GOVERNMENT OF THE REPUBLIC

REGULATION

Tallinn, Toompea   6 January 2011 No. 2

National curriculum for upper secondary 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

(1)   The national curriculum for upper secondary schools establishes the national standard for general upper secondary education.

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

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

Chapter 2
GENERAL PART

Division 1
Core Values of Upper Secondary Education

§ 2. Core values of general upper secondary education

(1)   General upper secondary education provides equal support to students' mental, physical, moral, social and emotional development and to satisfying their educational needs arising from individual particularities and personal interests. Upper secondary schools create opportunities for each student to develop the maximum extent and, taking into consideration his or her preferences, for creative self-actualization, reinforcement of a knowledge-based worldview and attainment of emotional, social and moral maturity.

(2)   The upper secondary school continues the value education that was provided in basic school, and above all, shapes values and attitudes that are the basis for the successful co-existence of happiness in both personal life and in society. Importance shall be placed on values that contribute to the development of society's human resources and the national economy.

(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) General upper secondary education is a continuation of basic education in socializing the new generation, which is based on Estonian cultural traditions, common European values and achievements of world culture and science. Intellectually, socially, emotionally, morally and physically mature people who have acquired a general upper secondary education are the guarantee of the sustainability of the social, cultural, economic and ecological development of Estonian society.

Division 2
Learning and Educational Objectives

§ 3. Setting of goals for upper secondary schools
(1) An upper secondary school has a role to play in both education and upbringing. The function of the upper secondary school is to prepare youth for functioning in different walks of life as a creative, diverse, socially mature, trustworthy person who is aware of his or her goals and able to achieve them: a partner in personal life, standard-bearer and promoter of culture, in various positions and roles in the labour market, and as a citizen responsible for sustainability of one's society and natural environment.

(2) The primary objective of learning and education in upper secondary schools is to allow students to find themselves areas of activity that conform to their interests and abilities with which to integrate their future educational career. The function of an upper secondary school is to create conditions for students to acquire knowledge, skills and values that enable them to continue their educational career in a higher educational institution or post-secondary vocational education.

(3) The following are priorities for fulfilling these functions and achieving these objectives:

1) independence of students, shaping their worldview and readiness for coping in life;
2) shaping an adequate self-esteem;
3) developing independent learning and cooperation skills;
4) introducing and assessing opportunities for a future educational career;
5) shaping of civic skills, activity and responsibility.

(4) 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 of the student's immediate living environment.

(5) Estonian schools have the responsibility to safeguard and develop the Estonian nation, language and culture, and this is why special attention is paid to teaching 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 either general or field-specific competence.

(2) General competences are subject field and subject-specific competences that are essential to the development of a person into a human being and citizen. General competences are shaped through all

subjects as well as during 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 to 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 contests 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 studies;
6)   art subjects;
7)   physical education.

(6)   The development of the general and subject field competences defined in the national curriculum is described in the school curriculum.

(7)   Syllabuses set forth both upper secondary school learning outcomes as well learning outcomes achieved upon successful completion of study topics. The learning outcomes support the development of subject field competences. Learning outcomes that express values are not assessed numerically; rather, feedback is given to the student regarding their achievement.

§ 5. Competences in upper secondary school

Upon graduating upper secondary school, a student:

1)   acts in an ethical manner, follows generally recognized values and moral principles;

2)   is responsible for his or her choices, decisions and obligations taken to his or herself, honours other people and his or her own freedom, is a sovereign person;

3)   uses different learning strategies, knows how to prepare a research work and present it, is able to be a team player and contribute to the achieving of common goals;

4)   contributes in a mindful manner to the preservation and development of Estonian nationality, language and culture and the Estonian state; understands Estonian culture in the context of European culture and the culture of other nations; understands, value and honours the cultural traditions of one's own nation and of other nations;

5)   is capable of evaluating his or her aspirations, considering his or her abilities and opportunities, is capable of foreseeing potential success and lack of success, is aware of various employment spheres, trends on the labour market; is capable of obtaining information on further educational and employment opportunities, plans his or her careers;

6)   uses language correctly and expressively, is capable to use supporting evidence in debate;

7)   thinks critically and creatively, develops and values his or her own and others' ideas, provides justification for his or her choices and positions;

8)   is proficient in at least two foreign languages on the level of independent language user;

9)   uses mathematical knowledge and methods in various walks of life;

10)   has a sophisticated worldview and understands the nature of contemporary natural sciences, is aware of global issues, takes co-responsibility for resolving them, values and adheres to the principles of sustainable development;

11)   uses contemporary technology in a goal-oriented and responsible manner, evaluates the impact of technological applications on everyday life, has well-reasoned opinions on matters related to development and use of technology;

12)   has developed his or her active civic position, senses him or herself as a member of society who is capable of dialogue in the Estonian, European and global context, is capable of resolving conflicts, behaves in a tolerant manner;

13)   has an appreciation for art of a high level, is capable of handling tools and instruments, and use technologies and materials in his or her creative activity;

14)   leads a healthy lifestyle, is capable of preserving and restoring, if necessary, his or her mental and physical condition.

Division 3
Concept of Learning and the Learning Environment

§ 6. Concept of learning

(1)   The national curriculum for upper secondary schools treats learning as an active and goal-oriented activity on the part of a student aimed at making sense of and interpreting perceivable information in combination with other students, teachers, parents and the broader living environment, relying on already existing structures of knowledge.

(2)   Occupying a central place in learning is the process whereby students actively construct knowledge. For this purpose, the upper secondary school learning and educational activity must create a learning environment that promotes independent study, including the development of the necessary learning skills. In learning and educational activity, students must be allowed to set their goals, learn to work independently as well as in groups, and to provide the students with opportunities, using various working methods, to find the learning style most suitable to them.

§ 7. Learning environment

(1)　The learning environment is understood to mean the combination of the mental, social and physical environment surrounding students, in which students develop and learn.

(2)　The upper secondary schools organize studies that protect and promote the mental and physical health of students. The study load shall conform to the student's energy resources.

(3)　The entire school community shall take part in developing the social and mental environment. The learning environment shall support the development of students into independent and active learners, promote the core values of the curriculum and the spirit of own school and preserve and develop local and school community traditions.

(4)　In developing the social and mental environment.

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

(5)　In developing the physical environment, the upper secondary school shall ensure 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, for the purpose of study, computers with an Internet connection, and that students have the opportunity to use the library;
3)　the furnishings of the rooms and premises used are safe and conform to health protection and safety requirements;
4)　the 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 exists an opportunity for promoting physical education and healthful lifestyles within and outside of lessons.

(6)　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
Organization of Studies

§ 8. Subject fields and subjects

The national curriculum sets forth the following syllabuses for subjects and courses:

1)   language and literature: Compulsory subjects – Estonian, literature, Russian (in a school or class where Estonian is studied as a second language, and the study is carried out partially in Russian), literature (in a school or class where Estonian is studied as a second language, and the study is carried out partially in Russian); optional courses -„Oratory and debate ", „Myth and literature ", „Literature and society ", „Drama and theatre", „Literature and film", „Russian in Estonia ", „World literature from the antique area to the 18th century ", „Contemporary Russian literature ", „Contemporary foreign literature" (appendix 1);

2)   foreign languages: With regard to foreign languages, the following are distinguished: Estonian as a second language; foreign language at B2 language proficiency level, where in addition to the compulsory courses, there are two electives; and foreign language at B1 language proficiency level, where in addition to the compulsory courses there are four elective courses. English, Russian, German, French or other foreign languages shall be studied at B2 proficiency level. English, Russian, German, French or other foreign languages shall be studied at the B1 proficiency level. For students studying Estonian as a second language there is one compulsory foreign language (appendix 2);

3)   mathematics: Compulsory – narrow maths or extensive maths; optional courses -„Logic", „Elements of the economical mathematics", Elements of number theory part I, „Elements of number theory part II", „Elements of discrete mathematics part I", „Elements of discrete mathematics part II"; „Planimetry part I. Geometry of triangles and circles" and „Planimetry part II. Geometry of polygons and circles" (appendix 3);

4)   natural science: compulsory subjects - biology, geography (nature geography), chemistry, physics; optional courses - „Applied biology", „Geographic information science", „Principals of chemical processes ", „Chemistry of elements", „Chemistry of life", „Physics and Engineering", „Another kind of physics", „Natural science, technology and society ", „Mechatronics and robotics", „3D modelling", „Technical drawing", „Use of computers for inquiry", „Basics of programming and development of software applications" (appendix 4);

5)   social studies: Compulsory subjects - history, civics and citizenship education, personal, social and health education, geography (human geography); optional courses - „General history – world history: Civilizations outside Europe ", „General history – History of European countries and the United States of America", „Psychology", „Everyday law", „The globalizing world", „Introduction to philosophy", „Philosophy today" (appendix 5);

6)   art subjects: Compulsory subjects - music, art (appendix 6);

physical education. Compulsory subject – physical education; optional courses - „Physical abilities and kinetic skills", „Physical exercises in the open air" (appendix 7);

7)   religious studies optional courses - „People and Religion", „The Religious Landscape of Estonia" (appendix 8);

8)   national defence optional courses - „National defence", „Practical Studies at a Military field camp" (appendix 9);

9)   economic and business studies business studies optional courses – „Economics Economic studies ", „Business studies " (appendix 10);

10)   optional course „Career education" (appendix 11);

11)   optional course „Bases of inquiry" (appendix 12).

§ 9. Compulsory courses of subjects

(1) Language and literature:

1)	Estonian (in Russian-language or other-language upper secondary schools, where in accordance with the school curriculum Estonian is studied as a second language)	6 courses (1 course is 35 academic hours);
2)	Literature -	5 courses.

(2) Foreign languages:

1)	Estonian as a second language in upper secondary schools, where in accordance with the school curriculum Estonian is studied as a second language, and in the case of students who have acquired basic education in a language of instruction other than Estonian	9 courses.
2)	foreign language at B2 proficiency level.	5 courses.
3)	foreign language at B1 proficiency level.	5 courses.

(3) Mathematics:

1)	narrow mathematics -	8 courses or
2)	extensive mathematics -	14 courses.

(4) Science:

1)	biology -	4 courses.
2)	geography (physical geography) -	2 courses.
3)	chemistry -	3 courses.
4)	physics -	5 courses.

(5) Social studies:

1)	history -	6 courses.
2)	civics and citizenship education -	2 courses.
3)	personal, social and health education (PSHE) -	1 course.
4)	geography (human geography) -	1 course.

(6) Art subjects:

1)	music	3 courses.
2)	art	2 courses.

(7) Physical education: physical education -   5 courses.

§ 10. 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 are priorities for society, and enable creation of an idea of the development of society as a whole, supporting the student's capacity to apply his or her knowledge in different situations.

(2) Study of cross-curricular topics is realized above all in the following:

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

2) subject study – proceeding from the cross-curricular topics, suitable treatments of subjects, examples and methods are introduced into teaching of subjects, multi-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 courses – optional courses support the aims of cross-curricular topics;

4)   creative work that stems from cross-curricular topics or which integrates subjects – students 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, extracurricular learning activities and hobby activities with regional institutions and enterprises, other educational and cultural institutions and civic associations and taking part in county, country and international projects.

(3)   Required cross-curricular topics are:

1)   Lifelong learning and career planning – the aim is for the student 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 student to become a socially active, responsible and environmentally conscious person who preserves and protects the environment, and by 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 student 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 student 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 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 student to develop into an information-conscious person who senses and aware of the surrounding information environment, is able to analyze it critically and acts according to his or her aims and society's communications ethics;

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

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

8)   values and morals – the aim is for the student to develop into a morally advanced person, who knows the generally recognized values and moral principles in society, follows the 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.

(4)   The descriptions of cross-curricular topics are set forth in appendix 13.

§ 11. Fundamentals of organization of studies

(1)   The student's minimum study load during upper secondary school shall be 96 courses (1 course is 35 academic hours).

(2)   Schools shall ensure in their curricula that instruction in Estonian comprises at least 57 courses, or 60% of the minimum permitted course load for the upper secondary level, whereby Estonian literature, Estonian history, civics education, music and geography must be taught in Estonian.

(3)   All of the compulsory courses specified in Section 9 shall be part of the student's study load, taking into account the possibility of choosing between narrow and broad mathematics, and exceptions in the case where, in accordance with the school curriculum, Estonian is studied as a second language.

(4)   Upper secondary schools shall allow students to take optional courses by field with at least the following course load:

1)   language and literature - 4 courses (1 course is 35 academic hours);
2)   foreign language - 6 courses;
3)   mathematics - upper secondary schools enable the study of extensive mathematics in the scope of 14 courses;
4)   science - 8 courses;
5)   social studies - 7 courses;
6)   physical education – 2 courses;
7)   religion studies - 2 courses;
8)   national defence - 2 courses;
9)   economic and business studies - 2 courses;
10)   bases of inquiry - 1 course.

(5)   The subject field course loads described in Subsection 4 may include both the optional courses described in the national curriculum as well as the optional courses based on the school curriculum. In religion studies and national defence, studies take place pursuant to the syllabuses specified in the national curriculum.

(6)   Upper secondary schools shall enable, in addition to the optional courses specified in Subsection 4, optional courses totalling at least 11 courses which take into account the particularities of the school and regional character. The said optional courses may include both optional courses described in the national curriculum as well as the optional courses from the school curriculum. Studies of these optional courses must be organized if there are at least 12 students making a corresponding request.

(7)   Upper secondary schools shall enable studies in at least three fields of study. An upper secondary school may, within a field of study, establish as compulsory subjects for students up to 20 elective courses. Fields of study of upper secondary school shall vary from one another by at least eight optional courses. A field of study may include the optional courses dealt with in subsection 6 and must include optional courses from at least two of the following subject fields with the course load set forth in subsection 4:

1)   language and literature;
2)   foreign language;
3)   mathematics;
4)   natural science;
5)   social studies.

(8)   At least one of the fields of study of upper secondary school shall include natural science subjects in the amount described in subsection 4. At least one of the fields of study of upper secondary school shall include social studies in the amount described in subsection 4.

(9)   The organization of learning and education shall be set forth in the school curriculum. An upper secondary school may plan the optional courses specified in subsections 4 and 6 and carry them out in cooperation with other schools and organizations, using, among other things, Estonian and international networks and information technology solutions.

(10)   For the purpose of using content and language integrated learning, administering vocational preliminary training or vocational education or taking into account regional or school particularities, the courses in the subject may be linked to one another (including compulsory courses and electives); with the

consent of the school's board of trustees, the list of the compulsory subjects and cross-curricular topics specified by the national curriculum may be modified and the arrangement of teaching time may be changed. In both cases, the achievement of the learning outcomes set forth in the national curriculum must be ensured. The school curriculum shall describe the integration with the requirements of the national curriculum.

(11) The curricula of the following schools may be prepared without taking into consideration the course load requirements for the optional courses and for fields of study as set forth in subsections 4 to 8: state schools, basic schools and upper secondary schools that operate as one institution with only distance learning taking place, and schools with whose owners the state has concluded agreements to create opportunities that enable students with specific special educational needs to acquire general secondary education.

(12) With the exception of the schools set forth in subsection 11, an upper secondary school, where study takes place on the basis of the national curriculum set forth in this Regulation, or according to a curriculum developed on the basis of the curriculum of the International Baccalaureate Organization or the Convention Defining the Statute of the European Schools (hereinafter *international curriculum*), shall enable study in at least two fields of study.

§ 12. Notification and counselling of students
(1) The upper secondary school shall ensure for students the opportunity to receive information and advice regarding organization of studies.

(2) The upper secondary school shall organize notification of students regarding opportunities for further study and general trends on the labour market and shall ensure the availability of career services (career studies, information or counselling).

§ 13. Students with special educational needs
(1) The upper secondary school shall organize mentoring of talented students.

(2) Depending on the students' special educational needs, the upper secondary school may make changes or adjustments in the duration of study, learning content, educational process, learning environment or required learning outcomes. In the case of a student of limited legal capacity, the parent of the student shall be involved in the making of changes. If the changes or adjustments should entail a significant increase or decrease should take place in the weekly study load or intensity of study compared to the national or school curriculum, an individual curriculum must be prepared in order to implement the changes.

(3) If an individual curriculum compiled for a student with special educational needs foresees the reduction or replacement of the learning outcomes set forth in the national curriculum, or being excused from the study of a compulsory subject, an individual curriculum may be implemented on the basis of a recommendation of an advisory committee.

(4) An individual curriculum shall be compiled for a student being home-schooled for health reasons, and his or her course load may be reduced by up to eight courses for each academic year spent in home schooling.

§ 14. Exceptions applied for distance learning
(1) Distance learning is learning that targets adult students, where in comparison to diurnal learning, there is a higher proportion of independent learning in addition to the academic hours. As a result, in order to complete one course, less than 35 academic hours must be used for supervised study. The arrangement of teaching time shall be determined in the school curriculum or in the individual curriculum, without the need to consider the requirements for the arrangement of teaching time as set forth in sections 9

and 11, but it must enable the achievement of learning outcomes in at least the compulsory courses set forth in this Regulation, for a total of at least 72 courses.

(2)   In distance learning, physical education shall not be one of the compulsory subjects.

Division 5
Assessment and Graduation from Upper Secondary School

§ 15. Assessment
(1)   The purpose of assessment is the following:
1)   to support the student's development;
2)   to provide feedback regarding the student's progress;
3)   to encourage and direct the student to study independently;
4)   to direct the formation of the student's self-esteem, to guide and support the student in his or choice of future educational career;
5)   to guide the teacher's activities in supporting the student's learning and individual development;
6)   to lay a foundation for the decision regarding progression to the next class and graduation from school.

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

(3)   Students have the right to receive information on the assessment system and on the grades and evaluations they have received. Students have the right to know what grade or evaluation is the basis for final grades in a course. The grading system and the procedure for notification of students 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 curriculum of the school.

(4)   Requirements for student behaviour shall be set forth in the upper secondary school's rules of procedure.

§ 16. Formative assessment
(1)   Formative assessment means assessment taking place during studies, in the course of which the student's knowledge, skills, attitudes, values and behaviour are analyzed, feedback is provided on the student's previous results and shortcomings, the student 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 student's development with his or her previous accomplishments. Feedback shall describe, at the right time and as precisely as possible, the student's strengths and shortcomings and shall include proposals for further activities that support the student's development.

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

(3)   The student shall be involved in the process of assessing himself or herself, and his or her companions, in order to develop his or her skill to set his or her own objectives, to analyze his or her learning and behaviour according to the objectives, and to increase motivation for learning.

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

§ 17. Assessment of knowledge and skills as the basis for summarizing grades

(1)   The student's knowledge and skills shall be compared with the expected learning outcomes listed in the curriculum that is the basis for the student'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. The results of assessment of subject-related knowledge and skills may be expressed either as numerical grades on a five-point scale or as numerical grades corresponding to the school's internal grading system.

(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, and 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 are generally in accordance with the required learning outcomes that are the basis for the student's study, but there exist deficiencies and errors;

4) The grade 2 or "poor" is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if there are substantial deficiencies in the achieved learning outcomes;

5) The grade 1 or "weak" is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if there are substantial deficiencies in the achieved learning outcomes and there has been no development.

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

(5)   If a written or practical assignment, oral answer (presentation), practical activity or outcome thereof is graded with the grade "poor" or "weak" or the grade was not given, the student shall be given the opportunity for redoing the answer or the assignment. The procedure for redoing assignments or parts thereof shall be set forth in the school curriculum.

§ 18. Summarizing grades and graduation from upper secondary school

(1)   The student's learning outcomes in subjects shall in general be assessed in summarized fashion with course grades expressed on a five-point scale and on the basis of the course grades with grades

for the stage of study, expressed on a five-point scale. In lieu of the five-point scale, the school may use 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 student's departure from the school, the summarized grades of that academic year, and the grades received during the quarter or course in progress shall be converted to a five-point scale. The school may, in assessment of elective courses, use the grades "pass" and "fail" and these assessments shall not converted to the five-point scale.

(2)   Also construed as summarized assessment is the certification of knowledge and skills in the case where the school, in accordance with subsection 17 (4) of the Basic Schools and Upper Secondary Schools Act, considers study or activity that is external to the school curriculum as part of that which is taught in the school.

(3)   The upper secondary school graduation certificate shall be given to students:

1)   whose grades for the stage of study are at least satisfactory, or in the case of elective courses, are satisfactory or pass grades;
2)   who scored at least a satisfactory result in the state examinations in the Estonian language or, according to the conditions set forth in subsection 4, in Estonian as a second language, in mathematics or foreign language (English, French, Russian or German), corresponding to the required study load in the subject;
3)   who scored at least a satisfactory result in the school examination of an upper secondary school that covers a subject field or subject fields, as well as the social and natural science fields, that arise from the field of study set forth in the school curriculum;
4)   who have conducted, during upper secondary school, a student investigation or practical work, with the exception in the case of graduation from the school as an external student.

(4)   Students who have graduated from basic school in a school or class with Russian or another language of instruction, and who have been studying in an upper secondary school or upper secondary class where the language of instruction is Estonian, as well as students who are from an upper secondary school or upper secondary class with Russian or another language of instruction, and who have been studying in an upper secondary school or upper secondary class where the language of instruction is Estonian, may choose to take either the Estonian, or Estonian as a second language, state examination.

(5)   An external student shall be considered to have graduated from upper secondary school if he or she has passed the examinations set forth in subsection 3 and has passed the subject examinations in courses in which he or she lacks course grades 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 student shall not be assessed in physical education. Schools where distance learning is implemented shall be obliged to create conditions for a person to graduate from the school as an external student who has submitted a relevant written application to the school by 1 November of the academic year in progress. In graduating from the school as an external student, the school shall have enabled the graduate to receive study activity supervised by the school, comprising at least 15 academic hours (45 minutes). For the remainder, learning shall take place independently.

(6)   For students with special educational needs where, subject to conditions set forth in this Regulation, the learning outcomes set forth in this Regulation have been reduced or replaced by the school curriculum, or by an individual curriculum on recommendation by an advisory committee, the basis for graduation shall be the achievement of learning outcomes required in the school or individual curriculum.

Division 6
School Curriculum

§ 19. Fundamentals and structure of preparation of school curriculum

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

(2)   Preparation of the school curriculum shall proceed from the national curriculum and the school development plan, taking into consideration regional needs, the needs of school staff, parents and students and mental and material resources.

(3)   The head of the upper secondary school is responsible for the democratic organization of preparing and developing the school curriculum. The school curriculum is established by the head. Amendments to the school curriculum shall be submitted before establishment for an opinion to the school's board of trustees, student representative board and teachers' council.

(4)   The school curriculum shall consist of a general part and course syllabuses arranged according to subject fields.

(5)   The general part of the school curriculum shall set forth the following:
1)   learning and educational objectives and principles;
2)   descriptions of fields of study and an arrangement of teaching time along with lists of elective courses and selection principles, use of various languages of instruction by each course;
3)   cross-curricular topics and principles for treating them, principles of integration;
4)   principles for planning school-wide and interschool projects;
5)   organization of learning and education
6)   organization of assessment;
7)   organization of graduation from upper secondary school;
8)   student counselling;
9)   organization of career services;
10)   principles for compiling the teacher's work plan;
11)   procedures for updating and supplementing the school curriculum.

Chapter 3
Implementing Provisions

§ 20. Bringing learning and educational activity and the learning environment into conformity

(1)   Schools shall bring learning and educational activity and the school curriculum into conformity with this Regulation by 1 September 2013.

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

(3)   Until it is 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 of 25 January 2002, "National curriculum for basic schools and upper secondary schools" (RT I 2002, 20, 116; 2007, 61, 392).

(4)   Schools that implement study in the form of distance learning in the 2010/2011 academic year are obliged to create conditions to graduate from the school as an external student for a person who has submitted the relevant written application to the school by 20 January of the academic year in progress.

§ 21. Estonian-language studies at the upper secondary school stage in municipal and state schools

At the time this Regulation enters into force, Subsection 11 (2) shall be implemented in schools, where the language of instruction is other than Estonian, regarding students who have begun their upper secondary school studies in the 2011/2012 academic year or later, and study throughout all upper secondary schools shall be brought into accordance with Subsection 11 (2) by 1 September 2013.

§ 22. Conditions for graduation from upper secondary school in force until 31 August 2013

(1)   Subsections 18 (3) and 18 (4) shall be implemented effective 1 September 2013. Up to 31 August 2013 the conditions set forth in this Section shall be applied with regard to final examinations.

(2)   To graduate from upper secondary school, at least five upper secondary school final examinations must be taken, of which at least three must be state examinations. In any one given subject, either a state examination or school examination may be taken.

(3)   The state examination on Estonian shall be required for all students, with the exception of the case set forth in Subsection 4.

(4)   Students who have graduated from basic school in a school or class with Russian or another language of instruction and who have begun studying in an upper secondary school or upper secondary school class where the language of instruction is Estonian, or students who are from an upper secondary school or language of instruction with Russian or other language of instruction and have started studying at a upper secondary school or upper secondary school class where the language of instruction is Estonian, may take, instead of the state examination on Estonian, the state examination on Estonian as a second language. A student who has been issued, according to the Language Act, a high-level Estonian language skill, or C1-level, certificate and who submits the applicable certificate to the school by 20 January of the academic year in progress, shall not be required to take the state examination on Estonian as a second language.

(5)   Students whose language of instruction is sign language may choose, for their compulsory examination, the state examination in Estonian or in Estonian as a second language.

(6)   Students have the right to take all final examinations as state examinations. Students may choose state examinations from among the following subjects in the school curriculum: Russian (in a school or class where Estonian is taught as a second language, and where part of the study takes place in Russian), English, German, French, Russian (as a foreign language), biology, chemistry, mathematics, physics, geography, history, and civics.

(7)   One foreign language examination (the Estonian examination shall not be considered a foreign language) may be among the three required state examinations. A student also has the right to take the state exam for English, German, French or Russian (as a foreign language) if he or she has not studied that language in school.

(8)   In place of the German language state examination, it is also possible, on the basis of a bilateral agreement, to sit for the Level II language diploma examination of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, or the German general higher education Matura German language examination.

(9)   The German language examination taken, on the basis of a bilateral agreement, in order to obtain the German Level II language diploma, and the German and mathematics examinations taken for the German general higher education Matura diploma, shall be recognized as state examinations.

(10)   School examinations may be taken in all compulsory subjects and, additionally, in those optional courses that have been studied at the upper secondary school stage for at least 105 academic hours.

(11) One of the school examinations may be taken by the upper secondary school graduate as a practical assignment or research work in chosen subject.

(12) The upper secondary school graduating certificate shall be given by the school by decision of the teachers' council:

1) to upper secondary school students whose grades for the stage of study in the subjects in the school curriculum compiled on the basis of the national curriculum for upper secondary schools are at least satisfactory and who have passed all of their compulsory and selected final examinations at least satisfactorily;

2) to external students whose grades in subject examinations are at least satisfactory and who have passed all of their compulsory and selected final examinations at least satisfactorily;

3) to persons whose grades in subjects at their school stage are at least satisfactory but who in previous academic years did not receive an upper secondary school graduation certificate because they did not take the state examination or because they scored unsatisfactorily on the state examination, and who, in subsequent academic years, took all of the state examinations, except for special cases set forth in Subsections 10 and 11, and scored at least 20 points.

(13) Upper secondary school students who have a specific spelling problem (dysgraphia) and who scored unsatisfactorily on the state examination in Estonian or Estonian as a second language shall be able to choose, instead of that state examination, a new state examination in another state examination subject.

(14) An upper secondary school student who scored unsatisfactorily on the state examination in one subject may choose, instead of that state examination, a new state examination in another state examination subject.

§ 23. Repeal of regulation

Regulation No. 13 of the Government of the Republic of 28 January 2010, "National curriculum for upper secondary schools" (RT I 28.12.2010, 18) is hereby repealed.

Andrus Ansip
Prime Minister   Hanno Pevkur
                                  Minister of Social Affairs,
                                  Acting Minister of
                                  Education and Research   Heiki Loot
                                                                  Secretary of State

Appendix 5
of Regulation No 2 of the Government
of the Republic of 6 January 2011
National Curriculum for Upper Secondary Schools

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 taking place in the history of humankind and in modern-day society; recognize basic social scientific research methods and use some of them in studying and in everyday life; create future scenarios and visions in an area that is important socially or personally; know about and respect human rights and democracy, be informed about civil rights and duties, and be familiar with the skills and behaviour that are in accordance with them; recognize cultural specificities and follow generally accepted etiquette; and continuously show an interest in the development of one's nation, community and the world, shape one's own opinions and be an active and responsible citizen.

Upper secondary school graduates will be able to:
1. understand the processes of social changes in the history of humankind and in modern-day society and the causes and effects of the most important events;
2. respect democracy and human rights, follow generally accepted etiquette and the law, know about civil rights and duties and take civic responsibility;
3. have acquired a vision for their own future, make plans and act in accordance with fulfilling these plans;
4. take interest in their own development, their nation, community and the world, shape their own opinions and conduct themselves as active and responsible citizens;
5. understand social scientific research methods and use some of them in study, connecting what they have learned to everyday life;
6. know about the cultures of different nations and their specificities and be respectful towards individual and cultural differences as well as differences in worldviews, unless these views constitute crimes against humanity;
7. will have acquired practise and value skills in socially acceptable behaviour and interpersonal relations that foster efficiency in different social contexts,
8. will have acquired knowledge and skills that support the development of a complete and autonomous human being who values a positive attitude towards themselves and others.

1.2. Subjects of the subject field

The following subjects belong to the subject field: History; Civics and citizenship education; Personal, social and health education and Geography (Human Geography).

Within the subject of history there are six compulsory courses: General History; Estonian History I (until the sixteenth and turn of the seventeenth centuries); Estonian History II (until the end of the nineteenth century); Contemporary History I – Estonia and the world in the first half of the twentieth century; Contemporary History II – Estonia and the world in the second half of the twentieth century; and Modern History III – Main characteristics of the developments of the twentieth century: Estonia and the world. There are also two optional courses in the subject field: General History – World History: Civilization outside Europe; and General History – History of European countries and the United States of America.

In Civics and citizenship education there are two compulsory courses and one optional course called Everyday law.

In Human Studies there is one compulsory course (Family Studies) and one optional course in the subject field of Psychology.

Geography in the field of Social Studies is taught in one compulsory course, Population and Economy, and one optional course, The Globalizing World.

Additionally, there are two elective courses in Philosophy in this subject field: Introduction to Philosophy and Philosophy Today.

1.3. Description of the subject field

Social Studies looks at the way in which human beings and society functioned in the past and how they function today. Studying Social Studies helps to connect the different subjects studied into an integral whole, create an overall picture of society and shape the ability to understand the progress taking place on the basis of past events.

Social Studies helps to develop the ability to see causal and other links in the development of a society; to make informed choices in relation to oneself and one's social environment, taking into consideration the values and moral norms applicable in a given society and to act as a moral and responsible person and member of society.

The main aim of the subject field is to support the development of students into people who:
1. have acquired an adequate self-image and knowledge, skills and attitudes that support the development of a sound, autonomous and health-conscious person;
2. have acquired a sound understanding of the phenomena and processes taking place in society and their causes and effects;
3. understand the importance of cultural diversity and democracy as well as the necessity for sustainable development and accepting differences; and
4. have regard for fundamental human values, such as freedom, human dignity, equality, honesty, caring, tolerance, sense of responsibility, equity, patriotism and respect towards oneself, others and the environment.

Integration within the study field aims to ensure that students become sound people with a sense of self-actualization who have a positive attitude towards themselves and others; take others into consideration; follow general human values in their actions; see and understand what is happening in society and who have acquired the ability and readiness to intervene and participate in social life. The centres around which integration within the study field revolves include themes, concepts and methods.

The aim of the study of History is to develop students so that they are capable of analysing and understanding the world that they live in and have a sense of the circumstances and events that have shaped the world. In the course of studying History students acquire knowledge of their home country and its past and the cultural heritage of the world as well as different value systems necessary for orientation in their cultural space. This subject directs students to acknowledge, analyse, assess and critically interpret the events and processes that took place in history, the connections between them and links to today as well as reasons for different interpretations of historical events.

The main aim of Human Studies is to help students to develop the skills necessary to function in the

social sphere. In order to achieve this, students are encouraged to become well-rounded stable people, and to develop their social competence, health-consciousness and fundamental human values such as honesty, caring, tolerance, a sense of responsibility and justice. According to the general goal of Human Studies, the main focus in upper secondary school is on supporting the formation of people who are independent, self-analysing, self-directing, considerate and tolerant and who value themselves and others in accordance with the knowledge, skills and attitudes acquired in courses on Family Studies and Psychology.

In Civics and citizenship education students acquire social writing skills: knowledge, skills, values and attitudes necessary for functioning in society and making responsible decisions. The aim of the subject is to create the preconditions for the strengthening of the identity of a citizen and social cohesion, shaping active citizens, supporting the formation of readiness for dialogue and respect towards people who understand the world differently, as well as the self-awareness of students in questions regarding worldviews.

When studying Geography students acquire an understanding of the phenomena and processes that take place in nature and society, their spatial spread and mutual connections. In the process, the students‟ problem-solving and research skills are developed. Studying Geography helps to shape the attitudes of students in terms of respecting sustainable ways of life, the environment and cultural diversity, perspectives which help to create active citizens.

Through studying subjects in the field of Social Studies, students learn about the values, norms and rules valid in society and how to observe them. Students acquire knowledge, skills and attitudes concerning socially acceptable behaviour and relations between people that help them to adjust efficiently and manage in a family, among peers, in the community and in society. Through Social Studies, a basis is formed for taking into account the diversity of worldviews. Readiness for dialogue with representatives of different worldviews is established.

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

All of the subjects in the subject field support the formation of value competences by means of different emphases. For example, History, Civics and citizenship education and Geography support the ability to understand humanism, the principal values of democracy and sustainable development and to follow these principles in one‟s own activities, as well as adopting a respectful attitude towards different worldviews. Personal, social and health education supports the understanding of value systems, living in harmony with thoughts, words and feelings and giving reasons for one‟s choices, taking into account the well-being of others in addition to one's own well-being. The ability to stand up against the violation of fundamental norms is fostered in the course of studying Civics and citizenship education.

All of the subjects in the subject field play a major role in fostering competence for self-management. Personal, social and health education supports the development of students‟ self-analysis ability; teaches how to assess their weaknesses and strengths; lead healthy lives; and solve problems related to themselves, their mental and physical health and relationships. The main support here is from Personal, social and health education and other subjects in the subject field which help to develop the national and cultural self-management of students.

Studying competence is supported through developing students' skills in managing their studies. Each subject in the field of Social Studies shapes students‟ ability to organize their study environment; to acquire tools and information necessary for study; to plan their study activities and to use the knowledge they acquire in different contexts and in solving problems. Through study activities and sharing feedback students acquire the ability to analyse themselves and plan further studies accordingly.

In developing communication competence, all of the subjects in the field play an important role: the ability to express oneself clearly and appropriately in different settings; to read and understand informative and practical texts as well as fiction and to write different kinds of texts. All of the subjects in the field support the use of appropriate language tools and style, and the valuing of correct grammar and expressive language.

Mathematics competence is also important: the ability to analyse statistical data presented in different ways (graphs, tables and diagrams) and to draw conclusions on this basis; and to use mathematical symbols and methods in solving different tasks, for example counting time and planning resources, and checking the validity of results. These are all supported by the subjects in the field.

Entrepreneurship competence is mainly shaped in Civics and citizenship education classes but also by other subjects in the field. Students learn to identify problems and see the opportunities they represent, setting goals, generating ideas and realizing them; take initiative and responsibility and cooperate in order to achieve goals; learn always to finish what they start, react flexibly to changes, take reasonable risks and deal with insecurities and learn to choose appropriate and creative methods in order to realize ideas based on an adequate analysis of the situation, their own capabilities and resources, a prognosis of the consequences of the activity and in accordance with goals.

1.5. Integration

1.5.1. Integration with other subject field competences and subject fields

Social Studies is connected to other subject fields through fostering subject competences.

Competence in communication
The ability to express oneself clearly and appropriately both in speech and in writing; read and understand different texts; use fitting language tools and appropriate style as well as terminology and expressive language; and follow grammatical rules. In addition, the ability to analyse a text critically, media literacy, acquiring information and assessing it critically, formulation of work and copyright protection take on more importance.

Competence in foreign languages
Knowledge of other cultures and traditions; understanding the differences between one's own culture and other cultures; respect towards other languages and cultures; communication in multicultural societies; and foreign language skills.

Competence in mathematics
Calculation of time; planning resources (time and money); mathematical literacy; presentation and interpretation of numerical data (graphs, tables and diagrams); ability to pose problems, find fitting solution strategies and apply them; analysing ideas for solutions and checking the validity of results; the ability to reason logically and provide reasons and evidence and valuing a mathematical approach as a method of analysis.

Competence in natural sciences
The effect of geographical location and the natural environment on the development of human society; the development of human beings and population trends; economic resources; sustainability of society and sustainable consumption; globalisation; observing and understanding global problems, including environmental problems; and valuing sustainable and responsible (including environmentally friendly) 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, career orientation and career planning; the ability to assess the possibilities and dangers arising from the use of technology; understanding the contemporary developmental trends of technology and the mutual connections between science and technology; applying contemporary technology in an efficient and ethical way in shaping one's study, work and communication environment; using technical tools in a purposeful and sustainable way; following all of the safety and copyright protection rules.

Competence in the arts
Examining Estonian, European and other cultures around the world; valuing the arts and changes over time in the understanding of art; aesthetic development and self-fulfilment; folk culture; and the ability to express oneself creatively.

Competence in physical education
The ability to understand and value the importance of physical activity as part of healthy ways of life in different eras; the role of medical achievements in the development of society; developing a tolerant attitude towards peers; and following principles of honest cooperation.

1.5.2. Cross-curricular topics

Integration with cross-curricular topics is realized in all subjects of the field at the level of aims, learning outcomes and course content.

Lifelong learning and career planning The development of people's different fields of activities during different eras; economic processes in society and their influence on human activity; valuing lifelong learning and shaping the ability to cooperate through different study activities, including study trips that support contact with different professions; and legislation concerning employment relations.

The environment and sustainable development
Valuing the environment as a whole; the influence of human activity on the development of the environment and the solving of environmental problems; understanding the connections between different features of cultural, social, economic, technological and human development; the risks involved in human activities; forming personal opinions about environmental issues and the importance of social activism.

Civic initiative and enterprise
Valuing the organization of democratic communality; the ability to cooperate; fostering the ability to take initiative; valuing voluntary work and the role of enterprise and civic initiative in society.

Cultural identity
One's role as a carrier of culture and mediator of cultures; understanding the importance of intercultural communication and cooperation; participation in intercultural communication; valuing tolerance towards one's own cultural heritage and that of others and deploring discrimination and acknowledging and recognizing the cultural diversity of past and present societies.

The information environment Determining one's need for information and finding suitable information; developing skills in searching for and analysing critical information; acknowledging the functioning of the media and its effects; knowing the rules valid in public space (including the information environment) and following copyright protection laws.

Technology and innovation
The effect of technological innovations on people's way of life, work, quality of life and the environment today and in the past; knowing how technology functions and the direction of developments in different areas of life; the mutually reinforcing influences of technological, economic, social and cultural innovations; the positive and negative effects of technological development and the ethical issues arising from the development and use of technology and the use of information and communication technology in solving important problems and facilitating one's own studies and work.

Health and safety
Analysis of safe behaviour; the short-term and long-term consequences of actions from the point of view of health and safety and analysis of the effect of alcohol, tobacco, the environment and society (including peers) on health and on making safety-related decisions.

Values and morality
Analysis of values and moral norms; knowing different value systems and their relations in a historical and cultural context and in connection with religion and worldviews; reflecting on personal values and moral norms; taking into account different values and attitudes when planning one's own activities and valuing diversity as a precondition for the richness and development of society.

2. History

2.1. General principles

2.1.1. Learning and educational objectives

The aim of upper secondary school history studies is to guide students to:
1. have an interest in history, acknowledge their potential as researchers of the past and participants in history and define themselves as members of their nation and as European and world citizens;
2. apprehend history through the events, processes, spirit and people characteristic of an era;
3. understand the nature of cause and effect, similarity and difference, continuity of historical events and processes and reasons for different interpretations, taking into account the context of an era when shaping their own viewpoints;
4. value cultural diversity, understand it as the precondition for the richness and development of a society and acknowledge their potential as preservers and carriers of cultural inheritance;
5. find and critically analyse information containing historical data, assess the trustworthiness of the source and use different sources of information in a purposeful way;
6. understand and acknowledge the differences between people, viewpoints and situations, form and give reasons for their own points of view, analyse and assess their own actions and see and correct their mistakes;
7. know about and use the principal concepts of history in context and distinguish between the interpretation of historical fact and opinion; and
8. be familiar with and use various study techniques, types of texts, information channels and information and communication technologies, express their knowledge and skills in spoken and written forms and defend their viewpoints in a well-argued

way.

2.1.2. Description of the subject

The studies of history helps students to acquire the knowledge and skills necessary for orientation in their cultural space and historical context and to acknowledge and analyse the mutability and interpretability of past phenomena, the links between them and their connections to today. The course looks at the everyday lives and worldviews of people, changes in society, culture and ways of thinking (including values) and historical figures and events from the student's own and other people's perspectives.

The sequence of the courses for upper secondary school studies in history is chronological and thematic; that is historical problems are examined taking their chronological continuity into account. At the start of upper secondary school students are not yet ready to develop the ability to make and see connections between areas that are chronologically and culturally distant, an ability which is necessary for a thematic approach. Students reach this thematic approach at the end of upper secondary school with the course Contemporary History III, where they can place greater reliance on what they have studied previously. In course content, within larger thematic blocks, the thematic approach for making comparisons and generalizations may be used in all courses.

History is studied in six compulsory courses: General History; Estonian History I (until the sixteenth and turn of the seventeenth centuries); Estonian History II (until the end of the nineteenth century); Contemporary History I – Estonia and the world in the first half of the twentieth century; Contemporary History II – Estonia and the world in the second half of the twentieth century; and Modern History III – Main characteristics of the developments of the twentieth century: Estonia and the world. There are also two optional courses in the subject field: General History – World History: Civilization outside Europe; and General History – History of European countries and the United States of America. Inside the larger thematic blocks of Estonian history courses there are corresponding blocks on general history. The themes and concepts studied within the general history courses are not highlighted separately in Estonian history courses. The sequence of studying the courses is defined in the national curriculum, but it is sensible to follow the principle of chronological continuity; that is, the general history course comes first, then Estonian history and contemporary history.

The study of history has chronological, political, economic, social, cultural and ideational aspects. In studying different themes, the emphasis may be on all of these equally or some of them specifically.

The main emphasis in upper secondary school History studies is on a problem-based approach, analysing opinions and interpretations from different viewpoints. In order to understand that the writing of history depends on the time and the researcher, the course shapes the students" critical attitudes towards different ways of thinking, comparing the interpretation of historical events and phenomena in different sources and assessing the credibility of these sources.

In studies of history, cultural diversity is valued and the aim is to make the students understand that diversity means richness in society and that it is a precondition for development. The role of the student in preserving and carrying forward cultural heritage is acknowledged. The study of history supports the formation of students" self-definition and ability to put themselves in someone else's shoes, looking at the world from other viewpoints.

Students are encouraged to make connections and draw conclusions on the basis of discussion and analysis and to form personal opinions and give reasons for them in a well-argued way. In order to develop critical thinking, different sources and other study materials are used which show historical

events from a different viewpoint. Through analysing historical problems, the value systems of the students are enriched, their national and cultural identity, tolerance and supportive attitudes towards democratic values are formed, their historical thinking is developed and their historical consciousness is enriched.

Understanding history is supported by excursions, study tours, historical writing and fiction, theatre and cinema, media, the Internet and different people and places. When this experience is united with what students study at school, they gradually develop an understanding of history. Students' worldview is enriched by the integration of different subjects and the examination of related topics from various viewpoints.

Through the teaching of history, different skills are developed:
1. the ability to orient oneself in time and the ability to find, analyse and understand connections and make sense of the formation of the historical environment;
2. knowing and using historical concepts in context and broadening terminology;
3. asking history-related questions and offering different solutions when responding to them;
4. functional literacy, critical thinking, the ability to discuss, drawing conclusions, making connections and forming one's own opinions and giving reasons for them;
5. empathy, the ability to put oneself in someone else's shoes taking the historical era into account and the ability to cooperate and solve conflicts;
6. analysis of sources and work with historical maps, finding information from different sources of information and assessing the credibility of the source; and
7. spoken and written forms of expression, compiling review papers and historical research, using information and communication technology tools to find information and presenting the results of one's work.

The formation of skills in studies of history is an ongoing process that develops through studies of different subjects. The presumed level of achievement of skills is described at the end of upper secondary school as learning outcomes.

2.1.3. Learning outcomes of upper secondary school

The learning outcomes of upper secondary school reflect the achievements of the students.
At the end of the course, students will be able to:
1. describe the features and ethos characteristic of different historical eras and the connections between Estonian history and the history of Europe and the world and understand the continuity of historical development;
2. identify the most important cultural achievements of the world; understand the continuity of culture; value cultural diversity and acknowledge their role in carrying culture forward and preserving cultural heritage;
3. compare and analyse the political, social, everyday and/or cultural directions of development and problems; describe the influence of ideological and technological changes on people's ways of life and values; compare the influence of powerful countries on the world economy and politics in different eras and analyse cooperation between states and ways of solving conflicts;
4. find, select, reference and critically analyse different sources of information, including historical maps and opinions, assessing the credibility of a source or an interpretation; distinguish between fact and opinion and explain the reasons for different interpretations of events or processes;
5. use historical vocabulary and different methods of study; correct their mistakes; compile review papers and research papers; discuss subjects in writing; work with

maps; express their knowledge and skills in speech and in writing and use information and communication technology tools; and

6. reconstruct the life of a person from the past, look at the world through their eyes and take into account the characteristics of the era.

2.2. First course: General History

1. Ancient History

Learning outcomes
At the end of the course, students will be able to:

1. understand the essential connection between state, culture and society on the basis of examples from ancient history;
2. explain the importance of antique civilizations in world history with examples from ancient history and understand the importance of the heritage of ancient history in the contemporary world;
3. describe and compare the functioning principles of democratic and aristocratic city-states, the Roman Republic and the Roman Empire;
4. describe the role religion and mythology played in people's worldviews in ancient history, the origin of Christianity and its evolution as a state religion;
5. characterize, with the help of examples, the achievements of the culture of antiquity; highlight the connections between the formation of the culture of antiquity and European culture; work with sources characteristic of the era and assess them critically;
6. show Greek city-states and the area of Hellenistic culture and the spread of the Roman Empire on a map;
7. identify Homer, Herodotus, Socrates, Plato, Aristotle, Pericles, Alexander the Great, Romulus, Caesar, Augustus, Constantine the Great, Jesus and Pauland describe their activities; and
8. explain and know how to use in context the following concepts: *polis*, aristocracy, tyranny, democracy, Hellenes, barbarians, citizens, senate, consul, republic, empire, patrician, plebeian, the Bible, the Old Testament, the New Testament and Roman law.

Course content
Greek city-states: governance, citizens and way of life. Sparta and Athens.
Hellenes and barbarians: upbringing, education and everyday life of the Hellenes.
Greek culture: mythology and religion. The epics of Homer. Beginning of history-writing. Rhetoric. Theatre. Philosophy: Socrates, Plato, Aristotle. Olympic Games.
The rise of Macedonia and Hellenism: Alexander the Great.
The formation of the Roman state.
The Roman Republic and its organization.
The rise of Rome as a powerful state. Army. Caesar. Establishment of the power of the emperor: Augustus. Western Roman Empire and Eastern Roman Empire.
Roman society and way of life: family, upbringing and education. Roman law. Rome as a great city of ancient history. Architecture.
Religion: formation and spread of Christianity and its rise to a state religion.
Achievements of civilizations of ancient history and their importance in world history.

2. Middle Ages

Learning outcomes

At the end of the course, students will be able to:

1. understand the essential connection between state, culture and society in the medieval context;
2. describe society and way of life in the Middle Ages and critically analyse different medieval sources of information;
3. describe the role of the church in medieval society and culture and in shaping the worldviews of people;
4. give the reasons for the growth of cities and describe how society in cities functioned;
5. describe the origins of Islam and its diffusion and value the cultural heritage of Islam;
6. understand the causes and effects of the Crusades and their influence on culture and values;
7. describe the activities of medieval universities;
8. explain and know how to use in context the following concepts : church, monastery, clerical orders, heretics, inquisition, Crusades, fiefdom, natural economy, city government, guild, craft guild, the Hanseatic League, scholastics and the Koran; and
9. identify Mohammed, Charlemagne, Innocentius III and Thomas Aquinas and describe their activities.

Course content

Migration and the fall of the Western Roman state.

The Frankish empire: Charlemagne and the formation of Western European states.

Society and way of life: fiefdom. The way of life of lords and peasants. Knight culture. Urban society: trade, crafts and governance.

The creation of Islam and its proliferation: Mohammed. The Koran.

Secular power and clerical authority: imperial power and popedom. Domination of religion. Clerical Orders. Heretics.

Crusades.

Universities and scholastics.

3. Early Modern Era

Learning outcomes

At the end of the course, students will be able to:

1. understand the essential connection between state, culture and society and the change in values in the Early Modern Era;
2. describe the new worldview, explain the role played by the Renaissance, exploration and the Reformation and critically analyse different sources of information;
3. describe the influence on Europe of the French Revolution and the Napoleonic Wars;
4. describe the industrial revolution and analyse its influence on the everyday life of people;
5. show and analyse the changes on the European political map in the Early Modern Era;
6. name the main features of the development of science and technology and principal achievements during the Early Modern Era;
7. explain and know how to use in context the following concepts: Renaissance, humanism, Reformation, absolutism, parliamentarianism, Enlightenment, revolution, reform, capitalism, colonialism, monopoly, urbanization and socialism; and
8. identify Leonardo da Vinci, Christopher Columbus, Fernão de Magalhães, Martin Luther, Louis XIV, Voltaire, George Washington, Napoleon, Karl Marx and Otto von Bismarck and describe their activities.

Course content

The formation of a new worldview: the Renaissance and humanism, the effects and consequences of explorations of new areas and the Reformation and Counter-Reformation.

Absolutism and parliamentarianism: political map at the beginning of the Early Modern Era. Absolutism in France and the formation and securing of parliamentarianism in England. Independence of the United States of America.

The effects of the French Revolution and the Napoleonic Wars on Europe. Enlightenment. The Congress of Vienna. The rise of nationalism and the formation of nation states.

Industrial society: industrial revolution, characteristic features of industrial society, mass production and monopolies. World economy and development of science and technology during the Early Modern Era.

2.3. Second course: Estonian History I (until the turn of the seventeenth century)

1. Prehistory

Learning outcomes

At the end of the course, students will be able to:

1. describe the most important Estonian prehistoric eras on the basis of people's fields of activity and changes in ways of life and interpret the ways of life of people and their social arrangements as well as beliefs and outlook on the basis of historical objects;
2. describe the relationship of ancient Estonians with their neighbours and their mutual influences;
3. describe the administrative organization of Estonia and its economic development at the end of prehistory; and
4. explain and know how to use in context the following concepts : archaeological culture, archaeological object, historical fortress, mound, county, parish, defence league and animism.

Course content

Main stages of anthropogenesis. Distribution of human population in the world. Ice Age and its re-examine. The beginning of human settlement in the north of Eurasia.

MOST IMPORTANT ARCHAEOLOGICAL CULTURES

Prehistorical sources and their findings.

Stone Age cultures in Estonia: Kunda culture, comb ceramic culture, *venekirveste* (in Estonian, axes crafted to resemble a boat) culture, main fields of activity of inhabitants and the objects describing their culture.

Metal Age. Bronze Age. Asva Culture. Iron Age. Ancient agriculture, mounds and fortresses.

ESTONIA AT THE END OF THE PREHISTORIC ERA

Relations with neighbours: Eastern Slavic people, Baltic tribes and Vikings. Development of international trade routes and Estonia.

Estonian society at the end of the prehistoric era: social stratification. Counties and parishes. Fortresses. Villages and buildings.

Prehistoric beliefs and the spread of Christianity in Estonia. The connections of prehistoric beliefs to nature. Oldest records of the spread of Christianity in Estonia.

2. Middle Ages

Learning outcomes

At the end of the course, students will be able to:

1. analyse the reasons for the Baltic crusades, their course and consequences from the point of view of different participants;
2. describe changes in the governmental organization and political map of Old Livonia and relations with neighbouring countries;
3. analyse the importance and meaning of the St George's Night uprising as a historical narrative;
4. describe Estonian medieval society: fiefdom, the legal status and economic situation of peasants, handicraft and trade and way of life in cities and create links between Estonian and European history during the Middle Ages;
5. describe the main features of Estonian medieval culture and understand the effect of Christianity on Estonian culture, spiritual life and the change in values and understand cultural continuity;
6. critically analyse medieval chronicles and other texts;
7. explain and know how to use in context the following concepts: Old Livonia, Livonian Order, vassals, estate, villeinage, restriction of movement and oxgang; and
8. identify Lembitu, Kaupo, Bishop Albert and the chronicler Henry and describe their activities.

Course content

The power of the pope and hegemonic goals: causes of crusades and main directions. The Christianization of the Baltic Sea countries. Medieval colonization. The example of Western European society in the formation of Estonian medieval society.

Ancient war of independence: causes of Baltic crusades. The course of the ancient war of independence. Causes and effects of the defeat of Estonia. The Chronicle of Henry of Livonia as a historical source.

Old Livonian states: state organization and political map. Social order. Land Council. The relations between Old Livonian states and relations with neighbours. The St George's Night uprising, its causes and effects.

Medieval society in Estonia: fiefdom. Building of estates. Formation of villeinage and restriction of movement. Medieval cities in Estonia: governance of cities. Handicraft, trade, the Hanseatic League, guilds and craft guilds. Way of life in cities.

Church and culture: clerical orders and monasteries. Architecture.

3. Transition from Middle Ages to Early Modern Era

Learning outcomes

At the end of the course, students will be able to:

1. describe international relations in the Baltic Sea area in the sixteenth century and compare the influence of powerful states in the area during that period;
2. explain the causes of the Livonian War, its course and consequences and analyse and assess the activities of the participants according to sources;
3. describe the changes in the organization of governance and the political map during the wars;
4. describe the effect and importance of the Reformation on Estonian cultural history and analyse the changes in outlook and spiritual life; and
5. identify Balthasar Russow, Ivan IV and Wolter von Plettenberg and describe their activities.

Course content

Formation of strong states with centralized power in the Baltic Sea region.
Reformation in Estonia: conditions for education. Beginnings of the Estonian printed word.
Livonian War: the location of Old Livonia in the Baltic Sea region. The causes of the Livonian War, its course and consequences.
Estonia as the possession of three kingdoms: organization of state and political map. Counter-Reformation.
Development of culture: Balthasar Russow's chronicle as a historical source. The influence of the Reformation and the Counter-Reformation on spiritual life.

2.4. Third course: Estonian History II (until the end of the nineteenth century)

1. Swedish era

Learning outcomes
At the end of the course, students will be able to:
1. understand how the gradual establishment of Swedish rule across Estonia took place;
2. describe the politics of Sweden in Estonia and Livonia, assess it on the basis of sources and texts and appraise the credibility of the sources;
3. describe the change in the legal and economic status of peasants during the Swedish era;
4. understand the influence of Lutheranism and the importance of the Swedish era in the development of Estonian culture and education, in the past and today;
5. explain and know how to use in context the following concepts: knights, reduction, tax book, Bible conferences, the New Testament and Academia Gustaviana; and
6. identify Bengt Gottfried Forselius, Gustav II Adolf, Johan Skytte and Charles XI and describe their activities.

Course content

Era of the great Swedish state.
Centralized Swedish power and the Baltic-German gentry.
Economic development: the legal status and economic situation of peasants. Reduction and its results. Growth of manufacturers. Trade.
Spiritual life and culture: Lutheranism as a state religion. First upper secondary school. Foundation of the University of Tartu. Folk education. The spread of the Estonian written word.

2. Estonia in the eighteenth century

Learning outcomes
At the end of the course, students will be able to:
1. explain the reasons, results and influence of the Great Northern War;
2. describe the special situation of the Baltic States (*Landestaat*) and its effect on the development of Estonia;
3. analyse the changes in the economic situation and legal status of peasants on the basis of sources and texts;
4. analyse the conditions that affected population processes;
5. analyse the effect of European Enlightenment ideas on Estonia's spiritual life;
6. explain and know how to use in context the following concepts: *Landestaat*, restitution, special administrative arrangement and collectives of brethren; and
7. identify Charles XII, Peter I, Catherine II, Anton Thor Helle and August Wilhelm Hupel and describe their activities.

Course content

Europeanization of Russia in the eighteenth century. The enlightened absolutism of Catherine II.
The Great Northern War: causes of the Great Northern War, its course and consequences.
Population trends in Estonia during the sixteenth and eighteenth centuries. The influence of wars, disease, everyday conditions and famine on the population.
Landestaat: Russian centralized power and Baltic-German government based on social order. Special administrative arrangement.
Spiritual life during the eighteenth century: Baltic-German culture and peasant culture. Folk education. Pietism and enlightenment.

3. Estonia in the nineteenth century and the beginning of the twentieth century

Learning outcomes
At the end of the course, students will be able to :
1. describe how the legal status and economic situation of peasants changed and explain the connections between economic processes and peasant laws;
2. understand the meaning and importance of the national awakening and its influence on the formation of civil society in Estonian history;
3. describe the preconditions for national movement and its links with Europe;
4. describe the most important activities of the national movement, identify the main leaders of the national movement and analyse the activities and ideas of the national movement on the basis of sources;
5. describe changes in Estonian society and the development of socio-political thought at the end of the nineteenth century and make connections with the formation of the nation state;
6. explain and know how to use in context the following concepts: Estophile, national awakening, national movement, Russification and Alexander School; and
7. identify Karl Ernst von Baer, Friedrich Reinhold Kreutzwald, Johann Voldemar Jannsen, Jakob Hurt, Carl Robert Jakobson, Lydia Koidula and Jaan Tõnisson and describe their activities.

Course content

Modernizing Europe: the formation of industrial society, the national movement and Russia in the nineteenth century and at the beginning of the twentieth century.
The freedom of peasants: the dissolution of servitude in Estonia. The growth of self-government of peasants. Purchasing of farms. Movement to change religion. Development of industry. Differences between the development of northern and southern Estonia.
National awakening: prelude to national awakening. Estophiles. The University of Tartu in the nineteenth century. The formation of Estonia‛s educated elite. Societies. The most important events of the national movement and their leaders. Different approaches to how goals should be achieved.
Modernizing Estonia: development of economy. Building railways and their influence on economic and social development. The formation of great industries. Development of agriculture. Stratification of peasants. The extension of Russian laws to Estonia. The influence of the era of Russification on education, culture and the national movement. The growth of professional national culture. New national awakening. Political groups in Estonia. The events of 1905 and their effects on society.

2.5. Fourth course: Contemporary History I – Estonia and the world in the first half of the twentieth century

1. The world before the First World War

Learning outcomes

At the end of the course, students will be able to:

1. describe the developmental features of powerful states and the change of roles in international relations;
2. describe the military and political blocs of powerful states and analyse the aims of the Entente Powers and the Triple Entente;
3. understand the political map of the world before the First World War and show on a map the countries that belonged to the military blocs of powerful states and colonial empires;
4. describe the developmental features of the world economy and analyse the effects of science and technology; and
5. explain and know how to use in context the following concepts: imperialism, monopoly, Entente and Triple Entente.

Course content

Developmental features of powerful states: differences between political systems and Russia.
World economy: scientific revolution, monopolies, export of capital, free market economy and protectionism.
Unions of powerful states: causes and effects of their formation.

2. The First World War

Learning outcomes

At the end of the course, students will be able to:

1. analyse the causes of the First World War and the aims of the warring parties;
2. analyse the effects of the First World War and its influence on the development of the world;
3. analyse the preconditions and process of the achievement of Estonian independence;
4. enumerate the events of the Estonian War of Independence and describe the course of the war on a map;
5. understand the importance of the War of Independence and the Peace Treaty of Tartu in securing the Republic of Estonia;
6. explain and know how to use in context the following concepts: February Revolution, autonomy, the Estonian Constituent Assembly, *Landeswehr* and the Peace Treaty of Tartu; and
7. identify Nicholas II, Vladimir Lenin, Jaan Poska, Johan Laidoner and Konstantin Päts and describe their activities.

Course content

Causes of the First World War.
Warring parties and most important battlefields.
Effects of the First World War: collapse of empires, birth of new nation states in Europe, new world order and the League of Nations.
Estonian independence: preconditions, independence, War of Independence and Peace Treaty of Tartu.

3. Between the world wars: democracy and dictatorships

Learning outcomes

At the end of the course, students will be able to:

1. analyse and compare international relations in the 1920s and 1930s and understand the reasons for change;

2. identify and describe international crises: Far East, Ethiopia and the Spanish Civil War;
3. describe the development of the economy in the period between the wars and explain the causes and effects of the economic crisis;
4. analyse and compare democratic and dictatorial societies;
5. analyse the political development of Estonian society in the 1920s and 1930s, explain the causes and effects of the rise of authoritarianism on society and explain the silent era;
6. explain and know how to use in context the following concepts: democracy, dictatorship, authoritarianism, totalitarianism, communism, USSR, fascism, national socialism, League of Nations, Versailles system, silent era, parliamentarianism and independence fighters; and
7. identify Joseph Stalin, Adolf Hitler, Benito Mussolini, Franklin D. Roosevelt, Konstantin Päts and Jaan Tõnisson and describe their activities.

Course content
Europe-centrism and international relations.
Spread of democracy.
Main features of democracy on the basis of the example of Great Britain, France and the USA: political system, economy and social life.
Economic crisis: causes, spread and effect and Roosevelt's new course.
Authoritarianism, totalitarianism, fascism, national socialism and communism.
Dictatorships, their characteristic features and emergence: political system, economy and social life.
Emergence of new conflicts and areas of crisis.
Estonia's path from democracy to authoritarianism: political system, economy and social life.

2.5.4 The Second World War

Learning outcomes
At the end of the course, students will be able to:
1. analyse international relations before the Second World War;
2. describe the causes and effects of the Second World War;
3. describe war activities on a map;
4. understand how the coalition against Hitler was formed;
5. analyse the influence of the Second World War on Estonian history;
6. identify Winston Churchill, Charles de Gaulle, Dwight D. Eisenhower, Georgi Zhukov, Johannes Vares and Otto Tief and describe their activities; and
7. explain and know how to use in context the following concepts: the *Anschluss*, the Munich Conference, the Molotov-Ribbentrop Pact, mutual assistance treaty, occupation, the Summer War, the Atlantic Charter and the United Nations.

Course content
The Second World War as the continuation of the First World War.
The causes of the Second World War: the aggressive foreign policy of Germany, the Soviet Union and Japan and the failure of the conciliation politics of democratic Western countries.
Warring parties: Germany and its allies. Coalition against Hitler and its formation: the importance of the Atlantic Charter and the Teheran, Yalta and Potsdam conferences.
The most important battlegrounds and battles: battle-fronts and key battles (Pearl Harbor, Moscow, Midway, Stalingrad, Kursk, El-Alamein and the Normandy landings).
The contradictions of the outcome of the Second World War and its consequences on the political, economic and ideological development of the world.
Estonia in the Second World War: loss of independence, occupations, war casualties and damage and the influence of the war on people's lives. Refugees.

2.6. Fifth course: Contemporary History II – Estonia and the world in the second half of the twentieth century

1. The Cold War

Learning outcomes
At the end of the course, students will be able to:
1. analyse the reasons for the Cold War and how it came about and know how it was manifested; analyse the reasons for the emergence of the crises of the Cold War and the aims of and consequences for its participants;
2. analyse the international situation during the Cold War;
3. describe the development of the two German states during the Cold War;
4. identify Harry Truman, John F. Kennedy, Nikita Khrushchev, Fidel Castro, Konrad Adenauer and Willy Brandt and describe their activities; and
5. explain and know how to use in context the following concepts : Cold War, crisis area, NATO, Warsaw Pact Organization, arms race and Iron Curtain.

Course content
- The development of the Cold War and its manifestations: arms race and unions. Crises: the Korean War, Suez, Cuba, the Vietnam War and Berlin .
- Bipolar world: confrontation between the USA and USSR.
- Divided Germany: fission and the relations between the two German states.

2. Democratic world after the Second World War

Learning outcomes
At the end of the course, students will be able to:
1. analyse the main features of democratic countries;
2. describe the formation and the integration of Europe and its main stages;
3. identify Ronald Reagan and Robert Schumann and describe their activities; and
4. explain and know how to use in context the following concepts: the European Union, the Council of Europe and Organization for Security and Cooperation in Europe (OSCE).

Course content
The USA: political system, economy and social life.
Searching for the integration of a united Europe. European integration.

3. The USSR and the Communist System

Learning outcomes
At the end of the course, students will be able to:
1. analyse the formation of the Communist System and its main features;
2. describe the development of the social life of the USSR;
3. analyse the causes and effects of the crises of the Communist System;
4. analyse the development of Estonian society during Soviet occupation;
5. explain and know how to use in context the following concepts: collectivization, industrialization, Stalinism, glasnost, stagnation, dissidents, Brezhnev doctrine, planned economy, socialist countries, socialist republic and cultural revolution; and
6. identify Joseph Stalin, Nikita Khrushchev, Leonid Brezhnev, Mao Zedong, Johannes

Käbin, Alexander Dubček and Lech Walesa and describe their activities.

Course content

Establishment of the Communist System.
Eastern bloc: political system, economy, social life, Moscow politics and crises: the Hungarian Revolution, the Prague Spring, the Polish crises and Solidarity.
USSR: Stalinism, glasnost and stagnation.
Estonian SSR: society, development of economy, population, forms of resistance and relations with Estonian expatriates.

4. The world at the turn of the century

Learning outcomes
At the end of the course, students will be able to:
1. analyse the reasons for the collapse of the Communist System;
2. describe and show on a political world map the changes that took place after the Cold War;
3. analyse the changes in international relations between principal powers and the appearance of new areas of conflict;
4. analyse the restoration of the independence of the Republic of Estonia and understand how the state was restored;
5. explain Estonian integration with Europe and the world;
6. identify Ronald Reagan, Mikhail Gorbachev, Boris Yeltsin, George Bush, Helmut Kohl, Vaclav Havel, Arnold Rüütel, Lennart Meri, Edgar Savisaar and Mart Laar and describe their activities; and
7. explain and know how to use in context the following concepts: perestroika, glasnost, the Singing Revolution, Estonian People's Front, the Baltic Chain, the Intermovement, Estonian National Independence Party, Congress of Estonia and Constitutional Assembly.

Course content
The collapse of the USSR and the Communist System: the fall of the Berlin Wall and economic and political reforms in the USSR. The influence of the collapse of the Communist Bloc and communist ideas on value judgements.
The end of the Cold War and geopolitical changes: the changes in the political map.
The change in the role of the USA: new relationship between world powers.
The restoration of Estonia's independence. Integration with Europe and the world: the Singing Revolution and the restoration of independence.
New areas of tension: the Balkan crisis.

2.7. Sixth course: Contemporary History III – Principal features of progress in the twentieth century: Estonia and the world

1. Way of life and culture

Learning outcomes
At the end of the course, students will be able to:
1. describe the predominant approaches of the most important ideologies and their influence on society;
2. describe the achievements of the development of science and technology and the

way they are applied in everyday life; and

3. analyse the chief features of cultural development, making connections between them and the changes that have taken place in society.

Course content
Social movements and ideologies: socialism, liberalism, youth movements, black power movements, feminism and environmentalism. The manifestation of social movements and ideologies in culture.
Changes in way of life: the demise of the Victorian world, women's emancipation and the growth in popularity of sports, fashion, mass culture and home appliances.
Development of science and technology: age of the motorcar, radio, television, computers and the Internet and the era of space exploration.
Characteristic features of the development of areas of culture: manifestations of conceptual breakthroughs in the arts, literature, architecture and music.
The concept of multiculturalism.
The influence of political circumstances on Estonian culture and way of life.

2. Questions of war and peace

Learning outcomes
At the end of the course, students will be able to:
1. analyse the circumstances in which people's opinions and values on the question of war and peace were formed and changed during the twentieth century;
2. analyse the role of international organizations in relationships between states;
3. understand the reasons for the development of the crisis in the Middle East and explain its nature and attempts to solve it; and
4. explain and know how to use in context the following concepts: disarmament, arms race and pacifism.

Course content
Attitude towards wars: pacifism, arms race, disarmament and danger of nuclear war.
International organizations: the League of Nations, United Nations, NATO and attempts to create a new world order.
Conflicts and attempts to solve them in the example of the Middle East.
Estonian participation in the work of international organizations.

3. Crimes against humanity

Learning outcomes
At the end of the course, students will be able to:
1. explain the trends of development in society that made it possible for people to commit crimes against humanity;
2. understand the nature of crimes against humanity and the necessity to deplore and prevent them;
3. understand the ways in which crimes against humanity are committed and their consequences; and
4. explain and know how to use in context the following concepts: genocide, the Holocaust, deportation and Gulag.

Course content
Ideological bases and psychological roots of mass crime.

Concentration camps and gulags.
Deportation.
Crimes of Nazism: the Holocaust.
Crimes of Communism.
Genocide and ethnic cleansing.
Crimes against humanity in Estonia.

4. Other parts of the world

Learning outcomes
At the end of the course, students will be able to:
1. describe how the colonial system functioned and the reasons for and consequences of its disintegration; and
2. analyse the advent of new confrontations in the world after the Cold War.

Course content
The break-up of the colonial system and its consequences.
Emergence of new confrontations and terrorism.
Activation of the Islamic world and conflicts with the West.

2.8. Study Activities

In arranging and organizing study activities:
1) The focus is on following the main principles of the national curriculum, general competences, aims of the subject and expected study results and supporting integration with other subjects and cross-curricular topics.
2) The aim is to have a moderate study load for students (including homework), ensuring it is distributed across the school year evenly, giving students enough time for rest and recreational activities.
3) Opportunities are provided for individual study and studying in groups (independent, pair and group work) in order to support the development of students into active and independent individuals who are creative and capable of thinking critically.
4) Differentiated study tasks are used whose content and level of difficulty support an individualized approach and increase motivation for studying.
5) Study environments and study materials and tools based on contemporary information and communication technologies are used.
6) The study environment is expanded to include museums, archives, exhibitions, libraries, computer classes, the historical and cultural environment (ancient sites and buildings) and so on. Different study methods are used, including active study: pair and group work, conversations, discussions, debates, seminars, project-based study, solving creative assignments (writing letters and speeches, poems, newspaper articles and so on), compiling a scheme, plan, comparative table or study portfolio, practical and research work, filling in a worksheet and contour maps, compiling a discussion and thematic plan, discussing subjects in writing, information searches from different sources of information and analysis of information, compiling a review paper and presentation, reviewing and presenting with the help of information and communication technology tools, analysis of sources (documents, texts, statistics, pictures, caricatures and so on) and assessing the credibility of the source, working with maps and activity-based study (for example, dramatization, compiling a presentation and thematic exposition and preparing and organizing a study tour).

2.9. Physical learning environment

1. The school organizes the majority of the course in the classroom, where it is possible to rearrange furniture for group work, where there is an Internet connection and where audiovisual material can be displayed.
2. In order to connect study with everyday life, the school provides study possibilities and study trips outside the classroom (for example, to museums, archives, exhibitions and libraries) at least twice during the school year.
3. The school provides the students with study materials and tools that support the aims of the curriculum: historical atlases, contour and wall maps, collections of sources, handbooks, biographies and specialist literature, audiovisual material, digitized databases and archives, illustrative picture material (photos and caricatures) and information and communication technology-based study materials.

2.10. Assessment

The general part of the upper secondary school curriculum and other legislation regulating assessment is taken as the basis for evaluating the learning outcomes of the study of history. The aims of checking the learning outcomes and assessment are to gain an overview of the achievement of learning outcomes and the individual development of the student and to use the information acquired for the more successful organization of study. The assessment is based on students" knowledge and their ability to use it as well as the achievement of general competences, study skills on the basis of spoken replies (presentations), written and/or practical work and practical activities, taking into account the correspondence of the students" knowledge and skills to the learning outcomes outlined in the curriculum.

When evaluating written assignments, it is principally the content of the work that counts. Although spelling mistakes are also corrected, they are not taken into account in assessment. When checking learning outcomes, the balance between knowledge (including historical terminology) and skills is monitored. In choosing methods of assessment, students" age, individual skills and readiness to manage one or another activity are taken into account. Learning outcomes are evaluated using oral assessment and numerical grades. Students must know what is being evaluated and when, what methods of assessment are being used and what the criteria for assessment are.

The formats used to check and evaluate learning outcomes should be diverse and include spoken and written assignments, work with maps, documents, source material and pictures, compiling reviews and research papers, creative work and discussion of subjects in writing. When evaluating the analysis of sources, the focus is on whether students found important information from the source, how they interpreted it and compared it, how they answered and made comments on the basis of extracts and how they decided on the credibility of the source. Tasks that require analysis of the most important historical events and phenomena are preferred to individual facts. When evaluating discussions, the focus is on how they correspond to the theme, knowledge of an era and facts related to the topic, skills of analysis, comparison, making connections and drawing conclusions and expressing personal attitudes through well-founded opinions.

3. Civics and citizenship education

3.1. General principles

3.1.1. Learning and educational objectives

The aim of upper secondary school Civics and citizenship education is to guide students to:

1. understand, value and protect human rights and fundamental freedoms, respect the principles of democracy and democratic values, follow generally accepted rules of behaviour and be law-abiding;
2. define themselves as citizens of Estonia, Europe and the world, acknowledge their obligations and responsibilities as citizens, support the sustainable development of society, culture and natural environment through their behaviour and thoughtfully plan their future;
3. respect their human dignity and that of others, have a prejudice-free and respectful attitude towards all people and respect their special needs;
4. understand and respect the value of their own culture and that of other nations and different worldviews (not including crimes against humanity) and understand the meaning and necessity of dialogue between cultures;
5. observe, study and link processes and developments taking place in society and help, where possible, to find solutions to problems;
6. acquire the basics of economic thinking and the skills to function in the conditions of market economy;
7. give reasons for and defend their own viewpoints and choices in a well-argued way, be able to participate in discussions and debates, distinguish between emotional and politically biased judgements and objective truth and respect everyone's right to personal opinion and freedom of speech;
8. obtain society-related information from different sources in a purposeful way and interpret, draw conclusions from, critically assess, save and forward it, observing copyright laws; and
9. choose appropriate and creative methods to put into practice ideas that support the adequate assessment of their own capabilities and resources and prognosis of the results of the activity in accordance with the goals set.

3.1.2. Course description

Civics and citizenship education in upper secondary school is developed in accordance with the development of contemporary social sciences and social needs. Students acquire social literacy, that is the knowledge, skills, values and attitudes that are necessary for coping responsibly in a dynamic and multicultural environment. The aim of the subject is to build the foundations for becoming active and competent citizens who can adapt to change, who know how to relate to progress, who can shape their own civic positions and who are open to new ideas and lifelong learning.

Studying the subject will help students prepare for functioning as well-informed citizens in a democratic society. Civics and citizenship education looks at the social relations and processes in contemporary society and introduces the arrangement and functioning of the main areas of social life (economy, politics and law). All areas are analysed with regard to society as an integrated whole and the position and roles of the individual. The knowledge acquired in basic school about the functioning of the Estonian state and society is broadened to include the problems of Europe and the world. In addition to Estonian and European themes, important global social problems are also discussed.

Students encounter various areas of life and situations in society. In order to support the socialization and formation of social competence, the national curriculum also includes a diverse range of topics from human rights to copyright law and consumer protection. In a society that is changing fast, the task of the teacher is to pay attention to topical themes and problems and discuss them with students. In this process, support is provided to students to develop independent critical and analytical skills and the capacity to exercise will. This helps them make their personal plans for life and understand people with different views and demographic and socio-economic characteristics.

The two courses of Civics and citizenship education consist of four thematic areas: society and its development; the state and politics in a democratic society; the functioning of society; and globalisation and sustainable development.

I SOCIETY AND ITS DEVELOPMENT

In this thematic area the focus is on:
1. looking at the elements of society as a social system: social structure (groups, strata and communities) and social relations and processes (e.g. cooperation and conflict, authority, subordination and resistance, integration and differentiation, exclusion and participation and mobility and stratification);
2. analysing the norms and values regulating life in a society and institutional organization that have evolved in different areas (e.g. family, state, market, law and media);
3. studying the nature and functions of the public and private sector, getting to know the structure and activities of civil society and analysing the possibilities for and experience in inter-sectoral cooperation; and
4. getting to know the different forms and stages of society, how contemporary society evolved and what its main features are, paying special attention to the process of modernization in society and the development of the information and knowledge society.

II THE STATE AND POLITICS IN A DEMOCRATIC SOCIETY

In this thematic area the focus is on:
1. delving into the functioning of a democratic political system and the way it differs from non-democratic regimes and explaining how totalitarian societies are at variance with humanitarian values;
2. unveiling the nature of the state based on the rule of law and the nature of the separation of powers; examining the protection of human rights, the political rights of citizens and the opportunities for exercising freedoms and institutions; explaining the reasons that may lead to the estrangement of citizens from the state; looking at the advantages and shortcomings of different forms of democracy and connecting them to problems in Estonian politics;
3. getting to know the main features and viewpoints of political ideologies in different areas of politics (education, the social sphere, tax politics and so on); and
4. examining the developmental problems of parties and citizens" associations in Estonia; getting to know the electoral process and acquiring the skills to exercise voting rights; considering the inclusion of citizens in the exercising of public authority and ways of influencing the activities of public authority, including getting to know the activities of parties, citizens" associations and pressure groups and acquiring the skills to organize legal civic initiatives and action.

III FUNCTIONING OF SOCIETY

This thematic area examines economics and helps to nurture the readiness of young people for different career choices and active participation in economic life. During the course of study the focus is on:

1. getting to know the laws and processes of the contemporary market economy and examining the sources of national reserves and social welfare and factors affecting them; the differences between private and public interests and principles of use of

social resources;

2. becoming familiar with the directions of development of the Estonian economy and job market, including the prospects of development of the knowledge-based economy and creative economy and the most important legislation regulating enterprise and employment relationships. The development of the Estonian economy is considered in the context of the EU and global economies; and

3. getting to know the basics of enterprise, enabling students to function in everyday life and realistically assess their capabilities as entrepreneurs.

IV GLOBALISATION AND SUSTAINABLE DEVELOPMENT

In this thematic area students broaden their knowledge of global problems and relevant factors. The aim here is to see how each individual can contribute to making the world safer and more humane. This part of the course focuses on:

1. learning to understand the diversity of the world; the interests of states; cooperation; problems arising from the growth of the global information society and studying risk society;

2. looking at the role nation-states and international organizations play in today"s world and presenting an overview of the challenges facing transnational cooperation (climate change and ecological catastrophes, international terrorism, international migration, the fight against poverty, developmental problems of the global economy and global population and so on); and

3. becoming familiar with the manifestations and consequences of globalisation.

Civics and citizenship education nurtures the following views and attitudes of students: lawfulness and personal responsibility; social justice and equal treatment of citizens; respect for human rights; respecting intellectual property; tolerant attitudes towards difference; respect for different cultures; condemning prejudice (including racism and xenophobia); sustainable ways of living and orientation towards lifelong learning.

Civics and citizenship education integrates other knowledge, skills and values from Social Studies and lessons learned at previous levels of education, while at the same time deepening the knowledge of society acquired earlier through theory and practical activities. The studies are treated in such a way that on the one hand students acquire a fuller picture of society and its relations, while on the other they always know how to assess their own position and choices according to social context.

Civics and citizenship education is closely connected to History, Geography, Biology and Personal, social and health education. As in Geography, a more in-depth approach is taken towards the problems of population, urbanization and the world economy and their connections with globalisation. At the same time, Civics and citizenship education deepens students" knowledge of the state that they have acquired through studies of history. The optional courses in law, national defence, philosophy and religion further broaden students" knowledge of their own culture and society, and those of others, and highlight relevant aspects of multiculturalism and globalisation so that they can make connections and recognize similarities and differences.

The study material is presented in a problem-based way and is connected to everyday life as much as possible. A great deal of attention is paid to raising students" interest in the subject and fostering their motivation for study. The course makes use of active study methods, such as discussions, case studies, research projects and participation in civic action. Investigative methods of study are important, through which students acquire skills in raising issues, formulating hypotheses, planning and carrying out work, thinking critically and interpreting and presenting their results.

Civics and citizenship education is enhanced by activities that include study trips, excursions, and meetings with a variety of people and. In addition to course literature, various materials and informative texts, documents, electronic databases, study films and so on are used.

3.1.3. Learning outcomes

The learning outcomes in upper secondary school reflect the achievements of the students.
At the end of the course, students will be able to:
1. identify the principal features, structure, areas and organization of contemporary society, understand the mechanisms of politics and know how to relate to the development of society;
2. understand and value the principles of democracy, human and civil rights, know how to use the Constitution of the Republic of Estonia, international regulatory provisions and legislation and observe laws and acts according to their rights and duties;
3. describe the principles of transnational political, economic and cultural communication and the main problems and development tendencies of today's world, be aware of important international organizations and understand their role as world citizens;
4. have acquired an overview of the mechanisms of the contemporary economy; know how realistically to define and realize career possibilities and know how to find information about ways of making themselves useful and further study possibilities;
5. be aware of consumer rights and solve problems related to them; act as knowledgeable and responsible consumers; analyse the consequences of their behaviour and understand the role of individuals at the global level (climate change, fair trade, overconsumption and so on);
6. define themselves in society taking into account their capabilities; operate effectively in a market economy-based society; participate actively and responsibly in social life (including civic action projects);defend their interests and rights taking into account other people's rights and stand up against disregard of democratic values; and
7. explain and know how to use in context the most important concepts of Civics and citizenship education; understand legal texts and socio-economic information and know how to find, critically assess, categorize and use important information and create new information, respecting and taking into account copyright restrictions.

3.2. First course

1. Society and its development

Learning outcomes
At the end of the course, students will be able to:
1. describe the features of contemporary society; understand its structure and functioning principles, areas of social life and the relations between them and relate themselves to the development of society;
2. understand the principles and forms of democracy; analyse and value the possibilities of democracy (including civic activity) and evaluate threats;
3. describe the principal problems of contemporary society in Estonia, Europe and the world; analyse the causes of social tension and problems; describe the dangers arising from them and act to help find solutions wherever possible;
4. describe the main European principles in the area of social protection and know how to find help where necessary;
5. outline civic positions in the Estonian, European and global contexts for themselves and know the possibilities of civic initiative;

6. understand and observe human and civil rights and freedoms; stand up against disregard of humane and democratic rights and feel a sense of civil responsibility;
7. collect socio-political and economic information, including from the media, and evaluate, categorize and use it critically; and
8. explain and know how to use in context the following concepts: contemporary society, post-industrial society, information society, knowledge-based society, welfare society, transition society, democracy, sustainability of society, civil society, the public, private and non-profit sectors, direct and representative democracy, interest group, non-profit organization, social mobility, social status, human and civil rights, intellectual property, pluralism, social security, social help and common interests.

Course content
Studying society
Specificities of the field of social sciences. Research method of scientific society. Differences between scientific knowledge and regular knowledge.

Social relations and institutions
Socio-economic division of population and stratification of society.
Division of society by gender and age. National minorities and ethnic minorities. Religious diversity. Education as a factor in socio-economic status. Social mobility.
Inclusivity in society. Social justice. Economic and social inequality. Poverty. Means of alleviating poverty.
Norms and values.
Social institutions: family, state, market and media.

Contemporary society and its formation
Public and private sector. Civil society. Industrial society. Modernization. Post-industrial society. Information society. Knowledge-based society.
Transition society. Welfare society.
Sustainability of society.

2. Governing of democratic society and civic involvement

Learning outcomes
At the end of the course, students will be able to :
1. describe the characteristic mechanisms of democratic forms of governance in Estonia and the European Union and opportunities for participation;
2. describe political ideologies and form reasoned preferences;
3. understand the electoral system in Estonia and the European Parliament and be aware of their obligations as voters;
4. understand, use and observe the constitution of the Republic of Estonia and other legislation and know how to defend their interests and rights through legal means;
5. communicate, if necessary, with state and local authorities and produce the required documents;
6. be familiar with socio-political events, understand the problems of contemporary society and offers solutions where possible; and
7. can explain and know how to use in context the following concepts: state, monarchy, republic, unitary state, federation, confederation, parliamentarism, presidentialism, semi-presidentialism, citizenship, democracy, dictatorship, public relations, bureaucracy, corruption, ideology, liberalism, conservatism, social democracy, party, social movement, leftism, rightism, centrism, ombudsman, Chancellor of Justice,

National Audit Office, majority and proportional electoral system, e-elections, state based on the rule of law, legislative power, opposition, coalition, faction, executive power, coalition government, majority and minority government, judicial power, head of state, constitutional review, regional politics, local power, European Union, European Parliament, Council of Ministers of the European Union, European Commission, European Council, European Court of Justice, Council of Europe and European Court of Human Rights.

Course content
State and forms of state
Main characteristics of state. Functions of state. Organs of state. Political regime: democracy and dictatorship. Authoritarian and totalitarian regime. Parliamentary and presidential democracy. Dangers of democracy.

State based on the rule of law and separation of powers
Principles of state based on the rule of law. Separation of power and balance.
Higher legislative power. Structures and tasks of the parliament. Opposition and coalition. Legislative drafting. Legislation of the Republic of Estonia, international law and European law.
Higher executive power. Formation of government. Majority and minority government. Tasks of government.
Head of state. Role of the head of state in parliamentary and presidential states.
Judicial power. Estonian judicial system. Ombudsman and State Chancellor. European Court. European Court of Human Rights.
Public service. Bureaucracy. Possibilities of reviewing state bureaucracy. National Audit Office.
Local government, its structures and tasks. Relation between central power and local power.

Human rights
Human and civil rights. Equality. Social rights and social protection. International and national mechanisms for the protection of human rights. Violation of human rights. Human trafficking. Child labour.

Political ideologies
Concept and meaning of ideology in state governance. Liberalism, conservatism and social democracy.
Leftism and rightism in different areas of politics. Extreme ideologies (Nazism, fascism, communism and Islamic fundamentalism).

Elections
Principles of democratic elections. Principal systems of election. Active and passive right to vote. Electoral behaviour and results of elections. The Estonian Parliament. Elections for local government councils and the European Parliament in Estonia. E-elections.

Parties and civil societies
Interests and realization of interest in society. Parties. Interest groups. Civil society and inclusion.

Order of government and functioning of the European Union
European Union institutions and their tasks: European Parliament, Council of Ministers of the European Parliament, European Commission, European Council and European Court of Justice. Political areas of the European Union. Principles of the Lisbon Treaty.

3.3. Second course

3. Managing the economy of society

Learning outcomes
At the end of the course, students will:
1. have acquired an overview of the functioning of the current economy and different economic systems, and will be able to;
2. describe the principles of economy-related communication between states;
3. value the principles of a sustainable economy;
4. understand the role of consumers and entrepreneurs in society and their shared and opposed interests;
5. understand taxation policies and their effect on individuals and society and value the payment of taxes as a contribution of citizens and entrepreneurs to the well-being of society;
6. form an accurate estimate of their capabilities, knowhow to operate in the job market and understand the nature of and need for lifelong learning;
7. find economy-related information, using appropriate statistical methods to process it and present the results in spoken and visual form and in writing;
8. understand legislation regulating work relations, business and the protection of intellectual property; and
9. explain and know how to use in context the following concepts: economic resource, market economy, mixed economy, macroeconomic policies, fiscal policies, monetary policies, common benefit, Gross Domestic Product, inflation, consumer index, import, export, proportional and progressive tax payment system, direct and indirect tax, social security tax, unemployment insurance, gross wages, net wages, shadow economy, undeclared wages, employment market, employment, unemployment, active and passive job market methods, innovation, industrial property, copyright, indicative purchase basket, consumer protection, employer, employee, customs, Estonian common market and euro.

Course content
State and economy
Economic resources of society or factors of production. Natural resources, capital and human resources. Enterprise. Economic systems. Sectors of economy and their trends of development. Enterprise.
The role of the state in organizing the economy. The role of the European Union in Estonia's economy. Euro. Cyclical nature of economic development. Restrictions on foreign trade.
Main macroeconomic indicators: Gross Domestic Product, balance of budget, inflation and consumer index. Balance between imports and exports. Foreign loans of the state.
Fiscal policies. State budget. Tax load. Taxes.

Job market and employment
Workforce and non-active population. Job market. Roles on the job market. Employment. Unemployment and shortage of labour. Employment policies in Estonia and the European Union. Active and passive employment market measures. Migration for employment. Employment legislation.
The most important legislation regulating business, employment relations and protection of intellectual property.

Consumption and investing
Individual in the market economy environment. Needs, possibilities and consumer behaviour. Purchase basket. Loans and loan risks. Consumer protection. Investing and stocks. Pension funds.

4 . World development and world politics

Learning outcomes
At the end of the course, students will be able to:
1. identify the principal global problems and their own responsibility in helping to solve them;
2. describe the principal contemporary problems and development trends, participate in discussions on the development of society and understand the importance of international civic action projects in highlighting problems and solving them;
3. analyse the reasons for and consequences of political conflicts and offer well-argued solutions to overcome conflicts;
4. use information technology to find and mediate information, taking into account and valuing copyright restrictions; and
5. be familiar with the basic tenets of humanitarian law, the restrictions and protection to which it gives rise and respect life and human dignity.

Course content
The diversity of the contemporary world and international communication
The racial, ethnic and religious diversity of the world. The unevenness of world development. Principles and forms of international communication. Confrontation in today's world.
Cooperation between countries and ways of overcoming confrontation. International security and cooperation organizations: G7, OECD, Council of Europe, NATO and United Nations.
Globalisation.
Global problems and the search for solutions.
Principles and nature of humanitarian law and cases of violations of international humanitarian law.
Child soldiers.
Illegal immigration and refugees. Illegal trade.

3.4. Study activities

In arranging and organizing study activities:
1. The focus is on following the main principles of the national curriculum, general competences, aims of the subject and expected study results and on supporting integration with other subjects and cross-curricular topics.
2. The aim is to have a moderate study load for students (including homework), ensuring it is distributed across the school year evenly, giving students enough time for rest and recreational activities.
3. Opportunities are provided for individual study and studying in groups (independent, pair and group work) in order to support the shaping of students into active and independent students and creative and critically thinking individuals.
4. Differentiated study tasks are used whose content and level of difficulty support an individualized approach and increase motivation for studying.
5. Study environments, materials and tools based on contemporary information and communication technologies are used.
6. The study environment is expanded to include computer classes, libraries, local government and state authorities, businesses, non-profit organizations, archives, exhibitions and museums.

In upper secondary school Civics and citizenship education, different study methods are used including active study: role play, discussions, debates, brainstorming, joint action and voluntary work, project-based work, research overviews, research papers, opinion pieces, compilations of

study folder (introduction to referencing rules, presentations of work and so on), themed games for example, consumer protection, information searches from sources of information (including the state portal www.eesti.ee) and processing and presenting data using the capabilities of information and communication technology, analysis of statistics and sources (including legal texts and maps), filling in worksheets, critical analysis of commercials, films and the like, case study analysis, filling in forms and other documents, study tours, inviting guest presenters and so on.

3.5. Physical learning environment

1. The school organizes the majority of the course in the classroom, where it is possible to rearrange furniture for group work, where there is an Internet connection and where audiovisual material can be displayed. In order to connect study with everyday life, the school provides study opportunities outside the classroom. In the interest of guaranteeing the achievement of results, it is recommended to have two classes in a row.
2. The school provides the students with the opportunity to use the political maps of Estonia, Europe and the world, the Constitution of the Republic of Estonia (one copy per student), the annotated edition of the Constitution of the Republic of Estonia (one per school), the United Nations declaration on human rights (at least one copy per two students), the European Convention on Human Rights and Fundamental Freedoms (one per school), the United Nations Convention on the Rights of the Child (one per school), the Charter of Fundamental Rights of the European Union and the edited and amplified European Social Charter (one per school).
3. The school provides study materials (audiovisual material, specialist encyclopaedias, newspapers and journals, statistical and methodological materials and so on).

3.6. Assessment

The general part of the upper secondary school curriculum and other legislation regulating assessment is taken as the basis for evaluating the learning outcomes of Civics and citizenship education. The learning outcomes at the upper secondary school level are based defined at the satisfactory level.

Assessment is based on the achievement of the learning outcomes defined in the curriculum: students" knowledge and their ability to use it as well as the achievement of general competences, including study skills on the basis of spoken replies (presentations), written and/or practical work and practical activities. In evaluating written assignments, the main focus is on evaluating the content of the work. Although grammatical mistakes are also corrected they are not taken into account in overall assessment. In addition to knowledge of and skills in the subject, assessment also includes questions regarding values and attitudes, the assessment of which is conducted through role play, case study analysis and group work.

The formats used to check the achievement of learning outcomes are varied. The assessment can be based on an ability to discuss subjects, understand text and work with various sources (pictures, schemes, tables, texts and so on). In the case of practical work, not only the result but also the process is evaluated. The attitudes and values of the students can be measured by observation and on the basis of assessments and resolutions and case study analysis made by them. Furthermore, the ability of the students to see problems and analyse them is evaluated.

Learning outcomes are evaluated using oral assessments and numerical grades. The students must know what is being evaluated and when, what methods of assessment are being used and what the criteria for assessment are.

4. Personal, social and health education: Family Studies

4.1. General principles

4.1.1. Learning and educational objectives

The aim of the upper secondary school Family Studies course is to guide the students to:
1. become reliable, independent and considerate people;
2. acquire knowledge, skills and attitudes that are essential for family life; and
3. be aware of themselves and their role in the family they grew up in as well as in the family they will create.

4.1.2. Course description

The Family Studies course focuses on the psychology, sociology, ethics and economic management of family life on family law and the role of the family in society in order to support the acquisition of knowledge, skills and attitudes that form the basis for the future family life of students. The course also helps students consider, make sense of and analyse their role in the family they grew up in on the basis of their experience and to develop a sense of responsibility for future family life as both an individual and member of society.

The Family Studies course primarily supports the shaping of the students" self-definition, social competence and competence in defining values. Other courses that are closely connected to this course are natural science subjects, literature and other Social Studies subjects.

In choosing the course activities, the focus is on the main aim of Personal, social and health education, that is to support the maturing of students' personalities and the acquisition of knowledge, skills and attitudes that help them in the process of socialization. The chief emphasis is on shaping attitudes.

Students get to know the demographic, social, economic and historical processes taking place in society and the phenomena that influence the structures and processes of family life. Moreover, this course helps to integrate the knowledge and skills acquired in studying social sciences with those acquired at previous school levels, systematizing social skills in the context of family life. Thus the emphasis is on the practical side of Personal, social and health education and its applicability. Study activities arising from the goals of the subject are comprehensible and meaningful for students and support an understanding of the necessity of what is being studied. All in all the approach to the subject is as close to real life as possible.

There are three factors that are important for teaching :
1. Teaching methods are diverse and include those which are interactive (for example discussions, role play, group work, pair work, project work, research, case studies and brainstorming) and practical tasks (for example, observation and interviews).
2. Teaching allows for both individual and collective learning.
3. Teaching connects life outside school with study (for example by means of. project work, research and meeting different people), thus ensuring that the course is related to everyday life.

The formats for checking and evaluating learning outcomes are methodologically diverse, thus creating possibilities for individual and collective learning and making connections to everyday life.

Teaching values and shaping attitudes as part of the conceptual study environment take place in a setting that supports mutual understanding and is directed at developing positive thinking about students‟ potential for developing and functioning successfully. A favourable social study environment is one that is predominantly based on respecting the individuality of students and their personal attitudes as well as making it possible for them to express their opinions freely, take the initiative, participate and act both alone and with others.

In the Family Studies course, certain topics are learned as an overview and certain topics in depth. The topics can be dealt with in sequence or in an integrated way in order to achieve learning outcomes that are skills-, knowledge- and value-based.

4.1.3. Learning outcomes

The learning outcomes of upper secondary school reflect the achievements of the students.
At the end of the course, students will be able to:
1. explain the role different forms of cohabitation and family play in the life of an individual and society;
2. value the concept of family and understand, recognize and analyse the role of close relationships in a person‟s life and their own responsibility in relationships;
3. analyse the functions of the family from the perspective of an individual and society and are equipped to arrange everyday life at home, taking into account the safety, needs and health of family members;
4. understand the psychological, legal and economic aspects of marriage and the family, acknowledging the influence of society on the educational activities of the family;
5. explain the principal stages of child development and the role of parents in raising a child;
6. explain the nature of stable relationships and their relation to sexuality and love, valuing trust and positive feelings;
7. be aware of themselves and their role in and responsibility as members of the families they grew up in and the family they will create;
8. associate their own choices with the possibility of a successful family life in the future; and
9. understand the need to act in accordance with the precepts of creating, keeping and developing safe relationships and are equipped to be members of families and the social networks surrounding families.

4.2. Learning outcomes and course content

1. Family

Learning outcomes

At the end of the course, the students will be able to:
1. describe changes in the family and family relations over time;
2. explain the diverse forms of cohabitation and family, analysing their advantages and disadvantages;
3. analyse the functions of a family from the perspectives of an individual and society and explain how fulfilling these functions depends on each member of the family; and
4. explain the nature of family-oriented and individual-oriented understandings of family.

Course content
Family. Past, present and future of family. Forms of cohabitation. Different forms of family. Functions of the family from the perspective of an individual and society. Family-oriented and individual-oriented understanding of family.

2. Cohabitation

Learning outcomes
At the end of the course, students will be able to:
1. describe the factors that influence the creation and maintenance of stable relationships; value the nurturing of positive feelings and the management of negative feelings as the basis for a safe and steady relationship;
2. understand the responsibility attached to a steady relationship and can describe ways of coping in the event that a close relationship comes to an end;
3. describe the nature of love, taking classifications of love as a basis;
4. explain the connection between love and sexual relations and the principles of safe and mutually satisfying sexual behaviour in human relations; and
5. describe how society and culture influence attitudes towards sexuality and sexual relations.

Course content
Short-term and long-term relationships. Creating and maintaining steady relationships. Factors that influence the maintaining of a steady relationship. Emotions and stable relationships. Responsibilities attached to a stable relationship. Coping when a relationship ends. Nature of love and its forms. Sexual relations. Safe sexual behaviour. Influence of society and culture on attitudes towards sexuality.

3. Marriage

Learning outcomes
At the end of the course, students will be able to:
1. analyse the advantages and disadvantages of registered and common-law marriage;
2. explain the strengthening and supportive effect of traditions and customs associated with marriage on human relations;
3. understand the importance of a close social network as a system that supports marriage;
4. describe stages of marriage, adapting to married life and the factors that influence fulfilment; and
5. explain the rights and obligations attached to marital relations.

Course content
Marriage: registered and common-law marriage. Marriage, traditions and customs. Close social network that supports marriage. Adapting to married life. Stages of marriage. Changes in marital satisfaction during cohabitation. Rights and obligations attached to marital relations.

4. Being a parent

Learning outcomes
At the end of the course, students will be able to:
1. describe what it means to be a parent, taking the different components of parenthood as a starting point;

2. analyse the responsibility of raising a child in terms of the educational role of the parents;
3. analyse different parenting styles, taking as a starting point supporting a child's development in home education;
4. explain factors that influence human reproductive health;
5. describe effective methods that help plan pregnancy at the desired time; and
6. explain choices involved in unplanned pregnancies and the factors that influence them.

Course content
Being a parent and its components: biological, judicial, psychological and social. The role and responsibility of parents in raising a child. Parenting styles. Family planning and relevant factors . Unplanned pregnancy.

5. Children

Learning outcomes
At the end of the course, students will be able to:
1. explain the developmental needs of children in early childhood and the role of parents in satisfying them
2. explain the nature of affectionate relationships between children and parents and the influence of parents in shaping them; and
3. analyse the nature of upbringing and its importance in children's development.

Course content
Child development and the role of parents. Affectionate relationships with children and the influence of parents. Nature of home education, its aims and role in child development.

6. Home and everyday life

Learning outcomes
At the end of the course, students will be able to:
1. acknowledge the influence of the home as a safe living environment on the development of a person and their close relationships with others;
2. explain the importance of taking the needs and values of family members into account and the need for mutual support and help;
3. describe how the roles and role requirements of family members are based on agreements and flexibility and the influence of these qualities on family relationships;
4. demonstrate, in a study situation, effective ways of solving conflicts within a family;
5. describe the factors that influence the physical, emotional, social and mental health of family members and explain ways of maintaining and improving them;
6. understand how addiction to different substances or activities influences family relationships and explain the nature of co-dependence;
7. understand how to set goals related to improving health at the personal, family and community levels;
8. acknowledge the causes and effects of break-ups and divorce;
9. acknowledge the nature of grief and ways of dealing with it; and
10. value the maintaining of family relationships.

Course content
Home and creating a home. Home as a living environment. Needs and values of family members and

taking them into account. Tolerance in relationships. Division of roles in the family. Helping relationships in the family. Communication in the family. Conflicts in the family and possible ways of solving them.

Family, health and healthy ways of life. Health risks and their prevention at the individual, family and community levels.

Break-up and divorce. Grief and coping with loss. Maintaining family relations.

7. Economic life and family legislation

Learning outcomes
At the end of the course, students will be able to:
1. plan a family budget and understand each family member's right to their own time, space and material expenses, taking others into account; and
2. will be familiar with the principal legislation regulating family life and the lives of children.

Course content
Family budget and material resources in the family. Legislation regulating marriage and the lives of children.

8. Family in an individual's life

Learning outcomes
At the end of the course, students will be able to:
1. explain the importance of family to a person at different stages of their life;
2. explain the strengthening and supporting influence of inter-generational relations on family life; and
3. value the positive enriching influence of family life in a person's network of close relationships.

Course content
Importance of family at different stages of a person's life. Connection between generations. Happiness and family life.

4.3. Study activities

When planning and arranging study activities:
1) The focus is on the basic values, general competence, goals of the subject, course content and expected learning outcomes of the national curriculum. The course supports integration with other subjects and cross-curricular topics.
2) The aim is to keep the study load of students (including homework) moderate, dividing it evenly throughout the course. Opportunities are provided for studying both individually and with others (independent, pair and group work) in order to support the development of students into active and independent learners.
3) Differentiated study tasks are used, whose content and level of difficulty support an individualized approach, help students to understand what they have studied in depth and increase motivation for study.
4) Study environments, materials and tools based on contemporary information and communication technology are used.
5) The study environment is expanded to include, for example, a computer class, visits to companies, museums and exhibitions.
6) Diverse teaching methods are used, including interactive study: discussions, case study

analyses, pair work, project work, role play, group work, creating a study folder and research paper, practical and research-related work (including filling in task sheets, writing creative pieces and information searches from sources) and so on.

7) The abilities and capability of students and specific features of the local environment as well as the changes taking place in society are taken into account, the basis for which is created through the presentation of studying content as compulsory themes and those which go into greater depth.

8) The knowledge, skills and attitudes of students are developed, with the main emphasis on shaping attitudes. Opportunities are created to connect studies with life outside school so that the approach to the subject is as close to real life as possible.

4.4. Physical learning environment

The school arranges the majority of the studies in the classroom, where there are opportunities for group work and round-table discussions and resources for demonstrations.

In order to connect studies with everyday life, the school enables the students to study outside the classroom.

4.5. Assessment

The general part of the upper secondary school national curriculum and other legislation regulating assessment is taken as the basis for evaluating the learning outcomes of Personal, social and health education.

The main aim of assessment is to support the development of students, creating a positive self-image and adequate self-esteem. Students" own role in assessment is very important, offering opportunities for self-assessment.

In the Personal, social and health education course the knowledge and skills of students is evaluated, not their attitudes or values. Students nevertheless receive feedback about their attitudes and values.

The formats used to evaluate learning outcomes are diverse and include oral, written and practical tasks.

In the case of oral and written tasks, students:
1. explain and describe the essence of concepts and the connections between them;
2. explain their own opinions, assessments, viewpoints and attitudes, connecting them to their knowledge and everyday life;
3. differentiate between situations, settings, activities and characteristics and compare and analyse them according to learning outcomes; and
4. demonstrate their knowledge of facts, concepts and trends according to the content of study tasks.

In the case of practical tasks, students:
1. apply theoretical knowledge to practical study situations;
2. demonstrate the skills outlined in the learning outcomes in study situations; and
3. describe the application of knowledge and skills outlined in the learning outcomes in everyday life.

5. Optional Course: General History – World History: Civilizations

outside Europe

5.1. General principles

5.1. Short course description
This optional course consists of nine topics. The course can be taught in two ways: giving an overview of all of the topics or selectively studying at least four topics in depth.

The learning and educational objectives, provision of education and assessment and physical learning environment of the optional course follow the principles of the History curriculum.

5.2. Learning outcomes

The learning outcomes of upper secondary school reflect the achievements of the students.
At the end of the course, students will be able to:
1. describe and make comparisons between society, culture and the ethos of civilizations located outside Europe and understand the continuity of historical development;
2. value cultural diversity and acknowledge their own role in preserving cultural heritage;
3. n analyse the influence of ideological and technological changes on people's ways of life and values;
4. analyse and make comparisons between civilization in Europe and outside it, highlight similarities and differences and find examples of mutual influences in the development of civilizations;
5. use different sources of information, including historical maps and judgements, understand the reasons for different interpretations of historical events and processes and assess the credibility of sources or interpretations; and
6. reconstruct the life of a person from the past, look at the world through their eyes and take into account the characteristics of the era.

5.3. Learning outcomes and course content

1. Prehistoric era and the birth of civilizations

Learning outcomes
At the end of the course, students will be able to:
1. describe the stages of development and achievements of the prehistoric era and analyse the connections and continuity in development;
2. understand all of the principal stages of anthropogenesis and analyse different interpretations of human evolution;
3. analyse the reasons for the evolution of civilizations and describe the main characteristics of civilizations through examples;
4. comprehend the sources of the prehistoric era and draw conclusions about the development of the era; and
5. show the habitat of early civilizations on a map.

Course content
Prehistoric era and birth of civilizations: developmental stages of prehistoric eras. Human evolution. Human beings and nature. Evolution of thought and speech. Origins of art. Variability of human development. Hunters, fishers and gatherers. Farmers and cattle herders. Beginnings of the

use of metals. Principal features of early civilizations.

2. Ancient Egypt

Learning outcomes
At the end of the course, students will be able to:
1. analyse the state formation, society and everyday life of Ancient Egypt and make connections between the past and present;
2. describe, using examples, the cultural heritage of Egypt and the development of religion, science and writing; and
3. identify sources of Egyptian history and draw conclusions on the basis of these sources.

Course content
Ancient Egypt. State formation. Society and conditions of life. Main characteristics of religion. The cult of the dead. Literature. Science. Modern-day Egypt.

3. Mesopotamia and the Near East

Learning outcomes
At the end of the course, students will be able to:
1. analyse the state formation, society and everyday life of Mesopotamia and the Near East and make connections between the past and the present;
2. describe, using examples, the cultural heritage of Mesopotamia and the Near East and the development of religion, writing, literature and science;
3. enumerate the principal historical events of the nation of Israel and the formation of monotheistic religion; and
4. name the most important written sources regarding Mesopotamia and the Near East and draw conclusions on the basis of these sources.

Course content
Mesopotamia. The Sumerian city-states: society and way of life. Semites. Ancient Babylonia. The code of Hammurabi. Society and way of life in Babylonia. Assyria. Neo-Babylonia. Buildings of Babylon. Chief characteristics of religion. Epics of heroes and Gilgamesh. Science.
Indo-Europeans and questions about their origins. The Hittite Empire. The Persian Empire.
Phoenicia and Israel: Phoenician city-states, trade and sailing. Cultural contacts. Israel: overview of the history of the nation of Israel. Formation of monotheism and the Old Testament.
   Mesopotamia and the Near East today.

4. Crete-Mycenae

Learning outcomes

At the end of the course, students will be able to:
1. identify the Crete-Mycenaean period as the earliest era in Greek history;
2. describe Crete-Mycenaean society and its influence on later Greek civilization; and
3. name sources of Crete-Mycenaean history and draw conclusions about the history of Greece on the basis of these sources.

Course content

Crete-Mycenae. Archaeological excavations: Knossos, Mycenae, Troy and Kiri and the results of their deciphering. Society of Crete and Mycenae. Women's position on Crete. The influence of Crete-Mycenae on later Greek civilization.

5. India

Learning outcomes
At the end of the course, students will be able to:
1. name the most important stages of development of the Indus Valley civilization until the beginning of European colonization and make connections between the past and the present;
2. analyse the society, way of life, religions and cultural heritage of India; and
3. name sources of Indian history and draw conclusions on the basis of these sources.

Course content
India. The culture of the Indus Valley. Aryan migration. State formation and development of society. Castes. The Vedas. Brahmanism. Buddhism. Hinduism. Sanskrit. Literature. Science. Art. The spread of Islam in India. Modern-day India.

6. China

Learning outcomes
At the end of the course, students will be able to:
1. name the most important stages of development in the history of China from the beginning of civilization until the end of the Chinese empire and make connections between the past and the present;
2. describe the society, way of life, religion and cultural heritage of China; and
3. name sources of Chinese history and draw conclusions on the basis of these sources.

Course content
China. The formation of ancient Chinese civilization. The formation of the Empire. The organization of the state and society. Officials. Religion and philosophy: Confucianism and Taoism. Writing in script. Literature. Science. Inventions. Art. Modern-day China.

7. The Americas

Learning outcomes
At the end of the course, students will be able to:
1. name the most important stages of development of the history of Central America and the Andes civilizations from their beginning until European colonial conquest and make connections between the past and the present;
2. describe and compare the society, way of life, religion and cultural heritage of Central America and the Andes civilizations;
3. name sources of the history of indigenous American nations (the Mayas, Incas and Aztecs) and draw conclusions about earlier American civilizations on the basis of these sources.

Course content
America. Central American civilizations: Mayas and Aztecs. The Andes civilization: Incas. Organization of society. Religion. Most important cultural achievements. The destruction of the American civilizations.

8. Arab countries

Learning outcomes

At the end of the course, students will be:
1) familiar with the beginnings and spread of Islam in Asia and the Mediterranean countries and can describe the influence of Islam on society, and will be able to: analyse Arab cultural heritage, produce examples of the influence of Arabic culture on Europe and create links between the present and the past and
2) name sources of the history of the Arab countries and draw conclusions on the basis of these sources.

Course content

Arab countries. Beginnings and spread of Islam. Mohammed. The Koran. Role of religion in everyday life. Marriage and family. Sunnah. Beliefs and traditions of Islam. Sunni and Shia Muslims.
Arab conquests, the Arab caliphate and its downfall.
Melting of cultures of different nations. Architecture. Literature. Science. Influences of Arab culture on Asian and European cultures. Modern-day Arab countries.

9. African civilizations

Learning outcomes

At the end of the course, students will be able to:
1. identify the most important African cultures and make connections between the past and the present;
2. describe the specific features of the cultures of indigenous African tribes; and
3. name sources of African history and draw conclusions on the basis of these sources.

Course content

Ethiopian state and culture. West African cultures: Ghana and Mali, contact with Mediterranean countries and the Yoruba culture. Zimbabwean culture. The fall of Africa under the power of European states. Consequences of colonization for Africa. Modern-day Africa.

6. Optional Course: General History: History of European Countries and the United States of America

6.1. Short course description

This optional course consists of seven topics. The course can be taught in two ways: giving an overview of all of the topics or selectively studying at least four topics in depth.

The learning and educational objectives, provision of education and assessment and physical learning environment of the optional course follow the principles of the History curriculum.

6.2. Learning outcomes

The learning outcomes of upper secondary school reflect the achievements of the students.
At the end of the course, students will be able to:
1. distinguish between areas of European culture and explain the reasons for the specificities and historical backgrounds of their formation, their importance in the formation of European history and their connections with today;
2. analyse the society, culture and ethos of European states, the differences and

similarities between their developments, mutual connections and continuity of historical development;

3. name the principal features of the history of the United States of America (USA) and its connections with the history of Europe;
4. analyse the influence of European history on Estonia and make connections between Estonian history and general processes in the politics, economy and culture of European history;
5. value cultural diversity and acknowledge their own role in preserving cultural heritage;
6. analyse the influence of ideological and technological changes on people"s ways of life and values, cooperation between states and ways of solving conflicts;
7. use different sources of information, including historical maps and opinions, understand the reasons for different interpretations of historical events and processes and assess the credibility of sources or interpretations; and
8. reconstruct the life of a person from the past, look at the world through their eyes and take into account the characteristics of the era.

6.3. Learning outcomes and course content

1. European population, economy and communication

Learning outcomes
At the end of the course, students will be able to:

1. name the main factors influencing the size of a population and analyse the connections between changes in the size of a population and the dominant family model;
2. describe the main features of governance of European societies during different eras, analyse the changes in the forms of states, organization of social order and its importance in governing society and the formation of modern democracy;
3. describe the main features of the economic development of Europe during different eras and compare economic development in Western and Eastern Europe;
4. describe the main features of the development of communication and media and its importance for European cultural integration; and
5. analyse the influence of population, economic and communication processes on individuals.

Course content
Dynamics of population and the factors that influence it. Family. Main features of governance of society. Forms of state and their transformation. Organization of social order. Formation of modern democracy. Main features of economic development. Characteristics of the development of Western and Eastern Europe. Development of communication and media. European cultural integration. Freedom and dependence in European history.

2. France

Learning outcomes
At the end of the course, students will be able to:

1. identify the Frankish kingdom as the predecessor of France and the most important stages in the formation of the French state and changes in society;
2. identify the reasons for the preservation of Catholicism during the Reformation;
3. give the meaning of the Enlightenment movement, the French Revolution and the Napoleonic wars in the context of European history;

4. analyse the connections between the history of France and the historical processes of Europe;
5. value the cultural heritage of France, name the principal cultural and historical sites and find information about them;
6. explain and know how to use in context the following concepts: states-general, St Bartholomew's Day massacre, Girondists and Jacobins; and
7. identify Henry IV, Cardinal Richelieu, Louis XIV, Napoleon Bonaparte and Robespierre and describe their activities.

Course content
The Frankish kingdom. Medieval France. Hundred-Year War. Reformation in France. Huguenot Wars. Formation of absolutism in France. Louis XIV. The flourishing of baroque culture. The eve of the French Revolution. Principal phases and consequences of the French Revolution. Revolutionary Wars. Napoleonic Wars and reconfigurations in Europe. Restoration of the Bourbon dynasty. July Monarchy. Second Empire. Paris Commune. Third Republic. Colonial politics.

3. Great Britain

Learning outcomes
At the end of the course, students will be able to:
1. explain the importance of the Normans in the development of England;
2. describe the specifics of the Reformation in England;
3. explain the formation of parliamentarianism and modern democracy;
4. explain how Great Britain became a leader among colonial powers;
5. analyse the connections between British and European history;
6. value the cultural heritage of Great Britain, identify the most important cultural and historical sites and find information about them;
7. explain and know how to use in context the following concepts : Magna Carta, Puritans and independents, Bill of Rights, Tories and Whigs, industrial revolution and Chartism; and
8. identify St Patrick, William the Conqueror, Henry VIII, Elizabeth I, Oliver Cromwell and Queen Victoria and describe their activities.

Course content
England before the Norman conquests. Medieval England. The Wars of the Roses. The Reformation in England. Elizabeth I. The confrontation between king and parliament under Charles I. The outbreak of the English Civil War and its confessional features. Cromwell's dictatorship. Restoration. Securing of personal liberties and parliamentarianism at the end of the seventeenth century and in the eighteenth century. The rise of England as the leading colonial power. The era of Queen Victoria. Parliamentary reform. The Irish question. Splendid Isolation in foreign policy. The British Empire.

4. Germany

Learning outcomes
At the end of the course, students will be able to:
1. describe the empire of Charlemagne;
2. cite the reasons for German particularism and the role of the Reformation;
3. describe the principal features of the development of Prussia and Austria, including the Enlightenment reforms in those countries;
4. describe the unification of Germany and the development of the German Empire before the First World War;

5. analyse the connections between German and European history;
6. value the cultural heritage of Germany, identify the principal cultural and historical sites and find information about them; and
7. identify Charlemagne, Charles V, Friedrich II, Maria Theresa, Joseph II, Metternich and Otto von Bismarck and describe their activities.

Course content
The empire of Charlemagne. The German Holy Roman Empire. German particularism. Prince-electors. The growth of Habsburg estates under Charles V. The influence of the Reformation on the development of Germany. Thirty Years War. The rise of Brandenburg-Prussia. Enlightened absolutism of Frederick II. Austria under the rule of the Habsburgs. Fighting back against Turkish expansion. Enlightened reforms of Emperor Joseph II. The destruction and renewal of Prussia. Rise of nationalism in Germany. Revolution of 1848–49. Unification of Germany. German Empire before the First World War.

5. Scandinavia

Learning outcomes
At the end of the course, students will be able to:
1. describe the similarities and differences between the historical development of Scandinavia and the rest of Europe;
2. identify the most important political developments in the Baltic Sea region as a whole and the changing relationship between different political forces;
3. explain and know how to use in context the following concepts: the Vikings, the Normans, the Variagis, runic letters, saga and Valhalla;
4. analyse the connections between the history of Scandinavian countries and Europe;
5. value the cultural heritage of Scandinavian countries, identify the most important cultural and historical sites and find information about them; and
6. identify Leif Eiriksson, Cnut the Great, Gustav I Vasa, Gustav II Adolf, Charles XI and Charles XII and describe their activities.

Course content
Scandinavian society during the Early Middle Ages. Vikings. Christianization and formation of states. Ancient worldview of the Scandinavians. The Kalmar union. Securing Lutheranism in Scandinavian countries. The Swedish Great Power Era in the area of the Baltic Sea. The principal features of the development of Scandinavia countries after the Great Northern War.

6. Byzantium and Russia

Learning outcomes
At the end of the course, students will be able to:
1. describe the development of orthodoxy in Byzantium and the main features of Byzantine state and society;
2. describe the development of Russian society and the specifics of its government, attempts to become European and opposition to Europe;
3. describe the influence of orthodoxy on the development and culture of Russia and explain the concept of Moscow as the Third Rome;
4. describe the principal directions and consequences of Russian expansionism;
5. analyse the connections between the history of Byzantium and Russia and the history of Europe;
6. value the cultural heritage of Byzantium and Russia, identify the most important cultural and historical sites and find information about them;

7. explain and know how to use in context the following concepts: patriarch, metropolitan, icon, Cyrillic alphabet, *veche*, *druzhina*, *oprichnina*, old believers, Decembrists, slavophiles and *narodniks*; and
8. identify Justinianus, Rurik, Vladimir the Great, Yaroslav the Wise, Ivan IV the Terrible, Peter I, Catherine II, Alexander I, Alexander II and Pyotr Stolypin and describe their activities.

Course content
Byzantine state and society after the fall of Western Rome. Development of the Greek Catholic church. Byzantium during the Crusades. The beginnings of Turkish expansion. The fall of Constantinople.
Slavic people and the state of Kiev. Medieval Novgorod.
Russia with the power of the Golden Horde. Moscow as the Third Rome. Ivan the Terrible and *oprichnina*. Russian expansionism during the sixteenth to nineteenth centuries and its consequences. Times of confusion and the rise of the Romanov dynasty. The Orthodox church and the development of spiritual life. Schism in the church. Peter I and the Europeanization of Russia. Catherine II and enlightened absolutism. Alexander I and reforms. The Franco-Russian War of 1812. Decembrist revolt. Westerners and slavophiles. Alexander II and the abolition of serfdom. Terrorism. Populism of the *narodnik*s. Modernization, nationalism and Russification.

7. The United States of America

Learning outcomes
At the end of the course, students will be able to:
1. explain how the USA was formed and what the historical roots of its government are, especially the meaning of the War of Independence and the Civil War for the development of society;
2. explain the peculiarities of the North, South and West in the development of American society;
3. understand the importance of the USA in achieving economic freedom and social reforms at the end of the nineteenth and beginning of the twentieth century;
4. analyse the links between the history of the USA and the history of Europe;
5. value the cultural heritage of the USA, name the most important cultural and historical sites and find information about them;
6. explain and know how to use in context the following concepts: Declaration of Independence, farming and abolitionism; and
7. identify George Washington, Thomas Jefferson and Abraham Lincoln and describe their activities.

Course content
Colonization of North America. Rivalry between England and France in North America. The breaking away of the English colonies and the War of Independence . Political system. Acquiring new territories in the west. The question of slavery. The characteristics of the South and North. Civil war and its consequences. The reconstruction of the South. Rise of industrialization. Reforms to ensure economic freedom and improve social conditions.

7. Optional course: Everyday law

7.1. Learning and educational objectives

The aim of this optional course is to guide students to:
1. understand the nature and principles of the law on which the Constitution of the Republic of Estonia and other laws are based;
2. acquire knowledge about the legal system of Estonia;
3. shape their awareness and understanding of legal questions, develop the will and ability to participate in law-related discussions and to solve legal problems independently;
4. shape their sense of justice and justification, tolerance, respect for other people and beliefs, values and take into account copyright restrictions;
5. develop skills important to the practice of effective law-related behaviour, such as critical thinking, analysis, communication, observation and solution of problems;
6. broaden their awareness of the way in which the legal system functions and the role of laws, lawyers and legal protection bodies; and
7. acquire knowledge of the possible choices of profession within the Estonian legal system.

7.2. Short course description

This course is based on the Estonian legal system and its history. The course starts with an introduction to the nature and history of law and then looks at the Estonian legal system and its organization according to legal branches.

In compiling the course content, the focus is primarily on acquiring the most important theoretical material as well as making this meaningful through practical examples. Therefore, it is recommended to use diverse study materials during the course, ranging from legal textbooks to students" personal experience. The course presumes lively study activities closely related to practice.

Since legislative drafting is an ongoing process, the course and the materials used to teach it may never claim to represent the whole truth. The course aims to make students understand that legislation is dynamic and teaches them how to act accordingly in legal situations. At the end of the course students should view the legal space around them with open eyes and ask relevant questions.

7.3. General learning outcomes

The learning outcomes of upper secondary school reflect the achievements of the students.
At the end of the course, students will:
1. know the nature and principles of law and the Estonian legal system;
2. be up to date on changes to the legal system;
3. be able to use legal knowledge and skills in everyday life;
4. have the will and ability to participate in legal discussions and know how to function independently in simple legal issues they are involved in;
5. have acquired skills in critical thinking, analysis, communication, observation and the solving of problems from the perspective of law-abiding behaviour; and
6. be able to explain and use in context the following concepts: legislation, general law, law, court, legal system, human rights, civil rights, Continental European legal system, Anglo-American legal system, private law, public law, source of law, the right of nations to self-determination, principle of the continuity of rights, state based on the rule of law, legal relationship, subjective law, legal obligation, legal fact, conduct, event, subject of law, object of law, legal personality, passive legal capacity, active legal capacity, human rights, fundamental rights, civil rights, copyright, subject of human rights, succession and bequeathing: family, vital statistics office,

vital record, vital statistics certificate, marital property contract, joint property, separate property, maintenance obligation, support, support payment, parental rights, succession, bequeather, estate, successor, legacy, opening of succession, succession contract, will, intestate succession, ownership, possession, thing, immovable, movable, self-help, registered immovable, limited real rights, contract, terms and conditions of a contract, oral agreement, written agreement, notarized contract, notary, contractual damage, tort, non-patrimonial damage, fine for delay, contractual penalty, surety, contract of employment, probationary period, labour dispute committee, contract for services, public service, consumer, goods, services, quality, price, claim, offence, necessary elements of an offence, intent, deliberate intent, indirect intent, negligence, recklessness, carelessness, guilt, unlawful act, capability of guilt, punishment, limitation period, judicial proceedings, civil matter, administrative matter, criminal matter, county court, administrative court, circuit court, supreme court, statement of claim, adversary principle, principle of investigation, presumption of innocence, representative and counsel.

7.4. Learning outcomes and course content

1. What is law and how did it arise?

Learning outcomes
At the end of the course, students will be able to:
1. understand how legislation began and see legislation as an area of social life; and
2. explain and know how to use in context the following concepts: legislation, general law, law, court, legal system, Continental European legal system and Anglo-American legal system.

Course content
Legislation and its creation. Codification of legislation. General law. The law, courts and the legal system. Roman law. Human rights. Civil rights. Continental European legal system. Anglo-American legal system. Case in court.

2. Division, system and sources of law

Learning outcomes
At the end of the course, students will be able to:
1. understand the structure of contemporary legislation; and
2. know how to determine legal relations in the course of further studies.

Course content
Private law. Public law. Source of law.

3. Historical development of the Estonian legal system

Learning outcomes
At the end of the course, students will be able to:
1. describe how the Estonian nation state formed;
2. understand the legal issues studied; and
3. make connections between the past and present in the context of the topics studied.

Course content

The right of nations to self-determination and examples from history of the application of this right. The formation of the Estonian state on the basis of the right of nations to self-determination. Principle of continuity of rights. Restoration of the independence of the Estonian state on the basis of the principle of the continuity of rights. State based on the rule of law (Immanuel Kant).

4. Legal relationships

Learning outcomes
At the end of the course, students will:
1. know how to distinguish between legal and non-legal relationships; and
2. be able to name the participants in legal relationships and solve simple legal disputes and legal disputes of principle.

Course content
Legal relationship. Subjective law. Legal obligation. Legal fact. Conduct, event, subject and object of law. Legal personality. Passive legal capacity. Active legal capacity.

5. Human rights

Learning outcomes
At the end of the course, students will:
1. have acquired knowledge of the nature of human rights and an overview of human rights-related documents;
2. know how human rights are complied with in Estonia and what the situation is elsewhere in the world;
3. be able to recognize and analyse human rights problems; and
4. exercise tolerance towards different people and different ways of thinking.

Course content
Human rights. Fundamental rights. Civil rights. Subject of human rights. System for protection of human rights. Organizations for the protection and monitoring of human rights. Restriction of human rights.

6. Family law act

Learning outcomes
At the end of the course, students will:
1. have acquired knowledge of family law, including their own rights, obligations and responsibilities in family relations; and
2. have a positive attitude towards family and raising children.

Course content
Family, marriage and getting married. Termination of marriage. Vital Statistics Office. Vital records. Vital statistics certificate. Marital property contract. Joint property and separate property. Economic rights and obligations of spouses. Children in a family. Maintenance obligation. Support and support payments. Parental rights. Succession. Bequeather. Estate. Successor, succession process and opening of succession. Executor of a will. Inventory. Legacy. Succession contract, will, notarized will and domestic will. Intestate succession. Succession on the basis of the last will of the bequeather. Compulsory portion.

7. Real rights

Learning outcomes

At the end of the course, students will:

1. have acquired basic knowledge of real rights and know how to make sense of ownership relations; and
2. have acquired the practical skills necessary for real rights at the everyday level.

Course content

Contract. Terms and conditions of a contract. Oral agreement and written agreement. Development of contracts. Role of the state in performance of contracts. Award of contracts. Notarized contract and notary. Performance and non-performance of a contract. Contractual damage. Tort. Non-patrimonial damage. Fine for delay. Contractual penalty. Surety. Ownership. Possessions. Mortgages. Servitude. Intellectual property.

8. Contracts

Learning outcomes

At the end of the course, students will be able to:

1. distinguish between the formal requirements of contracts and understand the importance of different terms and conditions;
2. distinguish between the important terms and conditions of different types of contracts; and
3. identify where problems may arise when entering into contracts and take care when doing so themselves.

Course content

Contract. Terms and conditions of a contract. Oral and written agreement. Notarised contract and notary. Contractual damage. Tort. Non-patrimonial damage. Moral damage. Fine for delay. Contractual penalty. Surety.

9. Labour law

Learning outcomes

At the end of the course, students will know:

1. the nature and important terms and conditions of an employment contract and their rights in terminating an employment contract;
2. the difference between an employment contract and a contract for services and how to get help in questions concerning labour law; and
3. how to enter into an employment contract.

Course content

Employment contract. Probationary period. Labour dispute committee. Contract for services. Public service.

10. Consumer protection

Learning outcomes

At the end of the course, students will:

1. know how to act in difficult consumer situations and how to find help to defend their rights; and
2. be conscious and economical consumers.

Course content

Consumer. Goods and services. Consumer rights and obligations. Rights and obligations of service-providers and suppliers of goods. Advertising. Catalogues. Quality. Price. Payment for goods and services. Complaints and filing them. Compensation.

11. Intellectual property

Learning outcomes
At the end of the course, the students will:
1. understand and adhere to the requirements of the Copyright Act.

Course content
1. Author. Holder of intellectual property rights. Work. Trademark. Patent. Database. Moral and economic rights. Rights of use. Activity licence. Remuneration. Pirate copy. Referencing and citation.

12. Punishment and penal power

Learning outcomes
At the end of the course, students will:
1. have acquired knowledge of the aims and most important principles of penal power;
2. know why some deplorable acts are punishable pursuant to criminal procedure and others not;
3. understand the punishments imposed for offences and know the circumstances that prevent punishment; and
4. be aware of the necessity to take preventive action against crime.

Course content
Offences and their necessary elements. Intent, deliberate intent and indirect intent. Negligence, recklessness and carelessness. Guilt. Unlawful act. Capability of guilt. Punishment and its aims. Limitation period. Presumption of innocence.

13. Judicial proceedings

Learning outcomes
At the end of the course, students will:
1. have acquired knowledge of the Estonian court system, the principle of judicial proceedings and the rights and obligations of the people participating in the proceedings; and
2. be able to distinguish between different stages of proceedings.

Course content
The Estonian court system. Nature and types of judicial proceedings. Civil matter, administrative matter and criminal matter. County, administrative, circuit and supreme court. Statement of claim. Adversary principle. Principle of investigation. Presumption of innocence. Representative. Counsel.

7.5. Study activities

In arranging and organizing study activities:
1. The focus is on following the main principles of the national curriculum, general competences, aims of the subject and expected study results and supporting integration with other subjects and cross-curricular topics.
2. The aim is to have a moderate study load for the students (including homework),

ensuring that it is spread throughout the school year evenly, giving the students enough time for rest and recreational activities.
3. Opportunities are provided for individual study and studying in groups (independent, pair and group work) in order to support the development of students into active and independent learners who are able to think creatively and critically .
4. Differentiated study tasks are used whose content and level of difficulty support an individualized approach and increase motivation for study.
5. Study environments and materials and tools based on contemporary information and communication technology are used.
6. The study environment is expanded to include computer classes, courts and so on.
7. Investigative activities, discussion and work with terminology are important parts of the course: explaining and using terms in context, analysis of documents and pictures, filling in forms, brainstorming, case study analysis, role-play and simulations, group work, participation in projects, study tours, meetings with representatives from judicial bodies at school and observing them at their work place and so on. During the course students acquire skills in raising problems, formulating hypotheses, planning work, making observations and processing, interpreting and presenting results.

7.6. Physical learning environment

The school organizes the majority of the course in the classroom, where it is possible to rearrange furniture for group work, where there is an Internet connection and where audiovisual material can be demonstrated.

In order to connect the studies with everyday life, the school provides study possibilities and study trips outside the classroom (for example, to a court) at least twice during the school year.

The school has study materials, resources, laws and other legislation supporting the aims of the curriculum: the Constitution of the Republic of Estonia (at least one per two students), other laws and everyday legal information in the media.

7.7. Assessment

The general part of the upper secondary school curriculum and other legislation regulating assessment is taken as the basis for evaluating the learning outcomes of the optional course. The aim of checking and assessing the learning outcomes is to gain an overview of the achievement of the learning outcomes and the individual development of the student and to use the information acquired for the more successful organization of study. The assessment is based on students" knowledge and their ability to use it as well as the achievement of general competences, study skills on the basis of spoken replies (presentations), written and/or practical work and practical activities, taking into account the degree to which the students" knowledge and skills correspond to the learning outcomes included in the curriculum.

Students are evaluated and assessed in terms of their ability to explain and use terms, understand and analyse problems, understand the nature of legal questions, participate in discussions, their skills in discussion, argumentation and finding legal information and interpreting it, participation in common activities (simulations, role-play and projects), correctness, completeness and precision in filling out forms, applications, reclamations and so on and preparing and making presentations, overviews, summaries, research overviews, PowerPoint presentations and other independent or group work.

Learning outcomes are evaluated using oral assessments and numerical grades. The students must know what is being evaluated and when, what methods of assessment are being used and what the

criteria of assessment are.

The overall grade of the course consists of grades for tests, practical work, studies, independent work and presentations. The assessment is based on the independent carrying out of the work and creativity and correctness in formulation. Practical work is on a specific topic or material. Independent work is homework, classroom work and computer classroom work evaluated selectively. During the course, homework, oral replies, exercises, participation in group work and the like may also be evaluated.

8. Optional course: Psychology

8.1. Learning and educational objectives

The aims of this upper secondary school optional course are to support the development of sound, independent and considerate people, and to support students in acquiring knowledge about the principal psychological approaches and how to research them, in understanding how to apply them in everyday life and in valuing them.

8.2. Short course description

During basic school, the students have primarily had the opportunity to acquire the psychology-related knowledge necessary for coping with everyday life in the framework of different Personal, social and health education courses. This optional course completes the picture, enabling students to make sense of what they have learned before at a higher level, with the chief emphasis on the studies and experiments that have been conducted to acquire psychology-related knowledge. Moreover, students develop a readiness to understand and analyse their own behaviour and that of others, based on the principal psychological approaches. In passing the course, the students gain an understanding of psychology as the science that studies human perception and behaviour.

The choice of topics for the course is based on studies and experiments that prepare students to use psychology-related knowledge to explain their own behaviour and that of others. At the same time, students gain an understanding of psychology as a science that helps to make sense of the nature of a person as a whole and of the way in which they act with others.

First and foremost the course supports the formation of students" self-definition and their competence as social beings and in studying.

In choosing the course activities, the focus is on the principal aim of Personal, social and health education, that is to support the growth of the personalities of students and the knowledge, skills and attitudes that help them in the process of socialization. The course activities following the goals of the subject are comprehensible and meaningful to the students and support the importance of the things studied. Overall, the approach to the subject is as close to real life as possible.

The course content is based on sources of psychology-related knowledge and the potential to applying it to everyday life.

Taking into account the age of the students, there are three areas that are important:
1. diverse teaching methods, including interactive methods (for example, discussions, role-play, group work, pair work, project work, research, case studies and brainstorming) and practical tasks (for example, observation and interviews) that enable students to make discoveries for themselves and to study the most important approaches in psychology and understand theoretical knowledge, drawing on their

own experience;
2. allowing for both individual and collective learning; and
3. connecting life outside school with studies (for example, project work, research and meeting different people), where the choice of study method depends on the specific study goal.

In the course, certain topics are learned as an overview and certain topics are taught in depth. The topics can be dealt with one after the other or in an integrated way in order to achieve learning outcomes that are skills-, knowledge- and value-based.

The course is closely connected to studies of the natural sciences and other Social Studies subjects.

8.3. General learning outcomes

The learning outcomes of upper secondary school reflect the achievements of the students.
At the end of the course, students will:
1. understand the chief attributes of human perception, attention, memory, studying, thinking, emotions, motivation, personality, mental abilities and social processes and can recognize them in their own behaviour as well as in that of others;
2. know the main research methods used in psychology and can distinguish between scientific and popular knowledge;
3. know the psychology-related terms and concepts used in everyday life;
4. know how to apply psychological approaches when analysing themselves and developing their studying skills;
5. understand the origins of people's differences and individuality and value individual and cultural differences;
6. be able to analyse the effect of the principal social processes on the behaviour of people in everyday life; and
7. understand and be able to describe the potential for applying psychology-related knowledge in everyday life.

8.4. Learning outcomes and course content

1. Psychology as a science

Learning outcomes
At the end of the course, students will be able to:
1. describe the differences between scientific psychology and folk psychology;
2. distinguish between the main branches of psychology and understand its relation to other sciences;
3. describe the chief research methods of psychology (descriptive, correlative and experimental) and can give examples from scientific research into psychology; and
4. value scientific approaches in explaining psychological phenomena.

Course content
Psychology as science. Scientific psychology and folk psychology. Research methods of psychology. Branches of psychology and its relation to other sciences.

2. Biological basis of perception and activity

Learning outcomes
At the end of the course, students will be able to:

1. describe the structure and functions of the peripheral and central nervous system;
2. describe the structure and function of nerve cells; and
3. explain the nature of sensory perception and categorize sensations, giving examples from everyday life.

Course content

Human nervous system: peripheral and central nervous system. Structure and function of nerve cells. Sensory organs and sensations.

3. Perception and attention

Learning outcomes
At the end of the course, students will be able to:
1. explain the tasks of perception and the formation of image of perception according to the qualities of perception;
2. know how the qualities of perception (limits, time, duration, constancy and spatial and temporal counteraction) can influence the formation of image of perception;
3. can describe and give examples of different types of perception (depth, motion and space perception); and
4. can distinguish between intentional and unintentional attention and describe their effects on their own studying activities.

Course content

Perception and its qualities. Formation of image of perception. Types of perception: depth, motion and space perception. Intentional and unintentional attention.

4. Memory

Learning outcomes
At the end of the course, students will be able to:
1. describe working memory and long-term memory and give examples of each, relying on scientific approaches;
2. describe and give examples from personal experience of episodic, semantic and procedural memory;
3. describe the effect of attention and the depth of information-processing and information-packaging on the saving of information in memory; and
4. give the reasons for forgetting and describe ways of making remembering more effective in study activities.

Course content
Memory. Working memory and long-term memory. Episodic, semantic and procedural memory. Memory processes: saving, remembering, forgetting.

5. Studying

Learning outcomes
At the end of the course, students will:
1. know what studying is and can explain how knowledge and skills are acquired;
2. know and can explain different ways of studying: practising, studying socially and constructing knowledge; and

3. be able to give examples of different ways of studying drawing on their own studying activities and know how to analyse them.

Course content
Studying, knowledge and skills. Ways of studying: practising, studying socially and constructing knowledge.

6. Thinking

Learning outcomes
At the end of the course, students will be able to:
1. describe and distinguish between different elements of thinking (images, concepts and schemes) and explain the connections between language and thinking;
2. identify the stages of and obstacles to problem-solving, giving examples of both; describe the effect of knowledge and experience on problem-solving and creative thinking and give examples of both from personal experience; and
3. describe study tasks, going through problem-solving stages and obstacles during study tasks, and analysing solutions retrospectively.

Course content
Thinking. Elements of thinking: images, concepts and schemes.
Language and thinking.
Solving problems and creative thinking.

7. Emotions and motivation

Learning outcomes
At the end of the course, students will be able to:
1. describe what emotion is and what basic emotions are and describe how emotions are manifested physiologically, cognitively and in behaviour;
2. value ways of expressing emotions that do not damage themselves or others and can demonstrate them in studying situations;
3. explain the connections between needs, aims and motivation;
4. demonstrate an ability to set short- and long-term goals in study situations and plan the activities needed to achieve them;
5. explain and give examples of manifestations of biological and cultural motivation; and
6. describe ways of satisfying their need for accomplishment in different fields of activity.

Course content
Emotion. Components of emotions. Basic emotion and expression of emotions. Needs, aims and motivation. Biological and cultural motivation. Need for accomplishment.

8. Individual differences

Learning outcomes
At the end of the course, students will be able to:
1. describe the five-factor approach to personality and give examples of it;
2. explain the role of genetics and environment in the shaping of personal qualities;
3. describe the principal methods of measuring personal qualities in psychology;
4. give examples of the expression of general and special abilities and the possibilities arising from their application; explain the meaning of „intelligence coefficient"; and

5. understand the relativity of „norm" and „abnormality" and value the differences in people.

Course content
Personality and personal qualities. Biological basis of personality. Mental abilities: general abilities and special abilities. IQ. Individual differences, norm and abnormality.

9. Social processes

Learning outcomes
1. At the end of the course, students will be able to: explain the mechanisms that shape cultural and national identity;
2. analyse how first impressions, prejudice and stereotypes influence people's social perception and give examples;
3. analyse the influence of processes taking place in a group (synergy, dispersal of responsibility, conformity and group thinking) on people's behaviour, associating it with everyday life; and
4. value the need to resist group pressure inciting behaviour that could harm themselves or others.

Course content
Social comparison and identity. Social perception. First impressions, prejudice and stereotypes. Group processes – synergy, dispersal of responsibility, conformity and group thinking.

10. Applying psychology

Learning outcomes
At the end of the course, students will be able to:
1. explain the work of a psychologist in different areas and acknowledge the ethical principles of psychology; and
2. understand the importance and value of psychology-related knowledge in explaining the behaviour of themselves and others.

Course content
The profession of psychologist and applied psychology. Applying psychology-related knowledge in everyday life.

8.5. Study activities

When planning and arranging study activities:
1. The focus is on the basic values, general competence, goals of the subject, study content and expected learning outcomes of the national curriculum. The course supports integration with other subjects and cross-curricular topics;
2. The aim is to keep the study load of the students (including homework) moderate, dividing it evenly throughout the course.
3. Opportunities are provided for studying both individually and together with others (independent, pair and group work) in order to support the formation of students into active and independent learners.
4. Differentiated study tasks are used whose content and level of difficulty support an individualized approach, help students to understand the topics studied in depth and increase motivation for studying.
5. Study environments and study materials and tools based on contemporary

information and communication technology are used.

6. The study environment is expanded to include, for example, computer classes, institutions, museums and exhibitions.
7. Diverse teaching methods are used including interactive study: discussions, case study analysis, pair work, project work, role-play, group work, creating a study folder and research paper, practical and research-related work (including filling in task sheets, writing creative pieces and information searches from sources) and so on.
8. The specificity of the students and the local environment as well as changes taking place in society are taken into account, the basis for which is created through the presentation of studying content as compulsory themes and those examined in depth;
9. The knowledge, skills and attitudes of the students are developed, with the main emphasis on attitudes.
10. Opportunities are created to connect the studies with life outside school so that the overall approach to the subject is as close to real life as possible.

8.6. Physical learning environment

1. The general part of the upper secondary school national curriculum and other legislation regulating the learning environment is taken as the basis for Personal, social and health education.
2. The school arranges the majority of the studies in a classroom, where there are opportunities for group work and round-table discussions and supportive resources for demonstration.
3. In order to connect studies with everyday life, the school enables students to study outside the classroom.

8.7. Assessment

The general part of the upper secondary school national curriculum and other legislation regulating assessment is taken as the basis for evaluating the learning outcomes of Personal, social and health education. Assessment is designed to support the achievement of specific results and the development of students, with the emphasis on the latter.

The main aim of assessment is to support the development of students, creating a positive self-image and adequate self-esteem. The student's own role in assessment is very important, offering opportunities for self-assessment.

In the Personal, social and health education course it is the knowledge and skills of the students which is evaluated, not attitudes or values. Having said that, students receive feedback about their attitudes and values. When evaluating written assignments, it is principally the content of the work that counts. Although spelling mistakes are also corrected, they are not taken into account in assessment.

The forms for evaluating learning outcomes are diverse, including oral, written and practical tasks.

In the case of spoken and written tasks, students:
1. explain and describe the content of concepts and the connections between them;
2. given an account of their own opinions, assessments, viewpoints and attitudes, connecting them to their knowledge and everyday life;
3. differentiate between situations, states, activities and characteristics and compare and

analyse them according to learning outcomes; and
4. demonstrate their knowledge of facts, concepts and patterns according to the content of study tasks.

In the case of practical tasks, the students:
1. apply theoretical knowledge to practical study situations;
2. demonstrate the skills outlined in the learning outcomes in study situations; and
3. describe the application of the knowledge and skills outlined in the learning outcomes in everyday life.

9. Optional course: The Globalising World

9.1. Learning and educational objectives

The aim of this optional course is to guide students to:
1. become interested in the problems of different regions of the world and investigate their causes and possible consequences at both the local and global levels;
2. analyse the reciprocal connections between the development of environmental conditions, population, culture, economy and society on the basis of one region studied;
3. gain an overview of the effects of globalisation on different regions of the world;
4. value the natural and cultural diversity of the world;
5. participate in solving problems and conflicts as well-informed and active citizens; and
6. use reliable sources of information in both Estonian and foreign languages to find geography-related information.

9.2. Short course description

This optional course has an important role to play in fostering the awareness of students who care about the sustainable development of society, justice, tolerance, inclusion and cooperation, and in helping such students become active world citizens.

The course is based on the knowledge, skills and attitudes acquired in the compulsory courses in upper secondary school geography and is closely connected to what the students study in History, Civics and citizenship education and Economics. The content of the course is integrated with world education, making it possible for students to understand the reasons for and effects of globalisation and to become active citizens by knowing the main international development goals and principles of sustainable human development.

The course equips students to deal in depth with topical problems of different regions of the world, with examples from both developed and developing countries. Knowing the natural, cultural, demographic and economic diversity and idiosyncrasies of the world enables students to cope in the globalising world. In studying regions, the main emphasis is on the development of environmental conditions, population, culture, economy and society in reciprocal relations. The course helps students acquire skills in solving problems related to everyday life and make competent decisions which increase their ability to manage in the natural and social environment.

During the course, students develop skills in using sources of information and critically evaluating the information they find. This helps to shape the knowledge and skills that enable them to

understand and explain the processes that take place in society.

9.3. Learning outcomes

The learning outcomes of upper secondary school reflect the achievements of the students.
At the end of the course, students will be:

1. up to date on the topical problems of different regions of the world and know their causes and possible consequences;
2. able to give examples of the development of environmental conditions, population, culture, economy and society in reciprocal relations based on the regions studied;
3. able to give examples of the effects of globalisationon different regions of the world;
4. able to value natural and cultural diversity and respect the customs and traditions of different nations;
5. able to find geography-related information about different regions of the world from both Estonian and foreign language sources and interpret, generalize and evaluate this information critically; and
6. able actively to participate in problem-solving and conflict resolution, giving reasons for and defending their opinions and choices in a well-argued way.

9.4. Course content

The content of this optional course will be specified at the beginning of the course in collaboration between the teacher and the students. In putting this together, the main principle is to cover all of the topics on the basis of examples from different regions of the world. A chosen topic is presented in a problem-based way wherever possible, taking a specific region, area, country or city as an example. The examples are chosen according to their importance in the local, regional or global context. The analysis of these examples must enable students to achieve the learning outcomes required by the course.

The problems dealt with in the course must be important to the students and must have broad-ranging relevance in contemporary society, motivating them to study the concepts, theories and trends related to natural and social sciences in the context of contemporary sciences in depth. The topics listed below will help in making choices.

1. The influence of geographical location, natural resources, population and culture on the development of the economy

The use of natural resources and its effect on the environment
2. Environmental and social problems arising from the excavation of mineral resources
3. Problems arising from the use of energy resources and possible solutions
4. Application of modern technology in developing and developed countries
5. Environmental and social problems arising from the economic use of forests
6. Influence of agriculture on the environment in developed and developing countries
7. Problems related to the supply of clean water , their causes and effects and possible solutions
8. Natural resources as a source of conflict
9. Problems related to sea and ocean pollution and scarcity of fish resources

The influence of population trends on the development of society
10. Problems in society arising from the demographic situation and population policies (based

on the example of a specific country)
11. Problems arising from migration for countries of consignment and countries of destination
12. Refugee problems in today's world
13. Spread of diseases and associated problems
14. Use of child labour and the modern slave trade
15. Over-urbanization and associated problems
16. Environmental problems in big cities

Differences between regions and countries and within countries
17. Reasons for regional differences (based on the example of a specific country) and associated problems
18. Advantages of and problems affecting multicultural societies
19. Misunderstanding cultures, its consequences and conflicts between cultures
20. City patterns of regions (based on Google Earth)
21. Agricultural patterns of regions (based on Google Earth)

Trade- and consumption-related conflicts and their resolutions
22. International trade and global injustice
23. Fair trade and its possibilities in today's world
24. Food problems in developing countries, their causes and possible solutions
25. Poverty and humanitarian aid in today's world

Global environmental problems and their effects on different regions
26. Climate change and its regional consequences
27. Causes of the decrease in biodiversity and associated problems
28. Soil erosion and problems related to the destruction of soil
29. Desertification, its causes and ways of avoiding it
30. Social and environmental problems arising from armed conflict

9.5. Study activities

This course requires students actively to participate in the teaching. During the course, the students search for material from sources and analyse it critically. Discussions, brainstorming, role-play, watching films and so on are important course activities that help students become familiar with relevant problems, discuss different opinions and attitudes and find solutions. In addition, independent and group work and presentation of the results of the work to other students play an important role.

Study materials from world education and other thematic portals that are constantly updated can be used in the course. The students have the chance to participate in events and campaigns connected to the topics or initiate them on their own, and organize themed days and projects with other schools. With several topics it is possible to use Google Earth, material from image libraries on the Internet and other sources to get to know different regions and processes better.

10. Optional course: Introduction to Philosophy

10.1 General principles
Philosophy is an optional course in Social Studies. The first course of Philosophy "Introduction to Philosophical Thinking" gives an introduction to philosophical thinking, focusing on practising techniques of philosophical thinking in discussion.

10.2. Learning and educational objectives

The aim of the upper secondary school optional Philosophy course is to guide students to:

1. recognize philosophical questions, be aware of their different solutions and understand the nature of philosophy as a field;
2. form correct lines of reasoning, think about those of others and apply techniques of philosophical thinking while doing so;
3. think about philosophical questions connected to science and ways of knowing as well as personal and social values following their own experience;
4. characterize periods of history of philosophy according to the most important approaches, concepts and thinkers; and
5. think about their knowing, perceiving and valuing side in the light of the things studied during the course.

10.3. Short course description

The main focus of Philosophy is to examine discussion topics about philosophical questions through tools of philosophical thinking and, in the course of this, give an overview of philosophy as a field of study. The course consists of three main areas: 1) philosophy as a field of study; 2) philosophical thinking; and 3) discussion topics about philosophical questions. These main areas take up about the same amount of time in the course.

In the framework of philosophy studies, the concepts, areas, branches and history of philosophy and philosophy's role in the sciences are discussed. The techniques of philosophy are practised through their correct application in spoken and written form. The discussion topics include philosophical questions about ways of knowing, values, society and environment.

The course is based on findings from the academic field of research in philosophy, which are presented in a simplified and didactic way in the form that is most useful.

The course of philosophy is integrated with different course content and course activities from different subjects of the curriculum.

10.3.1. Area of study of philosophy

Examining the topics specific to the area of study is not a goal in itself for the subject but the main emphasis is on preparing for the discussion topics of courses and acquiring the general intellectual background necessary for studying philosophy. Students study the elementary concepts and approaches that are necessary for discussing the philosophical questions of the discussion topics and which are important for understanding the meaning of the area of study.

In the framework of the topics specific to the area of study, elementary knowledge is acquired about the periods of history of philosophy and the lines of thought that characterize them. Studying the history of philosophy through lines of thought means focusing on the thoughts characteristic of certain periods, how they changed and what their role in the history of philosophy was.

In examining the area of study of philosophy, the studies are comparatively integrated with the approaches of other subjects to topics concerned with philosophy and also with areas of science and life in general. The studies in general are integrated with important facts from the history of the branches of science that form a basis for other subjects and with subjects from the humanities examining different aspects of history.

10.3.2. Philosophical thinking

Philosophy is characterized by the role of discussion in studying. Therefore, the practice of

philosophical thinking in a spoken and written way is an integral part of the subject. Philosophical thinking is practised through techniques of argumentation and interpretation as well as through application of good practice in thinking.

To acquire the techniques of philosophical thinking students study the most elementary terms and practical tools of techniques of discussion in the areas of logic and critical thinking as well as philosophical hermeneutics. The chief study method is to apply these techniques in exercises based on the discussion topics and the materials of the area of the subject. The aim is to apply the techniques in a correct way in free philosophical discussion and work with philosophical texts.

Good practice in thinking is practised in spoken and written discussion. Good practice is expressed in an appropriate attitude towards philosophical discussion, including a serious attitude towards arguments and a respectful attitude towards those who present them, respecting the reader and the listener, expressing the thoughts in an understandable way and being open to discussion and critique.

The principal endeavour of philosophical discussion is thinking about concepts and ideas. In thinking about them the aim is to try to uncover the meaning of something, using arguments according to different philosophical premises and approaches. In discussions about philosophical viewpoints students must not merely express opinions: their opinions must always be based on something and they should be ready to give reasons for them. Elementary techniques of critical thinking and philosophical interpretation are used.

Studying philosophical thinking is integrated with subjects that develop an ability to discuss and express oneself in spoken and/or written form. Philosophical thinking shares key aspects with techniques of discussion in the natural sciences and studies of general expression in language-related subjects in the humanities.

10.3.3. Discussion topics about philosophical questions
The main focus of the subject is to look at philosophical questions under the discussion topics of the curriculum through tools of philosophical thinking. The discussion topics are based on philosophical questions about ways of knowing, values, society and environment.

The study of discussion topics consists of a theoretical and practical part. In the theoretical part, the students gradually familiarize themselves with the concepts and approaches needed to examine topics. Discussion topics are discussed through the tools of philosophical thinking, which is practical in its direction. In choosing specific questions of discussion and looking at them, the experience of students is taken into account.

Discussion topics and themes specific to the area of study related to them are examined in a broad way, looking at philosophical questions from neighbouring areas if needed. Knowledge of the lines of thought of the history of philosophy is integrated with the discussion topics of the courses, and philosophical questions are examined in relation to each other and in the framework of the area of study of philosophy.

In examining ways of knowing, studies are integrated with other subjects and with ways of knowing characteristic of them and with students' general experience of knowledge. In examining values, studies are integrated with subjects that involve ethical questions and with ethical questions concerning students. In examining society and environment, studies are primarily integrated with the social and natural sciences and questions about the environment of local importance.

10.3.4. The roles of the student and teacher
Since one of the important goals of the study of philosophy is to develop students" skills in discussion and independent thinking, it is important that they take a mostly active role in the classroom. The teacher, like the students, plays an inquiring, questioning and studying (and at the

same time errant) role, but is an authority who gives advice, judgements and directions drawing on broader knowledge and developed skills.

The task of students is to learn to apply techniques of philosophical thinking in a knowledgeable way. They express and explain their personal views and those acquired in the classroom and try at the same time to be philosophically correct and consistent. The teacher gives feedback on students" endeavours during the course and gives advice and directions for later studies.

In addition to leading discussions and introducing concepts and approaches, the task of the teacher is to support the identity of the students and the shaping of their worldviews. Therefore, the teacher may not prevail with personal views. The teacher must also introduce opposing positions and give students the chance to give reasons or develop their own personal viewpoints.

10.4. General learning outcomes

The learning outcomes of upper secondary school reflect the achievements of the students.
At the end of the course, students will be able to:
1. describe the structure of the area of the subject of philosophy and its most important concepts and discuss the role of philosophy in today's world;
2. characterize some of the most important approaches, concepts and thinkers from the history of philosophy and associate them with periods of the history of philosophy;
3. apply some of the most important techniques of critical thinking and philosophical interpretation in philosophical discussion;
4. apply good practice in philosophical discussion in seminars, thinking about feasible sources and texts and writing essays;
5. discuss philosophical questions in relation to ways of knowing and being scientific, building on the knowledge acquired and their own experience;
6. discuss philosophical questions in relation to values and the way they function, building on the knowledge acquired and their own experience;
7. discuss philosophical questions in relation to society and environment, building on the knowledge acquired and their own experience; and
8. acknowledge their own capacity for independent thought and decision-making and use this quality in discussing philosophical questions.

10.5. Learning outcomes and course content

1. Philosophy

The aim of the first course specific to the area of study is to give an elementary overview of the area of study of philosophy and the approaches characteristic of it. The part specific to the subject area forms one third of the volume of the course.

Learning outcomes
At the end of the course, students will be able to:
1. describe the area of study of philosophy and the philosophical approach, distinguishing it from that of the sciences and other areas of life;
2. distinguish between the different areas of philosophy and discuss issues characteristic of them; and
3. describe the periods of the history of philosophy in terms of the approaches, concepts and thinkers characteristic of them.

Course content
Areas of philosophy. Philosophical questions and their specificities. Periods of the history of philosophy. Philosophical questions and areas characteristic of the periods and (exemplary) philosophers who posed these questions and examined these areas.

The beginnings of philosophical thinking and its meaning. The role of thinking and philosophy in a person's life, culture and history. Philosophy and science, religion, literature and life.

Important concepts, lines of thought and philosophers as well as the arguments characteristic of them related to philosophical thinking and the discussion topics examined.

Lines of thought examined in the course:

1) philosophy of antiquity and the formation of philosophical thinking;
2) philosophy of the Middle Ages and the application of thinking in the service of religion;
3) philosophy of the Early Modern Era and the birth of experimental natural science;
4) philosophy of the Early Modern Era and the rise of the individual/subject; and
5) philosophy of the Early Modern Era and the thinking of the Enlightenment.

Lines of thought may be rearranged between the first or second course if necessary in order to better organize the studies. Lines of thought may be modified in relation to the choice of discussion topics.

2. Philosophical thinking

The aim of philosophical thinking is to introduce the language characteristic of philosophy, study the necessary terminology and practise its use. Philosophical thinking is practised through the use of the study content of central discussion topics. Philosophical thinking comprises around half of the course load.

Learning outcomes
At the end of the course, students will be able to:
1. identify some of the most important terms of the techniques of discussion and interpretation and notice where these are applied in philosophical discussion;
2. independently compose simple statements, definitions and arguments and think them through using tools of critical thinking;
3. identify good practice in philosophical discussion and notice where this is applied in reading, speaking, debating and writing;
4. form correct philosophical questions and discuss the answers, remaining on the level of philosophical discussion and following rules of argumentation; and
5. read philosophical texts and compose simple philosophical essays under supervision.

Course content
Language. Language of science, natural language and language of philosophy.

Sentence, resolution, statement and argument. Concept and definition. Premise and hidden premise. Deduction, correctness and truthfulness. Validity of argument. Interpretation and context. Reasoning and explanation. Harmony and contradiction. Meaning and truth.

Question, philosophical question and correctness of questions. Argumentation and rhetoric. Good practice in philosophical discussion. Thinking and expression. Essay-writing.

3. Discussion topics about philosophical questions

The aim of discussion topics about philosophical questions is primarily to practise philosophical thinking. The more detailed and systematic examination of these questions can form part of the second course. If desired, the first course may focus more thoroughly on just one discussion topic and take part of the study content from the second course for this purpose. In that case, what is left out will need to be covered in the second course. The discussion topics comprise around a quarter of the course load.

Learning outcomes

At the end of the course, students:

1. discuss simple philosophical questions, ways of knowing, values, society and environment, distinguishing philosophical discussion from regular discussion; and
2. value philosophical discussion and its results, but with an awareness of the relativity of the results, including their connection to different approaches and basic premises.

Course content

Ways of knowing. Nature of knowing and theory of perception. Differentiation between knowledge and ways of perception. Relation between knowledge and belief and justification. Relations with subjects and areas of life.

Values and normative systems (morality, religion and law). Nature of values and axiology. Values and action. Difference between value and fact. Universality and relativity of values.

Society and environment. Nature of justice. Philosophy of society, politics and environment. Relation between society and environment. Arrangement of society and living environment.

10.6. Study activities

In order to achieve the study goals and learning outcomes it is necessary to:

1. present philosophical material for the purposes of study. The material is presented in order to introduce approaches and content. The principal task is to explain philosophical material by giving examples and offering interpretations and schemes. On the basis of philosophical material, questions regarding interpretation and content are raised for further discussion. Together with the presentation of materials the students also familiarize themselves with the topic by means of video and other additional materials;

2. study philosophical study material independently. While reading textbooks, the students highlight the main philosophical statements and try to think through them. During independent study students make reference to the text in speech or in writing and make summaries of it. The students raise questions for further discussion;

3. practise the techniques of philosophical thinking both in speech and in writing. In order to acquire the techniques the students familiarize themselves with the necessary principal terms and elementary theoretical background. When practising techniques, their practical and perceptual aspects are underscored and exemplified. The practice of techniques of thinking is included in all activities in the Philosophy course, setting appropriate goals for this in class;

4. discuss philosophical questions, using as diverse forms of study as possible, encouraging discussion, including conversation/classroom discussion, group discussion, mosaic groups, seminar, debate, short writing exercises and presentations. A firm goal is set for discussions, and the task of the leader of a

discussion is to ensure that its goal is pursued. The philosophical questions under discussion are introduced in relation to the experience of the students and attempts are made to highlight their meaning. Examples are introduced and generalizations are made. Students receive constant feedback about the techniques of philosophical thinking and the application of good practice in discussion;

5. work with philosophical source texts that are read either independently or out loud, the line of discussion of which is explained. To understand the statements contained in the source text, the statements are structured and marked. The premises, statements, reasoning, examples and counter-arguments contained in the text are highlighted and separated from each other. Philosophical questions are raised about the argument of the text and discussed in a seminar or other format. In interpreting the source text, the specificity and historical context of the text is taken into account and attempts are made to uncover the meaning of the text; and

6. compose an essay, which is a gradual process. To write the essay, a topic is set and an initial question raised. After this, the necessary source material is worked through and thoughts that come up during this process are organised and schematised. A plan of the essay is compiled, on the basis of which the first draft is written. The draft is discussed and edited until the student is ready to give the essay its final shape. To understand the argumentative nature of the essay, students practise mini-essays and analyse example essays.

10. 7. Assessment

The general part of the upper secondary school national curriculum and other legislation regulating assessment is taken as the basis for evaluating the learning outcomes of Philosophy. The students must know what is being evaluated and when, what methods of assessment are being used and what the criteria for assessment are. The learning outcomes are evaluated on the basis of oral assessments and numerical grades.

First and foremost, specific skills are evaluated whose development is the main aim of studying philosophy, including the understanding and compiling of philosophical discussion, using techniques of philosophical thinking and explaining the important concepts of philosophy and using them in context. Therefore, the tasks evaluated are creative and invite independent thinking, but should at the same time assume the application of philosophical concepts and techniques of thinking in a planned way.

Assessment that nurtures the students is important in philosophy because of the need for constant feedback on techniques of thinking. The conclusive assessment is secondary in the study of philosophy and sufficient only for identifying a satisfactory level.

It is recommended that the composition of essays be used as one form of assessment. Essays are put together in stages, combining the techniques of shaping and conclusive assessment. In the case of essays, the ability to discuss is primarily what is evaluated; acknowledgement of literary mastery and originality is secondary. In the case of philosophical essays, it is strictly required to follow elementary rules of the grammar of the mother tongue and composition.

11. Optional course: Philosophy Today

11.1. General principles

The second course in philosophy "Today's Philosophical Issues" deepens the main skills acquired in the first course, paying attention to the philosophical approach to ways of knowing, values, society and environment. Passing the first course is a requirement for participating in the second course because it is assumed that the student will have basic skills in philosophical thinking.

11.2. Learning and educational objectives

The aim of the upper secondary school Philosophy course is to guide students to:
1. recognize philosophical questions, be aware of their different solutions and understand the nature of philosophy as a field;
2. form correct lines of reasoning, think about those of others and apply techniques of philosophical thinking while doing so;
3. think about philosophical questions connected to science and ways of knowing as well as personal and social values, with reference to their own experience;
4. characterize periods of the history of philosophy in terms of the most important approaches, concepts and thinkers; and
5. think about their knowing, perceiving and valuing side in the light of the things studied in the course.

11.3. Short course description

The main focus of the Philosophy course is on examining discussion topics about philosophical questions through tools of philosophical thinking and, in the course of this, giving an overview of philosophy as a field of study. The course consists of three main areas: 1) philosophy as a field of study; 2) philosophical thinking; and 3) discussion topics about philosophical questions. These main areas take up about the same amount of time in the course.

In the framework of philosophy studies, the concepts, areas, branches and history of philosophy and philosophy's role in the sciences are discussed. The techniques of philosophy are practised through their correct application in spoken and written form. The discussion topics include philosophical questions about ways of knowing, values, society and environment.

The course is based on findings of the academic field of research in philosophy, which are presented in a simplified and didactic way in the form that is most useful.

The course of philosophy is integrated with different course content and course activities from different subjects of the curriculum.

11.3.1. Philosophy subjects

Examining the topics specific to the area of study is not a goal in itself for the subject but the main emphasis is on preparing for the discussion topics of courses and acquiring the general intellectual background needed to study philosophy. Students study the elementary concepts and approaches that are necessary for discussing the philosophical questions of the discussion topics and that are important for understanding the meaning of the area of study.

In the framework of the topics specific to the area of study, elementary knowledge is acquired about the periods of the history of philosophy and the lines of thought that characterize them. Examining the history of philosophy through lines of thought means focusing on the thoughts characteristic of certain periods, how they changed and what their role was in the history of philosophy.

In examining the area of study of philosophy, the studies are comparatively integrated with the

approaches of other subjects to topics concerned with philosophy and also with areas of science and life in general. The studies in general are integrated with important facts from the history of the branches of science that form a basis for other subjects and with subjects from the humanities examining different aspects of history.

11.3.2. Philosophical thinking

Philosophy is characterized by the role of discussion in studying. Therefore, the practice of philosophical thinking in a spoken and written way forms an integral part of the subject. Philosophical thinking is practised through techniques of argumentation and interpretation as well as through application of good practice in thinking.

To acquire the techniques of philosophical thinking students study the elementary terms and practical tools of techniques of discussion in the areas of logics and critical thinking as well as philosophical hermeneutics. The chief study method is to apply these techniques in exercises that are based on the discussion topics and the materials of the area of subject. The aim is to apply the techniques in a correct way in free philosophical discussion and work with philosophical texts.

Good practice in thinking is practice in spoken and written discussion. Good practice is expressed in an appropriate attitude towards philosophical discussion, including a serious attitude towards arguments and a respectful attitude towards those who present them, respecting the reader and the listener, expressing the thoughts in an understandable way and being open to discussion and critique.

The principal endeavour of philosophical discussion is thinking through concepts and ideas. In thinking these through the aim is to try to uncover the meaning of something, using arguments according to different philosophical premises and approaches. In discussions of philosophical viewpoints students must not merely express opinions: their opinions must always be based on something and the students should be ready to give reasons for them. Elementary techniques of critical thinking and philosophical interpretation are used.

Studying philosophical thinking is integrated with subjects that develop an ability to discuss and express oneself in spoken and/or written form. Philosophical thinking shares key aspects with techniques of discussion in the natural sciences as well as studies of general expression in language-related subjects in the humanities.

11.3.3. Discussion topics about philosophical questions

The main part of the subject is to uncover the philosophical questions under the discussion topics of the curriculum through tools of philosophical thinking. The discussion topics are based on philosophical questions about ways of knowing, values, society and environment.

The study of discussion topics consists of a theoretical and practical part. In the theoretical part, the students gradually familiarize themselves with the concepts and approaches needed to examine topics. Discussion topics are discussed using tools of philosophical thinking, which is practical in its direction. In choosing specific questions of discussion and examining them, the experience of students is taken into account.

Discussion topics and themes specific to the area of study related to them are examined in a broad way, looking at philosophical questions from neighbouring areas if needed. Knowledge of the lines of thought of the history of philosophy is integrated with the discussion topics of the courses and philosophical questions are examined in relation to each other and in the framework of the area of study of philosophy.

In examining ways of knowing, studies are integrated with other subjects, with the ways of knowing characteristic of them and with students' general experience of knowledge. In examining values, studies

are integrated with subjects that contain ethical questions and with ethical questions concerning students. In examining society and environment, studies are primarily integrated with the social and natural sciences and questions about environment of local importance.

11.3.4. The roles of the student and teacher

Since one of the important goals of the study of philosophy is to develop students' skills in discussion and independent thinking, it is important that they take a mostly active role in the classroom. The teacher, like the students, plays an inquiring, questioning and studying (and at the same time errant) role, but is an authority who gives advice, judgements and directions with drawing on broader knowledge and developed skills.

The task of the students is to learn to apply the techniques of philosophical thinking in a knowledgeable way. They express and explain their personal views and those acquired in the classroom and try at the same time to be philosophically correct and consistent. The teacher gives feedback on students" endeavours during the course and gives advice and directions for later studies.

In addition to leading discussions and introducing concepts and approaches, the task of the teacher is to support the identity of the students and the shaping of their worldviews. Therefore, the teacher may not prevail with personal views. The teacher must also introduce opposing positions and give students the chance to give reasons or shape their own personal viewpoints.

11.4. General learning outcomes
The learning outcomes of upper secondary school reflect the achievements of the students.
At the end of the course, students will be able to:
1. describe the structure of the area of subject of philosophy and its most important concepts and discuss the role of philosophy in today"s world;
2. characterize some of the most important approaches, concepts and thinkers from the history of philosophy and associate them with periods of the history of philosophy;
3. apply some of the most important techniques of critical thinking and philosophical interpretation in philosophical discussion;
4. apply good practice in philosophical discussion in participating in seminars, thinking about feasible sources and texts and writing essays;
5. discuss philosophical questions in relation to ways of knowing and being scientific, building on the knowledge acquired and their own experience;
6. discuss philosophical questions in relation to values and the way they function, building on the knowledge acquired and their own experience;
7. discuss philosophical questions in relation to society and environment, building on the knowledge acquired and their own experience; and
8. acknowledge their own capacity for independent thought and decision-making and use this quality in discussing philosophical questions.

11.5. Learning outcomes and course content

1. The area of study of philosophy
The aim of the second course that is specific to the area of study is the interpretation of the history of thinking provided by the area of study of philosophy in greater depth and to think through the different roles of philosophy in the modern world. This comprises around a third of the course.

Learning outcomes

At the end of the course, the students will be able to:

1. think through the different roles of philosophy in the modern world, building on the knowledge acquired about the branches and schools of philosophy and the corresponding applied fields;
2. characterize the most important approaches belonging to the classics of the history of philosophy and turning points in the history of concepts and ideas; and
3. characterize the periods of philosophy in terms of the approaches, concepts and thinkers belonging to them.

Course content
Branches of philosophy. Analytical and continental philosophy. Application of philosophy in sciences and other areas of life. Contemporary philosophy.

History of concepts. Conceptual changes characteristic of the history of philosophy, corresponding lines of thought and the philosophers and theories that represent them.

Important concepts, lines of thought and philosophers with their characteristic arguments connected to the discussion topics examined.

Lines of thought examined in the course:

1. the historical roots of contemporary knowledge and understanding of science;
2. important contemporary approaches to science;
3. important contemporary theories of ethics;
4. important contemporary trends in human philosophy; and
5. basic viewpoints on important contemporary philosophy of society and philosophy of environment.

Lines of thought may be rearranged between the first and second course if necessary in order to better organize the studies. They may also be modified in relation to the discussion topics chosen and taking into account what has already been examined in the first course.

2. Philosophical thinking
The aim of philosophical thinking in the second course is to deepen the knowledge and skills acquired in the first course and, in addition, for students to familiarize themselves with the main principles of formalizing arguments and interpreting source texts. This comprises around a quarter of the course.

Learning outcomes
At the end of the course, the students will be able to:

1. apply techniques of critical thinking and philosophical interpretation in philosophical discussion; and
2. apply good practice in philosophical discussion during participation in seminars, thinking about source text and compiling essays.

Course content
Formalization. Example of formalized language and its use.
Interpretation and the hermeneutical circle.
Reading source texts. Holding a seminar.

3. Discussion topics about philosophical questions

In the second course, the systematic approach to discussion topics is already a goal in itself and is achieved on the basis of the techniques of philosophical thinking acquired in the first course. The discussion topics are examined philosophically and broadly, in connection with the lines of thought of the history of philosophy. Depending on the school or class, the proportions of discussion topics can be changed. The examination of discussion topics comprises around half of the course.

Learning outcomes
At the end of the course, students will be able to:

1. discuss philosophical questions about ways of knowing and being scientific, employing the elementary vocabulary of theories of perception and science and drawing on their own experience;
2. discuss philosophical questions, values and the way they work, employing the elementary vocabulary of the study of values and drawing on their own experience;
3. discuss questions of the philosophy of society and environment, employing the elementary vocabulary of the philosophy of society and environment and drawing on their own experience; and
4. acknowledge their role as active thinkers in thinking about the areas of life and science, questions of value and questions of society and environment and discuss the philosophical nature of this role.

Course content
Ways of knowing. Theories of truth (compatibility and harmony theory, pragmatic theory and truth minimalism). Scientific method. Development of scientific knowledge (hypothesis, experiment and theory). Science and technology and the engineering sciences. Induction and deduction. Branches of science and their forms of perception. Humanities, social science and the natural sciences. Pseudo-science. Subjectivity, intersubjectivity and objectivity. Fact and opinion.

Values. Theories of ethics (following obligation, consequence and virtues). Normativity and descriptiveness (metaethics and normative ethics). Benefit and obligation. Pluralism and tolerance. Value relativism and absolutism. Nature of value judgements and treatment of human beings. Benefit and enjoyment.

Society and environment. Philosophical theories of society. Definitions of freedom. Holism and individualism. Development and society. Philosophy of environment. Anthropocentrism and question of moral community. Anarchism and utopia.

11. 6. Study activities

In order to achieve the study goals and learning outcomes it is necessary to:

1. present philosophical material for the purposes of studying. The material is presented in order to introduce approaches and content. The principal task is to explain philosophical material by giving examples and offering interpretations and schemes. On the basis of philosophical material, questions regarding interpretation and content are raised for further discussion. Together with the presentation of materials the students also familiarize themselves with video and other additional materials;

2. study philosophical study material independently. While reading textbook texts, the students highlight the main philosophical statements and try to think them through. During independent study students refer to the text in speech or in writing and make summaries of it. The students raise questions for further discussion;

3. practise the techniques of philosophical thinking in both speech and writing. In order to acquire the techniques, the students familiarize themselves with the necessary principal terms and elementary theoretical background. When practising techniques their practical and perceptual aspect is underscored and exemplified. The practice of techniques of thinking is included in all of the activities of the Philosophy course, setting appropriate goals for this in class;

4. discuss philosophical questions, using as many different forms of study as possible, encouraging discussion, including conversation/classroom discussion, group discussion, mosaic groups, seminar, debate, short writing exercises and presentations. A firm goal is set for discussions, and the task of the leader of discussion is to ensure that the goal of the discussion is pursued. The philosophical questions under discussion are introduced in relation to the experience of the students and attempts are made to highlight their meaning. Examples are introduced and generalizations are made. Students receive constant feedback about the techniques of philosophical thinking and application of good practice in discussion;

5. work with philosophical source texts that are read either independently or out loud, the line of discussion of which is explained. To understand the statements contained in the source text, the statements are structured and marked. The premises, statements, reasons, examples and counter-arguments contained in the text are highlighted and separated from each other. Philosophical questions are raised about the argument of the text and discussed in a seminar or other format. In interpreting the source text, the specificity and historical context of the text is taken into account and attempts are made to uncover the meaning of the text; and

6. compose an essay, which is a gradual process. To write the essay, a topic is set and an initial question raised. After this, the necessary source material is worked through and thoughts that come up during this process are organised and schematised. A plan of the essay is compiled, on the basis of which the first draft is written. The draft is discussed and edited until the student is ready to give the essay its final shape. To understand the argumentative nature of the essay, students practise writing mini-essays and analysing sample essays.

11.7. Physical learning environment

1. The school arranges the majority of the studies in a classroom, where it is possible to rearrange the furniture for group work and round-table discussion.
2. The school arranges the carrying out of work which requires a computer and Internet connection in a classroom that has at least one computer per two students.
3. The school provides students with access to thematic literature that supports the aims of the national curriculum.

11.8. Assessment

The general part of the upper secondary school national curriculum and other legislation regulating assessment is taken as the basis for evaluating the learning outcomes of Philosophy. The students must know what is being evaluated and when, what methods of assessment are being used and what the criteria of assessment are. The learning outcomes are evaluated on the basis of oral assessment s and numerical grades.

Primarily, specific skills are evaluated whose shaping is the main aim of the Philosophy course, including the understanding and compiling of philosophical discussion, using techniques of philosophical thinking and explaining the important concepts of philosophy and using them in

context. Therefore, the tasks evaluated are creative and invite independent thinking, but should at the same time assume the application of philosophical concepts and techniques of thinking in a planned way.

Assessment that nurtures students is important in philosophy because of the need for constant feedback on techniques of thinking. The conclusive assessment is secondary in studies of philosophy and sufficient only for identifying a satisfactory level.

It is recommended that the composition of essays be used as one form of assessment. Essays are put together in stages, combining techniques of shaping and conclusive assessment. In the case of essays, the ability to discuss is primarily what is evaluated; acknowledgement of literary mastery and originality is secondary. In the case of philosophical essays, it is strictly required to follow the elementary rules of the grammar of the mother tongue and composition.

Hanno Pevkur
Minister of Social Affairs acting Minister of Education and Research

Appendix 8
of Regulation No 2 of the Government
of the Republic 6 January 2011
National curriculum for upper secondary schools

Optional course: Religious studies

1. General provisions

1.1. Educational Goals

The elective subject of religious studies at the upper secondary school level strives to direct pupils to:

1) be capable of respectful communication with people of different world views and discussions of attitudes towards different world view issues, recognise in their own behaviour and that of others prejudiced attitudes and know how to oppose them when their own or friends' rights are violated;

2) provide examples of how the principles of freedom of religion function in practice, what boundaries exist in society and how they are breached, and how religion and politics are connected;

3) characterise the historical factors that influenced the distribution of different religions across Estonia, know the religious movements that are widespread in Estonia and name their doctrines and rituals;

4) discuss how different world views influence us on individual and social levels, both positively and problematically, and know the simpler scientific methods of religious research; and

5) be aware of their main value judgments and analyse the role of values in their own actions and those of others, phrase the primary features of their own world view, and analyse their worldview convictions in the context of the studied religions.

1.2. Description of the Optional Course

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

1) covers different religions and religious movements;

2) teaches pupils to understand how religion is expressed in culture, in our individual lives and in society; and

3) discusses existential issues.

The optional course of religious studies originates from the principle of recognition of freedom of religion and thought 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 pupils to accept a particular world view as the norm. The task of religious studies at the upper secondary school level is not to guide

pupils towards acceptance of a particular religion. The goal is to prepare the pupils 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 of 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 pupils who attend lessons of religious studies will gradually understand the diverse religious heritage and modern-day positive and negative manifestations of religions. Religion in all societies has always been one of the forces shaping our lives and culture, and a source of inspiration for writers, artists and musicians. Religious education facilitates understanding of global cultural heritage.

The pupils' empathy and mutual respect are supported 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 pupils are exposed to at home. An important component of religious studies is the support of the pupils' 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 pupil in shaping their own world view. The optional course of religious studies enriches the outlook of the pupils 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 pupils. It is important to become familiarised with the cultural values of the home area and the local religion and to create connections with the problems and questions posed by the pupils. It is recommended to involve the pupils in the process of compilation of the religious studies work schedule.

The syllabus of the optional course of religious studies at the upper secondary school level consists of two 35-hour courses with the option of a third and more comprehensive course, and compilation of the syllabus must rely on the general goals of the optional course, the principles of teaching and the learning activities and outcomes that the upper secondary school wishes to achieve.

The optional course includes two courses: Course I is entitled "People and Religion" and Course II is entitled "The Religious Landscape of Estonia".

1.3. Learning Activities
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 optional course, the content of studies and the expected learning outcomes, with support given to integration with other subjects and cross-curricular topics;

2) the pupils' 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 pupils can study alone 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 difficulty levels support the 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 pupils attend shrines of different religions, museums, exhibitions and the computer classroom;

7) different methods of teaching are used, including active learning: role play; conversations; discussions; argumentation; debates; defining and solving problems; formulation of questions and personal viewpoints and their justification; project work; compilation of learning portfolios and research papers; creative methods: drama; artistic and musical self-expression; educational excursions, meetings with prominent (preferably local) personalities; familiarisation with symbol systems; learning about the primary features of the teachings of local religious denominations, their spheres of activity and institutions (e.g. monasteries and convents, children and youth work forms, social work and protection of heritage); analysis of religious texts; and the implementation of scientific methods of religious research. Preparation and oral delivery of synopses supports the acquisition of initial research work experience and develops public speaking skills. Essay-writing facilitates the development of written expression skills;

8) central significance is the development of critical thinking and skills of analysing world view issues and formulating arguments concerning these issues. All pupils should become used to the idea that discussing a problem will often not result in its solution but will at least allow the participants to better understand it. It is important to acquire the fundamental concepts, classify religions, obtain a general overview of the characteristic features of religious life in different eras and comprehend the religious diversity in Estonia.

1.4. Physical Learning Environment

1. The school will organise the predominant part 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 the resources for demonstration 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 two educational excursions outside the classroom per stage of study.

1.5. Assessment

The learning outcomes of religious studies are assessed in accordance with the general part of the national curriculum and other legislation that regulates such assessment. Assessed are the pupils' 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 pupils comply with the learning outcomes stipulated in the optional course syllabus. Neither the attitudes nor the values of the pupils are assessed. Feedback is provided to each pupil regarding their attitudes and values. Attitudes and values can be analysed via role play, case studies and group work. In this case assessment covers not only the outcome, but also the reasoning and process. The pupil 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 pupil. Assessment also supports the pupils' development. Assessment methods are selected with consideration given to the age of the pupils, their individual abilities and readiness to cope with a particular activity. The learning outcomes are assessed with oral appraisal and number grades.

The forms of learning outcome assessment must be versatile and suitable for such assessment. The pupils must know what is assessed and when, what means are used for assessment and what the assessment criteria are.

2. Course I: "People and Religion"

2.1. Learning Outcomes at the Upper Secondary School Level

Upper secondary school learning outcomes reflect pupils' achievements.
The pupils who graduate from upper secondary school can:
1) perceive the role of religion in the lives of individuals and social life:
   a. understand that religion is a multi-faceted phenomenon, analyse examples, explain how different world views can either positively or negatively influence the lives of individuals and social life and name the most important aspects of the individual and social dimensions of religion;
   b. reveal the linguistic peculiarities of religion, compare religious and scientific thinking, point out differences and similarities therein and recognise hidden religiosity;
   c. analyse how the mass media influences the shaping of our views on religion; and
   d. discuss the influence of science and religion on ethical choices;
2) analyse feasible religious texts;
3) understand that religiosity has different meanings, is expressed in different ways by different people at different stages of life, and is connected to historical factors;
4) analyse the reasons behind religious conflicts, recognise prejudiced and labelling attitudes and offer opportunities for dialogue and cooperation between people with different religious world views;
5) recognise connections between religion, values and moral convictions in the lives of individuals and social life, and participate in argument-supported discussions about current ethical issues;
6) discuss religious and world view problems;

7) discuss the influences on their own world view, seeking answers to existential questions raised and making their own ethical decisions; and
8) name the simpler forms and methods of scientific study of religion and be able to implement some of them.

2.2. Learning Outcomes and Course Content

1. Fundamental concepts of religion

Learning Outcomes
At the end of the course the pupils can:
1) name different dimensions of religion and compare different approaches on religion by different disciplines of religious studies;
2) name the largest religions in the world and compare the reasons why different statistical data has been obtained; and
3) know the types of classification of religions and analyse the value judgements associated with this classification.

Course Content
Concept of religion. Possibilities for the scientific research on religion. Religious map of the world.

2. Philosophy of Religion

Learning Outcomes
At the end of the course the pupils can:
1) reveal the linguistic peculiarities of religion, compare religious and scientific thinking and point out their differences and similarities;
2) differentiate between world views, and compare religious and non-religious worldviews;
3) discuss the influence of science and religion on ethical choices; and
4) recognise connections between religion, values and moral convictions in the lives of individuals and social life, participate in argument-supported discussions about current ethical issues and justify some of their ethical viewpoints.

Course Content
Plurality of opinions and the truth. Religious language.
World views. How worldviews change over time. Religious and non-religious worldviews.
Points of contact between ethics and religion (for example: People and nature. Limits of technology. Euthanasia. Abortion. Homosexuality).
Relations between science and religion (for example: Creation vs evolution).

3. Comparative History of Religions

Learning Outcomes

At the end of the course the pupils can:
1) analyse feasible religious texts;
2) compare different notions about holy (god) and human and point out connections between them;
3) list the important answers given by different religions to questions about the purpose of human life and the problems of evil;
4) explain the simpler methods of research used by the history of religions and can implement some of these methods; and
5) discuss the influences on their own world view, seeking answers to existential questions raised.

Course Content
Concept of the holy. Different conceptions about god. Sacral time and space.
Natural and supernatural. Destiny and chance.
Different approaches to humanity. Purpose of human life. Issues of evil and suffering.

4. Psychology of Religion

Learning Outcomes
At the end of the course the pupils can:
1) recognise the role played by religion in a person's life and recognise hidden religiosity;
2) explain the simpler methods of research used in the psychology of religion and can implement them;
3) analyse examples and explain how different world views can either positively or negatively influence the lives of individuals and name the most important aspects of the individual religiosity; and
4) understand that religiosity may have different meanings: it is expressed in different ways by different people at different stages of life and is connected to historical factors.

Course Content
Why do people have religious belief? How do we define religiosity?
Religious experiences and their diversity. Different spiritualities.
Human religious development.

5. Sociology of Religion

Learning Outcomes
At the end of the course the pupils can:
1) explain the simpler methods of research used in the sociology of religion and implement some of these methods;
2) recognise connections between religion and culture and the role of religion in social life;
3) analyse examples and explain how different world views can either positively or negatively influence social life and name the most important social aspects of religion;

4) analyse how the mass media influences and shapes views on religion;
5) analyse the reasons of religious conflicts, recognise prejudiced and labelling attitudes and offer opportunities for dialogue and cooperation between people with different religious views; and
6) discuss religious and world view problems.

Course Content
Freedom of religion and conscience. Religion and politics.
Relations between various religions: cooperation opportunities, religious conflicts.
Religion and economy. Religion and mass media.
Religion and culture.
Religion today. Secularisation. Fundamentalism. Privatisation of religion.
Pseudo-religious phenomena.

3. Course II: "The Religious Landscape of Estonia"

3.1. Learning Outcomes at the Upper Secondary School Level

Upper secondary school learning outcomes reflect pupils' achievements.
The pupils who graduate from upper secondary school can:
1) characterise the religious situation in Estonia during the periods studied;
2) explain the main content of the primary legislation that regulates religious life in Estonia;
3) explain the types of classification of religions and analyse the value judgements associated with these classifications;
4) name the largest religious movements in Estonia and identify the largest denominations and religious groups:
   a) knowing the symbols of the religions and churches in Estonia;
   b) naming their main doctrines, comparing the religions and Christian denominations studied and highlighting their differences and similarities; and
   c) comparing the expression of different religions in everyday life;
5) perceive the role of religion in social life and human relationships:
   a) understanding how religion influences society;
   b) knowing how to take into account the religious convictions of other people in their activities; and
   c) treating different religious convictions with respect and tolerance, but also with criticism where necessary, and reflecting on their own viewpoints and attitudes regarding world views (religious or secular) that are different from their own; and
6) phrase the basic features of their world view and compare their corresponding personal convictions with those typical to the religions and denominations studied.

3.2. Learning Outcomes and Course Content

1. Course Introduction

Learning Outcomes

At the end of the course the pupils can:
1) name the different dimensions of religion and compare notions about religion by different disciplines of religious studies;
2) name the largest religions and denominations in Estonia and compare the reasons why different statistical data has been obtained; and
3) explain the types of classification of religions and analyse the value judgements associated with this classification.

Course Content
Concept of religion. Possibilities of religious research. Religious map of Estonia. Issues of classification of religions and denominations.

2. Evolution of Religious Background in Estonia

Learning Outcomes
At the end of the course the pupils can characterise the religious background in Estonia during the eras studied, naming the basic features and highlighting the differences.

Course Content
Ancient times, Christianisation, Reformation, Pietism and Rationalism, Russification, Republic of Estonia, Soviet occupation, today.

3. Religions, Denominations and Religious Movements

Learning Outcomes
At the end of the course the pupils can:
1) identify the largest denominations and religious groups in Estonia:
   a) knowing the symbols of the religions and churches in Estonia;
   b) naming their main doctrines, comparing the religions and Christian denominations studied and pointing out their differences and similarities; and
   c) comparing the manners of the daily expression of different religions (including in the lives of young people);
2) explain the bases for non-religious world views;
3) identify important sacred places in their home area;
4) analyse simpler religious texts;
5) perceive the role of religion in social life and human relationships:
   a) understanding how religion influences society;
   b) knowing how to take into account religious convictions of other people in their activities; and
   c) treating different religious convictions with respect and tolerance, but also with criticism where necessary, and reflecting on their own viewpoints and attitudes regarding world views (religious or secular) that are different from their own; and
6) phrase the basic features of their world view and compare their corresponding personal convictions with those typical of the religions and denominations studied.

Course Content

Traditional Christian religious associations in Estonia:
1) the Roman Catholic Church, as well as the Ukrainian Greek Catholic congregation, the Orthodox Church, the Old Believers and monasteries and convents;
2) Lutheranism and the Moravian Brethren; and
3) Baptism, Methodism, Adventism and Pentecostalism.

Other religious associations and movements in Estonia:
1) indigenous traditions;
2) Judaism;
3) Islam;
4) Buddhism;
5) Hinduism (Krishnaism);
6) Baha'i congregations;
7) Jehovah's Witnesses, the Church of Jesus Christ of Latter-Day Saints and the New Apostolic Church;
8) the Armenian Church;
9) Word of Life congregations and charismatic churches;
10) New Age; and
11) others.

Non-religious world views in Estonia:
1) Atheism;
2) Agnosticism; and
3) non-religiousness.

4. Course Summary

Learning Outcomes
At the end of the course the pupils can:
1) explain the primary legislation that regulates religious life in Estonia; and
2) write a research paper about an important Estonian religious thinker or cultural figure.

Course Content
Organisation of religious life in Estonia, religiousness in Estonia today, secularisation.
Important Estonian religious thinkers and cultural figures (for instance: Prophet Maltsvet, Jakob Hurt, Johan Kõpp, Barefoot Tõnisson, Bishop Platon, Uku Masing, Arthur Võõbus, Toomas Paul, Ain Kalmus (Evald Mänd), Hugo Lepnurm, Jüri Arrak, Urmas Sisask, Arvo Pärt etc.).

Hanno Pevkur
Minister of Social Affairs acting Minister of Education and Research

Appendix 13
of Regulation No 2 of the Government
of the Republic of 6 January 2011
National Curriculum for Upper Secondary Schools

Syllabuses of cross-curricular topics

1. General Principles

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 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. Cross-curricular topics can be implemented through optional and integrated subjects where handling varies depending on the content and goals of each subject area.

2. Cross-curricular Topic "Lifelong Learning and Career Planning"

2.1. The cross-curricular topic "Lifelong learning and career planning" strives to shape pupils' readiness to find optimum use on the labour market, to make decisions independently, to fill different roles in life and to take part in lifelong learning. Pupils are guided to value lifelong learning as a way of life and career planning, to be able to analyse their skills, interests and knowledge in relation to work and study opportunities in continuous decision-making process.

2.2. The pupils are guided to:
1) be aware of various professional domains, professions, labour laws, education and training possibilities, general trends on the labour market and the local economic environment;
2) set up a personal career plan, to make career choices and to explore possible alternatives according to their learning outcomes and existing work experience;
3) examine the information for further studies and job opportunities (including business) and provide opportunities to obtain career advice;
4) analyse the work legislation, corporate and employee rights and responsibilities, different factors on the local economies.

2.3. The "Lifelong learning and career planning" cross-curricular topic at the upper secondary stage of study

Covering the cross-curricular topic on this level of study will develop pupils' understanding and ability of analysing their skills, abilities, interests, needs, attitudes and creation in connections with career choices. The pupils will be guided to analyse their possible future fields of activity and opportunities they have to achieve their desires. Topic focuses also on practical skills in the

labor market activities. Pupils examine the information for further studies and job opportunities (including business) and provide opportunities to obtain career advice.

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

3.1. The cross-curricular topic "Environment and Sustainable Development" strives to shape pupils into environmentally aware and social active people who live and act in a responsible manner, taking into account issues of future sustainability, and are ready to find solutions to problems related to the environment and human development.

3.2. The pupils are guided to:
1) value biological (including landscapes) and cultural diversity and ecological sustainability;
2) develop personal environmental opinions and participate in environmental decision-making initiatives, offering solutions to environmental problems at the personal, social and global levels;
3) understand nature as a whole system and the mutual interdependence between human beings and the surrounding environment and human beings' dependence on natural resources;
4) understand the mutual connections between the various factors of the cultural, social, economic, technological and human development of mankind and the risks associated with human activities;
5) take the responsibility for sustainable development and acquire values and behavioural norms that support sustainable development.

3.3. The Cross-curricular topic "Environment and sustainable development" at the upper secondary stage of study

Covering the cross-curricular topic on this level of study practice environmental decision-making and assessment, taking into account modern scientific and technological developments (including restrictions), the applicable regulatory documents and economic considerations. The study shapes pupils´ readiness to deal with issues of environmental protection as critically thinking citizens on the personal, social and global levels and to implement environmentally protective and sustainable methods of management and other activities.

4. Cross-curricular Topic "Civic Initiative and Enterprise"

4.1. The cross-curricular topic "Civic initiative and enterprise" strives to shape pupils active and responsible member of society, who understand the operation and mechanisms of the society and the importance of citizens' initiative; is integrated into society, relies on national cultural traditions and participate in the political and economical decision-making process.

4.2. The pupils are guided to:

1) recognize the value of democratic collective organization, cooperation, civic initiatives, and voluntary action, non-violent and peaceful conflict settlement;
2) understand the functioning of public, business and nonprofit relationships in society; principles, rights and responsibilities in those relations;
3) understand the role of individual's in the political and economical system, know the opportunities and have the skills to influence the society and participate in decision-making process;
4) understand the role of business in society, business-related negative and positive effects and develop business-related ethical issues; analyse the business risks and opportunities for reductions.

4.3. The Cross-curricular topic "Civic initiative and enterprise" at the upper secondary stage of study

Covering the cross-curricular topic on this level of study develops knowledge and skills for political and economical decision-making process on the local and national level. 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. Through class- and extracurricular activities and project works the pupils' awareness of political and economical operation is growing.

5. Cross-curricular Topic "Cultural Identity"

5.1. The cross-curricular topic "Cultural identity" strives to shape the pupils into culturally aware people who understand the role of culture in forming our way of thinking and behaving, cultural changes in history, cultural and values diversity, the specific nature of local culture, and are culturally tolerant and cooperative.

5.2. The pupils are guided to:
1) understand themselves as carriers of culture, cultural promoter and facilitator;
2) understand the importance of intercultural communication and cooperation as base of social sustainability, to participate in intercultural communication;
3) have tolerant and respectful attitude towards other cultures and their traditions, deprecate discrimination;
4) learn about and appreciate cultural heritage, define characteristics between the different subjects and cultural experiences;
5) be aware, learn about and compare the past and contemporary societies, cultural diversity;
6) gain knowledge of cultures (including the Estonian National) and evaluate the mutual enrichment of different cultures.

5.3. The cross-curricular topic "Cultural Identity" at the upper secondary stage of study

Covering the cross-curricular topic on this level of study supports the valorisation of local culture, interest, unprejudiced and informed attitudes towards other cultures. The study expands pupils´ knowledge about cultures (Estonian, especially European Union member states), extends the knowledge to synthesized in the whole of history, social studies, music, art, philosophy, religion history, literature, foreign languages and other classes. It is important to create opportunities for experiencing cultural diversity through different people, literature, the Internet and media, as well as through direct experience. Pupils are encouraged to discuss it, which leads to living in another culture.

6. Cross-curricular Topic "Information Environment"

6.1. The cross-curricular topic "Information environment" strives to shape the pupils into information-aware people who perceive the information and understands the surrounding information environment, is able to analyse critically the society acting in accordance with their goals and the socially accepted ethics of communication.

6.2. The pupils are guided to:
1) determine their information needs and find appropriate information;
2) develop an effective information search methods, encompassing various publications and information environments use;
3) develop skills of critical analysis of the information, compare the various discursive practices (eg parlour media, law, entertainment, communication between friends, etc.) and those prevailing norms of communication;
4) understand the media and the operation of economy, including the role of the media in the labor market;
5) analyse the existing rules of public space and to describe their activities in case of infringement of public space rules.

6.3. Cross-curricular topic "Information environment" at the upper secondary stage of study

Covering the cross-curricular topic on this level of study guide pupils to cope independently with different media formats, make consumer choices based on their different interests and needs. Pupils are familiar with the rules and acting in the public space, deplores the violations. Pupils analyse media's role in economy and society, examining globalization effects of media content and media habits of people, be able to formulate their message and communicate it meaningfully.

7. Cross-curricular Topic "Technology and Innovation"

7.1. 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.

7.2. 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.

7.3. Cross-curricular topic "Technology and innovation" at the upper secondary stage of study

Covering the cross-curricular topic on this level of study focuses on the group works and research projects in the school. The goal is to develop the positive attitudes towards technological innovation and related career possibilities, to ensure preparedness for all pupils to use ICT in everyday life, studies and work.

8. Cross- curricular Topic "Health and Safety"

8.1. 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.

8.2. The pupils are guided to:
1) assess the health and safety behaviour in various degrees and short-long term consequences, explain according to the natural and social studies the impact of alcohol, drugs and tobacco on the human body and behaviour;
2) analyse and evaluate the environment and society (including peers) impact on human health and safety decision-making, avoid negative impacts and to support positive decisions;
3) analyse the health and safety information, products and services quality, cost and accessibility;
4) be aware of the accident chain reaction, recognize situations that require professional help.

7.3. Cross-curricular topic "Health and safety" at the upper secondary stage of study

Covering the cross-curricular topic on this level of study stresses on practicing supportive activities of health and safety, including projects and the guidance of the younger pupils of their school, or even national level.

9. Cross-curricular Topic "Values and Morality"

9.1. 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.

9.2. The pupils are guided to:
1) to analyse critically and argue the values and moral norms, different value systems in their historical and cultural context or relationships, religion and worldviews;
2) personal reflections upon the moral attitudes and beliefs over the value, make meaningful
   ideological and moral choices and justify them;
3) respecting the divergent views and opinions and to defend and justify their views;
4) be able to avoid and deal with values and moral standards related to conflict situations;
5) understand that diversity is the wealth of society and development condition.

9.3. Cross-curricular topic "Values and morality" at the upper secondary stage of study

Covering the cross-curricular topic on this level of study stresses on develop the critical thinking and arguing skills, collecting of relevant information and making generalizations, highlighting links between different areas of historical knowledge, experience and value systems and worldview issues. Pupils participate in democratic discussions and are involved in school management.

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