

## **Subject field: Social Studies**

### **1. General Principles**

#### **1.1. Competence in Social Studies**

The objective of teaching the subjects of the subject field in basic school is to develop in students age-appropriate social competence: ability to understand the causes and effects of changes in society; knowledge of and respect for human rights and democracy; knowledge of civil rights and responsibilities and ability to behave accordingly; ability to recognise cultural diversity; ability to follow generally accepted rules of conduct; interest in the development of one's community, nation, state and the world; ability to form personal opinions and be an active and responsible citizen; knowledge of and ability to use simple research methods in social studies; interest in the surrounding world.

In developing these competencies basic school graduates will be expected to possess the capability to be able to:

- 1) understand the material causes and consequences of the changes in society;
- 2) possess an adequate self-concept, analyse their opportunities and make corresponding plans for the future;
- 3) understand and value democracy and human rights, recognize civil rights and duties, follow generally accepted rules of conduct and abide by the law;
- 4) are interested in the development of their nation, community and the world, form personal opinions and understand their options as active and responsible citizens;
- 5) are familiar with simple research methods and use some of them in their studies;
- 6) are conscious with the concept of cultural diversity and respect individual, cultural and ideological differences unless they degrade human dignity;
- 7) behave in accordance with generally accepted social norms and communication conventions, which help them successfully manage their relationships with peers, family, community and society, understanding their value;
- 8) have acquired knowledge and skills in self-control, coping strategies, self-discipline, self-development and behaviours that promote health and healthy ways of life and have a positive attitude towards themselves and other people; and
- 9) value freedom, human dignity, equality, integrity, care, tolerance, responsibility, justice and patriotism and feel respect towards themselves, other people and the environment.

#### **1.2. Subjects and Volume of the Subject Field**

The subject field comprises History, Civics and citizenship education, Personal, social and health education and Religious studies as an optional subject. History is studied from Form 5, Personal, social and health education from Form 2 and Civics and citizenship education from Form 6. It is possible to teach Religious studies as an optional subject at all three stages of study. The design of required learning outcomes and contents, which are presented in subject syllabi, is based on the following division of weekly lessons between study stages and subjects:

### **1<sup>st</sup> stage of study**

Personal, social and health education – 2 lessons per week

### **2<sup>nd</sup> stage of study**

History – 3 lessons per week

Personal, social and health education – 2 lessons per week

Civics and citizenship education – 1 lesson per week

### **3<sup>rd</sup> stage of study**

History – 6 lessons per week

Personal, social and health education – 2 lessons per week

Civics and citizenship education – 2 lessons per week

The distribution of weekly hours of subjects within stages of study is specified in the school curriculum considering that the expected learning outcomes and learning and educational objectives would be achieved.

## **1.3. Description of the Subject Field and Integration within the Subject Field**

Social studies subjects address the way in which individuals and society functioned in the past and how they function today. Through social studies subjects, students develop their ability to see causal and other connections in the development of society; to make informed choices by espousing values and moral norms valid in society. Studies shape the students' willingness to act as moral and responsible individuals and members of society.

In **History** lessons, students acquire knowledge of the history and cultural heritage of their home area and the world necessary for an understanding of their cultural space. Through the subject, students are guided to understand, analyse, critically judge and interpret historical events and processes as well as their mutual relations and links with the present day and to see why historical events are interpreted in different ways. Teaching History contributes to integrating the content of other subjects into a whole and shapes the ability to understand developments which have been influenced by past events.

**Personal, social and health education** integrates the learning content at all stages of study by supporting students in managing social life among their contemporaries, within their family, community and society and by helping them to become socially mature and legally capable individuals. The general aim of Personal, social and health education is to contribute to the development of students' coping skills in social life. This aim is realized by nurturing students as developed personalities and by fostering their social competence, health awareness and integrity, regard for others, responsibility and fairness. Personal, social and health education helps to acquire basic knowledge and attitudes regarding gender equality.

In **Civics and citizenship education**, students master social literacy: the knowledge, skills, values and attitudes necessary for fully functioning in society and for making responsible decisions. The general aim of the subject is to create the preconditions for stronger cohesion between individual identity as a citizen and society and for creating active citizens.

All subjects in the social studies subjects field support the development of students' ability to analyse their behaviour and its consequences, to express their feelings appropriately, to accept that people are different and take this into account in communication; to assert themselves and to oppose injustice in a way that does not harm their own or other people's interests or needs. Through the subjects within the social studies subject field, students become familiar with social values, norms and rules and learn to follow them; and they acquire knowledge, skills and attitudes appropriate to socially acceptable behaviour and relationships between people which help them effectively adjust and function among their contemporaries, in their family, community and society. Social studies subjects provide the basis for accepting ideological diversity and for willingness to have a dialogue with supporters of different worldviews. Cooperation skills and group work are essential in the context of every subject within the field.

The aim of integration within the field is to support students' development into wholesome individuals who have a positive attitude towards themselves and others, consider other human beings, act in accordance with general human values, and are able to recognise and understand processes in society. They have efficient skills and preparation for getting involved and participating in social life.

The subject teacher selects the learning content with the aim to ensure achievement of learning outcomes, general and subject field competences as specified for respective stages of study.

#### 1.4. Options of Forming General Competencies

The study of subjects in the field of social studies contributes to the development of all general competences described in the national curriculum. The teacher plays a crucial role in shaping the four interconnected components of competences – knowledge, skills, values and behaviour – with the teacher's values, communication and social skills creating a suitable learning environment and influencing students' values and behaviour.

**Cultural and value competence.** The development of cultural and value competence is supported by all subjects within the subject field by emphasizing different aspects. For instance, the ability to understand the basic values of humanitarianism, democracy and sustainable development of society and to base one's actions upon these values is supported through History and Civics and citizenship education. All social subjects facilitate respect for different beliefs in understanding the world. Personal, social and health education and Religious studies support the understanding of value systems, the capacity to live in harmony with one's ideas, words and feelings, having reasons for personal choices and having regard for the welfare of others. Skill to stand against violations of central norms and to follow the principles of social justice and equal treatment of different genders is one of the general objectives of the curriculum, and it is developed primarily through civics and citizenship education and personal, social and health education.

**Self-awareness competence** that is the ability to understand and assess oneself, to analyse one's strengths and weaknesses and develop a positive attitude towards oneself and others; to lead a healthy way of life and effectively and safely; to solve problems related to one's mental, physical and social health or personal relationships. The development of competence is supported by Personal, social and health education, but also by other subjects within the field, which shape ethnic, cultural and national self-management.

**Learning to learn competence.** Each subject within the social studies subject field develops the ability to organize the learning environment and acquire tools and information necessary for studying. Each subject also teaches students how to plan studies and use the knowledge acquired in different contexts and in solving problems. Through study activities and receiving feedback, students acquire skills of self-analysis and are able to plan their further studies accordingly.

**Communication competence.** All subjects address the ability to express oneself clearly and appropriately in different situations, to read and understand informative and consumer texts as well as fiction, to write different types of texts by using appropriate linguistic tools and styles and to value correct grammar and expressive language.

**Mathematics and natural sciences and technology competence.** Each subject within the social studies subject field develops the ability to use mathematics with its unique language, symbols and methods to solve different tasks in all spheres of life and activity, is supported by all subjects within the field. Students learn to distinguish social studies from natural sciences (incl. understand the differences between their research methods). They learn to search for information using technological tools and to make evidence based decisions using collected information.

**Entrepreneurial competence.** Competence in entrepreneurship is first and foremost shaped through Civics and citizenship education, but also to a lesser extent by other subjects within the field. Students learn to observe problems and to see the opportunities they offer, to set goals and to generate and implement ideas. Subject studies develop the ability to take initiative and responsibility, to cooperate in order to accomplish their goals, to complete what they have started, to respond to changes in a flexible way, to take reasonable risks

and to manage uncertainty; and they learn to choose suitable and creative methods for implementing their ideas, which result from adequately analysing the situation, their abilities and resources and estimating the consequences of their actions in line with their goals.

### 1.5. Options for Integrating Social Studies Subjects with Other Subject Fields

Social studies is integrated with other subject fields by developing field competences.

**Language and literature, including foreign languages.** Education develops the skill of clear and relevant oral and written self-expression, ability to read and understand various texts. Students are guided to use appropriate linguistic means, subject-specific vocabulary and expressive language while observing correct grammar. Education emphasises the skill of critical text analysis, media literacy, acquisition and critical assessment of information, formatting of projects, and protection of intellectual property. The learning of social subjects improves students' knowledge of different cultures and traditions. Students are guided to notice and respect the differences between their own and other cultures. Attention is paid to the rules of different communication environments and social diversity. Concepts of foreign-language origin are explained and foreign language skills are also developed through searching and understanding additional material.

**Mathematics.** The following skills are developed: chronology; planning resources (time and money), mathematical literacy, presenting and reading numerical data (graphs, tables and diagrams); the ability to pose problems, find suitable solution strategies and implement them, to analyse ideas for solutions and to check the validity of results; and skills of logical reasoning, explaining and verifying and the ability to value a mathematical approach and understand its social, cultural and individual significance.

**Natural sciences.** Understanding the impact of the natural environment and geographical position on the development of human society; economic resources; sustainability of society; sustainable consumption, globalisation, noting and understanding global problems, including environmental problems; and valuing sustainable and responsible ways of life.

**Technology.** The topics covered help to develop the ability to assess opportunities and threats associated with introducing new technology, to apply modern technology in creating one's learning, working and communication environment in an efficient and ethical manner, and to use technical means purposefully and sustainably by observing safety and intellectual property requirements.

**Art subjects.** Addressing the cultural issues of Estonia, Europe and different nations of the world; changes in the concepts of beauty over time; aesthetic development and self-realization, folk culture and creative self-expression skills.

**Physical education.** Education develops the ability to understand and value the importance of physical activities as part of a healthy way of life at different stages and to develop tolerance towards other people and cooperation principles in line with a healthy way of life.

### 1.6. Options for Implementing Cross Curricular Topics

**Lifelong learning and career planning.** Education develops independent learning skills as a crucial foundation of lifelong learning habits and attitudes. Social subjects can help to shape attitudes, which are required for students in future employment. Students receive an overview of common occupations, professions and further education opportunities associated with the social field. Studies help to develop an understanding of causes and consequences of changes in society, as well as their impact on students' choices and decisions about the future.

Various educational activities provide students with an overview of the general situation and future prospects of the labour market, labour law, different jobs associated with occupations and professions of different

activities, helping to use this information for future educational specialisation and long-term career planning. Various occupations and professions are presented with an emphasis on the nature of work, the working environment, working conditions and required knowledge, skills and character traits.

Education provides students with knowledge of different requirements and working conditions associated with different jobs. Students are guided to analyse their aptitude for the profession of interest, incl. suitable health status, physical condition and physiological abilities. Students start to analyse their abilities, skills and values and link them with future educational and employment choices by creating a preliminary career plan.

**Environment and sustainable development.** Students are supported in becoming socially active, responsible and environmentally aware individuals who seek solutions to environmental and human development problems by taking into account their sustainability.

**Civic initiative and entrepreneurship.** Students are supported in becoming active and responsible members of their community and society who understand the principles and mechanisms of social performance and the meaning of civic initiatives; who are integrated into society, draw upon national cultural traditions and development trends in their activities, and are involved in making decisions concerning local community.

**Cultural identity.** Students are supported in becoming culturally aware individuals who understand the role of society in shaping the direction of human thinking and conduct, who know how cultures have changed over time, who have acquired an idea of the versatility of cultures and the specifics of a culturally determined way of life both at the social and higher level (national culture) as well as within society (regional, professional, class-specific, youth and other cultures; subculture and counterculture) and who value native culture and cultural diversity, are culturally tolerant and willing to cooperate.

**Information environment.** Students are supported in becoming informed individuals who perceive and understand the information environment around them and are able critically to analyse it, and to act in it in line with their goals and the communication ethics accepted by society.

**Technology and innovation.** Students are supported in becoming innovative people who can use modern technology purposefully and are able to function successfully in the rapidly changing living, study and working environment.

**Health and safety.** Students are supported in becoming mentally, emotionally and physically healthy members of society who are able to behave in a safe way and create and maintain a healthy environment.

**Values and morality.** Education supports students' development into morally mature individuals who understand general human and social values and moral principles, who follow them inside and outside of school, who are not indifferent if those principles are being disregarded, and intervene within the limits of their powers whenever necessary.

## 1.7. Planning and Organizing Study Activities

In planning and organising study activities:

- 1) the focus is on the basic values, general competences, goals of the subject, learning content and expected learning outcomes of the national curriculum and the course supports integration with other subjects and cross-curricular topics;
- 2) the aim is to have a moderate study load for students (including homework), ensuring it is distributed across the school year evenly, giving students enough time for rest and recreational activities;
- 3) possibilities are provided for studying both individually and together with others (pair and group work, study visits and practical work) in order to support the shaping of students into active and independent learners and creative and critically thinking members of society;
- 4) study tasks are used whose content and level of difficulty support an individualised approach and increase motivation for studying;
- 5) study environments and study materials and tools based on contemporary information and communication technology are used;
- 6) students' knowledge, skills and attitudes are developed, with the main emphasis being on the formation

of attitudes;

- 7) student's abilities and capacities, local differences and social changes are taken into account;
- 8) a diverse selection of study methods is used with emphasis on active study methods: conversation, debate, discussion, case study, work in pairs, project study, role play, group work, disputation, brainstorming, creation of historical vision, activity-based studies (e.g., dramatisations, creation of models and mock-ups, cooperative action and volunteer work, charity project);
- 9) opportunities are created for preparing essays, timelines, study portfolios and research projects, conducting practical research (e.g., work with sources and maps, filling out worksheets and contour maps, organising surveys, writing a creative project/argument/opinion essay, presentation of projects, information search from sources of information, information analysis, drafting of class conduct rules, daily schedule and personal budget, reading statistics and legal documents, filling out document forms), participating in thematic plays (e.g., consumer protection), critical analysis of advertising, watching relevant films, etc.;
- 10) the study environment is extended: socio-cultural and historico-cultural environment (heritage objects, buildings), computer/multimedia class, institutions, museums, exhibitions, library, natural environment, local and central government agencies, businesses, non-profit associations, archives, etc.;
- 11) possibilities are created for linking studies with life outside school (meetings with different people, involvement of parents, etc.) to make the entire approach to the subject as realistic as possible.

## 1.8. Basis for Assessment

The main purpose of assessment is to support students' development in shaping a positive self-concept and an adequate self-assessment. The subject syllabus describes learning outcomes of a subject by study stages at two levels: general learning outcomes as objectives of education and learning outcomes associated with partial skills. Students' knowledge and skills are assessed on the basis of oral response, incl. presentations, and written projects, taking into account the conformity of knowledge and skills with the required learning outcomes specified in subject syllabi as well as students' individual traits and thought development. Assessment is based on corresponding provisions of the general part of the basic school curriculum.

Feedback is provided on attitudes and values (e.g., showing interest, understanding importance, valuing, consideration of needs, following rules).

Learning outcomes are assessed with verbal assessments and numerical grades. Diverse forms of assessment should be used for measuring learning outcomes. Students have to be informed about what and when is going to be assessed, which assessment tools and criteria will be used. Formative assessment has an important role with its primary focus on comparing a student's development with his or her previous accomplishments. Assessment criteria and any assessment procedures that deviate from the standard five-grade system are specified in the school curriculum.

The assessment of written assignments focuses first and foremost on their content. Students' grammar and spelling mistakes are also corrected, although they are not taken into account in grading. The main emphasis when assessing subject-specific knowledge and skills and attitudes is on formative assessment.

Diverse forms of assessment, including oral, written and practical assignments corresponding to required learning outcomes are used for assessment.

Selection of assessment methods is made in consideration of students' age-specific differences, individual abilities and preparedness to handle specific activities. The process is assessed in addition to the result in case of practical assignments.

In spoken and written assignments, students:

- 1) explain and describe the meaning of concepts and the relations between them;
- 2) explain their viewpoints, assessments, positions and attitudes by relating them to the knowledge they have acquired;

- 3) identify, classify, compare and analyse circumstances, conditions, activities and characteristics based on learning outcomes; and
- 4) demonstrate their familiarity with facts, ideas and norms based on the content of assignments.

In practical assignments, students:

- 1) apply theoretical knowledge in practical learning situations;
- 2) demonstrate the skills defined in the learning outcomes in learning situations; and
- 3) describe how the knowledge and skills defined in the learning outcomes are used in everyday life.

Assessment in **personal, social and health education** means supporting achievement of learning outcomes and students' development, with the main emphasis being on supporting students' development, which should include opportunities for self-assessment. In addition to subject-specific knowledge and skills, formative feedback is also provided in values and attitudes. Assessment of values and attitudes is facilitated by role plays, case studies and group work.

The objective of testing and assessing learning outcomes in **history** is to receive an overview of the level of attainment of learning outcomes in history studies and individual development of students, and to use this information for more productive planning of studies. A balance of knowledge (historical vocabulary) and skills should be observed when testing learning outcomes.

The forms of checking and assessing learning outcomes should be diverse and include spoken and written answers, working with maps, reference sources and pictures as well as creative tasks and writing a story. Tasks that require an analysis of important historical events and phenomena should be preferred to knowing specific facts. Short stories and descriptions are assessed based on their logical composition and coherence and the appropriateness of terms and keywords to the context, style, grammar and spelling. As in Form 5 the tests should not check the knowledge of more than one studied theme at a time.

The forms of checking and assessing learning outcomes in the 3<sup>rd</sup> stage of study should be diverse and include spoken and written answers, working with maps, documents, reference sources and pictures, compiling reviews and research papers as well as creative tasks and writing discursive essays. In the case of analysing reference sources, students' skills in finding essential information and in judging and comparing it, answering based on a text fragment; commenting and deciding on its reliability are assessed. Tasks that require analysis of important historical events and phenomena should be preferred to knowing specific facts. In the case of discursive essays, students are assessed based on the relevance of their train of thought to the theme, their familiarity with the relevant period and facts, their abilities to compare and find links and to express their personal position through well-founded judgements. At the third stage of study, both open and multiple choice questions can be used to check and assess students' knowledge.

In **civics and citizenship education**, creation of assignments for developing and testing reasoning skills in the 2<sup>nd</sup> study level, from keywords to supportive explanations and exact instructions, should be in keeping with the principle of aptitude-appropriateness. Summarising grading can be used for opinion essays and case studies, document and map knowledge, assignments with open-ended and multiple choice answers, matching concepts and definitions, translation of information to a different format (from graph to table, etc.), and finding, using and grouping information.

Summative assessment in the 3<sup>rd</sup> stage of study can be based on discussing problems, opinion pieces, research papers and case studies, analysing documents, statistics and caricatures, reading maps, open and multiple choice tasks: linking terms to their explanations, translating information to another form (for example, from a diagram to a table), and grouping information.

In the case of practical work, assessment focuses on the skills of planning and performing the work, interpreting its results and drawing conclusions as well as explaining and presenting the results.

Students and teacher cooperate to assess learning outcomes also in informal education outside school if the respective attainment (e.g., participation in projects, work in student bodies or civic associations) conforms to required learning outcomes.

## **1.9. Physical Learning Environment**

The school organises the majority of studies in a classroom:

- 1) where it is possible to rearrange the furniture for group work and round-table discussions and which is supplied with demonstration equipment;
- 2) which has access to the Internet and where it is possible to use audio and video materials.

The school provides:

- 1) in order to integrate learning with everyday life, schools make it possible to study outside the classroom and take field trips (for example to museums, archives, exhibitions and libraries) at least twice every school year;
- 2) teaching materials and means which support the aims of the subject syllabus:
  - a) the Constitution of the Republic of Estonia;
  - b) the UN Universal Declaration of Human Rights;
  - c) the UN Declaration of the Rights of the Child;
  - d) historical atlases, contour and wall maps;
  - e) reference collections, handbooks, biographies and reference books;
  - f) biographical books, specific reference books;
  - g) audio and video materials, digital databases and archives;
  - h) illustrative images (photos and cartoons);
  - i) ICT-based study materials;
  - j) newspaper and journals;
  - k) statistical and teaching materials.

## **2. Syllabuses**

### **2.1. Personal, social and health education**

#### **2.1.1. Learning and educational objectives**

The objective of learning in basic school is that by the end of basic school the student would:

- 1) value the development of personal and social skills that facilitate individual development and socialisation;
- 2) be able to identify and understand his or her skills, abilities and emotions, and to manage his or her behaviour and actions, incl. relying on self-analysis when planning continuation of education;
- 3) create and maintain friendly and caring relations with fellow students and solve conflicts with a sense of empathy;
- 4) understand that every person is responsible for their own physical, mental, emotional and social development;
- 5) look after his or her health by leading a healthy life and not endangering the safety of themselves, other persons or the environment;
- 6) respect himself or herself and others and act according to general human values, such as integrity, care, responsibility, justice, etc., on a daily basis.

#### **2.1.2 Description of the subject**

The general objective of personal, social and health education is to contribute to the development of



necessary skills for managing social relations through wholesome personal development, social competence, health awareness and general human values.

Personal, social and health education addresses the knowledge, skills and attitudes that contribute to the development of students' personalities in a way appropriate to their age. Value education and the formation of attitudes is carried out in a thoughtful and supportive study environment and focuses on nurturing students' positive thinking with a view to fostering their ability to function as mature personalities coping opportunities. Favourable Civics and citizenship education environments are first and foremost based on respecting students' individuality and opinions, on providing opportunities for the free exchange of ideas, for taking the initiative and participating and acting alone or with others.

Study activities at the three stages of study in basic schools evolve from the simple to the more complex, but should be understandable and meaningful to students in line with subject goals and help them understand that the material is useful to them. Personal, social and health education is a concentric subject. Its key themes are addressed at every stage of study in line with a developmental approach that has regard to (1) forming a positive attitude towards oneself and the holistic self and (2) developmental tasks and performing them.

At the first stage of study, Personal, social and health education focuses on students' reflexive competence and their relationships with their close surroundings by integrating the themes of Civics and citizenship education. At the second stage of study, teaching focuses on students' social competence and the prevention of social problems as well as on a way of life which values and strengthens students' health. The third stage of study concentrates on students' age-specific features (puberty) and managing developmental tasks as well as an integrated approach to health and social skills.

The topics of personal, social and health education can be discussed in sequence or in an integrated manner to achieve the required learning outcomes based on skills, knowledge and values. The contents of learning should be presented as closely related to real life as possible, with active study methods constituting an important part of education.

### **2.1.3. Learning and Educational Objectives in the 1<sup>st</sup> Stage of Study**

Students graduating from Form 3:

- 1) value themselves and others and understand that people and their opinions, assessments and values are different;
- 2) value regard for others, integrity, fairness and responsibility;
- 3) value friendship and supportive family relations as sources of love and mutual support;
- 4) know what a healthy way of life is, value physical and mental health and know how to maintain them;
- 5) understand that they have every right to abstain from self-harming behaviour and know how to seek help when in danger;
- 6) know what a family, home, home area and home country are and value them;
- 7) know Estonia's national symbols and closest neighbours;
- 8) can describe children's rights and duties, understand that they are responsible for their actions and know how to plan their time and daily activities;
- 9) can communicate and behave in a considerate and cooperative manner, articulate their feelings and know that there are different ways of expressing them; and
- 10) know basic rules of conduct, observe them and can describe fair and unfair behaviour.

### **2.1.4. Learning Outcomes and Learning Content in the 1<sup>st</sup> Stage of Study**

#### **2.1.4.1. Human being**

**Me**

## **Learning outcomes**

Students will be able to:

- 1) describe their appearance, interests and favourite activities;
- 2) identify the similarities and differences between men and women;
- 3) name the similarities and differences between themselves and others;
- 4) value themselves and others; and
- 5) understand why correct behaviour is essential.

## **Learning content**

Me. How I am different from and similar to other people. Value of every human being.

Polite behaviour.

## **Me and my health**

### **Learning outcomes**

Students will be able to:

- 1) describe how to take care of their health;
- 2) describe healthy and unhealthy people;
- 3) know whether diseases are infectious or not;
- 4) understand that medicines are taken only in case of illness and that when used indiscriminately they can be dangerous to people's health;
- 5) understand and describe ways of maintaining one's health: well-balanced diet, sleep and rest and physical activity and sports;
- 6) demonstrate, in learning situations, simple first-aid techniques and courses of action (for example, wound, fall, bee sting, nose bleed, something in the eye, tick bite, burn and snake bite); and
- 7) cite emergency phone numbers and call for help.

## **Learning content**

Health. Healthy and unhealthy people. Taking care of one's health. Medicines.

Healthy way of life: well-balanced diet, adequate sleep and rest and physical activity and sports. Where to get help. First aid.

## **Me and my family**

### **Learning outcomes**

Students will be able to:

- 1) describe the similarities and differences between families;
- 2) value helping and considering one another within the family;
- 3) explain close family relations;
- 4) acknowledge their duties in their family and different roles of family members at home and jobs;
- 5) describe and identify different ways of helping family members with housework;
- 6) talk about their family traditions;
- 7) describe dangerous places and situations on their way to school and near their home and behave correctly on the street, choose a safe way to their destination; and
- 8) value supportive family relations and homes.

## **Learning content**

Home. Love for home. Family. Different families. Grandparents and other relatives. Activities and roles of family members. Jobs of parents and other people. Housekeeping. Helpfulness, sense of duty and responsibility. Traditions at home.

Home surroundings. Neighbours and neighbourhood. Unfamiliar surroundings and going with strangers. Threats at home and nearby.

## **Me and my home country**

### **Learning outcomes**

Students will be able to:

- 1) recognize the national flag and the coat of arms of the Republic of Estonia;
- 2) name the capital of the Republic of Estonia, the anniversary of its foundation and the name of the President;
- 3) find Estonia on the map of Europe and their home area on the map of Estonia;
- 4) describe the symbols of their home area;
- 5) name well-known local individuals and places and value their home area;
- 6) describe folk traditions; and
- 7) know and respect the traditions and customs of ethnic nationalities living in Estonia.

### **Learning content**

Estonia – my home country. Estonia among other countries. Neighbouring countries. My locality: village, rural municipality, city, county. Estonian official state, national and local symbols. Traditional holidays. Traditions and customs of different nations. Tolerance.

## **Me: time and things**

### **Learning outcomes**

Students will be able to:

- 1) understand the concepts of the course of time and the present moment;
- 2) plan their day by valuing active spare time;
- 3) value activities which generate positive feelings;
- 4) explain the value of things;
- 5) distinguish between their personal belongings and those of other people and understand that taking other people's possessions without permission is not allowed; and
- 6) value fairness in dividing things.

### **Learning content**

Time. Time planning. Planning one's activities. Punctuality, promises and responsibility. Mine, his or hers and ours. Value and price of things. Value of things and other values.

## **2.1.4.2. Us**

### **Me**

### **Learning outcomes**

Students will be able to:

- 1) value everyone's individuality with regard to their appearance, interests and activities;
- 2) value the right of individuals to be different;
- 3) explain why a positive attitude towards oneself is important;
- 4) name their rights and duties; and
- 5) understand that human rights are associated with duties.

### **Learning content**

Me. Person's individuality and value. Me and my attitude towards myself. Children's rights and duties.

## **Me and my health**

### **Learning outcomes**

Students will be able to:

- 1) kirjeldab tervet ja haiget inimest;

- 2) kirjeldab, kuidas oma tervise eest hoolitseda;
- 3) kirjeldab seoseid tervise hoidmise viiside vahel: mitmekesine toitumine, uni ja puhkus ning liikumine;
- 4) teab, et ravimeid võetakse siis, kui ollakse haige, ning et ravimid võivad olla inimese tervisele ohtlikud;
- 5) differentiate mental and physical health;
- 6) describe threatening situations and give examples of how to abstain from harming one's health;
- 7) demonstrate simple first aid techniques and options for getting help in a training situation (e.g., wounds, falls, bee sting, nosebleed, foreign object in the eye, tick bite, burn and viper bite);
- 8) name who to turn to in case of particular problems;
- 9) know the emergency telephone number and call for help; and
- 10) value healthy ways of life.

### **Learning content**

Health. Healthy and sick person. Caring for one's health. Mental and physical health. Healthy ways of life: varied diet, sufficient sleep and rest, physical activity and sport. Health risks and management of risk situations. Pharmaceuticals. Options for getting help. First aid.

### **Me and us**

#### **Learning outcomes**

Students will be able to:

- 1) name vital human needs and compare their needs to those of other people;
- 2) describe the characteristics that good friends should have and analyse themselves against those criteria;
- 3) value friendship and cooperate with others;
- 4) know the difference between good and bad behaviour, describe the consequences of their behaviour and make judgements about them;
- 5) value the significance of apologising, and making up in human relationships;
- 6) name and describe different human feelings, give examples of situations which give rise to them and find different ways of coping with them;
- 7) demonstrate, in learning situations, how to abstain from self-harm;
- 8) understand that bullying and violence are not acceptable or permissible behaviour and know where to turn to in the case of bullying and violence;
- 9) describe, in their own words, what responsibility and conscience mean;
- 10) value caring for and helping each other;
- 11) describe how they plan their week by valuing responsibility;
- 12) name generally accepted rules of conduct and explain their purpose;
- 13) understand traffic rules which guarantee their safety and describe safe behaviour in traffic;
- 14) know the difference between playing and working;
- 15) explain their learning goals and give examples of how education can facilitate better functioning in everyday life; and
- 16) know the factors that facilitate or hinder studying.

### **Learning content**

My needs and the needs of other people. Friends and how to keep them. Tolerance. Taking care of and helping each other.

Integrity and fairness. Making up. Apologising. Talking about personal problems and expressing one's feelings. The ability to put oneself into other person's situation. Abstinence from harmful behaviour.

My good and bad behaviour. Conscience. Rules of conduct. The impact and consequences of my behaviour.

Traffic rules. Playing and working. Studying. Sense of duty and responsibility. Team work. Division of work.

### **Me: information and things**

#### **Learning outcomes**

Students will be able to:

- 1) describe sources of information perceived by means of different senses;
- 2) explain how advertisements can have an impact on human behaviour and decisions and describe safe conduct in the media environment;
- 3) understand that money pays for things and services and is earned by working;
- 4) explain what money is used for and what earning, saving, spending and borrowing money mean; and
- 5) describe the factors to be taken into account in spending and saving pocket money.

### **Learning content**

Information and information sources and how to use them. Impact of advertising. Safe conduct in the media environment.

Money. Earning, spending and borrowing money. Responsibility. Planning one's expenses.

### **2.1.5. Learning and Educational Objectives in the 2<sup>nd</sup> Stage of Study**

Students graduating from Form 6:

- 1) value their own and other people's positive character traits, friendship and love as sources of mutual support and trust;
- 2) value regard for others, integrity, fairness and responsibility and describe effective social skills in everyday life: helping each other, sharing, caring and cooperation;
- 3) describe risks associated with using recreational drugs, value a drug-free healthy life and demonstrate in learning situations how to abstain from activities which harm themselves or others;
- 4) describe physical and emotional changes during puberty;
- 5) describe the possibilities and importance of improving one's self-esteem and self control in daily relationships, value people's differences and are able to take others into account;
- 6) describe and explain possible causes of conflict, differentiate between effective and ineffective ways of resolving differences, demonstrate how actively listen and assert themselves in learning situations;
- 7) value health and healthy lifestyle and consider healthy lifestyle components in their daily life;
- 8) know how to act in the case of danger, call for help in learning situations; and
- 9) describe activities which improve the safety of their living environment and strengthen their health.

### **2.1.6. Learning Outcomes and Learning Content in the 2<sup>nd</sup> Stage of Study**

#### **2.1.6.1. Health**

##### **Health**

##### **Learning outcomes**

Students will be able to:

- 1) describe physical, mental and social health and explain the concept of health based on these notions;
- 2) identify their basic health indicators, and measure and assess weight and height, body temperature, pulse rate;
- 3) name activities that strengthen or harm one's health and explain their effect on the physical, mental and social health of human beings; and
- 4) describe general stress symptoms and stress management options.

##### **Learning content**

Concept of health: physical, mental and social health. Health indicators. Factors affecting health.

Good and bad stress. Body's reactions to stress. Relaxation options.

##### **Healthy way of life**

##### **Learning outcomes**

Students will be able to:

- 1) distinguish between healthy and unhealthy decisions in everyday life;
- 2) describe the principles of healthy eating and value them;
- 3) describe the impact of physical activity on their health and give relevant examples;
- 4) plan their daily schedule in terms of the elements of a healthy way of life; and
- 5) value healthy ways of life.

### **Learning content**

Components of a healthy way of life. Healthy diet. Principles of healthy eating. Factors affecting eating. Forms and principles of physical activity. Day planning and alternating work and rest periods. Sleep.

### **Puberty and changes to the body**

#### **Learning outcomes**

Students will be able to:

- 1) describe puberty as part of the human curve of life, the changes which take place in the human body and emotions during puberty;
- 2) accept their changing body and know how to take care of it;
- 3) know that the age of onset and duration of puberty may vary and that every individual develops at his or her own pace; and
- 4) identify the signs of sexual maturity and the connections between primary sexual characteristics and reproduction.

### **Learning content**

Puberty in the curve of human life. Physical and emotional changes during puberty. Different pace of physical changes during puberty. Attitude towards one's body and taking care of it. Sexual maturity and reproduction.

### **Safety and hazardous behaviour**

#### **Learning outcomes**

Students will be able to:

- 1) describe strategies for avoiding accidents in a range of situations;
- 2) explain why traffic rules are mandatory for all and describe how to follow them;
- 3) appreciate that people must not put their own life in danger in the event of an accident and know how to call for help;
- 4) understand the risks of communication through media to their behaviour and relationships and the responsibility for one's words and actions;
- 5) demonstrate, in learning situations, how to use effective reflexive and social skills in situations associated with use of tobacco, alcohol and other narcotic substances: controlling emotions, self-image, critical thinking, problem-solving and communication skills;
- 6) describe the adverse effect of tobacco, alcohol other narcotics on the health; and
- 7) value safe and secure behaviour.

### **Learning content**

Safe and risk-free behaviour at school, home and outdoors. Impact of media and contemporaries on making decisions concerning health, risk behaviour and personal responsibility. Intermediated communication. Effective reflexive and social skills in drug-related situations. Choices and responsibility in connection with drugs. Health risks related to using tobacco, alcohol and other common narcotics.

### **Diseases and first aid**

#### **Learning outcomes**

Students will be able to:

- 1) describe how to prevent widespread infectious and non-infectious diseases;
- 2) say what HIV and AIDS are and how to protect themselves against HIV;
- 3) describe how to prevent accidents and how to help oneself and others in the event of accidents;
- 4) describe how to act safely in dangerous situations and call for help and demonstrate, in learning situations, simple first-aid measures (for example in cases of stomach pain, frostbite, fracture, fainting, dislocation, concussion, high temperature and sunstroke etc); and
- 5) name first-aid equipment and describe how to use it in practice.

### **Learning content**

Most common children's and juvenile diseases. Infectious and non-infectious diseases. Disease prevention. HIV, its transmission and prevention. AIDS.

Principles of first aid. First aid in different situations. How to act in the event of an accident.

### **The environment and health**

#### **Learning outcomes**

Students will be able to:

- 1) describe a healthy living environment in terms of the local natural and man-made environment;
- 2) provide examples of factors which influence safety and healthiness of the living environment;
- 3) describe the impact of the study environment on learning results.

### **Learning content**

Healthy living environment. Healthy study environment. Health as the cornerstone of well-being.

### **2.1.6.2. Communication**

#### **Me and communication**

##### **Learning outcomes**

Students will be able to:

- 1) analyse their character and character traits by valuing positive traits and characteristics;
- 2) understand the factors influencing self-esteem and how it is formed; and
- 3) understand the nature of self-control and demonstrate, in learning situations, how they control their behaviour.

### **Learning content**

Believing in oneself. Self-esteem. Self-analysis. Self-control. Explaining one's values.

#### **Communication with others**

##### **Learning outcomes**

Students will be able to:

- 1) understand the nature of communication and value the need for effective communication skills;
- 2) describe different means of non-verbal communication and their impact on verbal communication;
- 3) demonstrate, in learning situations, active listening skills and other effective communication techniques;
- 4) understand the impact of self-disclosure on communication and demonstrate, in learning situations, how to express one's feelings in an empathetic manner that strengthens relationships;
- 5) understand the impact of prejudice on everyday communication and give relevant examples;
- 6) distinguish between and describe assertive, aggressive and submissive behaviour and understand the impact of each on relationships; and
- 7) realise that saying 'no' means standing up for one's rights and demonstrate assertive behaviour techniques in a learning situation.

### **Learning content**

Components of communication. Verbal and non-verbal communication. Active listening. Expression of feelings. Self-disclosure. Prejudice. Assertive, aggressive and submissive behaviour. Saying 'no' in the case of behaviour that could harm oneself or others.

## **Relationships with others**

### **Learning outcomes**

Students will be able to:

- 1) describe how effective social skills (such as helping each other, sharing, cooperation and caring) function in everyday life;
- 2) offer and receive help;
- 3) value regard for others, tolerance, cooperation and helping one another;
- 4) demonstrate, in learning situations, their ability to see a situation from another person's point of view and value empathetic communication;
- 5) value friendship as a source of mutual trust and support;
- 6) describe peer influence and pressure on decisions, understand the consequences of decisions;
- 7) understand individual differences, acknowledge gender differences and special needs of people;
- 8) name and value positive traits in themselves and others and understand the peculiarities of individuals, gender differences and special needs of people.

### **Learning content**

Effective social skills: helping each other, sharing, caring and cooperation. Tolerance towards oneself and others. Regard for others. Relations between friends. Trust in relationships. Empathy. Responsibility in relationships. Influence and pressure of peers.

Valuing differences and diversity. Different personalities. Gender differences. People with special needs.

Identifying and noticing positive traits and characteristics in oneself and other.

## **Decision making, conflicts and problem solution**

### **Learning outcomes**

Students will be able to:

- 1) identify different methods for solving problems and use them in a learning situation;
- 2) describe the weaknesses and advantages of different solution methods and understand the respective consequences;
- 3) explain and describe the selection of the best manner of behaviour for different situations; explain the positive and negative aspects of conflicts and accept conflicts as part of life;
- 4) identify effective methods of conflict resolution and demonstrate them in a learning situation.

### **Learning content**

Decision making and problem solving. Identifying different manners of behaviour for solving problems. Considering consequences in problem solving. Responsibility for decisions.

Nature and causes of conflict. Effective and ineffective ways of resolving conflicts.

## **Decision-making and problem-solving**

### **Learning outcomes**

Students will be able to:

- 1) identify and, in learning situations, find different strategies for making decisions;
- 2) describe the advantages and disadvantages of different strategies when making decisions and understand the short- and long-term consequences of strategies when making decisions;
- 3) explain and describe how to adopt the best behaviour in different situations; and
- 4) value taking responsibility in making decisions.

### **Learning content**



Decision-making and problem-solving. Finding different ways of behaving when solving problems. Considering consequences in problem-solving. Responsibility in decision-making.

### **Positive thinking**

#### **Learning outcomes**

Students will be able to:

- 1) name and value their own and other people's positive characteristics; and
- 2) value positive thinking.

#### **Learning content**

Positive thinking. Positive character traits in oneself and others and acknowledging them.

### **2.1.7. Learning and Educational Objectives in the 3<sup>rd</sup> Stage of Study**

Students graduating from Form 9:

Basic school graduates:

- 1) are able to name and demonstrate, in a learning situation, some methods of self-education;
- 2) are familiar with healthy lifestyle, are able to make healthy choices in daily life and analyse their responsibility for their choices, incl. in the planning of future education and employment;
- 3) understand the principles of healthy eating and physical activity and understand the importance of applying them in their everyday life;
- 4) are familiar with the developmental changes that occur during puberty and understand the specific character of puberty as compared with other periods of life;
- 5) understand the nature of sexuality and the individual character of sexual development, know the principles of safe sexual behaviour and their responsibility in it and value sexual rights;
- 6) analyse factors influencing risky behaviour and their impact on human health and demonstrate, in learning situations, how to use effective reflexive and social skills in situations associated with risky behaviour;
- 7) describe the impact of the group on an individual's behaviour and demonstrate, in learning situations, their ability to abstain from actions that could harm themselves or others;
- 8) know the rules and norms of living together in supportive human relationships, understand their importance in the group and value regard for others, integrity, fairness and responsibility;
- 9) are familiar with and know how to find sources of health-related information and support, demonstrate, in learning situations, basic first-aid measures and describe effective behaviour in hazardous situations;
- 10) know how to establish and build close and supportive relationships and to value friendship and supportive family relations as sources of love and mutual support; and
- 11) are familiar with the nature of care professions as well as the required abilities, personality traits, etc., and analyse their suitability for this line of work.

### **2.1.8. Learning Outcomes and Learning Content in the 3<sup>rd</sup> Stage of Study**

#### **2.1.8.1. Human being**

##### **The curve of human life and the place of puberty in it**

#### **Learning outcomes**

Students will be able to:

- 1) identify the developmental stages of puberty and adolescence in growing from a child into an adult;
- 2) describe how genetic and environmental factors influence people's growth and development;
- 3) give examples of the opportunities people have in planning their lives and understand their responsibility in designing the course of their life; and
- 4) describe the main measures of self-education: self-persuasion, self-training, self-promotion, self-

punishment and self-suggestion.

### **Learning content**

Development and growth. Factors affecting development and growth. Curve of human life. Place of puberty and adolescence in the curve of life.

Human beings as designers of their course of life. Principles and opportunities of self-education. Responsibility in connection with choices.

### **Personal me**

#### **Learning outcomes**

Students will be able to:

- 1) explain the meaning of self-image and self-esteem;
- 2) describe ways of developing and maintaining a positive attitude towards oneself;
- 3) use self-analysis in identifying personality traits, interests, abilities and values;
- 4) value self-education and provide examples of self-education methods;
- 5) describe strategies for maintaining relationships and avoiding conflict; and
- 6) demonstrate, in learning situations, effective methods of conflict resolution.

### **Learning content**

Self-image and self-esteem. Self-analysis: identifying one's personality traits, interests, abilities and values. Avoiding and resolving conflict.

### **The individual and the group**

#### **Learning outcomes**

Students will be able to:

- 1) identify different kinds of group and provide examples of being a member of different groups;
- 2) compare the norms and rules of different groups and describe their roles, rights and obligations in different groups;
- 3) understand the need for norms and rules in organizing social life and its functioning;
- 4) describe positive and negative aspects of belonging to a group;
- 5) demonstrate, in learning situations, their ability to manage group pressure; and
- 6) explain the nature of independence and authority in human relations.

### **Learning content**

Different groups and roles. Relativity and agreement of roles. Group rules and norms. Rules and norms which support human relations.

Belonging to a group and its positive and negative aspects. Regard for others in a group. Group pressure and how to manage it. Independence and its nature. Authority.

### **Safety and hazardous behaviour**

#### **Learning outcomes**

Students will be able to:

- 1) demonstrate, in learning situations, how to use effective social skills in situations where recreational drugs are involved: critical thinking, problem-solving, prevention of hazardous situations, saying 'no', assertive behaviour, administering aid and calling for help;
- 2) demonstrate, in learning situations, effective ways of behaviour in the case of violence and bullying;
- 3) distinguish between legal and illegal drugs and understand the importance of laws for the protection of children's health; and
- 4) describe the impact of short- and long-term drug use on physical health.

### **Learning content**

Effective reflexive and social skills for avoiding risk behaviour: controlling emotions, self-perception, critical

thinking, problem-solving and communication skills.

Dealing with bullying and violence. Different legal and illegal drugs. Short- and long-term impact of drug use.

## **Personal me and changes during puberty**

### **Learning outcomes**

Students will be able to:

- 1) describe the main problems that arise during the period of maturation and ways of coping with them;
- 2) explain the meaning of sexual maturity;
- 3) describe character traits that make boys and girls pleasant companions;
- 4) explain the nature of gender roles and describe gender-stereotyping attitudes;
- 5) describe different expressions of closeness between people: mutual relations and liking, friendship and love;
- 6) describe individual responsibility in sexual relationships; and
- 7) explain the principles of safe sexual behaviour.

### **Learning content**

Early and late maturity – everyone at his or her own pace. Changed appearance. Main problems of adolescents during the period of maturation. Sexual maturity. Femininity and masculinity. Gender roles and stereotypes. Closeness in relationships. Friendship. Being in love. Dating. Intimacy and sexual interests. Responsibility in sexual relations and safe sexual behaviour.

## **2.1.8.2. Health**

### **Aspects of health**

#### **Learning outcomes**

Students will be able to:

- 1) describe the links between and the reciprocal impact of physical, mental, emotional and social health;
- 2) describe essential health indicators in terms of population health;
- 3) analyse factors which may jeopardize health-related decisions and demonstrate, in learning situations, effective ways of making decisions regarding health-related choices individually and in cooperation with others;
- 4) analyse and assess the use and validity of different health information sources and services;
- 5) assess their own wellbeing and be aware of the factors and coping mechanisms which help maintain an individual's mental wellbeing;
- 6) analyse the impact of physical activity and eating habits on human health;
- 7) analyse their daily meals from the point of view of a healthy diet;
- 8) explain the impact of physical activity on the physical, mental, emotional and social health of individuals;
- 9) plan different physical activities in their everyday life and value physical activity as part of their way of life;
- 10) explain the concept of stress, its causes and signs;
- 11) describe ways of managing stress and distinguish between effective and ineffective means of doing so, are aware of available help and support opportunities; and
- 12) describe the nature of a crisis, how to behave in critical situations and know where to get help and support.

### **Learning content**

Health as a state of wellbeing. Aspects of health: physical, mental, emotional and social health. Interconnection between aspects of health. Health indicators of Estonian population. Healthy way of life, making relevant choices and taking responsibility. Factors affecting health-related choices.

Health information sources and services. Reliability of health information sources. Physical activity as a means of reinforcing one's health. Physical fitness and choosing suitable forms of physical activity. Impact of nutrition on health. Factors affecting eating.

Mental wellbeing. Activities and ways of thinking that help maintain mental wellbeing. Stress. Stress factors. How stress builds up. Managing stress. Crisis and its nature. Behaviour in critical situations. Helping, seeking and getting help.

## **Relationships and sexuality**

### **Learning outcomes**

Students will be able to:

- 1) describe ways of establishing and maintaining supportive, understanding and close relationships in the context of social health;
- 2) demonstrate, in learning situations, their abilities in establishing and maintaining relationships: helping each other, sharing, cooperation and taking care of one another;
- 3) value feelings and love in relations;
- 4) explain the nature of sexuality, the individual nature of sexual development and the role of feelings in it;
- 5) describe ways of sharing feelings and intimacy;
- 6) explain partners' responsibility in sexual relations;
- 7) explain the impact of gender roles and stereotypes on human behaviour and health;
- 8) describe effective contraceptive methods;
- 9) describe ways of preventing STDs;
- 10) know what are HIV and AIDS, what are the infection pathways and possibilities to prevent infection;
- 11) distinguish the myths concerning HIV and AIDS from the facts;
- 12) value responsible behaviour in sexual relationships and describe sexual rights as human rights in the context of sexuality; and
- 13) say where to turn to in order to get help and advice on sexual health.

### **Learning content**

Social health and relationships. Establishing, maintaining and breaking relationships. Valuing relationships. Love. Nature of sexuality: intimate relations, sexual identity, sexual pleasure, reproduction and sexual development.

Sexual orientation. Impact of gender roles and stereotypes on human behaviour and health. Sexual intercourse. Safe sexual behaviour. Contraceptive measures. Sexual rights.

Prevention of STDs. HIV and AIDS. Where to get help and advice.

## **Safety and hazardous behaviour**

### **Learning outcomes**

Students will be able to:

- 1) describe the consequences of common unsafe behaviour on human health and demonstrate in learning situations, the ability to cope in unsafe situations;
- 2) describe and explain ways of preventing and intervening in common unsafe behaviour at the individual and group level based on everyday life and demonstrate awareness of prevention and intervention strategies at the social level;
- 3) describe the nature of mental and physical addiction to recreational drugs and its development;
- 4) demonstrate, in learning situations, how to behave in situations where recreational drugs are involved;
- 5) behave safely in dangerous situations and call for help in the case of an allergic reaction, asthma attack, diabetes symptoms, electric shock, epileptic fit, suffocation, poisoning, high temperature and pain; and
- 6) demonstrate, in a learning situation, first aid techniques in the case of accidents and injuries (e.g., heat damage, unconsciousness, cardiac arrest, drowning, etc.).

## **Learning content**

Common types of risky behaviour. Impact of unsafe behaviour on human health and ability to cope. Effective reflexive and social skills in managing unsafe behaviour.

Drugs and their impact on the central nervous system. False beliefs about recreational drugs. Personal, social, economic and legal risks of recreational drug use. Development of addictions.

Principles of first aid and behaviour in dangerous situations.

## **The individual and his or her choices, happiness**

### **Learning outcomes**

Students will be able to:

- 1) analyse themselves based on their interests, abilities and character and relate the analysis to their choices in life; and
- 2) understand that having the resilience to cope with setbacks and taking control of one's life leads to happiness and satisfaction.

## **Learning content**

Diverse interests, abilities and choices. Success, value judgements and priorities in life.

Myself and others as assets.

Happiness. Coping with the ups and downs of life and managing one's life as a precondition of being happy.

## **2.2. History**

### **2.2.1 Learning and educational objectives**

The objective of learning History in basic school is that by the end of basic school the student would:

- 1) take an interest in the past;
- 2) are familiar with the history of their home area, Estonia, Europe and the world by knowing the significant events, and persons of a particular period;
- 3) use the principal historical terms in the correct context, differentiate between historical facts, interpretations and opinions, observe and articulate problems, ask relevant questions and offer solutions;
- 4) find, generalise, interpret, use and critically judge historical knowledge and the reliability of sources;
- 5) value cultural diversity and their role in preserving and carrying cultural heritage and define themselves as members of their nation;
- 6) understand social diversity, develop and justify personal opinions, analyse and assess his or her actions, and recognise and correct his or her mistakes; and
- 7) are familiar with and use different learning techniques, types of text and information sources, demonstrate their knowledge and skills both verbally and in writing and use ICT means for study.

### **2.2.2 Description of the subject**

In History lessons, students acquire the knowledge and skills needed to understand their cultural space and historical setting. Students are guided to understand, analyse, critically judge and interpret historical events and processes, their connections and their links to the present day, as well as the reasons why historical events are interpreted in different ways.

History instruction in basic school is chronological/thematic. The subject starts with the basics and continues with studies of remote antiquity and antiquity, the Middle Ages, modern history and contemporary history. Estonian history is taught in the context of world history. The themes concerning Estonian history, which are presented separately in the subject syllabus, are examined systematically and in detail and compared with the

history of the world. Teaching is based on moving from near to far by beginning with local history, where it is essential to establish personal contact with the themes and places being studied.

History teaching has chronological, political, economic, social, cultural and ideological dimensions. In basic school, it is important to ensure that the approach to history can be accomplished by students and is person-centred; it focuses mainly on the mode of living and culture and less on other dimensions. It is not intended that the selected themes through which world history is examined should give a complete picture of historical periods. It is essential to connect historical events and the phenomena of the past and the present and to create an understanding that without understanding the past it is very difficult to understand the present, for instance why crises occur and what different problems feature in Estonian history.

Students' worldviews are enhanced by cross-subject integration and examining close themes integrally and from different perspectives.

History teaching develops different skills and abilities:

- 1) the ability to orient in time and to analyse the formation of historical settings;
- 2) understanding historical notions and terms and using them in context;
- 3) asking questions on history and answering them;
- 4) functional literacy, critical thinking, discussion and reasoning skills, creating links and formulating and explaining one's position;
- 5) empathy, the ability to put oneself in the position of people who lived in a certain era, cooperation and conflict-resolution skills; and
- 6) analysing sources and working with historical maps, finding and using information from different sources and assessing it, oral and written self-expression and using ICT tools.

The formation of skills in history teaching is a continuous process which is realized through different themes and teaching methods. The level of skill attainment is described for each study level as the objectives of history education.

It is essential to introduce students to different historical approaches in History lessons without imposing any of them. In order to understand that the writing of history depends on the time and the position of historians, students need to be taught to take a critical attitude to different ways of thinking and it is important to compare approaches to historical events and phenomena from different sources.

It is essential to apply versatile methods in study activities which enable the students actively to participate in the learning process, develop their skills, draw conclusions and form and express their opinions on historical events or phenomena. By analysing historical problems, students enhance their value system and historical awareness, develop national and cultural identity, tolerance, a positive attitude towards democratic values and cultivate their historical thinking.

### **2.2.3. Learning and Educational Objectives in the 2<sup>nd</sup> Stage of Study**

Students graduating from Form 6:

- 1) use words, abbreviations and phrases related to the notion of time appropriately;
- 2) are familiar with certain significant events in local and Estonian history and relate them to each other;
- 3) know about certain historical settlements and the causes of their development;
- 4) assess the material environment as the main medium of historical events;
- 5) give examples from Remote Antiquity and Antiquity;
- 6) understand the significance of ancient cultural heritage in the history of mankind and give examples from different cultural spheres;
- 7) understand that every historical event has causes and consequences and create simple connections based on certain events;
- 8) know that information about the past is found in historical sources, can work with simple sources and assess them critically; and

- 9) demonstrate their knowledge in speech and in writing, compile outlines, short stories and descriptions and use historical maps.

## **2.2.4. Learning Outcomes and Learning Content in the 2<sup>nd</sup> Stage of Study**

### **2.2.4.1. Basics of history**

#### **Chronology and historical sources**

##### **Learning outcomes**

Students will be able to:

- 1) use words, abbreviations and phrases in context: century, millennium, BC, AD, Arabic numerals and Roman numerals and periodization of history, written source, oral source, physical source;
- 2) identify general principles of dividing history into periods;
- 3) find simple connections based on the content learned; and
- 4) use historical maps and work with simple sources.

##### **Learning content**

Terms related to chronology and historical periods: Remote Antiquity, Antiquity, the Middle Ages, modern era and contemporary history.

History and historical sources. Interpreting sources: written source, oral source, physical source, museum and archives. Timeline.

#### **Historical events, figures and mode of living**

##### **Learning outcomes**

Students will be able to:

- 1) describe certain historical events in their locality and people's modes of living in the past;
- 2) identify notable figures from their locality and the achievements of those figures;
- 3) describe the past and present differences between life in rural and urban areas, during war and peace;
- 4) prepare a simple timeline and a short story about a historical figure and life in the past.

##### **Learning content**

Historical events and outstanding people in the home area, Estonia, Europe and the world. Life in towns and in the countryside, during peace and war, fields of activity, living quarters, food, culture and traditions and changes in them over time.

### **2.2.4.2. Remote Antiquity and Antiquity**

#### **Remote antiquity**

##### **Learning outcomes**

Students will be able to:

- 1) describe the modes of life and fields of activities of ancient people;
- 2) show on a map where farming began and explain why;
- 3) have an understanding of the changes brought to society by the introduction of metals;
- 4) explain the meaning and use in context the following terms: the Stone Age, the Bronze Age, the Iron age, material inequality, kin and tribe; and
- 5) identify the first human settlements in Estonia and in their locality and show them on a map.

##### **Learning content**

Periods during remote antiquity and antiquity.

Characteristics of development stages during remote antiquity: activities of Stone Age men, onset of farming, domestication of animals, development of handicraft, introduction of metals, general characteristics of remote

antiquity in Estonia, Pulli and Kunda. Ancient heritage monuments – funeral sites and settlements – and archaeological finds. Human settlement in the locality during antiquity.

## **Ancient Orient**

### **Learning outcomes**

Students will be able to:

- 1) explain why, where and when ancient advanced cultures were born and show Egypt and Mesopotamia on a map;
- 2) describe ancient ways of life and religion based on the examples of Egypt and Mesopotamia or Judea;
- 3) have an understanding of ancient cultural and scientific achievements – medicine, mathematics, astronomy, literature, fine arts, Egyptian pyramids and the hanging gardens of Babylon – and will know that the first systems of writing were cuneiform and hieroglyphics;
- 4) explain the meaning of and use in context the following terms: city-state, Pharaoh, mummy, sphinx, temple, pyramid and priest, the Old Testament; and
- 6) identify Thutmose III, Ramses II, Tutankhamun, Hammurabi, Moses and David and describe their activities.

### **Learning content**

Nature and general characteristics of antiquity: time-lines and natural conditions.

Ancient Egypt governance, modes of life, religion and cultural achievements. Pharaohs Thutmose III, Ramses II and Tutankhamun.

Mesopotamia, the Sumerian city-states, inventions (the wheel and the potter's wheel), Hammurabi laws, modes of living, religion and cultural achievements.

Israel and the country of Judah, monotheistic religion and the Old Testament, ten commandments.

## **Ancient Greece**

### **Learning outcomes**

Students will be able to:

- 1) show Crete, Greece, the Balkan peninsula, Athens and Sparta on a map;
- 2) understand that Ancient Greek civilization originated from the Crete-Mycenae culture;
- 3) describe the characteristic features of Ancient Greek culture and life in the following areas: literature, theatre, religion, fine arts and sports; and
- 4) compare the social organisation of Ancient Greece in the example of Athens and Sparta;
- 5) explain the meaning and use in context the following terms: *polis*, rally, acropolis, *agora*, tyrant, aristocracy, democracy, citizen, slave, *epos*, Olympic games, theatre, tragedy, comedy, sculpture, Trojan war, Hellenists and alphabet.

### **Learning content**

The oldest advanced culture in Europe. Greek nature and population and the cultures of Crete and Mycenae.

Greek city-states. Social organisation and education in Athens and Sparta. Weakening of city-states and their surrender to Macedonia. The campaign of Alexander the Great and the formation of the empire.

Ancient Greek culture and religion, mode of living and mythology. Olympic games. Heroic epics by Homer, history-writing, theatre, art, architecture, sculpture, vase painting. Significance of Ancient Greek culture.

## **Ancient Rome**

### **Learning outcomes**

Students will be able to:

- 1) show the Apennine peninsula, Mediterranean Sea, Carthage, Rome, Constantinople, the eastern and western Roman empire on a map;
- 2) have an understanding of the origins of the Roman state and show, with the help of symbols, its territory and expansion on a map;



- 3) describe the mode of living and culture in the Roman state; and
- 4) explain the meaning of and use in context the following terms: republic, forum, Capitol, Coliseum, patrician, plebeian, senate, folk tribune, slavery, amphitheatre, gladiator, legion, civil war, Christianity, the Bible, eastern Roman empire, western Roman empire, Carthage, Constantinople and Latin.

### **Learning content**

Birth of the Roman state, natural conditions, kings, establishment of the Roman Republic and social organisation. Expansion of Roman authority in Mediterranean countries. Hannibal, Caesar and the collapse of the Republic.

The social organisation of Roman Empire. Augustus, the Roman Empire and its disintegration.

Ancient Roman culture, art and architecture, people and modes of living, public games. Formation of Christianity and the New Testament.

### **2.2.5. Learning and Educational Objectives in the 3<sup>rd</sup> Stage of Study**

Basic school graduates:

- 1) characterise the basic historical stages based on examples;
- 2) understand the cultural contribution of different periods and identify significant historical events, people and cultural manifestations;
- 3) compare historical events and phenomena, find similarities and differences, point out causes and consequences, elaborate based on keywords/questions and formulate and explain their opinions both in speech and in writing;
- 4) are familiar with the stages of development of Estonian society and essential historical events, relate the history of their home area, Estonia and Europe to the history of the world and understand that historical events can be interpreted in several ways;
- 5) work with varied historical sources, comment on them and judge them critically;
- 6) seek, analyse and use historical information, compile outlines and keyword schemes, reviews and short research papers and present them in speech and in writing with the help of ICT means;
- 7) work with maps and compile simple schemes; and
- 8) can put themselves in the position of people who lived in the past and understand the changes of professions and the content of work over time;
- 9) understand the importance of historical knowledge for daily life and know available options for studying historical specialties.

### **2.2.6. History Learning Outcomes and Learning Content in the 3<sup>rd</sup> Stage of Study**

#### **2.2.6.1. The Middle Ages and Early Modern History**

##### **The world during the Middle Ages, AD 476–1492**

##### **Learning outcomes**

Students will be able to:

- 1) describe the liege system, feudal hierarchy, class society, natural economy, the way of life of peasants and feudal lords;
- 2) know the role of the church in medieval society and as a preserver of cultural heritage and the designer of worldview;
- 3) know where medieval towns were founded and describe the life of a medieval town;
- 4) describe the importance of the Frankish state in early medieval society and its disintegration;
- 5) describe Arab culture and its impact on Europe by showing the Arab conquests on a map;
- 6) describe the life of Vikings and name the main directions of their raids on a map;
- 7) point out the aims and consequences of the Crusades;
- 8) name ancient Estonian counties and important fortifications and describe the life of Estonians at the end of Remote Antiquity, Christianization and the ancient fight for freedom in Estonia;

- 9) know how the Byzantine state and Ancient Rus were born;
- 10) explain the meaning of the following terms: pope, patriarch, priest, monk, nun, liege, vassal, feudal lord, serf, the English Parliament, town council, guild, the Hanseatic League, the Order of the Brothers of the Sword, the Livonian Order; Romanesque style, Gothic style, the Koran, Mohammed, mosque and Mecca; and
- 11) identify Charles the Great and Justinian I and describe their activities.

### **Learning content**

Impact of the medieval concept of the world on the world's history; general description and periods of medieval society. Feudal order, mode of living.

The role of the Church and culture in the Middle ages, basics of the Christian religion, Crusades, medieval universities and science, Romanesque and Gothic style.

Frankish state, its formation, the state during the reign of Charles the Great, division of the Frankish state and three core regions: Italy, France and Germany.

Arabs. Arab society and Mohammed. Islam, Arab culture and its impact on Europe.

Byzantium, reasons for its power, Justinian I and ancient state of Rus.

Towns and trading, formation of towns and life in towns, Hanseatic trade in northern Europe, guild order and superiority of towns.

Northern Europe and Estonia. Scandinavian way of life and society and raids by Vikings.

Estonia during the Middle Ages and mode of living during late remote antiquity. Ancient counties, the ancient fight for freedom, Christianisation and structure of society. Governance and the Livonian Order. Towns.

Medieval society in the example of Germany, England and France. Holy Roman Empire of the German nation, development of parliament in England, unification of France. Medieval mode of living.

Settlement, areas of activity and mode of living in the locality at the end of antiquity.

### **The world during the early modern era, AD 1492–1600**

#### **Learning outcomes**

Students will be able to:

- 1) understand how society in the early modern era was influenced by discoveries of unknown lands and by the development of technology and the Reformation;
- 2) describe the development of Estonia in the sixteenth century, the development of towns and the economy and the impact of the Reformation;
- 3) explain the causes and consequences of the Livonian War;
- 4) explain the meaning of the following terms: discoveries of unknown lands, the Reformation, Protestants, Lutheranism, the Renaissance and humanism; and
- 5) identify Columbus, Martin Luther and Leonardo de Vinci and describe their activities.

### **Learning content**

Society in the early modern era, technology and the formation of the new concept of the world. Development of technology, economic relations, humanism, fine arts and Leonardo de Vinci.

Great discoveries of unknown lands. Discovery of America, the meaning of discoveries for Europe and European influence in the lands discovered.

The Reformation in Germany. Martin Luther.

Estonia in the sixteenth century, the Reformation, administrative division and towns and the causes and consequences of the Livonian War.

#### **2.2.6.2. Modern Era**

### **The world from 1600 to 1815**

#### **Learning outcomes**

Students will be able to:

- 1) describe the changes that took place in Estonian public order, peasants' life, education and culture

- during the periods of Swedish and Russian rule and the consequences of the Great Northern War for Estonia;
- 2) describe the changes in dispensation during the modern era: class-based state, absolutism, enlightened absolutism and parliamentarianism;
  - 3) explain the causes, consequences and impact of the French Revolution and Napoleon's reforms;
  - 4) describe ways of reorganizing society by means of reforms and revolutions and see the differences between them;
  - 5) understand how the United States of America was established and describe its governmental system;
  - 6) describe the main features of Baroque and Classicism;
  - 7) explain the meaning of and use in context the following terms: the Enlightenment, enlightened absolutism, revolution, Restoration, absolutism and parliamentary government; and
  - 8) identify Napoleon, Louis XIV, Peter I and Voltaire and describe their activities.

### **Learning content**

Main characteristics of the modern era in Europe, the development of absolutism, Louis XIV, the Enlightenment philosophy, the English Civil War and Restoration, England and France, the enlightened absolutism of the eighteenth century in the example of Prussia and Friedrich II.

Estonia under Swedish and Russian rule, governance, central power and home-rule of the nobility, the Baltic Special Order, the Great Northern War, Estonian peasantry in the seventeenth and eighteenth centuries, changes in the economy and politics and spiritual life (religion, education and literary works).

Independence process in the USA, the War of Independence and public governance.

The French Revolution and the era of Napoleon. The causes and course of the French Revolution, Napoleon's reforms, the Congress of Vienna and political changes on the map of Europe as a result of the Peace of Westphalia and the Congress of Vienna, and the significance of the French Revolution and Napoleonic Wars in the history of Europe.

Culture: Baroque and Classicism.

### **The world from 1815 to 1918**

#### **Learning outcomes**

Students will be able to:

- 1) show the alliances of the states that participated in the First World War;
- 2) describe national movements in Estonia and Europe;
- 3) explain how Estonia became independent;
- 4) know the causes and consequences of the First World War;
- 5) describe the principal cultural achievements of the nineteenth and early twentieth centuries;
- 6) explain the meaning of and use in context the following terms: nation state, monopoly, urbanisation, national movement, Russification, autonomy, Entente, Triple Entente, liberalism, conservatism and socialism.

### **Learning content**

The formation of industrial society, industrial revolution, manufacturing, urbanization, social face of industrial society and political ideas of the nineteenth century.

Nationalism and nation states, rise of nationalism in Europe, establishment of nation state in the example of Germany and the German Empire.

Estonia in the nineteenth and early twentieth centuries, policies of the Russian Empire on its outskirts, peasant laws, national awakening and its preconditions, leaders and events, the period of Russification and the results of the Revolution of 1905.

First World War, the development of new division of power in Europe, the causes, course and consequences of the war and the impact of the war on Estonia. Estonia's independence process: from autonomy to the War of Independence.

Culture in the nineteenth and early twentieth centuries: everyday life, journalism and society movement, incl. in the locality.

### 2.2.6.3. Contemporary history

#### The world between the wars, 1918–1939

##### Learning outcomes

Students will be able to:

- 1) show on a map the events that took place after the First World War ;
- 2) describe and compare democratic and dictatorial societies;
- 3) describe and compare the development of the Republic of Estonia during the period of democratic parliamentarianism and the silent era;
- 4) describe the development of culture and life in the Republic of Estonia and the world and name new cultural manifestations and important cultural achievements;
- 5) explain the meaning of and use in context the following terms: democracy, dictatorship, authoritarianism, totalitarianism, fascism, communism, national socialism, repression, the League of Nations, Versailles system, the silent era, parliamentarianism and Tartu Peace Treaty; and
- 6) identify Joseph Stalin, Benito Mussolini, Adolf Hitler, Franklin Delano Roosevelt, Konstantin Päts and Jaan Tõnisson.

##### Learning content

International situation, Paris Peace Conference, political map after the First World War, Versailles system. The activities and impact of the League of Nations and the development of hotbeds of war in Asia and Europe.

World economy and the causes, character and consequences of the global economic crisis.

Features of democracy and dictatorship. Democracy in the example of the USA, authoritarianism in the example of Italy and totalitarianism in the example of the Soviet Union and Germany.

The Republic of Estonia, the War of Independence, Constituent Assembly, the period of democratic parliamentarianism, the silent era, economy, culture and everyday life and foreign policy.

Culture and everyday life between the world wars, new cultural manifestations, science, development of technology, nuclear studies, cars and planes, cinematography and films, literature and art and new means of propaganda. Culture and mode of living in the locality at the beginning of the 20<sup>th</sup> century.

#### The Second World War, 1939–1945

##### Learning outcomes

Students will be able to:

- 1) know the international situation before the Second World War and describe the main reasons for the outbreak of the war;
- 2) state when the Second World War began and ended, specify the reasons, outcomes and consequences of the Second World War;
- 3) describe the progression of military operations of Second World War based on history card;
- 4) explain the impact of the Molotov-Ribbentrop Pact and the treaty on military bases on Estonian history;
- 5) describe the process of the loss of independence of the Republic of Estonia;
- 6) identify the states that collaborated with Germany and those that formed a coalition against Hitler; and
- 7) explain the meaning of the following terms: Molotov-Ribbentrop Pact (MRP), Holocaust, deportation, treaty of bases, occupation and the United Nations (UN).

##### Learning content

International situation. Concessions made to Germany by Western countries. Munich. MRP.

General description of hostilities, the beginning and end of the war, fighting parties. Military operations, fronts: Eastern Front, Western Front, Pacific and Northern African region. Holocaust, the establishment of the UN.

Estonia during the Second World War, the period of bases, loss of independence, June Deportation, hostility in the territory of Estonia and Soviet and German occupations.

Impacts of the Second World War in the locality.

## **The world after the Second World War, 1945–2000**

### **Learning outcomes**

Students will be able to:

- 1) describe the nature of the Cold War and point out the areas of its occurrence and show the key crisis centres during the Cold War on a map;
- 2) describe and show the changes on the political map of the world in the 1990s;
- 3) describe the development of industrial states in the example of the USA and the Federal Republic of Germany;
- 4) describe Communist society in the example of the USSR and Estonia's development within the USSR;
- 5) point out the causes and consequences of the collapse of the Communist system;
- 6) describe the restoration process of Estonia's independence and the development of the Republic of Estonia;
- 7) describe culture and everyday life in the twentieth century;
- 8) explain the meaning of and use in context the following terms: perestroika, glasnost, the Cold War, crisis centre, collectivisation, industrialisation, *Forest Brothers*, planning economy, mass repression, the Atlantic Charter, the European Union, NATO, the Baltic Chain and the Singing Revolution; and
- 9) identify Mikhail Gorbachev, Boris Yeltsin, Arnold Rüütel, Lennart Meri, Edgar Savisaar and Mart Laar and describe their activities.

## **2.3. Civics and citizenship education**

### **2.3.1 Learning and educational objectives**

The objective of learning Civics and citizenship in basic school is that by the end of basic school the student would:

- 1) take an interest in social problems, are able to observe and investigate them and explain their positions and choices;
- 2) can function in present-day society by embracing humane values;
- 3) know how to participate in policy development and implementation at both the local and national levels;
- 4) value human rights and principles of democracy such as legitimacy and the connection between liberties and responsibility;
- 5) are considerate to others; value diversity; contribute to the sustainable development and coherence of society; are opposed to the violation of central norms and abide by the law; and
- 6) define themselves as members of society and as Estonian, European and world citizens
- 7) initiate and support cooperation for establishment and achievement of shared goals; and
- 8) use the knowledge, skills and attitudes acquired in civics and citizenship education for planning future education and professional career and for making informed decisions, prepare a preliminary career plan.

### **2.3.2 Description of the subject**

Civics and citizenship education plays an important role in the formation of students' social competence. Civics and citizenship education helps students develop into entrepreneurship and self-realizing people who have high regard for others and who are socially competent members of society.

The knowledge, skills and attitudes acquired in Civics and citizenship education lessons are closely related to the content learned in other subjects (such as History, Geography, Personal, social and health education) and provide the basis for lifelong learning.

Civics and citizenship education in basic school examines in a general manner the functioning of society, citizens' involvement in the main social spheres (economy, politics and law) and also relations with other social groups. Citizens are seen as members of a democratic society who interact with social institutions based on their interests and opportunities.

Civics and citizenship education plays an important role in shaping students' values and attitudes, such as initiative, law compliance, diligence, gender equality, civic initiative, social justice and equal treatment of citizens, respect for human rights, understanding of differences, disapproval of prejudice, sustainable attitude towards the environment, respect for cultural traditions of other nations and countries and desire to learn more about them, valuing the cultural heritage of one's own country; realisation that people do not live equally well everywhere, etc.

Personal, social and health education aims to give the students an integral picture of the functioning of society by means of practical assignments, analysing problems and learning basic subject-related terms. Solving problems of everyday life and acquiring skills in making informed decisions, which contribute to students' ability to manage in society, are also very important. Thus, students develop an integrated picture of society which acknowledges the reciprocal impact of human activity and nature and which values a sustainable way of life.

At the 1<sup>st</sup> stage of study, the themes related to Civics and citizenship education are integrated into the subject syllabus of Personal, social and health education. At the 2<sup>nd</sup> and 3<sup>rd</sup> stages of study, Civics and citizenship education is taught as a separate subject. At the 2<sup>nd</sup> stage of study, students examine the system of social relations in their immediate surroundings by concentrating on the coexistence of socially different individuals and groups. They focus on the people around them, their school and people at home.

At the 3<sup>rd</sup> stage of study, the students also examine the institutions related to the functioning of the Estonian state. In studying the execution of public governance, such constitutional institutions. As some students may not continue their education after basic school, more attention is paid to the manifestation of politics in everyday life and citizens' roles as knowledgeable consumers of policy output.

Economic issues dealt with at the 3<sup>rd</sup> stage of study focus on personal management, business, the regulation of the national economy and social impact of the market economy (consumer society, balance on the labour market and economic stratification). The subject is integrated with everyday life as much as possible.

Research-based learning techniques are very important in teaching. These techniques support students in acquiring the skills of posing problems, formulating hypotheses, planning and organizing their work, critical thinking and interpreting and presenting results, both in speech and in writing by using varied visual means and using situations from real life wherever appropriate (for example via democracy in school, civic initiative and volunteering in the home area).

The concept of active citizens covers their involvement in a broader context, not only in the sense of casting their vote during elections. Moreover, it gives students who cannot as yet exercise their right to vote better opportunities to implement Civics and citizenship education in practice (for example, in organizing school life, consumer education, civic initiatives).

Throughout the studies, modern technological means (including ICT) are used by considering the legitimacy of software, the security risks of the Internet and IT and cyber crimes (the State Portal, e-services, websites of local and national authorities, information queries and online legal acts).

### **2.3.3. Learning and Educational Objectives in the 2<sup>nd</sup> Stage of Study**

Students graduating from Form 6:

- 1) know and value democratic principles;
- 2) understand how democratic principles can function in school, note problems in school and support

- school democracy by their conduct and participation;
- 3) notice and consider different interests and opportunities and are prepared for cooperation and agreement, are able to seek and offer assistance for solving problems;
  - 4) know the main institutions of Estonian public governance and describe their duties (local government, the Riigikogu, Government of the Republic, President of the Republic and courts of law) and are able to name different occupations/professions associated with public governance;
  - 5) know what the constitution and other legal acts are and why they need to be followed and are familiar with children's rights and responsibilities;
  - 6) can explain, using examples, what citizens' associations, civic initiatives and voluntary work are, can explain the need for voluntary work and offer help to those in need and can recognize injustice and stand up against it;
  - 7) understand the distinctiveness of people, knowing that they differ according to nationality, sex, mental and physical capacity, views and religion, are tolerant of differences, willing to cooperate;
  - 8) can give examples of professions and companies needed for the functioning and development of society, value working as the basic means of living and know their rights and responsibilities as owners and consumers and understand why different occupations require different knowledge, skills and character traits;
  - 9) know how to find information that serves their purposes and interests and judge it critically, present their knowledge and opinions clearly and convincingly and are able to explain them, generate, use and share information and value their own and other people's work; and
  - 10) know that they have the right to get help and can find help in varied life situations.

### **2.3.4. Learning Outcomes and Learning Content in the 2<sup>nd</sup> Stage of Study**

#### **2.3.4.1. Social relations**

##### **People around us, communities, European countries and nations and tolerance**

###### **Learning outcomes**

Students will be able to:

- 1) explain in their own words the meaning of and use in context the following terms: nation, state, equality and tolerance;
- 2) name ethnic groups living in their home area and in Estonia and describe their mode of living and cultural traditions;
- 3) name major religions represented in Estonia and describe their practices;
- 4) give examples of the equal rights of men and women and their violations in Estonia;
- 5) have an understanding of and maintain community traditions;
- 6) understand what identity cards and travel documents (passports and ID cards) are; and
- 7) name Estonia's neighbouring countries, show them on a map and give examples of how the rest of the world influences life in Estonia.

###### **Learning content**

Population groups living in Estonia and in students' home areas (social, ethnic, religious and so on).

Gender equality.

Family and relatives. Neighbourhood in the countryside and towns. Friends. School community.

European countries and Estonia's neighbouring countries.

##### **Volunteering: citizens' associations, civic initiative and cooperation**

###### **Learning outcomes**

Students will be able to:

- 1) explain in their own words the meaning of and use in context the following terms: citizens'

- association, civic initiative and volunteering;
- 2) name societies, clubs and associations active in their home area and describe their activities;
  - 3) name youth organisations active in their home area and school and describe their activities;
  - 4) identify civic initiatives in their home area, initiate them and take part in them if possible; and
  - 5) give examples of the usefulness of volunteer work, note problems and offer their help to those in need.

### **Learning content**

Activities of local societies, clubs and associations.

Youth organisations.

Civic initiative options appropriate to the students' age.

Cooperation and joint activities and communication possibilities.

### **2.3.6.2. Democracy**

#### **Principles of democracy and the functioning of democracy**

#### **Learning outcomes**

Students will be able to:

- 1) explain in their own words the meaning of and use in context the following terms: human right, law and democracy;
- 2) describe the principles of democracy;
- 3) know human rights and value them;
- 4) understand that Estonia is a democratic republic and name the main duties of the Government of the Republic, the Riigikogu and President of the Republic;
- 5) understand what a local government is and give examples of the activities of their municipality or town governments; and
- 6) appreciate that everyone is equal before the law and must abide by it and give examples of law-abiding behaviour.

#### **Learning content**

Public participation in social administration: diversity of opinion and freedom of speech, participation in discussions and decision-making and the right to vote and be elected.

Separation of power. The Riigikogu, the Government of the Republic, the President of the Republic and courts of law.

Local government.

Primacy of law and legal act as regulation.

Fundamental human rights (such as the right to life, right to freedom and human dignity).

#### **Democracy in school and children's rights and opportunities in participating in politics**

#### **Learning outcomes**

Students will be able to:

- 1) describe how the principles of democracy are implemented in school;
- 2) support school democracy through their attitudes and actions; and
- 3) have an understanding of the principles of the UN Convention on the Rights of the Child, know children's rights and understand the balance between rights and responsibility.

#### **Learning content**

Students' self-government, their participation in organizing school life and on the student board.

Internal rules of a school.

Children's rights (right to education, right to parental care and so on). Balance between rights, obligations and



responsibility.

### **2.3.4.3. Working and consumption**

#### **Learning outcomes**

Students will be able to:

- 1) distinguish between needs, wishes and possibilities;
- 2) understand how money is earned and what makes a family budget, put their expenses in priority order, plan their budget based on their spending money and manage their time;
- 3) understand the rules of safe use of online banking and bank cards (PIN codes);
- 4) describe the personality traits, knowledge and skills required in different professions;
- 5) explain the need for different professions in society; and
- 6) note and understand product information and have an understanding of consumer rights.

#### **Learning content**

Planning personal time and expenses and using, borrowing and saving money.

Professions – knowledge and skills. Lifelong learning. Professions and companies in the students' home area.

Knowledgeable and sustainable consumption.

Work culture and work ethics.

### **2.3.5. Learning and Educational Objectives in the 3<sup>rd</sup> Stage of Study**

Basic school graduates:

- 1) know the functioning principles of democracy and provide examples of their application; act in accordance with democratic principles; are oriented towards self-development;
- 2) identify and feel themselves as members of their community and Estonian society, as responsible citizens in the Republic of Estonia, the European Union and the world;
- 3) know and respect human rights, notice violations of those rights and protect human rights, recognise different groups of people as equally valuable and behave in a tolerant manner;
- 4) are familiar with the constitution, structure and administrative organisation of the Estonian state; are able to communicate with national and local government authorities; are able to find and use necessary legal instruments; comply with laws; use opportunities to act in civil society; are able to use examples to explain the principles and goals of non-governmental organisations;
- 5) are familiar with the structure and values of the European Union and can name the Member States; can name other international organisations and explain the objectives of their activity;
- 6) explain the economic role of individuals, entrepreneurs and the state; know the difference between public and private sector; are aware of the purpose of taxation and individual rights and obligations in connection with taxes;
- 7) consider their options as future employees and entrepreneurs and plan their future education based on their abilities, interests, knowledge, skills and attitudes, as well as external factors that influence the choices;
- 8) assess sufficiency of resources and consume in a sustainable manner; are familiar with their rights and responsibilities as consumers;
- 9) are able to find necessary information and tools; use simple research methods; consider protection of copyright;
- 10) are familiar with the concept of globalisation and can provide examples of the impact of globalisation on economy, culture, the environment, etc.;
- 11) have knowledge of the occupations/professions in public governance and administrative structures and the nature of respective work, and consider important prerequisites of this work; have an overview of the opportunities of training to become a public servant.

## 2.3.6. Learning Outcomes and Learning Content in the 3<sup>rd</sup> Stage of Study

### 2.3.6.1. Society and social relations

#### Media and information

##### Learning outcomes

Students will be able to:

- 1) know and use in context the following terms: public opinion, public life, private life, freedom of the press, press ethics, copyright, author's liability, advertising and *protection of intellectual property* (plagiarism);
- 2) describe with examples the establishment and overstepping of public and private life boundaries;
- 3) express opinions on the issues covered by the press and use simple research methods to describe social questions;
- 4) identify the functions and types of advertising; and
- 5) understand and respect authors' rights and responsibilities and refer to and quote from texts appropriately.

##### Learning content

Library and the Internet.

The role of the press in society: sharing information, drawing attention to problems, building public opinion, entertainment and so on.

Communication ethics, the borderline between public and private life and communication culture.

Marketing communication, its functions and types, election advertising, social advertising, commercial advertising and so on. Basic rules of media business (proportion of editorial content and advertising; relationship between costs and revenue).

Authors' rights and responsibilities, use of materials: references, quotes and uploading and down-loading. Plagiarism.

Interpretation and critical analysis of information and distinguishing between facts and opinions.

#### Social structure of society

##### Learning outcomes

Students will be able to:

- 1) explain and use in context the following terms: social differences, social stratification, social cohesion, social exclusion, identity and multiculturalism;
- 2) observe differences between social groups and understand the reasons for them;
- 3) value social fairness and cohesion;
- 4) value gender equality; and
- 5) understand the differences between cultures and communicate with representatives of other cultures.

##### Learning content

Social groups in society based on gender, age, nationality, religion, economic position, region and so on.

Social stratification and its causes. Social cohesion. Social exclusion.

Social fairness and equality. Solidarity.

Values and identities. Multicultural society and its opportunities and challenges.

#### Institutional structure of society: the public, commercial or business and third sectors

##### Learning outcomes

Students will be able to:

- 1) explain and use in context the following terms: public sector, state authority, public law agency,

- business sector, private company, non-profit sector and foundation;
- 2) explain the nature and roles of social sectors in society; and
  - 3) have an understanding of opportunities in the business and voluntary sectors.

### **Learning content**

Public sector and its institutions (state authorities, local government and public law agencies).

Private sector as profit-driven.

The third sector as a non-profit sector. Foundations, charity work, volunteer work and civic initiatives.

### **Rights of members of society**

#### **Learning outcomes**

Students will be able to:

- 1) explain and can use in context the following terms;
- 2) show an understanding of human rights and the principles of child protection;
- 3) describe the relationship between rights and obligations, freedom and responsibility; and
- 4) have an awareness of risks, avoid danger and know where to get help.

### **Learning content**

Human rights in everyday life and the role of the state and individual in securing them. Prevention of human rights violations. Violence, abuse, trafficking in human beings, etc.

Fundamental, socio-economic, political and cultural rights.

Children's rights, duties and responsibilities.

Global issues in child protection. Human trafficking, forced labour, sexual exploitation and so on. The activities of the United Nations International Children's Emergency Fund (UNICEF).

### **2.3.6.2. State and governance**

#### **Democracy**

##### **Learning outcomes**

Students will be able to:

- 1) explain and can use in context the following terms: democracy, autocracy, totalitarianism, separation and balance of powers, state based on the rule of law, civil liberties, civil society and civic initiative;
- 2) explain the principles of democracy and their implementation in public governance;
- 3) show an understanding of the rules of democratic society (for example, pluralism, involvement, taking into account the interests of minorities and equality before the law) and act according to the principles of democracy;
- 4) distinguish between democracy and autocracy, compare the basic features of democratic, authoritarian and totalitarian societies and judge them; and
- 5) explain the principles of a state based on the rule of law.

### **Learning content**

Differences between democratic and non-democratic societies.

Basic features of democratic governance: elected authorities and their accountability and separation and balance of powers.

State based on the rule of law. Civil liberties and rights.

### **Rule of governance in Estonia**

#### **Learning outcomes**

Students will be able to:

- 1) explain and use in context the following terms: constitution, constitutional institution, constitutional

rights, legislative power, opposition, coalition, executive power, President, Chancellor of Justice, National Audit Office, local government, court of law, legislation, political party, elections, citizenship, citizen and permanent resident;

- 2) have an understanding of and know how to use the Constitution of the Republic of Estonia and describe the political and administrative constituencies of Estonia;
- 3) understand why laws need to be abided by and the consequences of malpractice, know where to turn to in order to protect their rights, can find necessary legislation and use the electronic *Riigi Teataja* (eRT, State Gazette);
- 4) identify the structure of national and local government authorities, incl. the opportunities offered by national and local government portals;
- 5) have knowledge of civic rights and obligations and the conditions of receiving the citizenship of the Republic of Estonia and the European Union;
- 6) explain the general principles of elections; and
- 7) identify the main international organisations Estonia has joined, name the political parties represented in parliament and have an understanding of the rights, opportunities and duties arising from Estonia's membership of the EU.

### **Learning content**

Constitution. Constitutional institutions. Composition of the Riigikogu and its functions. Forming the Government and its functions. President of the Republic. Supervisory bodies: Chancellor of Justice, National Audit Office. Court of law. Local government.

Legal system: Estonian court system. Use of legislation. Legal liability of minors.

Citizenship. Conditions of the acquisition of Estonian citizenship. Civil liberties and duties. Citizens of the Member States of the European Union, stateless persons and citizens of third countries and their rights and duties in Estonia.

Political parties. Purpose of a political party in a democratic state. Estonian political parties represented in parliament.

Elections. General procedure of elections. Candidates or those to be elected and voters or those who elect and their roles. Election campaign. Knowledgeable voting.

Estonia as a member of the European Union. Estonia in international organisations.

### **2.3.6.3. Civil society**

#### **Learning outcomes**

Students will be able to:

- 1) explain and use in context the following terms: civil society, non-governmental organisation, civil participation and civic initiative;
- 2) describe the role of civil society in ensuring democracy;
- 3) understand the principles and objectives of civil society and non-governmental organisations; and
- 4) analyse opportunities and problems of action in civil society and offer solutions.

#### **Learning content**

The nature and main characteristics of civil society. Non-governmental organisations and NPOs. Church and religious associations.

Civil participation and civic initiative. Public journalism. Volunteering and involvement in associations and organisations. Participation opportunities for young people. Student self-government and student organisations. Youth projects.

Behaviour in crises.

### **2.3.6.4. Economy**

#### **Learning outcomes**

Students will be able to:

- 1) explain and use in context the following terms: market economy, market and market relations, demand, supply, competition, productivity, profit, state budget, state and local taxes, common benefits, social security, poverty, social insurance, social benefit, labour market, gross and net wage, loan, investment and consumer protection;
- 2) have an understanding of the opportunities offered by the labour market to people with different educational levels and know what it means to be an owner, entrepreneur, employer, employee or unemployed person;
- 3) analyse and assess their interests, abilities and opportunities in planning their further studies and career;
- 4) know the principles of budget-planning and calculate net wages;
- 5) know their rights and responsibilities as consumers and behave as sustainable consumers; and
- 6) describe the principles of the current market economy, the roles of businesses and the state in the economy, the purpose of taxation and the taxes effective in Estonia and individuals' rights and responsibilities in connection with taxes.

### **Learning content**

Basic principles of the market economy. Supply and demand. Competition. Productivity and profit. Legal forms of enterprises: public limited company (PLC), private limited liability company (LLC), self-employed person. The role of business activity in society. Global resource sharing.

The role of the state in the economy: planning and regulation. State budget. Taxes and taxation principles. Re-allocation of profit. Common benefits and social security. Fair tax-paying. Social benefits and social insurance. Labour market. The concept of the labour market. The roles of employers and employees in employment relations. Labour law. Employment policy and labour market measures for employers and job-seekers. Men and women and people with different educational levels or without professional qualifications on the labour market.

Management of personal finances. Goal-setting and assessment of resources. Remuneration and negotiating it. Personal budget. The importance of lifelong learning in long-term functioning in society. Saving and investing. Borrowing. Consumer behaviour and sustainable and fair consumption. Consumer protection on the market of goods and services. Product labels. Personal business.