





# Switzerland Curriculum Standards Alignment (H)

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

Health & Well-being, Secondary	Environment and Modern Agriculture	Healthful Eating	
<p>FG 22 — Act in relation to basic needs by mobilizing useful resources...</p>	<ol style="list-style-type: none"> <li>1. by relating an emotional situation to its context</li> <li>2. by identifying several possible behaviors in various situations (encouragement, friendship, conflict, fatigue, stress, danger, ...)</li> <li>3. by identifying risky situations for oneself and others</li> <li>4. by classifying the different types of physical and emotional needs</li> </ol> <p>Classification of the different needs (hunger, thirst, sleep, physical and emotional security, shelter, etc.) according to age, their importance, the country in which one lives and its culture (North/South comparison, family photo ,...)</p> <p>Discovery of the diversity of possible behaviors (his own and those of his classmates) and their consequences in the same situation</p> <p>Differentiation and identification of various emotions (joy, sadness, anger, fear) and various feelings (injustice, powerlessness, jealousy, etc.) in various school situations and knowledge of some management strategies</p> <p>Links CM 25 – Sense and physiological need ; CM 26 – Food balance</p>		

	<p>To work on the classification of the different needs, link SHS 21 – Human-space relationship and SHS 24 – Human-society relationship (cf. Children's rights, Human rights, pyramid of needs, etc.)</p> <p>Take into account differences in sensitivity and behavior between students as well as the notions of inequity and equity</p> <p>Links A 22 AC&amp;M – A 22 AV – A 22 Mu – Perception ; CM 22 – Motor and/or expression activities</p> <p>1st part of the cycle</p> <p>Distinction between "appropriate" behavior "at risk" behavior (reminder of safety, potential risk and protection instructions)</p> <p>2nd part of the cycle</p> <p>Highlighting the influence of the management of one's emotions on the evolution of a situation</p> <p>Identification of some addictive behaviors (addiction to television, video games, substance abuse, etc.)</p> <p>Identification of the consequences linked to risk-taking</p> <p>Activities related to needs should be carried out several times and be enriched, modulated according to the events experienced by the students, by the class as well as according to current events.</p> <p>To work on the notion of need, in connection with MSN 27 – Human body</p>		
--	---	--	--

<p>FG 32 — Respond to basic needs through relevant choices...</p>	<p>Warn about the consequences of addictions and addictive behaviors (addiction to television, video games, substance abuse, bulimia, etc.), links CM 26 – Dietary balance ; FG 21 – MITIC</p> <p>Plan the interventions of specialists for the prevention of abuse, sex education , traffic education, etc.</p> <p>use of games, visual arts, music, bodily expression (mime), oral and written expression, etc.</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <p>The student respects the safety rules defined for a given place</p> <p>The student differentiates, depending on the situation, risky behavior from appropriate behavior</p> <p>Communication – Codification of language</p> <p>Creative thought – Recognition of its sensitive part</p> <p>Reflective approach – Questioning and decentering oneself</p> <ol style="list-style-type: none"> <li>1. by identifying, in particular school situations, the role of emotions in their reactions</li> <li>2. recognizing their powers, limitations and responsibilities in various situations</li> </ol>		
---	---	--	--

3. by becoming aware of the consequences of their personal choices on their health
4. by adapting their behavior in various situations (encouragement, friendship, conflict, stress, etc.)
5. by identifying risky situations for oneself and others (consumption of alcohol or drugs, dangerous games, etc.)
6. using a variety of ways to express needs and feelings
7. by mobilizing existing mediation structures or resources

Perception and recognition of risk situations (violence, racketeering, tobacco-cannabis consumption, alcohol, addictions, STDs, AIDS, etc.) and the possibilities of responding to them

Propose ad hoc interventions according to the situations encountered, possibly using external contributors

Collaborate in the planning of interventions by sex education specialists

Verbalization of a state in the face of school tasks (well-being, ill-being, etc.)

Propose individual support measures or resource services in the face of marked changes in attitude or behavior

Knowledge of resource services and their contact address (including websites)

Provide information on resources according to the situations that arise (individual, class or establishment)

Awareness of one's qualities, aptitudes, personal interests and highlighting

	<p>the links between one's choices and their consequences</p> <p>Development of protection and behavior strategies in the face of stressful or dangerous situations (knowing how to say no, warn an adult, etc.)</p> <p>Links FG 34 – Collective projects</p> <p>Knowledge of a few gestures of caution, first aid and road safety</p> <p>Links CM 34 – Individual and collective games ; CM 36 – Food balance ; A 33 AC&amp;M – Acquisition of techniques</p> <p>Refer to cantonal, local or establishment resources (Samaritans, rescuers, firefighters, etc.)</p> <p>Possible forms of activities:</p> <p>from an ethical and philosophical perspective, debates ( in connection with FG 35 – Classroom and school life ); ensure that everyone's points of view are respected within the socially accepted framework</p> <p>collective projects</p> <p>...</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>● The student respects the safety rules defined for a given place or activity</li> <li>● The student recognizes risky situations, knows the services or</li> </ul>		
--	---	--	--

<p>FG 35 — Recognizing otherness and situating it in its cultural, historical and social context...</p>	<p>resource persons available and knows how to use them if necessary.</p> <ul style="list-style-type: none"> <li>• The student knows some first aid gestures</li> </ul> <p>Collaboration – Consideration of the other, Self-knowledge</p> <p>Communication – Codification of language, Exploitation of resources</p> <p>Reflective approach – Questioning and decentering oneself</p> <ol style="list-style-type: none"> <li>1. by investigating the reasons for the differences and similarities between various cultures</li> <li>2. by exercising an attitude of openness which tends to exclude abusive generalizations and any form of discrimination</li> <li>3. by acquiring the skill of debating</li> <li>4. by identifying group phenomena and their dynamics</li> <li>5. by distinguishing and confronting the interests of a community and its individual interest</li> </ol> <p>Active participation in discussions and debates relating to school life (operation of the class and/or school council, organization of specific activities, conflict situations, etc.)</p> <p>Taking responsibility for a role (president, delegate, etc.) and tasks related to class or school life</p> <p>Ensure that the operating rules inherent in an active democracy in the school environment are clearly established</p> <p>Highlighting situations where the individual interest does or does not</p>		
---	--	--	--

	<p>correspond to the common interest and analyzing the advantages and disadvantages of a concession granted by the individual</p> <p>Debate on the rules, laws and limits imposed as well as on the different types of powers (authorities, adults, etc.)</p> <p>When working on rules and laws, the statement of the prohibition also implies that of the penalties incurred in the event of transgression.</p> <p>Analysis of the group phenomenon as opposed to individual action, reflection on the values conveyed and description of external elements (clothes, attitudes, music, languages, etc.) which make a group identifiable</p> <p>Reflection on the right to difference (opinion, gender, religion, age, physique, disability, etc.)</p> <p>(see General Comments – Citizenship Education )</p> <p>Detect situations of inequity to work on them in class</p> <p>Links SHS 32 – Human-time relationship ; SHS 34 – Human-society relationship</p> <p>Use of a few communication tools to defuse and manage conflicts and knowledge of resource people in the establishment as well as the main support networks in their region (telephone lines, websites, etc.)</p> <p>Bring the pupils to distinguish the factors facilitating the defusing and the resolution of conflicts such as: practicing active listening, reformulating, separating the objective facts from the emotions linked to these facts,</p>		
--	--	--	--

<p>FG 25 — Recognize otherness and develop mutual respect in the school community...</p>	<p>identifying some elements of the language (verbal, non-verbal) used by other people</p> <p>Possible forms of activities :</p> <ul style="list-style-type: none"> <li>● debate, news, newspapers, miscellaneous events experienced in the class, in the school, theatrical animation, subject of history,...</li> <li>● class, establishment and school councils</li> <li>● class or school projects</li> </ul> <p>...</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>● The student participates in the life of his school</li> <li>● The student recognizes the different roles inherent in group functioning; participates in a debate or in class/school work respecting and taking into account the variety of opinions</li> </ul> <p>Collaboration – Consideration of the other, Self-knowledge</p> <p>Communication – Codification of language</p> <p>Reflective approach – questioning and decentering oneself</p> <ol style="list-style-type: none"> <li>1. by identifying cultural diversities and analogies</li> <li>2. by taking part in the debate, accepting differences of opinion, taking a stand</li> <li>3. by identifying links between the rules of civility and the respect due to everyone and by applying these rules</li> </ol>		
--	---	--	--



4. by assuming one of the different roles of the actors of the democratic management of the class, of the school (delegates, president,...)
5. by negotiating decision-making within the framework of the school and by practicing democratic debate there
6. by linking the law to individual rights

Identification and exchanges around the different affiliations

- Orient exchanges on cultural elements (such as gender relations, communication, languages, religions and beliefs, etc.) at different levels: family, community, ethnicity

Discussion and debate (in particular by highlighting the stakes of the situation dealt with) within the limits imposed by the school framework

Propose the use of debate to deal with questions in the humanities, natural sciences, etc.

Links L1 24 – Oral production

Participation in an active democracy within the class or school

Awareness of everyone's rights and duties

Taking responsibility for a role (president, delegate, etc.)

Explanation of the rules of politeness and mutual respect

Explanation of the rules of the school and the class (respect, transgression and associated sanctions, etc.)

	<p>Taking responsibility for tasks related to classroom or school life</p> <p>Ensure that the operating rules inherent in an active democracy in the school environment are clearly established</p> <p>Ensure that the various roles (president, delegate, etc.) are regularly held by different students within the framework of a class council</p> <p>Propose discussions on the explanation of the rules, on their history, their transformation over time and the meaning they have today. Distinguish between law, rules and principles.</p> <p>SHS links 24 – Human-society relationship ; CM 24 – Individual and collective games</p> <p>Favor the framework of the class council to practice appropriate communication and conflict management.</p> <p>Description of the different roles of the students (student, child ≠ adult, son/daughter of, etc.) and highlighting the expectations of the establishment (rules, duties, responsibilities linked to them)</p> <p>Also offer these exchanges during a teaching moment in another area (based on a current event, imagining the life of a child living in another country, based on a testimony, a story,...). They can also be triggered by events specific to the life of the class (religious festivals, rituals of certain pupils, etc.)</p> <p>Exchanges on the differences and similarities between the students to promote the construction of a class group allowing everyone to find their</p>		
--	--	--	--

<p>FG 24 — Assume one's share of responsibility in carrying out collective projects...</p>	<p>place</p> <p>Encourage the analysis of reactions linked to prejudices about differences (ethnic, linguistic, cultural, gender, etc.)</p> <p>Possible forms of activity: class , school, establishment council; assembly of delegates; votes, elections of delegates; table of responsibilities,...</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>● The student takes part in the debate, taking into account the issues and the limits</li> <li>● The student assumes his responsibilities in the tasks entrusted to him</li> <li>● The student respects the rules in force in the school environment</li> <li>● Collaboration – Self-knowledge, Consideration of the other</li> <li>● Communication – Codification of language</li> </ul> <p>Reflective approach</p> <ol style="list-style-type: none"> <li>1. by actively collaborating and taking into account everyone’s skills</li> <li>2. by questioning the ends and the means to readjust and modify them</li> <li>3. by sharing experiences and their results</li> <li>4. by identifying the factors facilitating and hindering collaboration</li> <li>5. by developing a quality of listening and dialogue and putting it into</li> </ol>		
--	--	--	--

	<p>practice</p> <p>Implementation of collective projects, research of everyone's skills in relation to the tasks to be accomplished</p> <p>Step-by-step planning of work by setting goals</p> <p>Self- or co-assessment of these steps and adaptation of strategies accordingly</p> <p>Description of each stage of work, experiments and their results, as well as identification of success or failure factors</p> <p>Evaluation of the methods of collaboration of each in a project</p> <p>Construction of the project taking into account the plurality of opinions</p> <p>Prioritize cooperation in the early stages of collaboration to recognize everyone's skills</p> <p>Ensure that the distribution of tasks takes into account the skills to be strengthened or developed in each person</p> <p>Propose discussions on the stages of realization, on the use and creation of resources, on time management, on the involvement and perseverance of each in the project, on the internal relations of the group, etc.</p> <p>Set up, with the students, a project evaluation grid</p> <p>Possible forms of activity: shows, exhibitions, camps, humanitarian project, etc.</p>		
--	---	--	--

<p>FG 34 — Plan, carry out, evaluate a project and develop a participative and responsible attitude...</p>	<p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>● The student gets involved in collective projects and evaluates their progress</li> <li>● The student takes into account his own characteristics and those of others during moments of collaboration</li> <li>● Collaboration – Consideration of the other, Self-knowledge</li> <li>● Communication – Language Codification, Resource Analysis, Resource Exploitation</li> </ul> <p>Learning Strategies</p> <ol style="list-style-type: none"> <li>1. by taking an active part and responsibilities in a project</li> <li>2. by evaluating their actions and attitudes, adjusting them if necessary</li> <li>3. by developing the stages of the project, using the relevant resources and evaluating them</li> <li>4. by negotiating a joint decision while taking into account particular interests and needs</li> <li>5. by debating and seeking answers to concrete problems and ethical questions</li> </ol> <p>Planning and management of one or more particular tasks more or less extended in time and adjustment of collaborations with the different actors</p>		
--	---	--	--

<p>FG 38 — Explain their reactions and behaviors according to the groups they belong to and the situations experienced...</p>	<p>Implementation of a work plan over one or more weeks and for one or more disciplines</p> <p>Support students in adjusting schedules and work plans</p> <p>Implementation of a project or research by specifying the stages (definition of the theme, planning of the stages, search for sources, production, readjustments)</p> <p>Joint development of a project by defining the modes of collaboration or cooperation</p> <p>Possibility to choose themes in FG 36 – Environment ; FG 37 – Complexity and interdependence</p> <p>Links FG 31 – MITIC</p> <p>In the context of collective projects, promote the emergence of personal projects</p> <p>Mobilize the research methods developed in particular in SHS and Natural Sciences</p> <p>Highlighting general learning conditions (self-knowledge, meta-cognitive strategies, stress management, perseverance, etc.)</p> <p>Discovery and exploitation of other ways of learning and organization of one's work</p> <p>Bring the student to consider himself positively, to accept the gaze of others</p>		
---	---	--	--

	<p>even if the point of view is different from his</p> <p>Links FG 35 – Classroom and school life ; FG 31 – MITIC</p> <p>Specific objectives targeted</p> <p>Transversal skills developed:</p> <ul style="list-style-type: none"> <li>• The student participates in projects by getting involved in the necessary collaborations; he assesses the adequacy of the approach with the objective of the task and evaluates the progress</li> <li>• The student uses various learning strategies and organizes his work; they can anticipate the completion of a task and describe their strategies</li> </ul> <p>Collaboration - Self-knowledge</p> <p>Communication - Resource Analysis, Resource Exploitation</p> <p>Learning Strategies</p> <p>Reflective approach</p> <p>HAS ...by analyzing the effects of various influences (fashions, peers, media, advertising, ...) and taking a critical step back</p> <p>B ...by identifying their learning strategies and enriching their repertoire</p> <p>VS</p>		
--	--	--	--

	<p>...by identifying changes and developments in a situation and adapting its responses</p> <p>D</p> <p>...by critically analyzing prejudices, stereotypes and their origins</p> <p>E</p> <p>...by identifying their preferences, values, ideas, comparing them and accepting those of others</p> <p>F</p> <p>...by situating their place within the class group, the school and other groups to which they belong</p>		
--	--	--	--

<b>History, Secondary</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
---------------------------	---	-------------------------

SHS 23 — Appropriate, in situ, relevant tools to deal with human and social science issues...	<p>Introduction History 2nd cycle</p> <p>Principles</p> <p>The work in History is organized according to the classical periodization (Prehistory, Antiquity, Middle Ages, Modern Times and Contemporary Period). Compared to cycle 3 which is also organized around these periods, the work of cycle 2 is devoted mainly to daily life and social organization.</p> <p>In accordance with the aims of the domain, students will:</p> <ul style="list-style-type: none"> <li>● acquire chronological landmarks and know the major characteristics of these periods , thus refining their vision of past societies (technical, political, economic, social, cultural developments, regional planning, etc.);</li> <li>● to reason about these different periods by progressively using</li> </ul>	✓	✓
---	---	---	---



historical questions linked to the central concepts of History : change/permanence (what changes? what remains stable? how does change take place?), myth and history (among all that we tell ourselves about the past, what is true? what has been distorted?), traces (on what traces can we reconstruct the past? that is there any left?) and memory (what credit should be given to reconstructions or commemorations?).

The progressions described include Learning Objective SHS 23 devoted to the tools of the Humanities , in particular through inquiry approaches:

- construction of the work problem by questioning and formulating hypotheses by developing historical curiosity and the ability to imagine changes using prior knowledge;
- analysis and comparison of various historical sources to identify the characteristics of the periods and the evolutions;
- taking a critical distance from certain conceptions or certain “stories” that we exchange about the past;
- formulation of conclusions (even partial) by associating texts, diagrams, maps, graphs, photos, etc.
- Organization of learning

To best identify the learning challenges mentioned above and take SHS 23 into account, the progressions and expectations have been grouped into three categories:

- (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) be informed : read and produce various formats of information

- (texts, tables, diagrams, maps, images, etc.); identify characteristics; search, select and compare information; transmit and discuss them;
- (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 supplemented by proposed themes by historical period and for each part of the cycle.

The description of learning is broken down into two documents:

- Learning Progressions , Core Expectations and Pedagogical Guidelines ;
- more specific thematic proposals for each part of the cycle.
- Concerning the distribution of periods within the cycle, the pupils first work on old periods, then on recent periods. In all cases, a relationship with the present is necessary to allow students to become aware of the specificities of past societies (today, how do we get around? what work do we do? how are decisions made? and at that time ?). Links with other periods not yet addressed make it possible to identify changes over long time scales , by identifying some of their characteristics and showing contrasts or similarities with the period studied.

The choice to deal with two to three periods over two years - each through a few aspects (daily life, social organization, etc.) leaves enough time for students to simultaneously develop their reasoning about the past, their mastery of tools and their knowledge. Two important conditions are necessary for this: to accept that it is impossible to know everything that happened; recognize that historical training is about both the ability to work

with elements of the past and the acquisition of knowledge about them. Note also that knowledge related to the history of identity will be addressed in 7th and 8th in the themes Myths and realities and Traces and memory, where the students will wonder, among other things, about the authenticity or otherwise of the events and the characters, about the veracity of the reconstructions, and will identify the legacies of the past, the consequences on current life (linguistic distribution, religious, social organization, politics , cultural event,...) and commemorations.

#### Links with Geography and Citizenship

The general orientations of the SHS field give the possibility of putting in resonance the work of history and geography. Indeed, past societies have organized their living space in a particular way, according to the representations and intentions of the actors of the various periods, their logic of exploitation of space,... The study of this spatial organization can help to better understand the functioning of the society that built it: how has the occupation of territories evolved, the organization of towns and cities, transport networks , etc.? What does this tell us about past societies?

The same is true between the objective of citizenship and that of history because reflections on daily life and social organization lead the class to talk about the distribution of power, rights and duties, decision-making, rules organizing community life.

#### Verticality

In cycle 1, History develops the structuring of time through activities of perception, identification, representation or description. It initiates a questioning of the recent past and the changes that have taken place. In cycle 2, the structuring of time concerns periods ranging from prehistory to the present day; historical questioning and document work become more

SHS 33 — Appropriate, in situ, research tools and practices appropriate to the issues of the human and social sciences...

present. We deal above all with daily life and the organization of society. In cycle 3, the same periods are covered but considering societies in a more generic way, with more elaborate concepts and categories of analysis. In addition, the development of abstraction and critical judgment in adolescents allows for more in-depth work on questions of traces and memory, myths and historical realities.

Introduction History 3 rd cycle

Organization of progressions

For convenience and according to usage, the historical times have been divided into three sections allocated to the three years of cycle 3; As history seeks to understand the evolution of societies, it remains important to consider these chronological limits with flexibility and to make links between periods or with the present, according to the opportunities or questions that the pupils ask themselves.

Each period is used to work on two categories of objectives:

- an introduction to historical approaches allows the student to discover how to reconstruct the past, and, at the same time, to identify some of the limits of this undertaking and to recognize certain pitfalls; going through the use of various documents and traces of the past to document a problem and to build an understanding and an interpretation of the facts, it engages the student to consider history as an investigation;
- a study of the organization of societies allows him to identify the major changes and permanence by characterizing in particular their social, economic, political, cultural and religious dimensions.
- The Learning Progressions and expectations are supplemented by proposed themes; these do not form an exhaustive or binding list.

These are themes of history and memory evoked in society and considered as part of a general culture. A certain balance between all the scales of human history has been taken into account (local, national, European, global).

#### Details for the implementation

The SHS 33 learning objective (research methods) is not declined for itself. It has been directly integrated into the Progression of learning in SHS 31 and 32. In History and Geography, in accordance with the purposes assigned to them, the Progression of learning therefore covers both:

- the appropriation of notions, knowledge, characteristics, vocabulary and temporal and spatial landmarks related to the societies and periods covered;
- the development of skills of questioning, formulation of hypotheses, analysis, synthesis;
- the use of tools such as maps, graphics or texts (in reading and in production), images, diagrams, friezes, animations, reconstructions, testimonials, etc.

An entry by problematization makes it easy to articulate these three aspects by making the student aware of the facts of the past and by engaging him in a historical investigation. This problematization helps the student to perceive the story not as a definitive linear narrative, but as a human reconstruction; which should show him the relevance of certain questions about our relationship to the past:

- reflection on the sources (relevance, anachronism, manipulation) or on the works (analysis of the representations and intentions of the author, decoding of the temporalities involved);
- the existence of sometimes divergent historical interpretations even if

- they obey the same concern for objectivity;
- the contextualization of facts and periodizations according to the three time scales (short, medium and long term) and the different spatial scales (local, national, continental, global);
  - the distinction between history and memory, involving critical reflection on the uses of memory (commemorations, testimonies, etc.) by comparing them with the work of historians.
  - Links with Geography and Citizenship
  - The general orientations of the SHS field give the possibility of putting in resonance the work of History and Geography . Indeed, past societies have been marked by issues that may be similar to those of the contemporary world studied in Geography , such as migrations, resources and related issues, climate change, ways of producing and consume,... With all the caution of historical contextualization, the relationships woven between current and past issues can give students access to a better understanding of societies and their dynamics.



It is the same between the objective of Citizenship and that of History since the study of the organization of past societies in their political, social and economic dimensions is of a certain contribution in the formation of the citizen.

#### Verticality

In cycle 2, the History objective covers the periods from Prehistory to the present day, but focusing above all on daily life and the organization of society; document work has also begun. The specificity of cycle 3 is to return to these periods by considering societies in a more conceptual way and thanks to more elaborate categories of analysis (social, economic, political dimensions, etc.), by identifying more general developments, and by

	devoting more time to the history of the 20th century . In addition, the development of abstraction and critical judgment in adolescents allows for more in-depth work on questions of traces and memory, myths and historical realities.		
--	---	--	--

<b>Home Economics, Secondary</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
----------------------------------	---	-------------------------

<p>Priority targets</p> <p>Know your body, take care of it and recognize its physiological and nutritional needs</p> <p>Develop your physical and motor resources, as well as modes of bodily activity and expression</p> <p>Preserve your health capital through the responsible choice of sports activities and dietary practices</p> <p>Act as a responsible consumer and ensure the management of a household while respecting the environment, knowing its physiological and nutritional needs and preserving its health capital.</p>	<p>CM 25 — Identifying the body's nutritional needs...</p> <ol style="list-style-type: none"> <li>1. by perceiving and identifying their biological rhythm (meals, activities, rest, sleep)</li> <li>2. by addressing the different phases of digestion, assimilation and elimination</li> <li>3. by recognizing the functions of food</li> <li>4. by refining its sensory approach</li> </ol> <p>PROGRESSION OF LEARNING CORE EXPECTATIONS 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> <ul style="list-style-type: none"> <li>● Resources, clues, obstacles, personal notes</li> <li>● Inventory of activities of a usual day (sport, walking, television, reading, cycling, etc.) with their duration (cycling: 15 minutes, etc.)</li> </ul> <p>Cantonal details:</p> <ul style="list-style-type: none"> <li>● Observation of his biological rhythm (meals, activity, rest, sleep) and comparison with his comrades</li> </ul>		
--	--	---	---

	<p>Links CM 21 – Fitness and health</p> <p>Interaction between one's activities and digestion (opportunity times to provide physical effort, etc.)</p> <p>Resources of the Swiss Nutrition Society (DVD, posters, etc.) <a href="http://www.sge-ssn.ch">www.sge-ssn.ch</a></p> <p>Classification and tasting of foods according to their origin (animal or vegetable) or according to their state (raw or processed)</p> <p>Identification of the functions of food in the body: protection, growth, energy, repair, elimination</p> <p>classifies the food offered according to the criteria "raw" or "processed"</p> <p>Use food pyramid support or other reference schemes (Swiss Nutrition Society)</p> <p>Observation and description of sensory criteria that influence the choice of foods</p> <p>Use a tasting grid</p> <p>CM 26 — Identify the basic notions of a balanced diet:</p> <ol style="list-style-type: none"> <li>1. by identifying their food and water needs</li> <li>2. by observing their eating habits</li> <li>3. by recognizing and classifying different foods into groups</li> <li>4. by identifying food equivalences</li> <li>5. by composing a simple meal</li> </ol>		
--	--	--	--



PROGRESSION OF LEARNING CORE EXPECTATIONS PEDAGOGICAL INDICATIONS

5 th – 6 th grades      7th – 8th grades

- During the course, but at the latest at the end of the cycle, the student: Resources, clues, obstacles. Personal Notes
- Tasting of different natural and flavored waters

Cantonal details:

- Discussion on the choice of snacks brought by the children
- Preparation and tasting of a breakfast or snack with drink

Links FG 22 – Health and well-being ; FG 25 – Classroom and school life ; FG 26-27 – Complexity and interdependence ; CM 21 – Physical condition and health

Classification of foods and beverages according to their functions in the body

associates foods and beverages with their functions in the body

Links FG 26-27 – Complexity and interdependence

Use the support of the food pyramid or other reference diagrams (Swiss Nutrition Society) [www.sge-ssn.ch](http://www.sge-ssn.ch)

Discovery and analysis of food equivalences

applies food equivalences

Planning, organizing, carrying out and sharing a picnic or a meal

CM 36 — Exercising culinary skills and balancing one's diet...

1. by acquiring culinary techniques and developing manual skills
2. by discovering other culinary cultures
3. by identifying food preservation techniques
4. by critically studying products and consumer habits
5. by taking a critical look at food trends
6. by comparing and analyzing cost prices in relation to the quantity and quality of products
7. by developing their sense of organization, autonomy and creativity
8. by applying the rules of hygiene, safety and behavior towards others and the environment

PROGRESSION OF LEARNING CORE EXPECTATIONS PEDAGOGICAL INDICATIONS

9th grade \_ 10th grade \_ 11th grade \_

During the course, but at the latest at the end of the cycle, the student:

Resources, clues, obstacles. Personal Notes

Use of basic culinary techniques to make a meal (boiling, parboiling, browning, etc.)

uses basic culinary techniques to prepare a dish or a meal

Cantonal details:

- Ensure technical progress in culinary difficulties
- Meal preparation: Click to view available resources
- Acquisition of gestures adapted to different culinary preparations (peeling, mincing, kneading, etc.)
- Choice and appropriate use of utensils and equipment
- Preparation and tasting of dishes from other cultures
- Mobilize the senses

	<p>Links SHS 31 – Man-space relationship ; FG 35 – Classroom and school life</p> <p>Application of cold chain principles and awareness of food poisoning risks</p> <p>identifies and describes the most common conservation techniques</p> <p>Use and care of a fridge and freezer</p> <p>Discovery and application of different preservation techniques (freezing, drying, etc.)</p> <p>Analysis of the information on the packaging of a food</p> <p>decodes the label and/or label of a product</p> <p>Knowledge of the different cultivation and breeding methods</p> <p>Promotion of seasonal, local or fair trade products</p> <p>Guide students' reflections and actions by referring to the analysis grid for Education for Sustainable Development (ESD) ( <a href="http://www.globaleducation.ch">www.globaleducation.ch</a> )</p> <p>Links SHS 31 – Man-space relationship ; FG 36 – Environment</p> <p>Comparison and exchange on different ways of eating</p> <p>Ensure the application of food equivalences</p> <p>Preparation and comparison of a homemade meal and a pre-cooked meal in</p>		
--	---	--	--

	<p>relation to price, quality, taste and preparation time (lasagna, pizza, etc.)</p> <p>Putting hygiene rules into practice:</p> <ul style="list-style-type: none"> <li>● bodily (washing hands, tied hair, etc.)</li> <li>● material (apron, linen, utensils, work plan, etc.)</li> <li>● food (packaging, storage, etc.)</li> <li>● Application of security rules</li> <li>●</li> <li>● applies health and safety rules in the kitchen</li> </ul> <p>recognizes some agents responsible for food contamination and their effects on health</p> <p>Tackling the problem of food poisoning</p> <p>Links FG 32 – Health and well-being</p> <p>Identification and application of gestures favoring the appropriate use of resources (water, electricity, etc.)</p> <p>applies actions that promote the saving of resources</p> <p>Develop eco-gestures</p> <p>Links FG 36 – Environment</p> <p>Knowledge of his cookbook and application of recipes</p> <p>Organization of your work (time management, setting up, storage, etc.)</p>		
--	---	--	--

	<p>Transfer of culinary techniques to new recipes</p> <p>make some recipes from the cookbook respecting the basics of preparation and the proportions</p> <p>Provide the opportunity to plan a meal or snack from a green week or a sports camp</p> <p>Links L1 31 – Reading comprehension ; MSN 34 – Quantities and measures ; MSN 35 – Modeling ; FG 34 – Collective projects</p> <p>Presentation, creative and neat realization of different dishes and preparation of the table (setting the table, decoration, etc.)</p> <p>carefully presents a dish</p>		
--	--	--	--

<b>Humanities and Social Sciences, Secondary</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
<p>Geography Story Citizenship</p> <p><b>PRIORITY TARGETS</b> Discover different cultures and ways of thinking across space and time; identify and analyze</p>	<p>Intentions</p> <p>In accordance with the values contained in the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child, and consistent with the aims and objectives of public schools, the field of human and social sciences organizes the acquisition of knowledge, concepts, tools, and skills necessary to understand the world in which we live, to fit into it and contribute to its evolution in a perspective of sustainable development.</p>	✓	✓

<p>the system of relationships 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>By the methodical comparison of sources varied and by formulating and validating hypotheses, it allows students to situate social, economic, political, environmental and cultural issues in their spatial and temporal dimensions. It allows you to acquire knowledge and benchmarks essential to understanding the world today.</p> <p>In complex and changing societies, everyone needs to have reference points and structured reading keys to grasp and interpret the processes that underlie their territorial organization and to understand how societies are built over time . The field of human and social sciences must also contribute to an openness to the world, allowing students to question the relationships that are established both within societies and between them and their territory. It invites them to compare the here and elsewhere, the past, the present and the future, thus developing the ability to put into perspective and distancing necessary for understanding social realities in their spatial and temporal dimensions. To gain in depth of analysis, it takes advantage of the angles of view and the ways of thinking of the disciplines traditionally taught at school such as Geography , History and Citizenship Education .</p> <p>The aims of the field of human and social sciences can be grouped into three categories:</p> <ul style="list-style-type: none"> <li>● Civic or Heritage Purposes: <ul style="list-style-type: none"> <li>○ Geography , History and Citizenship are taught in order to provide future citizens with knowledge of present and past societies, in their economic, social, cultural, political and historical dimensions, in their way of thinking and organize their living space and design human-nature relationships. The challenge is also to build benchmarks common to all students on present and past societies. This knowledge and information should enable them to better reason, decide and act in their</li> </ul> </li> </ul>		
--	---	--	--

social, territorial and temporal context. In the PER, the meeting of the three disciplines in a field Humanities and social sciences helps to shape a broader understanding of society and issues for the future;

- Intellectual or Critical purposes :
  - Geography ,History and Citizenship develop ways of questioning and analyzing social phenomena in order to put them at a distance. This intellectual training is done by an initiation to some aspects of scientific methods (geographical or historical surveys) and by the development of a certain critical spirit; for example, in Geography, the decoding of power issues between actors and their marking in space; in History, the distinction between myth and history or the analysis of the uses made of history; in Citizenship , reflecting on the values at stake and identifying the emotional and rational components of decisions. These aims are present from cycle 1 through certain questions and the research process in Human Sciences ;
- Practical purposes : the Human and Social Sciences domain also aims to provide future adults with knowledge that is useful on a daily basis, in professional and social life. This involves, for example, knowing how to read a map or a graph, orient oneself in space, search for information, formulate an argument, make one's voice heard in a debate, etc. Various progressions and expectations are linked to these practical purposes. from the first degrees.

Each discipline of Humanities and Social Sciences takes a particular look at the world and has established a way of dealing with the issues it sets itself.

The purpose of Geography is in particular to highlight the relationships that

bind Man to space and men to each other through space. The teaching of geography must therefore lead the pupil to become aware of the way in which societies represent space, how they organize it and how they solve the problems linked to its use and development. In this perspective, the teaching of geography integrates descriptive and explanatory approaches. He favors explanations of a systemic type, involving multiple interacting elements ; these can relate to political, economic, social, cultural domains or natural conditions (relief, climate, vegetation, hydrography,

The purpose of History is to study the way in which individuals, at different times and in different contexts, lived collectively, organized themselves in society, managed their conflicts, and the diversity of their points of view and interests. History also analyzes how men have answered the many questions they have always asked themselves (meaning of life and death, relationship to nature, transmission of knowledge and heritage, etc.) . It thus makes it possible to question the relationships that exist between the past and the present, and thereby to envisage the future. History teaching must favor a plural approach, based on problems likely to generate debate rather than a single, linear and closed narrative. By promoting attitudes of tolerance, respect and responsibility towards others, this teaching leads the student to develop the humanist values of solidarity with past, present and future generations.

The purpose of citizenship education is to contribute to a better understanding of the role of individuals and communities in today's world. Citizenship is considered in its broadest sense, and not only at the level of the exercise of political rights. Considered in this way, the teaching of citizenship in schools opens up to social issues; it can concern political, social, environmental, economic, religious, cultural and sporting issues . It encompasses a range of very diverse activities (debate, democratic



engagement within the class or the establishment, for example) , which it articulates with the acquisition of knowledge on themes related to

#### Contribution to the development of transversal capacities

By its knowledge, its knowledge, its methods, its ways of thinking as well as by its teaching methods, the field contributes, in the student, to the development of:

- Collaboration, in particular by engaging in collective research or group work;
- Communication, in particular by involving them in debates, formulating questions, using information, selecting relevant sources , structuring data, presenting their work in oral or written form;
- Learning Strategies, in particular by developing one's reasoning, strategies, faculties of abstraction in this area;
- Creative thinking , in particular by leading them to propose original solutions; the reflexive approach , in particular by developing their critical view of their own representations and those of others and by leading them to choose appropriate approaches and methods in relation to the issues they want to deal with.

1. Citizenship and institutions
2. Civic practice at school
3. Citizenship and social issues

It is a question of allowing the pupil to acquire a certain amount of knowledge which should lead him to understand the organization of society and its institutions, on the local, cantonal, national and international levels, in order to to be able to engage in it knowing their rights and duties. This is to enable the student to become involved in a civic manner in the school, in particular through participatory structures (class council, school council) as

	well as through the organization and participation in various civic actions (work of public interest, etc.). This is to enable the student to become aware that civic responsibility extends from the immediate environment to the whole world. For this, themes will be addressed that allow you to engage in it knowing your rights and your duties.		
--	--	--	--