

NINE YEAR ELEMENTARY EDUCATION
EDUCATIONAL PROGRAMME
MACEDONIAN LANGUAGE

1. GOALS OF THE EDUCATIONAL PROCESS FOR THIRD (III) GRADE

The student:

- Should be enabled to read and write text with print or cursive Cyrillic and Latin alphabets.
- Should use correct order of the words in a sentence
- Should be able to recognize nouns, adjectives, cardinal and ordinal numbers and verbs, and to be able to differ them as types of words
- Should be enabled to use elementary grammar and writing norms while reading and writing
- Should be enabled to read and re-tell orally and in written form, literature parts from the literature that is age appropriate
- Should be enabled to read and re-tell in verbal and written using the literature language
- Should be enabled to participate in a discussion through active inclusion and independent expressions of their experiences, feelings and facts
- Should enrich his dictionary with new words
- Should develop sense for inclusion to his culture and respect the other
- Should be encouraged to follow content of various media and to re-tell short information for them
- Should be enabled to use the ICT in the function of the subject

2 . CONCRETE AIMS

PROGRAMME AREAD: BEGINERS READING AND WRITING (IN LATIN)

Aims	Content	Notions	Activities and Methods
<p>The student:</p> <ul style="list-style-type: none"> -Should be introduced to the order of letters in alphabet -Should be enabled to read and write words and text with print letter in Latin -Should acquire small and big cursive Latin letters and their connection in a word -Should be enabled to write words and short sentences with cursive Latin letters 	<p>Alphabet Graphic symbols (print Latin letters) Acquiring the capital and small print Latin letters through single and group writing</p> <p>Acquiring the capital and small cursive letters in Latin through individual and group writing</p>	<ul style="list-style-type: none"> -Alphabet -Macedonian Latin letters (print letters) -Macedonian Latin letters (cursive) 	<ul style="list-style-type: none"> -Practices for pronouncing the letters in and alphabetical order -Practices for noticing the differences and similarities between the letters from the Macedonian Cyrillic alphabet and the Macedonian Latin alphabet -Practices for reading words and text and their connection in a sentence -Practices for reading and understanding a text -Practices for writing words in Latin for perfecting of writing print letters in Latin -Practices for usage of small and capital cursive Latin letters through individual writing and writing words and short sentences -Practices for correct writing and connection of letters in words and in sentence

PROGRAMME AREA: LANGUAGE (GRAMMAR)

Aims	Content	Notions	Activities and Methods
<p>The student: -Should compose a sentence and to correctly order words in a sentence</p>	<p>Order of words in a sentence</p>	<p>Word order in a sentence</p>	<p>-Practices for composing sentences in a correct word order</p>
<p>-should differ declarative, question and exclamatory sentence and their correct usage</p>	<p>-Declarative, question and exclamatory sentence</p>	<p>-Declarative, question and exclamation sentence</p>	<p>-Practices for noticing and composing question, declarative and exclamatory sentences in oral and in written form according to the manner of expression and according to the punctuation signs</p>
<p>-Should differ affirmative and negative sentence</p>	<p>Affirmative and negative sentence</p>	<p>Affirmative and negative sentence</p>	<p>-Practices for making distinctions and usage of affirmative and negative sentences</p>
<p>-Should recognize smaller parts of a sentence (word, syllable, voice)</p>	<p>Word in a sentence, syllable and voice in a word</p>	<p>-Word -Syllable -Voice</p>	<p>-Practices for determining the number of words in a sentence -Practices for determining number of syllables in a word -Practices for determining number of voices in a word -Synthetic practices for composing words with given syllables and voices</p>
<p>-Should determine the knowledge for nouns -Should acquire the notion for common and personal nouns -Should recognize the common and personal nouns in a sentence</p>	<p>-Common and proper (personal) nouns</p>	<p>-Common and proper (personal) nouns</p>	<p>-Practices for making distinction between common and proper nouns from the other words</p>
<p>Should differ the gender and number of nouns</p>	<p>Gender and number of nouns</p>	<p>Gender and number of nouns</p>	<p>-Writing sentences with given nouns and respecting the categories: gender and number</p>
<p>Should acquire the adjectives as words that explain the nouns</p>	<p>adjectives</p>	<p>adjectives</p>	<p>-Practices for making distinction between the adjectives and other types of words , without separating them in types (descriptive, material etc.)</p>

			-Practices for correct usage of adjectives in a sentence
-Should acquire notion for ordinal and cardinal numbers and to make distinction between them	Cardinal and ordinal numbers	Cardinal and ordinal numbers	-Practices for differing the numbers from the other words -Practices for differing the ordinal from cardinal numbers -Practices for correct writing of the ordinal numbers (especially those that end in -t)
-Should acquire the notion for the verb as a word that shows work, action and condition	verbs	verbs	-Practices for acquiring the verbs as types of words and their distinction from the other words in a sentence and in a text -It is recommended: recognition of the verbs without determining whether they show: action, condition or work
-Should be enabled to use capital letters when writing their personal names and surnames, geographical notion and holidays	Capital letter when writing personal names and surnames, geographical notions and holidays	Capital letter	-Practices for usage of a capital letter when writing the personal names
Should know the function of the punctuation marks and to use them in reading and writing	Punctuation marks: -full stop -comma -Question mark -Exclamation mark -The colon	Punctuation marks: -full stop -comma (when counting) -Question mark -Exclamation mark -The colon	-Practices for recognition and usage of the punctuation marks

PROGRAMME AREA: READING LITERATURE AND BOOKS

Aims	Content	Notions	Activities and Methods
<p>The student:</p> <ul style="list-style-type: none"> -Should be enabled for reading out loud properly -Should be enabled for an expressional reading with respecting the punctuation marks (correct articulation of voices, words and sentences, intonation, diction, tempo, breaks while reading) -Should be enabled to read and to understand the text -Should be enabled for dramatic reading (with imitating the speech of the characters in a text) 	<p>Logic reading</p> <ul style="list-style-type: none"> a)Reading out loud b)Expressional reading <p>Reading</p> <p>Dramatic reading</p>	<ul style="list-style-type: none"> -Reading out loud -Expressional reading -Reading -Dramatic reading 	<ul style="list-style-type: none"> -Practices for correct reading out loud and logical reading with respecting the punctuation marks -Practices for accentuating the words (word accent) -Practices for correct pronunciation of words in a sentence -Practices for noticing mistakes in pronunciation of words -Practices for reading texts written with Macedonian Cyrillic and Macedonian Latin letters.
<ul style="list-style-type: none"> -Should be enabled to notice the timeline of events in texts -Should be enabled for independent determining of a content structure (plan for a text) -Should be enabled for independent determining of main and support characters -Should be enabled to determine the character's characteristics and their description 	<ul style="list-style-type: none"> -Chronological order of events in a short story, fairytale, drama text -Content structure of a text (text plan) -Determining main and supporting character -Description and characteristics of characters 	<ul style="list-style-type: none"> -Character -Order of events -Plan 	<ul style="list-style-type: none"> -Practices for recognition and making difference of a short story, fairytale and drama text -Practices for noticing the order of events in texts -Practices for independent determining of a content structure and making conclusions -Practices for recognition and making difference between the main and supporting characters -Practices for determining the features of characters and describing their outlook
<ul style="list-style-type: none"> -Should be able to recognize the proverbs and riddles as a folk wisdoms -Should be enabled to make distinction between the proverbs and riddles and other texts 	<p>Proverbs and riddles</p>	<p>Proverbs and riddles</p>	<ul style="list-style-type: none"> -Practices for learning and using the riddles and proverbs and understanding their content -Practices for using the proverbs and riddles while analyzing the text (when concluding something)

<ul style="list-style-type: none"> -Should be enabled to differ a song (a poem) from the other types of texts (prose and drama texts) -Should be enabled to distinct a lyric from a stanza -Should learn about rhyme 	<ul style="list-style-type: none"> -Song -Lyric, stanza -Rhyme 	<ul style="list-style-type: none"> -Song -Lyric, stanza -Rhyme 	<ul style="list-style-type: none"> -Practicing reciting poems -Practicing for making distinction between lyric stanza and rhyme in a poem
<ul style="list-style-type: none"> -Should be enabled for independent reading a book -Should notice unknown words, expressions and beautiful sentences -Should be introduces to the biography of the author -Should be enabled to answer questions and to ask questions connected to the text content -Should discover the theme-idea basis of a text (what is the book about and what does it convey) -Should analyze the characters form the book (main and supporting, their features and their outlook description) <p><i>The book content should not be re-told in a written manner</i></p>	<p>Four books from the reading list (perusal)</p>	<p>Reading list books (perusal)</p>	<ul style="list-style-type: none"> -Introducing the students with the titles of the reading list books that they would be working on for the school year -Introducing the students with the bibliographic data for the writers -Introducing and experiencing the contents of the books from the reading list -Practices for determining the theme, idea, the main and supporting characters and their features -Encouraging the students to read other books written by the introduced authors

PROGRAMME AREA: EXPRESSIONING AND LITERATURE CREATING

Aims	Content	Notions	Activities and Methods
<p>The student:</p> <ul style="list-style-type: none"> -Should be enabled to re-tell short content -Should be enabled to re-tell seen and experienced events, events according to pictures and according to given words -Should be enabled to describe objects, creatures and content from pictures -Should be enabled to report about an event that the student heard of or experienced the same -Should be enabled to imagine the ending of a short story after given beginning -Should be enabled to re-tell verbally on a theme by a given choice 	<ul style="list-style-type: none"> -Re-telling of short texts (short story, fairytale, fable) -Re-telling an experienced event -Re-telling after pictures -Re-telling after given words -Describing: object, creature, content of a picture etc. -Reporting about seen, heard and experienced event 	<ul style="list-style-type: none"> -Re-telling -Describing -Reporting 	<ul style="list-style-type: none"> -Practices for re-telling texts -Practices for re-telling after given pictures, given words, and after given plan -Practices for describing (after a given plan) -Practices for reporting after chronological order -Re-telling an article in front of the other students from the class (public speaking)
<ul style="list-style-type: none"> -Should be able to re-write short sentences and short texts -Should re-tell in a written form contents from a text -Should be able to re-tell in written, the experiences that are in logical order with correct and clear sentences -Should be able to describe in written after a given plan -Should write articles, greeting-cards 	<ul style="list-style-type: none"> Re-writing short texts or parts of texts (from Latin in Latin, from Cyrillic in Latin, from Latin in Cyrillic) Re-telling in written after a text or part of a text Written re-telling of an experienced event Written re-telling after given beginning 	<ul style="list-style-type: none"> -Re-writing -Re-telling -Describing -Reporting 	<ul style="list-style-type: none"> -Practices for correct re-writing of texts from Cyrillic to Latin and vice versa -Practices for written re-telling after short texts, part of text, content from a seen drama, movie etc. -Practices for written re-telling of an experienced event (in the school, in the family, having a picnic, exhibition etc.) -Practices for written description of an object, creature or character -Practices for free composition of

and cards	Written description of an object, creature or character Writing an article/essay after pictures or after given words Writing greeting card Writing post card Writing an invitation	-Greeting card -Invitation -Postcard	essays according to given pictures, words, with given beginning and with alternated end. -Practices for writing greeting cards, invitations and postcards
-Should be encouraged to participate in performing dramatic text with choosing a part	-Playing parts	-Drama	-Reading and playing roles according to a drama text

PROGRAMME AREA: MEDIA CULTURE

Aims	Content	Notions	Activities and Methods
<p>The student:</p> <ul style="list-style-type: none"> -Should be enabled to follow a radio-show, and TV show and to discuss about their content -Should be encouraged to follow events in a movie and to be enabled to re-tell the content of a movie -Should follow a theatre play and to discuss its content -Should learn the purpose of the library and to acquire a habit for borrowing and returning books -Should read, re-tell and 	<ul style="list-style-type: none"> -Radio and TV shows -Movie/Film -Theatre: -Theatre play -Theatre play with dolls -Children's newspapers 	<ul style="list-style-type: none"> -Radio and TV shows -Movie/Film -Theatre: -Theatre play -Theatre play with dolls -Children's newspapers 	<ul style="list-style-type: none"> -Practices for re-telling contents from radio shows, TV shows and movie -Describing a theatre show, costumes and short re-telling of the content from the theatre play -Re-telling the impressions from the visit of the theatre (cinema-theatre show/play) -Practices for using the information from the press and Internet and discussing about their

transfer short information from the texts from the newspapers for children -Should be introduced with the work of the libraries outside of the school -Should be introduced to browsing information from the Internet	-Internet	-Internet	contents -Visit, introduction, purpose and using the library
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3 . DIDACTIC RECOMMENDATIONS

The subject Macedonian language gives the opportunity for integrated planning with the education with the following subjects: Introducing with Environment, Mathematics, Art Education, Music Education and Physical Education.

Recommendations for the usage of the annual classes fund: 6 classes per week, i.e. 216 classes per year

After programme areas the following is suggested: Beginners reading and writing-70 classes, Language-20 classes, Reading, literature and Books from reading list-80 classes, Expression and creation- 36 classes, Media culture-10 classes.

The planning of the educational process for Macedonian language should be in coordination to the educational plan and programme for the subject and to grasp the programme contents for all educational areas (Beginners reading and writing, Language, Reading literature, Expression and creating and Media culture). When determining the number of the classes for the programme areas the following should be taken into consideration: the specific conditions for performing the educational process in the school where the teacher works. With the planning the teacher takes into consideration the respected value of the structural areas. Also, the fact that the programme content and the working plan give place for planning the time for realization of the same according to their value regarding the programme aims and activities should be respected. All of the content cannot and should not be given the same amount of attention in the educational process. The initial basis for planning should be the aims and the educational material and the timeline should be co-dependent on them. Although, the recommendation is not to have large time intervals between the content realization.

Educational means:

- Text book on school level for the appropriate subject approved by the Minister of Education – “Bukvar” (Macedonian Latin) and reading book
- Encyclopedias, dictionaries etc.
- Internet, Educational software (ToolKid etc.)
- Magazines – approved for children
- Audio-visual means and other means depending on the programme area , CDs, literature texts etc.
- Other sources for learning from the intermediate environment, monuments of culture, museums, houses of culture, libraries, cinemas, theatres, national parks etc.

4. GRADING STUDENT’S ACCOMPLISHMENTS

DIAGNOSTIC CHECKING AND GRADING

The teacher performs diagnostic checking and grading to each student at the beginning of the school year to acknowledge the current condition and to use for planning and realization of the further activities. The teacher acknowledges the knowledge of the students the social aspects of their development, their emotional development and their physical development.

FORMATIVE GRADING

During the educational process for the subject Macedonian language for third grade, the formative grading is recommended, the formative grading includes keeping a portfolio for each student that grasps:

- Collecting indicators (creations, expressions etc.)
- On-going (formative) prepared, evaluation sheets for each student, that are filled with concrete information about an activity, that is specific (positive or not) or case studies where the teacher follows the factual condition
- Instruments that regard each programme area in specific, where the teacher inserts data for the accomplishments of the student regarding all development aspects that are encouraged with the programme for the subject Macedonian language (intellectual, socio-emotional and psychological aspect). *The evaluation sheets regard to the goals that are accomplished on the level for second grade and are not transferred into the higher grades.*

MICRO-SUMMATIVE GRADING

At the end of the second trimester, on the basis of the results from the formative grading, the micro summative grading is being realized.

SUMMATIVE GRADING

On the basis of the total information acquired from the formative grading the teacher describes the development of each student within the framework of each programme area.

AVAILABILITY AND TRANSFER OF THE PORTFOLIO

- The portfolio should be available to the parents during the school year, so the parents can attribute towards more quality realization of the educational process for the subject: Macedonian Language
- The final analytical- descriptive grade should be presented, also to the parents and becomes part of the student's portfolio
- The student's portfolio with cleared and selected information is transferred to the next grade

MANNERS OF CHECKING AND GRADING

According to the programme for the subject Macedonian language for third grade, the checking and the descriptive grading should be realized in *verbal and practical through presentations, speech exercises, or written practices with underlining, circling etc.*

5. FACILITY CONDITIONS FOR REALIZATION OF THE EDUCATIONAL PROGRAMME

Regarding the facility conditions for realization of educational process, the programme is based on the Normative for Space for I II and III grade and to the educational means for I grade, brought by the Minister for Education and Science with the Resolution No. 07-4061/1 from 31.05.2007.

6. NORMATIVE FOR EDUCATIONAL STAFF

The educational process for Macedonian Language for second grade can be performed by a person who graduated:

- Faculty of Pedagogy – Professor for class-room education
- Faculty of Philosophy – Institute for Pedagogy – Graduated Pedagogue

7. EXPECTED RESULTS

The student:

- Should read and write texts correctly in Cyrillic and in Latin letters
- Should express and write sentences with correct word order
- Should make difference between affirmative, negative and declarative, question and exclamatory sentence
- Should recognize general and personal nouns and to determine their gender and number
- Should recognize adjectives and to use them properly
- Should make difference between cardinal and ordinal numbers and to write multiple digits numbers correctly
- Should use the punctuation marks in a sentence properly (full stop, comma, exclamation mark, question mark, column)
- Should use the capital letter properly (at the beginning of a sentence and for personal names)
- Should recognize and differ the verbs in a sentence
- Should make distinction between: a short story, fairytale, fable, children's novel and drama text
- Should make difference between a lyric, stanza and rhyme in a poem
- Should determine the content structure of a text and the chronological order of events
- Should determine the main and supporting character in text and their feature
- Should participate in discussions, re-telling, reporting about an event, describing an object, painting, character etc.
- Should be able to express oneself in literature Macedonian language
- Should count several medias that he uses for acquiring information
- Should transfer short information form the media
- Should use ICT for the subject purpose

8 . COMMISSION FOR PREPARING THE EDUCATIONAL PROGRAMME

- Dr. Blagica Petkovska, professor at the Faculty of Pedagogy “Saint Kliment Ohridski”- Skopje
- Dr. Tatjana Koteva-Mojsovska, Professor at the Faculty of Pedagogy “Saint Kliment Ohridski” – Skopje
- Nikolche Ilijevski – Counselor, BDE, coordinator
- Tanja Andonovska-Mitrevska, Counselor, BDE
- Nada Nikolovska, Counselor – BDE
- Gorica Velovska, Elementary School “Saint Cyril and Methodius” – Skopje
- Ljubica Kratovanlieva, Kindergarten “25th May” – Skopje

9.AGREEMENT AND DATE OF APPROVAL OF THE EDUCATIONAL PROGRAMME

The educational programme for Macedonian language for third grade in nine year elementary education was brought by:
The minister: Sulejman Rushiti, on 18.10.2007 (agreement No. 10-2066/10)