

Subject field: Social Studies

1. General principles

1.1. Objective of teaching social subjects

The objective of teaching social subjects in upper secondary school is to develop students' social competence; it 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.

Teaching Social Studies is aimed at the upper secondary school graduate having developed the capability 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) understand social scientific research methods and use some of them in study, connecting what they have learned to everyday life;
- 4) 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 such views degrade human dignity;
- 5) will have acquired practise and value skills in socially acceptable behaviour and interpersonal relations that foster efficiency in different social contexts,
- 6) will have acquired knowledge and skills that support the development of a complete and autonomous human being who values social justice and has a positive attitude towards themselves and others;
- 7) acquire knowledge, skills and attitudes that support development of a wholesome, independent and health-conscious human being;
- 8) value freedom, human dignity, equality, integrity, care, tolerance, responsibility, justice and patriotism and feel respect towards themselves, other people and the environment.

1.2. Subjects of the subject field and number of courses

The subjects in this field are: History; Civics and citizenship education; Personal, social and health education and Geography (Human Geography). The subjects are divided into compulsory and optional courses. The design of required learning outcomes and contents, specified in subject syllabi of the field of social studies, was based on the number of mandatory courses per study stage. The compulsory courses by subject are the following:

- 1) History 6 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.
- 2) Human Studies 1 course: Family Studies
 - 3) Civics and citizenship education 2 courses: „Ühiskonna areng ja demokraatia“, „Majandus ja maailmapoliitika“.

The optional courses in the subject field are:

- 1) History 2 courses: General History – World History: Civilization outside Europe; and General History – History of European countries and the United States of America.
- 2) Human Studies 1 course: Psychology.
- 3) Civics and citizenship education 1 course: Everyday law.

The field of social studies includes the compulsory course on ‘Population and economy’, which is described in the field of natural sciences under human geography, and the optional course on ‘The globalizing world’.

The field of social studies has links to optional subjects of philosophy (2 courses), religious studies (2 courses), national defence (2 courses), economic and business studies (2 courses). The syllabi of the aforementioned optional subjects are presented in Appendixes 8-10 of the national curriculum. In religious studies and national defence, education is provided according to the subject syllabi of the national curriculum.

1.3. Description of the Subject Field

Social studies investigate the functioning of human beings and society in the past and present. Study of social subjects helps to integrate the contents of different subjects and to construct a complete picture of society, while also developing the skill of understanding current developments in the light of historical phenomena. Social studies develop the ability to recognise various links in the development of society, to make informed choices, based on the values, norms and rules of society, and to act as a moral and responsible person and member of society. The discussion of topics in social subjects helps to develop students’ preparedness to contribute to elimination of inequality between women and men from society and to promotion of gender equality.

Integration within the subject field is in the service of general objectives of the field. Integration is based on topics, concepts and teaching 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 occurred in 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 general objective of **personal, social and health education** is to develop students’ social skills and to contribute to students’ personality development, health awareness, knowledge of gender equality, skills required for social life, and general human values.

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.

The subject teacher selects the learning content with the aim to ensure achievement of specified learning outcomes, general and subject field competences. Particular contents of optional courses are specified at the beginning of each course in cooperation between the teacher and students.

1.4. Options for forming general competencies

The subject field enables development of all general competences in daily education through theoretical studies and practical activities. The teacher plays a crucial role in shaping the four interconnected components of competences – knowledge, skills, values and behaviour – with the teacher's values and self-assertion skills creating a suitable learning environment and influencing students' values and behaviour.

All of the subjects in the subject field support the formation of **cultural and value competence** 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 cultures and 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. Civic and citizenship education teaches the skill to stand up against violation of central norms and to follow the principles of social justice and equal treatment of different genders.

Personal, social and health education supports the development of students' **self-awareness competence**; 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.

Learning to learn competence. Each subject in the field of Social Studies shapes students' ability to organize their study environment; to find tools and information necessary for study; and develops learning skills, the ability to rationalise and plan studies and to apply the contents of learning in different contexts.

Communication competence. 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, natural sciences and technology competence. Study of social subjects requires the ability to analyse statistical data presented in different formats (graphs, tables, diagrams) and to draw conclusions based on this data, to use mathematical symbols and methods for solving different problems (e.g., in the planning of timing and resources) and verifying the accuracy of the result. This is supported through learning activities by all subjects of the field. Study of social subjects entails an overview of the development of technology and manufacturing through societal change; recognition of opportunities and risks associated with application of technologies; understanding of modern development trends of technology and the links between technology and research; application of modern technology in an efficient and ethical manner for shaping one's learning, working and communication environment; purposeful and sustainable use of technological resources in accordance with safety and copyright requirements.

Entrepreneurial competence. **Entrepreneurial competence** is shaped mainly through civics and citizenship education with some contributions from other subjects of the field. Students learn to identify, analyse and solve problems, establish goals, select suitable and creative methods for implementation of ideas, and cooperate in order to achieve the goals.

1.5. Options for integrating subjects with other subject fields

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

Language and literature. 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.

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.

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.

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.

Art subjects. 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.

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.

1.6. Options for implementing cross curricular topics

Cross-curricular topics are in the service of attaining general competences, enabling to identify suitable topics, methods and study procedures for integrating subject courses and other learning activities. Cross-curricular topics contribute to consistent development of competence in the social field by offering points of interest for discussing topical issues in the context of education.

Lifelong learning and career planning. Study of social subjects includes a discussion of the development of various human activities during different time periods, economic processes in society and the impact of those processes on human activity. Different learning activities are used to guide students towards understanding and appreciating lifelong learning as a lifestyle and to interpret career planning as a continuous decision making process. Educational activities offer opportunities for direct contacts with the world of employment, e.g., through visits to undertakings, presentations of occupations, professions and further education opportunities related to the subject field. Educational activities enable students to deepen their knowledge of the links between education and employment and of the legislation governing employment relationships. Education develops independent study skills and responsibility, as well as skills to find and analyse information on further education opportunities, based on one's development needs, and to prepare a career plan. Various learning activities, including independent projects, enable students to link their interests and abilities with subject-specific knowledge and skills and to understand that hobbies can help to balance personal life and career.

Environment and sustainable development. Students learn to appreciate the environment as a whole, understand the impact of human activities on the development of the environment and on resolution of environmental problems, recognise the interconnections between different parameters of humanity's cultural, social, economic, technological and human development. They learn to understand the risks associated with

human activities and the need to form personal opinions on environmental issues and to be a socially active and responsible person.

Civil initiative and entrepreneurship. Students learn to value the organisation of democratic communality and acquire cooperation skills, start fostering the ability to take initiative and appreciate volunteer efforts.

Cultural identity. Students learn about the role of the human being as the carrier, transmitter and mediator of culture and understand the importance of intercultural communication and cooperation. They become aware of participation in intercultural communication, value tolerance towards one's own cultural heritage and that of others, disapprove of discrimination, and acknowledge cultural diversity of past and present societies.

Information environment. Students learn to determine their needs for information and to find suitable information; to develop skills of critical information search and analysis; to perceive the functioning and impact of media; the need to know the rules applicable in a public space (incl. the information environment) and to comply with copyright laws.

Technology and innovation. Students learn to understand the effect of technological innovations on people's working patterns and the way of life, the quality of life and the environment today and in the past; understand the mutual influence of technological, economic, social and cultural innovations. The topic covers positive and negative effects of technological development and ethical issues arising from the development and use of technology. Students use information and communication technology (ICT) for solving real-life problems and increasing the efficiency of studies and work.

Health and safety. Students learn to analyse the impact of different choices and risk behaviours (incl. drugs) and to make choices that are safe for their health and overall security (incl. the environment and society).

Values and morality. Students learn to analyse values and moral norms and gain knowledge of the connections between different value systems in a historical-cultural context in connection with religion and worldviews; they reflect on personal values and moral beliefs; they learn to consider different viewpoints and opinions when planning their activities, to value diversity as a precondition of prosperity and development of society.

1.7. Planning and Organizing Study Activities

In planning and organising curricular activities:

- 1) the starting point is basic values, general competences, subject competencies, educational goals and the expected learning outcomes of the curriculum, while also supporting integration with other subjects, generic competencies and cross-curricular topics;
- 2) the aim is to achieve a moderate learning load (including homework) which is divided evenly during the whole school year and leaves the students enough time for rest and recreational activities;
- 3) the students are given the opportunity to take part in individual and group learning (individual, paired and group work, educational excursions, practical work, work in computer-based learning environments and with materials from the Internet and other sources of information) to support their development as active and independent learners;
- 4) differentiated study assignments are used, the essence and level of difficulty of which should support an individualised approach and increase students' motivation to study;
- 5) learning environments as well as learning materials and equipment based on ICT are used;
- 6) the educational environment is broadened: museums, archives, exhibitions, libraries, historical-cultural environment, incl. heritage objects, buildings, local and national government authorities, undertakings, non-profit associations, courts, laboratories, sanctums of different religions, battle locations, military units and other national defence institutions, incl. educational institutions of the Defence Forces, etc.;
- 7) different study methods are used, incl.:
 - a) active study: paired and group work, conversation, discussion, debate, workshop, brainstorming,

- project studies, creative assignment (preparation of a letter or speech, diamond poem, newspaper, etc.), case study, role plays and simulations, participation in projects, study visits and so on;
- b) creating schemas, plans, comparison tables and study portfolios, filling out worksheets and contour maps, preparing an argument and a thematic plan, writing an argument;
 - c) research activities, incl. preparation of practical and research papers, observation of natural objects and processes, information search in different sources and analysis of information, writing, reviewing and presenting essays and presentations using ICT tools;
 - d) source analysis (document, text, statistics, picture, cartoon, etc.) and assessment of reliability of the source;
 - e) activity-based learning (e.g., dramatisation, preparation of presentations and thematic expositions, preparing and conducting study visits), volunteer work;
 - f) explanation and use of concepts in context, filling out forms and questionnaires;
 - g) meetings with representatives of law enforcement authorities and other experts at school, observing their work at workplace, etc.;
- 8) students' abilities and capacities, local differences and social changes are taken into account;
 - 9) students' knowledge, skills and attitudes are developed, with the main emphasis being on the formation of attitudes;
 - 10) possibilities are created for linking studies with life outside school to make the entire approach to the subject as realistic as possible.

1.8. Physical Learning Environment

The school organises the majority of studies in a classroom:

- 1) opportunities to reposition furniture for group work and roundtable conversations or to move between different parts of the study environment;
- 2) Internet connection, possibility to use computers (at least one computer per two students) and audiovisual materials.

The school ensures availability of study materials and resources to support achievement of syllabus goals The school provides:

- 1) historical and world atlases, sets of Estonian atlases (one set per student), contour and wall maps, source collections, reference manuals, biographies and reference literature, audiovisual tools, digitised databases and archives, demonstration tools and illustrative images (photos, cartoons), and ICT-based study materials;
- 2) political maps of Estonia, Europe and the world, the Constitution of the Republic of Estonia (one copy per student) and the commented issue of the constitution (one copy per school), the UN Universal Declaration of Human Rights (at least one copy per two students), the European Convention for the Protection of Human Rights and Fundamental Freedoms (one copy per school), the UN Convention on the Rights of the Child (one copy per school), the EU Charter of Fundamental Rights and the amended European Social Charter (one copy per school);
- 3) different types of media publications.

The school facilitates studies and study visits outside of classroom at least twice during a school year for better integration of education with real life.

The school provides suitable storage conditions for collection and preservation of materials required for practical assignments and demonstrations, and establishes study groups if necessary for practical assignments.

1.9. Basis for Assessment

The general part of the upper secondary school curriculum is taken as the basis for evaluating the learning

outcomes of the study of history. Assessment is based on the provisions of the general part of the national curriculum for upper secondary schools. Detailed assessment procedures are specified in the school curriculum. The main purpose of assessment is to support students' development in shaping a positive self-concept and adequate self-assessment, with students' role in assessment recognised as being important by providing opportunities for self-assessment. Diverse forms of assessment should be used for measuring learning outcomes and assessment. The objective of testing and assessing learning outcomes is to receive an overview of the level of attainment of learning outcomes and individual development of students in the subject, and to use this information for more productive planning of studies. Students must know what is being evaluated and when, what methods of assessment are being used and what the criteria for assessment are.

The testing and assessment of learning outcomes in **history** entails 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.

In **personal, social and health education**, assessment is used for students knowledge and skills, while feedback is provided to students on the development of attitudes and values. 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.

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.

Civics and citizenship education. 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). 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, presentations and other independent or group work. 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.

The compulsory course on 'Population and economy', which is included in the field of social studies but described under the field of natural sciences, constitutes a part of the study stage grade in geography.

2.1. History

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 Estonian society 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;
- 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; and
- 9) know the occupations and professions associated with the subject field, understand the connections between subject field knowledge and labour market opportunities, and analyse their subject-specific knowledge and skills in the planning of their education.

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 able 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.

Large thematic blocks in Estonian history courses are preceded by corresponding thematic blocks in 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 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 historic background of events and phenomena;
- 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.

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.

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 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.

2.1.4. First course: General History

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 Paul and 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.

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.

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 key 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, 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. World economy and development of science and technology during the Early Modern Era.

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

Prehistory

Learning outcomes

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

- 1) know the most important Estonian prehistoric eras; understand the specific characteristics of heritage objects as sources of historical knowledge;
- 2) describe people's manner of life and provide examples of activities and changes in activities in the prehistoric period;
- 3) describe the relationship of ancient Estonians with their neighbours and their mutual influences
- 4) describe the administrative organization of Estonia and its economic development at the end of prehistory; and
- 5) 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

Ice Age and its re-examine. The beginning of human settlement in the north of Eurasia.

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.

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.

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) explain and know how to use in context the following concepts: Old Livonia, Livonian Order, vassals, estate, villeinage, restriction of movement and oxgang; and
- 7) identify Lembitu, Kaupo, Bishop Albert and the chronicler Henry and describe their activities.

Course content

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.

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;
- 2) explain on the basis of sources the causes of the Livonian War, its course and consequences;
- 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.

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

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 on the basis of sources and texts the politics of Sweden in Estonia and Livonia;
- 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, 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.

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 effect of European Enlightenment ideas on Estonia's spiritual life;
- 4) explain and know how to use in context the following concepts: *Landestaat*, restitution, special administrative arrangement and collectives of brethren; and
- 5) identify Charles XII, Peter I, Catherine II, Anton Thor Helle and August Wilhelm Hupel and describe their activities.

Course content

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.

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 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. 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.

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

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.

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 key 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 *Salvation Committee*, *the Declaration of Independence*; 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.

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) describe the development of the economy in the period between the wars and explain the causes and effects of the economic crisis;
- 3) analyse and compare democratic and dictatorial societies;
- 4) 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;
- 5) 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, and independence fighters; and
- 6) identify Joseph Stalin, Adolf Hitler, Benito Mussolini, Franklin Delano 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.

The Second World War

Learning outcomes

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

- 1) describe the causes and effects of the Second World War;
- 2) describe war activities on a map;
- 3) understand how the coalition against Hitler was formed;
- 4) analyse the influence of the Second World War on Estonian history;
- 5) identify Winston Churchill, Charles de Gaulle, Dwight D. Eisenhower, Georgi Zhukov, Johannes Vares and Otto Tief and describe their activities; and
- 6) 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, *the Winter War*.

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.

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

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;
- 2) analyse the reasons for the emergence of the crises of the Cold War and the aims of and consequences for its participants;
- 3) identify Harry Truman, John Fitzgerald Kennedy, Nikita Khrushchev, Fidel Castro, and Konrad Adenauer and describe their activities; and
- 4) 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.

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.

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, dissidents, Brezhnev doctrine, planned economy, socialist countries, socialist republic; and
- 6) identify Joseph Stalin, Nikita Khrushchev, Leonid Brezhnev, Mao Zedong, Johannes Kabin, 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.

Communist China.

USSR: Stalinism, glasnost and stagnation.

Estonian SSR: society, development of economy, population, forms of resistance and relations with Estonian expatriates.

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, 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.

Course content

Economic and political reforms in the USSR.

The collapse of the USSR and the Communist System: the fall of the Berlin Wall.

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.

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

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, civic rights movements, and environmentalism. The manifestation of social movements and ideologies in culture.

Changes in way of life: women's emancipation, sport, 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: the arts, literature, architecture and music.

The concept of multiculturalism.

The influence of political circumstances on Estonian culture and way of life.

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. 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.

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; and
- 3) 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.

Crimes of Communism.

Genocide and ethnic cleansing.

Crimes against humanity in Estonia.

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.

2.2. Personal, social and health education

2.2.1. Learning and educational objectives

- 1) respect one's own human dignity and that of others, unprejudiced and respectful attitude towards all people, consideration of their special needs and individuality, and valuing individual and cultural differences;
- 2) understand and respect different worldview beliefs;
- 3) are active and competent citizens of democratic society, having necessary preparation for adaptation with changes in employment and social life, and taking responsibility for their lives and capable of solving their problems;
- 4) value the family, understand the principles of creating and maintaining mutually satisfying and supportive relationships, and the importance of the responsibility of family members in maintaining family values and supporting children's development;
- 5) understand the importance of different life roles for career development, as well as the importance of maintaining family and work balance.

2.2.2. Course description

The family studies course of personal, social and health education 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 supports development of students' individuality, helps to interpret and analyse their role

in the family and to develop a sense of responsibility both in personal and social life. The family studies course shapes, in particular, students' self-determination, social and value competence. The course is also closely linked with natural science subjects, literature and other subjects of the social field.

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. Family studies integrate the knowledge and skills acquired through social studies. Study activities are selected with emphasis on a realistic treatment of the subject, supporting students' understanding of relevance of the contents.

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.

Study topics can be covered in sequence or in an integrated manner in order to achieve learning outcomes based on skills, knowledge and values.

2.2.3. 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) understand and explain the role of different forms of partnership and family 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 family, and find information and assistance to overcome problems;
- 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.

2.2.4. Course: Family Studies

Family

Learning outcomes

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

- 1) understand how changes in society affect the values and traditions associated with the family and family relations;
- 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 and provide examples of family-oriented and individualistic concepts 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.

Cohabitation

Learning outcomes

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

- 1) identify and analyse factors that influence establishment and preservation of stable relationships;
- 2) understand the diversity of partnership and family types, analysing the respective advantages and disadvantages;
- 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.

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) know 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.

Being a parent

Learning outcomes

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

- 1) understand 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) know factors that influence human reproductive health and effective methods that help plan pregnancy at the desired time; and
- 5) analyse 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.

Children

Learning outcomes

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

- 1) know the developmental needs of children in early childhood and the role of parents in satisfying them;
- 2) analyse 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.

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) know the importance of taking the needs and values of family members into account and the need for mutual support and help;
- 3) know 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) identify the factors that influence the physical, emotional, social and mental health of family members, and recognise the importance of maintaining health through a healthy lifestyle;
- 6) know how addiction to different substances or activities influences family relationships and explain the nature of co-dependence;
- 7) analyse the causes and consequences of break-ups and divorces;
- 8) acknowledge the nature of grief and ways of dealing with it; and
- 9) 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.

Economic life and family legislation

Learning outcomes

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

- 1) understand the importance of planning the family budget and analysing expenditure;
- 2) understand that each family member has a right to personal time, space and financial expenditure, taking others into account; and
- 3) 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.

Family in an individual's life

Learning outcomes

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

- 1) analyse the importance of family to a person at different stages of their life;
- 2) understand 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.

2.3. Civics and Citizenship Education

2.3.1. 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, 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) understand the importance of publicly regulated tax systems for the functioning of the state and behave as a law-conscious and diligent citizens who care for the state of their country;

- 8) 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; and
- 9) 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.

2.3.2. Course description

Civics and citizenship education in upper secondary school is in accordance with the development of contemporary social sciences and social needs. Students acquire social literacy, that is the knowledge, skills, 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.

2.3.3. 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); can 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.

2.3.4. 1st course '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

Social relations and institutions

Socio-economic division of population and stratification of society.

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.

Social institutions: family, state, market and media.

Contemporary society and its formation

Public and private sector. Civil society. Industrial society.

Post-industrial society. Information society. Knowledge-based society.

Transition society. Welfare society.

Sustainability of society.

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) know how to use the constitution of the Republic of Estonia and other legislation and 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, citizenship, democracy, dictatorship, public relations, bureaucracy, corruption, ideology, liberalism, conservatism, social democracy, party, , 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.

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. State Chancellor (ombudsman). European Court. European Court of Human Rights.

Public service. 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.

2.3.5. 2nd course '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, 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. 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.

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.

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.

The effect of global problems on ties between countries, 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. Trafficking in human beings.

3. Optional courses

3.1. Optional Course: General History – World History: Civilizations outside Europe

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.

Learning and educational objectives

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;
- 3) 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.

Learning outcomes and content of optional course

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

Short course description

This optional course consists of six 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.

Learning and educational objectives

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.

Learning outcomes and course content

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;
- 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, Clovis, Charlemagne and Napoleon III 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.

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, Bill of Rights, Tories and Whigs, industrial revolution; and
- 8) identify St Patrick, William the Conqueror, Henry VIII, Elizabeth I, Oliver Cromwell and Queen Victoria and Richard I the Lionheart 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.

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, including the Enlightenment reforms;
- 4) describe the unification of Germany and the development of the German Empire before the First World War;
- 5) value the cultural heritage of Germany, identify the principal cultural and historical sites and find information about them; and
- 6) identify Charlemagne, Charles V, Friedrich II, and Otto von Bismarck, Otto the Great, Martin Luther and Wilhelm II 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. 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.

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) value the cultural heritage of Scandinavian countries, identify the most important cultural and historical sites and find information about them; and
- 5) 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.

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) value the cultural heritage of Byzantium and Russia, identify the most important cultural and historical sites and find information about them;
 - 6) 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
 - 7) identify Justinianus, Rurik, Vladimir the Great, Yaroslav the Wise, Ivan III Great, Ivan IV the Terrible, Peter I, Catherine II, Alexander I, Alexander II; Alexander III and Nicolai II 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 *narodniks*. Modernization, nationalism and Russification.

The United States of America

Learning outcomes

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

- 1) describe the development of human settlements in Northern America before colonisation;
- 2) 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;
- 3) explain the peculiarities of the North, South and West in the development of American society;
- 4) value the cultural heritage of the USA, name the most important cultural and historical sites and find information about them;
- 5) explain and know how to use in context the following concepts: Declaration of Independence, farming and abolitionism; and
- 6) 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.

3.3. Optional course in personal, social and health education: Psychology

Short course description

The Psychology course creates a higher level integration of previous learning contents, emphasising important studies and experiments that have provided psychological knowledge. Furthermore, students are prepared for understanding and analysing the behaviour of themselves and others, based on basic psychological patterns.

Students develop an understanding of psychology as a research fields that studies human cognition and behaviour. The course supports, in particular, the development of students' self-determination, social and learning competences.

The selection of study activities and contents is based on the overall objective of personal, social and health education to support development of knowledge, skills and attitudes that contribute to the development of individuality and socialisation. The contents of learning are understandable and meaningful for students, in keeping with the goals of the subject, and support realisation of the importance of the contents. The adopted approach to the subject is as realistic as possible.

The contents of the course are presented from the perspective of sources of psychological knowledge and possibilities of practical application of this knowledge. Some psychological topics are presented only as an overview, while in-depth presentation is used for others. Topics can be ordered sequentially or presented in an integrated manner in order to achieve the learning outcomes based on skills, knowledge and values. The course is also closely linked with natural science subjects and other subjects of the social field.

The goal of the upper secondary school optional subject is to support the development a wholesome and independent individuals who take other people into account, while also acquiring knowledge of basic psychological patterns and the research of such patterns; understand and appreciate the opportunities of applying psychological knowledge in daily life, incl. in integrated career development.

Learning and educational objectives

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) 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 and apply psychological knowledge for creation of their career plans;
- 8) be familiar with the occupations and professions associated with the subject field and understand the importance of their work for society.

Learning outcomes and course content

Psychology as a science

Learning outcomes

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

- 1) distinguish between psychological science and popular psychology, valuing the scientific approach in explaining psychological phenomena;
- 2) understand the links between psychology and other sciences and provide examples of branches of psychology;
- 3) identify the main psychological research methods (descriptive, correlative and experimental) and

provide examples of scientific research in psychology.

Course content

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

Biological basis of perception and activity

Learning outcomes

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

- 1) know the structure and functions of the peripheral and central nervous system;
- 2) know 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.

Perception and attention

Learning outcomes

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

- 1) know the tasks of perception and the formation of image of perception according to the qualities of perception;
- 2) can describe and give examples of different types of perception (depth, motion and space perception); and
- 3) 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.

Memory

Learning outcomes

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

- 1) can describe working memory and long-term memory and give examples of each, relying on scientific approaches;
- 2) analyse 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) know 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.

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.

Thinking

Learning outcomes

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

- 1) can distinguish between different elements of thinking (images, concepts and schemes) and explain the connections between language and thinking;
- 2) know the stages of and obstacles to problem-solving, giving examples of both;
- 3) analyse the effect of knowledge and experience on problem-solving and creative thinking and give examples of both from personal experience; and
- 4) 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.

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) analyse connections between emotions and mental health, give examples of techniques for maintaining mental health and identify available providers of help;
- 3) apply, in a learning situation, methods of expressing emotions without causing harm to themselves or others, and recognise the value of those methods;
- 4) explain the connections between needs, aims and motivation;
- 5) demonstrate an ability to set short- and long-term goals in study situations and plan the activities needed to achieve them;
- 6) explain and give examples of manifestations of biological and cultural motivation; and
- 7) 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.

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) know 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;
- 5) know the meaning of 'intelligence coefficient'; and
- 6) 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.

Social processes

Learning outcomes

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

- 1) understand 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.

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.

3.4. Optional course in civic and citizenship education: Everyday law

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.

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.

Learning outcomes

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.

Learning outcomes and course content

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.

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.

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.

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).

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.

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.

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.

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.

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.

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.

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.

Intellectual property

Learning outcomes

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

Course content

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.

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.

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.