



Austria (High School) Curriculum Standards (H-LEA)

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

History & Social Studies/Political Education, grades 9-12		Environment and Modern Agriculture	Healthful Eating
Grades 9-12	<p>Language and communication</p> <ul style="list-style-type: none">• Use of language in different communication situations• Promotion of critical reflection on language and media by dealing with and interpreting historical sources (letters, diaries, pictures, etc.), representations of the past (non-fictional texts, feature films, hypertext, diagrams, statistics, maps, etc.) and products of political culture (newspaper articles), TV documentaries, leaflets, online petitions, etc.)• Development of a democratic culture of discussion and communication <p>People & Society</p> <ul style="list-style-type: none">• Importance and position of women and men as individuals and social beings in the respective historical and political context <p>Collectivism versus individualism</p> <ul style="list-style-type: none">• Concepts of justification of and rebellion against power and domination• Mass psychological phenomena in respective forms of rule <p>Nature and technology</p> <ul style="list-style-type: none">• Natural framework conditions and their effects on social structures	✓	✓

	<p>and processes</p> <ul style="list-style-type: none"> ● Interaction between nature, technology and society ● Social consequences of technical innovations ● Limits of scientific and technical progress ● Sustainable effects of interventions in nature <p>Creativity and design</p> <ul style="list-style-type: none"> ● Simulative and action-oriented examination of topics from history and political education ● Creative and diverse forms of presentation ● Impact of art and culture on politics and society ● Attention to art also as a means of social participation and political opinion-forming <p>Health and movement</p> <ul style="list-style-type: none"> ● Social effects of nutrition, hygiene and medical advances ● Social and political function and instrumentalization of sport in different cultures <p>Didactic principles (2nd and 3rd semester):</p> <p>The subject areas are to be dealt with using exemplary case studies, cross-sections or longitudinal sections and references to the present. It is important to take the following didactic principles into account:</p> <ul style="list-style-type: none"> ● Scientific orientation, subject orientation, reference to life, action orientation, problem orientation, multi-perspectivity and the principle of controversy. <p>Historical and political learning should be more than a reproductive acquisition of factual and specialist knowledge.</p> <ul style="list-style-type: none"> ● In order to obtain a reflective and (self) reflective history and politics, the focus is on the mediation of historical and political skills. 	
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	<ul style="list-style-type: none"> ● It is important to promote the students in the learning process in all requirements (reproduction, transfer, reflection) along a differentiated operator system. ● In class, terms and the concepts they contain are used to capture historical facts. ● For this, the following basic concepts are to be considered, which <ul style="list-style-type: none"> ○ (a) reflect the formation of historical and political knowledge (verifiability, constructiveness, causality, perspective and selection), ○ (b) consider time as a fundamental concept of historical thinking between continuity and change (time courses, time division , points in time) and ○ (c) focus on the interrelationships of human coexistence (structure, power, communication, scope for action, living/natural space, norms, work, diversity and distribution). <p>Historical orientation skills :</p> <ul style="list-style-type: none"> ● Historical learning should contribute to a better understanding of present-day phenomena and future challenges. ● Since different conclusions can be drawn from the story, attention should be paid to the plurality of interpretations in the classroom. ● The resulting synergies with political education must be taken into account. <p>Political skills</p> <p>Political judgement :</p> <ul style="list-style-type: none"> ● Since everyday life is influenced by political decisions and controversies, political education should, on the one hand, enable independent, well-founded and objective and value-oriented assessment of political decisions, problems and controversies and, on the other hand, make it possible to (partially) to form and formulate judgements. 	
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	<p>Political ability to act :</p> <ul style="list-style-type: none"> • The lessons are intended to promote the willingness and ability to act politically. • To do this, it is necessary to articulate one's own positions, to understand and take up the positions of others, and to participate in the joint development of solutions. • These central skills for political action are to be conveyed using concrete examples, such as simulation games and based on the facilities of school democracy. <p>Policy-related methodological competence :</p> <ul style="list-style-type: none"> • Political education should enable people to reflect on fundamentals and information and to decode and question manifestations of the political (e.g. leaflets, newspaper reports, posters, TV reports, blog entries) by using a repertoire of methods for analyzing data, images and texts is conveyed. • At the same time, procedures and methods should be conveyed to articulate themselves politically orally, in writing, visually and in modern media (e.g. participation in discussions on political questions, school representative choice)) <p>Political expertise :</p> <ul style="list-style-type: none"> • When working on terms and the concepts they contain, care must be taken to ensure that they are conveyed in a political context and connect to existing knowledge. • Terms and the political concepts inherent in them serve to capture political facts. • For this, the following basic concepts have to be considered, which reflect the emergence of political knowledge (verifiability, constructiveness, causality, perspective and selection) as well as the relationships of human coexistence (structure, power, 	
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	<p>communication, scope for action, living/natural space, norms, work, diversity). and distribution).</p> <p>The historical and political skills are to be developed on the basis of concrete topics.</p> <ul style="list-style-type: none"> • Care must be taken to ensure that all the competencies listed are taken into account to a sufficient and balanced extent in the lesson and are the focus of the lesson. <p>When working on the topics, the relevance for the future life situation, the regional aspect, the exemplary character and interdisciplinary references are to be considered.</p> <ul style="list-style-type: none"> • In addition, the skills listed in the general part of the curriculum, such as personal and social skills, are to be initiated. • For this purpose, suitable methodological approaches must be placed (including different social forms, plan and role-playing games, open forms of learning, discovering and project-oriented learning as well as training outlets in museums, at historical sites and political institutions). <p>2nd semester - competence module 1</p> <p>Historical method competence (re- and deconstruction competence)</p> <p>Historical expertise</p> <ul style="list-style-type: none"> • Describing, analyzing and interpreting written sources • Describe, analyze and interpret pictorial sources • Recognizing historical-cultural products as places of historical narration • read history cards • Distinguish sources and representations in terms of their characteristics • Work out references to sources in representations of the past 	
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	<ul style="list-style-type: none"> ● Question history maps regarding their construction ● Clarify the terms/concepts “history” and “past” as well as “source” and “representation” and differentiate with regard to their use. ● To understand statements and interpretations about the past and present using evidence from sources and representations (verifiability) ● Clarify technical terms/concepts of history using dictionaries and specialist literature etc. and compare the definitions there and recognize differences ● Perceiving history as a construction of the past (constructivity) <p>Historical orientation skills</p> <ul style="list-style-type: none"> ● Recognize offers of orientation in representations of the past ● Conduct open and pluralistic discussions on the use of historical knowledge for the present and future ● Use insights from your own representations of the past as well as from representations of the past made by others for individual orientation (with regard to the evaluation of the past and possible options for action) in the present and future <p>Historical questioning competence</p> <ul style="list-style-type: none"> ● Identify issues addressed in accounts of the past ● Assess the inevitable perspective and intention of historical sources <p>Political expertise</p> <ul style="list-style-type: none"> ● Clarify the technical terms/concepts of the political using lexicons and specialist literature etc. and compare the definitions there and recognize differences ● Recognizing different uses of terms/concepts in everyday and (scientific) technical language and observing their change of origin and meaning <p>Political judgment competence</p>	
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	<ul style="list-style-type: none"> ● Examine your own and other people's judgments and partial judgments for their justification and relevance ● Recognize your own political judgments and beliefs in your conditionality (interests, location -bound) and provide the willingness to modify or withdraw them ● Recognize neglected interests in judgments and assessing the associated consequences <p>Political competence</p> <ul style="list-style-type: none"> ● Articulate and (publicly) represent your own opinions, value judgments and interests ● Make conscious decisions about your own participation in political decision-making processes (e.g. elections, demonstrations, referendums). ● Make decisions only after considering different points of view <p>3rd semester - competence module 2</p> <p>Historical questioning competence</p> <ul style="list-style-type: none"> ● Formulate independent questions about developments in the past <p>Historical method competence (re- and deconstruction competence)</p> <ul style="list-style-type: none"> ● Consider genre specifics of historical sources for their interpretation ● Create an independent historical presentation based on a historical question from the results of the source work and the findings from the presentations ● Systematically question the representations of the past (deconstruct) ● Analyze the structure of representations of the past (e.g. weighting of content, lines of argument, narrative logic). ● Determine perspective, intention and evaluations in representations of the past and take their context of origin into account <p>Historical expertise</p>	
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	<ul style="list-style-type: none"> ● Recognize the different use of terms/concepts in everyday and (scientific) technical language and observe their change of origin and meaning ● Basic epistemological principles of historical know and apply (identify different perspectives in historical sources and representations/questioning/perspectiveness; ● conscious selection decisions regarding topics, sources, research questions, target groups, etc. In historical representations/selectivity; ● history as a consideration that happens afterwards , perceive and reflect on their effects/retroperspectiveness) ● Apply and adapt the technical terms/concepts of historical to case studies <p>Historical orientation skills</p> <ul style="list-style-type: none"> ● Question representations of the past with regard to offered orientation patterns for the present and future ● Question orientation offers from representations of the past and confront them with alternative offers <p>Political judgment competence</p> <ul style="list-style-type: none"> ● Distinguish prejudices, prejudgments from rationally based judgments ● Recognize and understand the perspectives and interests and underlying political values and basic attitudes of those affected in political controversies and conflicts <p>Political expertise</p> <ul style="list-style-type: none"> ● Apply and adapt the technical terms/concepts of the political to case studies on case studies ● Observe the basic principles of social science research (e.g. completeness of data collection, suitability and reliability of measurement methods, traceability of results) <p>Policy -related methodological competence</p>	
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	<ul style="list-style-type: none"> Understand surveys that are used in political discourse and analyze their data (recognize the type of data collection, understand the underlying questions, identify factual and evaluative statements) Critically questioning information conveyed by the media (reflecting on the influence of media presentation forms, recognizing inadmissible simplifications of possible statements, discussing different possible interpretations) <p>Political competence</p> <ul style="list-style-type: none"> Conceive and/or apply democratic means of asserting one's own concerns (e.g. demonstrations, signature lists, leaflet campaigns, petitions), in particular forms of co-determination at school and outside of school Conduct differentiated political discussions Make contact with institutions and people in the political public (politicians, NGOs, etc.) and be able to use offers from political organizations Stand up for common interests and/or the interests of others, alone or with others, and accept compromises that have been made Participate responsibly in political processes 		
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Latin Culture, grades 9-12		Environment and Modern Agriculture	Healthful Eating
Grades 9-12	<p>2nd and 3rd semester - competence module 1 and 2</p> <p>The students should achieve the following goals:</p>	✓	✓

	<ul style="list-style-type: none"> ● Gain familiarity with the basic features of the specific ordering system of Latin morphology and Latin syntax ● Build up a basic vocabulary through different learning techniques and language comparisons, taking loan and foreign words into account ● Gain an insight into ancient culture and its continued influence to the present day ● Acquire knowledge of Latin morphology (verb: indicative active and passive, infinitives; nouns: <ul style="list-style-type: none"> ○ case and agreement, adjectives and adverbs including comparison, common pronouns, prepositions) and Latin syntax (simple sentence structures) as well as the basic vocabulary, taking loan and foreign words into account ● Gain insight into aspects of word formation theory (prefixes and suffixes) ● Deal with ancient culture and its continued influence up to the present <p>4th semester - competence module 3</p> <p>Expand and deepen knowledge of Latin morphology (verb: participia) and syntax (sentence -value constructions) and the teaching of word formation</p> <ul style="list-style-type: none"> ● Expand and consolidate the basic vocabulary and learn how to use the dictionary ● Gain in-depth insights into ancient culture and its continuing influence <p>5th semester - competence module 4</p> <p>From the beginning of the reading phase, the knowledge of morphology (conjunctively active and passive, ND shapes) and syntax (conjunctive main and limits) according to the requirements of the types of text deepen and</p>	
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	<p>expand</p> <ul style="list-style-type: none"> ● Train the efficient use of the dictionary ● Key texts from European intellectual and cultural history <p>Based on simple descriptions of non-European life forms, reflect on your own points of view and develop tolerance for other thinking and being different (design from mythology, legend, history)</p> <ul style="list-style-type: none"> ● Gain understanding for the influence of Romanization on the regions of Europe, taking into account Austria Latina (Latin and Europe) ● Get to know Christianity as a formative force in Europe based on simple texts from the Bible and hagiographic texts <p>6th semester - competence module 5</p> <p>Cheerful and enigmatic</p> <ul style="list-style-type: none"> ● Use the example of small forms such as epigrams, anecdotes and fables, experience how social and political grievances and human weaknesses are addressed and commented on in a humorous way <p>Politics and rhetoric</p> <ul style="list-style-type: none"> ● By reading historical and philosophical texts, you will learn basic knowledge about possible forms of government and society and their development ● Learn to understand the means of rhetoric as an instrument of political and social processes <p>7th semester - competence module 6 (only high school)</p> <p>Man in his everyday life</p> <ul style="list-style-type: none"> ● Become familiar with everyday life in different social structures and epochs on the basis of different texts and text types and gain an expanded understanding of culture by comparing them with their 		
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	<p>own life situation</p> <p>Love, lust and passion</p> <ul style="list-style-type: none"> Reflect on the meaning of love and partnership for one's own living environment by dealing with the poetic depiction of personal feelings and interpersonal relationships <p>8th semester - competence module 7 (only high school)</p> <p>Forms of coping with life</p> <ul style="list-style-type: none"> Deal with basic questions of human existence on the basis of texts with philosophical and religious content Learn to use solution models, such as those offered by ancient philosophy and religious models, as a stimulus for coping with life and finding meaning <p>Myth and Reception</p> <ul style="list-style-type: none"> Get to know influential examples of ancient myth and understand its survival in various areas of art and literature using examples 		
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Learning, Presentation & Communication Techniques, grades 9-12		Environment and Modern Agriculture	Healthful Eating
Grades 9-12	<p>The aim of teaching learning, presentation and communication techniques is to enable students to acquire knowledge efficiently and to present content in an appealing and up-to-date form.</p> <ul style="list-style-type: none"> The lesson has the task of providing students with strategies for changing and improving their own learning processes in the sense of 		

	<p>independent and lifelong learning by analyzing learning situations and the learning environment.</p> <ul style="list-style-type: none"> • Furthermore, the expression and communication skills of the students are to be improved in the classroom. The dimension of non-verbal communication must be included. • In addition, it is the task of the lesson to enable the students to present content in a structured form in an understandable way. Particular attention should be paid to the appropriate use of presentation media (posters, presentation programs, etc.). • The independent, goal-oriented and technically correct processing of tasks and problems in terms of acquiring key qualifications is to be promoted. At the same time, school and extracurricular examination situations (particularly with regard to the matriculation examination) should also be prepared. <p>Didactic principles:</p> <ul style="list-style-type: none"> • Particular attention should be paid to a variety of teaching methods and forms of work. The lessons are to be designed in such a way that the students can bring in and expand their different previous knowledge and experience. • Based on this, learning strategies are to be developed in order to recognize complex learning contexts and to develop strategies for exam preparation. • The students are to be strengthened in their independence and personal responsibility, for example through open forms of learning involving various media and information technologies. Suitable implementation options are, for example, the independent structuring of working documents or research work (also involving electronic media). Practical exercises to expand skills in presentation 	
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	<p>techniques and teamwork are to be carried out. Furthermore, the communication skills of the students are to be promoted through analysis and discussion, practicing appreciative feedback and listening.</p> <ul style="list-style-type: none"> As part of the teaching methods and forms of work, various channels of perception and processing are to be used and correspondingly diverse learning strategies are to be integrated in the classroom. Different requirements regarding learning types, learning styles, learning speed, social skills, strengths and weaknesses must be taken into account as best as possible. <p>Memory and learning</p> <ul style="list-style-type: none"> Get to know learning techniques, transfer them to your own areas of life and put them into practice Distinguish learning types and develop appropriate learning concepts for yourself Recognize the causes of learning and motivational inhibitions Learn about stress management methods Use concentration and attention exercises Try time management <p>Rhetoric and communication</p> <ul style="list-style-type: none"> Get to know the basics of communication Develop an understanding of the importance of body language, gestures and facial expressions Analyzing communication styles and their effects Distinguish between external and self-evaluation Master giving and receiving feedback Reflect on diverse communication situations (including exam 	
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	<p>situations).</p> <p>Presentation</p> <ul style="list-style-type: none">● Learn about and apply presentation techniques● Capture advantages and disadvantages of different presentation media● Prepare, conduct and analyze presentations● Present content with adequate media in front of groups of different sizes <td></td> <td></td>		
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