



Switzerland Curriculum Standards Alignment (D-G)

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

Digital Education, Secondary		Environment and Modern Agriculture	Healthful Eating
Media Computer Science Uses PRIORITY TARGETS Research, analyze, evaluate information and create media content using appropriate tools, in a civic and responsible manner. Model natural, social and technical phenomena and solve problems using the basic concepts of Computer Science . Develop skills for the efficient and responsible use of digital communication, collaboration and publishing environments	<p>Intentions</p> <p>Digital is constantly evolving and concerns many aspects of contemporary society: social relations, economic life, the environment, democratic practice, the cultural industry, intimate life, etc.</p> <p>The school supports students in understanding the implications of digital technology in the world around them, in particular with regard to the creation and transmission of new knowledge, by developing their technical and reflective skills. It thus endows them with a digital culture. These skills and the resulting behaviors are an essential link in the school career of students, but also one of the keys to their professional and social integration.</p> <p>At the service of digital citizenship, the contributions of digital education contribute to citizenship education as defined in the Plan d'études romand.</p> <p>The School is directly concerned by methods of creating and disseminating digital-related knowledge. The development of innovative practices at the heart of traditional disciplines goes in particular through digital technology and direct pedagogical improvements (such as support for special educational needs) are made possible for all disciplines.</p>		✓

Digital Education in the French-speaking curriculum is part of socio-cultural, technological and application perspectives, whatever the media. It aims for an appropriate balance between the promises and the consequences of the digital transition in general, as within the School. This intention implies digital and digital education , intrinsically linked:

- The first allows the student to develop a digital culture necessary to understand a society where digital technology has become essential and to be part of it as an active, creative and responsible citizen.
- The second offers multiple opportunities for the student to apprehend disciplinary learning through activities, media and tools adapted to his educational needs.
- Digital Education plays a major role in General Education themes. It promotes citizen reflection on the impact of technological developments on the environment and on society, on the status of knowledge now accessible quickly and everywhere. It thus aims to develop good practices, with a view to prevention linked to the use of digital tools: preservation of physical, mental and intellectual health, compliance with the legal framework, protection of personal identity and the private sphere, respect for others, vigilance in the face of misinformation and information overload...

Media

Media means any support or channel for transmitting and exchanging information. The media are studied regardless of the format (text, fixed or moving image, sound, etc.) and the distribution medium (radio, press, poster, television, internet , etc.). If the Internet has considerably modified media practices, traditional media have found their place there, exploiting the new possibilities linked to digital technology.

	<p>While the traditional media essentially consisted of the written press, television, radio, photography, cinema and posters, the advent of the Internet and high-speed connections have intensified the sharing of information, in particular through new media , such as social networks . These target or broaden the target audiences, while generating new interactions. In particular, new tools integrating multiple functionalities allow individual creation and publication of content, shared directly with a community of users.</p> <p>The Media axis assumes that the student acquires a comparative understanding of traditional media and new media. They familiarize themselves with the place of each medium on the individual, societal, economic, political and cultural scales.</p> <p>The student also understands all the media as sources of information. The plurality of sources promotes its ability to obtain informed information, distinguishing between verified information, official information, false information, rumors and lies. It also prepares him to interpret, argue and debate.</p> <p>The student uses digital creation and communication tools independently, critically, creatively, securely and responsibly depending on the issues and learning situations. It produces and exchanges text, audio and video messages using the various channels available in an appropriate manner. He learns to respect the protection of personality, copyright and data.</p> <p>Both a compass for orientation in a changing society and a tool for individual expression and social ties, the Media axis is a pillar of digital citizenship education .</p>	
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	<p>Computer Science Computer science studies the automated processing of information.</p> <p>This axis participates in Digital Education as a subject of disciplinary learning. Through unplugged and then plugged-in activities, the student is led throughout his schooling to discover the main concepts underlying the automated processing, transmission and storage of information.</p> <p>Algorithms and programming :</p> <ul style="list-style-type: none"> ● from cooking recipes, for example, as a sequence of operations or instructions to programming languages . <p>Information and data :</p> <ul style="list-style-type: none"> ● from the usual ways of writing and using symbols, for example, to the computer coding of data. ● Machines , systems, networks : from identifying the main parts of a computer, for example, to discovering the architecture of the internet ● Thus, computer science is concerned with the skills to organize, exploit and present data with the aim of facilitating problem solving (computational or computational thinking). The student is able to describe processes , then to formalize them in a computer language. He represents and/or models natural, technical, social phenomena or mathematical situations by mobilizing simple strategies. <p>In the IT and society field , particular attention is paid to data protection, the risks associated with digital traces and the limits placed on automated data processing.</p> <p>Uses Depending on the projected tasks, the student acquires basic knowledge and</p>	
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	<p>skills on hardware, software and digital networks to use them efficiently. These skills facilitate the search for content, support learning and are reinvested in the context of digital and/or media productions. All disciplinary fields offer the opportunity to mobilize and develop the uses of digital tools.</p> <p>Uses and society offers a field of reflection around the civic practices of digital tools, supports prevention (hyperconnectivity, cyberbullying, etc.) and contributes to Education for Sustainable Development (EDD), in particular by understanding energy costs induced by their uses (storage, downloading, etc.).</p>		
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Digital Uses, Secondary	Environment and Modern Agriculture	Healthful Eating
<p>EN 23 — Using digital tools to carry out projects...</p> <ul style="list-style-type: none"> 1. by selecting the right tool for a given task 2. by distinguishing and using internet browsing tools 3. looking for information 4. by creating documents (text, drawing, audio, ...) 5. by discovering software and its basic functionalities 6. by respecting the rules of use and safety 7. by finding out the necessary energy consumption <p>All disciplinary fields lend themselves to the use of digital tools</p> <p>USES AND SOCIETY</p> <p>Comparison of places and times of screen consumption</p>		✓

	<p>Analysis of its consumption and use of the media</p> <p>identifies some opportunities and risks of using digital technology and applies security rules to personal data</p> <p>Make the student aware of the codes and uses of social media with respect for others and the law</p> <p>Links FG 22 – Health and well-being</p> <p>Comparison of different types of social interactions (digital vs physical)</p> <p>Addressing the notion of hyperconnectivity</p> <p>Application of security rules on their identifiers, passwords and personal data and respect for those of their peers</p> <p>Discovery of the notion of identity and digital footprint</p> <p>Awareness of energy consumption linked to the use of digital technology (start-up, standby, communication, games, creation, transmission, data storage, etc.)</p> <p>Links FG 22 – Health and well-being ; FG 26-27 – Complexity and interdependence</p> <p>Link CT – Reflective approach</p> <p>Raising awareness of the phenomena of digital harassment amplification and highlighting the appropriate behaviors to react to it as a witness ("spect'actor</p>	
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	<p">"), target or perpetrator <p>Refer to the resources of the establishment or the canton in the event of suspicion of cyberbullying</p> <p>Address digital citizenship and the digital charter in connection with the rules of class life</p> <p>Links FG 22 – Health and well-being ; FG 24 – Collective projects ; FG 25 – Classroom and school life</p> <p>Presentation of concepts related to copyright and image</p> <p>USING TOOLS</p> <p>Use of various digital devices (computer, tablet, robot , ...) adapted to the projected task</p> <p>carefully uses devices appropriate to the intended task</p> <p>Ensure ergonomics (position of the student, working time, location of computers, etc.)</p> <p>Establish rules in the classroom and enforce actions aimed at limiting the energy consumption of devices</p> <p>Discovery and use of software adapted to the projected task</p> <p>exploits the basic functionalities accessible by menus</p> </p">	
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	<p>Highlight some features common to the various interfaces:</p> <ul style="list-style-type: none"> ● display (window size, ...) ● editing (copy, cut, paste, ...) ● formatting (size, color, ...) ● backup <p>...</p> <p>Awareness of the choice of the name of a file and its saving location</p> <p>Managing your files in a predefined environment</p> <p>backup and retrieve files autonomously</p> <p>Make sure the student verifies the destination location before clicking on “Save”</p> <p>Entering text by promoting the use of an appropriate device (keyboard, touch screen, stylus, voice recognition, etc.) and respecting readability conventions (spaces, formatting, etc.)</p> <p>enters and formats personal text independently</p> <p>Limit yourself to a few usual formatting (bold, italic, underline, color, size, etc.) depending on your needs</p> <p>Integrate this learning into a subject-specific project or activity</p> <p>Exploration of the possibilities and limits of writing aids (spelling, synonyms, grammar, auto-completion, etc.)</p>	
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	<p>Exploration of some possibilities of assistance in the use of software</p> <p>FINDING INFORMATION AND LEARNING SUPPORT</p> <p>Autonomous use of various digital learning resources without or with personal identification process</p> <p>accesses a learning resource by logging in with their own username and password</p> <p>Navigation and research within the framework of a defined project from search engines for children</p> <p>Navigation and research within the framework of a defined project from search engines</p> <p>access information by searching the internet using keywords</p> <p>Ensure that internet browsing is secure (research is always carried out under the supervision of an adult)</p> <p>Use filters (type of results, right of use, etc.)</p> <p>CONTENT CREATION, COMMUNICATION AND COOPERATION</p> <p>Digital production as part of an individual or collective project, and publication</p> <p>creates creations for presentation and/or making available to an audience</p>	
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	<p>Integrate this learning into a (multi)disciplinary sequence</p> <p>Links FG 23 – Choices and personal projects ; CT – Learning strategies – Task management – Acquisition of working methods</p> <p>Introduction to digital communication (using messaging, videoconferencing, etc.) with the help of an adult</p> <p>Initiate respectful behavior towards people and communication codes</p> <p>Link L1 22 - Production of writing ; L1 24 - Oral production</p> <p>EN 33 — Use digital tools to collect information, to exchange and to carry out projects...</p> <ul style="list-style-type: none"> 1. by organizing files, saving them, filing them, sorting them and finding them 2. by conducting an efficient search for information 3. by articulating the different components (text, image, sound, etc.) of a multimedia document 4. by initiating a collaborative approach 5. using software functionalities adapted to the task 6. by applying the rules of use and safety 7. by understanding the social, environmental and economic impacts <p>All disciplinary fields lend themselves to the use of digital tools</p> <p>USES AND SOCIETY</p> <p>Analysis of certain digital uses, appropriate or at risk, and their impact on digital identity</p>		
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	<p>uses the media responsibly and civic-mindedly</p> <p>Consolidate the notion of digital citizenship as a consumer-actor</p> <p>Mention the notion of the right to be forgotten</p> <p>Links FG 32 – Health and well-being</p> <p>Application of the rules of protection against the phenomena of amplification of digital harassment and appropriate reaction as a witness ("spect'actor"), target or perpetrator</p> <p>discerns the main issues related to the protection of moral and physical integrity to act accordingly</p> <p>Refer to the Penal Code and case law</p> <p>Refer to the resources of the establishment or the canton in the event of suspicion of cyberbullying</p> <p>Links FG 32 – Health and well-being ; FG 34 – Collective projects ; FG 35 – Classroom and school life</p> <p>Awareness of the permanent evolution of digital technology by identifying the environmental and economic impacts (planned obsolescence, recycling, etc.)</p> <p>Raise the environmental theme related to the digital footprint and energy consumption</p>	
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	<p>Link SHS 31 – Man-Space relationship</p> <p>USING TOOLS</p> <p>Choice and use of digital devices (computer, tablet, robot , ...) adapted to the task</p> <p>exploits the specificities of the devices</p> <p>Ensure ergonomics (position of the student, working time, location of computers, etc.)</p> <p>Refer to the cantonal directives relating to the use of digital technology in the classroom, in particular for the smartphone</p> <p>Discovery and use of software adapted to the projected task (text, graphic representation, animated presentation, drawing, sound, video, web page, program , etc.)</p> <p>identifies and uses the basic functionalities common and specific to several software</p> <p>Connect buttons , menus, pop-up menus, shortcuts, etc.</p> <p>Promote student adaptability by using different software for similar tasks</p> <p>Discovery of the main features of a collaborative platform</p> <p>Entering a text using the writing assistance features (spelling and grammar checker, auto-completion, models, etc.) and favoring the input device suited</p>	
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	<p>to the task (keyboard, touch screen, stylus, recognition voice, ...)</p> <p>enters a personal text independently, respecting the conventions of readability and spelling by the use of automatic correctors</p> <p>Integrate this learning into a (multi)disciplinary sequence</p> <p>Always use spell checker and context menu resources</p> <p>Autonomous storage and file sharing management</p> <p>backs up files so others can find them too</p> <p>Compare the different storage modes (internal medium, external medium, cloud , ...) taking into account the different constraints (durability, cost, data sensitivities, ...)</p> <p>Autonomous use of online aids for the use of software</p> <p>Management of personal accounts with username and secure password</p> <p>manages different usernames and passwords securely</p> <p>Encourage the student to use the institutional email address for school purposes</p> <p>Encourage efficient practices (management of recipients, mailboxes, etc.)</p> <p>Use of an individual email account (send, receive, search, contact management, filing, deletion, etc.)</p>	
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	<p>sends messages, attaches files and manages a mailbox</p> <p>FINDING INFORMATION AND LEARNING SUPPORT</p> <p>Choice and autonomous use of various digital learning resources</p> <p>chooses and uses a digital resource according to the intended learning</p> <p>Autonomous navigation and research, using the different techniques (syntax) offered by search engines</p> <p>searches for information using efficient techniques independently</p> <p>Ensure internet browsing is secure</p> <p>Use the usual syntaxes specific to search engines and filters (type of results, right of use, etc.)</p> <p>CONTENT CREATION, COMMUNICATION AND COOPERATION</p> <p>Communication and exchange through collaborative platforms for the management and monitoring of their work</p> <p>uses a collaborative platform to create an individual or collective project</p> <p>Integrate this learning into school life and within the framework of (multi)disciplinary teaching</p> <p>Link CT – Collaboration, communication</p>	
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	<p>Sharing of tasks, communication and collaboration within the framework of a collective project</p> <p>Ensure the adoption of respectful behavior towards people and communication codes</p> <p>Link L1 32 - Production of writing ; L1 34 - Oral production</p>		
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Ethics and Religious Cultures, Secondary	Environment and Modern Agriculture	Healthful Eating
<p>Priority Targets</p> <p>Discover different cultures and ways of thinking across space and time; identify and analyze the relationship system that unites each individual and each social group to the world and to others.</p> <p>Develop civic and cultural skills that lead to the exercise of active and responsible citizenship by understanding how societies have organized themselves and organized their space, their environment, at different times.</p>	<p>SHS 15 — Open up to otherness and situate oneself in one's socio-religious context:</p> <ol style="list-style-type: none"> 1. by observing the diversity of culture and religious practice in everyday life 2. by developing respect for oneself and others 3. by soaking up religious stories, myths and legends 4. by discussing some existential questions 5. by studying some important biblical characters <p>To better identify the learning issues mentioned above and take SHS 13 into account, the progressions and expectations have been grouped into four categories:</p> <ul style="list-style-type: none"> ● perceive : use one's 5 senses to intellectually grasp or seize reality; this work can be done in a free and spontaneous way or in a more directed way; ● describe and classify/categorize : observe, note, delimit; for a given 	 

SHS 15	<p>situation, identify components, attributes, characteristics; group according to criteria or organize according to a certain order;</p> <ul style="list-style-type: none"> ● finding one's bearings: gradually constructing a network of benchmarks (temporal, spatial, social) in one's space-time experienced or evoked by sources and being able to use this network of benchmarks in action and in communication; ● questioning and analyzing : on a given situation, sharing one's representations, giving one's opinion, imagining or using questions, selecting the clues to answer them, formulating hypotheses, arguing them, comparing them, opposing them, prioritizing them in order to organize responses; draw up and communicate conclusions (even partial and provisional). We work here with open questions because they do not have a single correct answer. <p>During the course, but at the latest at the end of the cycle, the student:</p> <ul style="list-style-type: none"> ● associates terms specific to each of the three religions (names, places of worship, deities, sacred books) ● ● lists the main Christian holidays (Christmas, Easter) ● recounts the biblical stories heard ● names some characters and scenes related to the life of Jesus ● ● tells a parable using media (drawings, puppets, etc.) 		
SHS25	SHS 25 — Awakening to the sense of humanistic and religious values and identifying the religious fact...	1. by formulating fundamental questions of existence and establishing links with different religious currents	

	<p>2. by appropriating basic ethical principles 3. by discovering key accounts of major religions 4. by approaching the main religions through their important characters 5. by discovering the rites and practices of the main religions 6. by analyzing the religious landscape of our society</p> <p>The purpose of the Ethics and Religious Cultures course is to give students knowledge of the various religious cultures, to allow everyone to find their roots, to place themselves in an ever more complex intercultural and interreligious context and to face the questions existential.</p> <p>The Ethics and Religious Cultures course is also a place where the student, with his freedom of conscience, learns to know his own values, to reflect on the meaning of these values, to build his ethical values, to discover and respect the values and beliefs of others, to develop ethical responsibility.</p> <p>1 Humanist: this term is used to refer to philosophical thoughts or non-religious wisdom.</p> <p>During the course, but at the latest at the end of the cycle, the student:</p> <ul style="list-style-type: none"> ● identifies the 10 commandments of the decalogue ● explains the merits of some rules of class life (respect, justice, etc.) and of society (sharing, solidarity, etc.) ● recognizes as values justice, sharing, freedom, dignity... ● identifies Abraham as a figure common to the three monotheistic religions ● retraces episodes in the life of some biblical characters ● retraces the major stages of the life of Jesus Christ (annunciation, nativity, baptism, passion, etc.) and recognizes them in works of art 	
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	<ul style="list-style-type: none"> ● traces the main stages of the life of Moses, Mohamed, Siddharta ● lists the three major Christian denominations and some important rites ● explains the meaning of the main religious holidays ● name some jewish and muslim holidays ● designates places of Christian worship and some liturgical symbols (cross, fish, bread, wine) ● identifies the places of worship of the major religions (synagogue, temples, church, mosque, etc.) ● recognizes important places of worship in the Swiss landscape (Cathedral of Lausanne, Geneva, Abbey of Einsiedeln, St-Gall, etc.) ● extracts information from texts, graphics, maps and images to document a question about the Swiss religious landscape <p>PROGRESSION OF LEARNING</p> <p>5th-6th</p> <p>Observation of the need for rules, values and laws through the decalogue and religious figures such as Abraham, Moses, David, Solomon, Mary, Jesus, Mohamed, Siddharta</p> <ul style="list-style-type: none"> ● Raising awareness of the values of justice, sharing, freedom, dignity and peace by using lived situations ● Approach of great biblical figures such as Moses, David, Solomon,... ● Discovery of the way of life in Palestine at the time of Jesus Christ ● Identification and significance of the major stages in the life of Jesus Christ ● Discovery and identification of the stages of Mohamed's life ● Discovery and identification of the stages of the life of Siddhartha ● Discovery of the three main Christian denominations (Catholic, Orthodox, Reformed) , their rites, their ministers, their places of 	
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	<p>worship, their symbols, their differences and their ecumenical rapprochement</p> <ul style="list-style-type: none"> • Observation of works of sacred art related to the themes studied <p>7th-8th</p> <p>Approach to fundamental existential events such as birth, marriage, death... through traditions and religious practices (prayers, rites of passage,...)</p> <ul style="list-style-type: none"> • Discovery of the different types of beliefs (a god, gods, goddesses: monotheism, polytheism, atheism, agnosticism) • Approach to values (sharing, freedom, dignity, solidarity, respect, responsibility, etc.) based on secular and religious witnesses of yesterday and today • Recognition of Abraham as a figure common to the three monotheistic religions through the respective texts • Identification and meaning of some aspects of Judaism (monotheism, decalogue, etc.) • Discovery of the message of Jesus Christ (love, forgiveness, predilection for the little ones and the poor, etc.) • Identification and meaning of some aspects of Islam (5 pillars,...) • Identification and meaning of some aspects of Buddhism (liberation from suffering, reincarnation, etc.) • Deepening of the main Christian holidays and their meaning 	
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	<p>(Christmas, Easter, Ascension, Pentecost)</p> <ul style="list-style-type: none"> • Identification of the main Jewish and Muslim holidays • Observation and interpretation of religious art (architecture, music, painting, etc.) in connection with the themes studied • Identification and distinction of places of worship (cathedral, temples, church, synagogue, mosque, etc.) • Observation and historical and sociological analysis of the religious landscape in Switzerland • Discovery of cosmogonic stories (Genesis, Mesopotamia, Greece, China...) • Distinction between scientific and religious approaches to the origins of the world 		
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General Education, Secondary	Environment and Modern Agriculture	Healthful Eating
<p>MITIC Health & Wellbeing Choices & Personal Projects Living together and exercising democracy Interdependencies</p>	<p>Intentions</p> <p>In line with the CIIP Declaration of 2003 on the aims and objectives of public schools, General Education operationalizes various contributions that do not relate solely to school subjects. In particular, it formalizes certain educational contributions of the student's training project. If, as the 2003 declaration reaffirms, the transmission of educational values is part of the School's</p>	 

<p>PRIORITY TARGETS</p> <p>Develop self-knowledge on the physical, intellectual, emotional and social levels to act and make personal choices.</p> <p>Become aware of the various communities and develop an attitude of openness to others and civic responsibility.</p> <p>Become aware of the complexity and interdependencies and develop a responsible and active attitude with a view to sustainable development.</p>	<p>missions, it must assist the family or legal representatives in the education of children.</p> <p>The impact of technological and economic developments (both in terms of the environment and society), the increase in knowledge, access to numerous sources of information, as well as issues of prevention and public health require that each student has the tools to understand the stakes of the choices made by the community. The role of General Education is therefore to introduce students, future citizens, to the complexity of the world. By researching and processing varied and plural information, it promotes the construction of arguments and debate.</p> <p>Built around “relation to oneself”, “relation to others”, and “relation to the world”, General Training is organized around the following five themes:</p> <ul style="list-style-type: none"> ● MITIC (Media, Images, Information and Communication Technologies) ● health and wellbeing ● Choices and personal projects ● Living together and exercising democracy ● Interdependencies (social, economic, environmental). ● General Education identifies objectives throughout schooling and links them to certain disciplinary contributions, consistent, among other things, with Education for Sustainable Development . Most of the learning offered in General Education is not as restrictive as that of the subject areas. Thus, except for MITIC , specific Targeted Objectives are proposed instead of Fundamental Expectations (see below). <p>Material and organizational framework conditions</p> <p>Due to the transversal status of the contributions of General Education , the framework conditions below may relate to learning contexts in other areas.</p>		
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	<p>However, they were retained because they highlight the conditions that facilitate the different types of learning targeted. According to the cantonal organisations, those responsible for their implementation vary, which is why they are neither hierarchical nor specifically allocated. More specifically, these are:</p> <ul style="list-style-type: none"> ● allow and promote collective activities (class and establishment) and encourage teamwork by teachers within the framework of project spaces; ● draw up a code of ethics (particularly concerning respect for the student's privacy and family sphere, respect for cultural values and individuals) (5) ; ● organize health promotion projects and prevention activities (nutrition education, school climate, sex education, prevention of abuse, etc.) in collaboration with other partners and provide support and advice for health promotion and to mediation; ● make available and/or facilitate access to various media resources (through adequate equipment and by taking daily information into account) and draw up an Internet usage charter ; ● develop a co-decision process to regulate certain aspects of life in the classroom and in the establishment; ● organize intercultural projects based on cultural diversities concerning the school or the class; ● promote the implementation of actions and projects aimed at improving the environment (social, economic or environmental) in the school or even public space. 	
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Geography, Secondary

Environment
and Modern
Agriculture

Healthful
Eating

<p>SHS 21 — Identifying the relationships between human activities and the organization of space...</p>	<ol style="list-style-type: none"> 1. by comparing his observations and representations of physical and built spaces with conventional representations (maps, plans, graphs, ...) 2. by studying various forms of spatial organization and the consequences of the location of objects 3. by questioning the needs (cultural, economic, etc.) of societies and the activities deployed to satisfy them 4. by formulating questions, making hypotheses and checking their relevance in the socio-spatial context 5. by studying the characteristics of a territory: natural (climate, hydrology, relief), social, economic, cultural 6. by appropriating the main conventions for representing space (orientation, landmarks, scales, symbols) <p>Introduction Geography 2nd cycle</p> <p>Principles</p> <p>The work in Geography is organized according to different types of places and the functions that are more particularly attributed to them (“place” in the sense of “portion of territory”: places to live, to have fun, to get supplies and exchange).</p> <p>In accordance with the aims of the domain, students will:</p> <ul style="list-style-type: none"> ● locate the spaces concerned and describe their characteristics (political, economic, social, cultural, natural, etc.), thus refining their knowledge and their representation of the spaces studied, what geographers call their “mental map”; they thus gradually construct a representation of the Swiss space; ● reasoning about these places by progressively using geographical 		
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	<p>questions linked to the central concepts of the discipline: location (where, why there), produced space (how is the space organized? to do what?), actors and intentions (who? with what intention? with what representations?), scale (at what scale is the problem tackled? are there consequences at other scales?).</p> <p>The progressions described integrate the SHS 23 learning objective devoted to the tools of the Humanities , in particular through inquiry approaches:</p> <ul style="list-style-type: none"> ● construction of the work problem by questioning and formulating hypotheses, by developing geographical curiosity and the ability to imagine explanations; ● description and analysis of documents related to the issue; ● formulation of conclusions (even partial) by associating texts, diagrams, maps, graphs, photos, etc. ● Organization of learning <p>To better identify the learning issues mentioned above and take SHS 23 into account, the progressions and expectations have been grouped into three categories:</p> <ul style="list-style-type: none"> ● (to) question and analyze : on a given situation, share representations, give an opinion, imagine or use questions, select the clues to answer them, formulate hypotheses, argue them, compare them, oppose them, prioritize them to organize responses; draw up and communicate conclusions (even partial and provisional); ● (to) get informed : read or produce various formats of information (texts, tables, diagrams, maps, images, etc.); describe components, attributes, characteristics; search, select and compare information; ● (to) identify : gradually build a network of benchmarks (temporal, 	
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	<p>spatial, social) in space and time experienced or evoked by sources and be able to use this network of benchmarks in action and communication .</p> <p>PROGRESSION OF LEARNING</p> <p>CORE EXPECTATIONS</p> <p>PEDAGOGICAL INDICATIONS</p> <p>5 th – 6 th grades 7th – 8th grades</p> <p>During the course, but at the latest at the end of the cycle, the student:</p> <p>Resources, clues, obstacles. Personal Notes</p> <p>Spaces concerned</p> <p>Cantonal details:</p> <ul style="list-style-type: none"> ● Lived space , frequented (indirect observation, nearby region) with highlighting of links with more distant spaces ● Lived space , frequented (direct observation) or documented (indirect observation, Swiss or neighboring regions) emphasizing the relationship between the regional level and the national level <p>(SE) QUESTION AND ANALYZE</p> <p>CT links – Learning strategies – Development of a heuristic method</p> <p>Observation, questioning and hypotheses concerning the organization and development of space by man to meet basic needs</p> <p>Differentiate questions and hypotheses:</p>	
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	<ul style="list-style-type: none"> ● questions: the student wonders, he does not formulate an answer; the data and resources made available will enable it to provide ● hypotheses: the student formulates an answer to a question that he asks himself or that is asked of him. He examines this hypothesis and establishes its validity (or not) by consulting the documents available ● Select resources for students that allow questioning and the formulation of hypotheses <p>Links FG 22 – Health and well-being ; CT – Learning strategies – Development of a heuristic method</p> <p>Identification and categorization of vital and secondary needs (to protect oneself, to eat, to breathe / communicate, to live in a community, to move around, to learn, etc.)</p> <p>Identification, in the space studied, of places meeting more specifically one or other of these needs (housing/population areas, trade/production sector, sports centre/tourist region, airport/motorway junction, etc.)</p> <p>identifies what type of need a place can meet</p> <p>Actor-s / who? to do what ?</p> <p>SHS links 24 – Human-society relationship ; FG 25 – Living together and exercising democracy</p> <p>Identification and characterization of different groups of people concerned (residents, users, employees, producers, etc.) and of its own positioning among the actors</p>	
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	<p>Classification of people into categories of actors (individual or collective):</p> <p>belonging to the public or private domain economic, social or political depending on the situation, identifies, categorizes and describes the role of the actors involved</p> <p>Approach the question of the intentionality of the users of a space, an element that strongly influences its organization and can generate conflicts of interest</p> <p>Give priority to the public or private domain in the first part of the cycle</p> <p>differentiation between a producer, a distributor and a consumer based on a production chain</p> <p>Identification of one's own representations of a space and of the different representations that actors may have of it depending on the group to which they belong</p> <p>Distinguish the mental representation of a space from its graphic representations</p> <p>Location / where? why there ?</p> <p>Links SHS 22 – Human-time relationship</p> <p>Description of the place and highlighting of reasons that may explain its location :</p> <ul style="list-style-type: none"> ● natural reasons: identification of some characteristics of the site 	
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	<p>(hydrography, relief, landscape, sunshine)</p> <ul style="list-style-type: none"> ● social or economic reasons: approach to the concept of proximity (family, shops, etc.) and price ● cultural reasons (history, family habits, language, know-how) ● Identification of the relations of the place with the outside (limits and access) <p>describes a place:</p> <p>by naming some characteristics of its site and its situation by identifying its limits and access possibilities citing at least two reasons that may explain its location Focus on the village or neighborhood and region in the first part of the cycle</p> <p>In the second part of the cycle, gradually build the understanding of the Swiss space by choosing places in the three natural regions</p> <p>In particular, use physical geography to describe places</p> <p>Prioritize the identification of a few site characteristics in the first part of the cycle</p> <p>Organization of space / how do companies organize space according to the goals sought?</p> <p>SHS links 24 – Human-society relationship ; FG 26-27 – Interdependencies (social, economic and environmental)</p> <p>Identification of the different parts of a place and the relationships between them, their functions and uses (housing, leisure, supply, exchanges,</p>	
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	<p>reception, passage, activity, transformation, etc.)</p> <p>identifies and classifies places (or parts of places) according to their function</p> <p>Location and identification of the means used (developments linked to human activities):</p> <ul style="list-style-type: none"> ● to distinguish areas and mark their boundaries ● to connect places, areas, different territories (access) ● to supply (water, energy, etc.) and evacuate (wastewater, waste, etc.) ● to embellish, secure, attract,.... ● to avoid/reduce harm to people and the environment ● delimits geographical areas (dwellings, activities, communication routes and nodes, etc.) <p>identifies the different types of spatial division (political, economic, linguistic, natural) in Switzerland and in the border area</p> <p>identifies elements of the space related to the layouts and relates them to the desired goals</p> <p>Highlight the economic poles, the communication networks , the cantonal and national limits, the entry and exit points of the region, the country with regard to men and goods</p> <p>Reflect on the product space resulting from human decisions. Put the developments in relation with the different actors and their representations of the space concerned. Also identify related decision-making processes and bodies</p>	
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	<p>Links SHS 22 – Human-time relationship ; MSN 26 – Natural and technical phenomena ; MSN 28 – Diversity of life</p> <p>Give priority in the first part of the cycle to the zones and their limits as well as the links between them and the different territories (access)</p> <p>Comparison of the organization of different places with the same functions (extent, limits, facilities: buildings, communication routes, etc.)</p> <p>compares the organization of two places according to at least 3 relevant geographical criteria</p> <p>Identification of some environmental, social and economic impacts related to human activities and spatial planning</p> <p>in a given situation, connects developments related to human activities and their impact on people's quality of life or on the environment</p> <p>Scale / which spaces, which actors are involved?</p> <p>Identification of two different scales at the local level (apartment/district, district/city, local/regional, etc.)</p> <p>Identification of the scales concerned or to be taken into account depending on the issue (local, regional, national, continental and global)</p> <p>identifies the scale of the proposed documents: spatial extent and type of information</p> <p>Highlight the different scales on which we reason and the different</p>	
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	<p>information and perspectives that a change of scale brings</p> <p>(TO) INFORM</p> <p>Links L1 21 – Reading comprehension ; L1 22 – Production of writing ; L1 28 - Writing and communication tools ; TC – Communication ; CT – Reflective approach ; FG 21 – MITIC</p> <p>Use of various media:</p> <ul style="list-style-type: none"> ● playback of still and moving images, extraction of relevant information and linking with other sources ● reading tables, graphs, still and moving images, extracting relevant information and relating it to other sources ● Identifies in the documents available, the relevant and useful information to answer a geographical questioning <p>Selection of information, comparisons and linking of various sources in order to answer a given question, to verify a hypothesis:</p> <p>present, orally or in writing, the result of a research by relating at least 3 different elements among the following: personal diagram, graph, sketch, photograph, map, text</p> <p>Understand by "geographical tools": the terrain, maps (different scales , eras, themes) , graphics, photographs (ground, aerial, old) , sketches, diagrams, 3D representations, virtual representations</p> <p>Do not work them for themselves but always at the service of a geographical questioning</p>	
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	<p>Links L1 28 – Writing and communication tools ; FG 23 – Choices and personal projects ; FG 24 – Living together and exercising democracy</p> <p>field observation, photographic documents, simplified plans or maps diversified and complex geographical tools, from various media Schematization of the space with a view to a presentation of places studied or movements, development of a personal representation (diagram, plan, model, etc.):</p> <p>choice or elaboration of a relevant legend verification of the readability of the representation with peers and by comparison with various representations Appropriation then use of specific vocabulary and notions related to space and geography</p> <p>knows and makes good use of the nomenclature and vocabulary related to the situations worked on</p> <p>Gradually complete, depending on the location and the themes worked on, with the specific vocabulary proposed in the annexed tables “Suggestions for questioning and analysis by themes”</p> <p>Zone, network, limits, frontiers, etc. Relief, hydrography, vegetation, construction, development, etc. Municipality, canton, region, country Scale</p> <p>(TO) LOCATE</p>	
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	<p>Links MSN 24 – Quantities and measurements ; MSN 25 – Modeling ; FG 21 – MITIC</p> <p>Identification of landmarks (permanent significant elements) in the field, on a photograph, a drawing, a simple plan, a map Linking reality to these different types of documents</p> <p>Appropriation of the main conventions for representing space</p> <p>Identification and choice of common and relevant landmarks (shapes, volumes, etc.) on maps of different scales</p> <p>Naming of the significant landmarks of the space studied (nomenclature)</p> <p>chooses and uses relevant landmarks, signs and symbols, allowing the representation of space</p> <p>Use measuring and orientation instruments during field activities</p> <p>Establish significant common landmarks of the Swiss space (main lakes and rivers, major cities) and name them</p> <p>Complete this basic nomenclature with the reference points necessary for the places and themes studied</p> <p>Choice of the most relevant geographical tools (according to the context, the scale ,...) and orientation of these documents to locate oneself in space</p> <p>Location of places studied on diagrams, plans and maps of different scales</p>	
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	<p>chooses and uses, among the tools available, those allowing the identification, localization and orientation of some studied elements</p> <p>SHS 23 — Appropriate, in situ, relevant tools to deal with human and social science issues...</p> <p>HAS</p> <p>...by extracting relevant information from available sources to produce a new document</p> <p>B</p> <p>...by investigating historical or geographical hypotheses</p> <p>VS</p> <p>...by picturing time using various reference points and tools</p> <p>D</p> <p>...by finding your bearings on various graphic representations (maps, tables, etc.) and going from reality to the map (and vice versa)</p> <p>E</p> <p>...by describing and comparing representations of a space at different scales (sketch, plan, diagram, photo, model, etc.)</p> <p>F</p> <p>...using a specific lexicon related to geography and history</p> <p>G</p> <p>...by selecting documentary resources and linking them critically</p> <p>Principles</p> <p>The work in Geography is organized according to different types of places and the functions that are more particularly attributed to them (“place” in the sense of “portion of territory”: places to live, to have fun, to get supplies and exchange).</p> <p>In accordance with the aims of the domain, students will:</p>	
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	<p>locate the spaces concerned and describe their characteristics (political, economic, social, cultural, natural, etc.), thus refining their knowledge and their representation of the spaces studied, what geographers call their “mental map”; they thus gradually construct a representation of the Swiss space;</p> <p>reasoning about these places by progressively using geographical questions linked to the central concepts of the discipline: location (where, why there), produced space (how is the space organized? to do what?), actors and intentions (who? with what intention? with what representations?), scale (at what scale is the problem tackled? are there consequences at other scales?). The progressions described integrate the SHS 23 learning objective devoted to the tools of the Humanities , in particular through inquiry approaches:</p> <p>construction of the work problem by questioning and formulating hypotheses, by developing geographical curiosity and the ability to imagine explanations;</p> <p>description and analysis of documents related to the issue;</p> <p>formulation of conclusions (even partial) by associating texts, diagrams, maps, graphs, photos, etc.</p> <p>Organization of learning</p> <p>To better identify the learning issues mentioned above and take SHS 23 into account, the progressions and expectations have been grouped into three categories:</p> <ul style="list-style-type: none"> ● (to) question and analyze : on a given situation, share representations, give an opinion, imagine or use questions, select the clues to answer them, formulate hypotheses, argue them, compare them, oppose them, prioritize them to organize responses; draw up and communicate conclusions (even partial and provisional); 	
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	<ul style="list-style-type: none"> ● (to) get informed : read or produce various formats of information (texts, tables, diagrams, maps, images, etc.); describe components, attributes, characteristics; search, select and compare information; ● (to) identify : gradually build a network of benchmarks (temporal, spatial, social) in space and time experienced or evoked by sources and be able to use this network of benchmarks in action and communication . ● The progressions of learning and expectations are completed by proposals for questioning and analysis by theme for each part of the cycle. <p>Regarding the distribution of places within the cycle, we first deal with places on a local or regional scale in the first part of the cycle, then with places chosen on a regional and national scale (Switzerland and neighboring countries) . This makes it possible to deepen the issues (living, having fun, getting supplies, exchanging), diversifying the spaces worked on, highlighting inclusions and networks and making the level of analysis more complex.</p> <p>The choice to focus on four types of places for two years – each through a few examples – leaves enough time for students to simultaneously develop their reasoning about space, their mastery of tools and their knowledge.</p> <p>If it has the advantage of structuring the progressions, the choice to work by type of place (or function) could become reductive because a space generally fulfills several functions. It is therefore recommended to work on the proposed function as a priority, without neglecting the others when they are clearly evident in the chosen example.</p> <p>Links with History and Citizenship The objective of History – thanks to themes such as changes and permanence</p>	
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	<p>in daily life, social organization and ways of life – gives the possibility of putting in resonance the work of history and geography. Indeed, the current space bears the imprint of past societies and it is difficult to understand its organization without reflecting on the men who occupied and fitted it out over the centuries. Geography therefore also implies a historical dimension: how did people live, communicate, produce or trade in Roman times, in the Middle Ages, at the time of nascent industrialization? And, consequently, how was the space organised? What traces do we still have today?</p> <p>Interesting connections can be made between the objective of Citizenship and that of Geography because reflections on the actors, their representations, their visions of the organization of space will lead the class to talk about decision-making processes, norms regulating the collective life (laws, regulations, development plan), political authorities (executive and legislative powers) and possibly the judicial power arbitrating conflicts related to space.</p> <p>Verticality</p> <p>In cycle 1, Geography develops the structuring of space through activities of perception, location, representation or description. It initiates a questioning of the use of space, its organization and the actors involved; this questioning takes a central place in cycle 2 and continues in cycle 3. The spaces on which the pupils work are generally taken at the level of the school or the district in cycle 1, of the region or the country and its neighbors in cycle 2, from the world in cycle 3.</p> <p>SHS 31 — Analyzing geographical spaces and the relationships established between people and between societies through them...</p> <ol style="list-style-type: none"> 1. by developing geographical reasoning as a critical device 2. using data to determine the climatic, hydrological and relief 	
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	<p>characteristics of a space</p> <ol style="list-style-type: none"> 3. by studying the interactions between the elements that make up the different forms of spatial organization 4. by studying the same problem at different scales (local, regional, planetary) to perceive the effects of scale 5. by recognizing the effects of “localization”, “polarization” or “diffusion” in the structuring of space 6. by analyzing spaces (locality, region, canton, continent,...) using statistical data and the cartographic tool <p>Core Expectations</p> <p>During the course, but at the latest at the end of the cycle, the student:</p> <ul style="list-style-type: none"> ● has a correct representation of the distribution of the continents and the main marine spaces ● identifies the main characteristics of a space from the study of different documents (maps, photos, texts, diagrams, etc.) ● extracts relevant elements from statistical and cartographic documents ● explains statistical and cartographic documents (Lvl 2) ● uses a varied and specific vocabulary in its context ● finds and classifies information concerning the actors and their location ● selects and compares information about actors and their location (Lvl 2) ● locates itself in space using a map, various tools ● explains why humans are present in certain places rather than others ● explains the impact of human actions on space at different scales (Lvl 2) 	
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	<ul style="list-style-type: none"> ● identifies the impact of human actions on space ● explains some of the issues and interactions of human settlement (Lvl 2) ● locates a phenomenon and identifies it at different scales ● establishes the relationships between the different scales in relation to the phenomenon studied (Level 2) <p>SHS 33 — Appropriate, in situ, research tools and practices appropriate to the issues of the human and social sciences...</p> <p>HAS</p> <p>...documentary resources (historical texts of all kinds, collections of objects, statistical data,...)</p> <p>B</p> <p>...by classifying and critically synthesizing documentary resources</p> <p>VS</p> <p>...by formulating hypotheses and looking for practical solutions</p> <p>D</p> <p>...by placing the facts in their historical and geographical context</p> <p>E</p> <p>...by representing organizations with topographic and thematic maps of different scales, as well as with graphical representations of statistical data</p> <p>F</p> <p>...by formalizing and communicating, in significant situations, the results of its research</p> <p>G</p> <p>...by mobilizing a language specific to the field of human sciences</p>	
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