

## Social Science

### Year 10

Social Science course aims at development and socialization of a person, forming national self-identity, civic stance, general culture, worldview orientation, critical thinking, artistic skills, research and analytic skills, skills of life sustaining, and professional features.

Course structure (70 hrs per year (2 hrs per week))

Section	Content of educational material	Expected results
<b>Section 1. Person and identity</b>	Topic 1. What is identity? Topic 2. Socialization of a person Topic 3. Self-actualization of a person	<ul style="list-style-type: none"> <li>• Defends one's position using information from different sources.</li> <li>• Demonstrates critical thinking towards oneself and the others.</li> <li>• Knows how to define one's own life priorities.</li> <li>• Understands the importance of socialization of human in society.</li> <li>• Understands the need to keep one's autonomy and individuality as an important prerequisite of personal self-actualization and formation of a diverse world.</li> </ul>
<b>Section 2. Rights and liberties of a person</b>	Topic 1. Human dignity and human rights Topic 2. Evolution of human rights Topic 3. A citizen and a state Topic 4. Rights of a child Topic 5. Mechanisms of protecting human rights and the rights of a child	<ul style="list-style-type: none"> <li>• Compares and correlates the notions of "personal dignity" and "human dignity".</li> <li>• Knows how to protect personal rights and rights of other people.</li> <li>• Knows how to recognize human rights violation.</li> <li>• Knows how to find the needed information, critically assess facts, keep from biases and stereotypes, and make decisions based on motivated arguments.</li> <li>• Can define the role of the state and state institutions in the protection of human and children rights.</li> </ul>
<b>Section 3. Person in a sociocultural space</b>	Topic 1. Sociocultural diversity. Topic 2. Efficient communication. Topic 3. Stereotypes and bias. Discrimination. Conflicts.	<ul style="list-style-type: none"> <li>• Compares international and national means of protection against discrimination.</li> <li>• Can give examples of discrimination and xenophobia.</li> <li>• Finds ways out of conflict situations.</li> <li>• Distinguishes between the types of social responsibility, kinds of stereotypes and conflicts.</li> </ul>

# Educational programs in use for teaching Ukrainian children

		<ul style="list-style-type: none"> <li>Models or improves the process of communication with representatives of other cultures.</li> </ul>
<b>Section 4. Democratic society and its values</b>	<p>Topic 1. Democratic state Topic 2. Civil society Topic 3. Community Topic 4. Civil participation in the life of society Topic 5. School as a democratic space Topic 6. Children and youth NGOs</p>	<ul style="list-style-type: none"> <li>Can explain the main principles of democracy.</li> <li>Assesses the role of public organizations, different forms of citizens' activity in the functioning of democratic society.</li> <li>Develops the ability to interact with the public bodies and local self-government bodies.</li> <li>Defines the forms of social activity of citizens at the level of the local community, region, and state.</li> <li>Adapts to school community without losing the personal autonomy.</li> <li>Takes part in democratic procedures at the school and community level.</li> </ul>
<b>Section 5. World of information and mass media</b>	<p>Topic 1. Communication, information, and media Topic 2. Media and democracy. Freedom, manners, and responsibility. Topic 3. Manipulations in media Topic 4. Critical thinking and countering manipulations in media Topic 5. Internet</p>	<ul style="list-style-type: none"> <li>Able to distinguish the real event from its representation in the media text.</li> <li>Knows the basic technologies of preventing the impact of manipulative and propagandist media messages.</li> <li>Describes the attributes of "hate speech" and can recognize it.</li> <li>Knows how to check the reliability of information sources.</li> <li>Provides confirmations of benefits, drawbacks and limitations of information sources.</li> </ul>
<b>Section 6. Cooperation between the citizens and the state in reaching social prosperity</b>	<p>Topic 1. Social aims of economy Topic 2. Stable development Topic 3. Market economy Topic 4. Household economy Topic 5. Entrepreneurship Topic 6. Labor market Topic 7. Lobbying and corruption</p>	<ul style="list-style-type: none"> <li>Analyzes the factors of supply and demand on the resource markets and trade markets, and their impact on the market price.</li> <li>Assesses the requirements of employers on hired personnel.</li> <li>Is able to compose a resume.</li> <li>Forms decision-making skills on family budget.</li> <li>Defines the benefits and limitations of market-based economic organization.</li> <li>Defines the role of one's own family in state and social aid.</li> <li>Recognizes the signs of corruption and implements the mechanism of its countering.</li> </ul>

# Educational programs in use for teaching Ukrainian children



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<p><b>Section 7. Ukraine, Europe, and the world</b></p>	<p>Topic 1. Integration and globalization Topic 2. International relations and international law Topic 3. Ukraine is a member of European and world community</p>	<ul style="list-style-type: none"> <li>• Explains the interaction between the norms of international rights and national legislation.</li> <li>• Discusses the prospects of maintaining and expanding of the presence of EU and NATO.</li> <li>• Defines the goals of UNO and the competences of its bodies (General Assembly, Security Council, Secretary General etc.).</li> <li>• Assesses the policy of regional cooperation of Ukraine and security systems.</li> <li>• Acknowledges the importance of European vector of development of Ukraine.</li> <li>• Realizes the role and meaning of international organizations in the region, the world, and Ukraine.</li> </ul>
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