



Austria (High School) Curriculum Standards (ETH-GEO)

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

Ethics, grades 9-12	Environment and Modern Agriculture	Healthful Eating	
<p>Grades 9-12</p>	<p>Competency model, competency areas, competency descriptions The competency model is divided into five competency areas that apply to all school levels. The skills described are to be developed at all school levels. Their level of expression should become more complex and differentiated as the school level progresses.</p> <p>Perceive and take perspectives The students can</p> <ul style="list-style-type: none"> ● Perceiving, describing and interpreting situations and problems in the individual, social and ecological environment ● Dealing with the way of thinking, values and living environments of others and assess their own position. <p>Analyze and reflect The students can</p> <ul style="list-style-type: none"> ● Develop and write ethically relevant texts with the help of subject-specific terminology and methods and ● Relate knowledge and experiences from different fields and areas of life and reflect them in the light of ethical positions. 	<p>✓</p>	<p>✓</p>

	<p>Argue and Judge The students can</p> <ul style="list-style-type: none"> ● Present basic moral and ethical concepts, understand their historical, socio-economic and cultural contexts and ● Critically examine arguments and make independent and well-founded ethical judgements. <p>Interact and communicate The students can</p> <ul style="list-style-type: none"> ● Present their own thoughts and those of others appropriately and linguistically sensitively and ● Conduct disputes on an argumentative basis with consensus and dissent and deal with differences of opinion and conflicts non-violently. <p>Develop options for action The students can</p> <ul style="list-style-type: none"> ● Responsibly and ethically reflect on plans for moral problems and ethical reflection ● Relate the skills acquired to their own life plans. <p>1st semester - competence module 1</p> <p>Fundamentals:</p> <ul style="list-style-type: none"> ● Philosophical Ethics and Human Rights <p>Ethics and morality, freedom and responsibility;</p> <ul style="list-style-type: none"> ● Fundamental rights, social relationships ● Forms of family, partnership and friendship; ● Authorities and role models <p>Happiness</p> <ul style="list-style-type: none"> ● Happiness concepts, ● happiness ethics, 		
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	<ul style="list-style-type: none"> ● happiness research <p>2nd semester - competence module 2</p> <p>Addiction and self-responsibility</p> <ul style="list-style-type: none"> ● Addiction prevention, ● Dependency, ● The responsibility of the individual and society <p>Nature and man</p> <ul style="list-style-type: none"> ● Environmental models, ● Global and local environmental issues, ● Sustainability, climate <p>Religion and worldview</p> <ul style="list-style-type: none"> ● Religious communities ● Secular worldviews in Austria; ● Religion and state <p>3rd semester – competence module 3</p> <p>Principles of normative ethics</p> <ul style="list-style-type: none"> ● Purpose, ● Benefit, ● Good will, ● Justice <p>Media and communication</p> <ul style="list-style-type: none"> ● Press freedom, ● Digital world, ● Truth and manipulation 		
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	<p>Handling animals</p> <ul style="list-style-type: none"> ● Moral status of animals, ● Animal rights, ● Animal welfare <p>4th semester - competence module 4</p> <p>Judaism, Christianity, Islam</p> <ul style="list-style-type: none"> ● Beliefs, ● Moral guidelines <p>Love, sexuality, beginning of life</p> <ul style="list-style-type: none"> ● Sex and gender; ● Moral dimensions of love and sexuality; ● Reproduction <p>Conflicts and conflict resolution</p> <ul style="list-style-type: none"> ● Conflict research, ● Conflict resolution, ● Non-violent communication, ● Respect and tolerance <p>5th semester - competence module 5</p> <p>Basic concepts of ethics</p> <ul style="list-style-type: none"> ● Virtue ethics, ● Duties, ● Beneficial ethics <p>Human dignity, human rights, human duties</p> <ul style="list-style-type: none"> ● Development and current situation; ● Dealing with the stranger, diversity and transculturality 		
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	<p>Sickness and health,</p> <ul style="list-style-type: none"> ● End of life ● Medical and nursing professional ethos, ● Dealing with age, dying and death <p>6th semester - competence module 6</p> <p>Identity and moral development</p> <ul style="list-style-type: none"> ● Concepts of identity, ● Theories of moral development <p>Economy and consumption</p> <ul style="list-style-type: none"> ● Market and morality, ● Corporate ethics, ● Consumer behavior <p>Far Eastern religions and worldviews</p> <ul style="list-style-type: none"> ● Faith bases and moral guidelines <p>7th semester - competence module 7</p> <p>Positions and concepts of ethics</p> <ul style="list-style-type: none"> ● Discourse ethics, ● Ethical relativism, ● Responsibility and intentions <p>War and peace</p> <ul style="list-style-type: none"> ● Causes of war and terrorism, ● Theories of <ul style="list-style-type: none"> ○ Just war ○ Peacekeeping, international law <p>Morality and law</p> <ul style="list-style-type: none"> ● Natural law and positive law, 		
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	<ul style="list-style-type: none"> • Ethical dimensions of criminal law, • Right to resistance, • Civil courage <p>8th semester - competence module 8</p> <p>Criticism of religion and morals</p> <ul style="list-style-type: none"> • Humanism • Atheism • Agnosticism • Critical religiosity; • Esotericism and • New religious movements; • Secular society, • Humanistic way of life <p>Technology and science</p> <p>Responsibility of the sciences</p> <ul style="list-style-type: none"> • Technology assessment and evaluation, • Trans- and post-humanism 		
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Geography & Economy, grades 9-12		Environment and Modern Agriculture	Healthful Eating
Grades 9-12	<p>Language and communication</p> <ul style="list-style-type: none"> • Acquisition of language skills through the evaluation of texts, images and graphic forms of representation (e.g. geomeia, maps, map-related representations); 	✓	✓

- Inclusion of current mass media and social media;
- Communication using subject-specific and interdisciplinary media;
- Development of a culture of conflict and discussion;
- Consideration of multilingualism (e.g. use of documents in original languages)

People & Society

- Acquisition of the ability to judge and criticize, decision-making and trading skills in spatial and economic issues;
- Development of an appreciative approach to heterogeneity and diversity;
- Recognizing and evaluating developments in the working and professional world (career orientation);
- Evaluation of economic questions under ethical historical points; insight into economic connections;
- Contribution to education for sustainable development

Nature and technology

- Explanation of the technically mediated relationship between people and their natural, social and economic environment;
- Recognizing the opportunities and risks of using technology;
- Description of the impact of global change on the natural environment;
- Responsible use of the environment;
- Critical examination of statistics, perception of manipulation possibilities;
- Dealing with simple models.

Health and movement

- Use of spatial orientation aids;
- Recognizing the connection between health, quality of life and environmental conditions;
- Understanding the importance of the leisure society.

	<p>Creativity and design</p> <ul style="list-style-type: none"> • Independent and target group-oriented design of media; • Participation in spatial planning processes. <p>1st semester - competence module 1</p> <p>The socially, economically and ecologically limited world</p> <p>Reflect structuring principles of the earth according to different points of view</p> <ul style="list-style-type: none"> • Analyzing possible ways of structuring the earth according to natural, cultural, political and economic features • Compare interest-based structures • Making and reflecting on geographies through zoning/structuring/demarcation <p>Analyzing Earth's geo-ecosystems</p> <ul style="list-style-type: none"> • Convert Climate data into diagrams • Compare and question climate classifications of the earth • Analyze interactions between climate, relief, soil, water and vegetation • Explain geo-ecosystems and their anthropogenic transformation <p>Discuss population and society</p> <ul style="list-style-type: none"> • Depict the current and possible future distribution of the world population • Analyzing world population dynamics • Discuss causes and effects of spatial and social mobility in different societies <p>Assess people's economic needs</p> <ul style="list-style-type: none"> • Explain the importance of the market and market failure • Depicting economic inequalities on earth • Assess the causes of economic inequalities (political action, resources, global economic structures) • Assess the production of needs in terms of concepts of sustainability 		
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	<p>Reflect on conflicts of use using regional examples</p> <ul style="list-style-type: none"> ● Explain regional conflicts over the availability of scarce resources (land, water, mineral resources, etc.) and the political interests behind them ● Assess different consequences of natural events based on the social and economic structure ● Reflecting on the viability of the one world in a future-oriented manner <p>Diversity and unity - The new Europe</p> <p>Discuss the concept of space and the structuring of Europe</p> <ul style="list-style-type: none"> ● Compare the structure of Europe according to natural, social and economic characteristics ● Investigate heterogeneous spatial and economic effects of the integration process of the European Union ● Critically reflecting on European concepts <p>Discuss convergences and divergences of European societies</p> <ul style="list-style-type: none"> ● Explain social and political developments in the European context and question their importance for your own life ● Discuss migrations in and to Europe ● Recognize the opportunities of the European education and job markets for your own life and career planning <p>Assess the extraordinary and assessment of production areas</p> <ul style="list-style-type: none"> ● Investigate the dependency of agricultural use on the natural area potential ● Compare structures and changes in agricultural and industrial production conditions in Europe ● Assess the suitability of spaces for tourism development and the consequences of development <p>Evaluate competition policy and regional policy</p> <ul style="list-style-type: none"> ● Discuss measures and effects of the European internal market 		
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- Theoretically justify spatial disparities and illustrate them using selected examples
- Recognize and critically evaluate the carriers, instruments, functioning and goals of competition and regional policy

Compare regional development paths

- Discuss the changes in space, economy and society through accession and membership in the European Union using selected examples
- Understanding the importance of cross-border cooperation for spatial development
- Reflecting on (national) statehood and the formation of new European regions with regard to their future viability

2nd semester - competence module 2

Austria - space - society - economy

Explain changes in the geopolitical situation in Austria

- Explain the various effects of the qualities of Austrian borders since the 20th century
- Possibilities of cross-border regional development under the influence of European integration

Explain overall economic performance and problems as well as economic and social policy

- Understand the development of economic data and assess their validity
- Present special features of Austrian economic and social policy
- Explain moments of macroeconomic crisis in connection with divergent economic theories
- Discuss economic and social policy and their conflicting goals as related to interests and argue different positions

Assess Austria as a business location

- Develop advantages and disadvantages of Austria from a different perspective and compare it with other countries

- Analyzing the emergence of regional disparities
- Explain the impact of regional disparities on everyday life and the economy
- Discuss Austria's foreign trade in connection with European and global developments
- Discuss quality of life in Austria
- Wiku: Describe industry and service as an essential basis for value creation and assess your current and future networked problem areas

Discuss natural opportunities and risks

- Explain geo-ecological factors and processes
- Recognize natural conditions as an opportunity for regional development
- Discuss natural and social conditions and processes as causes of ecological problems
- Develop your own strategies for ecologically sustainable action

Assess demographic development and socio-political implications

- Show the development of the Austrian population
- Assess possible social and economic consequences of population development
- Discuss challenges of multicultural and aging populations
- Evaluate the effects of social inclusion and exclusion processes on the living conditions of selected population groups

Analyze companies and professional fields

- Create product and business ideas for your own company
- Describe steps to start a business
- Work out the basics of bookkeeping (income-expenditure accounting).
- Reflect on your own options for choosing educational paths and careers
- WIKU: Interpreting operational key figures
- WIKU: Capturing the basics of operational management

Local - regional - global: networks - perceptions - conflicts

Discuss the opportunities and dangers of globalization

- Analyze your own location or the local impact in globalization processes in relation to personal opportunities and risks
- Discuss global change and its economic, social and ecological causes and effects - also with regard to one's own life situation
- Discuss the effects of economic globalization
- Develop strategies for individual, operational and socially sustainable action
- WIKU: Analyzing the positioning possibilities of companies and regions in the globalized economy

Compare political and economic systems

- Assess the causes and effects of social and economic disparities on a global level
- Discuss forms, opportunities and risks of development cooperation
- Compare different economic and regulatory models
- Analyzing power relations in political and economic systems

Examine the political design of spaces

- Explain goals, scope for design and effects of spatial planning
- Examine constructions of spaces and space-related identities
- Examine constructions of spaces and space-related identities

Examine cities as habitats and economic centers

- Compare diversity of subjective realities in cities
- Analyzing social differences in urban spaces
- Describe processes of urbanity and urbanization
- Assess the importance of metropolises as control centers of the economy
- Develop perspectives and examples for sustainable urbanity

	<p>WIKU: Analyzing money and currency</p> <ul style="list-style-type: none">• Evaluation of developments in international capital flows and financial markets analyze investment forms according to risk and chance		
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