of Core Curriculum

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

The Core Curriculum document supports:

- Students - in their gradual development, in the development of skills for lifelong education and easy social integration, preparing them to cope with life challenges;
- Teachers - in the planning and implementation of successful work with students - learning activities in the classroom and outside the classroom, in answers to the questions: Why and for what purposes the students should learn; What, When, How much and How the students have to learn, as well as What, When and How to assess student achievements -implementation and effectiveness of learning activities, and
- Parents - in accurate pursuing of the achievement of competencies of their children in certain periods of time based on knowledge, behaviour, feelings and attitudes that they manifest in different life situations, in harmony with the learning outcomes of curricular areas and stages.

The structure of pre-university education

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

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

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

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

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

The goals of pre-university education

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

- Cultivating personal, national identity, state and cultural affiliation,
- Promoting general cultural and civic values,
- Developing responsibilities towards yourself, towards the others, towards society and towards environment,
- Training for life and work in different social and cultural contexts,
- Developing entrepreneurship and the use of technology,
- Training for lifelong learning.

The Principles of pre-university education

Applicability of Core Curriculum provides coherence and consistency of all formal levels of pre-university education based on these principles:

Comprehensiveness of children and young people equally in qualitative education

Development of competencies, which are reflected in the learning outcomes that are expected to be achieved progressively and consistently by all students in different periods of schooling;

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

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

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

Common matters of core curriculums documents

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

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

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

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

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

The structure of the Core Curriculum

The Core Curriculum in itself contains the following structure:

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

II.

CORE CURRICULUM FOR UPPER SECONDARY EDUCATION (grades X - XI)

Core Curriculum

Core Curriculum Structure

Features of upper secondary education, grades X - XII

Learning competencies

Curriculum stages

Learning outcomes per stage

1. The Core Curriculum

The Core curriculum for upper secondary education (gymnasia and vocational schools), is the base document which regulates the performance of teaching, learning, methodology, assessment etc. in the third education level of Kosovo. This document, the provisions of which are set by the MEST, is compulsory for all educational institutions in the Republic of Kosovo. Core Curriculum is drafted based on the Kosovo Curriculum Framework.

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

In Kosovo Curriculum Framework, upper secondary school is disaggregated and is profiled into two branches, as follows:

General Gymnasia: Profiling gymnasia

At the upper secondary education level, there will be three types of gymnasia

1. Gymnasia of social and language sciences
2. Gymnasia of natural sciences
3. Specialized Gymnasia (artistic, mathematical, linguistic, technical, etc.)

Vocational schools

1. Agricultural schools
2. Technical Schools (Electro-technical, machinery, construction, graphics, traffic)
3. Medical schools
4. School of economics and administration
5. Chemistry technology
6. Artistic School

The competences are reflected through learning outcomes, which are general and which express what students should achieve progressively and continuously until the end of the compulsory education. Competencies include an integrated and coherent system of knowledge, skills and attitudes applicable and transferable, which will help students to cope with the challenges of the digital age, free market economy and based on knowledge, in a world of interdependent relations. Competencies provided by the Curriculum Framework derived from general pre-university education goals and determine main learning outcomes that students should achieve progressively and steadily under pre-university education system. Main competencies provided for pre-university education system in Republic of Kosovo, are:

1. Communication and expression competence
2. Thinking competence
3. Learning competence
4. Life, for work and for the environment competence
5. Personal competence
6. Civic competence

General schools (Gymnasia)

In curriculum stage 5 and curriculum stage 6, curricular areas:

Natural sciences are developed in specific subjects (physics, chemistry, biology and astronomy only in Stage 6). In this level, in special cases, the subject of geography will be taught as natural science.

Society and the environment in general schools (gymnasia), is implemented through specific subjects: history, geography, civic education, sociology, psychology, logic and philosophy, emphasizing the development of respective key competencies in a balanced way.

Learning experiences that this area provides in Stage 5 and Stage 6, for students of vocational schools, again are obtained through integrated social subjects, including aspects of civic education, history and geography, based on a thematic approach.

Through this Curriculum area, students will become familiar with the values and norms of social life in a democratic society. Students will also approach the social phenomena from a historical, sociological, economic, psychological and intercultural perspective.

Vocational schools will benefit from the elective course, dedicating 10 % of the learning classes fund to vocational education . This fund, along with 50 % of the area Life and Work, will constitute 60 % of the time of occupation orientated learning Whereas, the percentage of the remaining time is dedicated to other Curriculum Areas, which will be implemented in the occupation.

In vocational schools, learning through curricular areas, natural sciences , society and environment, is conducted through integrated subjects, in the function of implementation in certain occupations.

Communication and expression competencies, thinking competencies and learning competencies are of an instrumental nature: they are bases for other competencies that are more related to the circumstances and with certain content, such as competencies that are necessary in private, public and professional life.

Curriculum Areas	Learning subjects along Curriculum Stages, level III (Grade X - XII)			
	Stage 5		Grades X and XI (General Education)	Grade X and XII (Vocational Education Training VET)
	Grades X and XI (General Education)	Grade X and XII (Vocational Education Training VET)		
Languages and communication	Mother tongue English language Second language Other languages	Mother tongue English language Other languages	Mother tongue English language Second language Other languages	Mother tongue English language Other languages
Arts	Art Education Musical Education	Applied Arts	Art Education Musical Education	Applied Arts
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Natural sciences	Biology Physics Chemistry	Natural sciences	Biology Physics Chemistry Astronomy	Natural sciences
Society and environment	History Geography Civic Education Sociology Psychology Philosophy	Society and environment	History Geography Sociology Psychology Philosophy	Society and environment
Health and welfare	Health and welfare Physical training	Health and welfare Physical training	Health and welfare Physical training	Health and welfare Physical training
Life and work	Life and work	Life and work	Life and work	Life and work

2. The Core Curriculum Structure

In the Core Curriculum for gymnasia, it is described in details:

- gymnasia type;
- learning competencies for this level;
- curriculum stages;
- learning outcomes under stages;
- curriculum areas.

3. Features of upper secondary education, grades X,XI,XII

Upper secondary education is based on a wider, deeper and more specialized learning process, taking into account:

- future orientation of students:
 - towards academic studies,
 - towards professional qualifications (including non-university post-secondary education) and/or inclusion in the labour market as skilled workers and
 - the need to equip them with skills for lifelong learning.

At this level, as in general schools (gymnasia), as well as in vocational schools, the process of acquisition of knowledge and skills, values and attitudes development is based on the need of young people to take responsibility for their lives, to participate as active and competent citizens in social development and to engage successfully in the labour market. Therefore, students are subjected to a more challenging process of acquisition of the knowledge, development of their intellectual, emotional and physical potential.

4. Learning competencies

Competencies are reflected through learning outcomes, which are general and which express what students should progressively and continuously achieve until the end of the compulsory education. Competencies include an integrated and coherent system of knowledge, skills and attitudes, applicable and transferable, which will help students to cope with challenges of the knowledge-based digital era of the free market economy, in a world of interdependent relations. Competences provided by the Curriculum Framework derive from general pre-university education goals and determine main learning outcomes that students should achieve progressively and steadily during pre-university education system. Key competencies provided by pre-university education system in Kosovo are:

- 1 Communication and expression competence
- 2 Thinking competence
- 3 Learning competence
- 4 Life, work and environment competence
- 5 Personal competence
- 6 Civic competence

The competences of communication and expression, competences of thinking and learning competencies are of instrumental nature: they form the base for other competences, which relate more to the circumstances and with certain content, such as competences necessary in private, public and professional life.

Communication and expression competence ("Effective communicator")

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

Thinking competence ("Creative Thinker")

Accessing and processing of knowledge independently, effectively and with responsibility is very important to learn, but also to make decisions and solve problems with full awareness on the impact and consequences of the decision and the certain action. Bearing in mind the complexity of society and the today's knowledge-based economy, knowledge management has become an essential competence for the XXI century. However, besides the ability to identify and to access a certain information/source of certain knowledge, students need to develop also the capacities to access knowledge critically, creatively and interactively.

Lifelong learning competence ("Successful student")

In current trends of development in society, science, technology and in the economy, it cannot be claimed that all necessary knowledge, skills and abilities have to be achieved through education. Therefore, the school is expected to provide a good base of education and prepare students for a lifelong learning process. For a "successful student", the school is committed to foster continuously the natural curiosity of children/young people and their interest to learn and develop the competencies for learning. School must also be aware of effective teaching styles and strategies.

Life, work and environment related competence ("Productive contributor")

Schools should prepare students to Life and Work in an increasingly interdependent world and to cope with the competitive global economy. Living and working in the XXI century requires competence to cope with unforeseen circumstances and challenges, as well as the capacity to use the opportunities provided for personal progress and environmental and society progress.

To develop these competencies, the school supports students to fully understand the interdependence of economic, political and cultural phenomena of local and global society. It cultivates, at students, the orientation toward the future, entrepreneurship and sustainable motivation to meet the objectives. Simultaneously, the school is committed to confront students with ecological concerns, making them aware of the role of each and everyone in protection, accountability and improving the environment.

Personal Competencies ("sound individual")

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

Civic competences ("Responsible citizen")

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

5. Curriculum Stages

Curriculum Framework of Pre-University Education of the Republic of Kosovo defines the concept of the Curriculum Stages according to the number of common features related to socio-psychological development of students.

Curriculum Stages have in common:

- Competencies to be achieved
- Requirements for progress
- Mechanism for organizing of education process
- Assessment criteria

5.1. Curriculums Stages for upper secondary education

Curriculum Framework is structured according to Curriculum Stages, introducing feature common periods in terms of development of children and Curriculum requirements. They represent landmark for defining key competencies that should be mastered, requirements of learning progress, organization of learning experiences, approach and assessment criteria as well as the institution responsible for achieving them. Core Curriculum for the third level has two stages: the fifth stage (grade X and grade XI), the sixth stage (grade XII).

Curriculum Stage 5 – General education and vocational education

Includes grades X and XI. This stage aims to confront the students with deeper and more specialised studies concerning learning, in terms of academic preparation for high education and/or to enter into the labour market.

Students cope with challenges that enables:

- developing self-confidence;
- deeper and more specialized study, involving skills to use different resources, with a critical approach of the different available data;
- development of desire on commitment and sustainability for higher achievements, in terms of learning and preparation for career and personal, professional and public life;
- preparation to take over responsibility for their lives, to take actively part in social life as responsible and competent citizens and to compete successfully in the labour market.
- development as individuals and as members of society, capable and with the required capacities for life and work in order to cope with the changes of local and global economy and to learn how to solve problems in different situations in personal and professional life;
- preparation for life, to live independently and work on coping the challenges and using the opportunities offered by modern society and to take responsible actions and decisions for situations, being well informed throughout their lives.

Curriculum Stage 6 - Consolidation and specialization

This stage includes grade XII. This is the stage of transition from adolescence into maturity phase, during which the students should consolidate the overall experience of compulsory education and to prepare for requirements of a new phase of life and higher education. Students through secondary school programs will be prepared to get involved in the labour market as skilled workers. Students will be exposed to the challenges for:

- demonstrating the ability to identify necessary resources and critical approach to various data;
- demonstrating ability for independent decision-making and for taking responsibility for personal choices and actions;
- demonstrating their commitment for continuous engagement to learn, for further study and/or professional development;
- demonstrating of skills to develop and promote strategies for career planning through research of examples and innovation, which help in the development of the idea of entrepreneurship;
- demonstrating the skills to change career concept, through research of a broader spectrum of works, having in consideration the importance of developing the transferable skills for career opportunities in the future;

- engaging in the planning process of personal career through research dealing with the opportunities of postsecondary qualification, taking into account the views and needs of work and decision making will change constantly.

Table for the third level structure:

International Standard Classification of Education	Levels of formal education	Curriculum Stages	Grades	Age
ISCED 3	Upper secondary education (grades X-XII)	Curriculum Stage 6: Consolidation and specialization	XII	17
		Curriculum Stage 5: Basic, general and professional development	XI	16
			X	15

By the end of the third stage (grades X, XI and XII) it is expected that students would master the competencies based on learning outcomes (LO) per stages and level.

6. Learning outcomes per Stage (LOS)

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

5.	Demonstrates concrete examples on protecting the natural environment and the man-made in activities of daily life at home, in the classroom, at school and in the community, proposes alternatives as how all citizens can contribute in different ways to this process.																				
6.	Demonstrates various actions that express tolerance, respect and open attitude towards differences in community where he/she lives (in the classroom, at school, in the neighbourhood and wider) and explains these in a debate with the others.																				
7.	Discusses with others or in another form of expression presents personal interest in public, social, historical, natural, etc issues, and provide suggestions for solving any problem in the community and wider, in a particular area.																				
8.	Manages and resolves a conflict in a constructive manner within certain time level by using various of instruments and techniques, e.g. checklist for conflict resolution etc.																				
9.	In verbal or written form describes the possibility of using, for certain topics, the internet and the information in a responsible manner and argues necessity of right use.																				

Learning outcomes per Stage 6 of ISCED/Level 3 of Curriculum

Curriculum Stage 6 - Consolidation and specialization

This stage includes grade XII. This is the stage of transition from adolescence into maturity phase, during which the students should consolidate the overall experience of compulsory education and to prepare for requirements of a new phase of life and higher education. Students through secondary school programs will be prepared to get involved in the labour market as skilled workers. Students will be exposed to the challenges for:

- demonstrating the ability to identify necessary resources and critical approach to various data;
- demonstrating ability for independent decision-making and for taking responsibility for personal choices and actions;
- demonstrating their commitment for continuous engagement to learn, for further study and/or professional development;
- demonstrating of skills to develop and promote strategies for career planning through research of examples and innovation, which help in the development of the idea of entrepreneurship;
- demonstrating the skills to change career concept, through research of a broader spectrum of works, having in consideration the importance of developing the transferable skills for career opportunities in the future;
- engaging in the planning process of personal career through research dealing with the opportunities of postsecondary qualification, taking into account the views and needs of work and decision making will change constantly.

By the end of the 6th Curriculum stage - grade XII it is expected that students would have mastered the competencies expressed in learning outcomes (LO) corresponding levels of achievability, as follows.

CORE CURRICULUM FOR UPPER SECONDARY EDUCATION IN KOSOVO

8.	In various forms of expression, presents the way of implementation of personal life's plans (e.g. in education, career, sports, society, business, etc.), assesses the level of achievement of targeted goals and illustrates specific examples of personal plans for the future.								
9.	In various of forms, express his/her independent attitude relating to responsibility of being a parent/custodian, family planning and take the right decisions for his/her own future.								
VI	Civic competency – Responsible citizen								
1.	Through one of the forms of expression presents the mode of functioning of the social environment at the local level and wider, as well as with concrete examples shows his/her contribution to the preservation and cultivation of environmental values.								
2.	Drafts a list of proposals for the implementation of basic human rights in a certain situation, categorizes the proposals according to importance and urgency proposals, underlining the main arguments that support								
3.	In various forms, presents how he/she exercises their rights in school and in everyday life and how he/she recognizes and respects the rights of others, providing concrete examples.								
4.	In various forms of expression presents the main values of diversity in society or in their environment, discuss them with others, comparing them with examples from everyday life that show tolerance, respect and open attitude vis-a-vis differences.								
5.	With examples from everyday life illustrates practices of managing and resolving of conflicts in constructive way, sharing the experiences, thoughts and feelings with others, during discussions on illustrative examples in this area.								
6.	Take part in democratic decision making processes at different levels (family, school, community, etc.); discusses personal experiences with others and presents argumentative proposals on how to improve democratic participation and decision-making in society.								
7.	In a debate with others or in another form of expression presents measures for the protection and enhancement of values and principles of human rights in the everyday life, underlining concrete examples of an activity (e.g. activities for promoting gender equality, combating prejudices and discrimination, combating poverty etc.).								
8.	With examples, illustrates solving of certain problems at school or community level and forms of support, as well as justifies it with arguments before a certain audience (e.g. demonstrates the way of providing first aid in the occasions of natural or human disasters).								

9.	Participates in the preparation and organization of an activity (in school or in the community) to protect the natural environment and the manmade one as well as contributes in different ways in their sustainable development.									
10.	Undertakes or manages an activity for assessing the quality and accuracy of information on a Webpage that is mostly used by peers; justifies the activity and assessment done; provides advice based on moral and professional ethics for responsible use of internet.									

III.**CURRICULUM AREAS IN
UPPER SECONDARY
EDUCATION**

Languages and communication

Arts

Mathematics

Natural sciences

Society and environment

Health and welfare

Life and work

Curriculum Areas

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

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

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

Learning outcomes are determined for each curriculum area that will enable the accomplishment of key competencies.

Learning areas include one or more subjects or learning modules. Subjects and modules rely on goals and learning outcomes designated for the respective curriculum area. Some subjects of a curriculum area may appear as integrated at different stages of the Curriculum.

Curricular Area - Language and Communication

Introduction

Rationale and description

Concepts and description

Competence based approach

Area learning outcomes

Cross-curriculum issues

Time allocation – description

Methodological guidelines

Assessment guidelines

Materials and learning resources

1. Introduction

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

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

The goal of the Language and Communication area, is:

- development of communication skills,
- listening comprehension,
- speaking in function of giving and receiving information
- reading, reading- comprehension,
- understanding of written texts,
- writing of literary and non-literary texts,

- distinguishing between literary and non-literary texts,
- analysis and interpretation of literary and non-literary texts,
- knowledge of the linguistic system: phonetics, morphology, syntax, lexis;
- development of skills to respond in writing and verbally in various situations,
- development of skills of expression through various audio, visual, and information media,
- development of communication skills by using ICT,
- general linguistic, literary, cultural and life development.

Mother tongue is taught across all stages of the curriculum, from pre-primary grade up to grade XII. English language starts from the first stage and is taught up to the last grade of upper secondary school. Albanian language for students of non-Albanian community is taught from second stage (grade III) of the Curriculum.

2. Rationale and description

The Language and Communication area enables all students to study subjects within the respective area. The Core Curriculum for level three defines competencies and manner as how to achieve these competencies that are expressed through essential outcomes of the area according to Curriculum key stages. The Core Curriculum consists of the goal, learning outcomes, methodological guidelines for teaching and learning as well as assessment criteria for area and Curriculum stage. The curriculum also presents a clear picture of knowledge, skills, attitudes and values that students need to develop, acquire, and achieve across the stages and levels.

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

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

3. Concepts and descriptions:

- Literary and non-literary texts;
- Figurative and non-figurative language;
- Stage presentations, theatre, drama, etc.;
- History, theory, critique, romantics, realism, antique literature, modern literature;
- Language system (grammar, vocabulary, phonetics, syntax, orthography).

4. Competence-based approach

The Languages and Communication area, with its subjects, through the learning outcomes, needs to achieve six competencies defined in Curriculum, such as: effective communicator, creative thinker, successful learner, productive contributor, sound individual, and responsible citizen. They should be achieved across Curriculum Stages during the entire learning process as well as during selection and organization of learning experiences. Competencies are integrated in a balanced manner and include knowledge, skills, attitudes and values

In the Language and Communication areas, student should achieve these competences:

- communicate and express his/her opinion through languages, symbols, signs and codes;
- speak, listen, read and write and express in his/her mother tongue and in (at least) one foreign language;
- engage and contribute to a respectful and productive dialogue;
- give and receive feedback in a constructive and creative way;
- respect general rules of communication, interaction at the same time to be creative;
- manifest knowledge in culture, linguistics, literature and in the field of life, in individual and public life;
- use of ICT and media in effective and responsible manner as important means of information, learning, communication and interaction.

5. Area learning outcomes

Learning outcomes are developed based on key concepts of the areas. Learning outcomes (LO) for the Languages and Communication area contain requirements that student needs to achieve after accomplishment of every stage.

Organization of LOs contains knowledge, skills, attitudes and values that shall be developed and gradually deepened across the stages, taking into consideration the physical and psycho-motor development of the students. These outcomes enable achievement of the six competencies defined in the Curriculum Framework. LOs provide development and achievement of values for the Languages and Communication area: demonstration of communication skills (listening, speaking, reading, writing), demonstration of interpersonal communication skills, assessing solutions for a problem, application of abstract ideas to concrete situations, utilization of adequate technology, application of ethical principles in decision-making, working as a team member to achieve common goals, discussion, comparison of characteristics of a culture with other cultures, etc.

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

Linkage between subjects and learning activities, that are realized within the Language and Communication area that aims the integration of prior knowledge, skills, attitudes and values provided through those subjects, and in general, encouraging the integrated learning;

Promoting the competency-based approach, enabling development of a joint system of learning interrelated experiences as well as ensures a platform for the development syllabus plans and programs; Enabling the implementation of new teaching practices, encouraging development of school-based plans and programs.

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

LEARNING OUTCOMES FOR STAGES 5 AND 6

Stage 5
Grade X, XI

Stage 6
Grade XII

COMMUNICATION SKILLS

Listening and speaking

- Uses language to achieve special effects by reviewing literary and non-literary texts and presents general overview through his/her ideas and viewpoints, about the way they were created and how artistic creations affect the his/her interests, ideas, attitudes and values
- Knows ways of speaking that vary according to the purpose, content, public.

Listening and speaking

- Assesses information, thoughts, emotions, strengths and weaknesses of different viewpoints during the discussions presented for literary and non-literary texts and judges how ideas relate.
- Responds verbally to stories read aloud, giving his/her opinions on factual comprehension questions (who, what, when, where, and how).

Reading

- Understands and analyzes the characteristics of sort, types, genres of literature (story, novella, novel, poetry, informational texts) and analyzes their style, language and purpose, assessing the values listed thereof
- Read and respond to the content of the stories, texts and reemphasises the facts found therein.

Reading

- Analyzes and evaluates information obtained by the complex texts (literary and non-literary texts) and draw argumentative conclusions to expand his/her interpretations .
- Reads and understands the contents of stories and texts, reemphasises facts and details to clarify ideas

Writing

- Evaluates the appropriate use of language, content (whether it is clear, coherent and readable), organizes ideas and uses the information to create forms of expression in writing (e.g. essays, diary, biography, satiric texts, presentations etc.).
- Writes texts with certain purpose and topic using the spelling rules .

Writing

- Analyzes and evaluates texts of various genres to submit written interpretations, adjust strategies and writing arrangement models , makes allusions and draws conclusions to them.
- Uses certain forms of writing for particular goal and certain public, using spelling rules.

II. COMPREHENSION AND TEXT ANALYSIS

- Analyzes and argues about traditional forms and literary and artistic genres; reviews artistic styles and methods (connections and influences between them) in certain periods of development of the history of society.
- Understands simple figurative language and literary expressions.

- Analyzes and evaluates literary works, contemporary artistic in relation to traditional works, interprets comparing the styles and forms of expression and provides critical thought for them, by synthesizing and concluding on their function and values.
- Analyzes and understands the purpose of the text read.

III. DEVELOPMENT OF CREATIVITY

- Creates various literary and non-literary works by creating models on topics, events to express thoughts, ideas, emotions, viewpoints and his/her attitude on certain issues of society.

- Creates more complex works through language and artistic expressions reflecting culture, feelings, emotions, thoughts, ideas, viewpoints and experience in order to express his/her views on global topics and various issues of society.

IV. IDENTITY AND CULTURE

- Identifies materials from many cultures, that are relevant to his/her experience, including thoughts, attitudes, ideas and presents different cultures in his/her works, for a certain period of history of another country.

Presents ideas for social political and cultural conditions, gives examples of works that evoke emotions, or that reflect challenges for different values such as: rights, discrimination, racism etc.

V. MEDIA

- Uses more complex rules for a show, multi-media presentation and decide for appropriate time of arrangement so that the event flows smoothly (writes scenario, plan, comments etc.), Creates more complex works, drama, book with drawings a multimedia work

- Select the forms of appearances
- Explains that various artistic works and media track down the meaning of different forms of commercial art (describing how images are presented in advertisements for specific effects, explains how certain messages are transmitted directly and some are implied).

VI. USE OF ICT

- Uses software programs to research and compare materials, information and various sources, to produce more complex works such as: reportages, Chronicle, interview etc.
- Uses technology (conventional software programs) to produce more complex works in various arts, such as video, animation, reportage, documentary film etc.

VII. VALUES AND ATTITUDES

- Communicates well.
- Participates in discussions.
- Cooperates.
- Asks for help and helps others.
- Respects opinion of others.
- Is attentive.
- Develops personality and humanity.
- Comes up with initiatives and shows interest in different approaches.
- Is motivated for development of skills.
- Develops imagination and creativity for problem-solving.
- Uses information technology.
- Proves willingness and readiness for individual and group work.
- Respects principles of other people.
- Shows confidence in independent work.
- Uses imagination and creativity.
- Is independent in decision-making and actions.
- Asks questions, and answers in a responsible way.
- Comes up with critique supported by argument.
- Shows curiosity about research.
- Takes care of himself/herself, the others and the environment.

VIII. Knowledge**Listening**

Listening to informative texts

Effective listening (pronunciation of sounds, enriching the vocabulary)

Listening and enriching lexicon

Speaking

Speaking as a giver and receiver of information

Active speaking in a group

Speaking for enriching lexicon

Verbal and non-verbal communication

Reading

Recognize various literary and non-literary texts

Reading, comprehension, reading of presentation texts

Writing

Competencies and knowledge proven in writing

Ability and understanding

Habits and skills

IX. Skills

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

6. Cross-curriculum issues

In the area: Languages and Communication there should be also treated cross- syllabus and cross-curriculum issues which should be achieved through learning of subject and certain topics, such as:

- human right,
- civil education, intercultural education ,
- Media education,
- Education for peace,
- Education for sustainable development.

7. Time allocation - description

Planning of time is done in compliance with the learning outcomes foreseen for the stage and area. Time is allocated and drawn from the percentage presented in the following table and is then divided per subject. It should be taken into consideration that most of the time allocated from school-teacher shall be dedicated to the mother tongue.

Upper secondary school (ISCED 3) Natural Sciences Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. classes	%	T. classes	%
Languages and Communication - Mother tongue - English language - Second foreign language - Other languages	8	8	16	26.67	8	25.00

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. classes	%	T. classes	%
Languages and communication - Mother tongue - English language - Second foreign language - Third foreign language - Other languages	8	8	16	26.67	9	28.13

School decides for third language as an electives.

Upper secondary school (ISCED 3) Vocational schools						
Curriculum areas	Stage 5				Stage	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. classes	%	No. classes	No. classes
Languages and communication - Mother tongue - English language - Second foreign language	5	5	10	15.63	5	15.63

Option A1:

Upper secondary school (ISCED 3) - Natural Sciences Gymnasia										
Curriculum areas	Learning subjects	Stage 5				Stage 6				
		Grade X		Grade XI		Total classes	%	Grade XII		
		No. classes		No. classes		T. classes	%	No. classes	T. class.	%
Languages and communication	Mother tongue	4		4		16	26.67	4		25.00
	English language	2		2				2		
	Second foreign language	2	8	2	8			2	8	
	Third foreign language	-		-				-		
	Other languages	-		-				-		

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia										
Curriculum areas	Learning subjects	Stage 5				Stage 6				
		Grade X		Grade XI		Total classes	%	Grade XII		
		No. classes		No. classes		T. classes	%	No. classes	No.	No.
Languages and communication	Mother tongue	4		4		16	26.67	4		28.13
	English language	2		2				3		
	Second foreign language	2	8	2	8			2	9	
	Third foreign language	-		-				-		
	Other languages	-		-				-		

8. Methodological guidelines

Application of methods, techniques and forms of teaching and learning is vital for realization and achievement of outcomes per areas and key stages. The teacher needs to use various methods of work in order to achieve outcomes of an area.

Implementation of learner centred teaching methodology enable students motivation for work, development of creativity, exchange of ideas, debate, easier learning, cooperation between each other, solving of problems, researching of sources for obtaining various information etc.

The teacher should choose methods and teaching techniques (such as: Brainstorming, Direct Listening and Thinking Activity –DLTA, Direct Reading and Thinking Activity-DRTA etc.) in the view of achieving the learning outcomes, while adapting to students abilities and knowledge, their needs, place where the lesson is implemented, space and material situation of the school (classroom).

9. Assessment guidelines

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

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

During assessment, there are used various types of assessment, such as:

- Direct and continuous assessment, continuous monitoring of student achievements;
- Indirect assessment through tests;
- Assessment from students, during the work in a group or during the answering of the questions, when students complement each other and assess based on arguments;
- Self-assessment.

Special attention during continuous assessment should be paid to communication, verbal expression during interactions and expression in writing.

10. Learning materials and resources

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

Curriculum area - Arts

Introduction

Rationale and description

Concepts and descriptions

Competence based approach

Area learning outcomes

Cross – curriculum issues

Time allocation – description

Methodological guidelines

Assessment guidelines

Learning materials and resources

1. Introduction

The Arts curriculum area includes Fine Arts and Music Arts, as compulsory subjects of the Core Curriculum of the third level of education in Kosovo, with the designation, Musical Education and Fine Arts Education. Also in this level, through optional curriculum there can be offered contents from performing/scenic arts such as: drama, dancing, applicative arts (photography, design, etc.).

2. Rationale and description

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

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

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

- Creates, shapes and participates actively in increasing the quality of his/her life and living environment.
- Participates in the social, cultural and intellectual interaction of various ethnic and cultural groups by focusing primarily on the human side of this interaction.
- Possesses the basic technical skills and abilities that are important for life and work.
- Understands and influences complex developments in the living environment.

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

3. Concepts and description

Arts Curriculum area primarily aims to fulfil two basic aspects:

- a) The development of (practical) skills for various forms of artistic expression according to individual talents and dispositions.
- b) Aesthetic education, fostering the taste for the beautiful in different creative/artistic form, type, genre and for positive attitude towards art and beautifulness in art, through understanding the development of art in different social and historical contexts.

I. VALUES AND ATTITUDES PROMOTED THROUGH ARTS

- | | |
|---|--|
| <ul style="list-style-type: none"> • Cooperation • Respect others' opinion • Attention • Independently work • Willingness and motivation • Initiative and interest • Imagination and creativity • Respect for themselves and for others • Positive attitude towards art and beauty | <ul style="list-style-type: none"> • Positive attitude towards national cultural heritage • Positive attitude towards and respect toward different cultures • Cooperation and responsibility • Concentration and patience • Motivation for artistic communication and public • Presentations • Responsibility • Use of ICT |
|---|--|

SKILLS THAT ARE DEVELOPED THROUGH THE ARTS

- Observation/listening
- The aptitude to observe and distinguish rhythm and harmony (of sounds, colours, forms, structures, movement, etc.)
- Musical skills
- Movement skills
- Figurative expression skills
- Artistic communication
- Presentation skills
- Creativity
- Skills for team-work
- Processing and understanding of information (audio, visual, textual, movement, etc.)
- Analytical, critical and creative thinking
- Solving problems creatively

KEY CONCEPTS LEARNED THROUGH THE ARTS

- | | |
|---|--|
| <ul style="list-style-type: none"> • Sound • Line • Colour • Form • Movement • Rhythm • Melody • Harmony • Tonality • Style (baroque, romanticism, classicism etc.) • Genres (artistic, entertaining, popular) • Instruments and musical bands • Body • Space • Time | <ul style="list-style-type: none"> • Energy • Relation • Role/character • Time and place • Tension <p style="text-align: center;">Principles</p> <ul style="list-style-type: none"> • Contrast • Repetition • Change (variation) • Accent • Equilibrium • Holistic |
|---|--|

4. Competence based approach

According to the Kosovo Curriculum Framework, competencies include an integrated and coherent system of skills, habits, knowledge, and attitudes of students as an achievement of learning to which all curriculum areas contribute.

Arts contribute in a particular way through instruments and modes of artistic expression to the achievement of six key competencies - effective communicator, creative thinker, successful learner, productive contributor, sound individual and responsible citizen.

5. Area learning outcomes

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

Through Arts, students are encouraged to:

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

Means of expression, techniques and processes

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

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

Students: know, understand and effectively and consciously use the techniques and tools of expression of various arts, such as: words, sounds, colours, forms, movements, etc. for communication and artistic expression. Apply expressive techniques and various creative and performing processes in different forms, type and genres different artistic genres.

Communication and (Artistic) expression

Students are encouraged and skilled to:

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

Arts – Society relation

Students:

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

LEARNING OUTCOMES FOR KEY STAGES 5 AND 6		
Stage 5 Grade X, XI	Stage 6 Grade XII	
1. INTERPRET, CREATE AND PRESENT		
	Students demonstrate the ability to synthesize skills, media (means of expression) and respective techniques for interpretation, creation and presentation in the art of music, visual arts, the theatrical arts and dance.	
Interpretation	Interpret pieces (songs, dances, theatrical pieces) of various musical forms, type and genres, applying more advanced techniques and by combining interpretive techniques in various artistic disciplines.	Interpret individually and in group, applying combined techniques of artistic interpretation in accordance with expressive and stylistic character of the work and respective artistic genre (music, drama, dance, syncretise presentations and multimedia etc.).
Creation	<p>Create more complex rhythms, melodies, songs and instrumental musical piece for the situation and diverse audience using voice, musical instruments, but also computer.</p> <p>Express creative skills in the realization of the role and the theatrical performance within the context of the event.</p> <p>Create works with different techniques and materials in compositions with abstract topics, but also applicative ones (landscape, symbols, posters, etc..).</p> <p>Apply coordinated and artistic movement in compliance with the idea, message and the character of the dance, performance.</p>	<p>Create (music, arts, drama/theatre and dance performance) works for different situations, using also technology and various media and consciously manipulating with relevant elements of artistic expression.</p> <p>Understand and apply consciously combined techniques for composition/realisation of various artistic works (song, piece of music, drama, dance/choreography) within topics/certain situations.</p>
Presentation	Present their interpretive and creative skills in the classroom and in front of the known public with confidence and sureness.	Present their artistic creations also before a wider audience, demonstrating confidence, sureness and are open to critical assessment and reflection of their creative/interpretive work.
2. PROCESSES, TECHNIQUES AND MEANS OF EXPRESSION		
The student knows elements (means, forms) and understands basic processes and techniques of artistic creativity in music, visual arts, drama, and dancing.		
	<ul style="list-style-type: none"> Implement the use of musical elements, techniques and creative processes for artistic interpreting and their musical creations. Analyze the structure of performances from different traditions, in different historical periods. Analyze and evaluate the artistic masterpieces of different cultures by identifying the elements, techniques and processes used. 	<ul style="list-style-type: none"> Synthesize their knowledge on elements, processes and musical interpretive and creative techniques using them consciously in their own creations. Differentiate applications of innovation in expressive elements and creative techniques in different works of art.
3. ARTISTIC EXPRESSION AND COMMUNICATION		
Students demonstrates the ability to use various means of expression in arts (voice, instruments, colours, forms, words, movement, etc.) to communicate and express their experiences and ideas.		
	Communicate with respective artistic means of expression (music, drama, dance and visual arts) appropriately for different audiences (peers, parents, other children, wider public.etc.).	Communicate confidently and surely before different audiences, combining forms and expressive means of arts also with the help of technology (multimedia presentations, installations etc.).

4. UNDERSTANDING OF THE RELATION ART – SOCIETY

The student understands the development role and influence of art in society and vice-versa in various historical, social and cultural contexts.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Understand the use of innovation in the arts in different historical periods and the impact on social norms and values. • Determine the impact of the contribution of well known individuals in the arts of various cultures throughout history | <ul style="list-style-type: none"> • Understand and recognize the artistic creations of the past and modern ones that represent ideas, issues, and events important for societies and cultures at different periods. |
|--|---|

5. AESTHETIC EVOCATION AND EVALUATION

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

- | | |
|---|--|
| Demonstrate comprehension as how the arts communicate ideas through personal and social values inspired by individual imagination and historical, cultural and social context of the creator. | Interpret and identify symbolisms and metaphors used in works of art of different cultures and historical periods. |
|---|--|

6. Awareness of personal and collective identity

Cultivate respective identity (s): (individual, group, social, cultural) (national, regional, European and global) through the arts. Students distinguish different artistic forms, similarities and differences arising from affiliation to family, community, national culture and wider.

- | | |
|---|---|
| Identify materials from different cultures and use them in their creations. | Through artistic forms of expression in music, dance, drama and visual arts communicate ideas, emotions and messages related to current political, social cultural issues in the national and global level such as (anti-discrimination, anti-racism, peace, etc.). |
|---|---|

VII. Values and attitudes promoted through arts

- Cooperation
- Respect others' opinion
- Attention
- Independent work
- Willingness and motivation
- Initiative and interest
- Imagination and creativity
- Respect for himself/herself and others
- Positive attitude towards art and beauty
- Positive attitude towards the national cultural heritage
- Positive attitude and respect for different cultures
- Cooperation and responsibility
- Concentration and patience
- Motivation for artistic communication and public presentations
- Responsibility
- Use of ICT
- Ethics and critical sense
- Cultural Formation

7. Skills that are developed through the Arts

- Observation/listening
- The aptitude to observe and distinguish rhythm and harmony (sounds, colours, forms, movements, etc.)
- Musical skills
- Movement skills
- Figurative expression skills
- Artistic communication
- Presentation skills
- Creativity
- Self-confidence
- Responsibility and cooperation
- Teamwork
- Processing and understanding of information (audio, visual, textual, movement, etc.)
- Analytical, critical and creative thinking
- Creative Problem Solving

8. Main concepts that are learned through the Arts

- | | |
|---|--|
| <ul style="list-style-type: none"> • Sound • Line • Colour • Form • Movement • Pace • Melody • Harmony • Tone • Style • Genre • Instruments and Musical groups • Body • Space • Time • Energy • Relation • The role/ character • Time and place • Tension | <p>Principles</p> <ul style="list-style-type: none"> • Contrast • Repetition • Change (variation) • Emphasis • Equilibrium • Holistic |
|---|--|

6. Cross-curriculum issues

Arts interact with each other, therefore also in the process of learning could be interlinked various of forms of artistic expression, e.g. songs with movement and dances, music and figurative expression, music and literary expression, figurative expression and literary expression, synergetic artistic performance, etc.

At this level can be applied especially integrated approach of combination of artistic expression for various of topics. Arts can be also interlinked with other Curriculum Areas. Linking of (mother tongue and foreign) language with music can be very successful. Also, the figurative expression, which visualizes linguistic expression (writing, symbols, figures, illustrations, etc.), can also be linked with language.

Arts can also be interlinked successfully with subjects of the curricula areas, sciences (natural and social), mathematics, health and welfare, and life and work, etc.

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

7. Time allocation - description

According to the Kosovo Curriculum Framework, in the syllabus for third level there are foreseen three classes per week from the Arts curriculum area in Natural Science Gymnasia.

In the third curriculum stage (Grades X, XI and XII), there are a total of 6 school classes per week planned.

Since this curriculum area consists of two electives, Fine Arts and Musical Education, then school classes are divided equally between these two subjects.

Upper secondary school (ISCED 3) Natural Sciences Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade	
	No. classes	No. classes	T. classes	%	T. classes	%
Arts - Musical education - Fine arts education	1	1	2	3.33	1	3.13

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade	
	No. classes	No. classes	T. classes	%	No. classes	No. classes
Arts - Musical education - Fine arts education	2	2	4	6.67	2	6.25

8. Methodological guidelines

Arts are educate successfully when the suitable artistic methodology of teaching and learning is applied with the highest accuracy in every arts subject. Methods of teaching in arts subjects include teaching techniques and specific methods for learning concepts, skills, and knowledge that need to be acquired. At this level teaching with constructive learning approach is used, wherein students are trained to understand the impact of different historical and social circumstances in different periods and countries in development of various artistic disciplines through analysis and survey of artistic artefacts (musical works for listening, photos of paintings, sculptures etc., photographs, movie's video material, documentaries and educational visits to concerts, exhibitions, theatre pieces, ballet, etc.). Experiencing art, curiosity, imagination and freedom of expression remain the main principles of the teaching methodology in the area of arts.

9. Assessment guidelines

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

Achievements in the curriculum area of arts are individual in nature and should therefore be assessed as such, by using assessment to motivate and encourage the development of students' creative abilities. In art there should be taken into consideration students' interest and active participation (both individual and in a group) in various artistic activities organized at school and in the community. In this level, since a significant portion of the contents constitutes also the topics linked with historic development of arts in different social and historic contexts, there is room for other forms of assessment of knowledge and understanding of these contexts (written essays, knowledge and concepts tests, with PowerPoint presentations on different artistic styles in different historical periods, maps, posters, and video-installations various performances).

10. Learning materials and resources

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

In the art of music the main material is the musical sound that is produced by the human voice or by musical instruments. Learning resources include school textbooks and sound resources (i.e. respective CDs, musical CDs, DVDs, recordings from the internet, TV, public concerts etc.). At this level of success can be quite modern technology used for reproduction, but also the creation of music (musical various computer programs, music studios, etc..)

Curriculum area - Mathematics

Introduction

Rationale and description

Concepts and description

Competence based approach

Learning Area Outcomes

Cross-curriculum issues

Allocation of time - description

Methodological guidelines

Assessment guidelines

Learning materials and resources

1. Introduction

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

The curriculum in the Mathematics enable students to develop their essential abilities in mathematics, to acquire them; to provide students with the guaranteed and full right to education and to maintain their creativity.

To provide teachers the right to find best ways to inspire their students to learn.

The content of the document will be in harmony with the principles defined in the Curriculum Framework. It represents legal requirements of curriculum for mathematics and provides information to help students to be competent on what it is learned.

Mainly the order is based according to hierarchy of stages and levels. The curriculum for students of the first level I (Grades 0-V) is presented for teachers of primary schools. The curriculum for students of the second level II (Grades VI-IX) is presented for teachers of lower secondary schools. The Curriculum for students of the third level III (Grades X-XII) is presented for teachers of upper secondary schools for:

- a. gymnasias directions and
- b. vocational education and schools of art

2. Rationale and description

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

The mathematics, through expected and essential outcomes, has in consideration learning in the areas such as: spiritual, moral, social and cultural, as well as key abilities and abilities of thinking.

3. Concepts and description

The main concepts in Mathematics are the following:

- Real and complex numbers
- Shapes
- Space
- Measurements
- Algebra
- Mathematics analysis
- Geometry
- Analytical Geometry
- Statistics
- Combinatory
- Trigonometry

Mathematics is taught at all levels of the curriculum. In the first and second stage, it is established a linkage of knowledge with numbers, geometric figures, space positioning, measurements and calculation skills for solving of problems.

In the third and fourth stages, this link is integrated with knowledge from algebra, geometry and statistics, while the fifth and sixth stage it is ensured an expansion and deepening of knowledge also from trigonometry, mathematical analysis and probability.

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

4. Competence based approach

According to the KCF, teaching and learning are based on competencies. The organization of learning is focused on what students should know and should be ready to do. In order to do something, certain knowledge, habits, and skills are needed, including certain attitudes. Based on this, the curriculum of

Mathematics is conceptualized in a system built based on level, stage and grade, which is justified with general learning outcomes per area and stage. Therefore there are three levels of competencies, the achievement of which refers to the most important aspects of teaching and are oriented and ordered according to students' real needs, which require time planning and prepared trainers.

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

1. Solving of mathematical problems
2. Justification and mathematical evidence
3. Mathematical communication
4. Linkages in Mathematics
5. Mathematical representation
6. Mathematical modelling
7. Mathematical thinking
8. Use of technology in Mathematics

5. Learning area outcomes

LEARNING OUTCOMES FOR STAGES 5 AND 6	
Stage 5 Grade X, XI	Stage 6 Grade XII
Knowledge, understanding and skills developed through learning experience related to:	
<ol style="list-style-type: none"> 1. Problem solving 2. Mathematical justification and verification 3. Communication in/ through Mathematics 4. Mathematical linkages 5. Mathematical representation 6. Promotion of mathematical modelling 7. Structuring of mathematical thinking 8. Use of ICT in/ for Mathematics. 	
1. Problem solving	
Selects the appropriate strategy from algebra and geometry to solve problems that apply to everyday life situations.	Plans, formulates, monitors and reflects on the processes, strategies to solving more complex problems in mathematics and in various areas of everyday life.
2. Mathematical justification and verification	
Selects the appropriate strategy from algebra and geometry to solve problems that apply to everyday life situations.	Plans, formulates, monitors and reflects on the processes, strategies to solving more complex problems in mathematics and in various areas of everyday life.
Proves the theorem using mathematical and non-mathematical concepts.	Assesses mathematical reasoning; proves and justifies complex mathematical claims using different solutions.
3. Communication in /and through Mathematics	
Uses different types of mathematical discourse ("form of expression") using natural and mathematical language (e.g. graphs, diagrams), formulate hypotheses, define, justifies, draws relevant conclusions.	Evaluates ideas orally or in writing in the group; expresses his/her personal opinion on math concepts, highlights to what extent they apply in everyday life.
4. Mathematical linkages	

CORE CURRICULUM FOR UPPER SECONDARY EDUCATION IN KOSOVO

Make connection between numbers and algebraic, geometric and trigonometric concepts in practical situations.

Evaluates connection of mathematics content with other areas, uses the information gathered to solve the problems of everyday life.

5. Mathematical representations

Builds equivalent forms of representation of models and concepts to interpret social, natural and mathematical phenomena.

Uses mathematical representations and defines the relationships between them.

6. Mathematical modelling

Builds new models and uses mathematics algorithmic methods (e.g. to analyze data, perform different measurements etc.).

Implements various mathematical models within and outside mathematics.

7. Mathematical thinking

With its implementation in areas outside mathematics, making structuring of mathematical thinking, communicating in a coherent and clear manner.

Effectively uses mathematical thinking for justifications, argumentation and clear presentation of mathematical problems, applicable in everyday life.

8. Use of ICT in/ for Mathematics

Uses appropriate software programs (e.g. tables in Excel) for various calculations in mathematics, identifies advantages and limitations of the use of modern technology and ICT in mathematics.

Uses advanced software programs for mathematical calculations and modelling of problems in higher degree of difficulty.

VII. VALUES AND ATTITUDES

- Insisting, persistence and power in focusing the problems
- Spirit of objectivity and impartiality
- Aesthetics and critical sense, appreciating of the rigidity, order and elegance in architecture and problem solving building theories
- Habits to use mathematical concepts in methods of approaching everyday situations or solve practical issues
- Active attitude in common ideas, discussion and debate
- Open to seek and to offer support
- Respect others' opinion
- The human formation and development of the personality and cultural proportion
- Attentive to the role of mathematics in modelling the human mind
- Attentive to the role of mathematics in modern development of society

III. Mathematical abilities and skills

- Identification
- Description
- Formulation
- Rationalizing
- Application
- Calculation
- Measurement
- Sketching
- Modelling
- Construction
- Use of sources and information

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

- Real and complex numbers
- Shapes
- Space
- Measurement
- Algebra
- Mathematical analysis
- Geometry
- Analytical Geometry
- Statistics
- Combinatory
- Trigonometry
- Numbers theory
- Financial mathematics

6. Cross-curriculum issues

Learning of Mathematics will be focused on basic skills with numbers, objects and figures, on developing of reasoning and solving of problems by using mathematical methods

Mathematics and its teaching will have in consideration the following cross-curriculum issues:

- Personal development and skills for life, team work, problem-solving, decision- making, and planning of personal budgets;
- Sustained development, economic awareness, linguistic and communication skills, electronic learning (ICT), creation of virtual mathematical models;
- Collection of data and graphical presentation.

7. Time allocation - description

Curriculum specifies the minimum and maximum number of classes for every learning area; for Mathematics area it is necessary to allocate a larger proportion of time. At the third level, (Grades 10-12), the number of classes is determined at KCF. Assessment of learning outcomes is done in line with the KCF.

Upper secondary school (ISCED 3) Natural science gymnasia						
Curriculum area	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. cls.	%	T. cls.	%
Mathematics	4	4	8	13.33	4	12.50

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia						
Curriculum area	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. cls.	%	T. cls.	%
Mathematics	4	3	7	11.67	3	9.38

Table of classes in vocational educations :

Upper secondary school (ISCED 3) Vocational schools						
Curriculum area	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. cls.	%	T. cls.	%

8. Methodology guidelines

The teacher uses modern interactive and inclusive teaching and learning methods, diverse working techniques and forms and an entire complex of procedures (new information, revision, reinforcement, exercises, homework, project work, material means, such as: drawings, templates, diagrams, models, graphics, and other contemporary technical - computers, internet, etc.). These methods should serve to stimulate independent, critical and creative thinking.

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

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

Methods, techniques and forms of work with students should be in function for easier acquisition of learning content and faster and more accurate application of other knowledge, habits, skills, attitudes and values that partakes in shaping of their entire personality in order to cope with life challenges.

9. Assessment guidelines

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

During assessment, the teacher should keep in mind program content in achieving learning outcomes and defined competencies for this level. In addition, the teacher should consider assessment as an integral part of teaching and engage students in the learning process as well as prepare them for independent work.

During assessment, the teacher should be supported by a significant amount of data that will include the following elements:

- Assessment of verbal responses
- Assessment of group support
- Assessment of activity during classroom debates
- Assessment of homework
- Tests on a group of given topics
- Tests at the end of the content category
- Tests at the end of the semester or at the end of school year.

Also, the teacher is independent in choosing:

- the types of assessment (formative, summative, diagnostic, motivating, etc.);
- assessment methods (self-assessment, conversations with students, file, observations, projects, etc.);
- assessment instruments (analytic self-assessment sheet, KWL chart (know, want to know, learnt), diagrams ('Plus+, Minus-, Interesting I), traffic lights, conversation partner (peer-to peer, etc.).

Assessment should be in function of providing feedback for the purpose of improving learning, motivating students for learning, define the causes of stagnation or progress, improvement of teaching, and the individual development of students. (For more information, see Section V- on assessment).

Competency-based curriculum consists of statements of what will student be capable of upon successful completion of a learning category or sub category.

These statements refer to learning outcomes.

Assessment according to the provided scheme from Core Curriculum:

1	2	3	4	5	Improvement support	Modes	Support for the talented	Modes
The student did not work at all or worked, but there was nothing to do with the task	The student has ideas to solve the problem, presents the system	The student, in addition to the idea, reaches a partial solution, e.g. finds only x or y	The student makes the full solution, but does not verify the solution	The student makes full solution and verifies the solution	The teacher decided how to support the student, e.g. how to use unknowns x and y and present system of equations	What methods to apply given the learning style of the student, e.g. shows of one of the methods that the student would be closer to solving systems of equations	Give to him/her any special homework	What methods to apply considering the learning style of the student

10. Learning materials and resources

- The teacher lectures understandably using materials and resources that students can access by viewing, listening, touching, etc. The teacher uses simple and accurate unambiguous words and sentences, visual tools, adequate technology, involves students in activities such as: drawing, modelling, offers special support, adapts examples, creates a friendly environment, alternative activities, etc.
- The teacher provides access through appropriate texts and materials that are in harmony with the students' age and learning aptitude, offers needed brochures, dictionaries, uses clean language, etc. The teacher will present/clarify for students certain content or skills. The focus is on transferring information (also educational video-materials, student presentations, etc.);
- Demonstration by the teacher or students: the teacher provides visual information that can help verbal explanation.

Curriculum area - Natural sciences

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning area outcomes

Cross-curriculum issues

Allocation of time - description

Methodology guidelines

Assessment guidelines

Learning materials and resources

1. Introduction

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

The natural science enables students to know, to understand, to explore the nature and the animate and inanimate world and the human being

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

2. Rationale and description of the natural science area

The function of Natural Science is to:

- explain the material world, its characteristics and transformations;
- apply methods of exploring natural phenomena and processes;
- describe the Earth as a celestial body with suitable life conditions for living creatures and human being;
- describe the animate world, inanimate world, and the relation between them;
- describe energy resources;
- explaining the processes through four main interactions (gravity, electromagnetic, weak and strong nuclear);

- describe natural processes in time and space;
- define the relations of human beings with the nature and their mutual influence;
- use scientific achievements in chemistry, biology, physics, astronomy for clarification and anticipation of events and other appearances.

3. Concepts and description

The basic concepts of natural sciences should be based on 6 main pillars:

- Scientific exploration/research
- Application of science and technology
- Matter, its features and transformation
- Physical processes
- Life processes
- Earth and the Universe

In natural science, the basic concepts, competencies and methodology for Stages 1, 2, 3, 4 are provided as integrated, whereas for Stage 5 and 6 are provided as separate subjects: Chemistry, Physics, Biology and Astronomy (only in stage 6). In some cases also geography belongs to this area.

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

4. Competence-based approach

According to KCF, the teaching of Natural Science is based on competences and a student-centred learning. The organization of teaching is focused on what students should know and be able to do. In order to do something they need respective knowledge, habits, skills, but also certain attitudes, which can be positive, negative, indifferent.

5. Learning area outcomes

Stage 5 and 6

ISCED 3	
Stage 5, Grade X, XI (age 16-17)	Stage 6, Grade XII (age 18)
I. KNOWLEDGE, UNDERSTANDING AND DEVELOPMENT OF SKILLS THROUGH THE LEARNING PROCESS:	
1. Structuring scientific opinion about concepts, models, theories and laws on how matter is structured, processes and phenomena in nature. Animate and inanimate matter and their features. Physical, chemical and biological phenomena on the Earth and in the Universe.	
2. The development of scientific research skills to learn about the structure of matter, processes and phenomena in nature.	
3. Relations between the subjects of the Science and other curriculum areas.	
4. Application of science and technology in everyday life.	
5. The development of communication skills in science and through science.	
1. Structuring scientific opinion about the concepts, models, theories and laws on the structure of the matter, processes and phenomena in nature	
Animate and inanimate matter and their features	
Physical, chemical and biological phenomena and processes on the Earth and in the Universe	
Explains and demonstrates the structure of atom, molecules, ions, composition, importance, physical and chemical features of the elements, compounds and reactions between them.	Explains and explores the composition and properties of organic and inorganic compounds that are found in the living world and non-living as well as those created by man and analyzes their correlation life processes.
Explains the causes of change of life environment and its implications at local, regional, national, continental and global level.	Evaluates Geocentric and heliocentric system, the apparent movement of the Sun, its implications, contemporary theories of the creation of the solar system and explains the relation of space - time in the creation of the Universe in the Great Exploding process.
Analyzes and explores the diversity of the living world as a result of evolution, the role of DNA in inheritance and chemical processes in the cell; biology of the five kingdoms of living beings and the implementation of the legality of the construction and function of living systems in biotechnology and technique.	Interprets functional interconnections of cellular structures and physic-chemical processes in the cell; human biology and modern forms of protection of human health.
Explains the law of conservation of energy in natural processes, internal energy, its changes, order, chaos, cycles and connectivity of heat and temperature.	Explains the connection of energy resources with environmental pollution and assesses trends of detection of clean energy.
Analytically, graphically and with numbers presents rules of nature's basic interactions.	Explains the weak and strong nuclear interaction and their impact on human life and environmental pollution.
2. Development of scientific research skills to learn about the structure of matter, processes and phenomena in nature	
Demonstrate practical skills and habits for scientific research, formulate questions and scientific hypotheses for research, designs and conducts scientific research including measurements, repeated tests, collects and organizes various sources, analyzes and tests the models and theories based on the available arguments; explains and summarizes the research model data using scientific concepts.	Effectively uses appropriate research instruments from thematic fields of science with the aim of conducting individual or group work on projects, problem solving and case studies.

3. Relation of Natural Science subjects with other curriculum areas

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

- organic and inorganic substances, fermentation, healthy nutrition, nucleic acids, proteins, carbohydrates, fats, metabolism, diffusion, osmosis, galaxies, corrosion, radiation.

3.2 Integration in scientific research method:

- Submission of hypothesis, experiment, test; use of instruments for measurement; independent planning and designing of scientific research; processing of outcomes, interpretation of outcomes and preparation of conclusions; implementation.

3.3 Integration of Science with other areas

- Communication and expression

Communicates expresses clearly and understandable orally and in written in mother tongue and in at least one foreign language, preparation and presentation of the results obtained during the research using a rich scientific vocabulary, their interpretation through various forms.

- Mathematics

Use analytical formulas and mathematical operations to solve problems and express them with quantitative values.

- Society and the Environment

Contributes to solving current environmental problems and respects diversity and tolerance in democratic processes in the social environment.

- Health and Welfare

Contributes to maintaining personal health and well-being and of others in the environment he/she lives in.

- Life and Work

Uses and maintains working tools and equipment, information technology and communication (e.g. Power Point, video clip, camera, digital) and other sources of information by collecting and interpreting independently outcomes of the research.

4. Application of science and technology in the daily life

Critically evaluates the role of scientific discoveries and new technologies in providing solutions for today and meeting the needs of society in the future.

Uses independently different sources of information from newest scientific discoveries and technological research in order to identify the various scientific fields for future individual and group research.

5. Development of communication skills in science and through science

Uses the simple form of interpretation of the scientific data orally and in writing; formulates a complex scientific research problem, prepare a plan of research, uses accurate models of data communication for presentation, description, explanation and summary of research outcomes.

Writes a short scientific research work, presents the work using "Power Point" or other forms of modern presentation.

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

Student is expected to demonstrate:

Interests for research and debate.

Durability.

Curiosity for new methods in the area of science.

Interest and commitment for scientific and environmental developments.

Give a righteous estimate for the suggestions of others.

Interest in the evolution of theories and ideas in science.

Respects facts.

Development of habits to use scientific knowledge and skills in personal decision-making on matters of interest for community.

Creativity and imagination.

Motivation to apply responsibly knowledge for the environment and humans.

Ethics in science.

Awareness relating to contemporary issues, such as: water management, climate change , research on cells cultivation, nanotechnology, genes technology.

Application of scientific understanding in responsible, ethical and informed decision making about various issues.

Assessment that science provides sensational career.

Appreciation of the diversity of people who have contributed to the shaping and development of science.

III. SKILLS AND ABILITIES IN NATURAL SCIENCE

- Use of sources and information
- Cooperation skills
- Communication skills
- Psycho-motor skills
- Creativity
- Critical thinking skills
- Information technology skills
- Numerical skills
- Problem solving skills
- Management skills
- Study skills

IV. CONCEPTS AND SUBJECTS IN THE AREA OF NATURAL SCIENCE

- Chemistry
- Physics
- Biology
- Astronomy
- Hybridization
- Radioactivity
- Galactic
- Nuclear reactions
- Globalism
- Bionic
- Legacy

6. Cross-curriculum issues

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

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

- Education for entrepreneurship
- ICT and e-learning
- Career awareness
- Media education
- Health and sexual education
- Religions
- Education on sustainable development, etc.

7. Time allocation – description

The number of classes in the Core Curriculum is determined for each learning area, whereas the Optional Curriculum is determined by respective school.

The area of natural science in the core curriculum Stage 5 and Stage 6, includes subjects such as: Chemistry, Biology, Physics, Geography and Astronomy (Stage 6), whereas in vocational schools, the subjects: Physics, Chemistry and Biology are integrated.

The criteria for the core curriculum of natural science in each subject are: volume, balance, horizontal and vertical connection of learning outcomes with six main competencies (6) and continuation of their implementation from Grades X-XII.

Plan A:

Upper secondary school (ISCED 3) Natural Sciences Gymnasia						
Curriculum area	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. cls	%	T. cls	%
Natural sciences - <i>Physics</i> - <i>Chemistry</i> - <i>Biology</i> - <i>Astronomy</i>	7	8	15	25.00	9	28.13

Upper secondary school (ISCED 3) Social Linguistic Gymnasia						
Curriculum area	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. cls	%	T. cls	%
Natural sciences - <i>Physics</i> - <i>Chemistry</i> - <i>Biology</i>	3	3	6	10.00	3	9.38

Upper secondary school(ISCED 3) Vocational schools						
Curriculum area	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. cls	%	T. cls	%
Natural sciences - <i>Physics</i> - <i>Chemistry</i> - <i>Biology</i>	2	2	4	6.25	2	6.25

Plan A1:

Upper secondary school (ISCED 3) – Natural science Gymnasia										
Curriculum area	Learning subjects	Stage 5				Stage 6				
		Grade X		Grade XI		Total classes	%	Grade XII		
		No. classes		No. classes		T.cls	%	No. classes	T.cls	%
Natural sciences	<i>Biology</i>	3		3		15	25.00	2		28.13
	<i>Chemistry</i>	2		3				2		
	<i>Physics</i>	2	7	2	8			3	9	
	<i>Astronomy</i>							2		

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia										
Curriculum area	Learning subjects	Stage 5				Stage 6				
		Grade X		Grade XI		Total classes	%	Grade XII		
		No. classes		No. classes		T. cls	%	No. classes	T.cls	%
Natural sciences	<i>Physics</i>	2		1		7	11.67	1		9.38
	<i>Chemistry</i>	1	4	1	3			1	3	
	<i>Biology</i>	1		1				1		

8. Methodology guidelines

Students' success in the subject of natural science depends on the work and engagement of both teacher and student. This is achieved by applying an interactive contemporary and inclusive approach and by using methods, techniques and various forms of work. For this purpose a whole complex of procedures is applied, such as: new information, revision, reinforcement, exercises, homework, project work, practical work, etc. In addition, technical material tools are also used, such as: models, graphs, chemicals, kitchen utensils, lab equipment, instruments, computers and other education technologies). These approaches and methods should be in the function of instigating independent, critical and creative thinking. Selection of methods is the competence of subject teacher. It is done in accordance with the needs and demands of students, in accord with nature and content of learning topic, the didactic base and the level of students' education, etc.

Methods, techniques and forms of work with students should be in function of easier acquirement of learning content, knowledge, habits, abilities, attitudes and other values in order to cope with life challenges.

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

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

Indirect teaching (review, discovery, problem solving);

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

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

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

Learning through projects, research work in the field;

Teaching through observation, demonstration and experimenting;

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

Teaching which stimulates independent research;

Learning in nature and through visits to industrial premises.

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

9. Assessment guidelines

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

The function of assessment is to:

- provide necessary information about the students' progress and their motivation to learn;
- identify difficulties during the learning process;
- draw conclusions on students' achievements during the learning process;
- self-assessment of students and teachers;
- improve teaching and learning;

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

The forms of assessment should be in compliance with different learning styles.

Teacher is independent on selecting methods, techniques and tools of assessment. Assessments should be transparent towards students, parents and the community.

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

10. Learning materials and resources

In order to successfully implement the competencies in Natural Science it is necessary to create the conditions, provide learning means and appropriate learning environment.

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

Visual equipment: white board, pictures, paintings, models, templates, diagrams, graphic tools etc

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

Audio-visual devices: television, movies, videos, video projector, video cassette player, computer, internet, tele-text, CD's, e-mails

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

Curriculum area - Society and environment

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning area outcomes

Cross-curriculum issues

Time allocation - description

Methodological guidelines

Assessment guidelines

Learning materials and resources

1. Introduction

The curriculum area Society and Environment at the third level is realized through subject learning. The learning subjects of this curriculum area at this level are: history, civic education, geography, sociology, psychology, philosophy and logic. Teachers should take in consideration the common goals of the area, which will be achieved through subject content of all subjects.

The Society and Environment area helps students to understand, analyze, assess the concepts, processes, ideas, psychological developments and historical and social changes at the local, national, regional and international level, including the rise and the development of civilizations, social structures as well as events and the role of personalities from the most ancient time until nowadays

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

2. Rationale and description

Through the Society and Environment area, in the fifth and sixth stage (Grades X, XI, and XII) it is aimed the development of abilities, skills, values and attitudes of students in order to become responsible

citizens, develop their personal identity and know better the understanding of the collective identity (social, national, state, ethnic, religious, racial, gender, cultural, regional) as well as to develop a sustainable psychological personality. This area helps the development of abilities for proper judgment and taking responsible decisions in situations of everyday life in order to cultivate habits and take initiatives for the protection and preservation of the environment.

The Society and Environment area, at this level, helps students to develop and further strengthen their comprehension ensuring a good foundation in their academic and professional orientation in the career.

3. Concepts and description

In Stage 5 and Stage 6, general concepts of the curriculum area Society and Environment, which go across at all three levels of pre-university education, are broke-down more widely and more deeply.

Social groups and relations

In the concept social structures, in the area of Society and Environment for the third level it is included the development of students' abilities and habits to exercise roles and to build sustainable social rapports in the family, social group and in the community as well as in the society in general, but also in the interpersonal psychological rapports . The content of this concept includes the development of the ability for active participation in various social structures and organizations.

Social process

This concept implies social processes, developments and changes that have happened and are happening in the country, in the region and world-wide. Within this concept it is included the knowledge, attitudes and assessments of the developments of population, for individual as the element of the society and as physiological personality for settlements, migrations, cultural diversity, sustainable development, cultural communication, technology and globalization.

Norms, rights and responsibilities

Within this area, students shall deepen comprehension and adhere to social norms and rules in the surroundings in which they live. They learn that freedom and their rights require responsibility towards themselves, family, school, surroundings where they live and wider. This also implies an awareness regarding the importance of human rights and freedoms, gender equality, tolerance, solidarity, fight against discrimination and prejudices, the need for cooperation and communication with others about the past and present.

Decision making

In this level, self-confidence and reasoning of decision-making in particular cases is cultivated, by supporting it with sustainable arguments. Students should judge and assess that the right decision-making, based on arguments, is valuable for them and others, but also for social and natural environment. In addition, it is a practicable the exchange of necessary information that serve for taking decisions in a conscious and responsible manner.

Environment

This implies a basic knowledge about the relation of a human being to the environment, their mutual connections and influences, factors which influence the damaging of environment and measures for its protection. Also, includes the awareness and engagement of the need of preservation of the

environment, ecosystems and biodiversity in order to ensure sustainable development. This concept also implies knowledge on space (earth and universe), natural and socio-geographical elements and features of the natural and manmade environment, regions and countries, including knowledge about natural and cultural heritage monuments and their maintenance. Students should be instigated to develop habits for preservation, protection and improvement of the life environment.

4. Competence-based approach

Society and Environment area shall be realized in a way as to enable students to gain and cultivate gradually the main competencies set forth in KCF. The organization of learning should be focused on what students should know and be able to do. These are reflected through the knowledge, skills, habits, but also attitudes and behaviour that the student should reflect, conducting necessary analyzing and assessing and performing concrete activities.

5. Learning area outcomes

Society and Environment ISCED 3	
Stage 5, Grade X, XI (age 15-16)	Stage 6, Grade XII (age 17)
I. Knowledge, understanding and skills through which a student:	
<ol style="list-style-type: none"> 1. Explores the structure of social groups and ways of his/her participation or inclusion 2. Explores objects, events, historical, social, natural and environmental processes, and their connections and influences between them 3. Analyses and explores in a critical manner and adheres to social norms and rules for a mutual life in diversity 4. Gives ideas and proposals, as well as makes decisions in a conscious and responsible manner 5. Contributes to the preservation and protection of the environment, as well as its sustainable development 6. Uses ICT effectively and other contemporary technologies 	
1. Explores the structure of social groups and ways of participation or inclusion in them	
Analyzes and draws logical conclusions about the impact of well known historical, social, political, cultural, educational, national and international personalities, during different historical periods.	Reflects on the situation and needs of the community and is engaged with concrete action in his favour, based on human historical experiences and resources for freedom, equality and democracy.
Reflects on the situation and needs of the community and is engaged with concrete action in his favour, based on human historical experiences and resources for freedom, equality and democracy.	Take initiative in organizing youth in school and outside it in order to develop democratic processes and addresses issues of concern through concrete actions.
2. Explores objects, events, historical, social, natural and environmental processes, and their connections and influences between them	
Through project work critically analyzes the differences of causes of various events and phenomena in society and the environment and express personal opinions of their effects on individuals, social systems and global developments.	Actively participates in (planning, organization, leadership, managing etc.) In research activities using different types of information about social, historical and geographical events and phenomena and provides data based on facts, avoiding subjective prejudices and opinions.
3. Analyses and reviews in a critical manner and implements norms and regulations for a mutual life in diversity	
Researches information relating to the identity (such as: traditions, rules, religions, myths, legends, typical representative buildings, monuments, etc.) of his/her people and the other peoples; explains the values of national, regional, European and global identity.	Presents facts and opinions, explains their origins and through them draws conclusions and express his./her viewpoints and attitudes on various social, historical, cultural issues as well as for various natural and geographic phenomena.
4. Provides ideas and proposals and takes decisions in a conscious and responsible manner	
Through the work on projects or group activities critically analyzes the differences between the systems of decision-making at local, regional and international levels, as well as their impact on the lives of citizens in different circumstances and historical periods.	Evaluates the impact of economic, scientific and technological development in society in general as well as in decision-making.
5. Contributes to the preservation of the environment and its sustainable development	
Based on a case study, identifies a concrete actual problem of pollution in his/her environment, plans the work, collects data, analyzes and interprets them and comes up with a range of sustainable solutions.	Analyzes the socio-economic characteristics of the environment and economic, social, political, cultural processes and presents the changes in society as a result of interaction at local, regional, international level.

6. Effective use of ICT and other contemporary technologies

Uses various written and electronic sources to conduct analyses (cause- effect) of significant social events and natural phenomena in the environment where he/she lives, both in national and international level.

Skilfully uses digital programs and tools to be informed citizens and active participants in social activities and sustainable development.

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

- Respect for others
- Self-respect
- Empathy (co-feeling with others)
- Solidarity
- Humanism
- Philanthropy
- Equality
- Tolerance
- Sound judgment
- Discussion and debate
- Constructive participation

III. Abilities and skills gained in the area of Society and environment

- Use of information
- Research
- Use of resources
- Collecting and documentation of information
- Use of learned vocabulary
- Creating and reading graphs, diagrams, tables and maps
- Evidencing similarities and differences
- Effective managing of time
- Interconnection of cause and consequence
- Active participation in society
- Participation in decision making
- Taking initiatives
- Interpreting of sources
- Creation of models
- Analyzing of processes

IV. Key concepts of the area of Society and environment

Society	Environment	Individual	Citizen	Civilization
Environment	Gender	Freedom	Equality	Family
Communication	Solidarity	Compassion	Rules	Tolerance
Chronology	Social groups	Social relationship	Norms	Rights
Responsibilities	Place and space	Orientation	Globe	Map
Time	Natural environment	Earth	Lithosphere	Atmosphere
Hydrosphere	Human environment	Population	Settlement	Economy
Region	Country	Continent	Sea	War
Ocean	Migrations	Decision -making	Relief	Erosion
Epoch	Climate	Source	Nation	Flora
Fauna	Idea	Judgment	Nerve system	Emotions
Cognitivity	Personality	Perception	Memory	Thinking
Notion	Induction	Deduction	Syllogism	Philosophic trends

6. Cross-curriculum issues

Among the important goals of the area Society and Environment is also the learning of cross-curriculum issues, which will help to achieve the main competencies foreseen by the KCF. Some of the cross-curriculum issues that are taken into account at this level and that are tackled in continuity at previous levels, are:

- Education for peace
- The use of media (using the media to understand the world around us)
- Education for sustainable development (economic, community services, security, protection of the natural and human environment and development of ecological attitudes)
- Language and communication skills across the entire curriculum (good quality of communication in all subjects)
- Personal development and life skills (education in consumption and saving; respect for themselves and others, tolerance, self-restraint, ability to make agreements; self-initiative and preparations for the future)

7. Time allocation - description

With regard to the curriculum, respectively the core curriculum for this level (for these two curriculum stages 5 and 6), as for the general education as well as the vocational education and training, the minimum required time has been determined for each Curriculum Area, which is presented in percentages or number of classes.

Time is allocated for the Society and environment area which is deemed sufficient to achieve the goals and learning outcomes foreseen for this level. For the fifth and sixth curriculum stages, the percentage determined for this area for general education is 16.67% out of the total of time foreseen for all the areas. While in the vocational education and training the percentage determined for this area is 6.25%.

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. cls	%	T. cls	%
Natural sciences - History - Geography - Civic education - Psychology - Sociology - Philosophy - Logic	7	8	15	25.00	9	28.13

Upper secondary school (ISCED 3) Natural Science Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. cls	%	T. cls	%
Natural sciences - History - Geography - Civic education - Psychology - Sociology - Philosophy - Logic	4	3	7	11.67	4	12.50

Upper secondary school (ISCED 3) Vocational schools						
Curriculum areas	Stage 5				Stage 6	
	Grade X		Grade XI		Grade XII	
	No. classes	No. classes	T. cls	%	T. cls	%
Natural sciences - History - Geography - Civic education	2	2	4	6.25	1	3.13

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia										
Curriculum areas	Learning subjects	Stage 5						Stage 6		
		Grade X		Grade XI		Total classes		Grade XII		
		No. classes	No. classes	T. classes	%	No. classes	T. classe	%		
Natural sciences	History	3		2		15	25.00	2	9	28.13
	Geography	2		2				2		
	Civic education	2		0				0		
	Psychology	0	7	2	8			0		
	Sociology	0		2				1		
	Philosophy	0		0				2		
	Logic	0		0				2		

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia										
Curriculum areas	Learning subjects	Stage 5						Stage 6		
		Grade X		Grade XI		Total classes		Grade XII		
		No. classes	No. classes	T. classes	%	No. classes	T. classe	%		
Natural sciences	History	2		1		7	11.67	1	4	12.5
	Geography	1		1				2		
	Civic education	1		0				0		
	Psychology	0	4	1	3			0		
	Sociology			0				1		
	Philosophy			0				0		
	Logic			0				0		

8. Methodology guidelines

In order to implement curriculum goals through the area of Society and Environment, it is advised the use of different methods which complement each other and enable the development of critical and creative thinking among students, so that they apply their knowledge in different situations.

The Teacher is free to choose methodology of work by righteously assessing conditions, circumstances and opportunities that are available. Based on the KCF guidelines, he/she should take in consideration student-centred learning, inclusion, differentiated learning, respecting different learning styles as well as Project Based Learning (PBL), which develops the practical skills required by the KCF.

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

- interviews and oral history in order to collect data on events, places, personalities and lifestyles. These increase the skills of using different sources of information
- debates, which creates effective communication skills and creative thinking skills, presentation of viewpoints, arguments and ideas, collaborative skills, socialization
- observation and direct contact with the environment and nature, organizing the educational visits and excursions that develop the students' research and observation skills, interpretation and discussion of different natural and environmental phenomena.

- ICT in rational manner by student, in cooperation or suggestion with teacher and parents that would help in obtaining complete information and his/her preparedness to be successful.
- interaction within a group develops communication, organisation and management skills as well as contributes to distinguish and assess different situations from the past and present as well as know how to draw conclusions

Cooperation with institutions, stakeholders and civil society is another form of work that is realised outside school premises. Describing different events and places, gathering data and other research materials, as well as presenting their own work and that of the group in front of others, helps students in archiving competencies.

9. Assessment guidelines

Assessment as one of the most complex issues in the education process should serve to support and reinforce the learning; control the progress of individual student; successful fulfilment of learning outcomes and competences set forth in the Curriculum.

During the assessment process it is suggested that teachers/evaluators use various assessment forms and instruments, providing students not only with written criteria, but also with other types of assessment in order to understand concretely the achievements they are aiming. Assessment instruments should always be appropriate, depending on the assessment objective. Assessment form and type and particularly the mode in which outcomes are reported, should always reflect the assessment objective. The manner of building assessment should always be transparent and righteous. Assessment should always be carried out with the highest ethical standards. Student assessment should be motivating and objective.

Students' assessment at this level and for this curriculum area should take into account the specifics of student age, their intellectual capacities and pedagogical rules.

The specifics that differs curriculum area Society and Environment, as an area that pretends to prepare responsible and partaken citizen, require from teachers to use a variety of assessment methods in daily and weekly bases and other planned timelines. Assessments focus is suggested to concentrate on understanding of the concepts of society and environment, skills and practicing of positive behaviours and attitudes. Assessment should help students to improve and advance continuously, in active manner, the application of acquired knowledge in their everyday life.

Assessment is closely linked with the teaching methodology and requires compatibility and consistency in the whole process. We assess what we aim, and what we set as a target. The approach of the new Curriculum in competences aims its assessment of what students is able to do, i.e. assessment of the practical application of knowledge acquired during schooling. Thus, the application of evaluation through continuous observation of student achievement and keeping record for documentation purposes and planning of further work with students is necessary.

The assessment may also serve to work in groups, which can be realised in different ways, such as through mini-projects etc. that will measure students' cooperation and research skills, expression abilities (speech) etc. Observation of group work and individual initiatives can also be done through the technique known as Participation Bulletin or also what is called Checklist etc.

For all types of assessments to be made to student, the reference point is outcomes per area at the grade level as those for competencies at stage level. The teacher, depending on their specifics explores finding most appropriate forms for assessment of their achievement. In this sense, previous experience of each teacher and those generally practiced in the Kosovo education system, for evaluation, are a starting point that should be enriched in accordance with the spirit of the KFC and the Core Curriculum.

10. Learning materials and resources

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

Apart from textbooks, students have access to other resources of knowledge. Textbooks and other resources serves to teachers to realize the learning process.

In order for sustainable knowledge on the area Society and Environment, a wide range of teaching resources is used, including textbooks, activity and exercise books, work notebooks, brochures, atlas, globe, encyclopaedia, literature, education software, projects, different studies, different analyses and reports of respective subject, various cognitive visit, as for e.g., social, cultural and natural facilities.

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

Teachers can use and create folders, newspapers, magazines, specialised literature or different manuals for activities with students. It is also very important that students and teachers cooperate in producing different products by using information technology resources.

Curriculum area – Health and welfare

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning area outcomes

Cross-curriculum approach

Time allocation – description

Methodology guidelines

Assessment guidelines

Learning materials and resources

1. Introduction

The Health and Welfare learning area aims to educate the students to be active citizens, who individually or in groups undertake actions for life and healthy environment.

2. Rationale and description

Health and Welfare intends to provide students with the knowledge and skills and guide them towards healthy living so that they can be able to take on the responsibility for their own health and welfare as well as of others. In addition, this area provides students with the opportunity to develop and practice habits, attitudes, qualities, values and behaviour that will help them to cope successfully with life, now and in the future.

Learning about health and welfare enables children and youth to:

- create concepts about human development and acquire basic knowledge about health
- train students to change themselves and the surrounding environment;
- understand and explore their own feelings, attitudes and values:
- take control of their health behaviours in order to consciously ensure their future health
- make informed decisions in order to improve their mental, emotional, social and physical welfare;
- practice healthy way of life;
- learn about hygiene and its importance for health, about risk factors and how to avoid accidents;

- balance work and leisure time, exercise and pay attention to personal hygiene and healthy nutrition;
- raise student awareness on the importance of healthy environment for the protection of health and for personal and collective/social development.

3. Concepts and description

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

Physical health

Physical training offers students a platform on which they can build physical competencies in order to improve the physical aspects and develop personal and interpersonal skills as well as attributes. It enables students to develop necessary capacities and abilities for participating in a wide range of physical, sport, in dance and learning in nature, which improve their physical welfare and prepare them for an active and healthy life.

Complete physical, mental, emotional and social welfare

Physical, mental, emotional and social welfare enables students to know, preserve and foster their own health and the health of the others, to know and explore their feelings, to develop self-respect and respect for others. This shall enhance confidence in their achievements, it will help them to manage their feelings and emotions as well as prepare them to overcome various situations.

Healthy nutrition

Healthy nutrition contributes in creating righteous habits nutrition of children through promotion of values that enable them to make healthy choices. This helps students to know and understand safe and hygienic practices and to apply them in everyday life.

Sexual and reproductive health

Sexual and reproductive health aims to provide children with the understanding of the changes happening to their body, to obtain information about growing and development, human reproduction processes and the problems of sexual abuse.

Dangers of using addictive substances

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

Environmental education

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

4. Competence-based approach

According to KCF the learning about health and welfare is based on competencies and the student-centred learning. The organisation of learning is focused on what students can do and what they should be able to do. In order to achieve something the one need knowledge, habits, relevant skills, and although certain attitudes, which can be positive, negative or neutral.

5. Learning area outcomes

LEARNING OUTCOMES FOR STAGES 5 AND 6		
	Stage 5 Grade X, XI	Stage 6 Grade XII
I. Knowledge, comprehension and skills developed through learning experience that facilitate: <ul style="list-style-type: none"> • Developing and maintaining mental, emotional, social and physical welfare at home, in the school and in the community. • Practicing healthy nutrition and consumption • Practicing physical training, physical and sport activities • Understanding childhood, adolescence, parenting, building open relationships, managing sexual health • Prevention and avoiding the misuse of substances • Planning for choices and changes 		
	Developing and maintaining of mental, emotional, social and physical welfare at home, at school and in the community	
Mental and emotional welfare	Chooses adequate strategies when facing difficult emotional situations in his/her life and the life of others (e.g. family problems, accidents, losses of life and other stresses).	Distinguishes situations and helps people when they sometimes feel alone, misunderstood or abandoned.
Social welfare	Expresses organizational skills in planning, leadership and evaluation of services in community “group projects”.	Actively assesses the results of group project and group activities and take initiatives for new activities in service to the community.
Physical welfare	Acts in coordinated manner and with responsibly in various disaster situations as a result of natural and physical disasters in life and at work.	Demonstrates knowledge and skills for proper use of adequate quick reaction means in different disasters situations.
	Practicing healthy nutrition and consuming	
Healthy food and nutrition	Demonstrates skills in preparing healthy food to fulfil the needs of a healthy individual.	Discusses and decides independently regarding food preferences that are impacted by factors, such as: food sources, finances, culture, religion and explains policies, legislation on diet and health, including their impact on individuals and community as a whole.
Safety and hygiene practice	Initiates plans, organizes and manages activities of importance for society through projects that address environmental issues in the environment where he/she lives.	Apply in practice and advises others on application of healthy behaviours that contributes to the preservation and advancement of social and individual health.
Nutrition and consumer culture	Understands the influence of advertisements and media of consumers and uses various sources to make proper decisions.	Recognizes and applies consumer’s rights and responsibilities and identifies agencies that protect these rights.

Practicing physical training, physical activities and sports		
Physical training	Appreciates the importance and role of cultural inheritance, sports and contributes to their preservation, promotion and presentation.	Show a positive attitude on the impact of physical and sport activity in the development of tolerant interpersonal behaviour and fostering of habits for maintaining the health and welfare progress.
Physical activity and sport	Participates on daily basis, as per his/her choice, in energizing activities including sport and learns about the available opportunities in the country and abroad.	Demonstrates active participation in achieving personal goals and chooses complex and coordinated gymnastic exercises that influence the improvement of physical performance.
Physical activity and health	Shows positive attitude towards the impact of physical and sports activities on developing tolerant interpersonal relations and fostering habits in protecting health and enhancing welfare.	Search for the factors that could have an impact in participation in physical activities, food choices and the impact of activities on the health of the population of Kosovo and wider.
Understanding childhood, adolescence, parenting; building open relationship – managing sexual health		
Understanding childhood, adolescence and parenting	Know places where he/she can get support as regards to the situations involving abuse and understand the laws that protect him/her against all types of abuse.	Explains the importance and the responsibility of being a parent/custodian and makes responsible choices for his/her future.
Relationships	Initiates, participates and holds responsibility for organising of actions and activities that are realised in school and community.	Analyses and makes decisions independently and with responsibility for creating a positive climate in the school and in the environment where he/she lives, aware of his/her actions and their impact on life.
Sexual health	Exercise basic knowledge related to the threats for reproductive and sexual health, negative appearances and habits that affect their life and the life of their peers.	Acts independently with regards to sexual and reproductive health based on appropriately gained information. Family planning and family relations.
Prevention and avoiding misuse of substances		
	Demonstrates strategies for making informed choices for preserving and improving his/her own health and welfare, and know to implementing them in difficult and challenging situations including also peer pressure.	
Planning for choices and changes		
	Analyses interests, skills, and preferences in order to make realistic choices that he/she sets as goals and plans for his/her interim phases towards the future.	Researches about different occupations and the ways of learning the occupation (training, courses), that are helpful in making choices based on his/her own interests and skills.

II. Attitudes, values and beliefs	
	<ul style="list-style-type: none"> • Respect for occupations diversity • Tolerant • Respect for others • Contributor • Consumer • Decision-maker • Accountable • Decisive • Interpersonal relations • Welfare • Challenging
III. Knowledge	
	<ul style="list-style-type: none"> • Analyses • Discusses • Recognises situations • Identifies • Critical thinking • Sets goals
IV. Skills	
<ul style="list-style-type: none"> • Implement strategies • Assess opportunities • Demonstrate proper behaviour • Act • Demonstrate • Assess risky situations • Research • Contribute • Advocate • Present • Strengthen 	<ul style="list-style-type: none"> • Active participation • Initiate, participate • Organise • Plan • Manages • Utilise capacities • Researched occupations • Make choices

6. Cross-curriculum issues

Some of the cross-curriculum issues and dimensions that should be considered are:

- Education for peace and tolerance;
- Personal development and life skills;
- Education for sustainable development;
- Health education, including sexual education;
- ICT education, including basic elements of electronic learning;
- Career awareness;
- Preparation for life and work;
- Economy awareness;
- Entrepreneurial education;
- Language and communication skill throughout the curriculum.

7. Time allocation – description

The Health and Welfare learning area in the Core Curriculum includes activities that instigate the development of physical, mental, emotional and social skills, including subjects such, such as: Physical training and sports, health, sexual and family education at Level 3. The percentage and the numbers of learning classes are also set in the KCF.

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

Upper secondary school (ISCED 3) Natural sciences Gymnasia						
Curriculum area	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. class.	%	T. classes	%
Natural sciences - Health Education - Physical training	2	2	4	6.67	2	6.25

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia						
Curriculum area	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. class.	%	T. classes	%
Natural sciences - Health Education - Physical training	2	2	4	6.67	2	6.25

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia						
Curriculum area	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. class.	%	T. classes	%
Natural sciences - Health Education - Physical training	2	2	4	6.25	2	6.25

8. Methodology guidelines

For realization of the contents set forth in the Health and Welfare area there may be used various methods of work in order to meet the requirements of the area, due to specifics that area bears in itself. Some of methods that facilitate a successful development are student-centred learning methods:

Cooperative learning – it occurs when students work together, sometimes in pairs and sometimes in groups, in order to raise a common issue, to explore a common topic, or to reach mutual understanding in creating new ideas. The teacher, can quite successfully, in the learning classes realize the group work, role-play, brainstorming, etc.

Health Education can be developed in numerous various forms by using interactive methods that combine with forms such as: work in small groups, visits to various health centres, health week, hygiene week, theatre pieces, drawings exhibitions and children works on the topics related to health education, symbolic role-plays according to the topics, etc..

9. Assessment guidelines

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

Moreover, for subjects of education area, as is health education, due to its specifics, it will be valuable, in addition to assessment with marks, to apply significantly the descriptive assessment, since group work, projects, motor skills, speech skills, etc. cannot be measured through tests. In order to measure, assess them it is necessary to use other instruments. Direct observation is one suitable procedure for the health education area and may also be used in other learning situations and at all education levels.

There are some of assessment techniques and instruments that help direct observation of a student's performance, that are used for assessment.

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

Checklist – contains a list of topics, objectives and knowledge that will be observed at the students. The main purpose of the checklist is to record an ongoing assessment for student progress, indicating how well he/she is completing the tasks or meeting various objectives. In addition to the list with elements that will be observed, also an assessment scale will be delivered.

Student portfolio – is an accurate and summarised portrait and is used as an intentional collection of a student's work that shows samples of the student's work, as evidence of his/her progress, his/her abilities and the level of work. The use of this technique improves teaching by integrating learning assessment (LA).

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

The portfolio is valuable since:

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

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

10. Materials and learning resources

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

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

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

Teachers can use and create files, newspapers, magazines, specialised literature or different manuals for activities with students. In addition, it is very important that students and teachers cooperate in creating different materials by using information technology resources.

Curriculum area – Life and work

Introduction

Rationale and description

Concepts and description

Competence-based approach

Learning area outcomes

Cross-curriculum issues

Time allocation – description

Methodology guidelines

Assessment guidelines

Materials and learning resources

1. Introduction

While preparation for life and work is emphasised throughout the curriculum as an important issue, the “Life and Work” curriculum area aims at contributing particularly as a “carrier” area for the development of competencies for life and work. In Stage 5 and Stage 6 it focuses on life skills, alongside with skills related to home economy, entrepreneurship, career orientation, technology, and ICT.

2. Rationale and description

Through this curriculum area, students will learn about various roles of individuals in life and work, as family members, citizens, producers, consumers, employers and employees. Students will develop awareness and self-confidence by being aware of the existence of opportunities for professional and career orientation (preparation for the labour market and further education), the effectuation of ICT, the development of entrepreneurial skills, the effectuation of professional technologies of particular levels and the need to build their life and work on interpersonal relations with regard to mutual tolerance and respect.

They will develop a spirit for initiative and entrepreneurship, they will design and respect working plans and deadlines, and will be versed with the quality of processes and results.

Learning in the Life and Work curriculum area enables students for:

- Understanding and exercising practical work at home, school and in the community.
- Enhancement of personal qualities for life and work.
- Understanding and use of technology for everyday life and work.

- Use of ICT to advance the learning and the quality of everyday life.
- Exercise of entrepreneurship and business development.
- Promotion of conditions for life and work.
- Preparation for future professional life and career.
- Facilitation of communication in/for life and work.
- Readiness to protect and preserve nature and the environment.

3. Key concepts of the area:

- Career counselling and orientation
- Technology including ICT
- Work and entrepreneurial education.

Career Counselling and Orientation

Develops student's abilities to discover career opportunities and to self-evaluate personal interests and talents, in order to make decisions about further education/training and employment, to be functional member of the society.

It is very important for students to have complete information regarding the labour market in the place where they live, but also at the level of country as well as the global labour market.

In broad terms students are informed about the local labour market.

Students will work hard to know themselves better.

Technology, including ICT

Technology enables students to gain the necessary knowledge and skills about the technical-technological developments, and the successful and independent use of ICT equipment in the occupation. Students acquire concepts about technical-technological processes, and they develop technical skills and abilities for planning practical actions.

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

Note: the experts' group reflection (separately configure the technology and the ICT).

Work and education for entrepreneurship

The researching of enterprises and the development of entrepreneurship enables students to research the need for creativity in entrepreneurship, either as employers or as employee, to identify and practice certain skills and to develop attributes related to entrepreneurship skills.

Research of employment in local and global economy enables students to research the impacts on the labour market and implications for their future employment. Students have to be equipped to develop competences and skills necessary for entrepreneurship, such as business planning, administration, marketing, human resource management and project management

4. Competency based approach

The goals of Kosovo education in the Life and Work Curriculum area will be achieved through a gradual learning and fostering of key competencies set forth in KCF.

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

5. Learning area outcomes

Learning outcomes for the Life and Work learning area are drafted on the basis of key concepts of the Life and Work Learning area that contain the requirements that students should attain at the end of each stage.

Organizing of LOS contain knowledge, skills attitudes, and values that are developed and deepened progressively, taking into account students' physical and psycho-motor development. Those outcomes enable the achievement of the six key competencies determined in the Curriculum Framework, with the emphasis on the productive contributor competency.

LEARNING OUTCOMES FOR STAGES 5 AND 6	
Stage 5 Grade X, XI	Stage 6 Grade XII
1. Understanding and exercising practical work at home, school and in the community	
5. Describes differences between individual work and project work.	6. Implements activities related to individual and group work during realization of products and certain projects.
5. Effectively researches, organizes and presents information on individual and group practical activities.	6. Uses personal knowledge and experience in designing and implementing individual and group school based projects.
2. Enhancing of personal qualities for life and work	
5. Demonstrates skills needed to access employment opportunities.	6. Assesses personal abilities and identified achievements based on different fields of interest and according to objectives set for self- improvement, taking into consideration the impacts on future career choices.
3. Understanding and using technology in daily life and work	
5. Describes the impact of the current technological developments as a necessity for professional capacity development for employment purposes.	6. Explains the importance of creativity and innovations and develops/participates in school projects promoting entrepreneurial spirit, by comparing best practices and building skills for career planning.
5. Describes the role and the function of products and services for relevant destinations with the aim of meeting daily and living needs.	6. Assesses the quality, functionality and validity of equipment, products and services used by the family, school and community.
4. Use of ICT for advancing learning and the quality of everyday life	
5. Uses information technology with the aim of achieving, improving and advancing his/her own experience and knowledge and of others.	6. Uses advanced programs for carrying out daily work and in everyday life inside and outside the school.
5. Practicing the development of entrepreneurship and business	
5. Prevents various risks that may occur at working place in order to ensure personal safety.	6. Prevents various risks that may occur at the working place or living place in order to protect themselves, others and the surrounding environment.

6. Promoting safe conditions for living and working	
5. Presents situations of personal knowledge and skills for researching potential labour market opportunities.	6. Makes adequate decisions for further career development by analysing and comparing personal potentials.
7. Preparation for professional life and future career	
5. Reads, interprets and fills in documentation for personal needs based on the legislation and labour market demands.	6. Uses software applications for processing of the data of various professional activities.
8. Communication in/for life and work	
5. Reads, interprets and fills in documentation for personal needs based on the legislation and labour market demands.	6. Uses software applications for processing of the data of various professional activities.
9. Nature and environment protection and preservation	
5. Understands, describes and demonstrates relations between technology, society and environment.	6. Intervenes in critical manner when negative consequences of economic development or the violation of ecological rules impact the surrounding and global natural environment.
II. Attitudes, values and beliefs	
Respects themselves and others Self-respect Responsible Tolerant Respect for diversity Committed Positive attitude Cooperative Respects code of conduct Respects rules Readiness Confident	Curious Independence in thoughts and actions Initiative and interest in various approaches Confidence in own abilities Confidence in using technology Willpower Willingness to cooperate Open attitude towards the support of others Habits and skills in theoretical and practical work Self-assessment, self-criticism Constructive criticism Respect for accuracy Professional orientation research

III. Knowledge	
Identifies different risks Understands impact of positive and negative actions Exchanges experiences Description Identification Application Measurement Assessment Sketching Cutting Pattern creation Approaching problems from different perspectives Design (creativity) Research	Justification Planning Arguing Business Economy Career orientation Labour market Employer Employee
IV. Skills	
Discusses Active participation Explains Demonstrates behaviour, actions, habits Applies principles Practices exercises Builds cooperation	Researches Graphic communication Flexibility Self-assessment Self-control Determination Electronic communication

6. Cross-curriculum approach

One of the most important objectives of the Life and Work learning area should be the realisation of cross-curriculum issues that will assist in the achievement of key competencies envisaged with KCF. Some of the cross-curriculum issues that should be taken into consideration at this level, but which can also be tackled at other levels are:

- Knowledge of Media (use of media for understanding the world around) ;
- Education for Sustainable Development (services for community) ;
- Personal Development and life skills;
- Voluntary work;
- ICT education/basic elements and electronic learning;
- Career awareness;
- Preparation for life and work;
- Economic awareness;
- Basic knowledge of finance;
- Entrepreneurial education;
- Language and Communication Skills across the curriculum.

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

The Core Curriculum Life and Work area includes activities that instigate the development of skills, abilities, values and attitudes including subjects (learning modules) at level 3:

Career Orientation (learning modules)

Technology (professional theory-practice learning modules)

ICT (theory-practice learning modules for the profile)

Work and education on entrepreneurship (learning modules).

Also, in KCF is determined the number and percentages of teaching classes.

The criteria for time allocation for the Life and Work curriculum are: volume, balance, horizontal and vertical link of learning outcomes with the six (6) key competencies and the consistency of achieving those from Grade X – XII.

Upper secondary school (ISCED 3) Natural sciences Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. class.	%	T. classes	%
<i>Life and Work</i>	1	1	2	3.33	1	3.13

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. class.	%	T. classes	%
<i>Life and Work</i>	1	1	2	3.33	1	3.13

Upper secondary school (ISCED 3) Vocational schools						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade XII	
	No. classes	No. classes	T. class.	%	T. classes	%
<i>Life and Work</i>	15	15	30	46.88	16	50.00

8. Methodological guidelines

For the realisation of the content set forth in the Life and Work learning area, various methods may be used in order to meet the requirements of the learning area, and due to specifics that the area has. Some of the methods that facilitate a successful development are methods of student-centred teaching, such as:

Cooperative learning – it occurs when students work together, sometimes in pairs and sometimes in groups, in order to raise a common issue, to explore a common topic, or to reach mutual understanding in creating new ideas. The teacher, can quite successfully, in the learning classes realize the group work, role-play, brainstorming, etc.

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

Health Education can be delivered in numerous various forms by using interactive methods that combine with forms such as: work in small groups, visits to health centres, health week, theatre pieces, exhibitions of students' drawings and work on topics related to health education, etc.

9. Assessment guidelines

Assessment is an element present in every educational activity. Measuring and assessment are integral and quite important parts of teaching in a modern school.

Students learn a sufficiently during schooling. However, not everything they learn can be assessed by tests, even less so with students at the primary level, where the use of various assessment techniques enables more realistic assessment based on students' individual characteristics.

The Life and Work learning area, due to its nature and specifics, requires a wide variety of regular assessments, while the focus is on understanding Life and Work concepts and practising positive behaviour and attitudes. In other words, students should be able to continuously and actively apply in practise the knowledge they gain in their everyday life.

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

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

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

Checklist – it is an instrument that contains a list with topics, objectives and knowledge on which the student will be observed. The main purpose of the checklist is to record an ongoing assessment of student progress.

Student portfolio – Student's portfolio is a tool that can be used to indicate models of working with students, which evidences the student progress, his/her abilities and the level of work.

Portfolio may include, for instance, drawings, projects, designs, plans, etc.

Portfolio is valuable since:

it is an instrument that provides the teacher, parents and students with information.

it provides student with a holistic view of his/her work.

by preparing his/her own portfolio the student plays an active role in the learning and assessment process.

10. Learning materials and resources

For a successful realisation of competencies in the Life and Work learning area it is important to use various learning resources that motivate students and stimulate their progress in order for them to acquire habits and skills necessary for life and for everyday work. Even though textbooks are valuable and important learning resources, students access to information should not be limited only to them, they should have access to other learning resources that assist the planning and realizing of the teaching and learning in the classroom. For a successful realisation of the Life and Work learning area a wide range of learning resources must be used, including textbooks, activity and exercise books, workbooks, brochures, atlases, encyclopaedia, education software, projects, various studies, various analyses and reports relevant to the learning area and relevant working materials.

Teachers and students and other bearers of education may also be engaged in designing and using customised learning resources, e.g., the results of student-led projects may become valuable learning resources for other grades.

Teachers can create portfolio, newspapers, magazines, specialized literature or other handbooks for activities with students. In addition, it is important for teachers and students to cooperate in creating various materials through utilising of information technology resources.

IV.

TEACHING PLANS AND PROGRAMMES

Definition

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

Lesson Plan (LP) for lower secondary education

Criteria for the development of curriculums

Implementation of lesson plans

School autonomy

1. Definition

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

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

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

The school, during development of lesson plan for formal level (stage and grade) should take into consideration the continuity of the overall pre-university curriculum for each curriculum area.

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

Table: general lesson plan (general fund of classes) for pre-university education.

Curriculum areas	ISCED 0		ISCED 1	ISCED 2		ISCED 3	
	Stage 1		Stage 2 Grade III & V	Stage 3 Grade VI & VII	Stage 4 Grade VIII & IX	Stage 5&6 General education Grade X, XI & XII	Stage 5&6 Vocational education Grade X, XI & XII
	Pre-primary Grade	Grade I & II					
Language and Communication	33.33%	38.10%	33.33%	25.00%	26.67%	20.00 %	15.63%
Arts	11.11%	9.25%	8.33%	7.14%	6.67%	6.67%	3.13%
Mathematics	22.22%	23.81%	20.83%	17.86%	13.33%	13.33%	9.38%
Natural sciences	5.56%	4.76%	8.33%	14.29%	16.67%	16.67%	6.25%
Society and Environment	5.56%	4.76%	8.33%	14.29%	13.33%	16.67%	6.25%
Health and Welfare	11.11%	9.52%	8.33%	7.14%	6.67%	6.67%	6.25%
Life and Work	5.56%	4.76%	4.17%	7.14%	6.67%	6.67%	46.88%
Optional part	5.56%	4.76%	8.33%	7.14%	10%	13.33%	6.25%
Other activities							

3. Lesson Plan for upper secondary education

The Lesson Plan for upper secondary education ISCED 3 has certain specifics more emphasised. Initially, this level consists of two curriculum key stages – Stage 5 and Stage 6. Stage 5 includes two grades – grade X and grade XI, while Stage 6 consists of only grade XII. In addition, this education level includes two types of education - general education (GE) and vocational education and training (VET), which differ in terms of time allocation for curriculum areas.

Schools and teachers should pay attention to flexibility and various opportunities for planning the teaching that the teaching plan allows for this level of education.

Flexibility is allowed in the allocation of the teaching classes per learning areas, where teachers have opportunity to independently decide on the yearly allocation of the teaching classes, within the percentage of the teaching classes foreseen for the curriculum areas within a certain the stage. In addition, teachers can also decide on a balanced distribution of the teaching classes for subjects within the given area. Thus, before the school and teachers distribute teaching classes per learning areas, they independently decide for distribution of weekly teaching classes stock in total, always within the percentage or number of classes envisaged for Stages, for example for Stage five (Stage 5) for two grades (Grade X and Grade XI) there are a total of e.g. 61 classes per week, then the teacher can independently decide how many classes per week will be allocated for Grade X, 30 or 31 and how many for Grade XI. Thus, if the school, teachers consider that a total of 31 classes per week are necessary for all areas in Grade X, then they have to respect the time allocation of 30 classes for Grade XI, in order not to go beyond the 61 classes per week for both grades and for Stage 5. Or, it can be the other way around, respectively 30 classes per week for Grade X and 31 classes per week for Grade XI, always taking into account student age.

Grade	Classes per week (GE)	Classes per week (VET)
Grade X	30	32
Grade XI	30	32
Grade XII	32	32

The lesson plan for upper secondary education is based on the general lesson plan set forth in the KCF. At this level the teaching plan is presented in two variants, for each of the two variants of education – Variant A and A1 for general education (GE) and Variant B and B1 for Vocational Education and Training (VET).

Variant A at general education - gymnasia (GE) is based on the percentage per area and the total number of teaching classes per stage. Schools and teachers can distribute those teaching classes per grades and subjects according to their own planning, but always taking care of envisaged percentage for area and maintaining the total number of classes for all areas per week.

Variant A (Natural sciences Gymnasia):

Upper secondary school (ISCED 3) Natural Sciences Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade	
	No. classes	No. classes	T. cls	%	T. classes	%
Language and Communication - Mother tongue - English language - Second foreign language - Other -languages	8	8	16	26.67	8	25.00
Arts - Music education - Fine arts education	1	1	2	3.33	1	3.13
Mathematics	4	4	8	13.33	4	12.50
Natural sciences - Physics - Chemistry - Biology - Astronomy	7	8	15	25.00	9	28.13
Society and Environment - History - Geography - Civic Education - Psychology - Sociology - Philosophy - Logic	4	3	7	11.67	4	12.50
Health and Welfare - Health education - Physical training	2	2	4	6.67	2	6.25
Life and work	1	1	2	3.33	1	3.13
Optional part	3	3	6	10.00	3	9.38
TOTAL:	30	30	60	100.00	32	100.00

Variant A (Social Linguistic Gymnasia):

Upper secondary school (ISCED 3) - Social Linguistic Gymnasia						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade	
	No. classes	No. classes	T. cls	%	T. classes	%
Language and Communication - Mother tongue - English language - Second foreign language - Other languages	8	8	16	26.67	8	25.00
Arts - Music education - Fine arts education	2	2	4	6.67	2	6.25
Mathematics	4	3	7	11.67	3	9.38
Natural sciences - Physics - Chemistry - Biology - Astronomy	3	3	6	10.00	3	9.38
Society and Environment - History - Geography - Civic Education - Psychology - Sociology - Philosophy - Logic	7	8	15	25.00	9	28.13
Health and Welfare - Health education - Physical training	2	2	4	6.67	2	6.25
Life and work	1	1	2	3.33	1	3.13
Optional part	3	3	6	10.00	3	9.38
TOTAL:	30	30	60	100.00	32	100.00

Variant A1 for general education -gymnasia (GE) is based on the percentage or the total number of teaching classes allocated per area, per stage and the defined specific number of teaching classes per subjects, per year and per stage.

Variant A1 (Natural sciences Gymnasia):

Upper secondary school (ISCED 3) – Natural Science Gymnasia										
Curriculum areas	Subjects	Stage 5					Stage 6			
		Grade X		Grade XI		Total classes		Grade XII		
		No. classes		No. classes		T. classes	%	No. classes	T.	%
Language and Communication	<i>Mother tongue</i>	4		4		16	26.67	4	8	25.00
	<i>English language</i>	2		2				2		
	<i>Second foreign language</i>	2	8	2	8			2		
	<i>Third foreign language</i>	-		-				-		
	<i>Other languages</i>	-		-				-		
Arts	<i>Music education</i>	0.5		0.5		2	3.33	0.5	1	3.13
	<i>Fine arts education</i>	0.5	1	0.5	1			0.5		
Mathematics	<i>Mathematics</i>	4	4	4	4	8	13.33		4	12.50
Natural sciences	<i>Physics</i>	3		3		15	25.00	2	9	28.13
	<i>Chemistry</i>	2	7	3	8			2		
	<i>Biology</i>	2		2				3		
	<i>Astronomy</i>							2		
Society and Environment	<i>History</i>	2		1		7	11.67	1	4	12.50
	<i>Geography</i>	1		1				2		
	<i>Civic</i>	1		0				0		
	<i>Education</i>	0	4	1	3			0		
	<i>Psychology</i>			0				1		
	<i>Sociology</i>			0				0		
	<i>Philosophy</i>			0				0		
	<i>Logic</i>			0				0		
Health and Welfare	<i>Health education</i>		2		2	4	6.67	2	2	6.25
	<i>Physical training</i>									
Life and work			1		1	2	3.33		1	3.13
Optional part			3		3	6	10.00	3	3	9.38
TOTAL:			30		30	60	100.00		32	100.00

Variant A1 (Linguistic social sciences Gymnasia):

Upper secondary school (ISCED 3) - Linguistic social sciences Gymnasia										
Curriculum areas	Subjects	Stage 5						Stage 6		
		Grade X		Grade XI		Total classes		Grade XII		
		No. classes		No. classes		T. classes	%	No. classes	T.	%
Language and Communication	<i>Mother tongue</i>	4		4		16	26.67	4	9	28.13
	<i>English language</i>	2		2				3		
	<i>Second foreign language</i>	2	8	2	8			2		
	<i>Third foreign language</i>	-		-				-		
	<i>Other languages</i>	-		-				-		
Arts	<i>Music education</i>	1		1		4	6.67	1	2	6.25
	<i>Fine arts education</i>	1	2	1	2	1				
Mathematics	<i>Mathematics</i>	3	3	3	3	6	10.00		3	9.38
Natural sciences	<i>Physics</i>	2		1		7	11.67	1	3	9.38
	<i>Chemistry</i>	1	4	1	3			1		
	<i>Biology</i>	1		1				1		
Society and Environment	<i>History Geography</i>	3		2		15	25.00	2	9	28.13
	<i>Civic Education</i>	2		2				2		
	<i>Psychology</i>	2		0				0		
	<i>Sociology</i>	0	7	2	8			0		
	<i>Philosophy</i>	0		2				1		
	<i>Logic</i>	0		0				2		
Health and Welfare	<i>Health education</i>		2		2	4	6.67		2	6.25
	<i>Physical training</i>									
Life and work			1		1	2	3.33		1	3.13
Optional part			3		3	6	10.00		3	9.38
TOTAL:			30		30	60	100.00		32	100.00

Variant B for VET is based on the percentage per area and the total number of teaching classes per stage. Schools, teachers then can distribute for school year and per subject, according to their own planning, but always taking care of envisaged percentage per area and maintaining the total number of classes for all areas per week. The characteristics of this variant is that in some areas the teaching is realized as integrated subject, while in some areas through separate subjects. Whereas, the part at Life and Work area may be organised through subjects, courses or professional modules, depending on the schools' profiles and directions.

Variant B1 for VET is based on the percentage for the area and per learning subject (for those areas where teaching is realized through separate subjects –Language and Communication and Health and Welfare area) in harmony with the total number of teaching classes per stages. Whereas in those areas where the integrated teaching is realized, teachers, schools are free to distribute teaching classes per grades and per subjects according to their own planning, but always taking care of envisaged percentage per area and maintaining the total number of classes for all areas per week.

Table of classes:

Upper secondary school (ISCED 3) Vocational schools						
Curriculum areas	Stage 5				Stage 6	
	Grade X	Grade XI	Total classes		Grade	
	No. classes	No. classes	T.	%	T. classes	%
Language and Communication - Mother tongue - English language - Second foreign language	5	5	10	15.63	5	15.63
Arts - Music education - Fine arts education			0	0.00		0.00
Mathematics	3	3	6	9.38	3	9.38
Natural sciences - Physics - Chemistry - Biology	2	2	4	6.25	2	6.25
Society and Environment - History - Geography - Civic Education	2	2	4	6.25	1	3.13
Health and Welfare - Health education - Physical training	2	2	4	6.25	2	6.25
<i>Life and work</i>	15	15	30	46.88	16	50.00
Optional part	3	3	6	9.38	3	9.38
TOTAL:	32	32	64	100.00	32	100.00

In Vocational Schools, depending on profiles, schools decide for distribution of classes, but always taking into account the percentage of classes according to the stages per curriculum areas. The percentage of classes of Life and work area along with classes from optional education should remain close to 60%.

4. Criteria for drafting of lesson plan

In order that lesson plan to be functional in developing of key competencies envisaged by KCF, teachers should consider several criteria:

- Total percentage set by the curriculum for each curriculum area per one curriculum stage,
- The number of classes per week for one grade
- Learning outcomes per curriculum area that should be mastered by students during one curriculum stage
- Learning outcomes for curriculum stages
- Students' psycho-physical and intellectual abilities
- Students' background and experiences, and
- Other criteria deemed necessary by school (e.g. for achieving learning outcomes, holding additional teaching classes or other forms of work determined by the school).

5. Implementation of lesson plan

Implementation of curriculum through plans and programs and practice in classroom shall also take into account innovative and flexible methods of determining the stock of teaching classes, such as:

- block teaching, for example for one semester for subjects which do not require a rigorous sequence (i.e. can be taught with breaks, continuity is not required);
- block teaching is organized when time is needed for a development of certain activity in uninterrupted manner or a study visit in the region where the school operates;
- block teaching classes within the week, can be organized with the duration of time of 80-90 minutes instead of teaching classes lasting 40-45 minutes in the view of implementation of interactive pedagogies (methods);
- classes stock for block teaching for practical learning and training in vocational schools .

6. School autonomy

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

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

- additional teaching and learning activities that can help achieve specific competencies (i.e. electives, projects; community services, artistic and sports activities);
- strengthening of knowledge, skills and attitudes in certain learning areas;
- adoption of optional topics/courses/modules provided by MEST;
- development of specific school activities that define school projects (such as teaching and learning of languages; ICT; career orientation);
- development and implementation of modified curriculum in relation to local conditions, resources and needs;
- strengthening of career orientation, and preparation for life and work.

SUBJECTS WITHIN THE CURRICULUM STAGES 5 AND 6

In the new curriculum for Stage 5 and Stage 6 in each curriculum area there is a number of subjects or learning areas that are organisational items of the Curriculum. They are presented in the table below. The seven curriculum areas make the basis for determining the respective subjects and learning programs (see the approved version of the KCF in Albanian page 32, Annex 5).

Curriculum areas	Curriculum stages			
	Stage 5		Stage 6	
	Grade X and XI (General education)	Grade X and XI (Vocational education and training)	Grade XII (General education)	Grade XII (Vocational education and training)
Languages and expression	Mother tongue English language Second language Other languages	Mother tongue English language Other languages	Mother tongue English language Second language Other languages	Mother tongue English language Other languages
Arts	Figurative education Music education	Applicative arts	Figurative education Music education	Applicative arts
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Sciences	Biology Physics Chemistry	Natural sciences	Biology Physics Chemistry Astronomy	Natural sciences
Society and Environment	History Geography Civic education Sociology Psychology Philosophy	Society and Environment	History Geography Civic education Sociology Psychology Philosophy	Society and Environment
Health and welfare	Health and Welfare Physical training	Health and Welfare Physical training	Health and Welfare Physical training	Health and Welfare Physical training
Life and work	Life and Work	Life and Work	Life and Work	Life and Work

Other languages – Students can choose among international languages (except English) and languages spoken in the neighbouring countries, from the list approved by MEST and the one offered by the school and approved by the School Council. Students of other communities, those apart from Albanian and Serbian communities, will have the opportunity to study one of the official languages, i.e. Albanian or Serbian starting at Grade III.

V.

OPTIONAL CURRICULUM FOR THIRD LEVEL

Concept

Purpose

Content and implementation

Structure

Procedures for drafting the Optional Curricula

Procedures for choosing the electives

Implementation

1. The concept

The Optional Curriculum is part of the general curriculum, which, unlike to the Core Curriculum, is defined by the school and is developed within planned timeline with teaching plan and in line with students' interests, potentials, abilities, preliminary information and school capacities.

2. Purpose

The Optional Curriculum is in function of achieving key competencies per stages and per curricular areas:

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

3. Content and implementation

The Optional Curriculum contains teaching subjects, which shall be implemented through:

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

4. Structure of the optional curriculum

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

- Introduction
- Rationale and description
- Concepts and description
- Competence- based approach
- Area learning guidelines
- Cross curriculum issues
- Time allocation - description
- Methodological guidelines
- Assessment guidelines (it is implemented as internal assessment in not included in the external assessment)
- Materials and learning resources

5. The procedures for drafting optional curriculum

The procedures for developing optional curriculum (electives), are based on the teacher manual developed by MEST.

6. The procedures for choosing electives

For the procedure for choosing an electives, it is necessary to follow the steps defined in the Administrative Instruction of the Optional Curriculum, drafted by MEST.

7. Implementation

Electives, from the moment of being chosen by students and approved by the relevant authorities, it gains the same status as the subjects of the Core Curriculum, i.e. it becomes compulsory for all students who have chosen it.

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

The Optional Curriculum is monitored, evaluated (with special status) and recorded with the same criteria and principles as those of the Core Curriculum.

Further guidelines of electives are determined in the Curriculum's teachers guidelines.

VI.

GENERAL METHODOLOGY - INSTRUCTIONS

Introduction

Definition

The interlink between curriculum areas outcomes and learning outcomes per stage

Student -centered teaching and learning and inclusiveness

Integrated –based approach teaching and learning

Competency –based teaching and learning

Differentiated teaching and learning

Cross-curriculum issues

Extra curriculum issues

1. Introduction

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

2. Definition

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

In order to support and assist the teachers/pre-school educators and primary school teachers, in the following section will be provided general methodology guidelines related to the aspects¹ of:

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

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

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

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

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

- specifies, selects learning outcome/s per stage that intends to achieve with students²
- breaks-down the learning outcomes per stage into specific outcomes per grade;
- specifies, selects outcome/s per curriculum/learning area that support the achieving learning outcomes per stage;³
- Breaks-down learning outcomes per curriculum area into specific outcomes per grade;

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

2.(remember: outcomes per stage are drafted by the state and are implemented through all curriculum areas);

3.(remember: learning outcomes per curriculum area are drafted by the state);

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

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

4. Student-centred teaching and learning and inclusiveness

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

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

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

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

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

5. Integrated-based approach teaching and learning

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

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

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

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

6. Competency-based teaching and learning

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

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

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

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

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

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

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

7. Differentiated teaching and learning

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

It enables the consideration of existing differences among students in the classroom with regard to the content they will learn, the didactic-mythological progress of learning as well as measurements and materials what they want and could use during learning.

Through differentiated learning it is enabled the adjustment of time and speed of learning and teaching with individual characteristics of every student.

It also enables the adjustment of volume, kind and difficulty level of content, tasks and obligations with student individual characteristics.

In order to organise and implement successfully differentiated teaching and learning the teacher should focus on student motives, abilities, interests and learning styles. These are the key aspects on which the teacher should uphold differentiated teaching and learning.

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

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

8. Cross-curriculum issues

The Core Curriculum for upper secondary education includes space for learning beyond subjects limits, so that students can build connections between curriculum areas and various domains.

Interdisciplinary studies which are based on grouping various curriculum experiences and outcomes, and cross-curriculum issues should provide relevant and challenging experiences that bring satisfaction in the context of meeting the diverse needs and requirements of children and young people'

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

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

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

9. Extra-curriculum issues

These are structured learning activities that take place outside the context of formal education subjects, but which support achievement of competencies per the curriculum stage and formal levels of education. For each of potential activities, the teacher/school must prepare an intended and guided plan and program, and not chaotic or random activities.

The teaching and learning of various curriculum areas in upper secondary education will be supported with extra-curriculum activities organized for students, such as:

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

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



VII.

ASSESSMENT – GENERAL GUIDELINES

Introduction

Assessment goals

Basic principles of assessment

Internal assessment

External assessment

1. Introduction

The main purpose of the school is to promote learning, whilst the assessment is an integral part of this process. Since learning is a complex process, assessment of learning is complex too.

Assessment provides students with information about the level of attainment of learning, it provides teachers with information necessary for promoting better quality of learning and it provides feedback to education institutions and all other stakeholders.

Assessment is implemented through the goals, principles, and types of assessment.

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

2. Assessment goals

The main goals of assessment are:

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

3. Basic principles of assessment

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

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

4. Internal assessment

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

Usually are applied these two types of internal assessment:

- Formative assessment;
- Summative assessment.

Formative assessment

Formative assessment is a classroom-based assessment that guides and supports learning throughout the school year, while at the completion of the school year assessment reports on student progress.

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

Student assessment by teachers during the learning process should be focused on:

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

Formative assessment is recorded with numerical marks (1-5) that represent the scale of assessing the achievements of students in the acquisition of knowledge, skills and attitudes for fulfilment of the competences.

In regular periods over the school year, students should have numerical marks. Teachers will assess student progress not only on the basis of formal tests, but also on the basis of attainment data they have collected during the teaching, such as: observations, questionnaires, learning tasks, essays, portfolio, focus groups, project-based work, etc. They will report on the outcomes by using a rating scale which includes marks.

Students can show the performance achievement level defined through the dimensions of knowledge, skills, attitudes and values they possess in terms of quantity, density, depth, help, creativity and quality in mastering the competences.

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

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

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

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

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

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

Summative assessment

Final assessment is done at the end of each school year and reflects the students’ level of performance during a school year.

At the end of the school year students should be given a final mark. This final mark will be in the form of a letter (A, B, C, D), and will represent the arithmetical average of formative assessment marks given during the school year at the level of the grade.

The description of the final mark according to the assessment scale is presented as follows:

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

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

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

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

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

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

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

In case the student after attending the additional lessons still has not reached the required minimum of learning outcomes, he/she is entitled to be subjected to final assessment one more time before the end of the school year⁵.

Final assessment

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

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

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

This assessment approach covers all learning areas and every student.

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

reach level D, do not continue next stage/grade⁶ .

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

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

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

5. It is regulated by the Administrative Instruction

6. It is regulated by the Administrative Instruction

5. External assessment

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

The main goals of external assessment serve for:

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

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

The rules and procedures for these assessments are determined by relevant laws and administrative instructions⁷. Monitoring of the progress through the external assessment process is done by MEST through the central professional authority.

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

This evaluation is organized to:

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

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

Results are recorded in student's portfolio⁸.

7. It is regulated by Administrative Instruction.

8. It is regulated by administrative instruction.

Example:

- Competence of communication and expression - Effective communicator
- Learning result no.1 for the third degree (III): Read aloud a text previously unread, at least half a page, regarding to a topic that suits his/her age

The level of student's achievement				Types of support for students				
1	2	3	4	5	Remedial support	Manners	Support for talented students	Manners
The student begins the task without making a quick glance to the text, he/she has trouble articulating letters and reading words in general, the relation of words in sentences, etc.	The student begins the task without making a quick glance to the text: he/she has trouble articulating letters, to read fluently some words well, however he/she has difficulties fluent reading the of sentences in general etc.	The student begins the task by making a quick glance at the text: he/she articulates good letters, words relates to the sentences, however he/she does not read fluently enough.	The student begins the task by making a quick glance to the text: he/she articulates very well the letters, words relates to the respective sentences, reading without interruption, however he/she has some problem with fluent reading	The student begins the task by making a quick glance to the text: he/she articulates very well the letters, words relate fully to the respective sentences, tone, speed, emphasis is in its place; reads very fluently	The teacher decides how to support the student, in which the activity or what additional activity to develop	What methods apply given the style of student learning	The teacher decides how to support the student, in which the activity or what additional activity to develop	What methods to apply given the learning style of the student

Glossary of Terms for Teachers⁹

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

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

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

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

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

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

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

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

Key stage of the curriculum	<p>Specific phases of the way the curriculum unfolds across different education levels/grades and age groups. Periods which share some common features in terms of children’s development, of curriculum requirements and of teaching/learning approaches to students’ development and progression in learning. In the Kosovo Curriculum Framework, key stages are phases of a given education level to ensure:</p> <ul style="list-style-type: none"> • more transparency and precision in the articulation of education goals and tasks; • the possibility of concrete guidelines for organising school work with emphasis on specific methods, outcomes and means of evaluation; • the possibility of providing new challenges with regard to students’ development and to the specific goals of each key stage of the curriculum. 	
Knowledge	<p>Concepts and factual information (data), as well as relations among them (i.e. structures and patterns) about the natural and man-made environment, people and society, culture and economy, and our understanding of the world, people and society. Declarative knowledge points to knowing “what”, while procedural knowledge to knowing “how”.</p>	
Knowledge society and economy	<p>Society and economy in which knowledge becomes the main source of growth and progress (especially through Internet, e- learning and e-mediated processes).</p>	
Learning area	<p>A broad category of learning grouping subjects which share common Curriculum area objectives and tasks in the teaching and learning of knowledge, skills, values and attitudes. The affiliation of subjects to a given learning area takes into consideration their specific contribution to students’ development, in accordance with the general and specific aims of teaching and learning in schools. It also takes into consideration the possibility for multi- and interdisciplinary approaches, as well as the pursuit of cross-curriculum objectives.</p>	Curriculum area
Language	<p>Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication. The scientific study of language in any of its senses is called linguistics.</p>	<p>The approximately 3,000–6,000 languages that are spoken by human beings today are the most salient examples, but natural languages can also be based on visual rather than auditory stimuli, for example in sign languages and written language. Codes and other kinds of artificially constructed communication systems such as those used for computer programming can also be called languages.</p>

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

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

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

Symbol	A symbol is a reality which represents an idea, a physical entity or a process but is distinct from it. The purpose of a symbol is to communicate meaning in a certain synthetic form – different from the reality communicated. For example, a red octagon may be a symbol for "STOP". On a map, a picture of a tent might represent a campsite. Numerals are symbols for numbers. Personal names are symbols representing individuals.	E.g. mathematical symbols, computer icons, national symbols (flag, anthem etc.), religious symbols (cross, crescent etc.), names etc.
Skill	The capacity to apply knowledge to perform a particular task to a consistent standard (the operational/procedural dimension of knowledge).	
Spiral curriculum	A model of curriculum construction that involves periodically repeating the learning of knowledge, skills and attitudes related to specific learning areas/subjects in the context of new, broader and more complex learning experiences. It serves to both consolidate pre-existent learning as well as open up and explore in more depth the different learning content.	Spiral growth of curriculum/learning
Standard	<ol style="list-style-type: none"> 1. A decision, requirement or regulation that is expected to be implemented or applied (for instance, “curriculum – quality – standards”. Curriculum (quality) standards can refer to learning content (content standards), processes (process standards), outcomes (outcomes standards), and environments (environmental standards). 2. The level of achievement or performance that is expected from students if they are to be awarded particular results. 	
Subject	A discrete learning discipline (such as Mathematics or History).	
Summative assessment	Assessment that summarises the progress and achievement of learning outcomes by students at a particular time.	
Sustainable learning	Learning connected to, and in the service of, the sustainable development of the society, economy and environment.	
Sustainable learning progression	Learning that is based on effectively integrating previous acquisitions into new systems of knowledge, skills and attitudes.	

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Teaching program	A document describing the learning objectives, learning outcomes and content related to a specific subject. Modern syllabuses also provide guidance on implementation including relevant teaching and assessment methodologies.	Programme of study in/for a certain subject
Teaching	Activity carried out with a view to fostering learning in students by using a wide range of methods that are adjusted to the students' learning	
Time allocation	The amount of time in the school year or week assigned to teaching and learning in a specific subject or learning area. The Curriculum Framework provides for time allocation that allows project work and more interactive teaching and learning.	
Values	What people cherish as guiding principles and main references of their choices and behaviours.	
Vocational education and training	Education and training to enable students to gain employable skills and professional qualifications for specific occupations, in addition to achievement of the key competencies as defined by the Curriculum Framework.	

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