

1. Are the learning outcomes and educational content appropriate for the developmental age of students?			
1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate
It is positive that the integration of SCIENCE AND SOCIAL STUDIES is well described. However, it is not the same time clear, who are the teachers and what kind of training they have been passed, who will teach the subject SCIENCE AND SOCIAL STUDIES.			

2. Are the learning outcomes and educational content appropriate for the number of lessons?			
1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate
Please explain what should be modified if Your answer is 1, 2 or 3.			

3. Are the learning outcomes and educational content relevant and based on scientific knowledge of the subject area?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely
Can the teachers integrate the social field with the science in such a way that science is not connected with human-centered (anthropocentrism) approach.			

4. Are the domains that are necessary for the subject area well represented?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely
Nature is self-worth and should be valued without the human-centered point of view. It is a questions, how to fit /combine nature and social interaction.			

5. Does the curriculum contain an adequate ratio of the breadth and depth of knowledge, skills, and attitudes in the subject area?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely
Science and social studies as an interdisciplinary teaching subject is not persuasive.			

6. Does the curriculum, especially as regards the proposals in chapters F and G (Learning and teaching, Assessment), enable the acquisition of the listed learning outcomes?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely
There is a well-considered logic, and it is difficult to offer new goals/ideas or to highlight shortcomings. The whole document is well elaborated.			

7. Are the proposed learning outcomes and other elements of the curriculum in line with the European and global recommendations?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely
I really like the fact that there is a connection with the following cross-curricular themes: Health, Sustainable Development, Personal and Social Development, Civic Education, Learning How to learn, Entrepreneurship and the emphasises has put on an inquiry based teaching and learning, there are given some thematic frame examples for implementation and achieving learning outcomes.			

8. Are the learning outcomes and educational content comparable with those in Your country?

Not very much. In Estonia, the social science field and natural science field are separated subject fields. We start to teach science from the first grade and civics from the second class. Under the natural science field, we develop scientific literacy and under the social science field we develop social competences. Nature is self-worth and should be valued without the human-centred point of view.

Integration of content (biology, physics, chemistry, natural geography) and development scientific literacy takes place within the subject field. The interdisciplinary approach and integration of different subject fields are supported by the development of key competences and transversal competences and the implementation of cross-curriculum topics.

9. Please suggest other modifications if You consider them necessary.

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10. Your conclusion about the proposed curriculum.

What are the philosophical emphases and what are the requirements for teachers? In nature and society we can not implement the same natural law.

That's great that the student have put in the centre of the learning process. There is a hope that this ensures his active role in learning and teaching. But again, the main agent is the teacher, who needs to apply a new way of teaching in learning process.