



# Switzerland Curriculum Standards Alignment (A-C)

*The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:*

The Arts, Secondary		Environment and Modern Agriculture	Healthful Eating
<p>Creative &amp; Manual Activities Visual Arts Music</p> <p><b>PRIORITY TARGETS</b> Discover, perceive and develop artistic modes of expression and their languages, in an identity, communicative and cultural perspective.</p>	<p><b>Intentions</b> The Arts domain , consistent with the aims and objectives of public schools, allows the exploration of visual, plastic and sound languages and helps in their understanding. It promotes the construction of cultural references. Practical activities contribute to the development and stimulation of students' creative potential.</p> <p>As part of a balanced training of the individual, it is important to allow him to expand and develop his own modes of representation, interpretation and expression in terms of sensations, imagination, emotion and perception of the surrounding world.</p> <p>To do this, the following are preferred:</p> <ul style="list-style-type: none"> <li>the exploration of artistic languages through the creative process (motivation, research and manipulation, choice, action) using the expressive possibilities of tools, techniques or instruments that are specific to them;</li> <li>the establishment of a critical distance to understand different forms</li> </ul>		

	<p>of artistic language, and tend towards their analysis and interpretation ( plastic works , music, images and media, films, shows, objects of the living environment, etc.);</p> <ul style="list-style-type: none"> <li>● the discovery and progressive appropriation of visual, plastic and sound languages through their shapes , lines, contrasts, colors, codes , signs, structures , symbols, gestures, movements, rhythms and sounds, in their relationship to space and time ;</li> <li>● the construction of cultural references and their connection with the different artistic and anthropological cultures ;</li> <li>● the discovery of collective practices through visual, plastic (works, exhibitions, etc.) and musical (choirs, instrumental ensembles, etc.) projects; the discovery of the expressive possibilities of the body through movement, rhythm, dance and theatrical play;</li> <li>● the development of artistic techniques .</li> </ul> <p>Contribution to the development of transversal capacities Through its knowledge, its methods and its teaching methods, the Arts domain contributes, in the student, to the development:</p> <ul style="list-style-type: none"> <li>● Collaboration , in particular by making him participate in choirs, instrumental groups, in the development and production of shows, exhibitions, in compliance with the rules established in the group;</li> <li>● Communication , in particular by broadening one's skills in the field of non-verbal communication through the discovery and practice of plastic , musical, theatrical and bodily languages;</li> <li>● Learning Strategies , in particular by involving the student in complete tasks where he assumes all the phases of the design, planning and realization of the project;</li> <li>● of creative thinking , in particular by putting the student in a production perspective: if the links between the Arts domain and</li> </ul>		
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	<p>creativity seem obvious, it is mainly because it allows the student to confront "doing" , that this creative capacity develops;</p> <ul style="list-style-type: none"> <li>• of the reflexive approach , in particular by committing it to exercise a critical approach relating both to its own production and to artistic productions and cultural phenomena.</li> </ul>		
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<b>Body and Movement, Secondary</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
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<p>Physical Education Nutrition Education</p> <p><b>PRIORITY TARGETS</b> Know your body, take care of it and recognize its physiological and nutritional needs.</p> <p>Develop physical and motor resources, as well as modes of bodily activity and expression.</p> <p>Preserve your health capital by responsible choice of sports activities and dietary practices.</p>	<p>Intentions</p> <p>The Body and Movement domain , consistent with the aims and objectives of public schools, contributes through movement and through sports practices to the development of the student's physical, cognitive, affective and social abilities. It also develops knowledge and skills leading to a healthy and balanced diet.</p> <p>The Body and Movement domain contributes to the maintenance and development of physical and mental health. It tends to establish in the student an active and responsible relationship to his own body, to that of others and to his environment. The proposed activities develop, with a preventive aim, the knowledge and attitudes making it possible to limit risky behavior, prevent accidents and become aware of the abuses encountered, particularly both in the world of sport and in the field of food.</p> <p>Physical education aims to enrich the motor repertoire and optimize the personal resources of each student. In this perspective, it organizes and stimulates learning in the field of movement and body expression. It</p>	<p>✓</p>	<p>✓</p>
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contributes to the diversification, development and transfer of potential and know-how specific to motor action.

Regular physical activities organized in a variety of situations contribute positively to the development of the student and to the acquisition of knowledge allowing independent and responsible sports practice.

Nutrition education provides students with the theoretical and practical food knowledge necessary to preserve their health. It aims to develop cooperation and conviviality, the stimulation of the senses and the discovery of other flavors, as well as the awareness of other food cultures. It helps to make the student an independent and critical consumer, by making them aware of the importance of sorting waste and the rational management of natural resources.

Nutrition education offers students the opportunity to put into practice their knowledge acquired in other disciplines. Preparing a dish requires, in fact, skills as diverse as a sense of organization, reading and understanding the procedure to follow, respecting the instructions given, the use of measuring instruments. It calls on the student's creativity and aesthetic sense when it comes, for example, to composing an original menu and taking care of its presentation.

Overall domain structure

The Body and Movement domain consists of two parts:

- Physical education
- Nutrition education

Learning in the Body and Movement domain is built in particular through an approach that fits naturally over time, over the course of lessons and various

practices leading to the achievement of the same objective. During sufficiently long learning sequences, the student is led to experiment and experience different situations and variations which, gradually, will allow him to act independently.

The choice of a differentiated teaching or by levels (objectives and contents) taking into account the important differences of morphology, development and motivation of the pupils also contributes to reinforce the targeted learning.

Finally, a progressive learning of gestures and knowledge specific to Nutritional Education integrating learning acquired in other disciplines (physiological knowledge, sorting of waste, etc.) makes it possible to develop objectives more specific to nutritional aspects.

Moreover, as the Body and Movement domain is part of very diverse school organizations, it will be necessary to exploit and develop interdisciplinary activities, project management, camps, sports days and games, etc.

Given the specific nature of these lessons, particular attention is paid to accident prevention. The atmosphere and the organization of the lesson, the respect of safety measures, the promotion of help and supervision by peers and the provision of precise instructions are safety factors that should not be overlooked.

According to the cantonal designations, which vary significantly, the teachings that mainly contribute to the Body and Movement domain are:

- Physical education
- Physical education and sport

- Motor education and rhythmic education
- Rhythmic
- Theater
- Nutrition education
- Feed
- Kitchen
- Family economy.

The teaching/learning of physical education for all compulsory education is structured around four thematic axes:

- Fitness and health
- Motor and/or expression activities
- Sports practices
- Individual and collective games.

Nutrition education has two thematic axes developed throughout compulsory schooling:

- Senses and physiological needs
- Balanced diet.

Contribution to the development of transversal capacities

Through the development of its knowledge, its methods as well as its teaching methods, the Body and Movement domain contributes, in the student, to the development:

- Collaboration , in particular by cooperating in a game, by belaying a comrade in a sporting activity, by discovering rivalry, competition, by practicing fair play, by contributing to the preparation of a meal, by

playing one's role in a team and respecting others and their differences;

- Communication , in particular by meeting the other, listening to their needs or expressing their own emotions;
- Learning Strategies , in particular by strengthening their faculties of attention and analysis during their practices;
- Creative thinking , in particular by exercising one's artistic and creative sense by practicing a physical activity, when developing a choreography or when developing a recipe, a menu, a meal;
- of the reflexive approach , in particular by discussing sporting events and food trends, encouraging people to think critically about the role of sport and nutrition in society as well as their impact on the environment.

#### Contribution to General Formation

Through the development of its knowledge, its methods as well as its teaching methods, the Body and Movement domain participates in the themes of General Education .

Health and well-being, in particular through the pupil's awareness of his own influence on the maintenance of his health. Gradual access to this autonomous and responsible driving is facilitated, among other things, by the implementation of training strategies and methods as well as by the acquisition of knowledge and know-how in food and sports, including the prevention of both sporting and food-related risk behaviours.

Choices and personal projects , in particular by strengthening one's confidence and self-esteem in the pleasure of the game, the desire to surpass oneself and to produce efforts.

Living together and exercising democracy , in particular through interaction

	<p>and communication with peers, solidarity in a team or rivalry in a game, through the discovery of ethno-cultural aspects of food.</p> <p>Social, economic and environmental interdependencies , in particular through an awareness of the ecological and economic dimensions in relation to food.</p> <p>Contribution of the Body and Movement domain to the language of schooling</p> <p>The activities carried out in physical education contribute to developing a language specific to the discipline by relying on clear notions understood in the language of schooling; Nutrition education activities also develop a specific language helping to strengthen French language skills and the ability to read and understand culinary and scientific texts related to food.</p> <p>Teachers in the field encourage students to make appropriate use of spelling and syntax in any texts produced.</p>		
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<h2>Choices &amp; Personal Projects, Secondary</h2>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
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<p>FG 23 — Plan, carry out and evaluate a personal project in the school setting...</p>	<ol style="list-style-type: none"> <li>1. by gathering the necessary resources (human and material) for the realization of the project</li> <li>2. by developing their creativity and originality</li> <li>3. by evaluating its work in progress and adapting its strategies</li> <li>4. by highlighting personal enrichment</li> <li>5. taking into account the opinion of others</li> <li>6. by defining a theme and justifying its choice</li> </ol>		
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	<p>Identification of his personal interests to define the theme of his project</p> <p>Discovery of information search methods (Internet, library, etc.) and inventory of different sources of information</p> <p>Selection of documents useful for the development of the project</p> <p>Preparing for an interview (e.g. through a questionnaire) to obtain information</p> <p>Use of their ideas in an original way and choice of a form of expression to communicate them</p> <p>Self-assessment of their achievements and progress</p> <p>Readjusting his work according to the suggestions of others</p> <p>Adapt the scope of themes to the level of the pupils</p> <p>Specify short and long-term learning objectives and project the student into his or her future</p> <p>Favor work in small groups or parts of research common to various student projects</p> <p>For the search for information and the selection of documents, links FG 21 – MITIC</p> <p>When presenting projects, ensure that the remarks made between peers are constructive and as objective as possible, taking into account the rules of</p>		
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	<p>respect established in class</p> <p>Develop the student's motivation to learn by describing the usefulness / meaning of the activities (link with other learning), by involving the student in carrying out a project with perseverance (exchanges, exhibition, presentation ,...) and by promoting what he already knows how to do</p> <p>1st part of the cycle</p> <p>( see Pedagogical indications)</p> <p>2nd part of the cycle</p> <p>Extended research around the chosen theme (heuristic scheme)</p> <p>Planning by stages of each person's work with development of associated objectives</p> <p>Periodic self-assessment of intermediate objectives and subsequent reorganization of work</p> <p>These elements can be addressed in the first part of the cycle by supporting the students in a more sustained way</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>• The student presents a personal achievement by explaining what he has learned from it</li> </ul>		
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<p>FG 24 — Assume one's share of responsibility in carrying out collective projects...</p>	<ul style="list-style-type: none"> <li>● Among the activities proposed by the teacher, the student makes choices taking into account his progress in his learning</li> <li>● Collaboration – Self-knowledge, Consideration of the other</li> <li>● Communication – Language Codification, Resource Analysis, Resource Exploitation</li> </ul> <p>Learning Strategies</p> <p>Reflective approach</p> <ol style="list-style-type: none"> <li>1. by actively collaborating and taking into account everyone's skills</li> <li>2. by questioning the ends and the means to readjust and modify them</li> <li>3. by sharing experiences and their results</li> <li>4. by identifying the factors facilitating and hindering collaboration</li> <li>5. by developing a quality of listening and dialogue and putting it into practice</li> </ol> <p>Implementation of collective projects, research of everyone's skills in relation to the tasks to be accomplished</p> <p>Step-by-step planning of work by setting goals</p> <p>Self- or co-assessment of these steps and adaptation of strategies accordingly</p> <p>Description of each stage of work, experiments and their results, as well as identification of success or failure factors</p>		
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	<p>Evaluation of the methods of collaboration of each in a project</p> <p>Construction of the project taking into account the plurality of opinions</p> <p>Prioritize cooperation in the early stages of collaboration to recognize everyone's skills</p> <p>Ensure that the distribution of tasks takes into account the skills to be strengthened or developed in each person</p> <p>Propose discussions on the stages of realization, on the use and creation of resources, on time management, on the involvement and perseverance of each in the project, on the internal relations of the group, etc.</p> <p>Set up, with the students, a project evaluation grid</p> <p>Possible forms of activity: shows, exhibitions, camps, humanitarian project, etc.</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>● The student gets involved in collective projects and evaluates their progress</li> <li>● The student takes into account his own characteristics and those of others during moments of collaboration</li> <li>● Collaboration – Consideration of the other, Self-knowledge</li> </ul>		
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<p>FG 25 — Recognize otherness and develop mutual respect in the school community...</p>	<ul style="list-style-type: none"> <li>● Communication – Language Codification, Resource Analysis, Resource Exploitation</li> </ul> <p>Learning Strategies</p> <ol style="list-style-type: none"> <li>1. by identifying cultural diversities and analogies</li> <li>2. by taking part in the debate, accepting differences of opinion, taking a stand</li> <li>3. by identifying links between the rules of civility and the respect due to everyone and by applying these rules</li> <li>4. by assuming one of the different roles of the actors of the democratic management of the class, of the school (delegates, president,...)</li> <li>5. by negotiating decision-making within the framework of the school and by practicing democratic debate there</li> <li>6. by linking the law to individual rights</li> </ol> <p>Identification and exchanges around the different affiliations</p> <p>Orient exchanges on cultural elements (such as gender relations, communication, languages, religions and beliefs, etc.) at different levels: family, community, ethnicity</p> <p>Discussion and debate (in particular by highlighting the stakes of the situation dealt with) within the limits imposed by the school framework</p> <p>Propose the use of debate to deal with questions in the humanities, natural sciences, etc.</p> <p>Links L1 24 – Oral production</p>		
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	<p>Participation in an active democracy within the class or school</p> <p>Awareness of everyone's rights and duties</p> <p>Taking responsibility for a role (president, delegate, etc.)</p> <p>Explanation of the rules of politeness and mutual respect</p> <p>Explanation of the rules of the school and the class (respect, transgression and associated sanctions, etc.)</p> <p>Taking responsibility for tasks related to classroom or school life</p> <p>Ensure that the operating rules inherent in an active democracy in the school environment are clearly established</p> <p>Ensure that the various roles (president, delegate, etc.) are regularly held by different students within the framework of a class council</p> <p>Propose discussions on the explanation of the rules, on their history, their transformation over time and the meaning they have today. Distinguish between law, rules and principles.</p> <p>SHS links 24 – Human-society relationship ; CM 24 – Individual and collective games</p> <p>Favor the framework of the class council to practice appropriate communication and conflict management.</p>		
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	<p>Description of the different roles of the students (student, child ≠ adult, son/daughter of, etc.) and highlighting the expectations of the establishment (rules, duties, responsibilities linked to them)</p> <p>Also offer these exchanges during a teaching moment in another area (based on a current event, imagining the life of a child living in another country, based on a testimony, a story,...). They can also be triggered by events specific to the life of the class (religious festivals, rituals of certain pupils, etc.)</p> <p>Exchanges on the differences and similarities between the students to promote the construction of a class group allowing everyone to find their place</p> <p>Encourage the analysis of reactions linked to prejudices about differences (ethnic, linguistic, cultural, gender, etc.)</p> <p>Possible forms of activity: class , school, establishment council; assembly of delegates; votes, elections of delegates; table of responsibilities,...</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>● The student takes part in the debate, taking into account the issues and the limits</li> <li>● The student assumes his responsibilities in the tasks entrusted to him</li> <li>● The student respects the rules in force in the school environment</li> </ul>		
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<p>FG 26-27 — Analyze forms of interdependence between the environment and human activity...</p>	<p>Collaboration – Self-knowledge, Consideration of the other</p> <p>Communication – Codification of language</p> <p>Reflective approach</p> <ol style="list-style-type: none"> <li>1. by highlighting some relationships between humans and the characteristics of certain environments</li> <li>2. noting some impacts of development and technology on the environment</li> <li>3. by identifying certain economic tools (marketing, credit, etc.) on consumer behavior</li> <li>4. by critically analyzing his responsibility as a consumer and certain consequences that flow from his behavior</li> <li>5. by placing the evolution of environments in a historical perspective</li> <li>6. by identifying behaviors that promote the conservation and improvement of the environment and biodiversity</li> </ol> <p>Identification of the effects of human behavior on the environment by highlighting individual and collective habits (food, hygiene, transport, biodiversity, ecosystem, etc.)</p> <p>Highlighting developments related to human activities (leisure, schooling, housing, etc.)</p> <p>In connection with SHS 21 – Human-space relationship</p> <p>Using the proposed sustainable development analysis grid (see General Comments) helps to highlight the interdependence of human factors and environments</p>		
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Vary the documentary supports and encourage field trips to deal with these issues.

Links CM 25 – Senses and physiological needs

Use external resources (facilitators, specialists, NGOs, public services, etc.)

Reflection on the consumer products offered (price, advertising, fashion, etc.) and their consequences (embodied energy, child labor, counterfeiting, etc.)

Consumer products are understood in the broad sense (culture, travel, sport, etc.)

Links SHS 21 – Man-space relationship ; CM 26 – Food balance ; MSN 28 – Diversity of life ; FG 21 – MITIC

Adoption of some environmentally friendly measures in the school environment

Allow students to take part in specific actions (sorting waste, cleaning the classroom, the yard, a corner of the forest, ski slopes, etc.)

Links MSN 28 – Diversity of life

Field of possible activities:

- comparison of its current lifestyle with that of 20, 30, 50, 100 years ago (means of communication, transport, leisure, family, mechanization, household appliances, etc.)
- analysis of spatial planning over time (housing, agriculture, crafts and

<p>FG 36 — Take an active part in the preservation of a viable environment...</p>	<p>industry, interior design, water supply, sewers, social life, etc.) and its impact on the environment . Links SHS 21 – Man-space relationship ; SHS 22 – Human-time relationship</p> <ul style="list-style-type: none"> <li>● identification of the notion of production season for basic food products (seasonal consumption, addictive behaviour, monoculture, etc.) . MSN links 27 – Human body ; MSN 28 – Diversity of life ; CM 25 – Senses and physiological needs</li> <li>● reflection on the different types of needs (personal prioritization) of consumer products (food, sports, travel, etc.)</li> </ul> <p>Resources: themes proposed by UNESCO (cf. General comments )</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>● The student gradually adopts a reflective attitude on the implications of behavior and human choices in the context of a given problem</li> <li>● The student understands and respects measures to preserve the environment</li> <li>● Collaboration – Self-knowledge, Consideration of the other</li> <li>● Communication – Codification of language</li> </ul> <p>Reflective approach</p> <ol style="list-style-type: none"> <li>1. by highlighting some relationships between humans and the characteristics of certain environments</li> <li>2. by analyzing the impact of technological and economic development</li> </ol>		
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	<p>on the environment</p> <ol style="list-style-type: none"> <li>3. by developing responsible attitudes towards the waste generated by production, distribution and consumption</li> <li>4. by undertaking collective action to improve the environment in public spaces</li> <li>5. by setting out some ethical principles regarding its comfort and the needs of a development preserving the future</li> </ol> <p>Reflection on the origin of consumer goods (country, geography, working conditions, etc.) and on the creation of needs by the economy (globalization, strawberries in winter, overfishing, etc.)</p> <p>Analysis of some effects of consumption patterns, advertising strategies and political choices on the environment</p> <p>Analysis of the waste produced here and elsewhere (by the individual, the family, the country, etc.)</p> <p>Evaluation of his place, his role and his influence (thoughtful purchases,...) as an individual of the globalized economic system</p> <p>Development and implementation of projects around an economic, social, environmental issue aimed at improving a given situation</p> <p>The work is linked to SHS 31 – Human-space relationship ; MSN 36 – Natural and technical phenomena ; MSN 38 – Diversity of life</p> <p>Links CM 35 – Senses and physiological needs ; CM 36 – Food balance</p> <p>Discussions or group activities make it possible to exercise debate in</p>		
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	<p>connection with FG 35 – Classroom and school life</p> <p>Guide students' reflections and actions by referring to the analysis grid for education with a view to sustainable development (cf. Specific remarks)</p> <p>Respect everyone's points of view within the socially accepted framework</p> <p>Encourage behavior that respects the environment (waste sorting, rational use of energy, etc.)</p> <p>Possible forms of activities:</p> <ul style="list-style-type: none"> <li>• discussions around the proposed topics</li> <li>• class or school projects (cleaning, planting trees, creating a biotope, a green space, etc.)</li> <li>• participation in one-off actions (sorting of waste, cleaning of the classroom, the yard, a corner of the forest, ski slopes, recycling, etc.)</li> </ul> <p>Examples:</p> <p>examination of the journey of everyday consumer goods, from production to recycling (cocoa, sugar, soy, cotton, coffee, etc., cars, textiles, electronics, etc., oil, water, electricity, rapeseed, etc.)</p> <p>analysis of different consumption circuits (traditional, alternative, etc.) and assessment of long-term consequences</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>• The student becomes aware of consumer behavior and its</li> </ul>		
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FG 37 — Analyze some consequences, here and elsewhere, of a globalized economic system...

consequences

- The student proposes solutions to given problems and gets involved in environmental projects
  - Creative Thinking – Developing Divergent Thinking
  - Learning strategies – Development of a heuristic method
  - Reflective process – Development of a personal opinion, questioning and decentering oneself
1. by studying various consequences of his choices as a producer, distributor or consumer of an economic circuit
  2. by studying the multiple consequences of the movement of people and the exchange of goods, goods and services
  3. by studying the evolution of cultural references and practices according to the mixing of populations, exchanges and the media
  4. by studying the impact of various economic and social practices on the management and preservation of natural resources

Understanding of sustainable resource management with a view to preserving the planet and respecting human rights

Life cycle analysis of a natural and/or manufactured product:

- raw materials (resource availability, operating conditions, etc.)
- production (location, infrastructure, energy, working conditions, etc.)
- distribution (transport, intermediaries, marketing, etc.)
- use (consumption behavior, etc.)

- disposal (recycling and disposal of waste, etc.)
- Reflection on renewable or non-renewable energies (wind, geothermal, oil, nuclear, etc.) and on the notion of energy balance

Analysis of social, economic, environmental and political interdependencies with global implications (climate change, migration, water, food, health, employment, solidarity, etc.)

Awareness of the notions of the economic circuit (distinction between producer, distributor and consumer), competition, monopoly and cartel

In connection with SHS 31 – Human-space relationship ; MSN 36 – Natural and technical phenomena ; MSN 38 – Diversity of life ; CM 36 – Food balance

Exercising the debate through discussions or group activities, in connection with FG 35 – Classroom and school life . The themes proposed here lend themselves particularly well to this.

Guide students' reflections and actions by referring to the sustainable development analysis grid ( see Specific remarks) ; then favor interdisciplinary work ( cf. Framework conditions)

Offer site visits, documentaries and reports to help identify the different energies (renewable or not) and the main sources of pollution

Use external resources (facilitators, specialists, NGOs, public services, etc.)

Compare the issues of industrialized countries and emerging countries

Possible forms of activities :

- discussions around the proposed topics
- class or school projects
- research, presentations, films, exhibitions,...

Examples :

reflection on the choices faced by companies (primary, secondary, tertiary) in the face of economic, social and environmental problems (employee management, performance, organic farming, construction, waste management, etc.)

analysis of the various steps taken by industrialized countries to preserve natural resources and of various international agreements (Kyoto, international conventions, forums, etc.)

Specific objectives targeted

Transversal skills developed:

- The student can carry out, at his level, an analysis around a given theme
- The student is familiar with the sustainable management of resources
- Learning strategies – Development of a heuristic method
- Reflective process – Development of a personal opinion, questioning and decentering oneself

Citizenship, Secondary	Environment and Modern Agriculture	Healthful Eating	
<p>SHS 24 — Identifying local forms of political and social organization...</p>	<ol style="list-style-type: none"> <li>1. by distinguishing the various actors and the distribution of responsibilities</li> <li>2. by learning about democratic debate through the expression and confrontation of diverse and well-argued opinions</li> <li>3. by establishing links between his rights and duties and those of others (Convention on the Rights of the Child)</li> <li>4. by learning about the functioning of civil and political society in their municipality and canton</li> </ol> <p>Rights and duties of the child</p> <p>Introduction to the rights, duties and responsibilities of the child (Convention on the Rights of the Child)</p> <p>Comparison between the rights and duties of a child in Switzerland and a child in another country</p> <p>explains some of the rights and duties of the child</p> <p>Use the themes prepared annually for Children's Rights Day (November 20)</p> <p>Raise awareness of the differences in treatment between girls and boys here and elsewhere</p> <p>DISCOVER A LOCAL SOCIETY, LIVE IN A MUNICIPALITY</p> <p>Links FG 25 – Classroom and school life ; FG 26-27 – Interdependencies</p>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>

	<p>(social, economic and environmental)</p> <p>Discovery of the role and functioning of local societies (cultural, sporting, charitable, etc.)</p> <p>Initiation to the debate on a few choices of local companies and simulation of voting</p> <p>Introduction to municipal political organization according to events, if possible in connection with current events (elections, votes, etc.)</p> <p>Illustration of the main differences between votes and municipal elections and debate on their issues</p> <p>Description of the different roles of municipal elected officials (according to the specificities of each canton)</p> <p>Identification of the decision-making process at municipal level (executive/legislative distinction)</p> <p>describes some elements of the municipal decision-making process based on a concrete case</p> <p>identifies a few fundamental elements that make it possible to distinguish municipal executive power (mayor/syndic, municipal/municipal council) from municipal legislative power (assembly, general council, town council)</p> <p>Seize the opportunity of a municipal Agenda 21 to make students aware of decision-making processes</p>		
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<p>SHS 34 — Grasp the main characteristics of a democratic system...</p>	<p>Foster the exercise of democracy (proposed in FG 25 – Classroom and school life ) when working on communal civic events</p> <ol style="list-style-type: none"> <li>1. by learning how civil and political society works</li> <li>2. by questioning the social and political organization of other communities of the past or present...</li> <li>3. by becoming aware of issues related to relationships between people (minorities, North-South imbalances, etc.) and the environment (natural and social)</li> <li>4. by becoming acquainted with the fundamental texts, by identifying the foundations of the rights and duties linked to belonging to a democratic society and by appropriating them</li> <li>5. by learning about the news and trying to understand it</li> <li>6. by acquiring skills and attitudes for action as an individual in a group or as a community</li> <li>7. by preparing and carrying out democratic debates within the school</li> <li>8. by taking a critical and independent look, and by positioning oneself according to knowledge and values</li> </ol> <p>Construction of civic practice, in particular by:</p> <ul style="list-style-type: none"> <li>● the exercise of the debate around current events</li> <li>● consideration of otherness in cultural, historical and socio-economic contexts</li> <li>● a participative and responsible attitude on an individual and collective basis</li> <li>● the analysis of socially acute questions</li> <li>● understanding of societal issues, the ability to make choices and the search for practical solutions</li> </ul> <p>exercises civic practice, in particular by:</p>		
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- the analysis of situations at the origin of social debates
- during debates, by formulating well-founded arguments
- Make the student aware of volunteering often present in collective actions (cultural, charitable, sports, etc.)
- Prioritize debates on vote items, current topics or societal problems, in particular globalization, sustainable development, asylum policy, etc.
- Study of human rights in the texts
- Observation of their application in Switzerland and around the world

lists the main rights set out in the Universal Declaration of Human Rights

Use human rights as reference values in other themes (State, Switzerland, world)

Regarding human rights, address issues both from the point of view of violations and achievements

Click to view available resources

WHAT IS A STATE?

Links SHS 31 – Man-space relationship ; SHS 32 – Human-time relationship ; FG 35 – Classroom and school life

Definition of the notion of State; study of the role and functioning of a state

	<p>Identification of the values conveyed by the reference texts (Constitution, Declaration, etc.)</p> <p>Analysis of the concept of the rule of law: standards, distinction and separation of the different powers (legislative, executive and judicial), fundamental rights</p> <p>Analysis of the concept and role of citizenship</p> <p>describes the characteristics of a state</p> <p>explains the role of laws</p> <p>identifies the fundamental rights and duties of the citizen in the reference texts</p> <p>Refer :</p> <ul style="list-style-type: none"> <li>● to the Constitutions</li> <li>● to the Declaration of Human Rights</li> <li>● to the Convention on the Rights of the Child</li> <li>● laws, ordinances, regulations</li> <li>● Study of democracy and how it works</li> </ul> <p>describes the main characteristics of modern democracies</p> <p>Practice role plays and scenarios</p> <p>Distinction between different types of social and state organization (republic, monarchy, federalism, dictatorship, democracy, etc.)</p>		
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	<p>distinguishes the different political regimes</p> <p>In connection with SHS 32 – Human-time relationship</p> <p>SWITZERLAND, A FEDERAL STATE</p> <p>Links SHS 31 – Man-space relationship ; SHS 32 – Human-time relationship</p> <p>Description and analysis of the organization of the federal state</p> <p>Description and analysis of direct and semi-direct democracy; role of the sovereign people</p> <p>Analysis of the national and cantonal political landscape (pluralism of parties, pressure groups, etc.)</p> <p>distinguishes the 3 levels of sovereignty (Confederation, canton, municipality)</p> <p>differentiates the role of federal, cantonal and communal elected officials</p> <p>distinguishes different political parties and their main orientations</p> <p>Refer to the Federal Constitution and the Cantonal Constitution</p> <p>Attend a parliamentary session, meet political actors</p> <p>Observation and analysis of the rights and duties of Swiss citizens and foreign residents in Switzerland (right to vote, eligibility, statutes, taxes, etc.)</p>		
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	<p>Distinction between the different voting methods (proportional and majority systems)</p> <p>Description of social rights (three-pillar system, compulsory insurance, labor law, etc.)</p> <p>explains the main rights and duties of the citizen (vote, election, eligibility, initiative, referendum, petition; respect for laws, taxes, civic duty)</p> <p>explains the main social rights</p> <p>In connection with taxes, address the concept of the state budget</p> <p>Organize mock polls at the class or school level</p> <p>MSN Links 33 – Functions and Algebra – Diagrams</p> <p>SWITZERLAND AND THE WORLD</p> <p>Links SHS 31 – Man-space relationship ; SHS 32 – Human-time relationship</p> <p>Description of the links between Switzerland and the world (embassies and consulates, development and cooperation, etc.)</p> <p>Analysis of the links between Switzerland and the European Union (euro zone, Schengen area, bilateral agreements, Erasmus, etc.)</p> <p>Description of Switzerland's relations with international organizations (UN, OECD, Council of Europe, etc.)</p>		
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	<p>Identification of the role of non-governmental organizations (ICRC, Amnesty, Greenpeace, etc.)</p> <p>describes some relations between Switzerland and Europe or the world, in connection with current events</p> <p>Visit the headquarters of organizations present in Switzerland (ICRC, UN, WTO, WHO, UPU, etc.)</p>		
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<h2>Computer Science, Secondary</h2>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
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<p>EN 22 — Appropriate the basic concepts of computer science...</p>	<ol style="list-style-type: none"> <li>1. by discovering the relationship between IT and society</li> <li>2. by encoding, decoding and transforming data</li> <li>3. using different machines and discovering how networks work</li> <li>4. by creating, running, comparing and correcting programs</li> </ol> <p>COMPUTERS AND SOCIETY</p> <p>Reflection on the place of IT in society</p> <p>Liaise with Media and Society</p> <p>Link SHS 22 – Human-Time Relationship</p> <p>Links FG 22 – Health and well-being ; FG 23 – Choices and personal projects ; FG 26-27 – Complexity and interdependence</p>		
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	<p>Awareness of the preponderant place of search engines in the search for information</p> <p>Link FG 26-27 – Complexity and interdependence</p> <p>Discovery of the differences resulting from the use of various search engines</p> <p>Perform a search with different search engines and compare the first results found</p> <p>Raising awareness of the challenges of collecting and using personal data and digital traces</p> <p>Pay attention to the fact that each exchange on the Internet leaves traces</p> <p>Links FG 22 – Health and well-being ; FG 26-27 – Complexity and interdependence</p> <p>Link CT – Reflective approach</p> <p><b>ALGORITHMS AND PROGRAMMING</b></p> <p>Create and compare programs with sequences, conditional tests, and loops using a visual programming language to solve simple problems</p> <p>solves simple situational problems using a visual programming language by creating programs</p> <p>Promote the close experience of the student: compare different routes (checkerboard, city map, etc.) and determine the most efficient route(s)</p>		
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	<p>Use a programmable education robot and a visual programming environment</p> <p>Identify and correct errors in an existing program</p> <p>Encourage the student to verbalize, write and share their hypotheses and strategies</p> <p>Links L1 21 – Reading comprehension ; L1 22 – Production of writing ; L1 23 – Listening comprehension ; L1 24 – Oral production</p> <p>MSN Links 22 – Numbers ; MSN 25 - Modeling</p> <p>Links SHS 21 – Man-Space relationship ; SHS 23 – Research tools and methods</p> <p>Link CT – Communication</p> <p>Discovery and creation of subroutines to improve a program</p> <p>Using parameters to modify a program</p> <p><b>INFORMATION AND DATA</b></p> <p>Using a Binary System to Represent a Raster Image</p> <p>Converting a natural number to its binary equivalent using a conversion table</p> <p>encodes and decodes simple data with a binary system to represent and transmit information</p>		
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	<p>Example: use a grid to make a black and white drawing then encode it in binary</p> <p>Link MSN 25 – Modeling</p> <p>Encrypting and decrypting a message using simple methods</p> <p>Example: evoke the Caesar cipher (replacement of a letter by its next in the alphabet)</p> <p>MSN Link 22 – Numbers</p> <p>Link L1-28 – Writing and instruments of communication</p> <p>Discovery of the different types of files used to represent information</p> <p>Identify the different categories of files (text, image, audio, video, web, etc.) and those promoting accessibility</p> <p>Discovery of units of measurement (byte, KB, MB, GB) of computer data and introduction to the notion of file size according to its type and content</p> <p>Compare different file types and different documents of the same type based on their content</p> <p>Link MSN 24 – Quantities and measures</p> <p>Discovery of the principles of compression with or without loss of quality</p> <p>Talk about pixelation and make the link between the level of compression</p>		
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	<p>and the quality of information</p> <p>Make the link with the simplification of mathematical notations (<math>2+2+2+2 = 4 \times 2</math>)</p> <p>Observe code transformation (<math>\uparrow\uparrow\uparrow\uparrow = 4\uparrow</math>)</p> <p>MSN Links 22 – Numbers ; MSN 24 – Quantities and measures</p> <p>Introduction to the overall functioning of a search engine</p> <p>Discover the notions of sorting, indexing</p> <p>Link MSN 25 – Modeling</p> <p><b>MACHINES , SYSTEMS, NETWORKS</b></p> <p>Identification of the main components ( processor, memory, input/output devices, etc. ) of different types of machines ( computer, tablet, robot , etc. ) and their functions</p> <p>recognizes different machine types and some of their components</p> <p>Make analogies with humans</p> <p>Link L1 26 – Language operation</p> <p>Link MSN 25 – Modeling</p> <p>Differentiation between an operating system, software and a document or</p>		
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<p>EN 32 — Posing and solving problems in computer science...</p>	<p>website</p> <p>Discovery of the basic operation of a computer network</p> <p>Make the link with known networks (postal, hydraulic, electrical, etc.)</p> <p>Insist on the notion of tracing by the IP address</p> <p>Link SHS 21 – Man-Space relationship</p> <p>Link FG 26-27 – Complexity and interdependence</p> <p>Discovery of simple computer system security techniques</p> <p>Mention digital or facial recognition, two-factor authentication, etc.</p> <ol style="list-style-type: none"> <li>1. by analyzing the individual and societal issues related to digital technology</li> <li>2. by exploring and processing computer data in a variety of ways</li> <li>3. by broadening their understanding of how computer networks work</li> <li>4. by discovering the multitude of connected IT objects in everyday life</li> <li>5. by modeling and simulating simple natural, technical or social phenomena</li> <li>6. by creating programs using programming languages</li> </ol> <p>COMPUTERS AND SOCIETY</p> <p>Discovery of the major stages in the history of computing</p> <p>Highlight the contribution of women to the evolution of computing (Ada</p>		
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	<p>Lovelace, Grace Hopper, Margaret Hamilton, ...)</p> <p>Links SHS 32 – Man-Time relationship ; SHS 33 – Research tools and methods</p> <p>Awareness of the permanent evolution of digital by identifying the social, economic and environmental impacts</p> <p>distinguishes the main digital challenges at the social, economic and environmental levels</p> <p>Mention a few examples: new professions, place of artificial intelligence, user profiling, etc.</p> <p>Raise awareness of rapid obsolescence (hardware and software )</p> <p>Analysis of the processes behind the collection and use of personal data and reflection on their political, economic and media issues</p> <p>describes how personal data and digital traces are collected, aggregated and used</p> <p>Explain the concept of Big Data</p> <p><b>ALGORITHMS AND PROGRAMMING</b></p> <p>Awareness of the link between visual and textual programming language</p> <p>Use an interface that connects visual and textual languages</p> <p>Creating short programs with sequences, tests, loops and variables using a</p>		
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	<p>visual and/or textual programming language to solve a problem</p> <p>solves situational problems using a programming language by creating optimized programs</p> <p>Regularly include this programming in disciplinary activities (spreadsheet in MSN, Geography, ...; loop in electronic music, ...)</p> <p>Link MSN 33 – Functions and algebra</p> <p>Encourage documenting the program by explaining its purpose and a few steps</p> <p>Comparison of several algorithms to solve the same problem and evaluation of the solution</p> <p>Identify notions of code length and possible optimizations</p> <p>Discovery of simulation of simple natural or social phenomena</p> <p>Refer to concrete examples: weather forecasts, projection of demographic change, concentration of traffic, etc.</p> <p>Link SHS 31 – Man-Space relationship</p> <p>Link MSN 36 – Natural and technical phenomena</p> <p>INFORMATION AND DATA</p> <p>Using computer coding to represent different types of data</p>		
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encodes and decodes various data to represent and transmit information

Represent letters and numbers ( binary system , Morse code, ...)

MSN Link 32 – Numbers

Observe the correspondence between a color and its coded equivalent (3 whole numbers in RGB, ...)

Link A 33 AV – Acquisition of techniques

Link MSN 36 – Natural and technical phenomena

Express position in space using XYZ coordinates

MSN Link 31 – Space

Identification of metadata included in various file types (date, author, location, ...)

Read properties, information of a file

Link the file format to the type of coding (text, image, audio, video, web, ...) and those favoring accessibility

Discovery of some encryption principles for the secure exchange of data

Compare various historical forms of encryption (Caesar cipher, Plutarch's stick, ...) and draw a parallel with the encryption of messaging applications

	<p>Discovering various compression modes for a data type</p> <p>Export an image in different formats and compare the characteristics (size, quality, etc.)</p> <p>Discovery of the principles of error detection (even correction) by the machine</p> <p>Observe the operation of the spell checker in a word processing software</p> <p>Discover the difference between data replication and synchronization</p> <p>Discuss the differences between copying and synchronizing the same document</p> <p>Compare a tree or network structure</p> <p>MACHINES , SYSTEMS, NETWORKS</p> <p>Discovery of the principles of the transmission of information on a computer network via communication protocols</p> <p>makes the difference between the architecture of the Internet and the services it offers (sites, messaging, telephony, social networks, etc.)</p> <p>Make the link with the rules of communication within a group</p> <p>Link CT - Communication</p>		
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	<p>Link FG 35 – Classroom and school life</p> <p>Comparison of different storage modes (local or remote, private or public) and data transfer speeds</p> <p>Explain the words “ cloud ”, “server”, ...</p> <p>Discovery of the diversity of computer objects ( embedded systems, connected objects, etc. ) and their particularities</p> <p>Discovery of countermeasures against different types of attacks on computer systems</p> <p>Compare software and hardware protections (anti-virus, firewall , ...) with everyday life protection systems</p>		
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