

GOVERNMENT OF THE REPUBLIC

REGULATION

Tallinn, Toompea

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National curriculum for basic schools

The regulation is established on the basis of Subsection 15 (2) of the Basic Schools and Upper Secondary Schools Act.

**Chapter 1
GENERAL PROVISIONS**

§ 1. Scope of application and structure of regulation

The national curriculum for basic schools establishes the national standard for basic education.

The national curriculum for basic schools (hereinafter *national curriculum*) shall be applied in all basic schools in the Republic of Estonia regardless of the school's legal status, unless set forth otherwise in legislation.

The national curriculum consists of a general part and appendixes. The appendixes set forth syllabuses grouped according to subject field and syllabuses of cross-curricular topics.

The stages of study in basic schools are the following:

- 1) First stage of study – grades 1-3;
- 2) Second stage of study – grades 4-6;
- 3) Third stage of study – grades 7-9;

**Chapter 2
GENERAL PART**

**Division 1
Core Values of Basic Education**

§ 2. Core values of basic education

(1) Basic education provides equal support to pupils' mental, physical, moral, social and emotional development. Basic schools shall create conditions for the balanced development in pupils of a variety of abilities and for self-actualization, and for the shaping of a knowledge-based worldview.

(2) Basic school shall shape the system of values that serve as the basis for the successful interaction of happiness in personal life and society.

(3) The values deemed important in the national curriculum derive from the ethical principles specified in the Constitution of the Republic of Estonia, the Universal Declaration of Human Rights, the Convention on the Rights of the Child and the basic documents of the European Union. General human values (honesty, compassion, respect for life, justice, human dignity, respect for self and others) are enshrined as core values, as are social values (liberty,

democracy, respect for mother tongue and culture, patriotism, cultural diversity, tolerance, environmental sustainability, rule of law, solidarity, responsibility and gender equality).

(4) Socialization of the new generation shall be founded on adoption of Estonian cultural traditions, common European values and achievements of world culture and science. Persons with a strong basic education will be capable of integrating into society and will contribute to the sustainable social, cultural, economic and ecological development of Estonian society.

Division 2 Learning and Educational Objectives

§ 3. Setting of goals for basic schools

(1) A basic school has a role to play in both learning and education. The school shall contribute to growing youth into a creative, diverse personality who are able to self-actualize in full-fledged manner in different roles: in the family, at work and in public life.

(2) In basic school, the main purpose of learning and education is to ensure the pupils' age-appropriate, moral, physical and social development and shaping of a comprehensive worldview.

(3) The purpose of basic school is to create for pupils an age-appropriate, secure learning environment that acts in a positive way and aids their development, and supports the development of intellectual curiosity and learning skills, self-reflection and critical thinking ability, development of their knowledge and qualities related to their will, creative self-expression and social and cultural identity.

(4) Basic school reinforces the shaping of core values. Pupils understand the values underlying their actions and sense responsibility for the consequences of their actions. Basic school lays a foundation for self-management as a self-aware person, as a member of one's family, nation and society, who takes a tolerant and open attitude to the world's diversity and people.

(5) Basic school helps pupils reach clarity on their interests, proclivities and abilities and ensures readiness for continuing studies at the next educational level and for lifelong learning. Youths who graduate from basic school have an understanding of their future roles in family, working life, society and the state.

(6) The acquiring and developing of knowledge, values and practical skills takes place throughout the school learning and educational process and as a result of the combined effect of cooperation between home and school and the pupil's immediate living environment.

(7) Estonian schools have the responsibility to safeguard and develop the Estonian nation, language and culture and this is why special attention in basic school learning and educational process is paid to studying the Estonian language.

§ 4. Competences

(1) In the sense of the national curriculum, competence is the aggregate relevant knowledge, skills and attitudes that ensure the ability to operate productively in a particular area of activity or field. Competence can be categorized as general competences or subject field competences.

(2) General competences are subject field and subject-specific competences that are very important in the development of a person into a human and citizen. General competences are shaped through all subjects as well as in extracurricular and out-of-school activity and their

development is monitored and directed by teachers as well as in cooperation between school and home.

(3) The following are general competences:

1) value competence – ability to evaluate human relations and activities from the standpoint of generally accepted moral norms; to sense and value one's ties with other people, nature, the cultural heritage of one's own country and nation and those of others, and events in contemporary culture; to value art and to shape the sense of aesthetics;

2) social competence – the ability to become self-actualized, to function as an aware and conscientious citizen and to support the democratic development of society; to know and follow values and standards in society and the rules of various environments; to engage in cooperation with other people; to accept interpersonal differences and take them into account in interacting with people;

3) self-management competence – the ability to understand and evaluate oneself, one's weaknesses and strengths; to adhere to healthful lifestyles; to find solutions to problems related to oneself, one's mental and physical health as well as to problems arising in human relations;

4) learning to learn competence – ability to organize the learning environment and procure the information they need for learning; to plan studies and follow the plan; to use the outcome of the learning, including learning skills and strategies, in different contexts and for solving problems; to analyze one's knowledge and skills, strengths and weaknesses and on that basis, the need for further learning;

5) communication competence – ability to clearly and relevantly express oneself, taking into account situations and partners in communication; to present and justify their positions; to read and understand information and literature; to write different types of texts, using appropriate linguistic devices and a suitable style; to prioritize correct use of language and rich expressive language;

6) mathematics competence – the ability to use the language, symbols and methods characteristic of mathematical applications, to solve various situations in all walks of life and spheres of activity

7) entrepreneurship competence – ability to create ideas and implement them, using the acquired knowledge and skills in different walks of life; to see problems and the opportunities that lie within them; to set goals and carry them out; to organize joint activities, show initiative and take responsibility for results; to react flexibly to changes and to take judicious risks.

(4) Subjects with a similar objectives and content make up a subject field. The primary objective of a subject field is to shape the corresponding subject field competences, supported by the objectives of and learning outcomes in each subject. The development of subject field competences is also supported by subjects in other subject fields and extracurricular and out-of-school activities.

(5) The national curriculum includes the following subject fields:

- 1) language and literature;
- 2) foreign languages;
- 3) mathematics;
- 4) natural science
- 5) social subjects;
- 6) art subjects;
- 7) technology;
- 8) physical education.

(6) The formation of the general and subject field competences defined in the national curriculum shall be described in the school curriculum.

(7) Syllabuses set forth both learning outcomes for each stage of study as well learning outcomes achieved in the cross-curricular topics or as partial skills. Learning outcomes support the formation of subject field competences. Learning outcomes that express values are not assessed numerically; rather, feedback is given to the pupil regarding achievement.

Division 3 **Concept of Learning and the Learning Environment**

§ 5. Concept of learning

(1) The national curriculum for basic schools treats learning on the basis of output, stressing changes in the behavioural abilities of the pupil or group of pupils. More specifically, this means the acquisition of knowledge, skills, experiences, values and attitudes that are necessary for coping in everyday life. The psychological basis for learning is the experience that the pupil acquires in combination with physical, mental and social environment. As the pupil acquires experiences, the pupil begins to behave in a more goal-oriented fashion. The learning environment shall be ensured in school on the basis of systematic and goal-oriented learning and educational activity taking place on the basis of the curriculum, and the learning environment shall also encompass impacts from home and the broader environment. The pupil is an active participant in the learning process who takes part according to his or her abilities in setting goals for his or her studies, studies independently and with companions, learns to value his or her companions and him or herself and to analyze and manage his or her studies. In acquiring new knowledge, the pupil shall proceed from previously acquired knowledge and shall construct his or her knowledge on the basis of the new information. The acquired knowledge shall be implemented in new situations, for resolving problems, making choices, discussing the correctness of arguments, providing supporting evidence for his or her arguments and in the course of further studies. Studying is a lifelong process for which the necessary skills and work habits shall be shaped in the course of acquiring basic education.

(2) In the national curriculum, teaching is considered to be organizing of the learning environment and learning activity in a manner that places the pupil before tasks that conform to his or her development but require effort, and through which he or she has the opportunity to acquire the planned learning outcomes.

(3) Education in the sense of the national curriculum is understood as the shaping of the pupil's relationship with the surrounding world. Successful values education requires trust and cooperation between the entire school community, the pupil and the family. The key person in shaping views is the teacher, whose function is to serve as a personal role model, support pupils' natural desire for clarity with regard to their identity, and to offer, through a suitable development environment, support for the development of behavioural habits that are accepted in various groups and communities and all of society.

(4) In planning and carrying out learning:

- 1) the special character of the pupil's perceptual and cognitive processes, abilities, linguistic, cultural and family background, age, sex, health status, interests and experiences shall be taken into account;
- 2) the pupil's study load should be age- and aptitude-appropriate, allowing him or her time for holiday and leisure activities;
- 3) the pupil is allowed to engage in diverse experiences from different cultural fields;
- 4) knowledge and skills are used in a real situation; research is conducted and the subject matter in different fields is integrated with everyday life;
- 5) possibilities are created for studying and coping in different social relationships (pupil-teacher, pupil-pupil);
- 6) contemporary and diverse study methods, means and techniques shall be used (including oral and written texts, audio and visual study resources, active study methods, field trips, outdoor and museum learning etc);
- 7) relevant means and methods of assessment are used;

8) differentiated learning assignments are used, the content and level of difficulty of which allow pupils to study at a suitable level of exertion considering the individuality of everyone.

(5) Learning activity and the results thereof shall be shaped into a whole through integration. Integration supports the development of pupils' general and subject field competences. The achievement of integration shall be planned by the basic school in the course of the development of the school curriculum and planning of learning and educational activities.

(6) Integration of studies shall be achieved by following the common denominator of subjects of different subject fields, common thematic emphases on subjects, internal school projects and cross-curricular topics, and study assignments and methods. To achieve integration, the basic school shall organize studies and shape the learning environment and cooperation between teachers in a manner that enables cross-disciplinary treatment: specifying competences, setting learning objectives and determining common problems and terminology for various subjects.

§ 6. Learning environment

(1) The learning environment is understood to mean the combination of mental, social and physical environment surrounding pupils and in which pupils develop and learn. The learning environment shall support the development of pupils into independent and active learners, promote the core values of basic education and the spirit of school community, and preserve and develop local and school community traditions.

(2) Basic schools shall organize studies that protect and promote the mental and physical health of pupils. The study load shall conform to the pupil's energy resources.

(3) In developing the social and mental environment:

- 1) the entire school community shall take part;
- 2) relations that are based on mutual respect and consideration of mutual positions and honouring agreements shall be developed between pupils, parents, teachers, school administration and other participants involved in learning and education;
- 3) all pupils shall be treated without prejudice, fairly and equally, honouring their self-dignity and personal character;
- 4) decision-making authority and responsibility shall be distributed in a relevant and clear manner;
- 5) the efforts and learning success of all pupils shall be noted and recognized; refraining from labelling pupils or decreasing their belief in themselves;
- 6) violence and bullying among pupils shall be avoided;
- 7) openness to free exchange of opinions, including criticism, shall be preserved;
- 8) opportunities shall be created for pupils to display initiative, take part in decision-making and act both alone and together with companions;
- 9) an atmosphere shall be created characterized by willingness to help and mutual support in the case of learning and personal difficulty;
- 10) an atmosphere founded on mutual trust, friendliness, and good faith shall be created;
- 11) school life shall be organized as a model of a society that honours human rights and democracy, characterized by shared and enduring core values in the school community and support for good ideas and positive innovations;
- 12) school life shall be organized on the basis of principles of ethnic, racial and gender equality.

In developing the physical environment, the basic school shall make sure that:

- 1) the furnishings and design of the premises and rooms used are expedient for the purpose of studies;

- 2) it is possible to use, in studies, computers with an Internet connection and presentation equipment, and pupils have the opportunity to use the school library;
- 3) the furnishings of the rooms and premises used are safe and conform to health protection and safety requirements;
- 4) rooms, furnishings and study materials have an aesthetic appearance;
- 5) age-appropriate study materials and materials adapted to individual needs shall be used, including study materials and equipment based on contemporary information and communication technologies;
- 6) there exist opportunities for promoting physical education and healthful lifestyles within and outside of lessons.

Studies may be organized outside the school premises as well (among other things, in the schoolyard, nature, museums, archives, environmental education centres, companies and institutions) and in virtual study environments.

Division 4

First Stage of Study (Grades 1-3)

§ 7. Competences sought in the first stage of study

At the end of the first stage of study, the pupil:

- 1) has respect for his or her family, class and school; is polite, keeps promises; knows that no one is to be humiliated, teased or mocked; is capable of listening to his or her peers and considering them;
- 2) wants to learn, derives pleasure from knowledge and aptitude, is able of learning alone and with others, in pairs and in groups, is capable of budgeting time for studying, hobbies, chores and rest periods;
- 3) is aware of his or her ethnic identity and takes a respectful attitude to his or her people;
- 4) is capable of adapting him or herself to the needs of succeeding at an assignment and making sense of his or her actions in fulfilling the assignment; is able to prepare a schedule for the day and follow it;
- 5) is capable of finding and understanding information in texts (including data, terms, characters, activities, events and their time and place) and presenting it orally and in written form;
- 6) understands and uses learned everyday expressions and simple phrases in foreign language being studied;
- 7) calculates and knows how to use tools suitable for measurement and measurement units in different walks of life for solving age-appropriate assignments;
- 8) acts in a prudent manner with regard to nature;
- 9) knows how to notice and describe in goal-oriented fashion differences and similarities, knows how to compare objects and phenomena, categorize them on the basis of one or two characteristics and to read a simple plan, table diagram and map;
- 10) is able to use simple computer programs and technical devices used at home and at school;
- 11) has respect for his or her hometown or region, homeland and the Estonian state, knows its symbols and complies with the rules of conduct associated with them;
- 12) is able to notice and assess beauty, has an appreciation for creativity and takes pleasure in exercise, creative self-expression and activities;
- 13) maintains cleanliness and order, looks after his or her appearance and health and has a desire to be healthy;
- 14) is able to avoid dangerous situations and summon assistance in the case of danger, knows safe traffic practices;
- 15) knows whom to turn to with various problems and is prepared to do so.

§ 8. Emphasis of learning and education in the first stage of study

(1) The main objective in the first grade is for pupils to become adapted to school life, to experience a sense of security and success and to develop readiness for further successful studies. The readiness of pupils for school and their abilities are different, and therefore study

assignments and the time needed to accomplish them are differentiated. The following are the focuses in the first stage of study:

- 1) learning and following moral tenets and good standards of conduct;
- 2) developing a positive attitude toward attending and learning at school;
- 3) developing study habits and skills, perseverance, independence and goal-oriented work skills and ability to make decisions;
- 4) shaping self-expression skills and confidence;
- 5) acquiring primary communication and cooperation skills, including shaping of mutually supportive and valuing relations between students;
- 6) recognition of learning difficulties and offering support systems and aid.

The most important function of the teacher is to support each pupil's belief in him or herself and motivation for learning.

The basis for organizing learning activities in the first stage of study may be studying by topics common to many subjects¹. Depending on the preparation of the pupils, either a subject-based approach or an option combining a topics-based and subject-based approach may be used.

Division 5

Second Stage of Study (Grades 4-6)

§ 9. Competences in the second stage of study

At the end of the second stage of study, the pupil:

- 1) has an appreciation for harmonious human relationships, understands his or her role as a family members, friend, peer and pupil; shall keep agreements, be trustworthy and be responsible for his or her actions;
- 2) is able to focus on fulfilling study tasks, is able, with guidance, to use age-appropriate techniques (including pair and group techniques) depending on the special nature of the study assignment;
- 3) values his or her ethnicity and culture among other ethnicities and cultures, espouses an attitude toward people that is free of prejudices, recognizes the differences between people, views and situations and understands the need for compromise;
- 4) is capable of planning and evaluating his or her activities and, to attain the result, select and implement the necessary actions, see his or her errors and correct his or her activities;
- 5) is capable of expressing, justifying and defending his or her opinion, knows his or her strengths and weaknesses and tries to become clear on his or her interests;
- 6) is capable of listening to and reading in a mindful fashion age-appropriate texts, creating linguistically correct and situation-appropriate oral and written texts and understanding spoken speech;
- 7) gets by in at least one foreign language in everyday communication situations that require direct and simple exchange of information on familiar and routine topics.
- 8) has mastered computational and measurement skills and knows and is able with guidance to use rules of logic in solving problems in different walks of life;
- 9) values a sustainable lifestyle, is capable of asking questions in the field of natural sciences and obtaining information on natural sciences, knows how to act in nature, takes an interest in nature and exploring nature;
- 10) is capable of using a computer and the Internet as a means of communication and is able to perform word processing with a computer;

¹ Editors' addition: focus is on certain themes, traditional subject lessons are not differentiated

- 11) is able to find answers to his or her questions, obtain the necessary information from various sources, interpret, use and convey it, and is able to distinguish between fact and opinion;
- 12) Senses that he or she is a citizen of his or her state and follows social norms;
- 13) values art and is able to express him or herself using artistic means;
- 14) values healthful lifestyles, is aware of factors that harm health and of the hazards of substances that cause dependency;
- 15) has found a hobby to his or her liking and has a general idea of the employment world.

§ 10. Emphasis of learning and education in the second stage of study

(1) The main objective of learning and education in the second stage of study is for pupils to become responsible and independent pupils. It is important to incite and maintain interest on the part of pupils in knowledge and activity areas covered by the curriculum. The following are the focuses in the second stage of study:

- 1) maintaining and building motivation for learning, associating materials with practical aspects and allowing pupils to make decisions and take responsibility for their decisions;
- 2) offering opportunities for hobby activities;
- 3) recognition and development of special abilities and interests of pupils;
- 4) offering support systems and learning aid to pupils with learning difficulties.

Diverse methods and assignments shall be applied, allowing pupils who reach puberty to make independent decisions and associate the material with practical life, and impart the ability to cope with individually different development of pupils, their changing relationships and acting in new roles.

Division 6 Third Stage of Study (Grades 7-9)

§ 11. Competences in the third stage of study

At the end of the third stage of study, the pupil:

- 1) knows the generally recognized values and moral principles in society, follows them in school and outside school, who does not remain indifferent when they are flouted, and intervenes in accordance with his or her abilities when necessary.
- 2) knows and honours his or her language and culture and contributes to the preservation and development of the Estonian language and culture; has an conception and knowledge of different cultures of the world, respects people from other ethnicities;
- 3) is intellectually curious, knows how to study and find opportunities for further study, using relevant advice if necessary;
- 4) is enterprising, believes in him or herself, shapes his or her ideals, sets goals for him or herself and acts in their name, heads and makes adjustments to his or her behaviour and takes responsibility for his or her actions;
- 5) has the ability to clearly and relevantly express oneself, taking into account situations and partners in communication; to present and justify their positions; to understand and interpret different types of texts; knows and follows the rules of orthography;
- 6) is proficient in at least one foreign language at a level that allows him or her to communicate in writing and orally and to read and understand age-appropriate foreign-language texts;
- 7) is capable of resolving issues arising in various fields in everyday life that require use of mathematical thinking methods (logical thinking and spatial reasoning) and presentation methods (formulae, models, diagrams, graphs).
- 8) understands the interrelations between man and environment, takes a responsible attitude to the environment and lives and acts in an environmentally sustainable manner;

- 9) knows how to pose natural science questions, discuss them, present scientific positions and make conclusions on their basis;
- 10) is able to get by in the world of technology and use technology for the designated purpose and with as little risk as possible;
- 11) is an active and responsible citizen who is interested in the democratic development of one's school, home region and the state;
- 12) is able to express him or herself creatively, has respect for art and cultural heritage;
- 13) values and follows a healthful lifestyle and is physically active;
- 14) thinks systematically, creatively and critically, is open to self-development.

§ 12. Emphasis of learning and education in the third stage of study

In the third stage of study, the main objective of learning and education is to help pupils develop into responsible members of society, who cope independently in everyday life and who are able to choose a path that conforms to their interests and abilities. The following is the focus in the third stage of study:

- 1) maintaining motivation for learning;
- 2) associating learning content and acquired skills with everyday life and introducing their applicability in future working life and future studies;
- 3) the mindful use of various learning strategies and developing self-analytical skills;
- 4) evaluation, planning, setting goals and assessment of results of longer-term study assignments (including research study assignments);
- 5) development of special abilities and interests in pupils;
- 6) supporting pupils in making of choices for further studies and career.

Division 7 Organization of Studies

§ 13. Compulsory and optional subjects

(1) The national curriculum sets forth the following syllabuses for compulsory subjects:

- 1) language and literature: Estonian, literature (in schools where the language of instruction is Estonian), Russian, literature (in schools where the language of instruction is Russian) (appendix 1);
- 2) foreign languages: foreign language A, foreign language B, and Estonian as a second language (appendix 2);
- 3) mathematics: mathematics (appendix 3);
- 4) natural science: science, biology, geography, physics, chemistry (appendix 4);
- 5) social subjects: personal, social and health education (PSHE), history, civics and citizenship education (appendix 5);
- 6) art subjects: music, art (appendix 6)
- 7) technology: employment studies, handicraft and home economics, technology studies (appendix 7);
- 8) physical education: physical education (appendix 8).

(2) English, Russian, German, or French is studied as foreign language A. English, Russian, German, French or another foreign language is studied as foreign language B. In schools with a language of instruction other than Estonian, Estonian is generally studied as a second language. In the case of a pupil who studies Estonian as a second language, foreign language B is not required. Foreign language A and B shall be selected by the basis school, taking into consideration the possibilities of the school and the pupils' desires.

(3) The national curriculum sets forth the following syllabuses for optional subjects:

- 1) religion studies syllabus (appendix 9);
- 2) informatics syllabus (appendix 10);
- 3) career education syllabus (appendix 11);

(4) Religion studies shall be taught only according to the syllabus specified in the national curriculum.

§ 14. Cross-curricular topics

(1) Cross-curricular topics are a means of integrating general and subject field competences, subjects and subject fields and are taken into account in developing the school environment. Cross-curricular topics span numerous subjects, and fields that are priorities for society, and enable creation of an idea of the development of society as a whole, supporting the pupil's capacity to apply his or her knowledge in different situations.

(2) Study of cross-curricular topics is realized above all through:

- 1) the structure of the learning environment – the content and aims of cross-curricular topics is taken into account in developing the school's mental, social and physical learning environment;

- 2) subject study – proceeding from the cross-curricular topics, suitable treatments of subjects, examples and methods shall be introduced into teaching of subjects; cross-subject, multiple-class and school projects are carried out jointly. The role of a subject in study of cross-curricular topics is different based on the subject's aims and content depending on how closely related the subject field is to the cross-curricular topic;

- 3) selection of optional subjects – optional subjects support the aims of cross-curricular topics;

- 4) creative work that stems from cross-curricular topics or which integrates subjects – pupils may proceed from a cross-curricular topic in choice of creative work done independently or as a group project;

- 5) organizing if possible, in cooperation with the owner of the school, regional institutions and enterprises, other educational and cultural institutions and civic associations, extracurricular learning activities and hobby circle activities and taking part in county, pan-Estonian and international projects.

(3) The cross-curricular topics treated in study and educational activity are the following:

- 1) lifelong learning and career planning – the aim is for the pupil to develop into a person who is prepared to learn lifelong, perform different roles in a changing educational, living and work environments and shape his or her life through conscious decisions, including making of reasonable career choices;

- 2) environment and sustainable development – the aim is for the pupil to become a socially active, responsible and environmentally conscious person who preserves and protects the environment, and in valuing sustainability, is prepared to find solutions to issues pertaining to the environment and human development;

- 3) civic initiative and entrepreneurship – the aim is for the pupil to become an active and responsible member of the community and society who understands the principles and mechanisms of the functioning of society and the importance of civic initiative, feels like a member of society and draws on the country's cultural traditions and development directions in his or her activities;

- 4) cultural identity – the aim is for the pupil to develop into a person who is culturally aware, who understands the role of culture in shaping people's thought and behaviour and who knows how cultures have changed over history, who has acquired an idea of the versatility of cultures and particularities of lifestyles determined by culture and who values native culture and cultural diversity and is culturally tolerant and prepared for cooperation;

- 5) information environment – the aim is for the pupil to develop into an information-conscious person who senses and is aware of the surrounding information environment, is able to analyze it critically and acts according to his or her aims and society's communication ethics;

6) technology and innovation – the aim is for the pupil to develop into a person who is well-disposed toward innovation and who knows how to use contemporary technologies for the designated purpose, who copes with the rapidly changing technological living, learning and work environment;

7) health and safety – the aim is for the pupil to develop into a mentally, emotionally, socially and physically healthy member of society who is capable of following healthful lifestyles, act in a safe manner and take part in developing a health promoting environment;

8) values and morals – the aim is for the pupil to develop into a morally advanced person, who knows the generally recognized values and moral principles in society, follows them in school and outside school, who does not remain indifferent when they are flouted, and who intervenes in accordance with his or her abilities when necessary.

(4) The descriptions of cross-curricular topics are set forth in appendix 12.

§ 15. Basis for organization of learning and education

(1) The organization of learning and education is set forth in the school curriculum, based on the requirements forth in the national curriculum.

(2) Studies may be organized in many ways: all subjects are learned throughout the academic year or the teaching of various subjects takes place at a certain time during the academic year; studying by topics is the approach where certain topics are focused on without distinguishing between conventional subject lessons.

(3) The weekly number of lessons for compulsory subjects in basic school for the first, second and third stage of study are the following:

1) Estonian/Russian or other language of instruction:	19	11	6
2) literature:	0	4	6
3) Estonian as a second language:	6	12	12
4) foreign language A:	3	9	9
5) foreign language B:	0	3	9
6) mathematics:	10	13	13
7) science:	3	7	2
8) geography:	0	0	5
9) biology:	0	0	5
10) chemistry:	0	0	4
11) physics:	0	0	4
12) history:	0	3	6
13) human studies:	2	2	2
14) social studies:	0	1	2
15) music:	6	4	3
16) art:	4.5	3	3
17) manual training, handicraft and home economics, technology studies:	4.5	5	5
18) physical education.	8	8	6

(4) In addition to the provisions of Subsection 3, a basic school where the language of instruction is Estonian shall determine in the school curriculum the use of the following amounts of weekly lessons: eight in the first stage of study, 10 in the second stage of study and four in the third stage of study; and basic schools with a language other than Estonian as the language of instruction, two in the first stage of study, one in the second stage of study and one in the third stage of study.

(5) For the purpose of taking into account school or regional particularities, administering vocational preliminary training or using optional subjects and content and language integrated learning (including language immersion) at basic schools with a language of instruction other than Estonian, a basic school may, with the consent of the school's board of

trustees, modify the list of the compulsory subjects and cross-curricular topics specified by the national curriculum (among other things, merge and restructure the subjects) and change the arrangement of teaching school time, ensuring its pupils attain the general competences, learning outcomes and learning and educational objectives set forth in the national curriculum by the end of each stage of study. These differences shall be described in the school curriculum, and the pupils' parents, or the pupil himself or herself in the case of a pupil with legal capacity, shall be notified thereof. In the case of the aforesaid differences, summarizing grades or evaluations shall be presented at the end of the school year in the first and second stage of study at the request of a parent, or in the case of a pupil with legal capacity at the request of the pupil, and at the end of the school year in the third stage of study for all pupils, on the basis of the list of compulsory subjects in the national curriculum.

(6) With the consent of the school's board of trustees, the basic school may, in its activity, proceed from the principles and aspirations approved by the *European Council for Steiner Waldorf Education* and organize the studies stemming therefore in a manner in which the learning outcomes set forth in the national curriculum first and second stage of study are not sought as the objective by the end of the respective stage of study. The relevant exceptions shall be specified in the school curriculum and the school curriculum shall be coordinated with an organization uniting schools in Estonia that follow the principles of Waldorf education and is dedicated to organizing cooperation between Waldorf educational institutions and more popularization and development of Waldorf teaching methods.

(7) In the third stage of study where preliminary vocational training in music is offered, handicraft and home economics and technology studies may be supplanted, with the agreement of the school's board of trustees, by specialty subjects of preliminary vocational training.

(8) In the third stage of study, the basic school shall assign for pupils a creative project that is based on cross-curricular topics or integrates subjects, which shall be a research paper, project, artwork or the like. The theme for the creative project shall be selected by the school, and the precise choice of topic shall be made by the pupils. The creative project may be completed either individually or collectively. The organization of the creative project shall be described in the school curriculum.

(9) With the consent of the pupil or, in the case of a pupil with limited legal capacity, of the pupil's parent, and with the agreement of the director or a teacher authorized by the director, the school may take into consideration extra-school-curricular study or activity, including studies in some other general education school, as a part of studies to be undertaken at the school, on condition that it enables the pupil to attain the learning outcomes set forth in the school or individual curriculum.

§ 16. Notification and counselling of pupils and parents

(1) Generalist or specialist teachers shall monitor the development of their pupils and how they cope at school, and if necessary shall adjust studies based on the pupil's needs. To develop the pupil's abilities and talents to a higher level, the basic school must ascertain the pupil's individual learning needs, select suitable educational methods and arrange for differentiated study. Basic schools shall ensure pupils who fall temporarily behind with respect to achievement of required learning outcomes additional supervision outside of lessons.

(2) If necessary, the basic school shall provide consultation to the pupil's parent in supporting the development of the pupil and in learning at home.

(3) The basic school shall organize notification of pupils and parents regarding opportunities for further study and shall ensure the availability of career services to pupils (career studies, information or counselling).

(4) The basic school shall ensure pupils' and their parents' availability of information on the organization of learning and education as well as consultation and

counselling in matters relating to studies. The primary study topics, necessary study materials, organization of assessment and planned events shall be announced to pupils at the beginning of the academic quarter or semester.

§ 17. Exceptions applied to pupils with special educational needs

(1) If a pupil with a mother tongue other than Estonian is studying at a basic school where the language of instruction is Estonian, or the pupil has arrived from abroad where the experience of Estonian-language instruction in basic school has been less than six academic years, the school may organize study of Estonian on the basis of the “Estonian as a second language” syllabus, with the consent of the pupil or, in the case of a pupil with limited legal capacity, the consent of the pupil’s parent.

(2) In the case of a pupil who has lived in Estonia for less than three years, foreign language B study may be waived on request of the pupil or, in the case of a pupil with limited legal capacity, on request of the parent.

(3) For the purpose of supporting studies of pupils with special educational needs, the lesson allocation set forth in Subsection 15 (4) may be used.

(4) An individual curriculum shall be prepared, as required, for a pupil with special educational needs.

(5) In the case of a pupil, for whom study in a class for pupils with a mobility disability has been recommended through a decision by a specialist doctor, the school may set, using the school curriculum or an individual curriculum, 10 academic years as the nominal period of study in basic school.

(6) In the case of a pupil, for whom study in a class for pupils with a speech disability has been recommended through a decision by a specialist doctor, the school may set, using the school curriculum or an individual curriculum, 10 academic years as the nominal period of study in basic school, and:

1) in the first stage of study, the course load for Estonian (in the case of Estonian as the language of instruction) or Russian (in the case of Russian as the language of instruction) shall be at least 32 academic hours, in the second stage of study at least 22 academic hours, and in the third stage of study at least 15 academic hours;

2) the teaching of foreign language B may be waived, if this is foreseen in the school curriculum or the individual curriculum.

(7) In the case of a pupil, for whom study in a class for pupils with a hearing disability has been recommended through a decision by a specialist doctor, the school may set, using the school curriculum or an individual curriculum, 11 academic years as the nominal period of study in basic school, and:

1) in the first stage of study, the course load for Estonian (in the case of Estonian as the language of instruction) or Russian (in the case of Russian as the language of instruction) shall be at least 36 academic hours, in the second stage of study at least 36 academic hours, and in the third stage of study at least 18 academic hours, whereby the Estonian language or Russian language hours that are added on the basis of this Subsection may be substituted with sign language study;

2) the teaching of foreign language B may be waived, if this is foreseen in the school curriculum or the individual curriculum.

(8) In the case of a pupil, for whom study in a class for pupils with a sight disability has been recommended through a decision by a specialist doctor, the school may set, using the school curriculum or an individual curriculum, 10 academic years as the nominal period of study in basic school, and manual training, handicraft and home economics shall be taught in the third stage of study for at least 12 lessons weekly, whereby the study may also contain vocational preliminary training.

(9) In the case of a class for pupils with learning difficulties, learning outcomes that have been reduced or replaced in comparison to the learning outcomes set in this Regulation, may be foreseen in the curriculum of the school.

(10) In the case of a small class, or study concentrated on one pupil, it is possible to change, compared to this Regulation, the arrangement of teaching time in the school curriculum, to foresee reduced or replaced learning outcomes, compared to the learning outcomes specified in this Regulation, as well as a reduced course load, but not less than 20 academic hours per academic week.

(11) In the case of a class for pupils with behavioural difficulties, a course load lighter than the one set forth in this Regulation may be specified in the school curriculum, but not less than 20 academic hours per academic week. In addition, for a class for pupils with behavioural difficulties, vocational preliminary training or vocational study in basic schools shall be carried out, in cooperation with a vocational school. Foreign language B, manual training, handicraft and home economics or technology studies need not be taught in a class for pupils with behavioural difficulties if this is foreseen in the school curriculum or individual curriculum.

(12) In the case of a class with behavioural problems, where study is carried out in a prison, the school curriculum may specify the implementation of the course load and arrangement of teaching time as set forth in Section 18 for distance learning.

§ 18. Exceptions applied in the case of distance learning

(1) The arrangement of teaching time in distance learning shall be specified in the school curriculum, ensuring for the pupils the general competencies, learning outcomes and achievement of the learning and educational objectives as specified in the national curriculum by the end of the stage of study, and taking into account the course load set forth in Section 22 of the Basic Schools and Upper Secondary Schools Act, and the exceptions set forth in Subsections 2 and 3 of this Section.

(2) In the case of distance learning, physical education, manual training, handicraft and home economics, and technology studies, shall not be compulsory subjects.

(3) In the case of a pupil enrolled in distance learning, foreign language B study may be waived on request of the pupil.

Division 8 Assessment and Graduation from Basic School

§ 19. Assessment

(1) The purpose of assessment is the following:

- 1) to support the pupil's development;
- 2) to provide feedback regarding the pupil's learning progress;
- 3) to encourage and direct the pupil to study independently;
- 4) to guide the development of the pupil's self-esteem, and support the pupil in his or her choice of future educational career;
- 5) to guide the teacher's activities in supporting the pupils' learning and individual development;
- 6) to provide a basis for pupil's progression to the next grade and for the making of the decision on his or her graduation from basic school.

(2) Assessment is a systematic gathering of information about the pupil's development, analysis of such information and providing of feedback. Assessment is a basis for further planning of studies. Assessment relies on various methods, evaluation tools and ways. Assessment is an integral part of teaching and learning.

(3) The school shall provide written feedback to pupils, and in the case of a pupil with limited legal capacity also to the parent, on the pupil's behaviour (including care and attentiveness) at least twice an academic year in accordance with procedure set forth in the school curriculum.

(4) Pupils have the right to receive information on the assessment system and on their grades and evaluations. Pupils have the right to know what grade or evaluation is the basis for the summarized grade and evaluation. The assessment system and the procedure for notification of pupils and parents of grades and evaluations shall be set forth in the school's rules of procedure, and the procedure for challenging grades and evaluations shall be set forth in the school curriculum.

(5) Requirements for pupil behaviour shall be set forth in the basic school's rules of procedure.

§ 20. Formative assessment

(1) Formative assessment shall mean assessment taking place during studies, in the course of which the pupil's knowledge, skills, attitudes, values and behaviour are analyzed, feedback if provided on the pupil's previous results and shortcomings, the pupil is encouraged and guided in further studies and the future objectives and routes of studying are planned. Formative assessment focuses above all on comparing the pupil's development with his or her previous accomplishments. Feedback shall describe, at the right time and as precisely as possible, the pupil's strengths and shortcomings and shall include proposals for further activities that support the pupil's development.

(2) In the course of the lesson, the pupil shall receive mainly oral or written verbal feedback regarding knowledge and skills pertaining to the subject and the subject field (including general competences, learning and educational objectives of a stage of study and cross-curricular topics). Teachers shall provide pupils with feedback throughout the school day in order to support the formation of the pupil's behaviour, attitudes and values. The basic school shall respond to cases in conflict with generally recognized values and good practice.

(3) Pupils shall be involved in the assessment process of themselves and their companions in order to develop their skills in setting their objectives and to analyze their learning and behaviour on the basis of their objectives, as well as to increase their motivation for learning.

(4) One instrument used for formative assessment is the portfolio. The portfolio shall be a diary of learning and shall contain assignments as well as analysis and feedback of work. The portfolio may be compiled in a subject- or subject field-based manner, regarding cross-curricular topics or general competences.

§ 21. Assessment of knowledge and skills as the grounds for summarizing grades

(1) The pupil's subject-related knowledge and skills shall be compared with the expected learning outcomes listed in the syllabus that is the basis for the pupil's studies. The subject-related knowledge and skills may be evaluated in the course of the studies as well as at the end of the study topic.

(2) Grading using the 5-point scale:

- 1) The grade 5 or "very good" is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if the achieved learning outcomes are fully in accordance with, or exceed, the required learning outcomes that are the basis for the student's study;
- 2) The grade 4 or "good" is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if the achieved learning outcomes are generally in accordance with the required learning outcomes that are the basis for the student's study;

- 3) The grade 3 or “satisfactory” is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if the achieved learning outcomes enable the pupil to continue studies or graduate from the school without him or her having substantial problems managing continued study or his or her future life;
- 4) The grade 2 or “poor” is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if there has been development for the pupil in these learning outcomes, but it is insufficient for the pupil to manage without substantial problems in continued study or in his or her future life;
- 5) The grade 1 or “weak” is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if the achieved learning outcomes mean not being able to manage without substantial difficulties in continued study or in his or her future life, and if there has been no development for the pupil in these learning outcomes.

(3) In preparing and assessing the written work that will be assessed using the 5-point scale, the principle shall be followed that if the 5-point scale is used and the teacher has not stated otherwise, the work shall be compiled such that the student who has achieved 90-100% of the maximum number of possible points shall be assessed as grade 5, with grade 4 – 75-89%, grade 3 – 50-74%, grade 2 – 20-49%, and grade 1 – 0-19%.

(4) A basic school may use internally, in lieu of the five-point scale, a different grading system. The grading system used and the principles for converting the grades to the five-point scale shall be set forth in the school curriculum. Upon the pupil’s departure from the school, the summarized grades of that academic year, and the grades received during the quarter in progress shall be converted to a five-point scale.

(5) In the second and third stages of study in basic school, descriptive word grades that do not have a numerical equivalent may be used in assessing a pupil. The use of descriptive word assessments in a school shall be set forth in the school curriculum. Upon a pupil’s departure from the school, or by the end of the second stage of study, the word assessments from the year in progress that are the basis for progression to the next grade must be converted to the assessment scale set forth in Subsection 2.

(6) If the use of unauthorized assistance or copying is discovered in the evaluation process, the relevant written or practical assignment, oral answer, practical activity or outcome thereof may be graded as “weak” if so specified in the school curriculum.

(7) If written or practical assignment, oral answer, practical activity or outcome thereof is graded with the grade “poor” or “weak” or the grade was not given, the pupil shall be given the opportunity for retaking the answer or the assignment. The procedure for redoing assignments or parts thereof shall be set forth in the school curriculum.

§ 22. Summarizing grades and progression to the next grade

(1) Summarizing grading consists of summarizing of grades into semester grades and semester grades into the yearly grades.

(2) The basic school may raise the frequency of summarizing of grades and use, in lieu of semester grades, for example, quarterly or trimester grades. In such a case, the provisions in this Section for semester grades shall be applied to the summarized grades being used in lieu of the semester grades.

(3) Certification of knowledge and skills shall also be considered as summarized assessment if the school, according to Subsection 15 (9), takes into account study or activity that is external to the school curriculum as part of that taught in the school.

(4) The pupil, and in the case of a pupil with limited legal capacity also the parent, shall be notified of the summarized grades.

(5) In the first and second stage of study, summarizing assessment may employ the use of summarized descriptive verbal assessments twice an academic year, which need not have a numerical equivalent. The summarizing assessment must clearly reflect to what extent the learning outcomes have been achieved.

(6) If, in the middle of the study period, a semester grade or evaluation in a subject was not given and the pupil did not take the opportunity to retake the subject, the knowledge and skills acquired in the respective period shall be assessed for the purposes of the grade or evaluation for the year as in conformity with the grade “weak” or an equivalent word assessment shall be given to the results.

(7) In the case of pupils whose semester grade was “poor” or “weak”, and who were given an equivalent verbal assessment or who were not assigned a grade, an individual curriculum shall be prepared in that subject or another support system will be assigned (such as speech therapy, remedial studies etc.) pursuant to the provisions of the school curriculum, to help the pupil acquire the required knowledge and skills.

(8) The teachers' council shall decide on the basis of the semester grades or evaluations whether the pupil should progress to the next grade, be assigned supplementary study or should he or she repeat a year. The decision on progression of pupils to the next grade shall be made before the end of the study period.

(9) A pupil shall be assigned supplementary study in subjects in which, based on the semester grades or assessments, a yearly grade of “poor” or “weak” or an equivalent word evaluation should be given. The teachers' council shall decide on assigning supplementary study before the end of the study period. In the framework of supplementary study, the pupil shall under the direct supervision of the teacher complete special assignments to acquire the knowledge and skills required in the curriculum. Supplementary study shall be completed after the end of the study period. The yearly grade or evaluation shall be assigned after the end of the supplementary study, taking into account the results of the supplementary study.

(10) By justified decision of the teachers' council, a pupil may be obliged to repeat a grade in exceptional cases if the pupil has a yearly grade of “poor” or “weak” or an equivalent word assessment in three or more subjects, the supplementary study has not produced results, and it would not be expedient to achieve the learning outcomes required in the curriculum by applying an individual curriculum or other support systems applied in the school. In making the decision, the teachers' council shall involve the pupil or his or her legal guardian and shall hear his or her opinion. The decision of the teachers' council must list the considerations on the basis of which it was considered expedient for the pupil to repeat the grade.

(11) By justified decision of the teachers' council, a pupil may be obliged to repeat a grade if due to unjustified absenteeism the pupil has a yearly grade of “poor” or “weak” or an equivalent word assessment in three or more subjects. In making the decision, the teachers' council shall involve the pupil or his or her legal guardian and shall hear his or her opinion.

(12) Ninth-grade pupils shall be given their yearly grades before the final examinations are held, except for subjects in which the pupil will be assigned supplementary study.

(13) The terms set forth in Subsections 8 and 12 shall not be applied with regard to pupils for whom an individual curriculum has been prepared in which exceptions are set forth with regard to the time for progression to the next grade.

§ 23. Graduation from basic school

(1) Pupils whose most recent yearly grades in subjects are at least “satisfactory”, who have carried out a creative work in the third stage of study, as well as who have scored at least a satisfactory on the examination in Estonian or Estonian as a second language, mathematics examination and one freely chosen examination shall graduate from basic school.

(2) A pupil may be considered to have graduated from basic school on the basis of written request by the pupil or his or her legal guardian, and decision of the teachers' council, and a basic school graduation certificate be awarded to a pupil:

- 1) who has one weak or poor examination grade or most recent yearly grade in a subject;
- 2) who has, in each of two subjects, one weak or poor examination grade or most recent yearly grade.

(3) In the case of pupils with educational special needs, where the required learning outcomes set forth in this Regulation have been reduced or replaced through an individual curriculum, according to the conditions specified in this Regulation or on recommendation from an advisory committee, the basis for graduation is achieving the learning outcomes specified in the school curriculum or the individual curriculum. Pupils with special educational needs shall have the right to take basic school final examinations on special conditions pursuant to the conditions and procedure for organizing final examinations established by regulation of the Minister of Education and Research, on the basis of Subsection 30 (2) of the Basic Schools and Upper Secondary Schools Act.

(4) A pupil whose language of instruction is not Estonian, who studies in a language immersion class or who began studies during the last six academic years in a school or a class where the language of instruction is Estonian, may take the examination of Estonian as a second language in lieu of the aforementioned Estonian examination.

(5) A pupil who has previously studied in a foreign country, who before the taking place of final examinations has studied in Estonia up to three consecutive academic years, and for whom an individual curriculum has been compiled for studying Estonian, may take the Estonian, or Estonian as a second language, as a school examination, prepared on the basis of the individual curriculum prepared for him or her. The preparation and assessment of the school examination shall proceed from the provisions set forth in Sections 20-22.

(6) An external pupil shall be considered to have graduated from basic school if he or she has passed the basic school final examinations and passed the subject examinations in courses in which he or she lacks grades to be entered on to the basic school graduation certificate or in which he or she has not proved his or her knowledge and skills through assessment of previous learning and work experience. An external pupil shall not be assessed in physical education, handicraft and home economics or technology studies. Schools where distance learning is implemented shall be obliged to create conditions for graduation as an external pupil for a person beyond the compulsory schooling age who has submitted a relevant written application to the school by 1 November of the academic year in progress. The school shall provide for the external pupil study activity supervised by the school, comprising at least 15 **arvestusliku** ?? academic hours. For the remainder, learning shall take place independently.

Division 9 School Curriculum

§ 24. Fundamentals and structure of preparation of school curriculum

(1) The basic school shall prepare the school curriculum on the basis of the national curriculum. The school curriculum is the basic document of learning and educational activity at basic schools.

(2) In preparing the school curriculum, the basis shall be the national curriculum and the school development plan, taking into consideration the regional needs, the needs of school staff, parents and pupils and resources to be used.

(3) The head of a basic school is responsible for the democratic organization of preparing and developing the school curriculum. The school curriculum shall be approved by the head. Amendments to the school curriculum shall be submitted before establishment for an opinion to the board of trustees, pupil representative board and teachers' council.

(4) The school curriculum shall consist of a general part and syllabuses.

(5) The general part of the school curriculum shall set forth the following:

- 1) learning and educational objectives and principles;
- 2) arrangement of teaching time by subject and year, lists of optional subjects and selection principles, use of various languages of instruction by each subject;
- 3) cross-curricular topics and principles for treating them, principles of integration, thereat principles for organizing creative work that stems from cross-curricular topics in the third stage of study or which integrates subjects and thematic emphases;
- 4) principles for planning school-wide and interschool projects;
- 5) organization of learning and education (including the time required for project, outdoor and museum study, excursions and study trips);
- 6) organization of assessment;
- 7) principles for notification and counselling of pupils and parents;
- 8) principles for mentoring pupils and organization of studies for pupils with special educational needs;
- 9) organization of career services;
- 10) principles for compiling the teacher's work plan;
- 11) procedures for updating and supplementing the school curriculum;

(6) Syllabuses grouped according to subject field shall be submitted by grade.

Chapter 3 Implementing Provisions

§ 25. Implementation of regulation

(1) Schools shall bring learning and educational activity and the school curriculum into conformity with this Regulation.

- 1) by 1 September 2011 in the case of the first, fourth and seventh grade.
- 2) by 1 September 2012 in the case of the second, fifth and eighth grade.
- 3) by 1 September 2013 in the case of the third, sixth and ninth grade

(2) Schools shall bring the learning activity and the school curriculum into conformity with Subsection 15 (4) by 1 September 2011. Up until the end of the 2010/2011 academic year, a school with Estonian as the language of instruction may specify, in the third stage of study, the use of six weekly lessons in the school curriculum, and a school with a language of instruction other than Estonian, three weekly lessons.

(3) The learning environment shall be brought into conformity with the requirement set out for the physical environment in this Regulation by 1 September 2013.

(4) Until the situation has been brought into conformity with this Regulation, the school's learning and educational activities and curriculum must conform to the Government of the Republic Regulation no. 56, "National curriculum for basic schools and upper secondary schools" (RT I 2002, 20, 116; 2007, 61, 392).

(5) Until 1 September 2013, carrying out a creative work shall not be a condition for graduation from basic school.

(6) In the 2010/2011 academic year, schools where distance learning is implemented are obliged to create conditions for graduation as an external pupil for a person beyond the compulsory schooling age who has submitted a relevant written application to the school by 1 February of the academic year in progress.

§ 26. Repeal of regulation

Regulation No 14 of the Government of the Republic of 28 January 2010, “National curriculum for basic schools” (RT I 28.12.2010, 17) is hereby repealed.

Andrus Ansip
Prime Minister

Hanno Pevkur
Minister of Social Affairs,
Acting as
Minister of Education and Research

Heiki Loot
Secretary of State

1 Subject field: Social Studies

1.1 Social competence

Social competence refers to the ability to understand the causes and effects of the social changes which have occurred in the history of humankind or are occurring in modern society; to recognize simple research methods in social sciences and to use them in studies and everyday life; to develop future scenarios in socially or personally important areas; to know about and respect human rights and democracy, be informed about civil rights and duties and to know what skills and conduct are in accordance with them; to appreciate cultural diversity and follow generally accepted rules of conduct; to show a continuous interest in the development of one's nation, community and the world; and to form personal opinions and be an active and responsible citizen.

Basic school graduates:

- 1) are able to understand the material causes and consequences of the changes which have occurred in the history of human society or are taking place at present;
- 2) have acquired a primary future vision;
- 3) understand and value democracy and human rights, follow generally accepted rules of conduct and abide by the law, recognize civil rights and duties and are responsible citizens;
- 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 familiar with the concept of cultural diversity and respect individual, cultural and ideological differences unless those views constitute crimes against humanity;
- 7) have acquired knowledge of and skills in socially acceptable behaviour and relationships between people which help them integrate with their contemporaries, in their community and society by valuing those relationships; and
- 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 value a positive attitude towards themselves and other people.

1.2 Subjects 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 choose Religious studies at all three stages of study.

The division of lessons in social subjects per week by stage of study is as follows:

1st stage of study

Personal, social and health education – 2 lessons per week

2nd 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

3rd 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

1.3 Description of 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 in connection with themselves and their social environment by espousing values and moral norms valid in society and to act as moral and responsible individuals and members of society.

The subjects within the subject field seek to ensure that students:

- 1) acquire adequate self-esteem and knowledge, skills and attitudes which support the development of whole, autonomous, health-conscious individuals and encourage behaviour promoting health and healthy ways of life;
- 2) acquire a sound understanding of social phenomena and processes, the links between them and the impact they have;
- 3) understand the significance of cultural diversity and democracy and the need for the sustainable development of society by accepting differences; and
- 4) appreciate such values as freedom, human dignity, equal treatment, integrity, regard for others, tolerance, responsibility, fairness and patriotism as well as respect for oneself, other people and the environment.

Integration within the subject field aims to ensure that students develop into well-rounded individuals who have positive attitudes towards themselves and other people; are considerate towards others; follow humane values in their actions; observe and understand what is happening in society; and are ready and able to participate in social life.

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 humane values such as integrity, regard for others, responsibility and fairness.

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.

Religious studies create preconditions for understanding and critically analysing different religions, their social and cultural output and value systems, by facilitating respect for and willingness to have

a dialogue with people who understand the world differently and by increasing students' awareness of ideological issues.

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.

1.4. Formation of general competences in the subjects within the subject field

The development of 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 and to base one's actions upon these values is supported through History and Civics and citizenship education. Religious studies 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. Civics and citizenship education and Personal, social and health education develop the ability to make a stand against the violation of central norms.

Self-management 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 is first and foremost supported by Personal, social and health education, but also by other subjects within the field which shape ethnic, cultural and national self-management.

Competence in learning to learn is supported by development of a range of skills. 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.

All subjects within the field play an important role in developing competence in communication. 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.

Competence in mathematics, that is 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.

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; they learn 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 Integration

1.5.1 Integration with other subject field competences and subject fields

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

Native language competence The ability to express oneself clearly and appropriately both in speech and in writing, to read and understand different kinds of text, use appropriate language tools, style, subject-based vocabulary and modes of expression, and to follow grammatical rules. Attention is also paid to critical analysis skills, media literacy, seeking information and judging it critically, proper preparation of written work and to the protection of copyright.

Competence in foreign languages Knowledge of different cultures and traditions, understanding the differences between native and other cultures and respect for other languages and cultures in a multicultural society as well as a command of foreign languages.

Competence in mathematics 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.

Competence in 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.

Competence in technology Professions and occupations in different societies; the connection between the development of technology and production and changes in society; the labour market and career guidance and planning; 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.

Competence in arts 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.

Competence in health and physical fitness 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.

1.5.2 Cross-curricular topics

Lifelong learning and career planning supports students in becoming individuals who are ready to learn throughout their lives, perform different roles in changing the environments in which they study, live and work, and plan their course of life based on informed decisions in order to make reasonable career choices.

The environment and sustainable development supports students 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 supports students 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 participate in political and economic decision-making.

Cultural identity supports students 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.

The information environment supports students 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 supports students 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 supports students 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 seeks to ensure that students develop into morally mature individuals who understand globally accepted values and moral principles, follow them inside school and outside it, who are not indifferent if those principles are being disregarded and intervene within their power whenever necessary.

2 Personal, social and health education

2.1 General principles

2.1.1 Learning and educational objectives

Personal, social and health education in basic school seeks to ensure that students understand and value the development of the knowledge, skills and attitudes that contribute to the development and socialization of individuals in the following areas:

- 1) reflexive and social skills;

- 2) physical, spiritual, emotional and social development;
- 3) health and a healthy way of life;
- 4) safety and prevention of risk behaviour; and
- 5) general human values: integrity, regard for others, responsibility and fairness.

2.1.2 Description of the subject

Personal, social and health education examines the individual and his or her social environment in general by integrating the learning content at all stages of study: in Forms 2 and 3 at the first stage of study, in Forms 5 and 6 at the second stage of study and in Forms 7 and 8 at the third stage of study.

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. The content to be studied should be related to everyday life as closely as possible. It is important to use active learning methods in teaching.

Instruction in Personal, social and health education focuses on the individual and emphasizes the development of a set of personal values.. Instruction is based on moving towards an holistic self and from the point of view of direct situational surroundings towards social cognition of society. Effective reflexive and social skills, the formation of a positive self-image and cultivation of human values are emphasized. The subject syllabus of Personal, social and health education supports the development of a safe school environment and the formation of ethical, responsible and active members of civil society.

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.

In Personal, social and health education, some themes are covered in general and certain themes in depth. In order to secure skill-based, knowledge-based and value-based learning outcomes, the themes can be dealt with both successively and integrally.

2.1.3 Study activities

In planning and organizing studies:

- 1) The basic values, general competences, subject objectives, learning content and expected learning outcomes are taken into consideration, and integration with other subjects and cross-curricular topics is supported.
- 2) The aim is to have a moderate study load for students (including homework) that is distributed evenly throughout the school year and leaves sufficient time for rest and recreational activities.
- 3) Students have the opportunity to study independently and with others (individual, group and pair work) in order to support them in becoming active and independent learners.
- 4) Differentiated tasks are used so that their content and level of difficulty facilitate an individualized approach and increase learning motivation.
- 5) Modern learning environments, study materials and tools based on information and communication technology are used.
- 6) Learning environments are expanded by means of the socio-cultural environment, computer classes, visits to companies, museums and exhibitions and so on.
- 7) Versatile teaching methods are used that focus on active learning: discussions, debates, case studies, pair work, project-based learning, role plays, group work, compiling learning portfolios and research papers, practical and research projects (for example, filling in worksheets, creative writing and searching for information from reference sources) and so on.
- 8) Students' abilities and capability, local specific features and changes in society are taken into account.
- 9) Students' knowledge, skills and attitudes are developed, where the main focus is on shaping their attitudes.
- 10) It is ensured that studies are integrated with life outside school (meetings with different people, involvement of parents and so on) so that the subject approximates as closely as possible to real life.

2.1.4 Assessment

Learning outcomes in Personal, social and health education are assessed in accordance with the principles of the general part of the National Curriculum for Basic Schools and other legal acts regulating assessment. Assessment in Personal, social and health education means supporting the achievement of specific learning outcomes and learner development, where the main attention is on supporting the development of students. Students' knowledge and skills are assessed based on their spoken answers (presentations) and written and/or practical work and practical activities by considering the degree to which their knowledge and skills correspond to the learning outcomes of the subject syllabus. Assessment of written assignments focuses first and foremost on their content. Students' mistakes in grammar and spelling are also corrected, although not taken into account in grading. Learning outcomes are assessed in the form of verbal evaluations and numerical grades. Students should know what is being assessed and when, what assessment tools are being used and what the assessment criteria are.

The main objective of assessment is to support students' development in order to promote their positive self-image and adequate self-esteem. Students' role in assessment is also important, as it offers opportunities for self-assessment.

Assessment in Personal, social and health education concerns the students' knowledge and skills, that is their attitudes and values are not assessed. Students receive feedback on them, however.

The assessment of subject knowledge and skills may serve the purpose of both formative and summative assessment, but the main focus is on formative assessment. The forms of assessing learning outcomes are versatile and include oral, written and 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.

2.2 First stage of study

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

2.2.2 Learning outcomes and content

I Human being

1 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.

2 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.

3 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) acknowledge their duties in their family;
- 4) explain close family relations;
- 5) describe different roles of family members at home;
- 6) explain different jobs and professions;
- 7) describe and identify different ways of helping family members with housework;
- 8) talk about their family traditions;
- 9) behave correctly on the street and cross roads safely;
- 10) describe dangerous places and situations on their way to school and near their home and choose a safe way to their destination; and
- 11) 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.

4 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.

5 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 of St Martin's Day, St Catherine's Day, Christmas and Easter holidays; and
- 7) value Estonia as their home country.

Learning content

Estonia – my home country. Home area. Estonia's riches. Celebrations on the folk calendar.

II Us

1 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.

2 Me and my health

Learning outcomes

Students will be able to:

- 1) describe connections between ways of maintaining one's health: well-balanced diet, sleep and rest and physical activity;
- 2) appreciate the difference between mental and physical health;

- 3) describe threatening situations and give examples of how to abstain from harming one's health;
- 4) name who to turn to in case of particular problems; and
- 5) value healthy ways of life.

Learning content

Mental and physical health. Healthy ways of life. Dangers to one's health and what to do in threatening situations.

3 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;
- 4) know how to be a good companion and cooperate with others;
- 5) know the difference between good and bad behaviour;
- 6) describe the consequences of their behaviour and make judgements about them;
- 7) value the significance of apologizing and making up in human relationships;
- 8) name and describe different human feelings, give examples of situations which give rise to them and find different ways of coping with them;
- 9) demonstrate, in learning situations, how to abstain from self-harm;
- 10) know where to turn to in the case of bullying and violence;
- 11) understand that bullying and violence are not acceptable or permissible behaviour;
- 12) describe, in their own words, what responsibility and conscience mean;
- 13) value caring for and helping each other;
- 14) describe how they plan their week by valuing responsibility;
- 15) name generally accepted rules of conduct and explain their purpose;
- 16) understand traffic rules which guarantee their safety and describe safe behaviour in traffic;
- 17) know the difference between playing and working;
- 18) explain their learning goals and give examples of how education can facilitate better functioning in everyday life;
- 19) know the factors that facilitate or hinder concentration when studying; and
- 20) value keeping promises and taking responsibility.

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. Apologizing. 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.

4 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) understand their responsibility in keeping and borrowing things;
- 5) explain what money is used for and what earning, saving, spending and borrowing money mean; and
- 6) 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.

5 Me and my home country

Learning outcomes

Students will be able to:

- 1) explain the relationship between administrative units in their home area according to a scheme;
- 2) find Estonia and its neighbouring countries on the map of Europe;
- 3) name Estonia's ethnic and national symbols;
- 4) describe the customs and traditions of the different nationalities living in Estonia and respect them; and
- 5) value their home country.

Learning content

Village, municipality, town and county. Estonia among other countries. Neighbouring countries.

Symbols of the Republic of Estonia and home area. Customs and traditions of different nationalities. Tolerance.

2.3 Second stage of study

2.3.1 Learning outcomes of the stage of study

Students graduating from Form 6:

- 1) describe the ways and importance of self-appraisal, self-control and self-analysis in everyday relationships, value people's individuality and can demonstrate, in learning situations, their ability to take others into account;
- 2) value their own and other people's positive character traits, friendship and love as sources of mutual support and trust;
- 3) value regard for others, integrity, fairness and responsibility and describe effective social skills in everyday life: helping each other, sharing, caring and cooperation;
- 4) describe physical and emotional changes during puberty by drawing on recognition of their individuality;
- 5) describe and explain possible causes of conflict, differentiate between effective and ineffective ways of resolving differences, demonstrate how to express their feelings effectively both by their actions and verbally, actively listen and assert themselves in learning situations;
- 6) describe the meaning of physical, mental and social health and take the components of a healthy way of life into account in their everyday life;
- 7) 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;

- 8) know different ways of solving problems and can research them in learning situations;
- 9) know how to act in the case of danger, call for help in learning situations and have acquired first-aid techniques; and
- 10) describe activities which improve the safety of their living environment and strengthen their health.

2.3.2 Learning outcomes and content

I Health

1 Factors affecting 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: weight and height, body temperature, pulse rate and general condition;
- 3) name activities that strengthen or harm one's health and explain their effect on the physical, mental and social health of human beings;
- 4) identify the principal physical reactions to stress and describe ways of managing stress; and
- 5) value their health.

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.

2 Healthy way of life

Learning outcomes

Students will be able to:

- 1) distinguish between healthy and unhealthy decisions in everyday life;
- 2) plan a healthy menu for themselves and analyse it based on the principles of healthy eating;
- 3) describe the principles of healthy eating and value them;
- 4) explain the links between nutrition and health;
- 5) describe the factors that affect people's choice of food;
- 6) describe the impact of physical activity on their health and give relevant examples;
- 7) assess their daily schedule in terms of the elements of a healthy way of life;
- 8) assess whether they are physically active enough during the day and plan their physical activities; and
- 9) value healthy ways of life.

Learning content

Components of a healthy way of life. Healthy diet. Principles of healthy eating. Factors affecting eating.

Physical activity. Forms of physical activity. Principles of health-promoting physical activity. Day planning and alternating work and rest periods. Sleep.

3 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.

4 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) name media-related risks to their behaviour and relations;
- 5) understand the nature of intermediated communication and take responsibility for their words and deeds when communicating via the media;
- 6) value safe and secure behaviour;
- 7) 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;
- 8) describe the adverse effect of tobacco and alcohol on the human body; and
- 9) value a diverse, positive and healthy life without recreational drugs.

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.

5 Diseases and first aid

Learning outcomes

Students will be able to:

- 1) describe how to prevent widespread infectious and non-infectious diseases;
- 2) explain and give examples of how diseases are treated with medicinal and folk remedies;
- 3) say what HIV and AIDS are and how to protect themselves against HIV;
- 4) describe how to help oneself and others in the event of accidents;
- 5) 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) ;
- 6) name first-aid equipment and describe how to use it in practice; and
- 7) value their own and other people's lives.

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.

6 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) identify factors which improve the safety of their living environment and reinforce their health and vice versa; and
- 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.

II Communication

1 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;
- 3) understand the nature of self-control and demonstrate, in learning situations, how they control their behaviour by managing anger and other emotions; and
- 4) describe and explain their values in connection with self-analysis.

Learning content

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

2 Communication with others

Learning outcomes

Students will be able to:

- 1) recognize their own and other people's basic needs and understand them;
- 2) understand the nature of communication and value the need for effective communication skills;
- 3) distinguish between verbal and non-verbal communication;
- 4) describe different means of non-verbal communication and their impact on verbal communication;
- 5) demonstrate, in learning situations, active listening skills;
- 6) understand the impact of self-disclosure on communication;
- 7) demonstrate, in learning situations, how to express their feelings verbally by maintaining and strengthening relations;
- 8) understand the impact of prejudice on everyday communication and give relevant examples;
- 9) distinguish between and describe assertive, aggressive and submissive behaviour and understand the impact of each on relationships;
- 10) appreciate that saying 'no' means standing up for one's rights and say 'no' in case of behaviour which would harm them or others by considering their partner's feelings and accept that their partners can say 'no' in case of behaviour that could harm them or others; and
- 11) value a positive attitude towards themselves and others.

Learning content

My needs and the needs of other people. Hierarchy of needs.

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.

3 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) distinguish between the roles people play in relations and their changing character;
- 5) demonstrate, in learning situations, their ability to see a situation from another person's point of view;
- 6) hold in high regard the ability to put themselves in another person's position and understand their feelings and value empathetic communication;
- 7) value friendship as a source of mutual trust and support;
- 8) describe the impact of the opinions, choices and behaviour of peers and the consequences of pressure; and
- 9) 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.

4 Conflict

Learning outcomes

Students will be able to:

- 1) explain the positive and negative aspects of conflict and accept conflict as part of life;
- 2) identify, distinguish between and describe effective and ineffective ways of resolving conflicts; and
- 3) use effective ways of resolving conflicts in learning situations and value them.

Learning content

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

5 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,
- 3) understand the short- and long-term consequences of strategies when making decisions;
- 4) explain and describe how to adopt the best behaviour in different situations; and
- 5) 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.

6 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.

2.4 Third stage of study

2.4.1 Learning outcomes of the stage of study

Basic school graduates:

- 1) are familiar with and know how to use basic methods of self-education and analyse themselves by taking this into account in making choices and by valuing themselves;
- 2) are familiar with healthy choices concerning their physical, mental, emotional and social health, take them into account in planning their everyday life and analyse the factors influencing their choices and their responsibilities in making them;
- 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) are familiar with and know how to find sources of health-related information and support by analysing different ways of using them, demonstrate, in learning situations, basic first-aid measures and describe effective behaviour in hazardous situations;
- 8) describe the nature of stress and crisis in human relations, 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;
- 9) 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; and
- 10) 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.

2.4.2 Learning outcomes and content

I Human being

1 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.

2 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 opportunities for developing their character, interests, abilities and values in a positive direction and give relevant examples;
- 5) describe personality traits, interests, abilities and values and understand the value-adding nature of supportive relationships;
- 6) describe strategies for maintaining relationships and avoiding conflict; and
- 7) 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.

3 The individual and the group

Learning outcomes

Students will be able to:

- 1) identify different kinds of group and classify them based on their size, close relationships between members and purpose;
- 2) describe different roles of people in groups and their impact on human behaviour;
- 3) understand the need for norms and rules in organizing social life and its functioning;
- 4) compare the norms and rules of different groups and describe their differences;
- 5) describe positive and negative aspects of belonging to a group;
- 6) demonstrate, in learning situations, their ability to manage group pressure;
- 7) explain the nature of independence and authority in human relations; and
- 8) value the rules and norms which support 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.

4 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: managing emotions, self-perception, critical thinking, problem-solving and communication skills;
- 2) demonstrate, in learning situations, effective ways of behaviour in the case of school violence and bullying;
- 3) distinguish between legal and illegal drugs; and
- 4) describe the impact of short- and long-term drug use on people's 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.

5 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.

6 Happiness

Learning outcomes

Students understand that having the resilience to cope with setbacks and taking control of one's life leads to happiness and satisfaction.

Learning content

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

II Health

1 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 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; 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.

2 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 measures for young people and behaviours that help prevent sexually transmitted diseases (STDs);
- 9) describe ways of preventing STDs;
- 10) know what HIV and AIDS are, how they are spread and how to protect oneself against 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.

3 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 first-aid measures in the case of heat damage, unconsciousness, cardiac arrest and drowning.

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.

4 The individual and his or her choices

Learning outcomes

Students analyse themselves based on their interests, abilities and character and relate the analysis to their choices in life.

Learning content

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

Myself and others as assets.

2.5 Physical learning environment

1. Schools organize the majority of studies in a classroom where it is possible to rearrange the furniture for group work and round-table discussions and which is supplied with demonstration equipment.
2. In order to integrate teaching with everyday life, schools ensure that instruction is also carried out outside the classroom.

3 History

3.1 General principles

3.1.1 Learning and educational objectives

Teaching History in basic school seeks to ensure that students:

- 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, processes and persons of a particular period;
- 3) value cultural diversity and their role in preserving and carrying cultural heritage and define themselves as members of their nation;
- 4) find, generalise, interpret, use and critically judge historical knowledge;
- 5) 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;
- 6) understand the essence of cause and consequence, similarity and difference and continuity and assess the reliability of sources by analysing historical events, processes and settings;
- 7) acknowledge that people, opinions and situations are different, formulate and explain their opinions, analyse and assess their activities and note and correct their mistakes; and
- 8) 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.

3.1.2 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 build a bridge between 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.

Excursions, field trips, historical literature and fiction, theatre and cinema, the media, the Internet, different people and sites contribute to the understanding of history. By integrating such experiences with the content learned in school, students develop their understanding. 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 students' competence is described as the learning outcome at the end of the stage of study.

The formation of the ability to put oneself in other people's situations and to look at the world through the eyes of other people is vital in understanding history. 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.

3.1.3 Study activities

In planning and organizing studies:

- 1) The basic values, general competences, subject objectives, learning content and expected learning outcomes are taken into consideration, and integration with other subjects and cross-curricular topics is supported.
- 2) The aim is to have a moderate study load for students (including the volume of homework) that is distributed evenly throughout the school year and leaves sufficient time for rest and recreational activities.
- 3) Students have the opportunity to study independently and with others (individual, group and pair work) in order to support them in becoming active and independent learners and creative individuals who are able to think critically.
- 4) Differentiated tasks are used so that their content and level of difficulty facilitate an individualized approach and increase learning motivation.
- 5) Modern learning environments, study materials and tools based on information and communication technology are used.
- 6) Learning environments are expanded to include museums, exhibitions, libraries, computer classes, the historical and cultural environment (historical objects, buildings) and so on.

The specific study activities pertaining to the stages of study are presented at the end of each respective stage.

3.1.4 Assessment

Learning outcomes in History are assessed in accordance with the principles of the general part of the National Curriculum for Basic Schools and other legal acts regulating assessment. The aim of checking the learning outcomes in History is to gain an overview of the level accomplished in learning outcomes and individual development of students and to use the information for more efficient planning of studies. Assessment covers both students' knowledge and skills in implementing it as well as their general competence, including learning skills based on their spoken answers (presentations) and written and/or practical work and practical activities by considering the degree to which their knowledge and skills correspond to the learning outcomes of the subject syllabus. 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. In checking learning outcomes, the balance between knowledge (historical vocabulary) and skills needs to be taken into account. In selecting assessment methods, students' age-specific features, individual abilities and their preparedness in coping with a specific task are to be taken into account. Learning outcomes are assessed in the form of verbal evaluations and numerical grades. Students must know what is being assessed and when, what assessment tools are being used and what the assessment criteria are.

The specific assessment forms and principles pertaining to the stages of study are presented at the end of each respective stage.

3.2 Second stage of study

3.2.1 Learning outcomes of the stage of study

In Form 6, students:

- 1) use words, abbreviations and phrases related to the notion of time appropriately: time, remote antiquity, antiquity, century, millennium, BC, AD, Arabic numerals and Roman numerals;
- 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.

3.2.2 Learning content

I Basics of history

1 Chronology

Learning outcomes

Students will be able to:

- 1) use words, abbreviations and phrases related to the notion of time in context: century, millennium, BC, AD, Arabic numerals and Roman numerals and periodization of history;
- 2) describe certain historical events and people's modes of living in the past;
- 3) find simple connections based on the content learned;
- 4) demonstrate their knowledge in speech and in writing, compile outlines and short stories; and
- 5) use historical maps.

Learning content

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

2 Historical sources

Learning outcomes

Students will be able to:

- 1) understand that information about the past is found in historical sources;
- 2) work with simple sources; and
- 3) use terms related to historical sources in context: written source, oral source and physical source.

Learning content

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

3 Modes of living

Learning outcomes

Students will be able to:

- 1) describe certain historical events and people's modes of living in the past;
- 2) find simple connections based on the content learned;
- 3) demonstrate their knowledge in speech and in writing, compile outlines and short stories; and
- 4) use historical maps.

Learning content

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.

4 Historical events and people

Learning outcomes

Students will be able to:

- 1) describe certain historical events and people's lives in the past;
- 2) find simple connections based on the content learned;
- 3) demonstrate their knowledge in speech and in writing, compile outlines and short stories; and
- 4) use historical maps.

Learning content

Historical events and outstanding people in the home area, Estonia, Europe and the world as selected by teachers.

II Remote Antiquity and Antiquity

1 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) explain that the first inhabited areas in Estonia were the Pulli and Kunda settlements and show them on a map.

Learning content

Time and chronology. Periods during remote antiquity and antiquity.

History and historical sources. Interpreting source materials.

Development stages during remote antiquity and their general characteristics: 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.

2 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) explain what ancient public order was like and describe ancient ways of life and religion based on the examples of Egypt and Mesopotamia;
- 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) understand that monotheistic religion originates from Israel and explain what the Old Testament is;
- 5) explain the meaning of and use in context the following terms: civilization, city-state, Pharaoh, mummy, sphinx, temple, pyramid and priest; 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 and its governance. Thutmose III, Ramses II and Tutankhamun and modes of life, religion and cultural achievements.

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.

3 Ancient Greece

Learning outcomes

Students will be able to:

- 1) show Crete, Greece, the Balkan peninsula, Athens and Sparta on a map and describe the expansion of the state during Hellenism;
- 2) understand that Ancient Greek civilization originated from the Crete-Mycenae culture;
- 3) have an understanding of the social organisation of Ancient Greece in the example of Athens and Sparta and compare them based on a description;
- 4) describe the characteristic features of Ancient Greek culture and life in the following areas:

- literature, theatre, religion, fine arts and sports;
- 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; and
 - 6) identify Zeus, Heracles, Homer, Herod, Pericles and Alexander the Great and describe their activities.

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 mode of living, culture and religion as the unifiers of Hellenic world, Olympic games, religion and mythology, heroic epics by Homer, history-writing, Herod, theatre, art, architecture (Acropolis in Athens), sculpture, vase painting, everyday life of Hellenists, Hellenic culture and significance of Ancient Greek culture.

4 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 its territory and expansion on a map;
- 3) explain the nature of Roman public order at different times;
- 4) describe the mode of living and culture in the Roman state;
- 5) 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, Roman law, eastern Roman empire, western Roman empire, Carthage, Constantinople and Latin; and
- 6) identify Romulus, Hannibal, Caesar, Augustus and Jesus Christ and describe their activities.

Learning content

Birth of the Roman state, natural conditions, the origin of the city of Rome, kings, establishment of the Republic, Roman Republic, social organisation and expansion of Roman authority in Mediterranean countries. Hannibal and the Roman civil wars. Caesar and the collapse of the Republic.

The Roman Empire and its social organisation. Augustus, the Roman Empire and its disintegration. Ancient Roman culture, people and modes of living, Rome as the centre of the empire and the metropolis of antiquity, art and architecture, public games and Roman law. Formation of Christianity and the New Testament.

3.2.3 Study activities

Different teaching methods, including active learning, are used: conversations, discussions, role plays; creating historical depictions; compiling creative tasks, time-lines, learning portfolios; practical and research assignments (for example, working with sources and maps, filling in worksheets and contour maps, creative writing and seeking information in reference sources); and activity-based learning (for example, staging, making models and mock-ups).

3.2.4 Assessment

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. In working with historical sources, the reliability of the source in carrying information is analysed in addition to its content. 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 formation of systematic knowledge and skills is not a priority, although it is essential to also take this into account in assessment. Tests should not check the knowledge of more than one studied theme at a time.

3.3 Third stage of study

3.3.1 Learning outcomes of the stage of study

Basic school graduates:

- 1) give the characteristics of 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.

3.3.2 Learning content

IV The Middle Ages and Early Modern History

1 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 and the role of the church in medieval society and as a preserver of cultural heritage and the designer of worldview; know where medieval towns were founded and describe the life of a medieval town;
- 2) describe the importance of the Frankish state in early medieval society and its disintegration;
- 3) describe Arab culture and its impact on Europe by showing the Arab conquests on a map;
- 4) describe the life of Vikings and name the main directions of their raids on a map;
- 5) point out the aims and consequences of the Crusades;
- 6) 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;

- 7) know how the Byzantine state and Ancient Rus were born;
- 8) explain the meaning of and use in context 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
- 9) identify Charles the Great and Justinian I and describe their activities.

Learning content

Meaning of the Middle Ages in world history and general characterization of medieval society. Periodisation of the Middle Ages, social organisation, feudal order, mode of living and concept of the world.

Church and culture in the Middle ages, basics of the Christian religion, the role of the church in society, 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 and medieval mode of living.

2 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 and use in context 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.

V Modern Era

1 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) describe the changes that took place in the political map of Europe as a result of the Peace of Westphalia and the Congress of Vienna and can show them on a map;
- 6) understand how the United States of America was established and describe its governmental system;
- 7) describe the main features of Baroque and Classicism;
- 8) explain the meaning of and use in context the following terms: the Enlightenment, revolution, Restoration, absolutism and parliamentary government; and
- 9) 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 and the significance of the French Revolution and Napoleonic Wars in the history of Europe.

Culture: Baroque and Classicism.

2 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.

VI Contemporary history

1 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 I (Versailles system);
- 2) point out the reasons why the international situation became aggravated in the 1930s;
- 3) describe and compare democratic and dictatorial societies;
- 4) describe and compare the development of the Republic of Estonia during the period of democratic parliamentarianism and the silent era;
- 5) describe the development of culture and life in the Republic of Estonia and the world and name new cultural manifestations and important cultural achievements;
- 6) explain the meaning of and use in context the following terms: democracy, dictatorship, authoritarianism, totalitarianism, ideology, fascism, communism, national socialism, repression, the League of Nations, Versailles system, the silent era, parliamentarianism and Tartu Peace Treaty; and
- 7) identify Joseph Stalin, Benito Mussolini, Adolf Hitler, Franklin Delano Roosevelt, Konstantin Päts and Jaan Tõnisson and describe their activities.

Learning content

International situation, Paris Peace Conference, political map after the First World War, 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.

Democracy and dictatorships in the 1920s and 1930s; principal 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.

2 The Second World War, 1939–1945

Learning outcomes

Students will be able to:

- 1) show on a map the course of fighting on the Eastern and Western Fronts, in the Pacific and in northern Africa and the political changes after the Second World War;
- 2) describe the international situation before the Second World War and describe the main reasons for the outbreak of the war;
- 3) explain the impact of the Molotov-Ribbentrop Pact and the treaty on military bases on Estonian history;
- 4) describe the process of the loss of independence of the Republic of Estonia;
- 5) state when the Second World War began and ended and describe the consequences of the war;

- 6) identify the states that collaborated with Germany and those that formed a coalition against Hitler; and
- 7) explain the meaning of and use in context 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, front lines, the Holocaust and 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.

3 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 and forms of its occurrence;
- 2) show the key crisis centres during the Cold War on a map and 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) analyse 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, 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.

Learning content

The Cold War, main characteristics and forms of the Cold War, crises and wars.

The Western world in the example of the USA and the Federal Republic of Germany. The society, internal policy, social movements and foreign policy of the USA. Economic development in the Federal Republic of Germany and relations between East and West Germany.

Communist states and rise of the Communist system. The USSR, Stalinism, liberalization and stagnation.

Estonia under Soviet occupation, changing of borders, repression, collectivisation, industrialization, political governance, culture and everyday life.

Breakdown of the Communist system, perestroika and glasnost, Mikhail Gorbachev, Boris Yeltsin and the reunification of Germany.

Restoration of the independence of the Republic of Estonia. Singing Revolution, the Baltic Chain and restoration of constitutional power.

The world since the 1990s, general overview, enlargement of the European Union, enlargement of NATO and new conflicts.

Culture and everyday life in the second half of the twentieth century. Development of science and technology, nuclear studies, information technology, mass culture, women and social life and changes in outlook.

3.3.3 Study activities

Different teaching methods, including active learning, are used: conversations, discussions, debates, project-based learning; compiling creative tasks, outlines, time-lines, schemes and plans and learning portfolios; role plays and decision-making games; practical and research assignments (for example, working with sources and maps, filling in worksheets and contour maps, writing discursive essays and seeking information in reference sources and analysing it); and activity-based learning (for example, staging, making models and mock-ups).

3.3.4 Assessment

The forms of checking and assessing learning outcomes 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.

3.4. Physical learning environment

1. Schools organize the majority of studies in a classroom where it is possible to arrange the furniture as appropriate to group work, which has access to the Internet and where it is possible to use audio and video materials.
2. 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.
3. Schools provide the opportunity to use teaching materials and means which support the aims of the subject syllabus: historical atlases, contour and wall maps, reference collections, handbooks, biographies and reference books, audio and video materials, digital databases and archives, illustrative images (photos and cartoons) and ICT-based study materials.

4 Civics and citizenship education

4.1 General principles

4.1.1 Learning and educational objectives

Teaching Civics and citizenship education in basic school seeks to ensure that students:

- 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; 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
5) define themselves as members of society and as Estonian, European and world citizens.

4.1.2 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.

At the first 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 second and third stages of study, Civics and citizenship education is taught as a separate subject.

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.

At the second 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 third 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 the Riigikogu, the government, the President, the courts of law, the National Audit Office and the Chancellor of Justice are dealt with.

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 (for example, in using the system of social protection, becoming involved in the organisation of life in the local municipality or town, using e-services).

Economic issues dealt with at the third stage of study focus on personal management (entrepreneurship abilities, career choice, income from work, budget, consuming and managing), business (business, resources, productivity, profit and competition), the regulation of the national economy (economic policy, taxes, using tax revenue for public benefit and losses arising to the national economy from violation of the law) 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.

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.

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 and by using varied visual means to illustrate them.

Special attention is paid to the development of students' learning motivation. Active learning techniques such as discussions, case studies, role plays, projects and field trips play an important role in teaching. It is essential to take the subject outside the classroom and use 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 consumer education, civic initiatives or organizing school life).

Civics and citizenship education plays an important role in the formation of students' value judgements and attitudes. It embraces, for instance, the spirit of entrepreneurship, abiding by laws, diligence, gender equality, civic initiative, social justice and fair treatment of citizens, respect for human rights, acknowledging differences, intolerance of prejudice, a sustainable approach to the environment, respect for the cultural traditions of other nations and countries and the desire to know them better, valuing native national heritage and an understanding that ways of life differ.

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). In this way, students acquire the skills of using information and technology which are increasingly required in today's world.

4.1.3 Study activities

In planning and organizing studies:

- 1) The basic values, general competences, subject objectives, learning content and expected learning outcomes are taken into consideration, and integration with other subjects and cross-curricular topics is supported.
- 2) The aim is to have a moderate study load for students (including the volume of homework) that is distributed evenly throughout the school year and leaves sufficient time for rest and recreational activities.
- 3) Students have the opportunity to study independently and with others (individual, group and pair work) in order to support them in becoming active and independent learners.
- 4) Differentiated tasks are used so that their content and level of difficulty facilitate an individualized approach and increase learning motivation.
- 5) Modern learning environments, study materials and tools based on information and communication technology are used.
- 6) Learning environments are expanded to computer classes, libraries, visits to local authorities and public institutions, companies, non-profit organisations, archives, exhibitions and museums.

The specific study activities at the stages of study are presented at the end of each respective stage..

4.1.4 Assessment

Learning outcomes in Civics and citizenship education are assessed in accordance with the principles of the general part of the National Curriculum for Basic Schools and other legal acts regulating assessment.

Assessment covers both students' knowledge and their skills in implementing it as well as their general competence, including learning skills based on their spoken answers (presentations) and written and/or practical work and practical activities. Along with subject knowledge and skills, students' values and attitudes are also assessed. This can be done through role plays, case studies and group work. Assessments and grades are subject to learning outcomes set out in the subject syllabus.

In selecting assessment methods, students' age-specific features, individual abilities and their preparedness in coping with a specific task are to be taken into account.

The forms of checking learning outcomes should be versatile and in line with learning outcomes. The subject provides ample opportunities to work with diverse sources (pictures, schemes, tables and texts). Depending on the students' age, teachers can give them simple tasks, to find a fact or example, and assess their accuracy and diligence in performing it. In the case of practical work, assessment should focus not only on the result but also on the process. 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.

Learning outcomes are assessed in the form of verbal evaluations and numerical grades. Students must know what is being assessed and when, what assessment tools are being used and what the assessment criteria are.

The specific assessment forms and principles at the stages of study are presented at the end of each respective stage of study.

4.2 Second stage of study

4.2.1 Learning outcomes of the stage of study

Students graduating from Form 6:

- 1) are polite, friendly, dignified, responsible, hard-working, accurate and honest;
- 2) know and value democratic principles;
- 3) understand how democratic principles can function in school, note problems in school and support school democracy by their conduct and participation;
- 4) can name 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);
- 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 and can avoid and resolve conflict;
- 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;
- 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.

4.2.2 Learning outcomes and content

I SOCIAL RELATIONS

1 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) tolerate differences;
- 6) have an understanding of and maintain community traditions;
- 7) understand what identity cards and travel documents (passports and ID cards) are; and
- 8) 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.

2 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.

II Democracy

1 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 and value the principles of democracy (diversity of opinion and freedom of speech, participation in discussions and decision-making and the right to vote and be elected);
- 3) name 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.

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).

2 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) note and take into account different interests and opportunities, cooperate willingly and come to an agreement where opinions differ and can get and offer help in solving problems;
- 3) support school democracy through their attitudes and actions; and
- 4) have an understanding of the principles of the UN Convention on the Rights of the Child, name 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.

III 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.

IV Media and information

Learning outcomes

Students will be able to:

- 1) find information that serves their purpose and interests, including the use of indexes, vocabularies, search engines and encyclopaedias;
- 2) distinguish between fact and opinion;
- 3) present their knowledge and points of view and generate, use and share information;
- 4) value their own work and the work of others, refer to the creations of others, feel responsible for their output and be aware of problems concerning copyright on the Internet;
- 5) have an understanding of the opportunities offered by the Internet, the dangers inherent in using it and the possibilities of informational self-management; and
- 6) understand that advertising seeks to ensure successful sales.

Learning content

Library and the Internet.

Newspapers, journals, radio, TV and integration of media channels.

Informed consumption of information and communication.

Protection of copyright.

4.2.3 Study activities

Different teaching methods, including active learning, are used: role plays, discussions, joint activities and volunteer work; compiling learning portfolios and research papers (such as conducting questionnaires, learning rules of referring and presenting one's work); seeking information from a range of sources and using reference sources (for example, thematic texts, statistics, documents and maps); filling in work sheets, creative writing; case studies, practical work: drawing up class rules, day plans, personal budgets and so on.; and field trips.

4.2.4 Assessment

Summative assessment can be based on opinion pieces and case studies, reading documents and maps, open and multiple choice tasks, linking terms to their explanations, translating information to another form (from a diagram to a table and so on) and finding, using and classifying information.

At this age, it is particularly important to bear in mind that assignments which develop and monitor students' discursive skills are compiled so that they can be accomplished. It is advisable to start with simple tasks by giving students keywords and explanations that support understanding and the solving of tasks as well as detailed instructions.

4.3 Third stage of study

4.3.1 Learning outcomes of the stage of study

Basic school graduates:

- 1) are familiar with the principles of democracy, give examples of their implementation, act according to the principles of democracy and focus on their development;
- 2) determine and perceive themselves as members of their community and Estonian society and are prepared to act as responsible citizens of the Republic of Estonia, the European Union and the world;
- 3) are familiar with and observe human rights, note violations and act in order to protect them, recognize different population groups as equally valuable and act with tolerance;
- 4) are familiar with the Constitution of the Republic of Estonia and the structure and public administration of the state, can communicate with public and local authorities, can find and use necessary legislative acts, abide by the law, make use of the opportunities offered by civic society and explain the principles and goals of non-governmental organisations based on examples;
- 5) know the structure of the European Union, its values and Member States, can name other international organisations and explain their objectives;
- 6) explain the principles of the current market economy and the roles of individuals, companies and the state in it, understand the relations between the state and the market, know what the public and private sectors are and are familiar with the purpose of taxation and individuals' rights and responsibilities in connection with taxes;
- 7) assess their opportunities, rights and responsibilities as entrepreneurs and people in the labour market, plan their careers and make decisions by realistically analysing their capabilities and resources and estimating the consequences of their actions;
- 8) assess the sufficiency of their resources, are sustainable consumers and know their rights and responsibilities as consumers;
- 9) analyse the information environment critically by following the rules of copyright, can find necessary information and means and use simple research methods; and
- 10) know what globalisation is and give examples of the impact of globalisation on the economy, culture, the environment and so on.

4.3.2 Learning outcomes and content

I Society and social relations

1 Media and information

Learning outcomes

Students will be able to:

- 1) operate successfully in the information environment and exercise critical judgement when using information;
- 2) understand 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 plagiarism;
- 3) understand the issues covered by the press and use simple research methods to describe social questions; and
- 4) understand and respect authors' rights and responsibilities and refer to and quote from texts appropriately.

Learning content

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 downloading. Plagiarism.

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

2 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;
- 4) 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.

3 Institutional structure of society: the public, private 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, private 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.

4 Rights of members of society

Learning outcomes

Students will be able to:

- 1) explain and can use in context the following terms: human rights, fundamental rights, socio-economic rights, political rights and cultural rights;
- 2) show an understanding of human rights and the principles of child protection, note violations (including violence, abuse and human trafficking) and know the connection between rights and obligations, freedom and responsibility; and
- 3) 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.

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).

II State and governance

1 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) value democratic freedoms and 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, demonstrate an understanding of 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.

2 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 show on a map 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) communicate with state and local government authorities by means of their websites;
- 5) have an understanding of civil rights and duties and value citizenship of the Republic of Estonia and the European Union;
- 6) explain the general principles of elections and formulate informed points of view as voters; 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.

III 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) understand the principles and objectives of civil society and non-governmental organisations and describe the role of civil society in ensuring democracy;
- 3) use their opportunities to act in civil society and analyse problems and offer solutions; and
- 4) initiate and support cooperation in setting and realizing common goals.

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.

IV 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) understand the principles of budget-planning and calculate net wages;
- 5) describe their rights and responsibilities as consumers and behave as sustainable consumers; and
- 6) explain 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: PLC, LLC and 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.

4.3.3 Study activities

Different teaching methods, including active learning, are used: role-plays, conversations, discussions, debates, brainstorming; joint activities and volunteer work, project-based learning (for example, charity projects); compiling reviews, research papers, opinion pieces, learning portfolios (becoming familiar with the rules of referring and presenting one's work); thematic games (for example, consumer protection); seeking information from a range of sources; data-processing and presentation by means of ICT; analysing statistics and reference sources, including legal texts and maps; filling in worksheets; critical analysis of advertisements, thematic films and so on; case studies; filling in document forms and so on.; and field trips.

4.3.4 Assessment

Summative assessment 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.

4.3.5. Physical learning environment

1. Schools organize the majority of studies in a classroom where it is possible to arrange the furniture in a way appropriate to group work, which has access to the Internet and where it is possible to use audio and video materials. In order to integrate teaching with everyday life, the schools ensure that instruction is also carried out outside the classroom.
2. Schools must ensure that copies of the Constitution of the Republic of Estonia, the UN Universal Declaration of Human Rights and the UN Declaration of the Rights of the Child are available in the classroom.
3. Schools provide study materials supporting the goals of the subject syllabus (contour and wall maps, audiovisual materials, specific reference books, newspaper and journals as well as statistical and teaching materials).

Minister of Social Affairs acting Minister of Education and Research

1. Optional subject: Religious studies

1.1. General Provisions

1.1.1. Educational Goals

The subject of religious studies at the basic school level strives to direct the students to:

- 1) respect different convictions based on world views that are not against humanity and recognise prejudiced and labelling attitudes;
- 2) provide examples of how the principles of freedom of religion function, their limits and violations in society;
- 3) know the geographic distribution of larger religions and the corresponding main historical reasons globally and in Estonia and describe the basic traits of the major world religions, including:
 - a) explanation of how religions are manifested in the lives of individuals and society, providing examples from the past and present;
 - b) name the most important stories and personalities of the religions studied, including their source texts;
 - c) describe and analyse connections between culture and religion; and
 - d) compare the main principles of ethical choice-making of the religious and non-religious world views studied;
- 4) awareness of their own values and analyse the role of values in their own activities and those of other people; formulate traits of their own world view and analyse their own world view-based convictions in the context of the religions studied, pointing out similarities and differences;
- 5) justify the importance of adherence to values and moral norms in society and provide relevant examples; and
- 6) discuss the influence of different world views on the lives of individuals and society, , providing examples, both positive and problematic.

1.1.2. Subject Description

The subject of religious studies is based on the principles of freedom of religion and thought and:

- 1) covers different religions and religious movements;

- 2) teaches the students to understand how religion is expressed in culture, in the lives of individuals and in society; and
- 3) discusses existential issues.

The subject of religious studies is based on the recognition of the principle of freedom of religion and thought as stipulated in the United Nation's Universal Declaration of Human Rights. Religious education is one of the preconditions for ensuring freedom of religion in society.

These religious studies do not advertise any particular church, congregation or other religious association.

The optional course of religious studies is not meant to influence the students to accept a particular world view as the norm. The task of the optional course at the basic school level is not to guide the students towards acceptance of any particular religion. The goal is to prepare the students for life in a pluralistic society and in a world where they will come into contact with people of different religions and world views. That is why the stress in these religious studies is on shaping skills and attitudes that form the basis for mutual understanding, respect, openness and readiness for dialogue and cooperation.

The process of learning about different religions and world views must rely on a balanced scientific approach. The students who attend lessons of religious studies will gradually understand the diversity of religions in the past as well as in contemporary world with its positive and negative manifestations. Religion in all societies has always been one of the forces shaping people's lives and culture, and a source of inspiration for writers, artists and musicians. Religious education facilitates understanding of global cultural heritage.

The students' empathy and mutual respect are encouraged by examining various ways of comprehending the world around us. Religious studies must be organised and conducted so as to take into account and respect the convictions that the students are exposed to at home. An important component of religious studies is the support of the students' moral development through the fostering of responsible and ethical life skills.

Learning about different religions and world views develops critical thinking, creates opportunities for tackling existential issues and supports each student in shaping their own world view.

The subject of religious studies enriches the outlook of the students as they become familiarised with various ways of comprehending the world we live in.

The teaching materials used in religious studies are connected with the previous knowledge and experience of the students. It is important to become familiarised with the religion related cultural values of the home area, and to create connections with the problems and questions posed by the students. It is recommended to involve the students in the process of compilation of the religious studies work schedule.

Content distribution:

1st Stage of Study: customs, stories and values

2nd Stage of Study: values and choices

3rd Stage of Study: one world, different religions

1.1.3. Learning activities are planned and conducted in the following manner:

- 1) the basis consists of the fundamental values and general competences stipulated in the curriculum, the general goals of the subject, the content of studies and the expected learning outcomes, with support given to integration with other subjects and cross-curriculum dimensions;
- 2) the students' workload (including home assignments) should be moderate and evenly distributed throughout the school year, leaving them sufficient time to rest and pursue their hobbies;
- 3) the students can study individually or with others (independent and pair or group work) as this supports their development as active and independent learners;
- 4) differentiated learning tasks are given and their content and levels of difficulty support an individual approach and enhance motivation to learn;
- 5) modern teaching materials and means are used which are based on modern information and communication technologies;
- 6) the learning environment is expanded: the students attend shrines of different religions, museums, exhibitions and the computer classroom; and
- 7) different methods of teaching are used, including active learning: role play, discussions, debates, problem-solving, project studies, learning portfolio and research paper compilation.

1.1.4. Assessment

The learning outcomes of religious studies are assessed in accordance with the general part of the national curriculum for basic schools and other legislation that regulates such assessment. Assessed are the students' knowledge, their skills in implementing this knowledge and their acquisition of general competences on the basis of oral answers (presentations), written and/or practical work and practical activities, taking into account how the knowledge and skills of the students comply with the learning outcomes stipulated in the subject syllabus. Neither the attitudes nor the values of the students are assessed. Feedback is provided to each student regarding their attitudes and values. Attitudes and values can be analysed via role play, case studies and group work. In this case not only the outcome is assessed, but also the reasoning. The students must actively participate in the assessment process and their explanations, justifications and self-analysis play an important part.

Assessment must take into account solution variations and the individuality of each student. Assessment also serves as a means of supporting student development. Assessment methods are selected with consideration given to the age of the students, their individual abilities and readiness to cope with a particular activity. The learning outcomes are assessed using oral appraisal and numerical grades.

The forms of learning outcome assessment must be versatile and suitable for such assessment.

The students must know what is being assessed and when, what means are being used for assessment and what the assessment criteria are.

1.2. 1st Stage of Study Customs, stories and values

1.2.1. Stage Learning Outcomes

The learning outcomes of the 1st Stage of Study reflect the progress of the students.

The students who graduate from the 3rd grade:

- 1) provide examples of items, texts, actions, events and places connected with religion and stories derived from different religious traditions;
- 2) name the most important festive dates in the folk calendar, explain their religious meaning and describe the most widespread celebratory traditions, know the traditions of their families and can introduce these traditions to others;
- 3) describe, using examples, how human beliefs, opinions and wishes can differ;
- 4) explain in their own words the meaning of honesty, justice, sense of duty, responsibility, keeping one's word, trust, gratitude, asking for forgiveness and forgiving, and provide examples from their own life or studied stories;
- 5) know the 'golden rule' and explain the importance of adhering to it, notice the needs of their fellow students, try to behave taking into account their fellow students and can assess their own actions;
- 6) provide examples of their individuality, recognise their principal feelings and express them both verbally and creatively; and
- 7) understand the importance of admitting to being wrong, can ask for forgiveness and understand that forgiving others is important.

1.2.2. Learning Outcomes and Learning Content

1. Festive dates and traditions

Learning Outcomes

The students:

- 1) name the most important festive dates in the folk calendar and explain their religious meaning;
- 2) describe the corresponding most widespread celebratory traditions; and
- 3) know the traditions of their families and can introduce these traditions to others.

Learning Content

Family traditions, celebrating festive dates in the family circle.

All Souls' Day

Christmas

Easter

Whitsun

Midsummer Day

2. Selected stories from different religious traditions

Learning Outcomes

The students:

- 1) provide examples items, texts, actions, events and places connected with religion;
- 2) provide examples of stories derived from different religious traditions;
- 3) formulate the moral message of the studied stories; and
- 4) describe, using examples, how human beliefs, opinions and wishes can differ.

Learning Content

Oral and written lore. Examples of different creation myths.

Hinduism. The blind men groping the elephant (how we understand things differently).

Judaism. The code of Joseph (envy, diligence and forgiveness).

Buddhism. Siddharta Gautama sees an old man, a corpse and a hermit (suffering and succour and richness and poverty).

Christianity. The parable of the Good Samaritan (love for one's neighbours and the 'golden rule').

Islam. Muhammad and speaking the truth (truth and lies and keeping one's word).

3. Values education

Learning Outcomes

The students:

- 1) describe, using examples, how human beliefs, opinions and wishes can differ;
- 2) explain in their own words the meaning of honesty, justice, sense of duty, responsibility, keeping one's word, trust, gratitude, asking for forgiveness and forgiving, and provide examples from their own life or studied stories;

- 3) know the 'golden rule' and explain the importance of adhering to it, notice the needs of their fellow students, try to behave taking into account their fellow students and can assess their own actions;
- 4) provide examples of their individuality, recognise their principal feelings and express them both verbally and creatively; and
- 5) understand the importance of admitting to being wrong, can ask for forgiveness and understand that forgiving others is important.

Learning Content

The world around us. Sanctity of life and environmental protection and ancestors' perception of nature.

Uniqueness of every human being. Courage to remain true to yourself. Self-esteem.

Different people around me. Mutual understanding and respect. Love for one's neighbours.

Asking for forgiveness and forgiving.

Purpose and importance of rules and laws. Conscience. How faith influences a person's life.

Sense of duty. Responsibility. Giving and keeping promises. Keeping one's word. Truth and lies.

Richness and poverty. Gratitude and grumbling.

Joy and worry. Trust and hope. Fear and safety.

1.2.3. Learning Activities

Topic selection at the 1st Stage of Study focuses on the child's personality: supporting the development of self-image and creating a feeling of safety and moral upbringing. As the range of topics expands, such stories are studied that facilitate the shaping of social competence. The doctrines of religions are not studied at this school stage. Support must be provided to ensure development of the child's self-cognition with understanding of emotions and skills in controlling them. To comprehend cultural continuity and traditions, all year round the students learn about the primary festive dates in the folk calendar, their religious background and celebratory customs.

During the lessons the teacher makes sure that the students learn how to express themselves, are not afraid to ask questions, learn how to substantiate answers, draw conclusions and respect different viewpoints.

The learning activities are as diverse and interactive as possible.

The teaching methods used are story-telling and conversations, which helps connect the material to the students' experience, and problem-solving tasks that suit the age of the students. The skills of reading, writing and text comprehension are developed. Attention is also given to shaping the skills of listening, observation and concentration. The lessons also include manual activities, movement games, singing and listening to music.

Methods that foster creativity (for example role play, creative writing, and artistic self-expression) are also important. Educational outings are organised to integrate material from local studies.

1.3. 2nd Stage of Study. Values and choices

1.3.1. Stage Learning Outcomes

The students who graduate from the 6th grade can:

- 1) provide examples of the role of values and moral norms in the lives of individuals and society and explain, using examples, how a religion or secular world view can affect a person's values, choices and decisions;
- 2) know the 'golden rule' and the most important ethical principles as stipulated in the major world religions (respect life, other people and property and do not give false evidence) and provide examples of how these principles work;
- 3) name the studied virtues and can elucidate them, providing examples of how virtues are manifested in human behaviour;
- 4) name the values that they consider personally important and describe, based on what they have learned, how these values direct their behaviour and influence their choices; and
- 5) treat convictions based on different world views with respect, recognise instances of discrimination caused by world view differences in daily life, offer constructive options to resolve simpler value conflicts.

1.3.2. Learning Outcomes and Course Content

1. Basic ethics (in religions and own life)

Learning Outcomes

The students:

- 1) provide examples of the role of values and moral norms in the lives of individuals and society;
- 2) explain, using examples, how a religion or secular world view can affect a person's values, choices and decisions;
- 3) know the 'golden rule' and the most important ethical principles as stipulated in the major world religions (respect life, other people and property in daily life do not give false evidence) and provide examples of how these principles work;
- 4) name the studied virtues (justice, courage, self-discipline (temperance), wisdom (of life), faith, hope and love) and can elucidate them, providing examples of how virtues are manifested in human behaviour; and
- 5) treat convictions based on different world views with respect and recognise instances of discrimination caused by world view differences in daily life.

Learning Content

Meaning of human life. Destiny, freedom and responsibility.

Different rules and laws. Written and unwritten laws.

Different answers to questions about the meaning of happiness and what is right and good. The 'golden rule'. Main principles of ethical choice-making in world religions: respect life, other people and property and do not give false evidence.

Cardinal virtues: justice, courage, courage, self-discipline (temperance), wisdom (of life), faith, hope and love.

Human rights.

2. Values, me and other people (in religions and own life)

Learning Outcomes

The students:

- 1) name the values that they consider personally important and describe, based on what they have learned, how these values direct their behaviour and influence their choices;
- 2) treat convictions based on different world views with respect; and
- 3) offer constructive options to resolve simpler value conflicts.

Learning Content

Authorities and hierarchy of values. Paragons, idols and God.

Similarities and differences in the convictions of different people, human dignity.

The difficulty in remaining true to oneself. Alone and together.

Tolerance and respect: attitudes towards people with other views and other beliefs.

Prejudice and discrimination.

3. Central issues of ethics (in religions and own life)

Learning Outcomes

The students:

- 1) provide examples of the role of values and moral norms in the lives of individuals and society, and explain, using examples, how a religion or secular world view can affect a person's values, choices and decisions;
- 2) name the values that they consider personally important and describe, based on what they have learned, how these values direct their behaviour and influence their choices;
- 3) treat convictions based on different world views with respect; and
- 4) understand the importance of forgiveness and know how to ask for forgiveness.

Course Content

Attitude towards nature. Religion and science.

Love, friendship and loyalty. Asking for forgiveness and forgiving, and reconciliation.

Right and justice. Paying attention to and caring for those who are weaker than us. Solidarity.

Richness and poverty.

Envy and charity.

The power of a word: pledges, keeping one's word, giving assessments, honesty and hypocrisy.

1.3.3. Learning Activities

The central idea is that of implementing the principles of active and problem-based learning. To the learning activities already used at 1st Stage of Study are added discussions, more attention to developing the skills of question-posing, assessment-giving and substantiation. Application of narrative methods facilitates values education. Problem-solving tasks, roleplay and analysis of moral dilemmas serve to develop the skills of problem-noticing, listening, cooperation and consideration for others. Teachers who strive to support the moral development of the students must exhibit sensitivity, attention and discretion.

In topics about ethics the students become familiarised with classic virtues: their content is revealed in a clear manner so that the students understand them and are inspired to develop themselves accordingly. Such teaching cannot be reduced to formal moralising.

When selecting educational materials for the ethics course, the teacher should ensure that they contain:

- 1) stories derived from different religious traditions;
- 2) stories about certain people whose life and work conformed with important ethical principles and these people can thus be presented as role models for the younger generation; and
- 3) examples of current movements and organisations that operate in accordance with humanist ethical principles and pay attention to and help weaker members of society.

It would be beneficial if the students, during this course, could also participate in planning and organisation of a social project.

1.4. 3rd Stage of Study. One world, different religions

1.4.1. Stage Learning Outcomes

The students graduating from basic school can:

- 1) classify religions and name the prevalent religions in different parts of the world, know the major religions that are widespread in Estonia and identify larger denominations and religious groups;

- 2) explain the main viewpoints as formulated in the teachings and ethical principles of the religions studied, and know the following about these religions: origins, prominent figures, religious rituals and cultural output;
- 3) point out similarities and differences between religions and analyse (using examples) both positive and illustrative problems and the influence of different world views on the lives of individuals and society;
- 4) can analyse the reasons behind religious conflicts, recognise prejudiced and labelling attitudes and offer opportunities for dialogue and cooperation between people with different religious views; and
- 5) describe traits of their personal world view and analyse personal world view convictions in the context of the world views studied.

1.4.2. Learning Outcomes and Course Content

1. Introductory issues

Learning Outcomes

The students can:

- 1) classify religions and name the religions that are prevalent in different parts of the world;
- 2) name the largest religions in Estonia and identify the largest denominations and religious groups;
- 3) analyse the causes of religious conflicts;
- 4) recognise prejudiced and labelling attitudes; and
- 5) offer opportunities for dialogue and cooperation between people with different religious views.

Learning Content

What do people believe in and how is faith manifested in people's lives?

What is religion? Diversity of beliefs and world views. Overview of global distribution of religions (geographical and statistical information). Why should we know about religions?

Different possibilities for explaining our world. Religion and science. Faith and superstition.

Relations between religions.

2. Familiarity with various religions

Learning Outcomes

The students:

- 1) explain the main viewpoints as formulated in the teachings and ethical principles of the religions studied and know the following about these religions: origins, prominent figures, religious rituals and cultural output;
- 2) point out similarities and differences between various religions and analyse (using examples) both positive and illustrative problems and the influence of different world views on the lives of individuals and society; and
- 3) describe traits of their personal world view and analyse personal world view convictions in the context of the world views studied.

Learning Content

Symbols.

Founders (and other central figures).

Holy texts and books.

World creation stories. Relationship between humans and nature.

Approaches to humanity.

Primary festive dates and rituals. Holy places.

Ethics.

1.4.3. Learning Activities

At least five religions are selected from the major world religions for detailed study. Special attention is given to familiarisation with Estonian folk beliefs. Different religions are introduced via the aspects formulated in the course content and the teacher focuses on the main facets of each such religion.

During the 3rd Stage of Study several new opportunities are added to the previously described learning activities suited to older students, such as: selective familiarisation with religious basic texts and analysis of distinctive features of religious texts, which facilitate comprehension of the peculiarities of the religious language and development of understanding of metaphorical language. Familiarisation with different religions and world views allows the students to acquire the skill of comparing them and seeing connections between religion and culture. It is important to shape an open and respectful attitude towards different cultures. Project study opportunities, compilation of short abstracts, procurement of information from reference sources and the Internet and critical assessment of the materials found develop the skill of independent thinking. Attention should also be given to development of debating skills. It is important for the students to learn how to substantiate their viewpoints. Religions are studied at this stage with greater attention given to the approach that describes distinctive features: manifestations of customs, traditions and religion in our daily lives. It is important to introduce religions with their inherent diversity.

1.5. Physical Learning Environment

1. The school will organise the majority of learning in a classroom where the furniture can be rearranged for group work and round-table conversations.
2. The school will organise work that requires computer use and Internet access in such a classroom that has at least one computer for every two pupils.
3. The school will provide resources for the presentation of information in support of syllabus goals (including CDs and DVDs, pictures, videos and films, additional popular science literature and fiction on the subject).
4. The school will organise at least one educational excursion per stage of study.

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Syllabuses of cross-curricular topics

1. Cross-curricular Topic “Lifelong Learning and Career Planning”

1.1. The cross-curricular topic “Lifelong learning and career planning” strives to shape pupils’ personalities to prepare them for lifelong learning and reasonable vocational choices based on informed decision-making, to cope and fulfil different roles in a changing society, living and working environments.

1.2. The pupils are guided to:

- 1) realize interests, abilities and skills for adequate self-assessment and facilitate decision-making in regard to their vocational plans;
- 2) develop learning skills, communication skills, cooperation and decision-making skills, information-processing skills;
- 3) develop the ability to set and achieve personal goals;
- 4) develop the readiness to engage in lifelong learning, make vocational choices and be aware of different possibilities for further studies and trainings ;
- 5) become familiar with various professions and vocations, their historical evolution and the labour legislation and economic environment in their home area.

1.3. The “Lifelong learning and career planning” cross-curricular topic at the first stage of study

Covering the cross-curricular topic on this level of studies will help pupils form a positive attitude towards learning and support their acquisition of initial learning skills. Games are used to facilitate the pupils’ self-development and discovery of themselves and their immediate working surroundings on the basis of their everyday experiences. Different fields of activity and professions will be introduced to the pupils and their importance and connections explained.

1.4. The “Lifelong learning and career planning” cross-curricular topic at the second stage of study

Covering the cross-curricular topic on this level of study focuses on the pupils’ social and coping skills and on discovering and developing their interests and abilities. The goal is to help the pupils as they shape their basic learning skills, empathy and skills of communication and self-control. Various vocations and jobs are introduced to the pupils and the people’s individual preferences and interests are explained.

1.5. The “Lifelong learning and career planning” cross-curricular topic at the third stage of study
Covering the cross-curricular topic on this level of study focuses on the pupils’ understanding of their abilities, interests, needs and attitudes, development of learning skills and creation of

connections with initial vocational choices. The pupils will be guided to think about their possible future fields of activity and discuss what opportunities they have to achieve their desires. It is important to critically examine stereotypical work- and vocation-related points of view to prevent them from limiting the pupils' prospects. The pupils will be informed about different work practice opportunities and encouraged to make use of them. Information will be passed on to the pupils about further study possibilities and vocational consultation opportunities will be offered.

2. Cross-curricular Topic "Environment and Sustainable Development"

2.1. The cross-curricular topic "Environment and sustainable development" strives to shape the pupils into socially active, responsible and environmentally aware people who preserve and protect the environment and values sustainability and who are ready to find solutions to the problems of the environment and human development.

2.2. The pupils are guided to:

- 1) understand nature as a complete system, the connections between human beings and the surrounding environment and human beings' dependence on natural resources;
- 2) understand the connections between the various factors of the cultural, social, economic, technological and human development of mankind and the effects of human activities;
- 3) value biological (including landscape) and cultural diversity and ecological sustainability;
- 4) discuss environmental issues in their home area and on the social and global levels, develop personal environmental viewpoints and offer solutions to environmental problems; and
- 5) assume responsibility for sustainable development, act in an environmentally friendly manner supporting sustainable development and assess and, if necessary, change their own consumer choices and lifestyle.

2.3. Cross-curricular topic "Environment and sustainable development" at the first stage of study
Covering the cross-curricular topic on this level of study relies on the pupils' experience, everyday phenomena and direct contact with nature. The educational activities are aimed at shaping the pupils' environmental awareness, and attention is given to environmental issues in the home area and around the school and corresponding methods of action facilitating practical prevention and solution of environmental problems.

2.4. Cross-curricular topic "Environment and sustainable development" at the second stage of study

Covering the cross-curricular topic on this level of study focuses mainly on dealing with the environmental issues of the home area and Estonia. The pupils' will to participate in preventing and solving environmental issues is developed and environmental decision making skills are fostered. The pupils' economical attitude towards the surrounding natural environment and their

appreciation of the living environment will be developed and the pupils will learn to understand their role as consumers and act in an environmentally friendly manner.

2.5. Cross-curricular topic “Environment and sustainable development” at the third stage of study

Covering the cross-curricular topic on this level of study focuses on local and global environmental and human development problems. The goal is to shape the pupils’ understanding of nature as an integral system, of the fragility of the natural environment and of people’s dependence on mineral deposits and other natural resources. The primary study methods are active learning, group work, case studies, discussions and role play. The knowledge, skills and viewpoints acquired will be the prerequisites for the establishment of responsible and economical attitudes towards the living environment and for taking into account ethic, moral and aesthetic aspects when solving problems in daily life.

3. Cross-curricular Topic “Civic Initiative and Enterprise”

3.1. The cross-curricular topic “Civic initiative and enterprise” strives to shape the pupils into active and responsible members of the local community and society who understand the principles and mechanisms on which society relies to function properly and understand the importance of citizens’ initiatives, feel that they are members of society and act in accordance with the cultural traditions and development trends of the country they live in.

3.2. The pupils are guided to:

- 1) value democratic communal life arrangements, cooperation, civic initiative, volunteer activities and peaceful and non-violent resolution of conflicts;
- 2) show initiative and enterprise and develop personal viewpoints and express them;
- 3) learn about and protect their own rights and those of others and understand the accompanying responsibility and obligations;
- 4) understand the connections between the public, private and non-profit sectors and their functioning;
- 5) understand their role as individuals in society and acquire skills to participate in decision-making processes; and
- 6) understand the role of business in society and have a positive attitude towards business and participation in business enterprises.

3.3. Cross-curricular topic “Civic initiative and enterprise” at the first stage of study

Covering the cross-curricular topic on this level of study focuses on acquisition of cooperation and joint decision-making experience. Learning process can be lead via the pupils’ volunteer activities, such as neighbourhood clean-ups, organisation of common events, etc. Depending on the possibilities in the local area, the pupils become familiarised with local enterprise, youth associations and other volunteer organisations or interest groups that conduct useful public activities in the local community in which the pupils can participate.

3.4. Cross-curricular topic “Civic initiative and enterprise” at the second stage of study

Covering the cross-curricular topic on this level of study strives to support the pupils' initiative and offer them opportunities and assistance with joint initiatives. The pupils will be encouraged to act independently in order to achieve a common objective, assuming the relevant responsibility and obligations. It is important to direct the pupils towards finding creative solutions to problems that they are capable of dealing with and to help them experience the usefulness and necessity of joint efforts.

3.5. Cross-curricular topic "Civic initiative and enterprise" at the third stage of study

Covering the cross-curricular topic on this level of study focuses on how the different sectors in society (public, private and non-profit) function and the connections between them. Of considerable importance are the issues of how the democratic state system is organised and how an individual or an interest group can influence and participate in the decision-making process at the local and national levels. The pupils will be offered opportunities to participate in activities for the good of the local area and encouraged to participate in them so that they can understand the notions of citizens' initiatives and volunteer work, be motivated accordingly and develop enterprise skills.

4. Cross-curricular Topic "Cultural Identity"

4.1. The cross-curricular topic "Cultural identity" strives to shape the pupils into culturally aware people who understand the role of culture in forming our patterns of thought and behaviour and cultural changes throughout history, have a notion of cultural diversity and the culture-defined peculiarities of different lifestyles, value both their own culture and cultural diversity and are culturally tolerant and cooperative.

4.2. The pupils are guided to:

- 1) perceive themselves as carriers and advancers of a particular culture and also as mediators of cultures;
- 2) understand the importance of intercultural communication and cooperation in maintaining social sustainability;
- 3) be tolerant and treat representatives of other cultures, their customs and creations with respect and condemn discrimination;
- 4) study and value their own cultural heritage and peculiarities and those of people from other cultures, relying, on the one hand, on what they have learned in different subjects and generalising this knowledge and, on the other hand, on what they have read, seen and experienced on their own initiative;
- 5) realise and study the cultural diversity typical of present-day and past societies; and
- 6) acquire knowledge about how cultures (including Estonian national culture) are formed and their mutually enriching influences.

4.3. Cross-curricular topic "Cultural identity" at the first stage of study

Covering the cross-curricular topic on this level of study offers the opportunities for pupils to become involved in the traditions of their cultural environment and experience the emotions this can provide. The pupils are thus helped to understand that certain traditions and customs are typical of a certain culture. The educational activities are aimed at shaping the behavioural habits

that are generally recognised in our cultural space and at supporting the pupils' interest in new and different things and their positive attitude towards them. By merging the various experiences of the pupils, a general overview is compiled of a particular culture and its contacts with other cultures.

4.4. Cross-curricular topic "Cultural identity" at the second stage of study

Covering the cross-curricular topic on this level of study strives to shape positive attitudes towards different cultures and different individuals, avoiding the development of any prejudiced attitudes. The pupils learn to respect these differences and value them as part of cultural diversity and a means of mutual enrichment of various cultures. Educational opportunities will be found and offered to the pupils so that they can implement the knowledge and skills they have acquired when introducing their culture to an audience, for instance via school and international projects.

4.5. Cross-curricular topic "Cultural identity" at the third stage of study

Covering the cross-curricular topic on this level of study set priority to help the pupils understand that their strong cultural identity will support their orientation in other cultures. The pupils will be offered different opportunities to gain experience and deeper knowledge of other cultures and to experience different spheres of art and culture in general, including possibilities to participate in the preparation and staging of local cultural events.

5. Cross-curricular Topic "Information Environment"

5.1. The cross-curricular topic "Information environment" strives to shape the pupils into information-aware people who perceive and comprehend the information environment around them, can critically analyse it and act in it in accordance with their goals and the socially accepted ethics of communication.

5.2. The pupils are guided to:

- 1) understand the similarities and differences between direct and mediated information;
- 2) select a suitable communication mode and channel depending on the situation and the need;
- 3) determine their information needs and find suitable information;
- 4) develop efficient methods of searching for information that include the use of various reference sources and information environments; and
- 5) develop the skill of critical information analysis.

5.3. Cross-curricular topic "Information environment" at the first stage of study

Covering the cross-curricular topic on this level of study focuses on the daily information environment of the pupils. With the assistance of teachers and classmates, the pupils practise describing their actions in the information environment. They will learn to understand the communication objectives of messages sent to them and to distinguish between important and unimportant messages. The pupils will also understand and become accustomed to the different

principles that govern private space and public space, including the Internet. The primary stress on the first level of study is on shaping communication skills via human studies, native language and other subjects. More attention is given to visual media and visual text analysis, ensuring that the pupils use media that is suited to their age.

5.4. Cross-curricular topic “Information environment” at the second stage of study

Covering the cross-curricular topic on this level of study consists of the principles that govern private space and public space and the main formats of communication. The pupils who use the Internet will learn to distinguish between the public and personal spheres and to select an appropriate communication mode depending on the sphere. During Stage II the pupils practise reading and listening to news as one of the main types of mass-media texts, assessing quality and identifying information that is missing from the news.

5.5. Cross-curricular topic “Information environment” at the third stage of study

Covering the cross-curricular topic on this level of studies designed for the pupils to learn how to understand and analyse social, economic and media roles and use mass media as a source of information. Of more importance is critical assessment of the reliability of information, as the pupils are increasingly beginning to use the information they find when making personal decisions, for instance when choosing further learning opportunities. The educational activities are aimed at helping the pupils to understand both the opportunities and dangers of the Internet and to protect themselves and their privacy accordingly. The pupils will become accustomed to searching for information independently. Teaching of the cross-curricular topic creates possibilities for analysis of problematic media-related situations (invasion of privacy, communication of false information, damaging of interests, communication of biased information, etc.).

6. Cross-curricular Topic “Technology and Innovation”

6.1. The cross-curricular topic “Technology and innovation” strives to shape the pupils into people who are open to innovation and who can expediently use modern technology and cope in rapidly changing technological living, learning and working environments.

6.2. The pupils are guided to:

- 1) acquire knowledge about how technology functions and what its development trends are in different spheres of life;
- 2) comprehend the influence of technological innovation on how people work and live, on their quality of life and the environment today and in the past;
- 3) understand the mutual influences and connections of technological, economic, social and cultural innovation;
- 4) comprehend and critically assess the positive and negative effects of technological development and develop balanced opinions on ethical issues of technological development and the corresponding applications;

- 5) use information and communication technology (ICT) to solve vital problems and make learning and working more efficient; and
- 6) develop creativity, cooperation and initiative skills when implementing innovative ideas in various projects.

6.3. Cross-curricular topic “Technology and innovation” at the first stage of study

Covering the cross-curricular topic on this level of study focuses on learning about the primary methods of use of information technology by doing creative work on computers. It is recommended above all to use the frontal teaching method coupled with computer gaming software. Technological application opportunities are diversified by integrating photography or videography and miniature and model-making into educational activities.

6.4. Cross-curricular topic “Technology and innovation” at the second stage of study

Covering the cross-curricular topic on this level of study is based primarily on practical assignments that are connected with the school and studies and that imply the application of technology during different subject lessons or hobby activities. Group work and active learning methods are recommended for computer-based studies.

6.5. Cross-curricular topic “Technology and innovation” at the third stage of study

Covering the cross-curricular topic on this level of study strives to shape ICT application competence in the pupils’ daily lives and studies. To ensure that this competence is instilled, teachers of different subjects should integrate methods and operations that are based on ICT applications into their lessons. In addition to lessons in the computer classroom, it is also recommended to use modern ICT resources at the 3rd stage of study for home assignments and outdoor study activities.

7. Cross-curricular Topic “Health and Safety”

7.1. The cross-curricular topic “Health and safety” strives to shape the pupils into mentally, emotionally, socially and physically healthy members of society who are capable of leading a healthy life, behaving safely and facilitating the formation of an environment that is safe and promotes health.

- a) Health education is based on development of the knowledge, attitudes and social coping skills connected with the pupils’ health. This is supported by the implementation of health-promoting school principles.
- b) The pupils are taught the following safety aspects: how to behave safely in situations of traffic, fire, water and other environmental dangers and seek help when necessary.

7.2. The pupils are guided to:

- a) in health education:

- 1) develop health awareness which includes an appreciation of their own health and safe behaviour;
 - 2) use their knowledge, self-coping skills and general social skills to ensure safety for themselves and others and to shape a safe school environment;
 - 3) comprehend how their own decisions and behaviour and the consequences thereof are connected with health and safety;
 - 4) find and use reliable health information and assistance services; and
 - 5) realise how the environment affects their health.
- b) in safety education:
- 1) know different types of danger sources, the nature of dangerous situations and how they can be caused;
 - 2) avoid dangerous situations;
 - 3) develop attitudes and behaviour in compliance with a safe environment at home and school and with traffic safety;
 - 4) acquire knowledge and skills of efficient behaviour in dangerous and crisis situations;
 - 5) develop proper traffic behaviour, become accustomed to complying with traffic norms and take into account other people in traffic; and
 - 6) learn about and appreciate all of the rights, obligations and responsibility arising from traffic and safety rules.

7.3. Cross-curricular topic “Health and safety” at the first stage of study

Covering the cross-curricular topic on this level of study stresses the shaping of healthy and safe behavioural patterns. The pupils will acquire knowledge and skills that are suited to their age and connected with the physical, mental, emotional and social aspects of health, developing an appreciation for their health. At this stage it is important for the pupils to understand danger and its causes in the everyday environment and to acquire skills of safe and secure behaviour. The primary study methods are stories, discussions, group work, demonstrations, role play and behaviour modelling.

7.4. Cross-curricular topic “Health and safety” at the second stage of study

Covering the cross-curricular topic on this level of study shapes corresponding value judgements with attention to developing the relevant knowledge and skills. Pupils are guided how to avoid risk behaviour that is most widespread and likely to occur in their home area (behaviour that is connected with such things as injuries, danger, alcohol and drug abuse, smoking, sexual risks, unhealthy eating, insufficient physical activity and physical overload). The most suitable study methods are active learning methods, discussions, group work, role play and demonstrations. Subject lesson studies can be complemented with extracurricular projects based on the methodology of „by youth, for youth“.

7.5. Cross-curricular topic “Health and safety” at the third stage of study

Covering the cross-curricular topic on this level of study shapes attitudes that value health and safety and developing skills of healthy and safe behaviour. The primary study methods are active

learning, discussions, case studies, group work, research projects and role play. Also important are prevention programmes organised with pupil participation outside of the classroom and maximum pupil involvement in activities that promote health and enhance security in the surrounding area.

8. Cross-curricular Topic “Values and Morality”

8.1. The cross-curricular topic “Values and morality” strives to shape the pupils into morally well-developed people who are familiar with the values and moral principles that are generally acknowledged by society, adhere to them while attending school and outside of school, do not remain indifferent when these are disregarded and, if necessary, intervene to the best of their ability.

8.2. The pupils are guided to:

- 1) recognise values, moral norms and rules of courtesy;
- 2) systematically analyse moral norms and values;
- 3) discuss generally accepted ethical principles and adopt them;
- 4) behave in accordance with these principles and assess their own behaviour and that of other people based on these principles;
- 5) participate in the development of the collective (class, school, hobby circle, etc.) code of ethics and rules of behaviour and adhere to them; and
- 6) reflect on their own behavioural principles and those of other people, using the skills of solving moral conflicts and making responsible choices.

8.3. Cross-curricular topic “Values and morality” at the first stage of study

Covering the cross-curricular topic on this level of study stresses learning about oneself, acquisition of good manners and formation of a class collective that attaches significance to justice, honesty, consideration, tolerance, human dignity, respect for oneself and others, keeping promises, democratic participation and national belonging. The primary methods of study are work with stories, role play, discussions and teacher explanations, during which the pupils learn to comprehend their experience, monitor their actions and reflect on them.

8.4. Cross-curricular topic “Values and morality” at the second stage of study

Covering the cross-curricular topic on this level of study is designed for the pupils to become aware of and comprehend moral norms and develop tolerance of and respect for different people. The multi-viewpoint approach strives to shape the pupils’ personal positions based on humanistic moral norms. The pupils’ thought development should be approached in a flexible manner, allowing them to retain their opinions. The primary study methods are analysis of stories, active learning, group work, discussions of conflict cases and role play. Teaching aids are used to introduce positive moral examples and ideals to the pupils. The daily school life should offer opportunities to implement the knowledge acquired.

8.5. Cross-curricular topic “Values and morality” at the third stage of study

Covering the cross-curricular topic on this level of study clarifies the social and historical/cultural aspects of value judgements and moral norms. The pupils will be introduced to various world views and religions (both past and present), which is designed to support the shaping of tolerance, respect and skills of orientation in world view issues. Through collection of information from various sources and the knowledge and experience acquired in different subject lessons, the pupils are guided to discuss topics of values and morality, to compare different positions and justify their positions with unprejudiced, tactful, open and respectful treatment of different notions. Suitable research projects are those which enable a deeper and more diverse approach to relevant issues.

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