

Curriculum of Tartu International School

English for the year 1

Contents

Subjects for language, reading, listening and writing development

Students who are not speaking the study language of the school	Students who are speaking the study language of the school as their mother language
<p>ME: name, age, body parts, clothing and favorite activities.</p> <p>FAMILY AND HOME: family members, closest relatives; my home – furniture, names of the rooms, hometown, home country, address, street, flat.</p> <p>FRIENDS: name, age, place of living, look, things we do together; school – subjects, school things.</p> <p>ENVIRONMENT, HOMEPLACE, WORLD: animals, birds, location of home country/place of birth, language, capital city.</p> <p>ESTONIA: location of Estonia, language, capital city, symbols.</p> <p>EVERYDAY ACTIVITIES: meal times; names of foods and drinks.</p> <p>LEARNING AND WORK: school day, friends and teachers; subjects, learning skills; school rooms, school things.</p> <p>HOBBIES AND CULTURE: hobbies, games, sport.</p>	<p>ME: name, age, favourite activities.</p> <p>FAMILY AND HOME: family members, closest relatives; spending holidays with family.</p> <p>FRIENDS: name, age, place of living, look, things we do together.</p> <p>ENVIRONMENT, HOMEPLACE, WORLD: home country, home place.</p> <p>EVERYDAY ACTIVITIES: daily schedule, duties.</p> <p>HOBBIES AND CULTURE: hobbies, games, sport.</p>

Spelling

Students who are not speaking the study language of the school	Students who are speaking the study language of the school as their mother language
<p>Sound – syllable – word – sentence – story.</p> <p>Letters and alphabet.</p> <p>Capital letter at the beginning of the sentence, names of the person and animals, names of the places.</p> <p>Singular and plural.</p> <p>Types of sentences, punctuation.</p> <p>Shapes of the letters, handwriting, look of the writing, headline and date.</p>	<p>Letter – syllable – word – sentence – story.</p> <p>Letters and alphabet.</p> <p>capital letter at the beginning of the sentence, human names and animal names, months and weekdays.</p> <p>Singular and plural.</p> <p>Types of sentences, punctuation.</p> <p>Shapes of the letters, handwriting, look of the writing, headline and date.</p> <p>Compound words.</p> <p>Noun and verb.</p> <p>Present and past.</p> <p>Quotes. Speech bubbles.</p>

	Prefixes and suffixes (un-, dis-, ly). Congruence (noun and verb).
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Text syntax

Students who are not speaking the study language of the school	Students who are speaking the study language of the school as their mother language
<p>Ferial text: oral use of language, polite expressions.</p> <p>Know-how texts: instructions, texts in the student books.</p> <p>Composition: headline, date, sentences.</p> <p>Simple schemas – reading and understanding.</p>	<p>Ferial text: oral use of language, polite expressions.</p> <p>Know-how texts: instructions, texts in the student books.</p> <p>Finding keywords from the text.</p> <p>Composition: headline, starting and finishing the story. Contents.</p> <p>Synonyms, antonyms.</p> <p>Definitions.</p> <p>Simple schemas – reading and understanding.</p>

Literature

Students who are not speaking the study language of the school	Students who are speaking the study language of the school as their mother language
<p>Children songs. Fairy-tale. Poem. Play. Narration.</p> <p>Concepts: author, headline, character, artist.</p> <p>Texts dealing with different types of literature.</p> <p>Dictionaries.</p>	<p>Children songs. Fairy-tale. Varable. Story. Poem. Play. Narration.</p> <p>Instructions.</p> <p>Concepts: author, headline, character, artist.</p> <p>Summary of the book.</p> <p>Texts dealing with different types of literature.</p> <p>Dictionaries.</p>

Study results

At the end of the 1st year the student:

- is able to express opinion about what he heard or saw;
- is interested in reading, reads simple texts;
- is able to make a difference between a statement and a question;
- is able to read poems by heart;
- is able to recognize a story, poem, play, fairy-tale, riddle, proverb, letter;
- is able to listen a texts adjusting to his age and act according to the message;
- is able to construct a verbal story by pictures, some words and questions; think to the story the beginning and the end;
- defines phonemes, letters, vowels and consonants, words and sentences;
- knows alphabet by heart;
- is able to use the full stop at the end of the sentence;

- is able to use the capital letter at the beginning of the sentence, personal and animal names.

English for the year 2

Contents

Subjects for language, reading, listening and writing development

Students who are not speaking the study language of the school	Students who are speaking the study language of the school as their mother language
<p>ME: look, describing the look. FAMILY AND HOME: furniture in different rooms. ENVIRONMENT, HOME PLACE, WORLD: seasons and weather, traffic and transport, asking directions and leading the way, location of buildings in town, describing animals and their places of habitation. EVERYDAY ACTIVITIES: time, planning the day, ordering the food, menu. LEARNING AND WORK: professions and responsibilities, work places. HOBBIES AND CULTURE: hobbies, how to celebrate the birthday in different countries.</p>	<p>ME AND RELATIONSHIPS: close people and friends. ENVIRONMENT, HOME PLACE, WORLD: seasons and weather, traffic, nature – animals and plants; traveling and spending holidays. . EVERYDAY ACTIVITIES: cooking, hobbies. LEARNING AND WORK: activities connected to the professions. CULTURE: celebrating birthdays, organizing and celebrating the parties.</p>

Spelling

Students who are not speaking the study language of the school	Students who are speaking the study language of the school as their mother language
<p>Vowels and consonants. Compound words. The capital letter at the beginning of the months and weekdays. Affirmation and negation. Present and past. Declarative, interrogative and exclamatory sentences. Punctuation. Comma in listing. Antonyms.</p>	<p>Compound word. Vowels and consonants. The capital letter at the beginning of the months and weekdays. Affirmation and negation. Present and past. Declarative, interrogative and exclamatory sentences. Punctuation. Comma in listing. Antonyms. Quotation marks. Suffixes (-ed, -ful, -less, -ing).</p>

The student of the second grade acquires at least 150 words and their spelling.

Text syntax

Students who are not speaking the study language of the school	Students who are speaking the study language of the school as their mother language
Ferial text: note, invitation. Know-how texts: dictionary, contents of the book. Composition: headline, the beginning, content and the end of the story. Simple schemas – reading and understanding.	Ferial text: note, invitation. Know-how texts: dictionary, contents of the book. Composition: headline, the beginning, content and the end of the story. Concept: note, invitation, newspaper, story, dictionary, contents. Verb synonyms, Antonyms. Connection between adjective and noun. Comparing adjectives. Conjunctions (and, neither, because). Guessing the meaning of the word from the context. Overworked words.

Literature

Students who are not speaking the study language of the school	Students who are speaking the study language of the school as their mother language
Folktale. Story. Poem with picture. Poem. Play. Recipe. Concepts: author, headline, character, artist, dialog, contents.	Folktale. Story. Poem with picture. Poem. Play. Comics. Recipe. Legend. Instructions. Concepts: author, headline, character, artist, dialog, contents.

Study results

At the end of the 2nd year the student:

- is able to tell the poem by heart;
- is able to copy from the book and from the board;
- is able to understand the content of the text reading by himself and aloud, is able to answer to the questions related to the topic;
- is able to work with text by instructions given according to his age;
- is able to define a request, order and forbiddance;
- is able to find words with similar meaning and opposites;
- is able to recognize a story, poem, play, fairy-tale, riddle, proverb, letter;
- is able to retell the text he read;
- is able to express his opinion about the text;
- is able to listen the text and act as it told to;
- is able to pass on the content of the text by answering to the questions;
- is able to define vowel and consonant, compound word;
- is able to use the capital letter in names of weekdays, months and names of the places;
- is able to compile the invitation, congratulation;
- is able to tell about the event;

- is able to express himself in different situations: asking, explaining, denial, apologizing, giving thanks;
- is acquired the spelling of requested words.

English for the year 3

Contents

Subjects for language, reading, listening, and writing development

Students who are not speaking the study language of the school

<p>ME: my 5 senses, healthy lifestyle (food, physical exercises). FAMILY AND HOME: family members' profession/occupation and obligations. ENVIRONMENT, HOME PLACE, WORLD: differences and similarities between country and city life; animals' geographical habitation; animals' skills and abilities; clothing based on the weather; weather during various seasons; climate. ESTONIA: Estonian holidays; Estonian symbols; map of Estonia HOBBIES AND CULTURE: television – television programs, program preferences, cinema, theater.</p>
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Spelling

Students who are not speaking the study language of the school

<p>Nouns, adjective, pronoun, verbs. Alphabetical order. Vocabulary: words with similar meaning. Syllabication and hyphenation. Clarification of word meanings. Using apostrophes in abbreviations and in adjectives. Adjectives comparison. Comas in sentences.</p>

A 3rd year student will learn to spell at least 180 words provided by the teacher.

Text syntax

Students who are not speaking the study language of the school

<p>Media texts: newspaper, magazine texts. Word order in the sentence. Definitions.</p>

Literature

Students who are not speaking the study language of the school

<p>Borrowing books from the school library. Composing and presenting reading journal (title, author, main characters, conclusion, characteristic drawing, new words) in every three weeks.</p>

3rd year student will read at least 7 books during the school year and fills out the reading journal.

Listening

enjoying text, attentive and critical listening

Speaking

presenting a prose text
based on the book, movie and theater play; picture and picture series, questions and help/hint words/prompts, auxiliary words;
adjusting volume to the situation

Writing

broadening a sentence and bonding into a text;
writing based on the dictation;
fixing own spelling/writing mistakes;
writing and using everyday text;
rewriting based on the text;
creative writing based on the picture, picture series, questions, auxiliary words or plan;
write about an event, person or animal

Reading

understanding the read text: plan;
distinguish various texts: fairy tale, story, poem, riddle, letter;
reading own and others' hand written text from the blackboard and notebook;
reading narrative, describing, everyday, informational and limerick texts;
deciphering poem with the help of the teacher.

Study results

At the end of the 3rd year the students:

reads learned text clearly, fluently, correctly, and with appropriate intonation;
can write based on dictation and checks the written text based on the example;
uses correct letter shapes and associates, writes in readable handwriting;
borrows books from the library and fills out the reading journal based on the read text;
can listen the text based on her age and act according to the message;
can impart the content of study text, reading text, picture book, movie, and theater play based on questions;
can compose a written text based on the picture series, auxiliary words and questions; think the beginning and the ending to a story;
can use full sentences in written and spoken language;
distinguishes syllables;
can use a simple dictionary;
can frame a sentence and use correct punctuation;
knows how to spell required words correctly;

English for the year 5

Contents

Subjects for language development, reading, listening, and writing

Students who are not speaking the study language of the school

FAMILY and HOME: family tree; family relations/relatives; occupations;
DAILY ACTIVITIES: daily routine, duties - pleasant and unpleasant duties; timetable.
ENGLISH SPEAKING COUNTRIES: Great Britain - location, map, most common tourist objects.
TRAVELLING: weather, weather forecast, planning a trip and choosing a destination.
MEDIA: types of communication; types of finding information; names in various languages;
television - programs, news, personal preferences, interviews.
ENVIRONMENT AND CONSUMPTION: materials, functions of things; buying - prices, names
of stores, dialogues in stores, advertisements; names of nations and nationalities, world map.

Language skills

Students who are not speaking the study language of the school

nouns: singular and plural words;
articles: most common phrases used with and without articles;
adjectives: comparing adjectives (as as, not as ... as, more ... than); syntagm (too +
adjective and not + adjective + enough);
numerals and measurements: part out of the whole (2 out of 10); measurements in various
countries;
pronoun: interrogative-relative pronoun;
verb: modal verb (can, must = have to, may);
verb tenses: continuous tenses (Present and Past Continuous); imperative mood;
adverb: irregular adverbs (fast);
conjunction: that, or, when;
preposition: expressions with prepositions; (interested in, good/bad at, depend on, at the
top/bottom, next to, in the middle);
word-formation: compound words; noun derivational affixes - er and -or.
spelling: adjective comparables, verb forms;
punctuation: period, questions mark, exclamation mark, apostrophe;
abbreviations.

Year 5 student can spell correctly at least 240 words provided by the teacher.

Text syntax

Students who are not speaking the study language of the school

Definitions: character.
Text creation: character, dialogue.
Planning a text.
Main idea of the text.
Using the media text.
Media text: news, advertisement, commercial, tv or radio text.

Literature

Students who are not speaking the study language of the school
Definitions: story, play, act, scene. Drama: play. Students' own creation/work. Prose: historical story, criminal story.

5th year student will read in full at least 10 books during the school year and fills out the reading journal.

Study results

At the end of the 5th year the student:

- can find important things from the text;
- express and reason his/her opinion;
- can use common abbreviations;
- can use capital letters in names, titles of books and periodical publications, in historic events;
- can hyphenate words;
- can create a letter, finalize an envelope;
- can summarize the content of a simple table;
- can work independently with the text: ask questions about the text, answer questions based on the text;
- knows characteristics about story, play, fable, criminal story, historic story, autobiography, and biography;
- can compose adjective comparison and use them;
- can understand few unknown words from the text based on the context;
- can separate important information from listened text;
- can write and correct text based on the dictation;
- can retell and write about events;
- can impart information clearly and unequivocally;
- can find important things from read and heard text, impart and use that information;
- has acquired spelling of required words.

In addition for students who don't speak the study language:

- can understand text, songs based on learned vocabulary, and as well text containing passive vocabulary;
- talk about and answer questions within the bounds of studied subjects;
- talk about everyday activities and hobbies by using learned vocabulary;
- use learned phrases with correct intonation;

English for the Year 6

Contents

Topics for language development, reading, listening, and writing

Students who are not speaking the study language of the school
ME: autobiography and personal experience; planning the future; talents and special gifts. FRIENDS: relations with peers, basis of friendship; conflicts. ENGLISH SPEAKING COUNTRIES: USA, Australia - map, location, best known tourist objects. STUDYING AND JOB: career and options; career requirements. CULTURE AND MEDIA: journalistic articles, analyzing them; famous people and their contributions to society; role models; adventure stories; Olympic games; records in various fields; sportsmen; signs, symbols; non-verbal communication; entertainment world (theater, critics). ENVIRONMENT, HOME PLACE, ESTONIA: solar system, travelling, hiking; Estonia's nature; famous Estonians.

Language skills

Students who are not speaking the study language of the school
<ul style="list-style-type: none">● noun: exceptional plural, genitive case, countable and non-countable.● adjective; degree of comparison (positive, comparative, superlative).● article: indefinite and definite articles, absence of an article.● numerals and measurements, cardinal and ordinal numerals, dates, years, phone numbers;● pronoun: possessive pronoun absolute forms <i>mine, yours; much/many, little/few</i>; pronouns <i>one, each other, none of them, all of them, some of them, some, any, no, every, each, all, both, another</i>;● verb: Present Perfect, Past Perfect;● verb moods: Conditional mood (First conditional); oblique mood (subordinate sentence is in present); word order in the affirmative, interrogative, and negative sentences; short replies; modal verbs <i>can, could, may, might, must/have to, mustn't, should, will, would, need</i>;● adverbs: forming and comparing adverbs with the ending -ly;● article: articles used in adverbial of time: <i>at, after, before, between, in, on, for, until/till, since, from...to/till, by, past</i>; articles used in adverbial of place: <i>in, at, on, up, under, above, behind, in front of, between, to, into, towards, up to, over, from, out of, off, down, through, opposite, round, next to/beside</i>;● conjunctions: conjoining conjunction <i>as well as, besides, not only ... but also, if, because</i>;● text syntax: relative clauses: <i>animals which/that are free; people who...;</i>● word-formation: adverbs with the ending – ly;● spelling: main usage of coma;● punctuation: period, coma, exclamation mark, question mark, quotation marks;● tag-questions;

Year 6 student can spell correctly at least 270 words provided by the teacher.

Syntax

Students who are not speaking the study language of the school
Definitions: opinion, fact, advertisement. Text formation: opinion, advertisement, commercial, autobiography, biography, CV, article. Planning a newspaper article: questions, facts, opinions.

Planning and editing own text.
Composition of the text.
Table, information presented in the summary table.

Literature

Students who are not speaking the study language of the school

Definitions: folklore jokes, figure; play, act, characters.

Drama: play.

Students' own creation.

Prose: humorous sketch, anecdote.

Fiction and other art forms.

Reality and fantasy.

Figurative language.

Fictional specificity.

6th year student will read in full at least 12 books during the school year and fills out the reading journal.

Study results

At the end of the 6th year the student:

- can understand few unknown words in the text based on the context;
- can distinguish important information from heard text;
- can write a dictation based on the learned text and correct it;
- can describe and write about an event;
- can distinguish reality from fantasy and fact from opinion;
- can distinguish important information from read and heard text; can use and pass on that information with his/her own words;
- can summarize the content of a simple table;
- knows characteristics of folklore joke, play, humorous sketch, anecdote, and fantasy story;
- can present a poem or prose passage; perform in a dialogue;
- can phrase the topic of a poem and describe the mood of a poem;
- uses punctuation correctly in direct speech;
- uses conjunctive words correctly in sentences;
- can form fluent sentences and use punctuation correctly;
- recognizes nouns, adjectives, numerals, pronouns, adverbs, and verbs from the text;
- is familiar with various reading strategies;
- can find synonyms in order to avoid repetitions in sentences;
- knows or can find meaning and spelling of known and unknown words from the dictionary;
- distinguishes news and commercial/advertisement;
- distinguishes various types of literature: prose, poem, drama;
- can read aloud text; retell close to the text and briefly;
- can initiate conversation, listen other speakers and continue discussion;
- spells required words correctly;

In addition for students who don't speak the study language:

- can understand text, songs based on learned vocabulary, and as well text containing passive vocabulary;
- talk about and answer questions within the bounds of studied subjects;

- talk about everyday activities and hobbies by using learned vocabulary;
- use learned phrases with correct intonation;

English for the Year 7

Contents

Topics for language development, reading, listening, and writing

Students who are not speaking the study language of the school
<p>ME: character, hobbies, skills, habits, health; stress; plans for future; victory and loss. FAMILY: family's budget, pocket money; co-operation; FRIENDS: different characteristics and backgrounds. ENVIRONMENT, HOME PLACE, ESTONIA: weather/climate; natural catastrophes; pollution; nature preservation; home place; cultural customs and habits. WORLD: European countries: name of the country, capital, nations, languages; life in foreign country, wonders of the world. EVERYDAY ACTIVITIES: domestic houseworks; eating at home and outside; traffic; taking risks. STUDYING AND WORK: school and class; study skills; further education; famous scientists and inventors; sportsmen. HOBBIES AND CULTURE: cinema, theater; literature, collecting, festivals and ceremonies. MEDIA: modern means of communication, Internet, computer language.</p>

Language skills

Students who are not speaking the study language of the school
<ul style="list-style-type: none"> ● Article: exceptions; absence of articles; expressions with indefinite article, definite article, without article. ● Spelling: word contractions; word hyphenation. ● conjunctive words: <i>therefore, after, before, until, as soon as, both ... and, (n)either ... (n)or</i>; ● syntax: cohesion of the text; ● Conditional sentences I and II; ● modal verbs: <i>ought to, shall, needn't, used to + inf.</i> and their usage; ● prepositions: prepositions in mode adverbs <i>by, on, in, with, without</i>; most common prepositional expressions: <i>look at, wait for, take part in</i> etc. ● adverbs: forming, comparison, adverbs without ending <i>-ly</i>; polysemic adverbs <i>badly, rather, right, shortly, so, still</i>; ● verb: regular and irregular verbs; tenses <i>Present Simple, Past Simple, Future Simple, Present Continuous, Past Continuous, Present Prefect, Past Perfect</i>; oblique mood/indirect speech, concordance of tenses; passive: <i>Present Simple, Past Simple</i>; ● pronoun: <i>a few, a lot of, (the) other(s), either, neither</i>; ● numerals: simple fraction, decimal fraction, basic arithmetical operations; ● punctuation marks of the direct speech; ● abbreviations; ● adjectives: adjective comparison (degrees of comparison; structures <i>not ... enough to, too...to, so, such</i>), using adjectives when talking about nationality and citizenship; <i>-ing-</i>,

- -ed-ending (participial) adjectives;
- noun: singular and plural nouns, abstract nouns.

Year 7 student can spell correctly at least 300 words provided by the teacher.

Syntax

Students who are not speaking the study language of the school

Definitions: curriculum vitae.

Text formation: story, description, curriculum vitae, letter.

Text composition: introduction, development, conclusion; text cohesion, forming, presentation.

Text conformity with topic and purpose.

Informatory text: summary, conceptual design.

Purpose and characteristics of communication/commodity text???

Communication/commodity text: curriculum vitae, letter.

Distinctiveness of written and oral linguistic performance.

Literature

Students who are not speaking the study language of the school

Definitions: epics; genre; scenario; topic, idea, plot, character; dialogue, scene, style.

Students' own creation.

Movie scenario.

Epic literature: myth, legend; novel, travelogue.

Addressee, topic, idea, plot, character of the work of literature.

Connections between literature and other art forms.

7th year student will read in full at least 15 books during the school year and fills out the reading journal.

Following choices need to be taken into consideration while reading and analyzing works of literature:

Biographies and works of Estonian writers: Lydia Koidula, Friedrich Reinold Kreutzwald, Eduard Bornhöhe, Eduard Vilde, Anton Hansen Tammsaare, August Gailit, Friedebert Tuglas, Jaan Kross.

Biographies and works of foreign writers: Aleksandr Puškin, George Byron, Victor Hugo, Alexandre Dumas, Walter Scott, Charles Dickens, Alan Marshall, Antoine de Saint-Exupéry, Charlotte Brontë, Edgar Allan Poe, Herbert George Wells, Agatha Christie, Roald Dahl, Hans Christian Andersen, William Golding, Jean Webster, Louisa May Alcott, Daniel Defoe, Sir Arthur Conan Doyle, Jack London, Robert Louis Stevenson, J.R.R. Tolkien, Mark Twain.

Study results

At the end of the 7th year the student:

- can use correct punctuation in direct and indirect speech;
- can read and use in text common English abbreviations;
- can structure text;
- can write a story, description, simple discussion; curriculum vitae;
- can use spelling rules, correctly use capital and lowercase letters;
- can write conjuncted text: personal letter, congratulation card, welcome card, thank you

- card, invitation, note/notice, simple communication/commodity letter, (descriptive, narrative) short essay;
- can use following forms to pass on experienced things, read, and heard text: note/notice, short summary, (retold) story, description (of picture, space, person);
 - based on the task or necessity uses global, selective, or detailed listening and reading;
 - knows literature's basic definitions: epics, story/tale, novel, myth, poem, play, topic, character, dialogue, composition, style;
 - takes part in the conversation in the form of guided conversation, communication situation, role play;
 - has read at least 15 fictional/literature books.

English for the Year 8

Contents

Topics for language development, reading, listening, and writing

Students who are not speaking the study language of the school
<p>ME: relations with others. FAMILY AND HOME: types of families; relationships among family members; FRIENDS: relations with friends; keeping one's word, friendship, honesty, trust, conflicts and solving them; common activities. ENVIRONMENT, HOME PLACE, ESTONIA: home place, cultural customs and habits. WORLD: space; crime; different types of schools. ENGLISH SPEAKING COUNTRIES: symbols, cultural customs, habits. EVERYDAY ACTIVITIES: clothing and accessories through history; trade/commerce – buying and selling. STUDYING AND WORK: unusual professions; choosing a profession, future job. HOBBIES AND CULTURE: types of travelling; television, radio, journalism; music styles.</p>

Language skills

Students who are not speaking the study language of the school
<ul style="list-style-type: none"> ● Word-formation: prefixes and suffixes <i>un-, dis-, re-, im-, anti-, non-, post-, pre-, in-, de-, mis-, over-, re-, sub-, trans-, under-</i>; <i>-(t)ion, -ly, -ism, -ion/-ation, -ing, -ness, -ment-ence/-ance, -ess, -ity, -ship, -al, -ed, ent/-ant, -ful, -ive, -less, -ous, -ly, -y, -able</i>; ● <i>it</i> and <i>there</i> at the beginning of a sentence; position of temporal adverbs, frequency adverbs and adverbs of place and manner in the sentence; ● preposition: phrases with preposition <i>at the beginning of, by means of</i> etc; nouns and adjectives that need certain prepositions in front of them <i>by car, for sale, at last</i> etc.; nouns, adjectives, and verbs that need certain prepositions behind them <i>advice on, afraid of, belong to</i>; ● verbs: Future in the Past; imperative mode; structures <i>to+inf, -ing</i> – form (Gerund); ● verb: Present Simple, Past Simple, Future Simple, Present Continuous, Past Continuous, Present Perfect, Past Perfect; indirect speech, concordance of tenses; passiv. ● Pronoun: relative pronouns <i>that, who, whom, whose, which</i>; ● numerals: percent; conjunctive word <i>and</i> in numerals; reading numerals <i>0</i> in various ways, various measurements;

- article: using articles in persons' names and geographical names;
- spelling: forms with suffixes; idioms in language;
- **adverbs with coincidental forms *fast, hard, late, little, long, loud, much, right, well* etc.;**
- concordance of tenses in the indirect speech; questions in the indirect speech;
- Conditional sentences (Conditional III);
- types and position of adverbs in the sentence; using conjunctions to combine sentences.

Year 8 student can spell correctly at least 330 words provided by the teacher.

Syntax

Students who are not speaking the study language of the school

Definitions: application, interview, summary/conclusion, research paper.

Computer processing of text: marking titles, separating paragraphs, leaving a cap after the punctuation marks, correct formation of the date, table of content, choosing the font for the title page.

Text formation: discussion, application, research paper, summary/conclusion.

Text composition: figures.

Purpose and characteristics of media text.

Media text: editorial, opinion, interview.

Informational text: research paper, summary/conclusion, abstract.

Communication/commodity text: application, e-letter, professional letter.

Discussion.

Diction, volume and clarity of speech.

Construction of oral text.

Literature

Students who are not speaking the study language of the school

Definitions: lyric, dramatics; personalization, metaphor.

Students' own creation.

Lyric: free verse, sonnet, ballad.

Epics: novel, fiction, memoirs.

Composition of literary works, figures of speech, style, illustrations.

Most famous representatives of home land's literature and cultural history.

8th year student will read in full at least 15 books during the school year and fills out the reading journal.

Following choices need to be taken into consideration while reading and analyzing works of literature:

Biographies and works of Estonian writers: Lydia Koidula, Friedrich Reinold Kreutzwald, Eduard Bornhöhe, Eduard Vilde, Anton Hansen Tammsaare, August Gailit, Friedebert Tuglas, Jaan Kross.

Biographies and works of foreign writers: Aleksandr Puškin, George Byron, Victor Hugo, Alexandre Dumas, Walter Scott, Charles Dickens, Alan Marshall, Antoine de Saint-Exupéry, Charlotte Brontë, Edgar Allan Poe, Herbert George Wells, Agatha Christie, Roald Dahl, Hans Christian Andersen, William Golding, Jean Webster, Louisa May Alcott, Daniel Defoe, Sir Arthur Conan Doyle, Jack London, Robert Louis Stevenson, J.R.R. Tolkien, Mark Twain.

Study results

At the end of the 7th year the student:

- knows characteristics and purposes of various types of texts;
- can find important information from heard and read text, bring out problems, draw a conclusion;
- knows basic definitions of literature: lyric, dramatics,
- can write research paper;
- can apply spelling rules;
- can use correct punctuation in sentences;
- can write combined text: short research paper;
- can have a conversation in the form of interview;
- can use following forms to pass on experienced things, read, and heard text: conclusion/summary, short research paper;
- based on the task or necessity uses global, selective, or detailed listening and reading;

can interpret and declaim a poem;

recognizes most important figures from the text: comparison, personalization, metaphor, repetition;

- has read at least 15 fictional/literature books.

Estonian

Estonian for the Year 1

Topics:

ME AND FAMILY

Family

Family members

Birthdays

Home: location, furniture, things at home

ME AND ENVIRONMENT

Personal information

Place of living

Address

Phone number

Way to school

School, class

Colors

ME AND HOME

Clothes

Week days

Time: full hour and half

Counting numbers until 100

Money

ME AND WORK

School and class room, things in there

Subjects

Activities in lessons

ME AND HOLIDAY

Play mates

Friends

ME AND HEALTH

Body parts

ME AND CULTURE

National symbolic, national flower, bird and tree

At the end of the 1st year the student:

- ✓ is able to read simple words
- ✓ is able to express himself as much as possible by vocabulary
- ✓ is able to recognize words learnt in first year

Estonian for the year 2

Topics:

ME AND FAMILY

How do people look like

Home: location, furniture, things at home

ME AND ENVIRONMENT

Transport and way to school

Names of domestic animals and forest animals

Seasons and weather

ME AND HOME

Shops, shopping

Meal times, meals, drinks and foods

Weekdays, months, dates

Time: full hour, half and quarter

Counting numbers until 100, money

ME AND WORK

Timetable and planning the day

ME AND HOLIDAY

Play mates, friends and their character

Games

Activities during weekends and holidays

ME AND HEALTH

Taking care of the look and health

ME AND CULTURE

Kadripäev, Mardipäev, Christmas, Valentines Day, Mothers Day, Midsummer Night

At the end of the 2nd year the student:

- is able to read simple words and sentences
- is able to answer to some questions about himself
- is able to copy text from blackboard or from book
- is able to write birthday card or invitation
- is able to recognize words learnt during the study year

Estonian for the year 3

Topics

ME AND FAMILY

Activities at home

ME AN ENVIRONMENT

Names of domestic animals, forest animals and birds. Their look

Names of trees and flowers

ME AND WORK

Professions

ME AND HOLIDAY

Games

Characters from children's books

Activities during weekends and holidays

ME AND CULTURE

General information about Estonia

At the end of the 3rd year the student:

- ✓ is able to read with understandable pronunciation
- ✓ is able to compile questions and at according to them
- ✓ is able to use learnt vocabulary
- ✓ is able to answer to the questions
- ✓ retell a simple text
- ✓ is able to tell a story about the picture
- ✓ is able to name and describe things and activities
- ✓ is able to compile a sentence using punctuation and capital letter at the beginning of the sentence
- ✓ is able to use learnt vocabulary and grammar forms

Estonian for the year 4-6

Topics:

ME AND FAMILY

Everyday life

Relatives

Rooms

Events in the family

Things at home, home appliance

ME AND ENVIRONMENT

Map of Estonia

Biggest cities

Estonian nature. Birds, animals, fish. Activities in town and city

Differences in seasons in Estonia

ME AND HOME

Giving directions

Traffic

Shops and eateries

ME AND WORK

Preference in subjects

Describing the school day

Reasons to be successful in school. Failure.

Rights and responsibilities in school. Parents jobs

Professions and activities connected to them. City and country jobs

ME AND HOLIDAY

Hobbies

Sport

Schools holiday

Family vacation

Schools parties

Favorite characters from books and movies

Children newspapers and magazines

In cinema, theatre and concert

ME AND HEALTH

Healthy lifestyle

Hospital: info, communicating with doctor

ME AND PEOPLE AROUND ME

How to behave, relationships with other people

Friendship

Bad and good things to do

ME AND CULTURE

Sightseeing and known people

Library

Stories and poems from Estonian children literature

Fests and holidays. Estonian flag, coat of arms, anthem and President

At the end of 6th year the student knows:

- vocabulary given according to the level
- Estonian children writers
- Estonian symbols

Is able to:

- ✓ correct its pronunciation
- ✓ read out the text without mistakes
- ✓ retell the events
- ✓ write the task given: card, short message
- ✓ ratiocinate meanings of words come of context
- ✓ start conversations
- ✓ tell about local places of sightseeing and events
- ✓ use dictionaries

Estonian for the year 7-9

Topics:

ME AND FAMILY

Proof of identity
Everyday life, neighbors
Jobs at home
Using home appliance
Family traditions, invitations
Thank you speech

ME AND ENVIRONMENT

Estonia and its neighbors
Estonian climate
Estonian geographic map, plants
Home place
Comparing life in city and country

ME AND HOME

Ways how to use transport
Services
Manuals, labels, guide-posts
Publicity

ME AND WORK

Schools role in community
Need for education, forming your career
Entering to school
Future plans
CV, application

ME AND HOLIDAY

Traveling. Dream journey
Preparing for journey
Beautiful places in Estonia
Cultural hobbies: theatre, cinema, concert, exhibition, disco
Media: newspapers, magazines, television, radio, computer
Sport in home place
Favorite athletes

ME AND HEALTH

Taking care of your health
Accidents
First aid
Healthy lifestyles

ME AND THINGS AROUND ME

Relationships between people
Spending time with friends and classmates
Piece of advice for friends
Letter

Clothing and fashion

ME AND CULTURE

Culture of region

Estonian culture

Fragments from Estonian literature

At the end of 9th year the student is able to:

- ✓ read and understand different kind of texts in Estonian
- ✓ write different kind of texts in Estonian
- ✓ tell about Estonia
- ✓ find information from reference books
- ✓ understand the speech in dialog or monolog
- ✓ understands texts from media
- ✓ manage in everyday situations, using the appropriate style
- ✓ uses the adopted vocabulary
- ✓ make a summary
- ✓ uses basic grammar structures

SCIENCE

Science for the Year 1

SENSES

Living and nonliving

MY HOME IN ESTONIA AND MY NATIVE COUNTRY

Getting to know the surrounding of the school

How does my home in my native country look like

Are Estonia and my native country similar?

ORGANISMS AND DIFFERENT PLACES TO LIVE

Plants and animals on dry land

Variety of animals and plants

Feeding and growing

Plants and animals in water

Plants and animals that can live in my house

What do living things need?

HUMAN

Hygiene

Healthy eating

By the end of 1st grade the student:

- Knows how to keep fit
- Is able to realize the connections between living organisms
- Recognizes most common animals and plants
- Understands the differences between living and nonliving items
- Understands that there is different nature in different places on earth

Science in 2nd grade

SEASONS

The changes in seasons, light and temperature

Plants, animals and mushrooms and seasons

MY HOME IN ESTONIA

Plans, atlas, maps, pictures

Reading the map. Legend

Compass

Depiction of my road to the school

Nature of Estonia

MY NATIVE LAND

Interesting places in my native country

Weather in my native land

WEATHER

Warm and cold weather

Why does our weather change? Temperature, air and water circulation

ORGANISM GROUPS

Plants

Animals

Mushrooms

Microorganisms

Association

Species

Foodchain

MOVEMENT

Traffic safety

By the end of 2nd grade the student:

- ✓ Is able to point out the quarters and knows how to use them
- ✓ Draws a simple map of the school road without a scale
- ✓ Is able to use very simple maps and knows the simple map symbols
- ✓ Identifies living organisms around his/her house
- ✓ Notices seasonal changes and is able to describe them
- ✓ Names and groups different living items around home
- ✓ Is able to describe the climate in his/her native land, notices the differences and similarities of the weather in different countries

Science for the Year 3

SENSES AND EXPLORING

Items and materials

Liquids and solids

HUMAN

Outer structure

Food and healthy eating

Hygiene

The connections between people and the environment surrounding him/her

COMPARING AND MEASURING

Mass, height, temperature

MOVING

The characteristics of movement

Force as a cause of move

Traffic

ELECTRICITY AND MAGNETISM

Composing an electrical circuit. Cell, wires, switch, lamp.

Conductors and nonconductors

Using and saving electricity

Safety

Magnets and magnetism

Compass

Getting to know magnets through practical activities

MAP

Estonian map: highlands, flatlands, islands, lakes, rivers and cities

Students' native land map: bigger cities, rivers, lakes

Different countries on the map

Time is not the same everywhere

By the end of 3rd grade the student:

- Uses the compass
- Detects Estonia and his/her native land on a map
- Recognizes the biggest lakes, rivers, mountains and cities of Estonia and native land on a map
- Recognizes and names the biggest countries of the world on a map
- Understands that people change the environment and therefore we have to be responsible
- Is able to use simple electrical devices without harming himself/herself or other people around
- Knows fire safety rules

Science for the Year 4

LIFE ON EARTH

Uni- and multicellulars

Life expressions: feeding, breathing, reproduction

Evolution

Healthy environment

HUMAN

Origin of human

Human compared to other animals

Plants, animals, mushrooms and other living organisms as a energy source for people

AIR

Composition of air

Characteristics of air

Heat expansion

Heat transfer through air

Winds

Atmosphere as the protecting layer of Earth

Oxygen

Spreading of organisms using air

Pollution and how to avoid pollution

SOIL

Composition of soil

Formation of soil

Water in soil

Soil as a place to live

Soil and plants

Seasons affect the soil

How can we change the characteristics of soil

Erosion and pollution of soil, how to avoid it?

CLIMATE IN ESTONIA AND OTHER REGIONS ON EARTH

Weather and climate. What is the difference?

Weather characteristics: temperature, airpressure, wind, precipitation

Weatherforecast

Baltic sea affects the climate in baltic states and northern Europe

How does climate affect living nature

Weather affects us

By the end of 4th grade the student:

- Is able to explain the climate of Estonia and native country
- Understands the basic needs for staying alive
- Understands the life expressions
- Has an overview about the structure of human and how does the body work
- Understands that air affects the climate
- Understands the structure of soil and how is it connected to life in the soil
- Is able to recognise the pollution of air and soil and knows how to avoid such pollution
- Understands the importance of air

Science for the Year 5

HUMAN

Structure: cell, organs, organsystem

Tasks of organsystems

Unity of organisms

LIVING ENVIRONMENTS IN ESTONIA, NATIVE LAND AND OTHER COUNTRIES

SETTLEMENTS

Countrysides

Cities

City as an ecosystem

Environment and health

GARDEN

Fruit- and vegetable gardens

Parks

FIELD

How fields have become a part of our everyday life

Soil fertility

Chemical protection affects the nature

Organic farming

MEADOW

Natural and unnatural meadows

Different types of meadows

Living conditions on a field

Common plants and animals on a meadow

Foodchains and –webs on meadows

Why should we protect the meadows and how?

FOREST

Forest layers
Different types of forests
The importance of forests
Human factor on forests
Protection of forests

SWAMP AND BOG

The formation of the swamp
Development of a swamp
Swamp as a waterbody
Living conditions in swamp
Foodchains
Importance of swamps
Protections of swamps

LAKES

Nutritive aspects of a lake
Living conditions of a lake
Foodchains
Importance and protection of lakes

RIVERS

Nutritive aspects of rivers
Waterflow in rivers
Living conditions in rivers
Foodchains
Importance and protection of rivers

BALTIC SEA

Bays, islands and peninsulas
Coast
Living conditions in the baltic sea
Foodchains
How baltic sea has affected people living around the sea
Pollution and protection of the sea

WILDLIFE PROTECTION IN ESTONIA AND OTHER COUNTRIES

History of WP
Why does the life around need protection?
How can I protect the nature?
Present situation of WP

By the end of 5th grade the student:

- Identifies different environments
- Knows different biocoenosis types, is able to identify most common plants and animals inhabiting them and understands the connections between organisms in biocoenosis
- Is able to explain the human aspects on nature
- Is able to take care of household plants: planting, fertilizing, watering, amount of sunlight

Science for the Year 6

STRUCTURE OF EARTH AND ITS' FORMATION

Rocks and fossils
Natural sources
Vulcanoes and earthquakes
Age of earth
The inner structure of earth
Plate tectonics
Sediments and soil

UNIVERSE

Sky
Sun
Solar system
Gravity

MAPS

Earth is a sphere. Size
The globe
Depiction of earth on maps
Continents
Seas
Geographical maps
Pointing out the direction
Scale on a map
Cartography
Meridians and other important lines on maps
Time zones
Population and economy of countries around us

WATERBODIES

Physical and chemical characteristics of water
Wetting and nonwetting
Heating up and cooling down
States of water
Mixing and solving
Humidity
Water cycle
Precipitation and the importance of it
How is water distributed on earth
Groundwater
Adaptions to life in water
Pollution of water and how to clear it up

RENEWABLE AND NONREPRODUCTIBLE NATURAL RESOURCES

Natural resources
Terms of climate affects the formation of natural resources
Environmental problems
Alternative energy resources

By the end of 6th grade student:

- Has a simple overview about our solar system and is able to explain the importance of sunlight
- Has a simple overview about inner structure of earth
- Names the continents and oceans
- Is able to use atlas and maps if searching for information
- Knows the common energy sources and knows how it is possible to use them
- Understands the importance of water
- Is capable of noticing water pollution and knows how to keep natural water clean
- Knows common rocks and is able to explain how sediments are formed

Science for the Year 7

SUBSTANCE AND MATTER

Particles: molecule, atom

Molecular formula

Simple and complex compound

Pure substance

Mixtures

Solutions

Purifying of mixtures

Toxic substances

Wildlife protection

MOTION

Mechanical motion

Trajectory

Speed

Particles in motion

INTERACTIONS

Changing of speed

Force

Elasticity

Friction

Balance of forces

STRUCTURE OF SUBSTANCES

Gas, liquid and solid

Change of state

Heat expansion

Temperature

Gas pressure

Density

ATOM

Atomic structure

Ions

Ionic bond

Chemical reactions

MECHANICAL ENERGY

Mechanical work and energy

Kinetic and potential energy

Heat and changes in the states of matter

By the end of 7th grade the student:

- Understands the structure and movements in matter
- Understands the states of matter and how can we change it
- Understands the structure of atom
- Understands the heat transfer between different materials
- Knows the chemical signs and basic characteristics of hydrogen, oxygen, nitrogen and carbon
- Is capable of explaining burning and photosynthesis using given chemical reactions

Geography for the Year 7

SURFACE

Surface structures

Continents and oceans

Highlands, mountains, flatlands

Surface on maps

Surface of ocean bottom

Climate as a designer of surface

Erosion and efflorescence

CLIMATE

Structure of atmosphere

Climate and factors that build it up and form it

The amount of sunlight depending of the latitude

Seasons

Wind geography

Continental and maritime climate

Altitudal zonality

Climate zones

Climate diagram

WATER

Oceans and other water on earth

Salinity

Streams

High and low tide

Inner land water bodies

Glaciers

Manmade waterbodies

Usage of water and protection

By the end of 7th grade the student:

- Is able to name the landshapes and is able to explain their formation
- Understands the effect of climate to landshapes
- Knows the basic climate designers

- Is able to name and characterize the climate zones
- Understands the segregation of water on earth
- Understands the importance and formation of glaciers

Geography for the Year 8

BIOMES

Equatorial rainforests

Savannah

Deserts

Mediterranean forests

Temperate zone grasslands

Temperate zone forests

Tundra

Ice zone

Altitudal zonality

POPULATION

Location and density of people on earth

Natural, economical and historical factors that have affected the location of people

Developed and developing countries

Accretion

Migration and the results of it

Urbanisation

Geographical investigations nowadays

EUROPE

The location

Nature

Population

The political location

European Union

Cultural and natural backround of different european regions

By the end of 8th grade the student:

- Understands the political, natural and cultural characteristics of Europe
- Is able to explain the differences between different biomes and understands the reasons for these differences
- Understands the affect that human aspect has on nature and vice versa
- Is able to explain the altitudal zonality
- Knows the crowded and less crouded areas on Earth and is capable to explain the causes

Geography for the Year 9

ESTONIA AND STUDENTS' NATIVE LAND

Geographical location, boards, size

Map

Geological structure

Natural sources: formation and usage

Relief and how has it formed

Climate affectors

The differences in climate across the country

Baltic sea

Rivers

Lakes

Groundwater

Swamps

Soil

Human factor: size and results

Nature protection

POPULATION AND LOCATION

Population since remote antiquity

Where can I get information about population and its` changes?

Migration in different periods

Structure of population

Accretion

Administrative division

Settlements

INTRODUCTION OF ECONOMICAL GEOGRAPHY

Political and political-geographical location

What affects the development of economy: export, import

Energy

Natural sources

Alternative energy

Forest, timber, wood

Agriculture

Food stuff industry

Machinery

Light industry

Transport

Roads, ports

Logistics

International transport

Business and social sectors

Foreign economy

By the end of 9th grade the student:

- Is able to analyze the political, economical and natural location of Estonia and the native country
- Understands the natural affectors that sustain the formation of economy
- Is able to explain plainly the geological structure, climate, relief, water segregation, soil and flora of Estonia and native country

- Is able to explain population and the changes in population
- Is able to analyze plainly the current state of economy of Estonia and native country
- Is able to define his/her home place from the social and economical point of view
- Is capable of reading different types of maps and is able to find, process and express the data
- Is able to pull through simple investigations and observations in nature

Biology for the Year 7

EXPRESSIONS OF LIFE

Phylogenesis

The main expressions of life

VERTEBRATES

Fish: outer and inner structure, reproduction, development, adaptations to life

Amphibians: outer and inner structure, reproduction, development, adaptations to life

Birds: outer and inner structure, reproduction, development, adaptations to life

Mammals: outer and inner structure, reproduction, development, adaptations to life

PLANTS

Flowering plants

Plant organs and their tasks

Plant cell

Basic plant tissue types

The reproduction and development of plants

Structure and characteristics of gymnosperms, pteridophyta and moss

The diversity of higher plants, the part in ecosystem and the importance of them

By the end of 7th grade the student:

- Understands the basic life expressions
- Knows the organism groups and the connections between them
- Is able to detect living and nonliving items
- Is capable of defining species and comparing them
- Notices different organs and organ systems
- Is able to give a simple explanation of the organs structure and the connections between different organs

Biology for the Year 8

MICROSCOPIC WORLD

Plant and animal cell in closer look

Viruses

Bacteria

Protozoa

FUNGI, ALGA AND LICHENS

The diversity of fungi, the structural characteristics and reproduction

The part of fungi in natural world

Uni- and multicellular alga, reproduction
The part of alga in natural world
The structural characteristics of lichens and reproduction
The part of lichens in natural world

INVERTEBRATES

Sponges: simple overall look, reproduction, development, diversity
Coelenterata: simple overall look, reproduction, development, diversity
Worms: simple overall look, reproduction, development, diversity
Molluscs: simple overall look, reproduction, development, diversity
Arthropoda: simple overall look, reproduction, development, diversity
Echinoderms: simple overall look, reproduction, development, diversity

ECOSYSTEM

Species
Foodwebs
Auto- and heterotrophs
Biosphere
Wildlife protection
Global issues

By the end of 8th grade the student:

- ✓ Understands the cell structure
- ✓ Understands the fundamental features of organisms structure
- ✓ Knows the organism groups
- ✓ Understands the importance of wildlife protection and knows how to act environmental friendly
- ✓ Knows how to work with encyclopedias and atlas/appointers
- ✓ Recognises the differences between species and is able to define simple species independently
- ✓ Understands the connections between the structure and the task of organs
- ✓ Understands the importance of diversity

Biology for the Year 9

HUMAN BIOLOGY

Cell
Tissue
Organs
Organsystems

ORGANSYSTEMS

The fundamental lines of human organ systems
Skin
Support and motive organsystem
Blood circulation
Breathing system
Digestion
Emunctory organs
Nervous system

Glands of internal secretion
Immunity system
Sexual organs
Development from pregnancy till death

HEREDITY

DNA, genes, chromosomes
Defining the sex
Inherited and not inherited mutations
GMO – genetically modified organisms
Inherited and not inherited diseases

EVOLUTION

Inherited mutations as a material for evolution
Natural selection and fighting for existence
Mechanisms of development of species
The biological and social evolution of human

By the end of 9th grade the student:

- ✓ Understands the fundamental features of human organs and organsystems
- ✓ Is able to explain the steps of individual development of human
- ✓ Knows the basics of heredity
- ✓ Understands the basic mechanisms of evolution of living nature
- ✓ Is able to apply the studied material and associates it with his/her previous knowledge
- ✓ Is able to plan a simple investigation
- ✓ Is able to carry through observations and register officially the received data
- ✓ Is able to expound the results orally and in written form
- ✓ Is able to orientate in data
- ✓ Is able to predict the affects to nature that his/her activity might cause

Chemistry for the Year 8

INTRODUCTION TO CHEMISTRY

Substances and their characteristics

Chemical reactions

Solutions

Mixes

The % composition in solutions

Lab kit

Safety in the lab

ATOM. PERIODIC TABLE

Atom model

Chemical elements

The structure of the periodic table, the connections between the table and the electron structure of atoms

MOLECULES. SIMPLE AND COMPLEX COMPOUNDS

Chemical bond

Molecular mass

Metals and nonmetals, simple and complex compounds

Chemical formula

Chemical reactions

OXYGEN. OXIDE. HYDROGEN

Oxygen

Oxidation level

Oxides

Hydrogen

Oxidizer and reducer

Oxygen as the oxidizer

Red-ox-reactions

Sums and calculation based on reactions

CHEMICAL COMPOUNDS

Acids: formation, safety, chemical and physical characteristics

Basics: formation, safety, chemical and physical characteristics

Ph

Salts: formation, safety, chemical and physical characteristics

By the end of 8th grade the student:

- Knows the fundamental physical and chemical characteristic features of oxides, acids, basics and salts
- Knows the basic activities to build up a chemical reaction
- Knows the safety rules when working with chemicals
- Knows the fundamental definitions for chemical reaction, chemical element, atom, ion, molecule, chemical bond, simple compound, complex compound, metal, nonmetal, oxide, acid, basic, salt, indicator, red-ox.reaction, reducer, oxidizer, solution, burning, mass % of a solution
- Understands the connections between the elements' location in the periodic table and the structure of the elements' atom
- Is able to explain the changes in elements according to the movement in the periodic table

- Is able to define by the formula whether it is an acid, basic, oxide or a salt
- Is able to write out simple reactions: simple compound + O₂, oxide+water, acid+metal, acid+basic
- Works in the lab with particular neatness, punctuality and care and without harming him/herself and other people

Chemistry for the Year 9

OVERALL VIEW OF WELLKNOWN METALS. ALLOYS. USAGE

Aluminium

Iron

Sodium

Calcium

Stannum (Tin)

Copper

Gold

Silver

Zinc

Mercury

AMOUNT AND MASS

Mol as the main unit

Molar mass

Molar sums

Sums based on reactions

CARBON AND CARBON COMPOUNDS

Carbon

The compounds made out of carbon and the diversity among them

Molecules have 3 dimensional structure

Structure formulas

The important specimens of alcohols and carboxylic acids

Compounds that contain carbon are daily living needs

SOLUTIONS

Solving process, warming effect

Aspects that affect solvability

Calculating the composition of solution based on mass% and density

Water hardness

Real solutions and dispersed phases

CHEMISTRY IN OUR EVERYDAY LIFE

Natural and synthetic compounds

Fibre

Chemical articles of consumption

Safety

Chemistry and living areas

Pollution sources in living areas

By the end of 9th grade the student:

- ✓ Knows the names and symbols of more important elements (~20)
- ✓ Knows the chemical and physical characteristics of metals
- ✓ Understands the background of different reactions that take place in nature
- ✓ Understands the difference between chemical and physical characteristics
- ✓ Understands the needs for safety rules
- ✓ Is able to recognize the happening of a chemical reaction
- ✓ Is able to write down chemical structure using given atoms (C, H, O), define based on structure formula carbohydrates, alcohols and carboxylic acids
- ✓ Is able to write down the burning reactions of carbohydrates
- ✓ Is able to explain given reactions
- ✓ Is able to explain the usage of more important elements in everydaylife and agriculture
- ✓ Is able to characterize the most common sources of chemical pollution and the affect on nature (ozone gaps, acid rain, over fertilization)

Physics for the Year 7

LIGHT PHYSICS

Light sources
Light ray
Shadow
Reflection
Bending of light
Lenses
Glasses
Eye
The spectrum of light

ELECTRICITY AND MOTORS THAT WORK ON ELECTRICITY

By the end of 7th grade the student

- Knows the fundamental features of light physics
- Observe different light effects and is able to explain them simply based on physical knowledge
- Is able to carry through simple physical experiments

Physics for the Year 8

MECHANICS

Weighing, measuring, density of bodies
Prefixes: kilo-, deci-, centi-, milli-
Mechanical motion, trajectory, speed
Oscillation, amplitude, period, frequency
Pressure, elasticity, friction
Mechanical work and energy: work, power, force, energy, swimming, buoyancy
Sound: speed of sound, the connections between the frequency and the height of the voice

HEAT

The models of gas, liquid and solid structures, intrinsic energy, particles' speed depending on the temperature, thermometer
Heat transfer: conduction of heat, convection, calorie, thermos
The changes in the state of matter: melting and hardening, meltingpoint, evaporation, condensation, boiling

By the end of 8th grade the student

- Knows the characteristics, the terms of appearance and connections with other physical effects of physical phenomena (mechanics and heat)
- Knows the definitions of physical concepts (mechanics and heat) including units, sizes and signs
- Knows the formulas that point out the connections between different concepts
- Is able to handle physics kit
- Is able to observe different heat and mechanical effects and explain them using gained knowledge
- Is able to work with dictionaries and other sources of data
- Is able to process data and make conclusions based on the data

Physics for the Year 9

ELECTRICITY

Charge, elementary charge, electroscope, electrical field, conductor, isolator

Current, metals, free charge carriers, amperage, ampermeter

Electric circle, voltage, voltmeter, Ohm's law, resistance, rheostat, the connections between voltage and amperage by series and by parallel circuit

Work and power by current

Safety

Magnetism and electricity

ATOM AND UNIVERSE

Molecule, the interactions between molecules

Atom, electron, proton, neutron, atom core

Formation of light: Bohrs atom, radiation and adsorption of light by portions (quants), core reactions, radioactive decomposition, releasing of intrinsic energy by core reactions

Wildlife protection

Astronomy

Galaxy, star

Solarsystems, planet, comet, meteor, satellite

Seasons

Moon phases

By the end of 9th grade the student:

- Knows the basic characteristics of physical phenomena and the connections between different phenomenas
- Knows the definitions of physical concepts (mechanics and heat) including units, sizes and signs
- Knows the formulas that point out the connections between different concepts
- Is able to handle physics kit
- Is able to work with dictionaries, graphs, tables and other sources of data
- Is able to solve graphical and calculatory tasks
- Is able to process data and make conclusions based on the data
- Is able to put together a device based on given scheme for carrying through the experiment

MATHEMATICS

Mathematics for the year 1

Content of studies

NUMBERS

Number 0.

Number as a result of counting.

Ordering numbers.

Adding and subtracting numbers without crossing boundaries inside 100.

Adding and subtracting numbers with crossing boundaries inside 20.

Odd and even numbers.

Strategies for calculating by heart and in writing.

Relations greater than, less than, equal.

Letter or symbol standing for number.

Introducing fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$.

Equation and inequality.

MEASURES

Time measures minute, hour, twenty-four hour period, week, month, year.

Kroon. Pound. Cent. Penny.

Capacity measure litre.

Measuring mass.

Mass measures kilogram.

Calculations involving measures (by heart and in writing)

Measuring length.

Length measures centimetre, metre.

The relations between length measures.

Quantity as a result of measuring.

Making, analysing, and solving one step text problems.

Measuring values.

GEOMETRIC SHAPES

Drawing a line segment with a given length.

Triangle, rectangle, their vertices, sides and angles.

Hexagon.

The length of a line segment.

Point and line segment.

Circle and circumference.

Rectangle and square.

Cuboid, cube, sphere, cylinder, cone, pyramid, observing and finding these shapes in the environment and from pictures.

Right angle.

Pentagon.

Study results

The 1st grade graduate knows:

- the time to half an hour and calendar;
- easier 2D and 3D shapes (circle, triangle, quadrilateral, square, rectangle, pentagon, hexagon, sphere, cube, cylinder, cone);
- the structure of natural numbers in decimal system;
- unknown symbol in the operation;
- the days of the week and seasons;

The 1st grade graduate is able to:

- make one step text problems.
- estimate a set that can be checked by counting;
- add and subtract to 20;
- add and subtract numbers without crossing boundaries inside 100.
- place the position of a number among natural numbers;
- compare numbers;
- arrange events in time;
- reading data from bar chart and pictogram;
- compare line segments by measuring;
- compare different capacities by measuring.

Mathematics for the Year 2

Content of studies

NUMBERS

The structure of natural numbers in decimal system: U, T, H, partition, one digit and multiplace numbers;

Multiplying and dividing numbers inside 100.

Adding and subtracting numbers inside 1000.

Finding a part (fraction) of a number and finding a number if a part (fraction) is given.

Expression.

Ordinal number.

Strategies for addition and multiplication.

The relation between addition and subtraction, and multiplication and division.

Odd and even numbers.

Strategies for calculating by heart and in writing.

Letter or symbol standing for number.

Order of operation.

Properties of operations

Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$ and $\frac{1}{10}$.

QUANTITIES

Time calculations using clock and calendar.

Time measures second, minute, hour, twenty-four hour period, week, month, year.

The relations between measures of time.

Kroon. Pound. Cent. Penny.

Capacity measure litre.

Measuring mass.

Mass measures gram, kilogram.

The relations between mass measures.

Calculations involving measures (by heart and in writing)

Measuring length.

Length measures millimetre, centimetre, metre, kilometre.

The relations between length measures.

Quantity as a result of measuring.

Making, analysing, and solving one and two step text problems.

Measuring values.

GEOMETRIC SHAPES

Drawing a line segment with a given length.

Triangle, rectangle, their vertices, sides and angles.

Making a model of cube and pyramid by cluing the nets.

Hexagon.

The length of a line segment.

Broken line, the length of that.

Point, line, and line segment.

Circle and circumference.

Rectangle and square.

Cuboid, cube, sphere, cylinder, cone, pyramid, observing and finding these shapes in the environment and from pictures.

Right angle.

Pentagon.

Study results

The 2nd grade graduate knows:

units of measurements and the relations between them;

- the time to half an hour and quarter of an hour;
fractions $\frac{1}{2}$, $\frac{1}{3}$, ... , $\frac{1}{6}$ ja $\frac{2}{3}$, $\frac{3}{4}$.

The 2nd grade graduate is able to:

- analyse and solve one and two step text problems.
- add, subtract, multiply, and divide by heart numbers to 100;
- count in 1s, 2s, 5s, 10s, and 100s to 1000;
- compare lengths, masses, and capacities by measuring.

Mathematics for the Year 3

Content of studies

NUMBERS

- Finding a part (fraction) of a number and finding a number if a part (fraction) is given.
- Adding and subtracting numbers inside 10 000.
- Expression.
- The value of an expression.
- Strategies for addition and multiplication.
- The relation between addition and subtraction, and multiplication and division.
- Strategies for calculating by heart and in writing.
- Using brackets in the expression.
- Finding the value of unknown letter in the expression.
- Order of operation.
- Properties of operations
- Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$.
- Explaining inequality by adding.

QUANTITIES

- Time calculations using clock and calendar.
- Time measures second, minute, hour, twenty-four hour period, week, month, year, century.
- The relations between measures of time.
- Currencies.
- Capacity measure litre.
- Measuring mass.
- Mass measures gram, kilogram, centner, ton.
- The relations between mass measures.
- Calculations involving measures (by heart and in writing)
- Measuring length.
- Length measures millimetre, centimetre, decimetre, metre, kilometre.
- The relations between length measures.
- Measuring temperature: thermometer, the scale of a thermometer.
- Making, analysing, and solving one and two step text problems.
- Measuring values.

GEOMETRIC SHAPES

Making a model of cube and pyramid by cluing the nets.

Hexagon.

Drawing circles by using compasses.

Circle and circumference.

Cuboid, cube, sphere, cylinder, cone, pyramid, observing and finding these shapes in the environment and from pictures.

Right angle.

Pentagon.

The problems involving 2D and 3D shapes.

Equilateral triangle, find its perimeter and drawing it by using compasses and ruler.

Study results

The 3rd grade graduate knows:

- the order of natural numbers to 10 000;
- the names of components and results of all four operations;
- by heart the timetable;
- the order of operations in an expression.

The 3rd grade graduate is able to:

calculate the length of a broken line;

draw a line segment with a given length, draw a triangle, quadrilateral, circle, by using ruler or compasses;

add and subtract four digit numbers in writing;

find the value of an unknown by trial and using the relations between data and the unknown;

find the unknown in an inequality by trial;

add and subtract similar numbers;

read and write numbers to 10 000;

determine the order of operations in an expression.

Mathematics for the Year 4

Content of studies

CALCULATING AND MEASURING

The elements of number theory: divisibility tests, composite numbers.

Calculating the perimeter and area of geometric shapes.

Common fractions.

Calculation strategies by heart, in writing, and using calculator.

Decimal fractions, operations with these (adding and subtracting).

Measuring and measures: length, area, time, mass, angle, currency.

The set of natural numbers.

Negative numbers, numberline.

Handling data: collecting and organising data, frequency table, using diagrams to present data, relative frequency, probability.

Solving multistep problems.

Co-ordinates on the plane.

Solving simple economical problems (involving buying and selling)

GEOMETRY

Solving multistep problems.

3D shapes: cuboid, cube, triangular prism.

2D shapes: point, straight line, ray, line segment; angle, measuring angles and comparing angles; triangle, the properties of equal triangles; rectangle, square, circle, circumference; the perimeter of rectangle and triangle.

ALGEBRA

Solving multistep problems.

Letter to stand for an unknown.

LOGIC

Concept, defining, classifying, explaining.

Study results

The 4th grade graduate knows:

the measures and units between them;

the relations between the data and results of arithmetical operations;

numberline and co-ordinates on the plane;

the decimal system, Natural numbers, decimal fractions, and common fractions;

the order of operations.

The 4th grade graduate is able to:

- to calculate with Natural numbers by heart, in writing and using calculator and use the knowledge to solve text problems;
- read data from a graph (eg time-temperature graph);
- use compasses, ruler, square set, and protector in simple geometrical constructions: draw parallel lines, draw a triangle in three basic cases, measure the angle;
- Make frequency tables and draw diagrams;
- find the point on co-ordinate plane and find the co-ordinates of a point;
- read, write and order Natural numbers and decimal fractions;
- reading data from a table, present simple data graphically;
- when solving problems, use the relations between units of measures;
- to calculate with decimal fractions in writing and using calculator and use the knowledge to solve text problems;

Mathematics for the Year 5

Content of studies

CALCULATING AND MEASURING

- Absolute value of a number.
- The concept of a square of a number
- The elements of number theory: divisibility tests, prime numbers, composite numbers.
- Calculating the perimeter and area of geometrical shapes.
- Common fractions, calculations.
- Calculation strategies by heart, in writing, and using calculator.
- Decimal fractions, operations with these (adding and subtracting).
- Simple graphs;
- Measuring and measures: length, area, time, mass, angle, currency.
- Handling data: collecting and organising data, frequency table, using diagrams to present data, relative frequency, probability.
- Solving multistep problems.
- Co-ordinates on the plane.
- Solving simple economical problems (involving buying and selling)

GEOMETRY.

- Solving multistep and „real life“ problems.
- 3D shapes: cuboid, cube, triangular prism, pentagonal prism, hexagonal prism, sphere.
- Using compasses, ruler, square set and protector in geometrical constructions.
- Plane geometry: point, straight line, ray, line segment; angle, measuring angles and comparing angles; triangle, the properties of equal triangles; rectangle, square, circle, circumference; the perimeter of rectangle and triangle.

ALGEBRA.

Variable.

Solving multistep problems.

A letter to stand for unknown.

LOGIC.

Special properties, general properties: some, all, none et alia;

Concept, defining, classifying, explaining.

Study results

The 5th grade graduate knows:

numberline and co-ordinates on the plane;

mean, mode, median;

fractions, improper fractions and mixed numbers;

order of operation.

The 5th grade graduate is able to:

to calculate with Natural numbers and decimals by heart, in writing and using calculator and use the knowledge to solve text problems;

find the perimeter and area of rectangle, square and triangle;

read data from a graph (eg time-temperature graph);

use compasses, ruler, square set, and protector in simple geometrical constructions: draw parallel lines, draw a triangle in three basic cases, measure the angle;

classify triangles;

make frequency tables and draw diagrams;

find the point on co-ordinate plane and find the co-ordinates of a point;

reading data from a table, present simple data graphically;

simplify fractions and recognise equal fractions;

when solving problems, use the relations between units of measures.

Mathematics for the Year 6

Content of studies

CALCULATING AND MEASURING

The concept of a square and cube of a number

The elements of number theory: divisibility tests, prime numbers, composite numbers, LCM, HCF.

Calculating the perimeter and area of geometrical shapes.

Common fractions, calculations.

Calculation strategies by heart, in writing, and using calculator.

Decimal fractions, operations with these (adding and subtracting).

Simple graphs;

Measuring and measures: length, area, time, mass, angle, currency.

Handling data: collecting and organising data, frequency table, using diagrams to present data, relative frequency, probability.

Solving multistep problems.

Percentage.

Co-ordinates on the plane.

Solving simple economical problems (involving buying and selling)

GEOMETRY.

Solving multistep and „real life“ problems.

3D shapes: cuboid, cube, triangular prism, pentagonal prism, hexagonal prism, sphere.

Pie chart.

Using compasses, ruler, square set and protector in geometrical constructions.

2D shapes: point, straight line, ray, line segment; angle, measuring angles and comparing angles, classifying angles; two straight lines on the plane, angles related: supplementary angles, vertically opposite angles; triangle: classifying triangles, the sum of interior angles, properties of equal triangles; rectangle, square, circle, circumference; the perimeter of rectangle and triangle.

ALGEBRA.

Express the properties of arithmetical operations using letters.

Simple expressions involving letters and calculating the value of these.

Solving simple equations and the relations between the data and the result.

Variable.

Solving multistep problems.

A letter to stand for unknown.

Formula.

The concept of equation

LOGIC.

Special properties, general properties: some, all, none et alia;

Concept, defining, classifying, explaining.

Study results

The 6th grade graduate knows:

the measurements and the relations between them;
the relations between the data and the result of arithmetical operations;
numberline and co-ordinates on the plane;
the fundamental property of common fraction and simplifying fractions;
the sum of interior angles of a triangle and the properties of equal triangles;
percentage.

The 6th grade graduate is able to:

to calculate with simple common fractions, convert common fractions to decimal fractions and vice versa;
to calculate with Natural numbers and decimals by heart, in writing and using calculator and use the knowledge to solve text problems;
find the perimeter and area of rectangle, square, triangle and circle;
find the length of circumference, the volume of cuboid and cube;
read data from a graph, find mode and mean;
read data from a graph (eg time-temperature graph);
use compasses, ruler, square set, and protector in simple geometrical constructions: draw parallel lines, draw a triangle in three basic cases, measure the angle;
use relations between the data and the result of arithmetical operations to solve simple equations;
classify triangles;
solve percentage problems;
expand and simplify fractions;
find and use reciprocal of a number;
simplify expressions and calculate simple the value of unknown;
find the point on co-ordinate plane and find the co-ordinates of a point;
use the properties of interior angles of a triangle and the properties of equal triangles when solving problems;
reading data from a table, present simple data graphically;
when solving problems, use the relations between units of measures.

Mathematics for the Year 7

Content of studies

CALCULATING.

Arithmetical calculations with rational numbers, whole number powers.

Square root.

Calculating areas and volumes of geometrical shapes.

Approximate numbers.

Solving multistep problems.

Statistics: mean, mode, median, average deviation.

The concept of probability, calculating it in simple cases.

Percentage problems, involving economical problems.

ALGEBRA AND FUNCTIONS.

Functions $y = ax$; $y = a : x$; $y = ax + b$; The graphs and properties.

Linear equation.

Changing the subject of the formula.

Equivalent transformations of whole and fractional expressions.

One unknown inequality.

GEOMETRY.

Polygons (triangle, parallelogram, trapezium).

Midline of triangle and trapezium.

The areas of these shapes.

Solving multistep problems.

Right parallelepiped, cuboid, cube, cylinder, cone, sphere.

Parallel lines

2D shapes

LOGIC.

Deductive theory basic concepts: definition, basic conception.

Study results

The 7th grade graduate knows:

2D and 3D shapes, relations between them, their properties, how to calculate area (volume);

simple functional relations (linear, proportional, inversely proportional);

linear equation;

the language of Mathematics and using it;

Rational numbers;

statistics;

probability.

The 7th grade graduate is able to:

- Calculate the perimetres, areas and volumes of 2D and 3D shapes;
to calculate with Rational numbers and decimals by heart, in writing;
- draw the graphs of functions and read the properties of functions from the graph;
- Order, work with, and interpret simple statistical characteristics;
- solve linear inequalities with one unknown;
- find the probability of an event by simple cases.

Mathematics for the Year 8

Content of studies

CALCULATING.

Standard form of a number.

Approximate numbers.

Multistep problems.

Square root.

Simultaneous equation.

Statistics: mean, mode, median, average deviation.

The concept of probability, calculating it in simple cases.

Percentage problems, involving economical problems.

ALGEBRA AND FUNCTIONS.

Algebraic formulas: $(a \pm b)^2 = a^2 \pm 2ab + b^2$; $(a + b)(a - b) = a^2 - b^2$.

Using equations to solve text problems.

Võrrandite rakendamise tekstülesannete lahendamisel.

GEOMETRY.

Polygons (triangle, parallelogram, trapezium, regular polygon).

The similarity of polygons.

Central angle.

The property of the medians of a triangle.

In and circum circle of triangle and regular polygon.

Similar triangles.

Angle at the circumference, Thales' theorem.

Solving multistep problems.

Circle and circumference.

Tangent of a circle.

Right parallelepiped, cuboid, cube, cylinder, cone, sphere.

2D shapes.

LOGIC.

Deductive theory basic concepts: definition, basic conception, postulate, theorem, hypothesis, assertion, converse of a theorem, conclusion.

Study results

The 8th grade graduate knows:

2D and 3D shapes, relations between them, their properties, how to calculate area (volume);
algebraic formulas;
the language of Mathematics and use it;
Rational numbers;
statistics;
probability;
changing subject of the formula.

The 8th grade graduate is able to:

- to calculate with Rational numbers and decimals by heart, in writing;
- draw the graphs of functions and read the properties of functions from the graph;
 - Order, work with, and interpret simple statistical characteristics;
 - solve text problems using linear and simultaneous equations;
 - solve linear inequalities with one unknown;
 - find the probability of an event by simple cases;
 - simplify simple rational expressions.

Mathematics for the Year 9

Content of studies

CALCULATING.

Negative powers.
Multistep problems.
Solving quadratic equation, the properties of the solutions.
Statistics: mean, mode, median, average deviation.
The concept of probability, calculating it in simple cases.

ALGEBRA JA FUNKTSIOONID.

Funktsions $y = ax$; $y = a : x$; $y = ax + b$; $y = ax^2 + bx + c$; the graphs and properties.
Fractional equations.
Quadratic trinomial.
Quadratic equation.
Algebraic formulas $(a \pm b)^3$, $a^3 \pm b^3$

GEOMETRY.

The ray theorem and its conclusion.
Plotting territories.

Pythagorean theorem.
Multistep problems.
Circle and circumference.
Solving right angled triangle.
Theorems about the similarity of perimetres and areas of polygons.
Trigonometry.

LOGIC.

Deductive theory basic concepts: definition, basic conception, postulate, theorem, hypothesis, assertion, converse of a theorem, conclusion.
Using logic to solve problems.

Study results

The 9th grade graduate knows:

2D and 3D shapes, relations between them, their properties, how to calculate area (volume);
algebraic formulas;
simple functional relations (linear, proportional, inversly proportional, quadratic relation);
linear, quadratic, and fractional equations, solving them and the properties of solutions;
linear inequality and allowed transformatiois;
the language of Mathematics and usig it;
negative powers;
Rational numbers;
statistics;
probability.

The 9th grade graduate is able to:

- to calculate with Rational numbers and decimals by heart, in writing;
- define and classify concepts covered by the curriculum;
- solve text problems by formulating equations (linear, quadratic fractional or simultaneous equations);
- solve right angled triangles;
- find the probability of an event by simple cases;
- simplify simple rational expressions.

HISTORY

Note: teacher may adjust the difficulty levels within topics and vary the topics from separate year levels to suit them to student's prior knowledge and learning experience.

History for the Year 4

Topics

LOCAL HISTORY (YEAR START PROJECT): student's home & home land now and in the past; what was different when student's parents and grandparents were children; what signs are there about older times.

CHILDHOOD IN OUR DAYS AND IN THE PAST: grandparents as children; children in different times; games and toys through ages.

HOMES: home life in our days and in the past; houses through different times; what we need at home and how to get it – food and shopping through ages.

FAMOUS PEOPLE IN THE PAST: some famous people from world history; finding out about someone important from the past of student's home country.

OLD AND NEW THINGS: how things age; the stories things can tell us about people.

HISTORY OF WRITING: writing materials in different times and places; criting codes in different times and places.

Expected results of learning process

At the end of fourth grade a student:

- Recognises concepts of time measuring (century, years ago, AD,BC) in text; is able to operate with concepts 'before' & 'after', 'now' & 'then' 'old' & 'new',
- can tell some "personal histories" (childhood memories, student's family's stories)
- Knows a few events from home country's past
- Understands that way of life changes through times
- Is able to find answers from given material

Teaching materials

Textbooks

Topic books from series "A Sense of History":

Swift, K. Our Gran. Longman Group UK Limited 1991.

Swift, K. Homes. Longman Group UK Limited 1991.

Blyth, J. Children in History. Longman Group UK Limited 1991.

Tolhurst, M. Famous People in the Past. Longman Group Limited, 1995.

Gordon, h. Food. Longman Group Limited 1995.

Durbin, G., Tolhurst, M. Shops and Shopping. Longman Group UK Limited 1991.

Morrison, D. Castles. Longman Group Limited 1995.

Powell, J, Yates, I. From Pictures to Words. Longman, 2003.

Other resources

Deary, T. The Savage Stone Age. Hippo, 1999.

Jeunesse, G., Fuhr, U., Sautai, R. Atlas of Civilizations. Moonlight Publishing Ltd, 1996.

Purkis, S. A Sense of History. Key stage 1. Co-ordinator's Handbook. Pearson Education Limited, 2000.

Purkis, S. A Sense Of History. Key Stage 1. Teacher's Book. Pearson Education Limited 2000.

Worksheets & interactive resources from sites

www.Schoolhistory.co.uk and www.bbc.co.uk/history

History for the Year 5

Topics

LOCAL HISTORY (YEAR START PROJECT): student's home & home land now and in the past; signs & monuments of ancient times; changes over different time periods.

ANCIENT CULTURES – VIKINGS: everyday life in Viking villages (materials, clothes, food); travels – raids, trade relations & new settlements; Viking ships; myths & gods; archaeological evidence of Vikings.

ANCIENT CULTURES – GREECE: famous Greeks; Crete & Mycenae; Greek city-states, their governing systems; wars with Persia; weapons & warfare; everyday life, travel & trade; Olympic games; Gods & myths; Greek art & inventions.

ANCIENT CULTURES – EGYPT: River Nile as the basis of Egyptian civilization; everyday life, buildings – mud brick houses, pyramids, food, clothes, food; People – farmers & pharaohs; Gods & beliefs, mummy-making.

Expected results of learning process

At the end of fifth grade a student:

- ✓ Understands concepts of time measuring (century, years ago, AD, BC), can use them
- ✓ Is able to answer questions based on given material; Is able to understand and explain simple historical concepts and place them to context
- ✓ Is able to describe events; understands simple cause-and-effect connections; Is able to express opinion about events or phenomena
- ✓ understands that events and processes in the past have impact to modern world; can name some examples of ancient times' legacy (e.g. inventions, discoveries)
- ✓ Understands that way of life changes through times, tries to describe him/ herself from the position of someone in the past.

Teaching materials

Textbooks

Cootes, R. J. , Snellgrove, L. E. The Ancient World. Longman Group UK Limited, 1991.

Jeunesse, G., Fuhr, U., Sautai, R. Atlas of Civilizations. Moonlight Publishing Ltd, 1996.

Mason, S., Purkis, S. A Sense of History. The Vikings Resource Book. Longman Group UK limited, 1991.

Mason, J. A Sense of History. Ancient Egypt Resource Book. Longman Group UK Limited 1991.

Other resources

Mason, J. A Sense of History. Ancient Greece Recourse book. Longman Group UK Limited 1991.

Mason, J. Greek Heroes and Monsters. Longman Group UK Limited, 1991.

Powell, J. How to prepare a mummy. Pearson Education 2001.

Purkis, S. A Sense of History. Key Stage 2. Co-ordinator's Handbook. Pearson Education Limited , 2000.

Deary, T. The Vicious Vikings. Hippo, 1994.

Deary, T. The Rotten Romans. Hippo, 1994.

Deary, T., Hepplewhite, P. The Awesome Egyptians. Hippo, 1993.

Deary, T. The Incredible Incas. Hippo, 2000.

Deary, T. The Angry Aztecs. Hippo, 1997.

Lewis, B. R. (toim.). Micropedia. Great Civilizations. Parragon, 1999.

Worksheets & interactive resources from sites

www.Schoolhistory.co.uk and www.bbc.co.uk/history

History for the Year 6

Topics

LOCAL HISTORY (YEAR START PROJECT): student's home & home land now and in the past; signs & monuments of ancient times; changes over different time periods; chronology of ancient times.

ANCIENT CULTURES – ROME: Roman legacy in our world (buildings, vocabulary, laws); chronology; the legend of Romulus & Remus; Army & conquests; roads, buildings, cities; family & society – roles and classes; slavery; Republic & senate, emperors; collapse of empire; religion – ancient gods, beginning of Christianity.

ANCIENT CULTURES – CHINA: the inventions Chinese have given to the world; environment & its effect on lifestyle; religion & philosophy; everyday life, food & materials, cities; family & society; silk production; travels & contacts – Silk Road, Marco Polo; Military & warfare, The terra cotta army, The Great wall.

ANCIENT CULTURES – JAPAN: things that Japan has given to our world; environment & its effect on lifestyle; Chronology; culture, religion & philosophy; everyday life, family & women; hierarchy of society; the Samurai.

Expected results of learning process

At the end of sixth grade a student:

- ✓ is able to use basic historical sources to acquire information (text, picture, map)
- ✓ Is able to give answers or explanations to open and complex questions – written and orally; is able to express his/ her opinion in written and oral form, compile a writing-frame, take part in discussion; Is able to understand and explain historical concepts and place them to context.
- ✓ Is aware that there are more than one way to interpret events and phenomena
- ✓ knows the basic outline of time-periods; is able to convert concepts of time measuring (century, years ago, AD,BC)
- ✓ Understands that way of life changes through times, is able to see connection between lifestyle and environment; is able to place him/ herself in different positions of someone in an ancient culture
- ✓ is able to give simple evaluation to facts, draw conclusions based on facts, understands simple cause-and-effect connections; is capable of writing a short enquiry
- ✓ Understands that modern world is connected to past events and cultures

Teaching materials

Textbooks

Cummins, p. Ancient and Medieval Japan. Cambridge University Press 2000.

Deary, T. The Rotten Romans. Hippo, 1994.

Dunshea, C. Ancient And Medieval China. Cambridge University Press 2001.

Lewis, B. R. (toim.). Micropedia. Great Civilizations. Parragon, 1999.

Martin, P., Pulley, R. The Roman World. From Republic to Empire. Cambridge University Press 1992.

Other resources

Buchanan, D. Aspects of Roman Life. Roman Sport and Entertainment. Longman Group Ltd 1975.

Cootes, R. J. , Snellgrove, L. E. The Ancient World. Longman Group UK Limited, 1991.

Worksheets & interactive resources from sites

www.Schoolhistory.co.uk and www.bbc.co.uk/history

History for the Year 7

Topics

LOCAL HISTORY (YEAR START PROJECT): student's home & home land now and in the past; changes over different time periods; chronology – characterising different eras.

THE MIDDLE AGES IN EUROPE: Middle Ages in the context of world history timeline, connections with the eras that precede and follow; historical sources from Middle Ages; daily life of peasants; crafts & trade; power & governing – kings, feudal system; Catholic Church as the central structure of medieval world; Warfare, castles, knights, crusades; development of medieval towns; arts, science and architecture; cultural contacts – middle east.

END OF MIDDLE AGES AND EARLY MODERN AGE: arts - Italian Renaissance; religion protestant movements; exploration and discoveries, the New World.

Expected results of learning process

At the end of seventh grade a student:

- ✓ is able to use various historical sources to acquire information (ancient texts, modern texts, ancient pictures, reconstructions, maps, plans, simple graphs) and to comment their usefulness
- ✓ is able to create simple maps and graphs
- ✓ Is able to draw conclusions based on facts, understands simple cause-and-effect connections; is capable of finding the similarities and differences in historical phenomena.
- ✓ knows the outline of time-periods, is able to illustrate his/ her knowledge with examples; uses concepts of time measuring (century, years ago, AD,BC) fluently; recognizes and is able to use concepts 'millennium', 'CE', BCE'
- ✓ Is able to view a culture from different social positions; has basic understanding about developments of societies and states; Is able to develop a wider picture about historical processes and make generalisations
- ✓ Is able to organise information into concept frame and enquiry

Teaching materials

Textbooks

Counsell, C., Riley, M. Medieval Minds. Britain 1066-1500. Addison Wesley Longman Limited 1997.

Other resources

Byrom, J., Counsell, C., Riley, M. Medieval Minds Teacher's Book. Addison Wesley Longman Limited 1997.

Deary, T. The Angry Aztecs. Hippo, 1997.

Deary, T. The Incredible Incas. Hippo, 2000.

Lewis, B. R. (toim.). Micropedia. Great Civilizations. Parragon, 1999.

Kaplinski, K. Tallinn – meistrite linn. Koolibri, 1995.

Kõiv, M., Raudkivi, P. Keskaeg. Avita, 1996.

Mason, J. Medieval Realms 1066-1500. Longman Group UK Limited 1991.

Snellgrove, L. E. The Early Modern Age. Longman Group UK Limited, 1989.

Worksheets & interactive resources from sites

www.Schoolhistory.co.uk and www.bbc.co.uk/history

History for the Year 8

Topics

LOCAL HISTORY (YEAR START PROJECT): student's home & home land now and in the past; changes over different time periods; chronology – characterizing & making generalizations about different eras; comparing changes in student's home country to key events in world history.

NATIVE PEOPLE OF NORTH AMERICA: arrival & settling of first people, at the end of last Ice Age – comparison with similar processes in Europe; chronology of cultural improvements (hunting, tool-making, ceramics, agriculture, city-building); different environments – different lifestyles; portrait of a nomadic Sioux tribe; Native American warfare; conflicts between natives and European settlers.

CIVILIZATIONS OF SOUTH AMERICA: defining a civilization; overview of major civilizations – Aztecs, Mayas, Incas; chronology.

FRENCH REVOLUTION: defining revolution; “The ancient regime” & 3 estates; background & causes of the revolution; events & chronology; results of revolution.

NAPOLEON: overview of his life; factors behind his success; overview of Napoleon's wars & his influence in Europe; The changes Napoleon made during his reign.

THE WORLD DURING INDUSTRIAL REVOLUTION (PART 1): boost of population in Europe during 18 – 19 century; industrialisation; slave trade; Colonial world & British Empire; exploration, cultural contacts & conflicts; beginning of USA.

THE IDEOLOGICAL ASPECTS OF VICTORIAN ERA: Darwin and theory of Evolution; Women's role in society, women's rights.

Expected results of learning process

At the end of eighth grade a student:

- Is able to use, interpret, and evaluate historical sources, and search for additional information; can use and make historical maps and data graphs
- Is able to draw conclusions based on facts, is able to find similarities, differences and patterns in historical phenomena, understands complex cause-and-effect connections; Understands that there are more than one way to interpret events and phenomena, offers different interpretations to them
- Is able to view a culture from different social positions, has understanding about

development of societies and states

- Has developed a wider picture about historical processes, is able to make generalizations
- Has developed an understanding about the basic chronological frame of world history periods; Is able to relate new information to that frame
- Is able to give some examples of legacy of past events and cultures; describes some influential events, people and phenomena.

Teaching materials

Textbooks

Byrom, J., Counsell, C., Gorman, M., Riley, M., Wrenn, A. Minds and Machines. Britain 1750-1900. Addison Wesley Longman Limited, 1999.

Hetherington, G. Revolutionary France. Cambridge University Press 1992.

Edmonds, S. Native Peoples of North America: Diversity and development. Cambridge University Press, 1993.

Other resources

Byrom, J. Minds and Machines Teacher's Book. Britain 1750-1900. Pearson Education Limited 1999.

Deary, T. The Vile Victorians. Hippo, 1994.

Mason, J. Expansion, Trade & Industry. Longman Group UK Limited, 1993.

Snellgrove, L. E. The Early Modern Age. Longman Group UK Limited, 1989.

Worksheets & interactive resources from sites

www.Schoolhistory.co.uk and www.bbc.co.uk/history

History for the Year 9

Topics

LOCAL HISTORY (YEAR START PROJECT): student's home & home land now and in the past; changes over different time periods; chronology – characterising & making generalisations about different eras; comparing changes in student's home country to key events in world history; interpreting the meaning of past events in the context of modern-day situation.

EUROPE IN 19TH CENTURY: national movements; development of modern boundaries; politics and international relations (British example).

WORLD WAR I: the events that lead to war; chronology and events; consequences.

WORLD BETWEEN WORLD WARS: political developments – democracies vs. dictatorships; economics - The Great depression; The birth of German III Reich; conflicts around the world; characteristics of different countries.

WORLD WAR II: background & causes; chronology & events; consequences.

POST-WORLD WAR II DEVELOPMENTS: collapse of colonial empires; birth of United Nations; popular culture; the cold war; characteristics of different countries.

Expected results of learning process

At the end of ninth grade a student:

- Is able to draw conclusions based on facts, is able to find patterns in historical phenomena, is able to distinguish short-term and long-term causes and effects of events
- Is able to view a culture from different social positions, has understanding about development of societies and states
- Is able to develop a wider picture about historical processes and make generalisations; is able to relate his/ her home country's past events to the world history.
- Is able to give examples of past events' influences in the modern-time situation in his/ her home country

Teaching materials

Textbooks

Brooman, J. The end of old Europe. The causes of the First World War, 1914-18. Longman Group Limited, 1985.

Brooman, J. The twentieth century world. Longman, 1995.

Byrom, J., Counsell, C., Gorman, M., Riley, M., Wrenn, A. Minds and Machines. Britain 1750-1900. Addison Wesley Longman Limited, 1999.

Edmonds, S. Native Peoples of North America: Diversity and development. Cambridge University Press, 1993.

Judges, S. Superpower Rivalry. Longman Group UK Limited, 1994.

Lang, S. The Twentieth Century World: War, revolution and technology. Cambridge University Press 1998.

Other resources

Adey, K. Turn That Light Out: Home Life in World War II. Pearson Education Limited, 2002.

Byrom, J. Minds and Machines Teacher's Book. Britain 1750-1900. Pearson Education Limited 1999.

Deary, T. The Vile Victorians. Hippo, 1994.

Lang, S. The Second World War: Teacher's Resource Book. Cambridge University Press, 1993.

Wright, S., Orme, D. It's official: Print from World War II. Pearson Education Limited, 2000.

Worksheets & interactive resources from sites

www.Schoolhistory.co.uk and www.bbc.co.uk/history

PERSONAL AND SOCIAL EDUCATION

PSE for the Year 1

Topics:

ME

Similarities and differences between *me* and other people

MY BODY

Taking care of my body

Growing

Healthy and sick person

A healthy way of life

Personal hygiene

ME AND US

Needs - mine and others'

Admitting my mistakes

Apologising

Making up

My good and bad behaviour, right and wrong behaviour

Rules for behaviour

Games and work

Learning

ME AND MY FAMILY

Parents, brothers, sisters

Grandparents and other relatives

Family tree

Roles of family members

Grief

A new family member

Jobs of parents

Jobs at home

Traditions

ESTONIA AS OUR (TEMPORARY) HOME

Occupations

Traditions of different nationalities

National symbols

MY HOME COUNTRY

My home country, close people to me

Holidays at my home

TRAFFIC

Moving safely on the street

Traffic signs

1st grade graduate:

- 1 knows, what is a family, home, home place
- 2 knows rules of behaviour
- 3 knows how to communicate with others
- 4 knows that people are different
- 5 knows how to behave safely as a pedestrian in traffic

PSE for the Year 2

Topics:

ME

Everybody's individuality and value
Self consciousness and self esteem

MY BODY

Personal hygiene
Threats to health; safety demands
Getting help
First aid; how to behave in case of an accident
Sports and health
Bad habits

ME AND US

Needs - mine and others'
Taking care of each other and helping each other
Tolerance
Friends and maintaining friendships
Putting myself in the situation of someone else
Discussing my worries and expressing my feelings
My good and bad behaviour, right and wrong behaviour
Behaviour and it's consequences
The meaning of behavioural rules at school, at home and outside of home
Games and work
The importance and rules of teamwork

ME AND MY FAMILY

Being helpful, my responsibilities and duties
Home district, neighbours and neighbourhood
Homelessness, orphanage

PEOPLE AND INFORMATION, TIME AND THINGS

Planning time
Planning my actions, promises, responsibility
Estimating my actions

ESTONIA AS OUR (TEMPORARY) HOME

Village, county, city

MY HOME COUNTRY

My favourite places in my home country
Different holidays in my home country

2nd grade graduate:

- 6 knows how to keep him-/herself healthy
- 7 knows what means self-harming behaviour
- 8 can call for help in case of danger
- 9 knows what is home place, home country and -republic
- 10 knows ethical norms – knows how to behave well
- 11 can communicate with others
- 12 knows what is honesty, justice and responsibilities
- 13 can estimate his/her action
- 14 can plan time and activities

PSE for the Year 3

Topics:

ME

Children's rights, responsibilities and child protection

ME AND US

Needs - mine and others'

Honesty and justice against injustice and persecution

Dealing with bullying and violence

Discussing my worries and expressing my feelings

Getting help

Games and work

Refusing to participate in destructive common behaviour

PEOPLE AND INFORMATION, TIME AND THINGS

Information, sources of information and using them

Aims effects of advertisements

Mine, his/hers, ours

Values and costs of things

Attitude to things and others' work

Money

Earning, collecting, spending and borrowing money

Planning money

ME AND SAFETY

Dangers

Fire safety, natural dangers, dangerous substances and calling for help

Strange environment and going along with a stranger

The problem of harassing

Traffic rules

Police

Children's helpline

Hospice

Social helpline

ESTONIA AS OUR (TEMPORARY) HOME

State and its defence

Laws as rules of society

Estonian national symbols

Parliament, government, president

Estonian nature, people, culture, education

Estonian celebrities

Minorities in Estonia

Neighbour countries

Estonians abroad and foreigners in Estonia

Tolerance towards different cultures and nations

MY HOME COUNTRY

Symbols, neighbour countries, celebrities

3rd grade graduate:

- 15 knows how to get help in case of emergency
- 16 knows Estonian celebrities
- 17 knows Estonian national symbols and neighbour countries
- 18 knows what is honesty, justice, responsibilities and being responsible
- 19 can do teamwork, communicate with others and take others into consideration
- 20 can evaluate money and things
- 21 knows that people, their opinions, estimations and values are different
- 22 understands his/her right to have a different opinion and refuse to participate in common actions that are destructive
- 23 can find information from different sources
- 24 can tell about his/her home country, it's symbols and celebrities

PSE for the Year 4

Topics:

HEALTH

- The meaning of health
- Things that affect our health
- Estimating health

HEALTHY WAY OF LIVING

- Components of a healthy life
- Daily schedule
- Personal hygiene
- Annealing

MENTAL HEALTH

- Components of mental health
- Thinking positive

PHYSICAL ACTIVITIES

- Forms of physical activities
- Physical activities as a way of supporting health
- Self testing
- Finding a suitable sport for myself
- Professional training

FIRST AID

- Principles of First Aid
- First Aid in different situations
- Home pharmacy

ACCIDENTS

- Avoiding accidents
- Safety at school, in the street, at home, outside

DISEASES

- Most widely spread diseases and avoiding them
- Contagious and non-contagious diseases
- Allergies
- Vaccines
- Medical help
- Rights and responsibilities as a help receiver

ENVIRONMENT AND HEALTH

Healthy environment

Physical and psychosocial conditions for maintaining health

SAFETY

Learning traffic signs and following traffic rules

MEDIA

Categories of media

Fact and opinion

4th grade graduate:

25 knows what is health and can lead a healthy life

26 can give First Aid

27 knows about different health risks

28 can estimate and evaluate a healthy environment and conditions for maintaining health

29 knows and can follow traffic signs and rules

PSE for the Year 5

Topics:

SEXUAL DEVELOPMENT

Maturing

Physical development and differences between boys and girls

Sexuality

DISEASES

Sexually transmitted diseases

AIDS

PERSON IN SOCIAL RELATIONSHIPS

Needs and the hierarchy of needs

Person in social relationships with others

Values and the hierarchy of values

Education as a value

Ethical norms

Cultural differences

COMMUNICATION WITH OTHERS

Verbal and nonverbal communication

Active listening

Expressing feelings

Opening yourself in relationships

Intercultural communication

COMMUNICATION WITH MYSELF

Self-portrait

Self esteem

Self analyses

Valuing myself

Conflicts with myself

SELF MAINTENANCE AND SELF CONTROL

Saying “no”

Aggressive, self-maintaining and surrendering way of acting

Caring about others instead of being aggressive

Apologising and admitting guilt

Self control and restriction

SOCIAL COMPETENCE

Helping each other, sharing, teamwork and caring

Effective and ineffective social abilities

Friendship, empathy, responsibility

Peer influence

Conformity and independency

Support and help from others

Racism, people with special needs, how can I help

Homeless and asocial people, alcoholics

Treating nature and animals

THINKING POSITIVE

Positive self-portrait

DRUGS

Behaviour in drug-related situations

DEMOCRACY

Social values, traditions, rules, school rules and democracy

Personal and social responsibility

Children's rights and responsibilities

People and power

Citizen

TRADITIONS

Differences in the way of living, nature, beliefs and myths, eating habits, marriages, ethics

Material and not material culture

INFORMATION AND PLANNING

Information and its sources

What are "news", how to read them, how to understand them

Different sources of information and their positive and negative sides

Computer addictiveness

Setting aims

Being entrepreneurial

5th grade graduate:

30 knows about changes during puberty

31 knows important facts about sexuality and sexually transmitted diseases

32 knows effective communication skills

33 can estimate his/her own abilities and behaviour

34 can bring out valuable traits about him-/herself

35 appreciates different cultures and understand differences between cultures

36 appreciates ethical values

37 can find information from different sources and be critical about it

38 understands the need for rules and regulations

39 understands the idea of democracy

40 understands that people are different and accepts differences in people

PSE for the Year 6

Topics:

CONFLICTS

- Nature and reasons of conflicts
- Effective and not effective ways of solving conflicts
- Dealing criticism
- Negotiation

CRISIS

- Nature of crisis
- Reasons
- Development of crisis
- Reactions and behaviour during crisis
- Shock and dealing with it
- Help in crisis
- Helpline
- Psychological counselling for young people

SCHOOLS ARE DIFFERENT

- Changing school, new school
- Different schools
- Geographical and cultural differences between schools

SOLVING PROBLEMS

- Finding alternative ways of dealing with problems
- Thinking about consequences
- Solving social dilemmas

ACCEPTING DIFFERENCES

- Tolerance towards myself and others
- Individual differences
- People with special needs
- Sexual differences
- Differences in multicultural environment

DRUGS

- Nature, effects and dangers of drugs

WHOM DOES SOCIETY CONSIST OF

- Children and adults
- Men and women
- Different nationalities
- People with different needs and interests
- The right to differ
- Tolerance
- Nation and home country
- National symbols
- Local societies

DEMOCRACY

- Democracy - common decisions and consensus
- Compromise
- Citizen organisations
- Party
- Election promises and fulfilling them
- Voting
- National representatives

Mayor, prime minister, president and their responsibilities

HUMAN RESOURCES

Ideas, time and money as main resources for people

Ideas and their value

Realisation of ideas

Interest

Abilities

Teamwork

Responsibility

Time as a restricted resource and using it efficiently - organising actions and free time

Money as a restricted resource, earning and spending money

Borrowing money, honesty in money matters

PEOPLE AND LAWS

Laws as frames for people's actions

Fundamental law

Human rights

Children's rights and responsibilities

How laws protect people

Court

PEOPLE AND INFORMATION

The need for information

Sources of information

Information as a value

Computer as a source of information

Library

Reference books and information databases

Fact and opinion

Advertisements

6th grade graduate:

41 understands that people are different and can take it into consideration

42 can do teamwork

43 knows possible causes of conflicts

44 knows risks to health and the bad influence of drugs

45 knows what the society consists of (people); where do different and common interests come from

46 knows what are laws and why we need to follow them

47 knows how to be tolerant

48 understands what is responsibility; honesty, justice, freedom, violence

49 understands why people are different, what are people's special needs

50 feels responsible for his/her actions

51 can estimate resources and the lack of them; can make plans according to resources

52 can find information and use it

PSE for the Year 7

Topics:

LIFE-SPAN DEVELOPMENT AND PUBERTY

Growth and development

Life-span and its periods

Puberty

GIRLS, BOYS AND PUBERTY

Early and late puberty

Main concerns during puberty

Sexual interests

Freedom to choose

Responsibility in sexual relationships

Planning a family

FIRST ATTRACTIONS

Nature of attraction

Attractions during puberty

Going out

The tragedy of breaking up

VOULNERABLE ADOLESCENT

ABC of communication

Levels of communication

Communication with peers and friends

Conflicts

Tolerance

Dealing with stress

NEW RELATIONSHIPS AMONG FAMILY

The rights and responsibilities of an adolescent

Misunderstandings and conflicts at home

Solving conflicts

Independence

SOCIETY - A WAY OF LIVING TOGETHER

Society's social structure

Different groups and a person's role in them

Areas of social life

Social stratification

Variety of people's interests

NORMS AND RULES

The role of norms in the society

Social norms and values

Leadership, power and authority in a group

Communication with peers and friends

Conflicts and tolerance in relationships

Justice and ethical norms

7th grade graduate:

53 knows what kind of changes appear during puberty

54 knows how sexual development evolves, knows about sexual life and ways to avoid pregnancy

- 55 understands that people are different
- 56 knows ways of dealing with stress, can follow and estimate his/her health condition
- 57 knows the social structure of the society
- 58 knows main areas of social life
- 59 knows that people's interests are different and understands why
- 60 knows about legal ways of protecting one's interests
- 61 understands the restricted resources of the society
- 62 can estimate his/her opportunities to participate in social life

PSE for the Year 8

Topics:

HEALTH RISKS

- Different drugs and risks when using them
- Addiction
- Behaviour and making decisions in drug-related circumstances
- Getting help

HEALTHY WAY OF LIVING

- How to lead a healthy life
- Forming a healthy way of living
- Health risks
- Accepting myself
- Dangers and problems related to myself

NATION, FUNDAMENTAL LAW AND DEMOCRACY

- Nation, people and citizens
- Human rights
- Estonian fundamental law
- Main rights and responsibilities in the Estonian fundamental law
- Religion and religious freedom
- Independent media
- The right for public information

TEENAGER'S ROLE IN THE SOCIETY

- Rights and responsibilities of a teenager
- Misunderstandings and conflicts while communicating with family and friends
- First attractions
- Tragedy of breaking up
- Main worries of a teenager
- Planning a family
- Freedom to choose
- Sexual behaviour
- Responsibility in sexual relationships
- Risks in sexual relationships
- Risk prevention

CITIZEN SOCIETY

- Citizen culture
- Citizen initiation
- Local communities
- Nongovernmental institutions
- Neighbour surveillance
- Crisis

Laws and norms for living together
INDIVIDUAL AND ECONOMY
Being rich and being poor
Family economy
Planning a career
Competition in the job market
Laws concerning work
Consumer protection

8th grade graduate:

- 63 knows the main risks and dangers to health
- 64 knows how to keep healthy
- 65 can estimate and follow his/her own health condition
- 66 Knows what is a nation and who is a citizen
- 67 Knows his/her rights and citizen rights
- 68 Knows the II paragraph of the fundamental law, can name main rights and responsibilities
- 69 Understands the principles of independent media
- 70 Knows about changes in puberty
- 71 Knows how to avoid and solve conflicts
- 72 Knows how sexual maturing evolves and important things about sexual life
- 73 Knows risks and dangers related to sex
- 74 Knows ways of preventing pregnancy
- 75 Knows the juridical, economical and psychological basics of forming a family
- 76 Knows what is a citizen society
- 77 Knows how to be an active member of the society
- 78 Knows how to get along financially as an individual
- 79 Knows basics of family economy
- 80 Knows laws related to work and how to manage at the job market
- 81 Knows basics of consumer rights and can protect him-/herself as a consumer
- 82 Understands what is a career and how to plan a career
- 83 Can write a CV and participate in job interviews

PSE for the Year 9

Topics:

LIFE SPAN

- Opportunities to form my life span
- Self-development

HAPPINESS

- Dealing with yourself and your life in order to become happy

SOCIAL BEHAVIOUR

- Different groups and a person's part in them
- Social norms and laws
- Leadership, power and authority in a group

SOCIETY

- Areas of society
- Society's social structure
- Social stratification
- Diverseness of interests among people
- Social norms
- Laws and justice
- Ethical norms
- Social norms and values
- What is Estonian society like?

STATE AND IT'S FUNCTIONS

- Student's home country's and Estonian state structure
- State and it's functions
- Fundamental law
- People, citizens
- Parliament
- Ambassador's rights and responsibilities
- President, government, local government
- Citizen protection
- State defence
- International organisations; student's home country and Estonia in international

organisations

CITIZEN SOCIETY

- Citizen culture
- Nongovernmental organisations
- Local communities
- Neighbour surveillance
- Crisis situations and how to deal with crisis

NATION, FUNDAMENTAL LAW AND DEMOCRACY

- Rule of law
- Human rights
- Basic rights, freedom and responsibilities in the fundamental law
- Religion
- Independent media
- The right for public information
- Sources of information

INDIVIDUAL, STATE AND LAW

- Laws and following them
- Citizen law

Democratic court

STATE AND ECONOMY

Market economy

Free enterprise

Competition and state's role in economy

State budget

Taxes and their functions

Common amenities and social safety

Money and banks

Job market

INDIVIDUAL AND ECONOMY

Being rich and being poor

Family economy

Planning a career

Competition in the job market

Laws concerning work

Consumer protection

9th grade graduate:

- 84 Can estimate his/her capabilities, opportunities and roles
- 85 Knows social norms and laws
- 86 Understands his/her place among others
- 87 Can evaluate his/her home country's culture among other cultures and see differences and similarities between cultures
- 88 Knows areas of social life and their interdependence
- 89 Knows home country's fundamental law and citizen law, political and administrative organisation and laws
- 90 Knows human rights and citizen rights
- 91 Can protect oneself with legal tools
- 92 Knows about state's economy
- 93 Understands that society's resources are restricted, understands the difference between wishes and possibilities
- 94 Can estimate his/her opportunities to participate in social life
- 95 Can communicate with local institutions
- 96 Can protect his/her rights as a consumer

GERMAN

Younger group

TOPICS:

MYSELF- name, age, outfit, bodyparts, cloths, hobbies

FAMILY AND HOME- members of family, relations, adress, house, flat, garden

ACTIVITIES- meals, food, traffic,town, shops

LEARNING AND WORKING- schooldays, friends, teachers, subjects, rooms, schoolbag, holidays, professions

HOBBIES AND CULTURE- games, sports, music, books, travelling, festivities

GRAMMAR- conjugation, pronouns, nummers, articles, auxiliary verbs, imperative

Elder group

TOPICS:

MYSELF- character, abilities, interests

FAMILY AND HOME- relationships in the family, members of family

FRIENDS- different characters, relationships with friends

ENVIRONMENT; ESTONIA- weather, nature protection

WORLD- European countries, names of countries, capitals

GERMAN SPEAKING COUNTRIES- symbols, culture, people

ACTIVITIES- housework

LEARNING AND WORKING- school and class

HOBBIES- theatre, cinema

GRAMMAR- noun, adjective, comparising of adjectives, time, date, year, irregular verbs, present perfect, prepositions

PHYSICAL EDUCATION

PE for the Year 1

Study content

GYMNASTICS

Main positions and movements. Imitation movements. Developing harmonic body and posture. Walking, walking exercises. Various forms of walking based on the rhythm and music. Imitating walking exercises. Climbing, crawling. Balance exercises.

LINING AND ORDER/DICIPLINE EXERCISES

Welcoming in a line/row. Lining up in one line/row, column. Basic pose. Forming a line. Turns at the standstill. Start and end of moving.

RUNNING, RUNNING EXERCISES

Correct running posture and movements. Start and end of running. (Pendulum) relay. Standing starting position.

THROWING, THROWING EXERCISES

Ball handling exercises. Holding a ball, throwing movements, catching, rolling, bouncing. Rolling and dragging the ball with a foot. Target/accurate and distance throwing. Movement games.

JUMPS, JUMPING EXERCISES

Depth jumps. Jumps from takeoff run. Jumping over a barrier. Standing broad/long jump. Skipping exercises. Skipping with a skipping-rope or jump-rope.

RHYTHMICS AND MOVEMENT

Basic exercises with music or rhythm equipment/instruments. Movement improvisation. Musical games. Dancing and singing games.

SKIING

Safety regulations. Transport and maintenance of skiing equipment. Falling and recovering on skis. Side-stepping uphill, stair walking uphill, herringbone climbing. Diagonal stride. Sliding stride/step. Double-poling stride. Slight and moderate sliding downhill/tuck.

SLEDDING

Breaking. Safety regulations. Sliding from various slopes.

SWIMMING

Safety regulations and discipline in the pool and swimming places. Introducing hygiene rules. Exercises for adjusting with water. Breaststroke and backstroke.

Study results

At the end of the 1st year a student:

- Performs basic movements correctly – various walking, running, jumping and throwing exercises.
- Can dress according to the situation and follows hygiene rules.
- Follows line up and order/discipline exercises in order to ensure organization of the lesson.
- Can perform simple gymnastic exercises based on certain rhythm, improvise.
- Can slide downhill from a slight slope/hill, break, and fall. Can ski about 200 meters using diagonal sliding stride. Can carry ski equipment.

PE for the Year 2

Study content

GYMNASTICS

Walking, walking exercises. Various forms of walking based on the rhythm and music. Imitating walking exercises. Free exercises. Balancing exercises. Exercises with equipment. Acrobatic exercises. Rolling and rolls. Forward somersault/flip.

LINING AND ORDER/DISCIPLINE EXERCISES

Lining and order/discipline exercises. Figure movements. Basic pose. Lining up. Turns at the standstill. Start and end of moving. Thin out, merge, realine.

JUMPS, JUMPING EXERCISES

Skipping exercises. Combinations of skipping exercises. Coordination skipping. Skipping with a skipping-rope or jump-rope.

RUNNING, RUNNING EXERCISES

Correct running posture and movements.(Pendulum) relay. Acceleration run. Durability run. Movement games.

THROWING, THROWING EXERCISES

Ball handling exercises. Holding a ball, throwing movements, catching, rolling, bouncing. Rolling and dragging the ball with a foot. Target/accurate and distance throwing. Various styles of dodgeball.

SKIING

Safety regulations. Transport and maintenance of skiing equipment. Falling and recovering on skis. Side-stepping uphill, stair walking uphill, herringbone climbing. Turns on skis. Sliding stride/step. Double-poling. Stride double-poling and double stride double-poling.

SLEDDING

Breaking. Safety regulations. Various styles of sliding. Sliding from various slopes.

SKATING

Safety regulations. Breaking. Various styles of skating.

SWIMMING

Safety regulations and discipline in the pool and swimming places. Introducing hygiene rules. Exercises for adjusting with water. Breaststroke and backstroke.

Study results

At the end of the 2nd year a student:

- Can dress according to the situation and follows hygiene rules.
- Follows line up and order/discipline exercises in order to ensure organization of the lesson.
- Can perform simple gymnastic exercises based on certain rhythm, improvise and dance simple folk dances.
- Performs basic movements correctly – various walking, running, jumping and throwing exercises.
- Can perform skipping exercises with a skipping-rope.
- Can play movement games and dodgeball (various styles).

- Can swim.
- Can use sliding stride/step on skis.
- Can run with moderate rate.
- Can follow safety regulations/rules while performing physical exercises and act in the event of an accident.

PE for the Year 3

Study content

GYMNASTICS

Imitating exercises, free exercises. Balancing exercises. General developing exercises with various gymnastic equipment.

LINING AND ORDER/DISCIPLINE EXERCISES

Figure movements. Lining up in one line/row, column. Turns at the standstill and while moving. Carrying and positioning small equipment and mats. Half splits. Scruff stand (candle). Bridge stand from flat on the back (with help). Balancing exercises.

RHYTHMICS AND MOVEMENT

Basic exercises with music or rhythm equipment/instruments. Movement improvisation and musical games. Dancing and singing games. Dances and dance steps. Combinations of walking, running, gallop, polka, hopping steps.

RUNNING, RUNNING EXERCISES

Depth jumps. Jumps from takeoff run. Jumping over a barrier. Standing broad/long jump.

THROWING, THROWING EXERCISES, EXERCISES WITH BALLS

Ball handling exercises. Holding a ball, throwing movements, catching, rolling, bouncing. Rolling and dragging the ball with a foot. Target/accurate and distance throwing. Dodge ball. Movement games and games preparing for sports games.

SKIING

Safety regulations. Transport and maintenance of skiing equipment. Falling and recovering on skis. Diagonal stride. Turns at standstill. Step turning. Side-stepping uphill, stair walking uphill, herringbone climbing. Slight and moderate sliding downhill/tuck.

SKATING

Safety regulations. Breaking. Various styles of skating. Position of the skater. Balancing exercises. Sliding practice. Breaking. Skating backwards, durability skating. Figure skating.

SWIMMING

Safety regulations and discipline in the pool and swimming places. Introducing hygiene rules. Exercises for adjusting with water. Breaststroke and backstroke.

Study results

At the end of the 3rd year a student:

- Can lift, carry and position sports equipment.
- Can dress according to the situation and follows hygiene rules.
- Can follow safety regulations/rules while performing physical exercises and act in the event

- of an accident.
- Can perform skipping exercises with a skipping-rope.
- Can play movement games and dodgeball (various styles).
- Can run with moderate rate for few minutes.
- Can ski 2 km.
- Can swim.
- Can perform various walking, running, jumping, throwing and coordination exercises.
- Can dance folk dances, move with various rhythm, perform creative movement.

PE for the Year 4

Study content

THEORETICAL KNOWLEDGE

Terms of learned sports. Safety regulations and hygiene rules during sporting. Principles of Olympic Games and fair play.

GYMNASTICS

Main positions and movements. Free exercises and exercises with equipment. Strength and stretching exercises. Cooling down/loosening exercises. Short combinations of exercises with equipment. Line up exercises. Figure movements. realigning from a line/row and column. Walking, running, skipping, jumping and connections between them. Skipping exercises with skipping-rope (jump rope) at standstill and while moving. Making circles and number 8 with a skipping-rope.

HANGING, SUPPORT POSITIONS, PUSH/PULL-UPS, CARRYING, CLIMBING

Carrying devices/weights. Press-up/push-up and pull-up. Climbing on the frame.

ACROBATICS

Bridge stand from flat on the back. Forward somersault/flip. Forward jump somersault/flip. Backward somersault/flip. Headstand. Balancing exercises. Walking and skipping exercises. Support position jumps.

RHYTHMICS

Basic gymnastics with music. Movement improvisations. Coordination exercises. Dancing and singing games. Dancing and dance steps. Basic steps of ballroom dancing. Estonian folk dances.

ATHLETICS

Running. Running from different starting positions. Stretching/warming up exercises. Fair/regulated (pendulum) relay. Jumps. Long jump (step jump). Measuring the run up. Throws. Ball throw at standstill and from three steps.

SPORTS GAMES

Football (soccer). Passing on and hitting a standing ball. Stopping a rolling ball. Hitting with the inside of the foot. Dragging a ball. Hitting a moving ball. Stopping a falling ball. Basketball. Body position and moving techniques. Holding a ball. Bouncing and passing on the ball. Turns.

SKIING

Double-poling. Double-poling stride. Half-skating and free skating. Skate turning. Passing uneven areas. Half skating uphill. Half-herringbone stride. Downhill traversing. Snowplough break. Snowplough glide and turning. Downhill breaking by preventive falling. Safety regulations.

Competition regulations. Maintaining ski equipment and waxing skis. Establishing training sites.

Study results

At the end of the 4th year a student:

- Knows the rules of fair play.
- Knows terms of learned sports.
- Can dress according to the situation and follows hygiene rules.
- Can perform the easiest acrobatic exercises.
- Can play movement games and sports games with simplified regulations/rules.
- Can slide downhill, using various sliding techniques.
- Can bounce a ball and drag it with a foot through a slalom paths.
- Can pass on a ball with a foot and hand.
- Can run with moderate pace for 10 minutes.

PE for the Year 5

Study content

THEORETICAL KNOWLEDGE

Terms of learned sports. Safety regulations and hygiene rules during sporting. Principles of Olympic Games and fair play.

GYMNASTICS

Main positions and movements. Free exercises and exercises with equipment. Strength and stretching exercises. Cooling down/loosening exercises. Short combinations of exercises with equipment. Line up exercises. Figure movements. Realigning from a line/row and column. Walking, running, skipping, jumping and connections between them. Skipping exercises with skipping-rope (jump rope) at standstill and while moving. Making circles and number 8 with a skipping-rope.

HANGING, SUPPORT POSITIONS, PUSH/PULL-UPS, CARRYING, CLIMBING

Carrying weights/instruments/equipment. Press-up/push-up and pull-up. Climbing on the frame. Carrying using wrist connection and on the back.

ACROBATICS

Bridge stand from flat on the back. Forward somersault/flip. Backward somersault/flip. Headstand. Balance. Walking and skipping exercises. Dance steps on a beam. Support position jumps. Jumping from a run-up into support position huddle on a instrument/beam. Stretching off-jumps.

RHYTHMICS

Basic exercises with music or rhythm equipment/instruments. Movement and rhythm improvisations. Coordination exercises. Dancing and singing games. Basic steps of ballroom dancing. Estonian folk dances.

ATHLETICS

Fair/regulated (pendulum) relay. Long jump. Measuring the run up. Throws. Ball throw at standstill and from run-up. Exercises with a punch-ball to introduce shot put. Competition regulations of learned sports.

SPORTS GAMES

Football (soccer). Hitting with the inside of the foot and dragging a ball. Passing on and hitting a standing ball. Stopping a moving ball. Hitting with the inside of the foot. Dragging a ball. Passing on a moving ball. Stopping a falling ball. Basketball. Body position and moving techniques. Holding a ball. Bouncing and passing on the ball. Turns. Throws to the basket at standstill and while moving. Various movement games.

SKIING

Double-poling stride. Breaking and snowplough glide. Downhill traversing. Passing uneven areas. Half-skating and free skating. Skate turning. Maintaining ski equipment, safety techniques, and competition regulations.

Study results

At the end of the 5th year a student:

- Knows the rules of fair play.
- Can observe own pose and movements.
- Can develop own physical abilities following the instructions of the teacher.
- Can play movement games and sports games with simplified regulations/rules.
- Can perform support position jumps, simple acrobatic and performance exercises and climb.
- Can perform body exercises with music.
- Can ski on varied landscape and use suitable skiing and uphill techniques.
- Can use simple first aid techniques to help oneself.
- Can run in manageable even pace GIRL: 2 km, BOYS: 2.5 km.

PE for the Year 6

Study content

THEORETICAL KNOWLEDGE

Terms of learned sports. Safety regulations and hygiene rules during sporting. Principles of Olympic Games and fair play.

GYMNASTICS

Main positions and movements. Free exercises and exercises with equipment. Strength and stretching exercises. Cooling down/loosening exercises. Short combinations of exercises with equipment. Line up exercises. Figure movements using various styles of movements. Walking, running, skipping, jumping and connections between them. Free jumps by pushing off from one foot. Skipping exercises with skipping-rope (jump rope) at standstill and while moving. Making circles and number 8 with a skipping-rope.

HANGING, SUPPORT POSITIONS, PUSH/PULL-UPS, CARRYING, CLIMBING

Carrying weights/instruments/equipment, for example gym benches. Press-up/push-up and pull-up. Climbing on the frame. Carrying using wrist connection and on the back.

ACROBATICS

Bridge stand from flat on the back. Forward somersault/flip. Backward somersault/flip. Handstand with help. Headstand. Balance. Walking and skipping exercises, dance steps, and crossing obstacles. Support position jumps. Jumping from a run-up into support position huddle on a instrument/beam. Stretching off-jumps. Splits (jumps).

RHYTHMICS

Basic exercises with music or rhythm equipment/instruments. Movement improvisations. Coordination exercises. Dancing and singing games. Dance and dance steps. Basic knowledge of dance culture. Basic steps of ballroom dancing. Estonian folk dances.

ATHLETICS

Running from different starting positions. Stretching/warming up exercises. Fair/regulated (pendulum) relay. Exercises introducing the hurdle race. Long jump. High jump (stepping over jump). Ball throw at standstill, from three steps and run-up. Exercises with a punch-ball to introduce shot put. Competition regulations of learned sports.

SPORTS GAMES

Football (soccer). Passing on and hitting a standing ball. Stopping a moving ball. Hitting with the inside of the foot. Dragging a ball. Hitting a moving ball. Stopping a falling ball. Basketball. Body position and moving techniques. Holding a ball. Bouncing and passing on the ball. Turns. Throws to the basket at standstill and while moving. Basic knowledge about individual defense game. Mini basketball. Competition regulations.

SKIING

Double-poling. Double-poling stride. Half-skating and free skating. Double-poling half-skating. Skate turning. Passing uneven areas. Half-herringbone stride. Downhill traversing. Snowplough break. Snowplough glide and turning. Downhill breaking by preventive falling. Safety regulations. Competition regulations. Maintaining ski equipment and waxing skis. Establishing training sites.

Study results

At the end of the 6th year a student:

- Knows terms of learned sports.
- Can dress according to the situation and follows hygiene rules.
- Knows about Olympic Games and rules of fair play.
- Can observe own pose and movements.
- Can develop own physical abilities following the instructions of the teacher.
- Can play movement games and sports games with simplified regulations/rules.
- Can perform support position jumps, simple acrobatic and performance exercises and climb.
- Can preform physical exercises with music.
- Can choose speed of movements.
- Knows how to participate in the (pendulum) relay.
- Can ski on varied landscape and use suitable skiing and uphill techniques.
- Can use simple first aid techniques to help oneself.
- Can run in manageable even pace GIRL: 2 km, BOYS: 2.5 km.
- Can jump with the jump-rope for 1 – 1.5 minutes in a moderate pace.

PE for the Year 7

Study content

GYMNASTICS

Main positions and movements. Knowing and using terms. Composing combinations of exercises and performing them with music. Elements and equipment of rhythmic gymnastics. Line up exercises. Figure movements. Turning around from stepping. Dividing and joining. Separating and uniting. Crossing. Hanging, support positions, climbing, carrying.

ACROBATICS

Handspring to the side. Triplet somersault/flip. Jump somersault/flip from run-up. Combining combinations of balance exercises. Support position jumps. Gymnastic exercises with equipment.

RHYTHMICS AND DANCE

Combining and performing exercise combinations. Knowledge about dance culture and customs.

ATHLETICS

Warm-up. Safety and competition regulations. Runs. Low start. Techniques of curve running. Accurate runs. Hurdles. Circle relay. Determining run-up of long jump and high jump. Throws, puts, shots. Ball throwing from run-up. Introducing throwing/field sports. Shot put at standstill and with run up.

SPORTS GAMES

Volleyball. Styles of movement and poses. Passing and serves. Attack stroke. Tactics of the game. Competition regulations. Game with simplified rules. Basketball. Maneuvers. Passing and catching from movement. Defense game. Simple forms of teamwork. Breaking throw at standstill and from movement. Jump shot. One hand throw at standstill. Competition regulations. Game with simplified rules. Football (soccer). Passing on and hitting a stand ball. Stopping a moving ball. Hitting with the inside of the foot and from air. Dragging a ball. Stopping a falling ball with a foot, thigh, and chest. Defense moves.

SKIING

Competition regulations. Safety regulations and discipline during the ski trip, relay skiing, and ski competition. Maintaining the skis. Double-poling double stride. Uphill slide. Snowplough turning. Double-poling double stride skating. Drift breaking. Half-snowplough parallel turning. Transition from one style to another. Passing through a simple slalom slope.

ORIENTEERING/ORIENTATION

Map and compass. Reading a plan. Navigating the map. Comparing the map and landscape, determining a location, choosing simpler path. Orientation techniques.

Study results

At the end of the 7th year a student:

- Knows safety regulations, hygiene regulations, and season techniques while sporting.
- Knows terms and competition regulations of learned sports.
- Can perform basic exercises of acrobatics and gymnastics with apparatus.
- Can run and ski with even pace Girls: 2-3 km, Boys: 4-5 km.
- Can act during an accident.

Can run various distances, high and long jump, perform jumps and throws.
Knows basics of performing physical exercises.
Know about famous/best sportsmen of Estonia and world.
Can develop own physical abilities.
Can do gymnastics by him/herself and combine combinations of exercises.

PE for the Year 8

Study content

THEORETICAL KNOWLEDGE

Basics of performing physical exercises. Safety regulations. Hygiene regulations, and season techniques while sporting. Terms and competition regulations of learned sports. Olympic Games and international sports games. Famous/best sportsmen of Estonia and world.

GYMNASTICS

Main positions and movements. Knowing and using terms. Composing combinations of exercises and performing them with music. Elements and equipment of rhythmic gymnastics. Line up exercises. Figure movements. Turning around from stepping. Dividing and joining.

HANGING, SUPPORT POSITIONS, PUSH/PULL-UPS, CARRYING, CLIMBING

Climbing a rope. Carrying using fireman technique. Press-up/push-up and pull-up.

ACROBATICS

Handspring to the side. Triplet somersault/flip. Jump somersault/flip from run-up. Balance. Combining combinations of balance exercises. Support position jumps. Gymnastic exercises with a ball and hoop.

RHYTHMICS AND DANCE

Combining and performing exercise complexes. Knowledge about dance culture and customs. Waltz, family waltz. Basic steps of ballroom dancing.

ATHLETICS

Warm-up. Safety and competition regulations. Runs. Low start. Accurate runs. Circle relay. Determining run-up of long jump and high jump. Introducing triple jump. Throws, puts, shots. Ball throwing from run-up. Shot put at standstill.

SPORTS GAMES

Volleyball. Styles of movement and poses. Passing and serves. Competition regulations. Game with simplified rules. Basketball. Passing and catching from movement. Defense game. Simple forms of teamwork. Competition regulations. Game with simplified rules. Breaking throw at standstill and from movement. Various movement games.

SKIING

Competition events. Competition regulations. Safety regulations and discipline during the ski trip, relay skiing, and ski competition. Maintaining the skis. Double-poling double stride. Double-poling double stride skating. Drift breaking. Transition from one style to another. Snowplough turning, half-snowplough parallel turning. Passing through a simple slalom slope.

ORIENTEERING/ORIENTATION

Map and compass. Reading a plan. Navigating the map. Comparing the map and landscape, determining a location, choosing simpler path.

Study results

At the end of the 8th year a student:

- Knows basics of performing physical exercises.
- Knows safety regulations, hygiene regulations, and season techniques while sporting.
- Knows terms and competition regulations of learned sports.
- Knows about Olympic Games and international sports games, Estonian and world famous/best sportsmen.
- Can perform first aid.
- Can combine combinations of exercises.
- Can help and encourage performing of exercises.
- Can run various distances, high and long jump, and perform jumps and throws.
Can run and ski with even pace Girls: 2-3 km, Boys: 4-5 km.
- Can perform basic exercises of acrobatics and gymnastics with apparatus.
- Can play learned sports games with simplified rules.
- Can pass orientation path.
- Can ski using suitable skiing techniques.

ARTS

Arts for the Year 1

Content of studies

PORTRAYAL AND FORMAT TEACHNG

Man, animals, insects, birds, etc.

Trees, stones etc.

Everyday objekts

PAINTING, COMPOSITION AND PERSPECTIVE TEACHING

Main colours and their mixing (yellow, red and blue).

Lightening and darking.

Exspressing moods by means of colours.

DESIGN AND WRITING

Making toys and decorating rooms, using natural materials.

Designing one's own name.

TALK ON ART

Architecture, sculpture, paintings, gaphics, walks in our environment to improve one's knowledge of art.

Designing one's house/flat and room.

Analysis and toleranr attitude to classmates' work.

Caroon.

TEHNIGUES AND MATERIALS

Sculpture – using clay, etc., making textures using natural materials (wrappers, plastic, wie, etc.)

Folding (boxes, animals, people, etc.)

Painting – using gouache, crayon and oli pastels; colour pensils and felt tips or markers; collage (tearing off from colour or waste papers or textile.)

Graphics – drawing using pensils and felt tips, gouache or tempera.

INTERGRATION WITH OTHER SUBJECTS

Mathematics – painting, cutting, drwing, sticking, folding (using patterns and models), geometrical figures, measuring with a ruler.

Music – expressing mood using colours.

Human nature teaching – tolerant approach to classmates work

Arts for the Year 2

Content of studies

PORTRAYAL AND FORMAT TEACHNG

Moving figures and organic world.

Artficial forms using lines and figures.

Geometrical forms, their relation to everyday objekts and their usage.

PAINTING, COMPOSITION AND PERSPECTIVE TEACHING

Cold and warm colours.

Organizing the surface of the painting.

Ribbon ornament.

DESIGN AND WRITING

Rhythm exercises and games using writing elements and letters.

Designing wall newspaper.

Making vehicles, toys, models originating from function, material, technology and sense of beauty.

TALK ON ART

Architecture, sculpture, paintings, graphics, walks in our.

Visiting the theatre. Talk on scenery and costumes.

Analysis and tolerant approach to classmates' work.

Caroons.

Designing of one's home town.

TECHNIQUES AND MATERIALS

Sculpture – using clay, etc., making textures using natural materials (wrappers, plastic, wire, etc.)

Folding (boxes, animals, people, etc.)

Cutting out elements of soft material.

Painting – spontaneous and thoughtful gouache, crayon and oil pastels; colour pencils and felt tips or markers; collage (tearing off from colour or waste papers or textile.); using watercolours or aquarelle pencils.

Graphics – drawing (using pencils and felt tips), using full stops and lines for making a fracture; printing (using gouache or tempera).

INTERGRATION WITH OTHER SUBJECTS

Mathematics – painting, cutting, drawing, sticking, folding (using patterns and models), geometrical figures, measuring with a ruler.

Human nature teaching – analysis and tolerant approach to classmates work.

Arts for the Year 3

Content of studies

PORTRAYAL AND FORMAT TEACHING

Geometrical forms, their relation to everyday objects and their usage.

PAINTING, COMPOSITION AND PERSPECTIVE TEACHING

Cold and warm colours.

Organizing the surface of the painting.

Ribbon ornament.

DESIGN AND WRITING

Works with a ruler and a compass.

Designing the symbols of Estonia and one's native country.

Making toys and elements of a puppet theatre originating from function, material, technology and sense of beauty.

TALK ON ART

Architecture, sculpture, paintings, graphics, walks in our.

Visiting an art museum or a gallery.

Design and function of a consumption from.

Designing a park or a garden.

Analysis and tolerant approach to classmates' work.

TECHNIQUES AND MATERIALS

Sculpture – using clay, etc., making textures using natural materials (wrappers, plastic, wire, etc.)

Folding (boxes, animals, people, etc.)

Cutting out elements of soft material, ways of fixing (wire, matches, lase, glue etc.)

Painting – spontaneous and thoughtful gouache, crayon and oil pastels; colour pensils and felt tips or markers; collage (tearing off from colour or waste papers or textile.); using watercolours or aquarelle pencils.

Graphics – drawing (using pensils and felt tips), using full stops and lines for making a fracture; copying graphics print (using gouache or tempera).

INTERGRATION WITH OTHER SUBJECTS

Human nature teaching – Making symbols of Estonia and one's own native country. Analysis and tolerant approach to classmates work.

Arts for Years 4 - 6

28. developing and improving pedagogical art orientation taught on the first school stage (including happening – performances prepared in the classroom and performed at a school entertainment event).
29. Using and getting to know additional different graphic techniques outside school. If possible art exhibitions and artist's studios and workshops are visited. Talk on art at practical work classes is stressed and associated with studies at history classes.
30. As the students start to create a critical attitude of their work, the tasks are combined according to their age and individuality. Oral approval of their work results and giving positive marks at the end of the term are preferred.

Arts for the Year 4

Content of studies

PORTRAYAL AND FORMAT TEACHING

Portraying a man: proportions of face. Mimics.

PAINTING, COMPOSITION AND PERSPECTIVE TEACHING

Different tones of a colour (e.g. yellowish- green, bluish-green, brownish-green).

Colouring.

Symmetry and asymmetry.

Projecting of spatial object.

DESIGN AND WRITING

Designing the text of creative work in one's native language.

Cartoon and comic.

Folklore.

TALK ON ART

Art connection with music and theatre.

Architecture, sculpture, paintings, graphics, applied art.

TECHNIQUES AND MATERIALS

Sculpture – modelling sculptures of clay, ceramic folding and designing.

Painting – with covering paints and watercolours, works with crayon and oil pastels, colour pencils and felt tips.

Collage.

Graphics – drawing in graphic pencils, felt tips and ballpoint pencils.

Arts for the Year 5

Content of studies

PORTRAYAL AND FORMAT TEACHING

Portraying a man: proportions of the whole figure.

Man in action.

Relation of man, nature and artificial forms.

Portraying a man of different ages.

PAINTING, COMPOSITION AND PERSPECTIVE TEACHING

Elementary chart of mixing colours.

Spacial design of different substances.

Painting using limited number of paints.

DESIGN AND WRITING

Combination of geometrical elements in space and on the level surface.

Works with a ruler and a compass (ornament, development for a wrapping or a model).

Consumption graphic print (e.g. wrapping, etiquette label, etc.)

TALK ON ART

Art- means of expression (full stop, line, level of surface, colour, etc.)

Relation of art to film, television and advertising.

TECHNIQUES AND MATERIALS

Sculpture – modelling sculptures of clay, cutting from soft materials (foam, etc.).

Painting – with covering paints and watercolours, works with crayon and oil pastels, colour pencils and felt tips.

Collage.

Graphics – drawing in graphic pensils, felt tips and ballpoint pensils. High print (e.q. linoprint, cardboard and material print).

Arts for the Year 6

Content of studies

PORTRAYAL AND FORMAT TEACHNG

Sketching.

Shadow.

Still life.

PAINTING, COMPOSITION AND PERSPECTIVE TEACHING

Acromatic and cromatic paints.

Getting the third level paints (orange+blue, green+red, violet+yellow).

Intersection.

Dynamic and static composition.

Dominant of the painting.

Balanse of the composition.

Perspective of air (paint)

Restricted and unrestricted surfase levels.

DESIGN AND WRITING

Creating environment in inner and outdoor rooms (stand classroom one's own room, playgrounds etc.)

Optics of fantasy.

Numbers, letters, pictogrms.

TALK ON ART

Memorials of art.

Symbols of culture in Estonia and in the student's native country.

Relation of art to history and literature.

Consepts of art (e.q.. original, reproduction, author's circulation)

TEHNIGUES AND MATERIALS

Sculpture – modelling sculptures of clay, cutting from soft materials (foam, etc.).

Painting – with covering paints and watercolours, works with crayon and oil pastels, colour pensils and felt tips.

Collage.

Arts for the Years 7

78. Developing and improving the tasks taught on the second school stage.

79. In addition to covering paints watercolours are taken into use both for painting spontaneously and for colouring.

80. Spatial imagination is created by drafts and drawings in pencil. The most attractive historical events are connected with tasks in art classes. Visiting art museums and using the internet as much as possible.
81. As students are especially sensible at given not to depress them and considering the potential interest in art activities.

Arts for the Year 7

Content of studies

PORTRAYAL AND FORMAT TEACHING

Front view sitting figure.

Half profile.

Modelling objects with light and shadow.

PAINTING, COMPOSITION AND PERSPECTIVE TEACHING

Contrasts of paints, mutual influences, harmony and balance.

Space illusions (e.g. optical art)

Optical mixing of paints.

DESIGN AND WRITING

Marks and symbols (e.g. family marks, brands, pictograms, ex-libris)

BASIC KNOWLEDGE OF TECHNICAL DRAWING

Requirements of forming technical drawings. Variety of projecting (cross projection).

TALK ON ART

Genres of art.

Development of art from the Middle Ages to the end of the 20th century.

Relations between music and art.

Colour and colouration. Restoring and renovation.

TECHNIQUES AND MATERIALS

Sculpture – modelling and construction (using plastic, cardboard, timber, wire, etc.).

Painting – spontaneous painting and using the draft.

Graphics – working in pencil. Drawing a pen and brush.

Arts for the Year 8

Content of studies

PORTRAYAL AND FORMAT TEACHING

Character.

Caricature and cartoon.

PAINTING, COMPOSITION AND PERSPECTIVE TEACHING

Different perspective (perspective of frog and bird)

Line perspective with one or two concentrated points.

DESIGN AND WRITING

Grotesque and letter writing using a pen or a marker.

BASIC KNOWLEDGE OF TECHNICAL DRAWING

Requirements of forming technical drawings.

Variety of projecting (cross projection).

TALK ON ART

Caricature.

Graffiti.

Happening, performance.

Connections of Estonian folklore with Scandinavian, Fenno-Ugric people and ethnographic art of the word.

Sources of inspiration and creation.

TECHNIQUES AND MATERIALS

Sculpture – modelling and construction (using plastic, cardboard, timber, wire, etc.).

Painting – spontaneous painting and using the draft.

Graphics – Drawing using a pen, coal, china ink. Copying graphics (in cooperation with Tartu Art Museum)

Arts for the Year 9

Content of studies

PORTRAYAL AND FORMAT TEACHING

Stylizing and deforming of man, natural and artificial forms (E:Q on the basis of the 20th century art)

Modelling objects with light and shadow.

PAINTING, COMPOSITION AND PERSPECTIVE TEACHING

Abstract composition (geometric and free composition).

Paint inflection.

Centring (in photography and video art)

DESIGN AND WRITING

Optics.

E-mails.

Combination of paper, cardboard, wire, etc.

Module.

BASIC KNOWLEDGE OF TECHNICAL DRAWING

TALK ON ART

Advertising.

Means of expression of virtual art.

Importance of ergonomics in design.

Nature of kitsch.

Widening of art borders.

Mass art: photography, film, video, advertising

TEHNIGUES AND MATERIALS

Sculpture – installation

Painting – spontaneous painting and using the draft.

Graphics –. Drawing using a pen, coal, china ink and brush. Mono- and diatype.