



# Austria (Middle School) Curriculum Standards

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

German, grades 6-8		Environment and Modern Agriculture	Healthful Eating
Grades 6-8	<p>The German lesson has the task of promoting the communication, action and reflection skills as well as the aesthetic competence of the pupils by learning with and about language in a multilingual society.</p> <p>In particular, the students should</p> <ul style="list-style-type: none"> <li>• Be enabled to use language to exchange experiences and thoughts, to shape relationships and to perceive interests</li> <li>• Be able to orientate oneself between linguistic norms and deviations and to use language as a means of cognition as well as to use linguistic design means creatively</li> <li>• Gain insights into the structure, function and history of the German language and develop language reflection, language criticism and an awareness of the diversity of languages</li> <li>• Be able to find, absorb, process and convey information alone or in teamwork</li> <li>• Be enabled to understand forms of expression of texts, media, media texts and their effects</li> <li>• Be able to produce texts in writing and orally as well as in the form of media presentations that correspond to the linguistic standards and</li> </ul>		

	<p>the requirements of the situation</p> <ul style="list-style-type: none"> <li>● Gain an overview of German-language literature in the context of world literature</li> <li>● Be able to cognitively understand literary-aesthetic messages and absorb them emotionally</li> </ul> <p>The German lessons are to be seen as linked to the other subjects. It should secure and expand the linguistic means so that the pupils can communicate appropriately about factual topics, about relationships and about language. He has to impart methods and competencies of scientific work.</p>		
Grade 6	<p>Oral competence</p> <ul style="list-style-type: none"> <li>● Listening comprehension: following conversations; Analyzing and critically commenting on public usage (SR)</li> <li>● Speaking situations and occasions to speak: speak prepared in different communication situations; pay attention to the appropriateness of the linguistic expression; learn to deal responsibly with one's own linguistic utterances (SR); Note simplicity, structure, conciseness and stimulating additions; Recognize and describe roles within the communication process; reflect on linguistic strategies in communication (SR)</li> <li>● Communicative behavior: understanding and actively shaping factors of communicative processes: recognizing the speech environment; take into account the linguistic origins of the participants in the conversation and their different cultural contexts</li> </ul> <p>Written Competence</p> <ul style="list-style-type: none"> <li>● Writing postures and types of text: master different writing postures; Write types of texts from public and journalistic life, in particular</li> </ul>	✓	✓

	<p>summaries, discussions, comments</p> <ul style="list-style-type: none"> <li>● Writing for yourself: using writing as an instrument for acquiring knowledge; write texts that support the learning process, including via digital media</li> <li>● Writing for others: taking into account different situational contexts: taking into account the requirements and expectations of readers in order to write understandably, to convince and to entertain; Align texts with your own writing intention; use rhetorical devices</li> </ul> <p>Writing process</p> <ul style="list-style-type: none"> <li>● Planning: Knowing and applying various techniques for collecting ideas; Develop text structure</li> <li>● Formulate: choose a format that corresponds to the text and the intention to write, and comply with language and writing norms</li> <li>● Revision: optimize your own texts and write posture; Take into account the type of text, reader expectations, comprehensibility, correct language and spelling</li> <li>● Spelling: Recognizing and reducing your own spelling weaknesses</li> </ul> <p>Text competence</p> <ul style="list-style-type: none"> <li>● Extracting information/capturing text content: recognizing different points of view on a topic; Create references between texts, also across media</li> <li>● Interpret texts/understand the meaning of the text: compare the means and effects of written texts and different text-image combinations</li> <li>● Reflecting on and evaluating texts: recognizing the relationship between language and non-linguistic reality as a problem (SR); Understand the effects of grammatical-stylistic phenomena and semantic relationships (SR)</li> </ul>		
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### Literary Education

- Texts and contexts: comprehend aesthetic texts, especially from the Middle Ages, humanism and the Reformation, in a historical and cultural context, establish references to the present; know historical language development (SR); Understanding language change in the context of societal change (SR)
- Work poetics: recognizing themes, materials, motifs, symbols, myths; show linguistic procedures in aesthetic texts; reflect on linguistic strategies in communication (SR); Recognizing and describing forms and changes in literary language (SR)
- Reception and interpretation: Use text description and context as a basis for attempts at interpretation; recognize peculiarities of literary language and their connection to the everyday language of the respective time (SR); be able to analyze linguistic peculiarities of aesthetic texts in contrast to non-literary texts (SR)

### Media education

- Media usage competence: using new media formats receptively and productively; Viewing, evaluating and selecting information from complex amounts of data
- Media culture competence: acquire basic knowledge about the development of the media; Use linguistic and media communication media responsibly

### 4th semester – competence module 4

### Oral competence

- Listening comprehension: following conversations and intervening in them according to the situation
- Speaking situations and occasions to speak: speaking unprepared in

various communication situations; pay attention to the appropriateness of the linguistic expression; Note simplicity, structure, conciseness and stimulating additions; Consciously taking on roles within the communication process; reflect on linguistic strategies in personal communication (SR); learn to deal responsibly with your own linguistic utterances (SR)

- Communicative behavior: dealing with internal and external multilingualism (SR); Understand factors of communicative processes and actively help to shape them: define and record topic and content of a conversation, record symmetric and asymmetric conversation situations

#### Written Competence

- Writing postures and types of text: master different writing postures; Write text types from private, public life, especially open letters, recommendations
- Writing for yourself: developing your own identity through playful, creative writing; use writing as an instrument for acquiring knowledge; write texts that support the learning process, also via interaction paths of digital media
- Writing for others: taking into account different situational contexts: taking into account the requirements and expectations of readers in order to write understandably, to convince and to entertain; Align texts with your own writing intention; use rhetorical devices

#### Writing process

- Planning: Knowing and applying various techniques for collecting ideas; Develop text structure
- Formulate: choose a format that corresponds to the text and the intention to write, and comply with language and writing norms

- Revision: Optimizing your own texts, taking into account spelling, text type, reader expectations, comprehensibility, linguistic accuracy and spelling accuracy
- Spelling: Recognizing and reducing your own spelling weaknesses

#### Text competence

- Interpreting texts/understanding the meaning of the text: being able to grasp and understand the linguistic peculiarities of non-literary texts in contrast to aesthetic texts (SR); recognize intention as well as factual and media-specific, linguistic, visual and auditory means and their effect; grasp the syntactic, semantic and pragmatic dimension of linguistic signs (SR)
- Reflecting on and evaluating texts: reflecting on linguistic strategies in communication (SR); reflect subjective conditions of text reception; comprehend foreign worldviews and thought models and accept them empathetically and subject them to a critical examination; articulate and justify their own interest in reading

#### Literary Education

- Texts and contexts: comprehending aesthetic texts, especially those of the Baroque and the Enlightenment, in a historical and cultural context, establishing references to the present; historical language development: recognizing language change in connection with social change (SR); be able to develop characteristics of aesthetic texts; Recognizing Features of Aesthetic Language (SR)
- Work poetics: recognize themes, materials, motifs, symbols, myths
- Reception and interpretation: being able to use text description and text analysis from a cultural and linguistic point of view as a basis for interpretation; Recognizing and describing forms and changes in

	<p>literary language (SR)</p> <p>Media education</p> <ul style="list-style-type: none"> <li>• Media use competence: structuring information from complex amounts of data; Check and critically appraise sources of information</li> <li>• Media culture competence: acquire basic knowledge about the development of the media</li> </ul>		
Grade 7	<p>Oral competence</p> <ul style="list-style-type: none"> <li>• Listening comprehension: follow media-mediated oral communication: grasp the essentials, listen actively</li> <li>• Speaking situations and occasions to speak : prepared and speaking spontaneously in free and formalized situations; recognize and use nonverbal means and techniques of speaking; Recognize and use means of rhetoric</li> </ul> <p>Written Competence</p> <ul style="list-style-type: none"> <li>• Writing attitudes and text types: developing writing attitudes; Write text types from professional and scientific life, in particular opinion speeches, text analysis</li> <li>• Writing for yourself: trying out poetic writing in close connection with reading and dealing with literary texts; Use writing as an instrument for gaining knowledge; document your own and others' learning processes; Take responsibility for your own learning process with the help of suitable forms of writing (e.g. notes, portfolio, internet dossier).</li> <li>• Writing for others: design texts according to the respective communication situation, intention and type of text and use stylistic means in a targeted manner; comment on language-critical discourses (e.g. feminist language criticism, politically correct language) (SR)</li> </ul>	✓	✓

### Writing process

- Planning: structuring thoughts
- Formulate: Orient the level of language and expression to the situation, the addressee, the topic, the writing style and type of text, and language and writing norms
- Revision: optimize your own texts and those of others, taking into account the spelling, type of text, style, reader expectations, comprehensibility, correct language and spelling
- Spelling: finding effective solutions to spelling problems; Gain insights into the change in writing standards

### Text competence

- Interpreting texts/understanding the meaning of the text: recognizing the influence of the conditions of origin on the design of texts; Analyzing texts from a linguistic point of view, describing linguistic phenomena in texts and recognizing their function; carry out phonological, lexical, semantic, syntactic, rhetorical, stylistic analyses

### Literary Education

- Texts and contexts: understanding aesthetic texts in historical, cultural and biographical contexts; Know German-language literature, in particular the Weimar Classics, Romanticism, Biedermeier and Vormärz, based on selected examples and see it in the context of world literature
- Work poetics: recognizing themes, materials, motifs, symbols, myths; open up the tension between readers, writers, the market, society and politics; problematize relationships between the aesthetic world and reality; Make connections between form and content
- Reception and interpretation: testing different approaches to text analysis; Recognizing and describing forms and changes in literary



	<p>language (SR)</p> <p>Media education</p> <ul style="list-style-type: none"> <li>• Media use competence: Capturing information from complex amounts of data</li> <li>• Media culture competence: understanding organizational structures and mutual penetration of different forms of media production; Analyze and evaluate interests and intentions behind (multi-) media texts and products and recognize manipulative objectives</li> </ul> <p>6th semester – competence module 6</p> <p>Oral competence</p> <ul style="list-style-type: none"> <li>• Speaking situations and occasions to speak: presentation techniques – use them in a goal-oriented manner, alone and in a team; speak freely</li> <li>• Communicative behavior: using the environment to talk; recognize contextuality; understand the effects of grammatical-stylistic phenomena and semantic relationships (SR); Ask questions and give and receive feedback</li> </ul> <p>Written Competence</p> <ul style="list-style-type: none"> <li>• Writing attitudes and text types: developing writing attitudes; Writing types of texts from literary and cultural life, especially text interpretation</li> <li>• Writing for yourself: trying out poetic writing in close connection with reading and dealing with literary texts; Use writing as an instrument for gaining knowledge; document your own and others' learning processes; Take responsibility for your own learning process with the help of suitable forms of writing (e.g. notes, portfolio, internet dossier).</li> </ul>		
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- Writing for others: design texts according to the respective communication situation, intention and type of text and use stylistic means in a targeted manner

#### Writing process

- Planning: structuring thoughts
- Formulate: Orient the level of language and expression to the situation, the addressee, the topic, the writing style and type of text, and language and writing norms
- Revision: optimize your own texts and those of others, taking into account the spelling, type of text, style, reader expectations, comprehensibility, correct language and spelling
- Spelling: finding effective solutions to spelling problems; Gain insights into the change in writing standards

#### Text competence

- Interpreting texts/understanding the meaning of the text: showing the interaction of form and content; grasp the syntactic, semantic and pragmatic dimension of linguistic signs (SR)
- Reflecting on and evaluating texts: understanding the influence of personal values on judgement; differentiate and evaluate non-linear and linear representation of information

#### Literary Education

- Texts and contexts: understanding aesthetic texts in historical, cultural, biographical and psychological contexts; know German-language literature, especially Realism, Naturalism and Expressionism, and see it in the context of world literature; know Austrian literature of Viennese Modernism based on selected

	<p>examples; get to know intercultural references (multi-ethnic state); know examples of artistic films (including literary adaptations); Recognizing Features of Aesthetic Language (SR)</p> <ul style="list-style-type: none"> <li>• Poetics of work: Recognize themes, materials, motifs, symbols, myths in their actuality; recognize literature as a reflection of social development; establish relationships between form and content; understand new forms of epic, poetry and drama as new forms of understanding the world; problematize relationships between the aesthetic world and reality; recognize language change in connection with societal change (SR); understand language, language reflection and storytelling as a topic of literature; reflect on the connection between language and thinking (SR)</li> <li>• Reception and interpretation: applying different approaches to text analysis; make interpretations based on text description, contexts and secondary literature; recognize and describe forms and changes in literary language (SR); recognize linguistic varieties (SR)</li> </ul> <p>Media education</p> <ul style="list-style-type: none"> <li>• Media use competence: Using media for communication and promoting them as a basis for transcultural contacts</li> <li>• Media culture competence: Recognizing the social effects of the media and reflecting on their life-shaping functions</li> </ul>		
Grade 8	<p>Oral competence</p> <ul style="list-style-type: none"> <li>• Speaking situations and occasions for speaking: command of various linguistic registers including the – Austrian – standard language</li> <li>• Communicative behavior: Conducting meta-communication about successful or unsuccessful communication behavior</li> </ul>	✓	✓

### Written Competence

- Writing attitudes and types of texts: Writing types of texts from professional, scientific and literary-cultural life
- Writing for yourself: using writing as an instrument for gaining knowledge; Document your own and others' learning processes
- Writing for others: design texts according to the respective communication situation, intention and type of text and use stylistic means in a targeted manner; grasp the syntactic, semantic and pragmatic dimension of linguistic signs (SR); Note the effects of grammatical-stylistic phenomena and semantic relationships (SR)

### Writing process

- Planning: structuring thoughts
- Formulate: Use language and expression based on the situation, the addressee, the topic, the writing style and type of text, and language and writing norms; Assess the quality of your own texts and those of others
- Revision: optimize your own texts and those of others, taking into account the spelling, type of text, style, reader expectations, comprehensibility, correct language and spelling
- Spelling: finding effective solutions to spelling problems; Gain insights into the change in writing standards

### Text competence

- Interpreting texts/understanding the meaning of the text: developing interpretations (especially in non-linear texts, analyzing and interpreting the addressee, intention and situation)
- Reflecting on and evaluating texts: gaining political maturity by recognizing strategies of influencing; Promote the ability to take perspectives and critically examine perspectives

	<p>Literary Education</p> <ul style="list-style-type: none"> <li>• Texts and contexts: comprehending aesthetic texts, especially experimental, interwar and exile literature, in a historical and cultural context; know German-language, especially Austrian literature from World War II to the present based on selected examples and see it in the context of world literature; be able to develop characteristics of aesthetic texts; Recognizing Features of Aesthetic Language (SR)</li> <li>• Poetics of work: Recognize themes, materials, motifs, symbols, myths in their actuality; interpret interactions between literary and cinematic narrative styles; grasp different effects of verbal, visual, acoustic expression possibilities; understand new forms of epic, poetry and drama as new forms of understanding the world; recognize language change in connection with societal change (SR); literary language, its forms, its change, its peculiarities and connections to everyday language</li> <li>• Reception and interpretation: understanding how meaning is ascribed to texts: having different approaches to interpreting texts; be able to describe grammatical-stylistic phenomena and semantic relationships (SR)</li> </ul> <p>Media education</p> <ul style="list-style-type: none"> <li>• Media use competence: have decision-making competence; Check and critically appraise sources of information</li> <li>• Media culture competence: Understanding media languages as semiotic systems</li> </ul> <p>8th semester</p> <p>Oral competence</p> <ul style="list-style-type: none"> <li>• Speaking situations and occasions for speaking: Perceive</li> </ul>		
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	<p>communication organization - with special consideration of forms of presentation</p> <ul style="list-style-type: none"> <li>● Communicative behavior: reflecting on conditions in order to be able to help shape them creatively: assessing and adopting media-friendly behavior</li> </ul> <p>Written Competence</p> <ul style="list-style-type: none"> <li>● Writing postures and text types: Optimize writing postures with regard to text types</li> <li>● Writing for others: design texts according to the respective communication situation, intention and type of text and use stylistic means in a targeted manner</li> <li>● Writing process: Assess the quality of your own texts and those of others</li> <li>● Spelling: Finding effective solutions to spelling problems</li> </ul> <p>Text competence</p> <ul style="list-style-type: none"> <li>● Reflecting on and evaluating texts: grasping moral and ethical questions in a differentiated manner</li> </ul> <p>Literary Education</p> <ul style="list-style-type: none"> <li>● Texts and contexts: getting to know intercultural references (exile, ethnic minorities, migration); Recognizing Features of Aesthetic Language (SR)</li> <li>● Work poetics: problematizing relationships between the aesthetic world and reality</li> <li>● Reception and interpretation: Reflecting on phenomena of language change in contemporary language (SR)</li> </ul>		
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	<p>Media education</p> <ul style="list-style-type: none"> <li>Media culture competence: Receiving, comparing and relating artistic forms of expression in all media</li> </ul>		
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<b>History/Social Studies/Political Ed., grades 6-8</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
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Grades 6-8	<p>According to § 6 paragraph 4 of the School Organization Act, several items can be combined into a single item.</p> <ul style="list-style-type: none"> <li>The compulsory subject history and social studies/civic education combines the subjects history and social studies (5th and 6th grade) and history and civic education (7th and 8th grade).</li> <li>The aim is to convey historical thinking as well as political thinking and action at all school levels in order to achieve the desired, reflected and (self-)reflective historical and political awareness.</li> </ul> <p>Insights into the basic structures and the change between the past, present and future are to be conveyed in the lessons.</p> <ul style="list-style-type: none"> <li>The students should develop a reflected and (self-)reflective historical and political awareness that ranges from regional references to global dimensions.</li> <li>This should also provide the basis for an understanding of different cultural values and an appreciative relationship with other contemporary ways of life.</li> <li>Gaining a differentiated perspective through encounters with the spatially, culturally and temporally different should make a contribution to this.</li> <li>Particular attention should be paid to overcoming prejudices, racism</li> </ul>	✓	✓
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and stereotypes. Acceptance and mutual respect promote critical identity formation.

Based on equal opportunities and gender equality, students should also be able to recognize that gender roles and gender relations were and are defined differently in the past and present, and can therefore be changed and shaped.

- The students should also be able to grasp facts and problems in their complexity, their causes and consequences and to develop an understanding of politics and democracy based on human rights.
- This requires a corresponding practical opportunity in the life and experience of the students.

The lessons should enable the students to critically analyze social, cultural, economic and political behavior in the context of the respective time and to recognize and criticize the causes, differences and functions of religions and ideologies.

- When dealing with economic, social, political and cultural phenomena in the past and present, a multi-perspective approach should be promoted by raising awareness of the diverse causes and processes as well as the various possibilities of their interpretation.
- Different approaches (longitudinal and cross-sectional studies, case studies, method-oriented approaches) are to be selected for processing the historical, social and political issues of the present day, which should also take the interests of the students into account.

The lessons are intended to provide insight into the history and politics of different spatial dimensions and their interconnectedness.

- Intercultural and global learning in particular should be included in the lessons.



	<p>The lessons are intended to provide insights into the plurality of political models.</p> <ul style="list-style-type: none"> <li>• By dealing with areas such as authority and power, private and public, common good and justice, war and peace, dictatorship and democracy, etc., an important contribution should be made to education for democracy and the rule of law.</li> <li>• An attitude critical of ideology and tolerance, a willingness to understand and a desire for peace are important prerequisites for political action.</li> </ul>		
Grade 6	<p>3rd semester – competence module 3</p> <p>Historical methodological competence (reconstruction and deconstruction competence)</p> <ul style="list-style-type: none"> <li>• Distinguish sources and representations in terms of their characteristics</li> <li>• Work out references to sources in representations of the past</li> <li>• Question history maps regarding their construction</li> </ul> <p>Historical expertise</p> <ul style="list-style-type: none"> <li>• Clarify technical terms/concepts of history using dictionaries and specialist literature etc. and compare the definitions there and recognize differences</li> </ul> <p>Historical orientation skills</p> <ul style="list-style-type: none"> <li>• Conduct open and pluralistic discussions on the use of historical knowledge for the present and future</li> </ul>	✓	✓

	<p>Political Expertise</p> <ul style="list-style-type: none"> <li>● Clarify technical terms/concepts of the political using dictionaries and specialist literature etc. and compare the definitions there and recognize differences</li> </ul> <p>Political Judgment</p> <ul style="list-style-type: none"> <li>● Examine your own and other people's judgments and partial judgments for their justification and relevance</li> <li>● Recognizing one's own political judgments and convictions in their conditionality (interests, location-based) and being willing to modify and/or withdraw them</li> <li>● Recognizing neglected interests in judgments and assessing the associated consequences</li> </ul> <p>Subject areas</p> <p>From the beginning of modern times to the First World War, taking into account contemporary phenomena</p> <ul style="list-style-type: none"> <li>● The socio-economic and spiritual-cultural upheavals in the early modern period in different social classes</li> <li>● The social, political and economic dynamics in and between modern dominions</li> <li>● Forms of government and government and their effects on society and culture</li> <li>● Colonialist and imperialist expansions with their effects on the rulers and the ruled; Depiction of colonialism in historical-cultural products</li> </ul>		
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	<p>4th semester – competence module 4</p> <p>Historical methodological competence (reconstruction and deconstruction competence)</p> <ul style="list-style-type: none"> <li>• Develop subject-specific research skills for creating your own representation of the past (historical narration) based on a historical question (e.g. viewing specialist literature, using internet archives)</li> <li>• Recognize genre-specific representations of the past (e.g. feature film, comic, novel, website).</li> <li>• Compare the source statements used in accounts of the past with original historical sources</li> </ul> <p>Historical expertise</p> <ul style="list-style-type: none"> <li>• Perceiving history as a construction of the past (constructivity)</li> </ul> <p>Historical orientation skills</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Political Expertise</p> <ul style="list-style-type: none"> <li>• Recognizing different uses of terms/concepts in everyday and (scientific) technical language and observing their change of origin and meaning</li> </ul> <p>Political competence</p> <ul style="list-style-type: none"> <li>• Articulate and (publicly) represent your own opinions, value judgments and interests</li> </ul>		
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	<ul style="list-style-type: none"> <li>● Make conscious decisions about your own participation in political decision-making processes (e.g. elections, demonstrations, referendums).</li> <li>● Make decisions only after considering different points of view</li> </ul> <p>Subject areas</p> <p>From the beginning of modern times to the First World War, taking into account contemporary phenomena</p> <ul style="list-style-type: none"> <li>● The ideas of the Enlightenment, human rights and revolutions and their contribution to the development of the modern constitutional state with its forms of participation; development of women's rights</li> <li>● Political and ideological currents of the 19th century in society, culture, economy and politics and their consequences</li> <li>● Instrumentalization of culture and ideology in politics and society via historical images and myths as well as historical attempts at legitimization in the present and in the past</li> </ul>		
Grade 7	<p>5th semester – competence module 5</p> <p>Historical questioning competence</p> <ul style="list-style-type: none"> <li>● Formulate independent questions about developments in the past</li> </ul> <p>Historical methodological competence (reconstruction and deconstruction competence)</p> <ul style="list-style-type: none"> <li>● Consider genre specifics of historical sources for their interpretation</li> <li>● Create an independent historical presentation based on a historical question from the results of the source work and the findings from the presentations</li> </ul> <p>Historical expertise</p>	✓	✓

	<ul style="list-style-type: none"> <li>● Recognizing different uses of terms/concepts in everyday and (scientific) technical language and observing their change of origin and meaning</li> </ul> <p>Political Judgment</p> <ul style="list-style-type: none"> <li>● Distinguish prejudices, prejudgments from rationally based judgments</li> <li>● Recognize and understand the perspectives and interests and underlying political values and basic attitudes of those affected in political controversies and conflicts</li> </ul> <p>Policy-related methodological competence</p> <ul style="list-style-type: none"> <li>● 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)</li> <li>● 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)</li> </ul> <p>Subject areas</p> <p>Political, economic, cultural and social developments from World War I to the present</p> <ul style="list-style-type: none"> <li>● National and international politics between 1918 and 1945, e.g. peace treaties, interwar crises, World War II</li> <li>● Democratic, authoritarian and totalitarian state systems and their ideologies in Europe; Representation of ideologies in historical-cultural products</li> <li>● National socialist system and holocaust; Cultures of remembrance in dealing with the Holocaust</li> <li>● The bipolar world system 1945-1990, its collapse and the</li> </ul>		
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	<p>transformation of the European system</p> <p>6th semester – competence module 6</p> <p>Historical methodological competence (reconstruction and deconstruction competence)</p> <ul style="list-style-type: none"> <li>● Critically and systematically questioning (de-constructing) representations of the past</li> <li>● Analyzing the structure of representations of the past (e.g. weighting of content, lines of argument, narrative logic).</li> </ul> <p>Historical expertise</p> <ul style="list-style-type: none"> <li>● Knowing and applying basic epistemological principles of the historical (identifying and questioning different perspectives in historical sources and representations/perspectivity; recognizing 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 impact/retrospectivity)</li> </ul> <p>Historical orientation skills</p> <ul style="list-style-type: none"> <li>● Question representations of the past with regard to offered orientation patterns for the present and future</li> <li>● Question orientation offers from representations of the past and confront them with alternative offers</li> </ul> <p>Political competence</p> <ul style="list-style-type: none"> <li>● 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</li> </ul>		
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	<p>outside of school</p> <ul style="list-style-type: none"> <li>● Use the media to spread your own political opinions and concerns (e.g. via letters to the editor, postings)</li> <li>● Conduct differentiated political discussions</li> <li>● Make contact with institutions and people in the political public (politicians, NGOs, etc.) and be able to use offers from political organizations</li> </ul> <p>Subject areas</p> <p>Political, economic, cultural and social developments from World War I to the present</p> <ul style="list-style-type: none"> <li>● Social, ecological, political, economic, gender-related and cultural inequalities and the development of sustainable solution strategies, eg liberation and independence movements as a reaction to colonialism and imperialism; North-South Conflict;, Development Aid Policy; the Austrian social and economic system in international comparison; critical comparison of history textbook presentations on the same topic</li> <li>● Social changes after 1945 and their impact on everyday life</li> <li>● Everyday political understanding - the different dimensions and levels of politics, forms and basic values of democracy and human rights, women's and gender equality politics, motivations and possibilities of political participation, decision-making and conflict resolution processes</li> </ul>		
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Grade 8	<p>7th semester</p> <p>Historical methodological competence (reconstruction and deconstruction competence)</p> <ul style="list-style-type: none"> <li>• Create different representations of the past in different media forms (e.g. factual text, poster, video) on the same material basis (sources and representations).</li> <li>• Determine perspective, intention and evaluations in representations of the past and take their context of origin into account</li> </ul> <p>Historical expertise</p> <ul style="list-style-type: none"> <li>• Critically apply and adapt technical terms/concepts of history to case studies</li> </ul> <p>Political Expertise</p> <ul style="list-style-type: none"> <li>• Critically apply and adapt technical terms/concepts of the political to case studies</li> <li>• Observe the basic principles of social science research (e.g. completeness of data collection, suitability and reliability of measurement methods, traceability of results)</li> </ul> <p>Policy-related methodological competence</p> <ul style="list-style-type: none"> <li>• Obtain information on political issues independently in order to create your own media product of political articulation</li> <li>• Consider media specifics when creating your own media products of political articulation (posters, social media, demonstration banners, etc.)</li> </ul> <p>Political competence</p> <ul style="list-style-type: none"> <li>• Stand up for common interests and/or the interests of others, alone</li> </ul>	✓	✓
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- or with others, and accept compromises that have been made
- Participate responsibly in political processes

#### Subject areas

- Essential transformation processes in the 20th and 21st centuries and fundamental insights into politics
- Austria as part of European and global development in the 20th and 21st centuries
- The political and legal system of Austria and the European Union as well as political systems in international comparison
- European integration efforts and globalization processes - opportunities and potential for conflict
- Role of the (new) media between politics, economy, culture and society; Representations of history in new media

#### 8th semester

##### Historical questioning competence

- Recognize the influence of the question on the presentation

##### Historical methodological competence (reconstruction and deconstruction competence)

- Compare the statements of the presentation of the past with the findings of historical science (specialist texts).

##### Historical orientation skills

- Work out possible reasons for suggested orientation offers in representations of the past

	<p>Political Judgment</p> <ul style="list-style-type: none"> <li>● Examine existing judgments with regard to their origin context for their compatibility with fundamental rights and freedoms (especially human rights).</li> <li>● Assess the consequences of decisions and judgements</li> </ul> <p>Subject areas</p> <p>Essential transformation processes in the 20th and 21st centuries and fundamental insights into the political</p> <ul style="list-style-type: none"> <li>● Actors in international politics, central areas of conflict and forms of security concepts and structures</li> <li>● Emancipatory, social movements and countercurrents after 1945 in Austria, Europe and the world, eg women's, youth and student movements</li> </ul>		
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