



Switzerland Curriculum Standards Alignment (L-Z)

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

Languages, Secondary	Environment and Modern Agriculture	Healthful Eating	
<p>French German English</p> <p>PRIORITY TARGETS Master reading and writing and develop the ability to understand and express oneself orally and in writing in French.</p> <p>Discover the mechanisms of language and communication.</p> <p>Develop operational communication skills in several languages.</p> <p>Build cultural references and use the Media, Image and</p>	<p>The Languages domain develops four main purposes:</p> <ul style="list-style-type: none"> ● Learn to communicate and communicate ● Mastering how languages work/thinking about languages ● Building cultural references ● Develop positive attitudes towards languages and their learning. <p>Learn to communicate and communicate Working on languages and communication at school means enabling each pupil:</p> <ul style="list-style-type: none"> ● acquire the tools needed to master reading and writing; ● to develop and mobilize techniques and strategies for comprehension and expression in communication situations in French and in at least two foreign languages; ● to gradually master – and to different degrees for L1 and the other languages studied – the main types of texts (oral and written) relevant in the school context (presentation, written commentary, instructions, etc.) , social (public discourse, information televised,...) and cultural 	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>

Information and
Communication Technologies.

(narrative, tale,...) ;

- to access, in French and, to a lesser degree, in at least two foreign languages, information and knowledge allowing him to understand the world and to express himself as an individual and a citizen;
- to build themselves as a person.
- To cope with the communication situations present at school, in the professional world and in social life, pupils must develop language practices, oral and written, responding to various communication situations and projects, which become more complex during the course. schooling. Speaking, listening, reading, writing and interacting – in French and in the other languages studied – represent essential skills for all citizens and guarantee access to knowledge.

Mastering how languages work / thinking about languages

Studying how languages work and thinking about them means enabling students to:

- to acquire the necessary tools in order to master the basics of the different languages, which make it possible to use the language in an adequate manner in the communication situations with which the pupils are confronted;
- to better understand the rules of operation of the French language (grammar, spelling, conjugation, lexicon, etc.) and to master them for themselves and in the context of understanding and producing texts ;
- to analyze and evaluate linguistic and communicative practices as well as their characteristics, to question themselves about their meaning and the intentions on which they are based in order to better understand the mechanisms of communication;
- to observe the operating rules of the French language and of the other languages studied in order to better perceive the similarities

and differences and to establish links between learning foreign languages and French (for allophone pupils: links with their -s mother tongue-s).

- It is thus a question for the pupils, when they find themselves in a situation of communication, of using the language in the respect of the rules and the standards corresponding to this situation, by mobilizing their knowledge and by having recourse if necessary to the resources that they have learned to master (use of dictionaries, reference works, spell checkers, questioning the interlocutor, etc.) .

Building cultural references

Building shared cultural references, in connection with the teaching / learning of languages, is to allow students:

- to discover various cultural productions (literature, song, films, iconography, etc.) in French and in the languages studied;
- to discover and appreciate literary productions in various forms;
- to build, through the study of literature and the history of the language, knowledge of the French language (origin and evolution, uses, standards, etc.) and Francophony;
- to build a representation of the countries and regions of the languages studied through various cultural productions (original version or translation): literature, stories, films, songs, etc.;
- to discover and understand the values of different cultural heritages by comparing and critically analyzing various productions (writings, iconographic and/or audiovisual documents) from different periods and backgrounds.
- Acquiring such cultural references – and, in doing so, considering one's own relationship to languages through their history, the works that are attached to them and their current place in the world –

	<p>amounts to building, for oneself, a language culture – made up of knowledge , values and attitudes, generally shared by the community – able to found an identity, and allows to build oneself as a person, to recognize oneself as a member of one or more communities.</p> <p>Developing positive attitudes towards languages and their learning:</p> <p>The teaching/learning of French and foreign languages must also make it possible to develop in pupils attitudes of curiosity and interest with regard to languages and language, of openness to linguistic and cultural diversity, and of encourage motivation to learn other languages and open up to others.</p> <p>In a situation where many languages coexist, particularly within the classroom, the school must ensure that it provides students with tools that enable them both to understand their linguistic and cultural diversity and to link languages which are its expression. Various didactic approaches (for example the awakening to languages , intercomprehension between related languages) are now able to contribute to this.</p>		
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<h2>Mathematics and Natural Sciences, Secondary</h2>	Environment and Modern Agriculture	Healthful Eating
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<p>Math Natural Sciences</p> <p>PRIORITY TARGETS Represent, problematize and model situations and solve</p>	<p>Intentions</p> <p>The Mathematics and Natural Sciences domain , consistent with the aims and objectives of public schools, mobilizes and develops methods of thought and action as well as a set of concepts, notions and tools. It provides the student with intellectual tools for apprehending and understanding reality and</p>		
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problems by constructing and mobilizing notions, concepts, approaches and reasoning specific to Mathematics and Natural Sciences in the fields of natural and technical phenomena, living and environment, as well as numbers and space.

adapting to it.

In a society strongly marked by scientific and technological progress, it is important that everyone has basic tools enabling them to understand the stakes of the choices made by the community, to follow a debate on the subject and to grasp the main issues. . Faced with the increasingly rapid changes in the world, it is necessary to develop in all students a conceptual, coherent, logical and structured thought, to acquire flexibility of mind and the ability to conceive allowing them to act according to well-considered choices.

In the same vein, it is also important to allow students to contextualize the use of numbers, essential elements in the communication of information and data, as well as to structure space through the use of universal references. . By questioning the world around them, we encourage them to become aware of the consequences of their actions on their environment. The playful approach to solving logical and strategic problems offers them a way to open up to situations with confidence and reflection.

It is for these purposes that the field chooses to develop problem solving and scientific posture. They both aim to enable students to:

- to acquire a certain number of scientific notions, concepts and models gradually developed by humanity and to realize the way in which scientific knowledge has been constructed;
- identify questions, gradually develop the ability to problematize situations, use tools and approaches, draw conclusions based on facts, particularly with a view to understanding the natural world and making decisions about it, as well as to understand the changes that are brought about by human activity;

- to demonstrate the ability to evaluate facts, to distinguish between theories and observations, and to estimate the degree of confidence that one can have in the explanations offered.

In this field, the knowledge and the intellectual approaches that make it possible to produce and use them are closely linked. The practice of Mathematics and Natural Sciences implies the knowledge of notions, the understanding of concepts and an intellectual posture specific to the field.

The purpose of Mathematics is to offer ways of thinking endowed with specific methods and language for apprehending space, modeling situations and dealing with true and false. These ways of thinking are realized in the posing and solving of problems specific to Mathematics or drawn from other disciplines. Mathematics is a speculative science, insofar as it is interested in abstract objects such as numbers or the ideal figures of geometry; in this sense, they are close to logic and philosophy. They are also an indispensable tool at the service of the natural sciences and Humanities and social sciences, by providing methods and an appropriate language for solving problems arising from these disciplines. Finally, they promote an attitude of research by trial and error, generalization, conjecture and validation. In this, their practice develops the ability to imagine strategies, to organize and structure knowledge, to make links between fields of knowledge, skills that carry a certain type of creativity.

The purpose of science is to establish a principle of rationality in the confrontation of ideas and theories with observable facts in the surrounding world. Scientific culture can be defined as knowing how to identify, on the basis of scientific knowledge, questions and draw conclusions based on facts, with a view to apprehending and interpreting reality. This understanding aims to predict effects from identified causes. Among other things, it makes it

	possible to identify changes in the natural world due to human activity and to make decisions about them.		
Media, Secondary		Environment and Modern Agriculture	Healthful Eating
EN 21 — Developing critical thinking in the face of the media...	<ol style="list-style-type: none"> 1. by comparing its uses with those of its peers, ethical questions and legal standards 2. by discovering the grammar of the image through the analysis of various iconic forms 3. by identifying the most frequent stereotypes 4. by comparing information on the same topics from different sources 5. by analyzing messages produced on the most common media 6. by creating a media message according to the characteristics of the medium <p>MEDIA AND SOCIETY</p> <p>Highlighting stereotypes (gender, origins, ages, etc.) conveyed through different media (analysis of an advertisement, a cartoon, etc.)</p> <p>Awareness of the concept of reliability of information</p> <p>Discovery of some criteria for evaluating the reliability of information (source, author, date, intention, etc.)</p> <p>uses a few criteria to assess the reliability of information</p>	✓	✓

	<p>Identification of some significant stages of media development in history</p> <p>Illustrate these steps using historical sources from SHS learning 22</p> <p>Links SHS 22 – Human-time relationship ; 24 BC Culture</p> <p>MEDIA SPECIFICS AND ANALYSIS</p> <p>Comparison and analysis of the specificities of different media (through the observation of newspaper articles, films, web pages, radio broadcasts, ...)</p> <p>identifies some differences between two media dealing with the same subject</p> <p>Take advantage of a topical theme to make comparisons of different media supports</p> <p>Use the resources offered by the www.e-media.ch site , in particular by participating in Media Week at school or other media -related activities</p> <p>Highlighting the differences in the processing of information according to the media (between media of the same type or between media of different types) and questioning its relevance</p> <p>Identification of the different elements that make up a media message (text, typography, hypertext, still image, moving image, interactive animation, sound, etc.)</p> <p>decodes an image, a sound and/or audiovisual message, by explaining its perception</p>		
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Links L1 21 – Reading comprehension ; L1 23 – Listening comprehension ; SHS 21 – Man-space relationship ; SHS 22 – Human-time relationship ; A 22 AV Perception ; At 22 MU Perception

Exploration of the main analysis elements of a fixed or moving image (framing, color, light, depth of field, rhythm, movement, field/off-field, shots, staging, etc.) and the relationship between picture and sound

Identifying the intentions and context of a media message

identifies the intentions of a message

Refer to the basic questions of any act of communication (who? to whom? what? why? how? where? when?) by choosing media messages adapted to the spaces and historical contexts worked in SHS

Raising awareness of the functions of the media (information, education, opinion-forming, entertainment, communication, etc.)

APPROPRIATE CHOICE OF MEDIA AND CREATION

Selection of a medium , according to its specificities, with a view to collective creation and publication

contributes to a collective creation by means of the adapted media

MEDIA AND SOCIETY

Identification of different types of messages conveyed by the media (

<p>EN 31 — Analyzing and evaluating media content...</p>	<p>informative, advertising, individual, institutional, etc.) and critical evaluation of the source</p> <p>assesses the reliability and scope of different sources of information</p> <p>Reflect on the traceability of information (press agencies, sources, etc.), "fake news", access to information and confinement in cultural bubbles, the information market, the manipulation of information and whistleblowers</p> <p>Decoding the latent intentions of a message (commercial, political, etc.)</p> <p>Awareness of the influence on society of the policies and strategies of large companies that develop the digital tools used on a daily basis</p> <p>Emphasize the growing importance of some large digital companies</p> <p>Making the link with media history</p> <p>Reflection on the growing penetration of media in daily life and on their social, economic and environmental impacts</p> <p>Raising awareness of the energy consumption of platforms</p> <p>Raise awareness of the importance of social media in contemporary society</p> <p>Link SHS 31 – Man-Space relationship</p> <p>Awareness of the influence of the media on culture, economy and politics (access to knowledge, manipulation of information, technical dependence, financing of media offers, media as a fourth power, etc.) over time</p>		
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Mention the economic weight of digital (GAFAM, BATX, etc.)

Link SHS 32 – Human-Time Relationship

MEDIA SPECIFICS AND ANALYSIS

Analysis of any act of communication by means of the basic questions: who? whose ? what ? Why ? How? 'Or' What ? Where ? when ?

identifies the source, author, date, medium, intentions and form of different media messages

Assess information as an issuer

Prioritize media messages adapted to historical spaces and contexts worked in SHS

Study of media creations using message and support analysis tools (stereotype, social impact of the message, image and sound grammar, subliminal aspect, strengths and limits of the support, etc.)

carries out a personal and technical analysis of media creations

Use the resources offered by the www.e-media.ch site, in particular by participating in Media Week at school or other media -related activities

Recognition of the differences in the treatment of information according to the media (between media of the same type or between media of different types) and analysis of their relevance (shock of photos, choice of title,

	<p>distinction between raw information and its commentary, etc.)</p> <p>Analysis of different elements entering into the composition of a media message (text, hypertext, still image, moving image, interactive animation, sound, etc.)</p> <p>Analysis of elements inherent in the composition of a fixed or moving image (framing, color, light, depth of field, rhythm, movement, field/out of field, shots, staging, etc.) and the relationship between picture and sound</p> <p>Analysis of the relationship between image and reality</p> <p>Compare modified images of the same reality (distortion, cropping, etc.)</p> <p>Talk about augmented reality and the virtual world</p> <p>APPROPRIATE CHOICE OF MEDIA AND CREATION</p> <p>Choice of an appropriate medium according to a project for its realization and its publication</p> <p>communicates by means of the appropriate media within the legal framework (sources, copyright, neighboring rights , image rights, etc.)</p> <p>Consideration of concepts related to copyright and image</p> <p>Citation of sources</p>		
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Nutrition Education, Secondary	Environment and Modern Agriculture	Healthful Eating	
<p>CM 25 — Identifying the body's nutritional needs...</p>	<ol style="list-style-type: none"> 1. by perceiving and identifying their biological rhythm (meals, activities, rest, sleep) 2. by addressing the different phases of digestion, assimilation and elimination 3. by recognizing the functions of food 4. by refining its sensory approach <p>Inventory of activities of a usual day (sport, walking, television, reading, cycling, etc.) with their duration (cycling: 15 minutes, etc.)</p> <p>Cantonal details:</p> <ul style="list-style-type: none"> • Observation of his biological rhythm (meals, activity, rest, sleep) and comparison with his comrades <p>Links CM 21 – Fitness and health</p> <p>Interaction between one's activities and digestion (opportunity times to provide physical effort, etc.)</p> <p>Resources of the Swiss Nutrition Society (DVD, posters, etc.) www.sge-ssn.ch</p> <p>Classification and tasting of foods according to their origin (animal or vegetable) or according to their state (raw or processed)</p> <p>Identification of the functions of food in the body:</p> <ul style="list-style-type: none"> • protection, growth, energy, repair, elimination 	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>

<p>CM 26 — Identify the basic notions of a balanced diet...</p>	<ul style="list-style-type: none"> ● classifies the food offered according to the criteria "raw" or "processed" ● Use food pyramid support or other reference schemes (Swiss Nutrition Society) ● Observation and description of sensory criteria that influence the choice of foods <p>Use a tasting grid</p> <ol style="list-style-type: none"> 1. by identifying their food and water needs 2. by observing their eating habits 3. by recognizing and classifying different foods into groups 4. by identifying food equivalences 5. by composing a simple meal <p>Tasting of different natural and flavored waters</p> <p>Cantonal details:</p> <ul style="list-style-type: none"> ● Discussion on the choice of snacks brought by the children ● ● Preparation and tasting of a breakfast or snack with drink <p>Links FG 22 – Health and well-being ; FG 25 – Classroom and school life ; FG 26-27 – Complexity and interdependence ; CM 21 – Physical condition and health</p> <p>Classification of foods and beverages according to their functions in the body</p>		
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<p>CM 36 — Exercising culinary skills and balancing one's diet...</p>	<p>associates foods and beverages with their functions in the body</p> <p>Links FG 26-27 – Complexity and interdependence</p> <p>Use the support of the food pyramid or other reference diagrams (Swiss Nutrition Society) www.sge-ssn.ch</p> <p>Discovery and analysis of food equivalences</p> <p>applies food equivalences</p> <p>Planning, organizing, carrying out and sharing a picnic or a meal</p> <ol style="list-style-type: none"> 1. by acquiring culinary techniques and developing manual skills 2. by discovering other culinary cultures 3. by identifying food preservation techniques 4. by critically studying products and consumer habits 5. by taking a critical look at food trends 6. by comparing and analyzing cost prices in relation to the quantity and quality of products 7. by developing their sense of organization, autonomy and creativity 8. by applying the rules of hygiene, safety and behavior towards others and the environment <p>Use of basic culinary techniques to make a meal (boiling, parboiling, browning, etc.)</p> <p>uses basic culinary techniques to prepare a dish or a meal</p>		
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	<p>Cantonal details:</p> <ul style="list-style-type: none"> • Ensure technical progress in culinary difficulties • Meal preparation: Click to view available resources • Acquisition of gestures adapted to different culinary preparations (peeling, mincing, kneading, etc.) • Choice and appropriate use of utensils and equipment • Preparation and tasting of dishes from other cultures • Mobilize the senses <p>Links SHS 31 – Man-space relationship ; FG 35 – Classroom and school life</p> <p>Application of cold chain principles and awareness of food poisoning risks</p> <p>identifies and describes the most common conservation techniques</p> <p>Use and care of a fridge and freezer</p> <p>Discovery and application of different preservation techniques (freezing, drying, etc.)</p> <p>Analysis of the information on the packaging of a food</p> <p>decodes the label and/or label of a product</p> <p>Knowledge of the different cultivation and breeding methods</p>		
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	<p>Promotion of seasonal, local or fair trade products</p> <p>Guide students' reflections and actions by referring to the analysis grid for Education for Sustainable Development (ESD) (www.globaleducation.ch)</p> <p>Links SHS 31 – Man-space relationship ; FG 36 – Environment</p> <p>Comparison and exchange on different ways of eating</p> <p>Ensure the application of food equivalences</p> <p>Preparation and comparison of a homemade meal and a pre-cooked meal in relation to price, quality, taste and preparation time (lasagna, pizza, etc.)</p> <p>Putting hygiene rules into practice:</p> <ul style="list-style-type: none"> ● bodily (washing hands, tied hair, etc.) ● material (apron, linen, utensils, work plan, etc.) ● food (packaging, storage, etc.) <p>Application of security rules</p> <p>applies health and safety rules in the kitchen</p> <p>recognizes some agents responsible for food contamination and their effects on health</p> <p>Tackling the problem of food poisoning</p> <p>Links FG 32 – Health and well-being</p>		
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	<p>Identification and application of gestures favoring the appropriate use of resources (water, electricity, etc.)</p> <p>applies actions that promote the saving of resources</p> <p>Develop eco-gestures</p> <p>Links FG 36 – Environment</p> <p>Knowledge of his cookbook and application of recipes</p> <p>Organization of your work (time management, setting up, storage, etc.)</p> <p>Transfer of culinary techniques to new recipes</p> <p>make some recipes from the cookbook respecting the basics of preparation and the proportions</p> <p>Provide the opportunity to plan a meal or snack from a green week or a sports camp</p> <p>Links L1 31 – Reading comprehension ; MSN 34 – Quantities and measures ; MSN 35 – Modeling ; FG 34 – Collective projects</p> <p>Presentation, creative and neat realization of different dishes and preparation of the table (setting the table, decoration, etc.)</p> <p>carefully presents a dish</p>		
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Physical Education, Secondary	Environment and Modern Agriculture	Healthful Eating
<p>CM 21 — Mobilizing physical abilities to improve physical condition and maintain good health...</p>	<ol style="list-style-type: none"> 1. by discovering the main physiological functions 2. by reinforcing the achievements of good body posture 3. by acquiring responsible behavior with regard to their health and that of others 4. by training your physical condition in a balanced way (strength, speed, endurance and skill) 5. by identifying and applying the safety rules specific to the various sports practices 6. by discovering the principles of sports ethics 7. by carrying out activities in various environments (camps, sports days, etc.) <p>Awareness of the importance of warming up and cooling down</p> <p>Knowledge and training of exercises specific to a warm-up</p> <p>performs alone a warm-up adapted to the planned activity</p> <p>Cantonal details:</p> <ul style="list-style-type: none"> ● Gradually increase cardiac and pulmonary functions as well as the intensity of muscle and joint stretching movements ● MSN Links 27 – Human Body ● Knowledge and control of body posture (sitting position, moving a load, receiving jumps, etc.) 	

- Mobilization and muscle strengthening (cladding, etc.) of the different parts of the body (back, abdominals, trunk)
- Regularly sensitize the student to his physical attire
- Strengthen the muscles with the weight of your body, without additional load and by mobilizing the opposing muscles (biceps - triceps, abdominals - back muscles, etc.)
- Federal Handbook 3, Booklet 7
- Experimentation and training of the four factors of physical condition : strength, speed, endurance, skill

runs without interruption the number of minutes equivalent to his age

Consider individual abilities

10 years = 10 minutes

Federal Handbook 1, Booklet 1

Federal Handbook 3, Booklet 4

Sensitization :

- personal hygiene (shower after exercise, etc.)
- the health benefits of movement (relaxation, sleep, etc.)
- the risks associated with sports practice (injuries, etc.)
- Organize thematic days on health promotion

<p>CM 22 — Develop coordination skills and creative sense...</p>	<p>Federal Handbook 3, Booklet 7</p> <p>Links CM 25 – Senses and physiological needs ; FG 22 – Health and well-being</p> <p>Experimentation with group life (sports days, camps, etc.)</p> <p>Organize sports days, camps</p> <p>Links FG 24 – Collective projects ; FG 25 – Classroom and school life ; CT – Collaboration – Consideration of the other</p> <p>Development of movement coordination through combinations of orientation, rhythm, differentiation, reaction and balance exercises (juggling, overcoming obstacles, jump rope variations, etc.)</p> <p>Training and improving balance</p> <p>coordinates two complex movements in at least two different situations</p> <p>Cantonal details:</p> <p>Use different materials: jump ropes, hoops, balls, etc.</p> <p>Federal Handbook 4, Booklet 2</p> <p>Development of sensory perceptions by varying the situations</p> <p>adapts its behavior to stimuli (auditory, visual, tactile)</p> <p>Use different materials: jump ropes, hoops, balls, etc.</p>		
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Links CM 25 – Senses and physiological needs; A 22 AC&M – A 22 AV – A 22 Mu – Perception

Experimenting with movements by varying the tempo, rhythm and cadence

Combination of different rhythmic movements, with or without equipment, on the spot and on the move (clapping and jumping, swinging and hopping, etc.)

Individual or collective creation and presentation of movements, interpretations and dances on various themes with or without acoustic support

Experimentation with traditional or modern dance steps (polka, rock, hip-hop, etc.)

evolves respecting different tempos, rhythms and sounds

invents and presents a group choreography

1. by exercising their sense of balance, dexterity and agility
2. by consolidating a movement in various situations
3. by exercising endurance, speed, strength and skill
4. by linking and coordinating movements
5. by exercising his sense of direction
6. by discovering different forms of propulsion in the aquatic environment

Improvement of the families of movements (in balance, climbing, turning,

<p>CM 23 — Mobilizing techniques and motor skills...</p>	<p>etc.) in different situations (workshops, apparatus tracks, combinations, routes, etc.)</p> <p>performs a series of movements including support, rotation on the ground and/or on a machine</p> <p>climbs on different machines while respecting a technique</p> <p>Cantonal details:</p> <p>Consider individual abilities</p> <p>Vary the types of rotations (forward, backward, longitudinal)</p> <ul style="list-style-type: none"> ● Apply safety measures (reception with bending, etc.) ● Federal Handbook 4, Pamphlets 3 and 4 ● Static and dynamic balance training through various activities (maintaining and moving in balance on various supports) ● maintains and/or moves in balance forwards, backwards, sideways ● Use various supports (ice skates, inline skates, skis, bikes, etc.) ● To be carried out especially during sports days, ski camps, at the ice rink, during bike rides ● Federal Handbook 4, Booklet 6 		
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	<p>Training in the technique of various forms of:</p> <ul style="list-style-type: none"> ● races (run fast, run long) ● jumps (jump high, jump far) ● throws (throw accurately, throw far) ● sprint a short distance <p>jumps high according to the technique of his choice</p> <p>jumps away after a one-foot take-off</p> <p>throws a ball, with momentum, as far as possible</p> <p>Prioritize outdoor activities</p> <p>Refer to specific techniques</p> <p>Test different jumping techniques</p> <p>Federal Handbook 4, Booklet 4</p> <p>Discovery of games and orientation courses</p> <p>Initiation to reading a plan, a map</p> <p>Exploit different environments: schoolyard, covered playground, stadium, unbuilt space, etc.</p> <p>Federal Handbook 4, Booklet 6</p>		
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	<p>Links SHS 21 – Man-space relationship ; MSN 21 – Space ; MSN 24 – Quantities and measures</p> <p>Training of immersion, flotation, sliding</p> <p>Experimenting with various entries into the water (jumping, diving, etc.)</p> <p>Propulsion experimentation and training with arm-leg-breath coordination</p> <p>Awareness of the principles of safety in the aquatic environment</p> <p>performs a basin crossing in deep water</p> <p>Tackling different swimming styles</p> <p>Refer to the federal swimming manual and the book "The world of swimming"</p> <ol style="list-style-type: none"> 1. by getting involved in the organization of a collective, coherent and united action 2. by recognizing and applying various tactical behaviors 3. by collaborating and assuming a function within a group 4. by strengthening technical skills 5. by respecting the rules, the referee, his partners and his opponents <p>Experimentation and implementation of tactical solutions (marking, unmarking, feints, etc.)</p> <p>enforces marking and unmarking in games</p>		
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<p>CM 24 — Developing behaviors and mobilizing skills specific to the game...</p>	<p>Cantonal details:</p> <p>Promote the confrontation of teams with reduced numbers (2 against 2, 3 against 2, etc.)</p> <p>Federal Handbook 4, Booklet 5</p> <p>Development of the vision of the game to promote anticipation</p> <p>Development of modes of communication (gestural, visual, verbal, behavioural, etc.) favoring the organization of the game</p> <p>Development and improvement of specific technical gestures (passes, shots, dribbles, receptions, feints, etc.)</p> <p>knows the technique of the fundamental gestures of at least three games</p> <p>Promote the learning of technical gestures through playful forms</p> <p>Games: two-sided ball, burnt ball, basketball, football, handball, volleyball, unihockey, etc.</p> <p>Knowledge and application of the main rules of some games (school form)</p> <p>Introduction of self-arbitration</p> <p>Knowledge and application of fair play rules in games</p> <p>referee at least one game with the help of the teacher</p>		
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	<p>applies fair play rules in games</p> <ol style="list-style-type: none"> 1. by applying the rules, tactics and technique of the games played 2. by adhering to the activity and promoting mutual aid and collaboration 3. by respecting sporting rules, the referee, his peers and his opponents 4. by managing their emotionality and aggressiveness 5. by knowing how to resolve any conflicts 6. by integrating the principles of sports ethics into its practices <p>Perfecting the tactical aspects specific to the different games</p> <p>Progressive development and application of fundamental gestures (pass, shot, dribble, headline, forehand, backhand, etc.)</p> <p>adapts his behavior to the game situation</p> <p>masters the technique of the fundamental gestures of at least three games</p> <p>actively participates in three oriented or referral games with a specific role</p> <p>Cantonal details:</p> <ul style="list-style-type: none"> ● Carry out different tasks: collaboration, support, anticipation, etc. ● Vary the roles: defender, attacker, goalkeeper, referee,... ● Exercising technical gestures in a game situation ● Oriented games: basketball, handball, football, unihockey, tchoukball, etc. 		
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<p>CM 34 — Adapting one's behavior, role and refining specific skills in forms of play...</p>	<ul style="list-style-type: none"> • Dismissal games: volleyball, badminton, tennis,... • Federal Handbook 5, Booklet 5 • Participation in school sports meetings (tournaments, games, sports days, etc.) <p>Participate in the organization of a tournament within the framework of the class, the establishment, the region,...</p> <p>Federal Handbook 5, Booklet 7</p> <p>Links FG 35 – Classroom and school life</p> <p>Learning and application of the main rules of the game</p> <p>Application of the rules of fair play in situations specific to sporting practices (management of emotion, aggressiveness during victory, defeat, success, failure, competition, etc.)</p> <p>respects the main rules of the game, the referee, the teammates and the opponent</p> <p>referee his peers</p>		
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<p>Sciences - Human Body, Secondary</p>	<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>
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<p>MSN 27 — Identify the different parts of your body, describe how they work and draw consequences for your health...</p> <p>DEVELOPMENT OF THE SCIENTIFIC APPROACH</p>	<p>1 <i>...by identifying the risks of everyday life and certain behaviors</i></p> <p>2 <i>...by testing and characterizing the sense organs</i></p> <p>3 <i>...by identifying the main sources of energy and their transformations in the body</i></p> <p>4 <i>...by understanding the mechanism of external respiration</i></p> <p>5 <i>...by establishing links between the musculoskeletal system and movements</i></p> <p>6 <i>...by identifying the transformations of the body during life</i></p> <p>7 <i>...by experimenting with certain functions of the body</i></p> <p>8 <i>...by representing and modeling the body using diagrams or models</i></p> <p>9 <i>...by acquiring and using specific vocabulary</i></p> <p><i>Like the other Science Learning Objectives , Human Body involves various stages of scientific inquiry, including modelling, formulating questions and hypotheses, using reference materials.</i></p> <p><i>The Human Body Learning Objective is deliberately succinct because it will be taken up and detailed in the 3rd cycle .</i></p> <p><i>The morphological or functional comparisons between living beings proposed by MSN 28 – Diversity of living beings – could be extended to humans. At the level of adaptations/dependencies to the environment, however, Man can no</i></p>		
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longer be compared to other living species, so much has he freed himself from it.

In accordance with its title, this Learning Objective gives some elements to understand the importance of measures related to the preservation of health (links with CM and FG).

formulates at least one question and/or one hypothesis which uses the elements of the situation concerning a problem

chooses a research track, an exploration device that allows you to answer a research question (from a list of proposals)

highlights some factors (variables and constants) involved in explaining a problem

collection of relevant results or observations with regard to the problem studied

chooses one or more appropriate measurement instruments in a given problem

correctly uses measuring instruments (length, capacity, mass, time, temperature)

organizes data using different representation tools

compares its results of observation, experimentation to invalidate or corroborate hypotheses

<p>THE HUMAN BODY AS A WHOLE</p>	<p><i>recognizes certain phases of a search</i></p> <p><i>communicates certain phases of a search</i></p> <p><i>lists some basic needs for the proper functioning of the body</i></p> <p><i>identifies some risky behaviors and explains them</i></p> <p><i>see Expectations related to the Development of the scientific approach</i></p> <p><i>associates information captured by the body with a sensory organ</i></p> <p><i>see Expectations related to the Development of the scientific approach</i></p>		
<p>SENSE ORGANS</p>	<p><i>locates and orders the main organs of the digestive system (mouth, teeth, esophagus, stomach, intestines, anus)</i></p> <p><i>briefly describes the functioning and role of these main organs in the digestive process in relation to the circulatory system</i></p>		
<p>ENERGY SOURCES AND TRANSFORMATION</p>	<p><i>see Expectations related to the Development of the scientific approach</i></p> <p><i>locates, orders and briefly describes the functioning of the main organs of the respiratory system (mouth, nose, trachea, lungs)</i></p> <p><i>establishes a relationship between the intensity of physical activity and the circulatory and respiratory systems</i></p> <p><i>see Expectations related to the Development of the scientific approach</i></p>		

sustainability of life...

5. by perceiving the impact of its interaction with the living world
6. by observing elements of ecosystem fragility, including urban ones
7. by organizing and presenting observations
8. by designing and carrying out experiments

The study and understanding of the living world is endless. A few principles have been followed to decline the components of the Learning Objective :

- gradually construct the fundamental concepts of biology and ecology (interdependence, cycles, balance and fragility, etc.). These concepts make it possible to analyze and understand multiple situations. They are voluntarily treated during each year of the cycle. This leads to a certain generalization or modeling of the living;
- develop the scientific approach because it allows independent pursuit and deepening of reflection on the living world and its understanding. The students will therefore carry out questions, surveys, experiments and/or observations on an environment, a need, a particular living being in order to understand it in detail and in its singularity.

In addition :

- the comparison between living beings (plants and animals) and between environments has been favored in order to promote the consideration of biodiversity (diversity of environments, behaviors, adaptations, morphologies, etc.) while recognizing that living beings share the same few basic needs (reproduce, feed, survive);
- the animal and plant species to be memorized cannot be enacted in this study plan. They will be defined by the teacher according to the environments visited, observations, experiments or comparisons made. Care will be taken to ensure that the different branches of life are represented there;

<p>DEVELOPMENT OF THE SCIENTIFIC APPROACH</p>	<ul style="list-style-type: none"> when situations arise, show the fragility of life forms and the specific conditions necessary for their survival in accordance with the orientation of the Learning Objective . <p>formulates at least one question and/or one hypothesis which uses the elements of the situation concerning a problem</p> <p>chooses a research track, an exploration device that allows you to answer a research question (from a list of proposals)</p> <p>highlights some factors (variables and constants) involved in explaining a problem</p> <p>collection of relevant results or observations with regard to the problem studied</p> <p>chooses one or more appropriate measurement instruments in a given problem</p> <p>correctly uses measuring instruments (length, capacity, mass, time, temperature)</p> <p>organizes data using different representation tools</p> <p>compares its results of observation, experimentation to invalidate or corroborate hypotheses</p> <p>recognizes certain phases of a search</p> <p>communicates certain phases of a search</p>		
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THE LIVING: UNITY AND DIVERSITY

Observation and identification of various parts of plants (root, bark, stem, leaves, fruits, flowers, twigs, etc.) , animals (legs, beak, etc.) and fungi in order to compare their morphology

Search for criteria defining the notion of living while remaining on the scale of the organism visible to the naked eye (to be born, to develop in interaction with the environment, to reproduce, to die)

Search for criteria to sort, classify or arrange living beings

Presentation of classifications using various tools (tables, diagrams, classification trees, etc.)

Comparison with criteria and rankings used by scientists

Identification of a living being using a simple identification key

Highlighting biodiversity by listing a few living beings in a studied environment

differentiates living/non-living by organism-wide criteria (born, grow, reproduce, die)

proposes a classification criterion and uses it

identifies and classifies some living things using reference documents

Linking the morphology of various animal species with:

<p>INTERDEPENDENCE (LIVING</p>	<ul style="list-style-type: none"> ● their diet (carnivorous, granivorous, herbivorous, etc.) ● their mode of locomotion (walking, running, flying, swimming, etc.) ● their protection or attack strategies (camouflage, venom, etc. - lookout, pursuit, trap, etc.) ● Study of food relationships between living beings (food chain, food pyramid, etc.) and identification of producers (plants), consumers 1 (herbivores), consumers 2 (carnivores or predators) and decomposers on a diagram showing food relationships in a natural environment <p>establishes a link between a morphological particularity of an animal and its way of life</p> <p>For a studied environment:</p> <ul style="list-style-type: none"> ● comparison and analysis of relationships (symbiosis, predation, parasitism, competition, etc.) between living beings ● analysis of the links between animals, plants, etc. and the environment in order to show the interdependencies (availability of food, possibility of protection, growth, favorable conditions for reproduction, etc.) and their implications for biodiversity ● analysis of different documents (diagrams, texts, films, etc.) presenting these relationships <p>characterizes a relationship between living beings</p> <p>characterizes a relationship between a living being and its environment</p> <p>see Expectations related to the Development of the scientific approach</p> <p>Study of the different phases of an animal's life cycle by organizing breeding (maggot-fly; caterpillar-butterfly; ants, chicks; mice; etc.)</p>		
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	<p>Study of the different phases of a plant's life cycle by organizing a plantation, observations in the environment, confrontation with documents, etc.</p> <p>Study of the growth of plants by observing and taking note of the marks of seasonal evolution on a few control trees or shrubs close to the school (reddening of leaves, loss of leaves, branch with buds, hatching of the first leaf, twig growth,...)</p> <p>Highlighting the unity of the life cycle of any plant (fertilization, development, death, etc.)</p> <p>Study of the life cycle of flowering plants, with an emphasis on their reproduction: pollination, flower development and evolution into fruit, in particular by observing diversified plants in their environment and/or by their cultivation (tomato plants, peas, beans, cherry, apple, maple, oak, etc.)</p> <p>Comparison of the strategies adopted by plants to ensure the perpetuation of the species (starting from roots, making flowers and seeds,...; spreading them by the wind, by animals,...)</p> <p>orders different phases of plant development (germination, growth, flowering, pollination, fertilization, fruit maturation and seed development, seed dispersal)</p> <p>see Expectations related to the Development of the scientific approach</p> <p>In the same way as the environment studied, cultures (in the classroom or in the school garden) make it possible to initiate reflections and comparisons relating to life cycles or interdependencies (relationships of living beings between themselves and with the environment)</p>		
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<p>ECOSYSTEMS (BALANCE AND FRAGILITY)</p>	<p>Classic confusion: the fruit is defined here in botanical and not culinary terms</p> <p>Comparison of the strategies of various animals (migration, hibernation, survival at a certain stage of development, etc.) and of various plants (in seed in annuals; by conservation of part of the plant in perennials, including trees ,...) to survive the winter</p> <p>Comparison between the seed (plant) and the egg (animal) and highlighting the identical role played in the life cycle (holding the information to develop an individual)</p> <p>spot a similarity between the egg and the seed</p> <p>cites an adaptation developed by animals and plants to survive winter</p> <p>Use of information obtained during the study of an environment to formulate hypotheses on what would change if this environment were modified (elimination of certain species, drying out, removal of soil, frequent cutting of grass, etc.) and to analyze their relevance</p> <p>describes the consequences (positive or negative) of a human intervention on a natural environment</p> <p>compares a diverse environment and an undiversified environment based on their description</p> <p>see Expectations related to the Development of the scientific approach</p>		
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