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Cross-Curricular Topics of Contemporary Curricula in the Lower Grades of Primary School in the Republic of Croatia

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Abstract: Cross-curricular topics are topics that will instil in students from an early age universal values and competencies for action in modern society. There are seven cross-curricular topics in the Republic of Croatia: personal and social development, learning how to learn, civic education, health, entrepreneurship, the use of information and communication technology and sustainable development. The fundamental meaning of introducing cross-curricular topics into the teaching process is the adoption of topics of general human values and competencies for a dignified life in the 21st century. The methodology consists of analysis matrix of different cross-curriculum topics and outcomes that students in individual classes should achieve. The aim of this paper is to raise awareness of the importance of education for active and independent action within the community. Outcomes of interdisciplinary topics are realized in the teaching hours of all subjects. Regardless of the importance they carry within themselves, modern teachers often neglect cross-curricular topics, depriving students of knowledge and skills that would be useful to them in everyday life, in relation to themselves, their work and others.

Keywords: *analysis matrix; curriculum; cross-curricular topics; interdisciplinary outcomes.*

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Introduction

Cross-curricular topics are closely related to a holistic approach to teaching. Modern society requires a number of new competencies from the individual, and thus new social values appear. Man's competencies for work and success in the 21st century are significantly different from the knowledge and skills developed in traditional schools. The fundamental meaning of introducing cross-curricular topics into the teaching process is the adoption of topics of general human values and competencies for a dignified life in the 21st century. They are present every day and are not related exclusively to one scientific field but are carried out in all lessons in accordance with the teaching content. Such efforts bring the educational system closer to integrated teaching since the emphasis is placed on the achievement of educational outcomes from a wider cross-curricular area. In this way, students are also prepared for lifelong education. In the educational system of the Republic of Croatia, seven cross-curricular topics are prescribed, and each cross-curricular topic is governed by a special curriculum. The methodology consists of analysis matrix of different cross-curriculum topics and outcomes that students in individual classes should achieve. The aim of this paper is to raise awareness of the importance of education for active and independent action within the community.

Cross-curricular topics

In the educational system of the Republic of Croatia, seven cross-curricular topics are prescribed, and each cross-curricular topic is governed by a special curriculum. Cross-curricular topics are personal and social development, learning how to learn, civic education, health, entrepreneurship, use of information and communication technology, and sustainable development (School for Life, 2019). The European Union has recognized the need to emphasize several key competencies. There are eight prescribed competencies: communication in the mother tongue, communication in a foreign language, mathematical, scientific and technological competence, digital competence, learning how to learn, social and civic competences, a sense of initiative and entrepreneurship, cultural awareness and expression. We can say that cross-curricular topics, along with the curricula of teaching subjects, are, among other things, the answer to the eight key human competencies for the 21st century. The names themselves bear witness to the connection between the cross-curricular topics and the eight key competencies.

In the Republic of Croatia, the curriculum approach is used, and its goal is the establishment of a process learning system. This step was taken in order to make a departure from the traditional ways of acquiring knowledge (Boras, 2009; 2010). Nevertheless, the teacher is the one who has the biggest role here and can influence the development of awareness among students the most, and the most important thing is to teach future teachers about it (Carduci et al., 2019), and these teachers must be prepared for future generations, with increased social skills, in order to be ready to educate students for the future (Van de Oudeweetering & Voogt, 2018). In order to prepare students as much as possible for the future, cross-curricular topics are used. The curriculum of cross-curricular topics lists the key content that teachers will use. These contents are indicative and serve to guide teachers when creating the teaching process. Teachers choose the content based on their own assessment, because they know best how they will achieve the given educational outcomes. They serve to expand knowledge, connect experiences and achieve increased cultural values (Jokić & Ristić Dedić, 2018). Cross-curricular topics should be taken into account during the initial planning of each course. The transfer of knowledge and the acquisition of competences should be planned step by step (Meyer, 1994, p. 143). This achieves longer-term effects and deeper knowledge of the topics of each subject. Cross-curricular topics can also influence the reconstruction of each individual subject in which they appear (Beckmann, 2009).

Civic upbringing and education

The cross-curricular theme Civic upbringing and education (Ministry of Science and Education, 2019a) finds its fundamental meaning in training and empowering students for active and effective action in society. The contents are related to human rights, features of democratic community and political systems. Communication skills and critical thinking are mostly represented. The goals are to develop civic competence, to adopt knowledge about rights, political arrangements and concepts, to develop a democratic community, to promote the value of human rights, to develop and promote constitutional values. It consists of three domains A. Human rights; B. Democracy; C. Social community. The primary school period is divided into three-time cycles - First cycle – 1st and 2nd grade of primary school; Second cycle – 3rd, 4th, 5th grade of primary school; Third cycle – 6th, 7th and 8th grade of primary school. Evaluation is carried out in the form of cooperation between teachers and students - through research, implementation of projects, implementation of actions, etc. Self-reflection

and peer evaluation are encouraged (Ministry of Science and Education, 2019a). Educational outcomes in the first cycle are:

First cycle			Second cycle		
Domain A.	Domain B.	Domain C.	Domain A.	Domain B.	Domain C.
goo A.1.1. Behaves in accordance with children's rights in everyday life. goo A.1.2. Actively advocates children's rights	goo B.1.1. Promotes the rules of a democratic community. goo B.1.2. Participates in decision-making in a democratic community.	goo C.1.1. Participates in joint work in class. goo C.1.2. It promotes solidarity in the class. goo C.1.3. It promotes the quality of life in the classroom. goo C.1.4. It promotes the development of the class community and the democratization of the school.	goo A.2.1. Acts in accordance with human rights in everyday life. goo A.2.2. Actively represents human rights.	goo B.2.1. Promotes the rules of a democratic community. goo B.2.2. Participates in decision-making in a democratic community.	goo C.2.1. Participates in improving the life and work of the school.; goo C.2.2. Promotes solidarity in the school. goo C.2.3. Promotes the quality of life in the school and the democratization of the school.; goo C.2.4. Promotes the development of school culture and the democratization of the school.

Source: Authors' own conception

Entrepreneurship

The fundamental meaning of the cross-curricular topic Entrepreneurship (Ministry of Science and Education, 2019d) is to develop competence for entrepreneurship, which implies (self) employment and personal progress and growth in the labor market. This cross-curricular topic encourages creativity, innovation, responsibility, and organizational skills. It is included in all school subjects and in all cycles. The goals are to develop organizational and management skills and responsibility, to be open to new ideas, to solve problem situations creatively and thoughtfully, to develop the skills necessary for working in intercultural environments, the creation of project plans, the development of positive attitudes towards work and work habits, the skills of self-reflection and critical thinking. The curriculum is

divided into three domains: A. Entrepreneurial thinking; B. Act entrepreneurially; C. Economic and financial literacy and in three cycles: First cycle – 1st and 2nd grade of elementary school; Second cycle – 3rd, 4th and 5th grade of school basics; Third cycle of 6th, 7th and 8th grade of elementary school. The evaluation is carried out according to predefined objectives. It is focused on personal commitment and work, peer evaluation, relationships with project tasks, choice of media sources, finding examples of positive and successful use of economic and financial literacy in everyday life (Ministry of Science and Education, 2019d). Educational outcomes are:

First cycle			Second cycle		
Domain A.	Domain B.	Domain C.	Domain A.	Domain B.	Domain C.
pod A.1.1. Applies innovative and creative solutions. pod A.1.2. Copes with uncertainty and the risks it brings. pod A.1.3. Get to know the possibilities of personal development (career development, professional guidance).	pod B.1.1. Develops an entrepreneurial idea from concept to realization. pod B.1.2. Plans and manages activities. pod B.1.3. Recognizes the importance of responsible entrepreneurship for the growth and development of individuals and communities.	pod C.1.1. Recognizes the importance of human work and the creation of goods to ensure the means of individual livelihood and the well-being of the community. pod C.1.2. Recognizes the basic terms of the market. pod C.1.3. Get to know the function of money.	pod A.2.1. Applies innovative and creative solutions. pod A.2.2. Copes with uncertainty and the risks it brings. pod A.2.3. Get to know the possibilities of career development and professional guidance.	pod B.2.1. Develops an entrepreneurial idea from concept to realization. pod B.2.2. Plans and manages activities. pod B.2.3. Recognizes the importance of responsible entrepreneurship for the growth and development of the individual and the community.	pod C.2.1. Investigates the processes of production of goods, provision of services and economic activity in the community. pod C.2.2. Recognizes basic market relations / exchange processes. pod C.2.3. Recognizes the role of money in personal and family life.

Source: Authors' own conception

Sustainable development

Sustainable development refers to the environment, society and economy, and students are introduced to the interdependence of these three components. The meaning of this topic stems from the awareness that man, through his actions, greatly contributes to natural and global changes (Křepelková et al., 2019). The goals are to gain knowledge about the diversity of nature, to raise awareness of the importance of nature conservation and responsible behavior, to develop empathy towards living beings, to think about the future and one's own actions that will contribute to sustainable development. The curriculum of the cross-curricular theme Sustainable Development (Ministry of Science and Education, 2019b) is divided into three domains: A. Connectivity; B. Activity and C. Well-being, and during primary school education is divided into three time and age cycles: First cycle – 1st and 2nd grade of primary school; Second cycle – 3rd, 4th, and 5th grade of elementary school; Third cycle – 6th, 7th and 8th grade of primary school. Evaluation in this area encourages independence, entrepreneurship, empathy, organizational skills, teamwork, etc. It is based on examples from everyday life. Thinking about the current time in which we live is encouraged (Ministry of Science and Education, 2019b). The educational outcomes that will be achieved are:

First cycle			Second cycle		
Domain A.	Domain B.	Domain C.	Domain A.	Domain B.	Domain C.
odr A.1.1. Recognizes his place and connection with others in the community. odr A.1.2. Describes the diversity in nature and the differences between people. odr A.1.3. Sees the	odr B.1.1. Recognizes the importance of benevolent actions towards people and nature. odr B.2.1. Participates in the school's environmental protection activities and in the school's cooperation with the	odr C.1.1. Identifies an example of a good relationship with nature. odr C.1.2. Identifies examples of good behavior towards other people.	odr A.2.1. Distinguishes between positive and negative human influences on nature and the environment. odr A.2.2. Observes that there is interaction and interdependence in nature. odr A.2.3. Considers the impact of using different energy sources on the environment	odr B.1.1. Recognizes the importance of benevolent actions towards people and nature. odr B.2.1. Participates in the school's environmental protection activities and in the school's cooperation with the	odr C.1.1. Identifies an example of a good relationship with nature. odr C.1.2. Identifies examples of good behavior towards other people.

connection between nature and a healthy life.	community.		and people.	community.	

Source: Authors' own conception

Personal and social development

The meaning of the cross-curricular topic Personal and Social Development (Ministry of Science and Education, 2019c) is the complete development of the personality, i.e., the development of a self-confident, creative, productive, responsible and satisfied person. This area will help the student both in managing his learning and in creating opportunities for self-realization. The goals are to develop a positive self-image, develop self-esteem and self-confidence, develop empathy and acceptance and appreciation of others and differences, develop social competences and collaborative and other social skills. Students will develop responsible behaviors towards themselves and others in the community and learn to apply strategies for solving problems and coping with stress. The curriculum is divided into three domains: A. Me; B. Me and others; C. I and society, and age and time periods are divided into three cycles: First cycle - 1st and 2nd grade of elementary school; Second cycle – 3rd, 4th and 5th grade of primary school; Third cycle – 6th, 7th and 8th grade of primary school. The goal of evaluation is to monitor the student's progress and in-depth and permanent learning that will enable the student to apply what he has learned in different life situations. The students are mostly monitored in the class teacher's class and in extracurricular activities. Approaches and methods of monitoring are divided into assessment of teachers and professional associates - using maps of personal development and assessment of students - self-assessment and feedback from peers. It refers to descriptive evaluation (Ministry of Science and Education, 2019c). Educational outcomes are:

First cycle			Second cycle		
Domain A.	Domain B.	Domain C.	Domain A.	Domain B.	Domain C.
osr A.1.1. Develops self-image. osr A.1.2. Manages	osr B.1.1. Recognizes and respects the needs and feelings of others.	osr C.1.1. Recognizes potentially threatening situations and states	osr A.2.1. Develops self-image. osr A.2.2.	osr B.2.1. Describes and respects the needs and feelings of others.	osr C.2.1. Distinguishes safe from unsafe situations in the

emotions and behavior. osr A.1.3. Develops his potential. osr A.1.4. Develops work habits.	osr B.1.2. Develops communication skills. osr B.1.3. Develops conflict resolution strategies.	what to do in case of danger. osr C.1.2. Describes how social norms and rules regulate behavior and mutual relationships. osr C.1.3. Contributes to the group. osr C.1.4. Develops national and cultural identity through togetherness and belonging to a group.	Manages emotions and behavior. osr A.2.3. Develops personal potentials. osr A.2.4. Develops work habits.	osr B.2.2. Develops communication skills. osr B.2.3. Develops conflict resolution strategies. osr B.2.4. Learns collaboratively and works in a team	community and describes how to act in risky situations. osr C.2.2. Accepts and explains the importance of social norms and rules. osr C.2.3. Contributes to class and school. osr C.2.4. Develops cultural and national identity through togetherness and belonging to a group.

Source: Authors' own conception

Learning how to learn

Learning how to learn is one of the topics that is a response to the awareness of rapid scientific and technical progress and uncertain changes in the future (Ministry of Science and Education, 2019e). The point is to develop skills that will help manage your own learning. The goals are to teach students to use different strategies for learning and searching for information, managing learning, recognizing the importance and value of learning, and creating a physical and social environment that will contribute to this. It is divided into the following domains: A. Application of learning and information management strategies; B. Managing your learning; C. Management of emotions and motivation in learning; D. Creating an environment for learning in three cycles: First cycle - 1st and 2nd grade of elementary school; Second cycle – 3rd, 4th and 5th grade of primary school; Third cycle – 6th, 7th and 8th grade of primary school (Ministry of Science and Education, 2019e). The educational outcomes that will be achieved are:

First cycle			
Domain A.	Domain B.	Domain C.	Domain D.
uku A.1.1. With the help of the teacher, the student seeks new information from different sources and successfully applies it when solving problems. uku A.1.2. The student uses simple learning strategies and solves problems in all learning areas with the help of the teacher. uku A.1.3. The student spontaneously and creatively shapes and expresses his thoughts and feelings when learning and solving problems. uku A.1.4. The student forms and expresses his thoughts and feelings.	uku B.1.1. At the encouragement and with the help of the teacher, the student determines the learning goal and chooses the learning approach. uku B.1.2. At the encouragement and with the help of the teacher, he monitors his learning. uku B.1.3. At the encouragement and with the help of the teacher, the student changes his approach to learning. uku B.1.4. At the encouragement and with the help of the teacher, he evaluates whether he has successfully solved the task or learned.	uku C.1.1. The student can explain the value of learning for his life. uku C.1.2. The student expresses positive and high expectations and believes in his success in learning. uku C.1.3. The student shows interest in different areas, takes responsibility for his learning and persists in learning.	uku D.1.1. The student creates a suitable physical environment for learning with the aim of improving concentration and motivation. uku D.1.2. The student communicates well with others, cooperates successfully in different situations and is ready to ask for and offer help.

Source: Authors' own conception

Second cycle			
Domain A.	Domain B.	Domain C.	Domain D.
uku A.2.1. With the support of the teacher or independently, he searches for new information from different sources and successfully applies it when solving problems.	uku B.2.1. With the support of the teacher, the student determines learning goals, chooses a learning approach and plans learning. uku B.2.2. At the teacher's	uku C.2.1. The student can explain the value of learning for his life. uku C.2.2. The student expresses positive and high expectations and believes in his	uku D.2.1. The student creates a suitable physical environment for learning with the aim of improving concentration and motivation. uku D.2.2. The student

uku A.2.2. The student applies learning strategies and solves problems in all areas of learning with the teacher's monitoring and support. uku A.2.3. The student uses creativity to shape his ideas and approach to problem solving. uku A.2.4. The student distinguishes facts from opinions and is able to compare different ideas.	instigation, the student monitors his learning and progress during learning. uku B.2.3. With the support of the teacher, but also independently, if necessary, the student changes the plan or approach to learning. uku B.2.4. At the encouragement of the teacher, but also independently, the student self-evaluates the learning process and his results and evaluates the progress achieved.	success in learning. uku C.2.3. The student shows interest in different areas, takes responsibility for his learning and persists in learning. uku C.2.4. The student uses pleasant emotions and moods so that they stimulate learning and controls unpleasant emotions and moods so that they do not interfere with learning.	communicates well with others, cooperates successfully in different situations and is ready to ask for and offer help.

Source: Authors' own conception

Use of information and communication technologies

The use of information and communication technologies includes topics for the development of effective, appropriate, creative and responsible use of technology (Ministry of Science and Education, 2019f). This cross-curricular topic prepares students for active participation in the digital age. Among other things, special attention is devoted to the development of the research spirit and critical thinking. The goals are to learn to apply and responsibly use technology for all your needs, to develop critical reflection and evaluation of information and digital tools, to create new creative content with the help of digital media. The curriculum is divided into domains and cycles: A. Functional and responsible use of ICT; B. Communication and cooperation in the digital environment; C. Research and critical evaluation in the digital environment; D. Creativity and innovation in the digital environment and First cycle - 1st and 2nd grade of elementary school; Second cycle – 3rd, 4th and 5th grade of primary school; Third cycle – 6th, 7th and 8th grade of primary school (Ministry of Science and Education, 2019f). Educational outcomes are:

First cycle			
Domain A.	Domain B.	Domain C.	Domain D.
ikt A.1.1. With the help of the teacher, the student chooses the appropriate digital technology to perform simple tasks. ikt A.1.2. The student uses selected devices and programs with the help of the teacher. ikt A.1.3. The student applies the rules for responsible and safe use of programs and devices. ikt A.1.4. The student recognizes the impact of technology on health and the environment.	ikt B.1.2. With the teacher's help, the student collaborates with famous people in a safe digital environment. ikt B.1.3. The student applies basic communication rules in a digital environment.	ikt C.1.1. The student, with the teacher's help, conducts simple research to solve problems in the digital environment. ikt C.1.2. With the teacher's help, the student effectively conducts a simple search for information in the digital environment. ikt C.1.3. The student, with the teacher's help, selects the necessary information from among those found. ikt C.1.4. The student, with the teacher's help, responsibly manages the collected information.	ikt D.1.1. The student expresses himself creatively and explores simple methods for stimulating creativity in given or new conditions. ikt D.1.2. With the help of the teacher, the student recognizes and solves simple problems with the help of ICT. ikt D.1.3. With the teacher's help, the student shapes existing works and ideas using ICT. ikt D.1.4. The student recognizes the marks of ownership of works and licenses for sharing content that should be respected.

Source: Authors' own conception

Second cycle			
Domain A.	Domain B.	Domain C.	Domain D.
ikt A.2.1. According to the advice, the student chooses the appropriate digital technology to perform the task. ikt A.2.2. The student independently uses familiar devices and	ikt B.2.1. The student, with occasional help from the teacher, communicates with famous people in a safe digital environment. ikt B.2.2. The student, with occasional help from	ikt C.2.1. The student, with occasional help from the teacher or independently, conducts simple research to solve problems in the digital environment. ikt C.2.2. The student, with	ikt D.2.1. The student expresses himself creatively and plans his actions using simple methods to encourage creativity in the ICT environment. ikt D.2.2. The student solves

programs. ikt A.2.3. The student uses programs and devices responsibly and safely. ikt A.2.4. The student describes the impact of technology on health and the environment.	the teacher, collaborates with famous people in a safe digital environment. ikt B.2.3. The student applies communication rules in a digital environment.	the teacher's help or independently, effectively conducts a simple search for information in the digital environment. ikt C.2.3. The student, with the help of the teacher or independently, compares and selects the necessary information among those found. ikt C.2.4. The student, with the teacher's help, responsibly manages the collected information.	simple problems using digital technology. ikt D.2.3. A student alone or in collaboration with others transforms existing digital solutions or creates new works and comes up with ideas. ikt D.2.4. The student separates and sorts the marks of ownership of the work and licenses for sharing content that should be respected.

Source: Authors' own conception

Health

The meaning of the cross-curricular topic health is primarily that students develop their knowledge and skills and a positive attitude towards a healthy lifestyle (Ministry of Science and Education, 2019g). In this way, a physically, mentally, mentally and socially healthy society develops. It is especially important to point out that the age of students in primary school is a key time for acquiring attitudes, habits and behavior that will be reflected throughout life. The goals are to adopt the concept of the meaning of the word health as an important factor for humans, to encourage a responsible approach to personal health and a responsible and solidary relationship to the health of others, to recognize and correctly choose healthy ways of life and to develop habits and behaviors accordingly, to adopt knowledge and skills to help yourself and others and how to find reliable and accurate information and how to apply it correctly, develop responsible behavior towards your own health and the health of others. The domains are A. Physical health; B. Mental and social health; C. Help and self-help, and the cycles are the First cycle - 1st and 2nd grade of elementary school; Second cycle – 3rd, 4th and 5th grade of primary school; Third cycle – 6th, 7th and 8th grade of primary school (Ministry of Science and Education, 2019g). Educational outcomes are:

First cycle			Second cycle		
Domain A.	Domain B.	Domain C.	Domain A.	Domain B.	Domain C.
zdr A.1.1 / A. Describes physical characteristics and notices the differences and similarities between boys and girls. zdr A.1.1 / B. Describes the importance of regular physical activity for growth and development. zdr A.1.2 Differentiates the basics of proper and improper nutrition and describes the importance of physical activity. zdr A.1.3 Describes ways of maintaining and applying personal hygiene and environmental hygiene.	zdr B.1.1 / A. Distinguishes appropriate from inappropriate behavior. zdr B.1.1 / B. Recognizes violence in the real and virtual world. zdr B.1.2 / A. Adapts to the new environment and describes his duties and roles. zdr B.1.2 / B. Distinguishes basic emotions and develops empathy. zdr B.1.2 / C. Recognizes and respects differences. zdr B.1.3 / A. Recognizes play as an important developmental and social activity. zdr B.1.3 / B. Describes and lists activities that contribute to personal	zdr C.1.1 / A. Describes how to move carefully and safely from home to school. zdr C.1.1 / B. Recognizes and avoids the dangers to which he is exposed in the household and the environment. zdr C.1.3 Explains when he has the right and obligation to be absent from school for medical treatment.	zdr A.2.1 Explains what puberty is and what changes it brings. zdr A.2.2 / A. Distinguishes proper from improper nutrition and understands the importance of proper nutrition for health. zdr A.2.2 / B. Uses proper physical activity in accordance with his abilities, affinities and state of health. zdr A.2.3 Describes the importance of maintaining proper personal hygiene for maintaining health with an emphasis on the increased	zdr B.2.1 / B. Recognizes and evaluates peer relationships. zdr B.2.1 / C. Differentiates types of violence and ways of non-violent conflict resolution. zdr B.2.2 / A. Recognizes and describes developmental changes in himself and others. zdr B.2.2 / B. Explains the right to choose. zdr B.2.2 / C. Compares and supports differences. zdr B.2.3 / A. Describes healthy lifestyle habits. zdr B.2.3 / B. Lists and describes the risks that lead to the development of addictive behaviors.	zdr C.2.1 / A. Explains traffic hazards. zdr C.2.1 / B. Describes the most common household and environmental hazards and basic protection procedures. zdr C.2.1 / C. Recognizes the dangers of excessive use of the screen. zdr C.2.2 / A. Describes how to deal with the most common acute health problems at school age. zdr C.2.2 / B. Adopts rules for providing first aid and helping students with health problems. zdr C.2.3 Assesses when it is necessary to consult a doctor for

	development .		need for personal hygiene during puberty		the most common acute health disorders in school age.

Source: Authors' own conception

Conclusion

Social and civic competences are realized in all outcomes of the inter-subject topic Civic education. Given that students are expected to work collaboratively, this implies communication with colleagues, and thus the competence of communicating in the subject language is developed. Democratic society finds its history in numerous and different systems, and in order to understand the importance of democracy, it is often necessary to look at different systems and cultures, so we can talk about the competence of cultural awareness and expression.

Nowadays, entrepreneurship implies communication in the mother tongue, but also communication in a foreign language - which are the first two basic competencies. Furthermore, digital literacy is required, so we can talk about mathematical, scientific and technological competence, with an emphasis on the skills of using and choosing appropriate technology.

The outcomes of sustainable development are related to competences for initiative and entrepreneurship because new, creative and innovative solutions and approaches are needed.

The achieved outcomes of personal and social development will achieve the competence of communication in the mother tongue, which is the basis for understanding others, and hence also oneself. These outcomes touch on the competence to learn how to learn and social competences.

The outcomes of the cross-curricular topic of Learning how to learn often imply the development of communication competences in the mother tongue, and it is primarily related to the competence that is called the same - learning how to learn. Here we can also talk about competences for initiative. The evaluation of the mentioned educational outcomes can be applied to all subjects. It is divided into evaluation for learning, evaluation as learning and evaluation of what has been learned.

The cross-curricular topic of the use of information and communication technology is exclusively important for life in the digital age. One can talk about communicating in the mother tongue, and it is often the basis for communicating in a foreign language. We can also talk about initiative and entrepreneurial competences. First of all, it refers to a separate competence - digital competence. Evaluation within this cross-curricular

topic aims to improve learning and develop digital skills. Also, the curriculum stipulates that evaluation is closely related to the adoption of outcomes. In order for this evaluation to be carried out in the correct way, it is necessary to create opportunities in which students will demonstrate their acquired knowledge, skills and abilities. Projects that develop metacognitive thinking, logical reasoning, collaborative competencies, creative expression, connection, and articulated competencies are also important. Summative evaluation is not prescribed, but it can be carried out (for example, writing a composition in digital form, etc.).

The cross-curricular topic of health is a particularly important area for the development and quality of life of everyone. We can often talk about social competences, since understanding others is also understanding ourselves, and social health is especially represented in the curriculum. Since the conversation is the basis for action in the case of impaired quality of life of oneself or others, we can also talk about the competence of communication in the mother tongue, because a special approach and a special type of conversation is required.

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