



secondary education

Cross-curricular final objectives



Common trunk

Final Objectives

The pupils:

(communicative ability)

- 1 bring important aspects of communication into practice;

(creativity)

- 2 can develop original ideas and solutions and put them into action;

- 3 take steps themselves to implement innovation;

(perseverance)

- 4 strive to reach a goal, despite difficulties;

(empathy)

- 5 take into account the situation, views, and emotions of others;

(aesthetic ability)

- 6 can experience beauty;
- 7 can create beauty;

(explore)

- 8 make use of learning opportunities in diverse situations;

(flexibility)

- 9 are willing to adapt to changing demands and circumstances;

(initiative)

- 10 engage themselves spontaneously;

(critical thinking)

- 11 can bring up for discussion data, actions and reasoning based on relevant criteria;
- 12 are capable of weighing alternatives in making a conscious choice;
- 13 can look at subjects from different angles

(media wisdom)

- 14 are alert in dealing with media;
- 15 participate thoughtfully in public life through media;

(open and constructive attitude)

- 16 consider their own development and those of others in society and the world;
- 17 assess their own opinion about social occurrences and trends with reference to

Learning to learn

Contexts

- *physical health and safety*
- *mental health*
- *socio-relational development*
- *environment and sustainable development*
- *political-legal society*
- *socio-economic society*
- *socio-cultural society*



various points of view;

(respect)

18 behave respectfully;

(work together)

19 actively contribute to realizing common targets;

(responsibility)

20 take responsibility for their own actions, in relationships with others and with reference to the society;

(self-image)

21 gain an insight in their strengths and weaknesses;
22 develop an identity as an authentic individual, belonging to different social groups;

(self-reliance)

23 appeal to social services and institutions;
24 use the appropriate channels to express their questions, problems, ideas or opinions;

(meticulousness)

25 require quality for their own work and that of others;

(considerateness)

26 deal with diversity;
27 take care of their own future and that of others;



Context 1

Physical health and safety

Trunk

**communicative ability
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attitude
respect
work together
responsibility
self-image
self-reliance
meticulousness
considerateness**

Learning to learn

Final objectives

The pupils:

- 1 take care of themselves and behave hygienically;
- 2 get to know their own body and react adequately to the body's signals;
- 3 find a balance between work, free time, rest and exercise;
- 4 adopt an ergonomic and varied standing, sitting, working and lifting posture;
- 5 make healthy choices for their daily diet;
- 6 use guidelines for dealing with food hygienically;
- 7 make time for daily exercise;
- 8 assess the risks and consequences of stimulants and medication and react assertively to supply;
- 9 take precautions against hazardous physical contact;
- 10 participate in health and safety policy at school;
- 11 apply safety guidelines and take precautions for a safe living and working environment;
- 12 call for help and administer first aid and cpr;
- 13 apply the traffic rules;
- 14 use their own and public transportation in a safe way;
- 15 realise that social phenomena have an impact on safety and health.



Context 2

Mental health

Trunk

**communicative ability
creativity
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considerateness**

Learning to learn

Final objectives

The pupils:

- 1 cope with work load and stressful situations;
- 2 deal appropriately with joy and grief, fear, anger, loss and mourning;
- 3 recognise problem situations and ask for, accept and offer assistance;
- 4 accept and deal with their sexual development and changes in puberty;
- 5 can express themselves about and deal respectfully with friendship, being in love, sexual identity and orientation, sexual feelings and behaviour;
- 6 act assertively;
- 7 use images, music, drama or media to express themselves;
- 8 recognise the impact of cultural and art appreciation on their own emotions and behaviour and that of others.



Context 3

Socio-relational development

Trunk

**communicative ability
creativity
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Learning to learn

Final objectives

The pupils:

- 1 can build, maintain and end a relationship;
- 2 recognise the existence of power relations and the importance of equality, agreements and rules in relationships;
- 3 accept differences and value respect and caring within a relationship;
- 4 can admit to be in the wrong and apologise;
- 5 act discretely in situations that require discretion;
- 6 expose prejudices, stereotyping, inappropriate influencing and abuse of power;
- 7 discuss views on medical, psychic, and social aspects of forms cohabitation, safe sex, family planning, pregnancy and abortion;
- 8 express uninhibitedly and constructively their wishes and feelings within relationships and set and accept boundaries therein;
- 9 search for constructive solutions for conflicts;
- 10 argue, in dialogue with others, the dynamics of their preference for certain cultural and artistic manifestations;
- 11 use cultural and artistic manifestations to understand the world of others.



Context 4

Environment and sustainable development

Trunk

**communicative ability
creativity
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initiative
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meticulousness
considerateness**

Learning to learn

Final objectives

The pupils:

- 1 participate in environmental policy and care measure at school;
- 2 recognise in problems of sustainability the intertwining of economic, social, and ecologic aspects and recognise the influence of technology and policy;
- 3 search for possibilities to use space, resources, goods, energy and transportation in a sustainable way themselves;
- 4 search for sustainable solutions to influence and improve the local and global environment;
- 5 show interest and express their appreciation for nature, landscape and cultural heritage;
- 6 sense the value of experiencing and enjoying nature.



Context 5

Political-legal society

Trunk

**communicative ability
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Learning to learn

Final objectives

The pupils:

- 1 indicate how they can participate in the process of decision making and the construction of society;
- 2 apply participation, involvement and decision making in real school situations;
- 3 show the importance and dynamic character of human rights and children's rights;
- 4 devote themselves actively to their own rights and those of others;
- 5 indicate that living together in a democratic constitutional state is based on both rights *and* duties that hold for citizens, organisations and the government;
- 6 recognise the role of control and balance between the legislative, executive and judicial power in our democratic order;
- 7 illustrate the role of the media and organisations in the functioning of our democratic order;
- 8 discern the main outlines of the federal Belgian state structure;
- 9 compare living together in our democratic order to living together in other forms of government;
- 10 illustrate how democratic policy pursues the common good and takes into account ideas, views and interests of various parties concerned;
- 11 can explain the meaning of European cooperation, policy and institutions for their own world;
- 12 show the importance of international organisations and institutions;
- 13 illustrate how globalisation entails benefits, problems and conflicts.



Context 6

Socio-economic society

Trunk

**communicative ability
creativity
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Learning to learn

Final objectives

The pupils:

- 1 explain with examples how prosperity is created and how a government obtains and uses income;
- 2 compare their own views to the various views on welfare and the division of wealth;
- 3 dedicate themselves to improving well-being and welfare in the world;
- 4 in buying goods and using services consider price – quality and sustainable development as well as consumer rights;
- 5 give examples of the changeable character of labour and economic activity;
- 6 give examples of factors influencing the value of goods and services
- 7 can manage their own budget and personal administration;
- 8 indicate characteristics, possible causes and consequences of poverty;
- 9 explain the role of companies, employers' federations and trade unions in a national and international context.



Context 7

Socio-cultural society

Trunk

**communicative ability
creativity
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considerateness**

Learning to learn

Final objectives

The pupils:

- 1 describe the dynamic in ways of living and interacting, opinions, values and standards in their own and other social and cultural groups;
- 2 constructively deal with differences between people and philosophies of life;
- 3 illustrate the importance of social cohesion and solidarity;
- 4 learn from historic and present-day examples of intolerance, racism and xenophobia;
- 5 give examples of the potentially constructive and destructive role of conflicts;
- 6 actively deal with the culture and art that surround them;
- 7 illustrate the mutual influence of art, culture and technology, of politics, economics, science and philosophy of life.



Learning to learn

1 st e grade		2 ^{de} grade		3 ^{de} grade	
Views on learning		Views on learning		Views on learning	
1	The pupils work neatly.	1	The pupils work systematically.	1	The pupils work systematically.
2	The pupils know that knowledge and skills can be obtained through different learning strategies.	2	The pupils reflect on their views on learning, motives and strategies for learning.	2	The pupils choose their learning strategies in view of the aims they have to achieve
Acquiring information		Acquiring information		Acquiring information	
3	The pupils can memorise data using aids.	3	The pupils can select information sources and channels on offer and consult those in view of the aims they have to achieve.	3	The pupils can select and consult different information sources and channels in view of the aims they have to achieve.
4	The pupils navigate well-organised information by using formal characteristics such as titles, subtitles, pictures and text marks.				
5	The pupils adequately use table of contents and index.				
6	The pupils adequately consult a documentation centre, library and multimedia.				
Processing information		Processing information		Processing information	
7	The pupils, when studying subject matter that was already dealt with, look up the necessary background information in a textbook, workbook or notes.	4	The pupils can meaningfully practice and repeat.	4	The pupils can functionally apply processed information across subjects and in various situations.
8	When learning structured information: <ul style="list-style-type: none">▪ pupils ask questions about the subject matter and answer them;▪ add highlights to short, structured texts;				



- complete an outline using information on offer;
 - make connections between parts of the subject matter.
- 9 The pupils can understand structured information and analyse it by looking for the contextual meaning of words, phrases and sentences, whenever possible, or by looking it up.
- 5 The pupils can, with support, critically analyse and summarise information that has been dealt with.
- 5 The pupils can summarise information.

Solving problems		Solving problems		Solving problems	
10	When solving a problem: <ul style="list-style-type: none"> ▪ pupils rephrase the problem; ▪ think, with support, of a path to a solution and explain; ▪ apply the solution path. 	6	The pupils recognise strategies for solving problems and evaluate them.	6	The pupils can, based on hypotheses and expectations, realistically assess and execute possible ways of problem solving.
				7	The pupils evaluate selected ways of problem solving and the solution itself and search for an alternative if necessary.
Regulating the learning process		Regulating the learning process		Regulating the learning process	
11	The pupils select and structure the necessary material and plan, with support, their period of operation.	7	The pupils can make a realistic short-term work plan.	8	The pupils can make a realistic long-term workplan.
12	The pupils can work with an answer sheet and a grading key and take into account the targets or instructions of their teacher.	8	The pupils can, with support, direct their learning process, assess its purposiveness and adapt when necessary.	9	The pupils direct their learning process, assess its purposiveness and adapt when necessary.
13	The pupils compare their work method with that of others and consequently indicate why something went wrong and how mistakes can be avoided.	9	The pupils draw conclusions from their learning experiences and from those of others.	10	The pupils can give and receive feedback on their learning experiences.



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|----|---|----|---|
| 10 | The pupils realise that success and failure can have various causes. | 11 | The pupils can assess their own share in success and failure. |
| 11 | The pupils realise that interests and values influence the learning proces. | 12 | The pupils recognise the influence of their interests and values on their motivation. |

Study and profession oriented choosing capability		Study and profession oriented choosing capability		Study and profession oriented choosing capability	
14	The pupils have an understanding of the general structure of secondary education.	12	The pupils acquire a meaningful overview of study and profession possibilities.	13	The pupils acquire a meaningful overview of study and profession possibilities, service organisations related to the employment market or further study career.
15	The pupils are willing to estimate the value of all branches of study and professions.	13	The pupils are willing to estimate the value of all branches of study and professions.	14	The pupils are willing to estimate the value of all branches of study and professions.
16	The pupils can assess their interests and capabilities regarding a study choice.	14	The pupils can take into account their interests and capabilities when making a choice of study or profession.	15	The pupils take into account their interests and capabilities when making a choice of study or profession.
17	The pupils apply simple strategies for making a study choice.	15	The pupils can assess the consequences of their choices regarding studies of profession.	16	The pupils can reflect on their study choice or choice of profession.



Cross-curricular final objectives/attainment targets Information and communication technology (ICT) – first grade of secondary education

- 1 The pupils have a positive attitude towards ICT and are prepared to use ICT as a support in their learning.
- 2 The pupils use ICT in a safe, responsible and functional way.
- 3 The pupils can practice independently in an ICT supported learning environment.
- 4 The pupils can learn independently in an ICT supported learning environment.
- 5 The pupils can use ICT to creatively shape their own ideas.
- 6 The pupils can search for, process and save digital information using ICT.
- 7 The pupils can use ICT when presenting information to others.
- 8 The pupils can use ICT to communicate in a safe, responsible and functional way.
- 9 The pupils can, depending on the target that has to be attained, choose adequately from various ICT applications.
- 10 The pupils are willing to adjust their actions after reflecting on their own ICT use and that of others.

Cross-curricular final objectives Technical-technological education – second grade ASO

Understanding technique

- 1 The pupils can illustrate the effects of technology on man and society and place them in a historical perspective (such as comfort, design, environment, consumerism ...).

2 "Technical" understanding

The pupils can:

- 2 recognise knowledge and skills from various fields in technical realisations.
- 3 recognise and describe the characteristics of the technical process (for instance setting a target, design, execution, evaluation)

Attitude

- 4 The pupils develop a constructively critical attitude towards technology, technical professions, and companies/organisations.



Cross-curricular final objectives Technical-technological education – third grade ASO

Understanding technique

- 1 The pupils can illustrate the effects of technology on man and society and place them in a historical perspective (such as comfort, design, environment, consumerism ...).
- 2 illustrate the effects of technology on human actions, attitudes, values and norms.
- 3 discern characteristics of a technical approach from other approaches such as scientific, artistic, social, ...
- 4 make well-founded judgments about the role of companies/organisations in and for society for instance relating to prosperity, development, welfare, ...

"Technical" understanding

The pupils can:

- 5 recognise knowledge and skills from various sectors
- 6 evaluate simple designs and realisations.
- 7 characterise companies/organisations that carry out technical processes and explain the role of various technical professions and skills therein

Attitude

- 8 The pupils develop a constructively critical attitude towards technology, technical professions, and companies/organisations