



# France Educational Curriculum Alignment



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

French (Language), High School		Environment and Modern Agriculture	Healthful Eating
<p>The second-year French program pursues instructional and educational objectives responding to the aims of teaching French throughout the school curriculum</p> <p>Students will build a personal culture, consolidating their fundamental skills of written and oral expression, reading and interpretation, as well as form a perspective of the person and the citizen.</p>	<p>The specific purposes of teaching French in high school are</p> <ul style="list-style-type: none"> <li>● To improve students' ability to express themselves</li> <li>● To understand continuous teaching of the language</li> <li>● To frequently and regularly practice various               <ul style="list-style-type: none"> <li>○ reading exercises</li> <li>○ writing exercises</li> <li>○ speaking exercises</li> </ul> </li> <li>● To read, understand and appreciate the works</li> <li>● To build a common literary culture, open to other arts, different fields of knowledge and society.               <ul style="list-style-type: none"> <li>○ Acquire solid knowledge in the discipline                   <ul style="list-style-type: none"> <li>■ literature analysis</li> <li>■ literary history</li> </ul> </li> <li>○ Structure this culture by making room for the sensitivity and creativity of the students in                   <ul style="list-style-type: none"> <li>■ forms</li> <li>■ works and texts</li> <li>■ space for the historical dimension</li> </ul> </li> </ul> </li> </ul>	✓	✓

- To train the aesthetic sense of students
- To cultivate their taste
  - promote the appropriating their reading
  - strengthen their analytical and interpretive skills
  - deepen and exercise students' judgment and critical thinking
  - enable them to develop a personal reflection and a convincing argument, in writing as orally
  - analyze the argumentative strategies of the speeches read or heard
  - Lead them to adopt an autonomous and responsible attitude, particularly in terms of information and documentation research, in cooperation with a professor librarian.

These purposes are closely related to each other.

- The teaching aimed at them supposes an orderly progression, based on numerous readings and on the study of major texts from our literary heritage.
- The various exercises and activities of the French lessons contribute to the implementation of this progression.
- The acquisition by the students of the knowledge and skills defined by the program gives rise to regular assessments.
  - These make it possible to provide accompaniment, support or learning tailored to student needs.
- The discipline aims to transmit the knowledge and the taste of the language as well as the pleasure of literature, to encourage

	<p>speaking practices, writing and reading which are the heart of the humanities, to encourage students to take personal ownership of works.</p> <ul style="list-style-type: none"> <li>● It thus allows the acquisition of fundamental skills of understanding and of expression, reflection, interpretation and argument.</li> <li>● It plays a decisive role in the formation of the mind, the development of the imagination and the education of sensitivity and taste.</li> <li>● Through frequenting literary works and texts, enrich the experience of students, their approach to ethical issues, their knowledge of the world and of others.</li> </ul> <p>It thus takes its place at the crossroads of the arts and humanities.</p>		
<p>Language study I – General presentation</p>	<p>If the study of literature constitutes the heart of the teaching of French in high school, the work on the language must find a fundamental place there, as is the case in college, because it is on mastery of the language that students' access to the texts of the literary heritage and their ability to express themselves accurately in writing and orally.</p> <p>The development of this mastery therefore covers two complementary aspects:</p> <ul style="list-style-type: none"> <li>● Improving written and oral comprehension and expression (skills languages). This is work that allows students to <ul style="list-style-type: none"> <li>○ enrich their vocabulary</li> <li>○ structure their thinking by the most accurate word</li> <li>○ perceive the nuance of a formula in an author</li> <li>○ propose a reformulation</li> <li>○ apprehend and manipulate the syntactic structure of a</li> </ul> </li> </ul>		

	<p>sentence</p> <ul style="list-style-type: none"> <li>○ appropriate the functioning and the nuances of its language</li> </ul> <p>The acquisition of a technical vocabulary makes it possible to describe the operation of the language and discourse, in particular literary discourse (knowledge linguistics) and to access the implicit.</p> <ul style="list-style-type: none"> <li>● This linguistic knowledge relates to grammatical classes, the different relationships that are established between words within the sentence and the text, as well as on the concepts relating to the functioning of the literary discourse.</li> <li>● They are backed by terms (metaphor, adjective, subordination, focalization, assonance, etc.) of which they propose definitions.</li> <li>● Comprehension and expression skills and linguistic knowledge are complementary <ul style="list-style-type: none"> <li>○ they nourish and enlighten each other</li> <li>○ a knowledge of the principles of spelling, grammar and conjugation makes expression safer and, conversely, the possession of a vast vocabulary or fluency in constructing sentences are reinforced by the reflective gaze that grammar casts on discourses</li> <li>○ The study of grammar is not an end in itself. <ul style="list-style-type: none"> <li>■ The work of written and oral expression frees itself from the systematic use of grammatical metalanguage.</li> <li>■ It is indeed essential to identify, for the work of expression, concrete situations and objectives whose meaning is clearly perceived by the students.</li> </ul> </li> </ul> </li> </ul>		
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General Path Economics & Social Sciences, High School		Environment and Modern Agriculture	Healthful Eating
<p>Economic Science</p> <p>How does a competitive market work?</p> <p>How Competitive Markets Work Imperfectly</p>	<p>Know that the market is an institution</p> <ul style="list-style-type: none"> <li>● Know how to distinguish markets according to their degree of competition (perfect competition to monopoly).</li> <li>● Know how to interpret supply and demand curves as well as their slopes Understand how their confrontation determines the equilibrium in a competitive type market where the agents are price takers. <ul style="list-style-type: none"> <li>○ Know how to illustrate and interpret the displacements of curves and on the curves, by various numerical examples</li> <li>○ In particular, that of the implementation of a flat-rate tax.</li> </ul> </li> <li>● Know how to deduce the supply curve from the maximization of profit by the producer <ul style="list-style-type: none"> <li>○ Understand that in a situation of marginal cost increasing, the producer produces the quantity which makes it possible to equalize marginal cost and price</li> <li>○ Be able to illustrate it with examples.</li> </ul> </li> <li>● Understand the concepts of producer surplus and consumer.</li> <li>● Understand the notion of gains from trade <ul style="list-style-type: none"> <li>○ know that the sum of the surpluses is maximized at equilibrium.</li> </ul> </li> <li>● Understand, using examples, the main sources of market power (limited number of suppliers, agreements and barriers to entry).</li> <li>● Understand that the monopoly is a price maker and be able give examples of monopolies <ul style="list-style-type: none"> <li>○ Natural monopoly</li> <li>○ Institutional monopoly</li> </ul> </li> </ul>	✓	✓



What are the main failures of the market?

- Innovation monopoly
- Understand, with the help of graphic representations and/or a quantified example, that the equilibrium of the monopoly is not efficient.
- Understand what an oligopoly is
  - using the dilemma of prisoners, why do firms in oligopoly have an interest in forming agreements.
- Understand that competition policy increases the surplus of consumer
  - by regulating mergers and acquisitions
  - by fighting against illicit agreements and abuses of dominant position
- Understand that the market is failing in the presence of externalities
  - be able to illustrate it with an example (particularly that of pollution).
- Understand that the market fails in the presence of common goods and collective goods
  - be able to illustrate it using examples.
- Know the two main forms of asymmetric information, adverse selection and moral hazard
  - be capable of illustrating them with examples (in particular that of used cars for adverse selection and insurance for moral hazard).
- Understand that adverse selection can lead to imbalance.
- Be able to illustrate the intervention of public authorities in the face of these various failures.

Understand that financing consists of covering financing needs with financing capacities.

- Understand that the interest rate – both the remuneration of the lender and the cost of credit for the borrower – is the price on the



How Economic Agents Finance

<p>What Currency Is and How It Is Created</p>	<p>loanable funds market.</p> <ul style="list-style-type: none"> <li>● Know that household disposable income is divided between consumption and savings <ul style="list-style-type: none"> <li>○ that consumption and savings can generate financing needs or capacities.</li> </ul> </li> <li>● Know what the gross operating surplus is <ul style="list-style-type: none"> <li>○ understand that companies finance themselves through self-financing and external financing (bank loans and recourse to the financial market, in particular stocks and bonds).</li> </ul> </li> <li>● Know that the budgetary balance results from the difference between revenue (tax and non-tax) and expenditure of the state <ul style="list-style-type: none"> <li>○ understand that the budget deficit is financed by borrowing and knowing that a public expenditure policy can have contradictory effects on activity (revival of demand / eviction effect).</li> </ul> </li> <li>● Know the functions of money and forms of change.</li> <li>● Understand how bank credit contributes to the monetary creation, <ul style="list-style-type: none"> <li>○ from the simplified balance sheet of a company and that of a bank.</li> </ul> </li> <li>● Understand the role of the central bank in the process of monetary creation <ul style="list-style-type: none"> <li>○ in particular through the management of the short-term interest rate on the money market</li> <li>○ understanding the effects that these interventions can produce on the price level and on economic activity.</li> </ul> </li> </ul>		
<p>Sociology and Political Science</p> <p>How Does Socialization Contribute to the Explanation</p>	<ul style="list-style-type: none"> <li>● Understand how individuals experience and internalize ways of acting, thinking and anticipating the future which are socially situated <ul style="list-style-type: none"> <li>○ which are at the origin of differences in behaviors, preferences and aspirations.</li> </ul> </li> </ul>		

<p>of Differences in People's Behavior</p>	<ul style="list-style-type: none"> <li>● Understand how the diversity of family configurations modifies the conditions of the socialization of children and teenagers.</li> <li>● Understand that there are secondary socializations (professional, marital, political) following the primary socialization.</li> <li>● Understand that the plurality of socializing influences can be at the origin of improbable individual trajectories.</li> </ul>		
<p>How Social Links Build and Evolve</p>	<p>Understand and be able to illustrate the diversity of the links that connect individuals within different social groups (families, peer groups, professional world, associations, networks).</p> <ul style="list-style-type: none"> <li>● Know the criteria for building Professions and Socio-professional categories (PCS)</li> <li>● Understand and know how to illustrate the process of individualization <ul style="list-style-type: none"> <li>○ as well as the evolution of forms of solidarity <ul style="list-style-type: none"> <li>■ by knowing the classic distinction between "mechanical" solidarity and solidarity " organic ".</li> </ul> </li> </ul> </li> <li>● Understand how new digital sociabilities contribute to the social bond.</li> <li>● Understand how different factors expose the individuals to the weakening or breaking of social ties. <ul style="list-style-type: none"> <li>○ precariousness</li> <li>○ Isolation</li> <li>○ Segregation</li> <li>○ family breakdown</li> </ul> </li> </ul>		
<p>Social Processes that Contribute to Deviance</p>	<ul style="list-style-type: none"> <li>● Understand the distinction between social norms and legal norms <ul style="list-style-type: none"> <li>○ know the diversity of forms of social control.</li> </ul> </li> <li>● Understand that deviance, and/or designation of an act as deviant, are defined as a transgression of standards</li> </ul>		



<p>How Public Opinion Is Formed and Expressed</p> <p>Voting, an Individual or Collective Matter</p>	<ul style="list-style-type: none"> <li>○ They take various forms depending on the societies and, within them, according to social groups.</li> <li>● Understand that deviance can be analyzed as the product of different social processes <ul style="list-style-type: none"> <li>○ Labeling</li> <li>○ Stigmatization</li> <li>○ deviant careers</li> </ul> </li> <li>● Understand and illustrate the distinction between deviance and delinquency.</li> <li>● Understand and illustrate the difficulties of measuring the delinquency.</li> <li>● Understand that the emergence of public opinion is inseparable from the advent of democracy: <ul style="list-style-type: none"> <li>○ First monopoly of the “enlightened” categories, public opinion is henceforth understood as that of the greatest number.</li> </ul> </li> <li>● Understand the principles and techniques of surveys <ul style="list-style-type: none"> <li>○ understand the debates about their interpretation of public opinion.</li> </ul> </li> <li>● Understand how the frequent use of opinion surveys contributes to forging public opinion and alters the exercise of democracy and political life <ul style="list-style-type: none"> <li>○ democracy of opinion</li> <li>○ control of rulers</li> <li>○ electoral participation</li> <li>○ political communications</li> </ul> </li> <li>● Be able to interpret registration rates on the <ul style="list-style-type: none"> <li>○ Elections’ lists</li> <li>○ Elections’ participation</li> <li>○ Elections’ abstention rates</li> </ul> </li> <li>● Understand that electoral participation is linked to various factors</li> </ul>		
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	<p>unequally shared within the population</p> <ul style="list-style-type: none"> <li>○ degree social integration</li> <li>○ interest in politics</li> <li>○ sense of political competence</li> <li>○ contextual variables <ul style="list-style-type: none"> <li>■ perception election issues</li> <li>■ types of election</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Understand that voting is both an individual act and a collective act <ul style="list-style-type: none"> <li>○ expression of preferences according to <ul style="list-style-type: none"> <li>■ context</li> <li>■ a electoral offer</li> </ul> </li> <li>○ expression of social belonging</li> </ul> </li> <li>● Understand that electoral volatility takes various forms <ul style="list-style-type: none"> <li>○ intermittency of the vote</li> <li>○ change in electoral preferences</li> </ul> </li> <li>● It may reflect a weakening or a recomposition of the weight of certain social variables, a decline in political identification (left/right divide in particular) and a reinforcement of the weight of contextual variables.</li> </ul>		
<p>Crossed looks</p> <p>How insurance and social protection contribute to risk management in developed companies</p>	<p>Know the main types of economic risks and social issues that individuals face</p> <ul style="list-style-type: none"> <li>● Illness</li> <li>● Accident</li> <li>● Job loss</li> <li>● Old age</li> </ul> <p>Understand that exposure to risk and attitude towards risk differ according to individuals, social groups and companies</p> <ul style="list-style-type: none"> <li>● Be able to illustrate it with examples <ul style="list-style-type: none"> <li>○ perception of risk</li> <li>○ risk aversion</li> </ul> </li> </ul>		



<p>How the companies are organized and ruled</p>	<ul style="list-style-type: none"> <li>○ behaviors leading to risk</li> </ul> <p>Understand the positive and negative effects and of risk sharing both for the individuals and for society.</p> <ul style="list-style-type: none"> <li>● Well-being</li> <li>● incentive for innovation</li> <li>● Moral effects</li> </ul> <p>Know the principles that allow the collective management of risks</p> <ul style="list-style-type: none"> <li>● be able to illustrate them with examples <ul style="list-style-type: none"> <li>○ Prevention</li> <li>○ pooling</li> <li>○ diversification</li> </ul> </li> </ul> <p>Know the role of the main institutions that contribute to the risk management</p> <ul style="list-style-type: none"> <li>● Family</li> <li>● Insurance companies</li> <li>● Mutuels</li> <li>● Authorities</li> </ul> <p>Understand that social protection contributes to coverage of risks based on the principle of collective solidarity.</p> <ul style="list-style-type: none"> <li>● logic insurance</li> <li>● Assistance</li> </ul> <p>Understand the life cycle of a business from a few examples</p> <ul style="list-style-type: none"> <li>● Creation</li> <li>● Growth</li> <li>● Change of legal status</li> <li>● Disappearance</li> </ul> <p>Know and be able to illustrate the diversity of entrepreneur figures by their</p> <ul style="list-style-type: none"> <li>● Legal status <ul style="list-style-type: none"> <li>○ individual entrepreneur</li> <li>○ Micro-entrepreneur</li> </ul> </li> </ul>		
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	<ul style="list-style-type: none"><li>○ business manager</li><li>● Position</li><li>● Economic functions<ul style="list-style-type: none"><li>○ Entrepreneur-innovator</li><li>○ Manager</li><li>○ shareholder</li></ul></li></ul> <p>Understand the notions of governance, authority and decentralization/centralization of decisions within a company.</p> <p>Understand that a company is a place of social relations between employees, managers, owners/shareholders and cooperative partners</p> <ul style="list-style-type: none"><li>● Cooperation</li><li>● Hierarchy</li><li>● Conflict</li></ul>		
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Geography, High School		Environment and Modern Agriculture	Healthful Eating
<p>Theme 1</p> <p>Societies and Environments: Fragile Balances (12-14 hours)</p>	<p>Questions</p> <p>The companies facing risks.</p> <ul style="list-style-type: none"> <li>● Major resources under pressure: <ul style="list-style-type: none"> <li>○ tension</li> <li>○ management</li> </ul> </li> </ul> <p>Comment</p> <p>The relationships between societies and their environments are complex.</p> <ul style="list-style-type: none"> <li>● They result in multiple interactions.</li> <li>● The study of societies faced with risks</li> <li>● The study of the management of a major resource makes it possible to analyze the vulnerability of societies and the fragility of continental and maritime environments. <ul style="list-style-type: none"> <li>○ water</li> <li>○ energy resources</li> </ul> </li> <li>● The issues related to a sustainable supply of resources weigh heavily increasing and differentiated.</li> </ul> <p>These themes are based on knowledge of the major population distribution centers as well as the main characteristics of different environments on a global scale.</p> <p>Possible case studies:</p> <ul style="list-style-type: none"> <li>● Climate change and its effects on a densely populated space.</li> <li>● The Arctic <ul style="list-style-type: none"> <li>○ fragility</li> <li>○ attractiveness</li> </ul> </li> <li>● The Amazon rainforest</li> </ul>	✓	✓



	<ul style="list-style-type: none"> <li>○ a fragile environment subject to pressures and risks</li> <li>● The Alps: vulnerable and valued environments.</li> </ul> <p>Specific question in France</p> <ul style="list-style-type: none"> <li>● France is between valuation and protection <ul style="list-style-type: none"> <li>○ metropolitan settings</li> <li>○ overseas</li> </ul> </li> </ul> <p>Comment In France</p> <ul style="list-style-type: none"> <li>● The richness and fragility of the environments motivate actions enhancement and protection. <ul style="list-style-type: none"> <li>○ these actions respond to planning challenges, national and European, linked to the challenges environmental <ul style="list-style-type: none"> <li>■ exploitation of resources</li> <li>■ protection of spaces</li> <li>■ risk management.</li> </ul> </li> </ul> </li> </ul>		
<p>Theme 2</p> <p>What are the challenges facing territories, populations and development? (12-14 hours)</p>	<p>Questions</p> <p>Demographic trajectories differentiated:</p> <ul style="list-style-type: none"> <li>● Number challenges</li> <li>● Aging challenges</li> <li>● Development</li> <li>● Inequality</li> </ul> <p>Comment</p> <p>This theme questions the notion of transition both from a notional and/or contextual point of view seeking to differentiate the territories.</p> <ul style="list-style-type: none"> <li>● demographic transition</li> <li>● economic transition</li> </ul>	✓	✓

	<p>It is a question of reflecting on the challenges related to the differentiated development from the population in the world</p> <ul style="list-style-type: none"> <li>● questions the relationship between development and inequality.</li> </ul> <p>A comparative approach highlights the fact that there is not a single development model</p> <ul style="list-style-type: none"> <li>● There are a plurality of models linked to different choices, particularly political ones. <ul style="list-style-type: none"> <li>○ territorial demographic trajectories</li> <li>○ economic trajectories</li> </ul> </li> </ul> <p>Possible case studies:</p> <ul style="list-style-type: none"> <li>● Development and inequalities in Brazil.</li> <li>● Patterns of development in India.</li> <li>● Development and inequalities in Russia.</li> <li>● The challenges of aging in Japan.</li> </ul> <p>Specific questions in France</p> <ul style="list-style-type: none"> <li>● Dynamic demographics</li> <li>● socioeconomic inequalities</li> </ul> <p>Comment</p> <p>Beyond the processes of aging and increased overall richness</p> <ul style="list-style-type: none"> <li>● Globally sensitive</li> <li>● Nationally sensitive <ul style="list-style-type: none"> <li>○ territories of mainland France and overseas are marked by the diversity of demographic dynamics and a differentiated evolution of socio-economic inequalities.</li> <li>○ National and European actions are implemented.</li> </ul> </li> </ul>		
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<p>Theme 3</p> <p>Generalized Mobility (12-14 hours)</p>	<p>Questions concerning</p> <ul style="list-style-type: none"> <li>● International Migrations</li> <li>● International tourist mobility</li> </ul> <p>Comment</p> <p>The world is profoundly transformed by mobility.</p> <ul style="list-style-type: none"> <li>● This may be motivated by many factors <ul style="list-style-type: none"> <li>○ fleeing danger</li> <li>○ live better</li> <li>○ Work</li> <li>○ Study</li> <li>○ get rich</li> <li>○ visit</li> </ul> </li> </ul> <p>International migratory flows represent different , very important issues both for the spaces of departure and for arrival areas.</p> <ul style="list-style-type: none"> <li>● geographic</li> <li>● economic</li> <li>● social</li> <li>● political</li> <li>● geopolitical</li> </ul> <p>They are marked by a large diversity of actors and mobility with contrasting purposes</p> <ul style="list-style-type: none"> <li>● They are subject to different policies and strategies depending on the context. <ul style="list-style-type: none"> <li>○ migration for work</li> <li>○ study</li> <li>○ forced migration</li> <li>○ refugees</li> </ul> </li> <li>● With the development and evolution of modes of transport,</li> </ul>		
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	<ul style="list-style-type: none"> <li>○ international tourist mobility is booming</li> <li>○ international tourist mobility spread beyond the major tourist hotspots</li> <li>○</li> </ul> <p>Possible case studies:</p> <ul style="list-style-type: none"> <li>● The Mediterranean Sea <ul style="list-style-type: none"> <li>○ a migratory basin</li> </ul> </li> <li>● Dubai <ul style="list-style-type: none"> <li>○ a tourist and migratory hub</li> </ul> </li> <li>● Intra-European study and work mobility.</li> <li>● The United States <ul style="list-style-type: none"> <li>○ a major tourist center on a global scale.</li> <li>○</li> </ul> </li> </ul> <p>Specific questions in France</p> <ul style="list-style-type: none"> <li>● Mobility</li> <li>● transport</li> <li>● development issues</li> </ul> <p>Comment</p> <ul style="list-style-type: none"> <li>● Daily, seasonal or occasional, mobility is multiple on the mainland and overseas.</li> <li>● They respond to various motivations and also reflect socio-economic and territorial inequalities.</li> <li>● The study of the spatial configuration of transport networks and digital communication networks invites us to analyze the forms of mobility. <ul style="list-style-type: none"> <li>○ It highlights the competition between territories according to their strengths, but also the distance-time that separates them from the main economic poles, administrative and cultural.</li> </ul> </li> <li>● By playing with scales, the study of transport and mobility makes it</li> </ul>		
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	<p>possible to understand,</p> <ul style="list-style-type: none"> <li>○ on the one hand, <ul style="list-style-type: none"> <li>■ the challenges of the development of territories</li> <li>■ territorial continuity</li> <li>■ integration european</li> </ul> </li> <li>○ on the other hand, <ul style="list-style-type: none"> <li>■ the transition towards more environmentally friendly.</li> </ul> </li> </ul>		
<p>Theme 4</p> <p>Southern Africa: an area undergoing profound change (8-10 hours)</p>	<p>Questions</p> <p>From backgrounds to household values.</p> <ul style="list-style-type: none"> <li>● The challenges of transition and development for unevenly developed countries.</li> <li>● Territories crossed and remodeled by complex mobilities.</li> </ul> <p>Comment</p> <p>The objective is to understand how a geographical area is concerned by the processes studied during the second year.</p> <ul style="list-style-type: none"> <li>● South Africa is characterized by a great diversity of environments which are being exploited for their resources.</li> <li>● These environments are subjected to increased pressure linked to <ul style="list-style-type: none"> <li>○ Demography</li> <li>○ Food</li> <li>○ Sanitary conditions</li> <li>○ Political contexts</li> <li>○ Certain development choices</li> </ul> </li> <li>● Transitions are marked by their diversity and their speed <ul style="list-style-type: none"> <li>○ The level of development</li> <li>○ the level of integration of territories in globalization</li> <li>○ The influence of political choices</li> </ul> </li> <li>● The differences in the trajectories of these transitions</li> </ul>		

- Inequalities and segregative logics are particularly marked there
- This area is also characterized by complex, migratory flows creating new territorial inequalities
  - exile
  - transit
  - settlement for migrants
  - international markets
  - the affirmation of tourist mobility
    - ecotourism
    - safaris

Notions and vocabulary to master at the end of the second class include concepts that cut across all of the themes




- Actor
- Globalization
- Territory
- Transition
- Climate change
- Environment
- Resources
- Risks
- Growth
- Developments
- Sustainable development
- Emergence
- Inequality
- Population
- Migration
- Mobility
- Tourism.

Health & Social Education Program - tech path, specialist courses, High School		Environment and Modern Agriculture	Healthful Eating
Humanitarian Action	<p>Possible questions</p> <ul style="list-style-type: none"> <li>● Examples of knowledge</li> <li>● Practices</li> <li>● Related domains <ul style="list-style-type: none"> <li>○ STSS</li> <li>○ BPH</li> </ul> </li> <li>● What data is available on population health?</li> <li>● What humanitarian aid is available, in the direction of which population to territorial scale?</li> <li>● What food assistance is available?</li> <li>● What nutritional needs are present?</li> <li>● How can epidemics be prevented?</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>● Data Producer</li> <li>● Quality and reliability of information sources</li> <li>● Sanitary characteristics and populations</li> <li>● Health determinants <ul style="list-style-type: none"> <li>○ Preventive</li> <li>○ Curative</li> <li>○ Corrections</li> </ul> </li> <li>● Risk factors</li> </ul> <p>Nutrient requirements</p> <ul style="list-style-type: none"> <li>● qualitative</li> </ul>	✓	✓

	<ul style="list-style-type: none"> <li>● quantitative</li> </ul> <p>Epidemic risk and prevention</p>		
Extreme Ages of Life	<p>Possible questions</p> <ul style="list-style-type: none"> <li>● Examples of knowledge, practices and related domains</li> <li>● STSS BPH</li> <li>● Pregnancy care <ul style="list-style-type: none"> <li>○ What pregnancy monitoring should be done to ensure the health of the mother and the child?</li> <li>○ Pregnancy Tracking Techniques</li> <li>○ Evolution of pregnancy</li> <li>○ Physiological immaturities</li> <li>○ Support for prematurity prevention <ul style="list-style-type: none"> <li>■ Very premature babies</li> </ul> </li> </ul> </li> <li>● Home care for the elderly <ul style="list-style-type: none"> <li>○ How to allow the home maintenance of the elderly?</li> <li>○ Fitness trail</li> <li>○ Home automation and robotics (human-robot collaboration)</li> <li>○ Vital functions</li> <li>○ Degenerative diseases</li> </ul> </li> </ul>		✓
Disability and Inclusion in Everyday Life	<p>Possible questions</p> <p>Disability and disability status</p> <ul style="list-style-type: none"> <li>● Examples of knowledge, practices and related domains</li> <li>● STSS BPH</li> <li>● How does a deficiency arise?</li> <li>● What is the integration of people with disabilities in my city, my high school, my neighborhood, in the society ?</li> <li>● What factors influence the development of a disability?</li> <li>● What aids and daily accompaniments are available?</li> </ul>		✓

	<ul style="list-style-type: none"> <li>● What is the daily integration of people with disabilities in Europe ? Prevention, information and sensitization</li> <li>● Public Accompaniment <ul style="list-style-type: none"> <li>○ policies</li> <li>○ help</li> </ul> </li> <li>● Autonomy, mobility <ul style="list-style-type: none"> <li>○ home automation</li> <li>○ cobotics (human-robot collaboration)</li> </ul> </li> <li>● Diversity of impairments <ul style="list-style-type: none"> <li>○ congenital malformation</li> <li>○ genetic disease</li> <li>○ Degeneration <ul style="list-style-type: none"> <li>■ organs</li> <li>■ tissues</li> <li>■ cells</li> <li>■ genetic material</li> <li>■ genetic mutations</li> </ul> </li> </ul> </li> </ul>		
Hospital Images and Realities	<p>Possible questions</p> <ul style="list-style-type: none"> <li>● Examples of knowledge, practices and related domains</li> <li>● STSS BPH</li> <li>● What representations and what hospital facts?</li> <li>● What hospital offer care in a territory?</li> <li>● Which diagnostic and/or therapeutic techniques are available?</li> <li>● How is health security guaranteed in the hospital?</li> </ul> <p>Health institution</p> <ul style="list-style-type: none"> <li>● Care offered in a territory</li> <li>● Hospital duties</li> <li>● Rights of the health system user</li> <li>● Diagnostic exploration</li> </ul>		✓

	<ul style="list-style-type: none"> <li>● Techniques of surveillance</li> <li>● Nosocomial diseases</li> </ul>		
Poverty, housing and health	<p>Possible questions</p> <ul style="list-style-type: none"> <li>● Examples of knowledge, practices and associated domains</li> <li>● STSS BPH</li> <li>● How is accommodation decency determined?</li> <li>● What are the housing difficulties encountered by the population?</li> <li>● How to prevent servants' accidents?</li> <li>● What impact does poor housing have on health ?</li> <li>● How are the "homeless people"?</li> </ul> <p>Legal framework and standards</p> <ul style="list-style-type: none"> <li>● Precariousness</li> <li>● Sociodemographic indicators</li> <li>● Social monitoring, information</li> <li>● Badly housed people, statistical studies, specific documentation</li> </ul> <p>Social integration</p> <ul style="list-style-type: none"> <li>● Determinants (social and health)</li> <li>● Exclusion process</li> <li>● Marauders</li> <li>● Accommodation centers</li> <li>● Social support Associations</li> </ul> <p>Microorganisms pollutants</p> <ul style="list-style-type: none"> <li>● Organic volatile compounds</li> <li>● Exposome (exposure to postmen surroundings)</li> </ul> <p>Malnutrition</p> <p>Infectious diseases</p> <p>Neurological disorders</p> <p>Chronic diseases</p>		✓

<p>Health and innovations</p>	<p>Possible questions</p> <ul style="list-style-type: none"> <li>● Examples of knowledge, practices and associated domains</li> <li>● STSS BPH</li> <li>● What health care in 2050 ?</li> <li>● Which innovations should be used for which health improvements?</li> <li>● What are the uses of data from these different innovations?</li> </ul> <p>E-health</p> <ul style="list-style-type: none"> <li>● Health data</li> <li>● Telemedicine</li> <li>● Therapeutic compliance</li> <li>● “BigData” in health information system</li> </ul> <p>Data protection</p> <ul style="list-style-type: none"> <li>● Personal genetic data</li> <li>● Physiological</li> <li>● Biometric</li> </ul> <p>Sensors</p> <p>Genetic tests</p> <p>Nanotechnology</p> <ul style="list-style-type: none"> <li>● Biotechnology</li> <li>● IT</li> <li>● Cognitive Science(NBIC)</li> </ul>		
<p>Living together in a territory</p>	<p>Possible questions</p> <ul style="list-style-type: none"> <li>● Examples of knowledge, practices and associated domains</li> <li>● STSS BPH</li> <li>● What is a territory? <ul style="list-style-type: none"> <li>○ How is a territory characterized?</li> </ul> </li> <li>● How do public authorities, institutions, businesses and associations participate in territorial development?</li> <li>● What actions promote social cohesion in the city</li> </ul>		



	<ul style="list-style-type: none"> <li>○ in the neighborhood?</li> <li>● How does the organization of space contribute to social cohesion?</li> <li>● How does the environmental quality of a territory influence human health?</li> </ul> <p>Characteristics of a territory</p> <p>Social Group Indicators</p> <ul style="list-style-type: none"> <li>● Social link</li> </ul> <p>Territorial Social Policy</p> <ul style="list-style-type: none"> <li>● Institutional communication</li> <li>● Decision process sharing</li> </ul> <p>Diversity of territories</p> <ul style="list-style-type: none"> <li>● Risks</li> <li>● Hazards</li> </ul> <p>Environment</p> <ul style="list-style-type: none"> <li>● Exposome (exposure to postmen surroundings) <ul style="list-style-type: none"> <li>○ Organs</li> <li>○ Tissues</li> <li>○ Cells</li> </ul> </li> <li>● Attributable environmental pathologies at risk</li> </ul>		
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