As part of this table had been deleted accidentally, I have copied the missing parts from a printout (Regine, April 2017)

**FORM 5+6 (10-12 years)**

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|  | Germany | France-Martinique | Estonia | Spain  There aren ́t form from 5th to 6th | Hungary  There aren’t forms 5 or 6 |
| Biology  (+Science) | Regine Crüwell |  | Urmas Lekk |  |  |
| **animals / plants**  **energy**  **recycling**  **water** |  | Water as an environment, the use of water  Town as an environment  Different surfaces  Healthy lifestyles  Life in town/at countryside  Soil  Forest, filed, air, the Baltic Sea as environment  Estonia and ist natural ressources  Nature protection in Estonia |  |  |
| Physics | - |  | - |  |  |
| - |  | - |  |  |
| Chemistry | - |  | - |  |  |
| - |  | - |  |  |
| Geography | - |  | - |  |  |
| **- weather, climate**  **- surface of the earth,** including a region in Europe  **- economy,** including e.g. sustainable tourism in a selected region in Europe |  | - |  |  |
| - |  | - |  |  |
| 1st language | Alexandra von Bargen |  | Katrin Kurvits |  |  |
| „Environment“ can be a topic in book presentations (topics can be chosen by the teacher) or books read in class. Topic in reports or descriptions |  | Essaies about home and nature |  |  |
| English as foreign language | Regine Crüwell  Caroline Grupp |  | Annika Riisma  Reena Tammearu |  |  |
| everyday life, including animals, hobbies, … mainly Great Britain |  | Home and environment, countries in Europe |  |  |
| French as for. lang. | Alexandra von Bargen |  | Liis Raal-Virks |  |  |
| Not suitable |  | My home, my family, my pets |  |  |
| Spanish as for. lang. | - |  | - |  |  |
| - |  | - |  |  |
| German as for. lang. | - |  | Ene Kübarsepp |  |  |
| - |  | Starting in grade 6 |  |  |

**FORM 7+8 (12-14 years)**

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|  | Germany | France-Martinique | **Estonia – IN GRADE 8 OUR STUDENTS HAVE TO CARRY OUT A LITTLE RESEARCH !!!** | Spain | Hungary |
| Biology | Regine Crüwell | Gladys CASTRY | Urmas Lekk | Blas Fumero Fernández | Erika Frekot |
| only in form 7  (physiology) | Lessons in connection with the project: in 4th the impact of man on the reproduction of the species  In 3rd the impact of humans on climate, weather and flood risks, marine ecosystems | Sustances, movement and power, mechanical work and energy, different forms of substances, heat  Animals and their caracteristics  Plants and mushrooms and their caracteristics  Microorganisms | Sustainability, plants, animals. components of bilogical systems.  Effects of humans on the systems | School garden, plants, birds, insects, sustainability |
| Physics | Ben Bartenschlager | Claire PETER |  |  | - |
| **energy** | Lessons learned in relation to the project: 4th consequences of air quality, water pollution (EPI 5th consolidation)  In 3rd: The effects of acid rain on the environment (pH measurement)  Production of electricity by renewable energies (solar, wind, hydraulic, tidal ...) | Starting in grade 8  Mechanics  light |  |  |
| Chemistry | Ben Bartenschlager | Claire PETER |  |  | - |
| only in form 8 | See before | Starting in grade 8  Oxygen, acids, the basics of chemistry, metals |  |  |
| Geography | - | Elodie CINNA | Urmas Lekk | Ricardo Guerra Palmero,  Alfonso Marín Romero |  |
| **- climate change**  **- climate zones,** including tropical circulation, (also cyclones)  **- analysis of different geozones**, e.g. tropical rainforest  - global economy | Lessons in connection with the project: 4th Immigration, Globalization and Tourism  France and the European Union  Spatial planning (city, countryside ...) | Geology  Soil  Population  Climate  Water  Estonia and Europe and geography | Climate Change  Effects of tourism on environmental conservation.  Effects of overpopulation on environmental protection |  |
| 1st language | Alexandra von Bargen |  |  |  |  |
| In forms 7 to 10 „Environment“ can be a  topic in essays, discussions (also in written form) etc. Topics can be chosen by the teacher. |  |  |  |  |
| English as foreign language | Regine Crüwell  Caroline Grupp | Sandra VARSOVIE | Annika Riismaa  Reena Tammearu | Encarni Melgar Ramírez | Marianna Törökné Karakas,  Magyara Zsuzsanna |
| - i.a. attidtude towards nature  (- English-speaking countries) | - The practice of english with mates and penpals  - The discovery of different school systems,  - The exchange of views with young Europeans,  - The knowledge of the other for a better mutual understanding for positive exchanges | Comparing of our homeland with other countries  Healthy lifestyles  Life in town | All topics about nature and climate change,  The 3 Rs: reusing, recycling and reducing | Speaking about topics climate and nature |
| French as for. lang. | Alexandra von Bargen |  | Liis Raal-Virks | Danielle Segalen |  |
|  |  | Europe and me | All topics about nature and climate change,  The 3 Rs: reusing, recycling and reducing |  |
| Spanish as for. lang. | Caroline Grupp | Leila SYLVANIELO | - |  |  |
|  | - The practice of spanish with mates and penpals  - The discovery of different school systems,  - The exchange of views with young Europeans,  - The knowledge of the other for a better mutual understanding for positive exchanges | - |  |  |
| German as for. lang. | - | Aurélie BEUNARDEAU  Rebecca DUBREUCQ | Ene Kübarsepp |  |  |
| - | - The practice of german with mates and penpals  - The discovery of different school systems,  - The exchange of views with young Europeans,  - The knowledge of the other for a better mutual understanding for positive exchanges | Europe and me |  |  |
| Social Study |  |  |  |  | Sallai Zoltán |
|  |  |  |  | protection of animals, recycling, environmental responsibility |
| IT |  |  |  | Maria Dolores De León Ascensión  Antonio Bueno Marrero | Marianna Törökné Karakas |
|  |  |  |  | Biodiversity, sustainable development |
| Math |  |  |  | María José Rosales Batista |  |
|  |  |  | Statistics: making graphs and statistics tables with data on climate change |  |

**FORM 9+10 (14-16 years)**

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|  | Germany | France-Martinique | **Estonia – WE HAVE GRADES 1-9!!!** | Spain | Hungary |
| Biology | Regine Crüwell |  | Urmas Lekk | Blas Fumero Fernández | Frekot Erika |
| **ecology**: i.a. fossil fuels, sustaining biodiversity |  | Anatomy of man  Environment around us  Information exchange with external environment | Green energies, waste recycling, sustainability,  Ecology, biodiversity | (sustainability in rural areas) |
| Physics | Ben Bartenschlager |  |  |  |  |
| **-greenhouse effect, climate change**  **-fossil fuels vs. nuclear power vs. renewable energies** |  | Electricity  Energy  Heat |  |  |
| Chemistry | Ben Bartenschlager |  |  | Blas Fumero Fernández |  |
| (comparing different sources of energy) |  | Anorganic substances | Green house effects caused by burning hydrocarbons |  |
| NWT („Science and Technology“) | Ben Bartenschlager |  |  |  |  |
| in form 8+9+10 (students can choose btw. Spanish and NWT)  **-fossil fuels vs. nuclear power vs. renewable energies** |  |  |
| Geography | - |  | Urmas Lekk | Ricardo Guerra Palmero | Frekot Erika |
| - (i.e. volcanoes)  - (sustainability in rural areas)  - resource management (e.g. water, energy resources)  - **oceans,** including conse-quences of climate change, changes due to tourism |  | Economy of Europe, ist habitation, population and agriculture | Volcanoes of Canary Islands  Effects of mankind on the landscape and natural resources | **Climate change**  - **climate zones**, including tropical circulation, (also cyclones)  - **analysis of different geozones**, e.g. tropical rainforest |
| Social Studies | in form 8+9+10 |  |  | Ricardo Guerra Palmero  Alfonso Marín Romero |  |
| - |  |  | Policies on environment protection |  |
| 1st language | Alexandra von Bargen |  |  |  |  |
| In forms 7 to 10 „Environment“ can be a topic in essays, discussions (also in written form), newspaper articles (form 9) etc. Topics can be chosen by the teacher. |  | Cultural environemnet |  |  |
| English as foreign language | Regine Crüwell  Caroline Grupp |  |  | Encarni Melgar Ramírez | Marianna Törökné Karakas,  Magyara Zsuzsanna |
| - i.a. the individual and its environment, including dealing with resources, technological change, consumer citizenship)  (- English-speaking countries) |  | culture | environmental protection and climate change | „Environment“ can be a topic in essays, discussions (also in written form) |
| French as for. lang. | Alexandra von Bargen |  |  | Danielle Segalen |  |
| Mediation about environmental topics. „Environment“ can a topic in essays, discussions (also in written form), newspaper articles etc. Topics can partly be chosen by the teacher. |  | culture | All topics about environmental protection |  |
| Spanish as for. lang. | Caroline Grupp |  |  |  |  |
|  |  |  |  |  |
| Math | - |  |  |  | Katalin Mayer, Piroska Karlovits |
| - |  |  |  | Conversation about the topics nature, climate, climate change |
|  |  |  |  | Törökné Karakas Marianna |
|  |  |  |  |  | Devising worksheets on climate change, ecological footprint |
|  |  |  |  |  | Sallai Zoltán |
|  |  |  |  |  | debate about the ZOO, about vegetarism |
|  |  |  |  | Antonio Bueno Marrero |  |
|  |  |  |  | Devising worksheets and statistic correlation lines of climate change |  |

**FORM 11+12 (17-18 years)**

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|  | Germany | France-Martinique:  no forms 11+12 | Estonia:  no forms 11+12 | Spain | Hungary |
| Biology | Regine Crüwell |  |  |  |  |
| **ecology,** including biodi-versity and ways to sustain it (ecological footprint, renewable energies) |  |  |  |  |
| Physics | Ben Bartenschlager |  |  |  |  |
|  |  |  |  |  |
| Chemistry | Ben Bartenschlager |  |  |  |  |
|  |  |  |  |  |
| Geography | - |  |  |  | Frekot Erika |
| **climate change, ecological footprint**, including developing a sustainable lifestyle |  |  |  |  |
| 1st language | Alexandra von Bargen |  |  |  |  |
| „Environment“ can be a topic in essays, discussions or newspaper articles, fort ext analyses etc. Topics can partly be chosen by the teacher. |  |  |  | Magyara Zsuzsanna |
| English as foreign language | Regine Crüwell  Caroline Grupp |  |  |  | Project or conversation about the topics biodiversity, eco life in the city, greenhouse effect |
| (i.a. globalization) |  |  |  |  |
| French as for. lang. | Alexandra von Bargen |  |  |  |  |
| Mediation about environmental topics. „Environment“ can a topic in essays, discussions (also in written form), newspaper articles etc. Topics can partly be chosen by the teacher. |  |  |  |  |
| Spanish as for. lang. | Caroline Grupp |  |  |  |  |
|  |  |  |  |  |
| German as for. lang. | - |  |  |  | Katalin Mayer, Piroska Karlovits |
| - |  |  |  | Project on topics nature, big city life |
| Ethics (moral study) | - |  |  |  | Sallai Zoltán |
| - |  |  |  | Biodiversity, sustainable development |

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|  | Germany | France-Martinique | Estonia | Spain | Hungary |
| students’ age | 10-18 | 10-16 | 7-16 | 12-18 | 12-19 |