

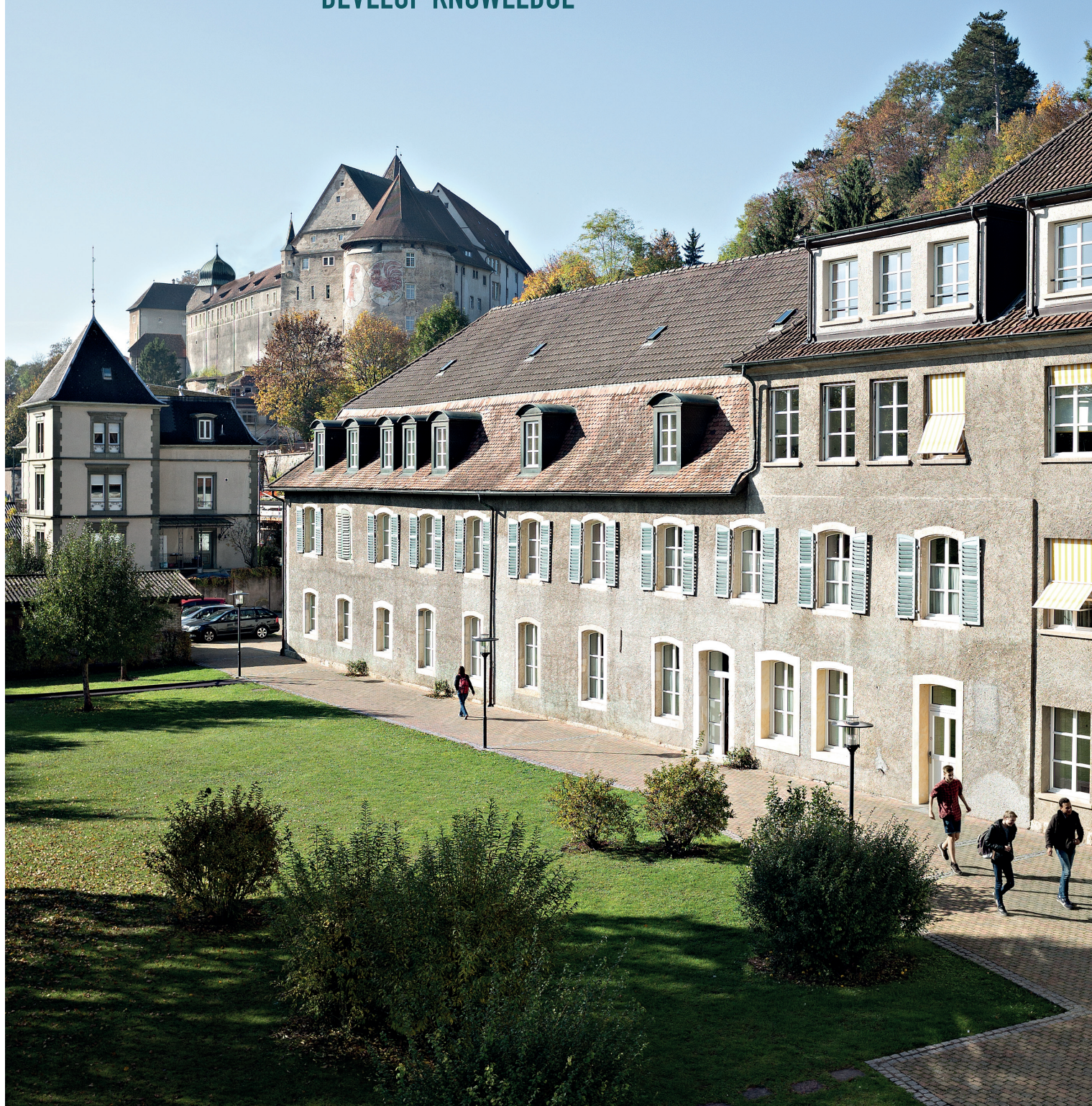
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SAINT-CHARLES
- COLLÈGE ET LYCÉE -

TAKING YOUR GYMNASIUM MATURA AT THE LYCÉE SAINT-CHARLES

AN EXCELLENT SETTING TO
DEVELOP KNOWLEDGE





MISSION STATEMENT AND PHILOSOPHY OF THE COLLEGE ET LYCÉE SAINT-CHARLES

MISSION

Our mission is to provide students with a high quality education while developing the attributes of kindness, respect and responsibility towards others and the environment.

PHILOSOPHY

The Collège and Lycée Saint-Charles upholds the humanist and Christian values of concern for others and the environment, respect for cultures and individuals, and openness and positivity towards the world. The school aims to develop these same values in our students and to help them become responsible, global citizens who work to make the world a better place.



A SCHOOL ON A HUMAN SCALE OPEN TO KNOWLEDGE



You hold in your hands the general curriculum of the Lycée Saint-Charles' Gymnasium Matura. The structure, objectives and requirements are described by those who teach here: your future teachers. This general programme, which is based on the requirements of the Swiss Federal MRO Regulations and cantonal requirements, follows the study plans of the courses taught here.

The four-year Gymnasium programme is designed to give you the knowledge, skills and Matura you need to pursue higher education and become responsible citizens. With a critical mind, open to others and to the world, you will be able to take an active and conscious place in the society.

You will have to evolve in a changing world, full of new challenges: we will guide you as you acquire a solid grasp of fundamentals, both in terms of academic knowledge and the knowledge and skills that will enable you to meet the challenges you will face.

Our four-year Gymnasium Matura course allows you to develop your knowledge, acquire solid fundamental knowledge and above all to considerably deepen your understanding of the subjects dealt with.

By promoting interdisciplinarity through special weeks and also through an ingenious coordination of the concepts dealt with in the various courses, the organisation of the two gymnasium Matura courses is truly meaningful.

In terms of languages, which are essential carriers of intercultural knowledge, our students are obliged to study for a period of their second year of Lycée in a partner school for Italian, German and English.

Our values of tradition, openness and humanism underpin our commitment to you as we place you at the centre of our educational mission.

Carmen Kocher
Rector



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GENERAL CURRICULUM OF LYCÉE SAINT-CHARLES

TO EACH THEIR OWN PATH

The choices made when entering Lycée are important for the future, but not definitive. A Matura certificate gives access to all universities in Switzerland. An interview with management before making a decision can help.

CORE COURSES (DF)

The study of core subjects is compulsory for all Lycée students. The curriculum is formed around a common core of subject areas in which each student can focus on a number of branches according to his or her interests.

LANGUAGES TO BE CULTIVATED

Languages are essential for communication in an interconnected world and entering intimately into a foreign language is an unprecedented opportunity to understand another culture and other ways of thinking and expressing oneself.

Language 1 is the language spoken in the region: for us, French. Everyone will have to choose a second and a third language, and all three will be studied during the four years of the course.

Second national language (Language 2): pupils choose between German or Italian.

Third language (Language 3): pupils can choose between English, Latin or Greek, but Language 3 must be different from Language 2 and the language chosen as a specific option (see below).

MATHEMATICS: LOVE IT A LITTLE, OR A LOT

The Mathematics Core Curriculum ensures a solid foundation that meets the required criteria. However, students who have chosen a specific science option will have an expanded programme in their timetable which will enable them to prepare themselves as well as possible for the Polytechnic Schools and university courses which are very demanding in terms of mathematical knowledge and skills.

WHAT ARTISTIC ACTIVITY?

Music or visual arts, everyone can choose what they prefer. Students opting for the Bilingual Matura will be required to choose visual arts, taught in English.

The Matura curriculum requires everyone to have acquired a basic knowledge of the sciences. For that reason, sciences and social sciences are also on the agenda.

OTHER COMPULSORY CORE SUBJECTS

- in sciences: physics, biology, chemistry, computer science.
- in humanities: history, geography, economics & law, philosophy, religious studies.

SPECIFIC OPTIONS (OS)

The specific option lends colour to a Lycée student's Matura. It is chosen upon entering the Lycée, depending on the student's interest and plans. This option will count towards the Matura exams. The languages studied in the core course cannot be chosen as a specific option.

You may choose one of the following: English, biology & chemistry, economics & law, Greek, Italian, Latin.

COMPLEMENTARY OPTIONS (OC)

The complementary option can deepen or diversify the direction chosen by the specific option. It is chosen during the second year of Lycée. This option will count towards the Matura review. The same course cannot be chosen as both a specific option and as a complementary option.

You may choose from: visual arts, biology, economics & law, geography, computer science, philosophy, physics, religious studies.

MATURA PROJECT (TM)

The Matura Project, TM, is the first large-scale personal research project undertaken by Lycée students. The skills used for this project are wide-ranging and involve a concrete application of the scientific approach at the heart of the Gymnasial education. Problems, questioning, putting things into perspective, developing hypotheses, time management, ability to synthesise are all elements that are essential to this work. Students are assisted by a teacher over the course of the project, but emphasis is placed on autonomy, which underpins a real preparation for university studies after the Matura Certificate

This personal project is done during the 3rd year of Lycée. It runs through to the start of the 4th year and is graded.

MATURA EXAMS

At the end of the four years of study, the students take Matura exams in the five following courses: French, language 2, mathematics, the specific option and the complementary option. Lycée students are assessed by their teachers and experts from the cantonal Matura commission.

GENERAL CURRICULUM OF LYCÉE SAINT-CHARLES

FIRST YEAR	SECOND YEAR	GRADE THREE	YEAR FOUR	CONTINUOUS MONITORING + EXAMINATION
Language 1 - French				
Language 2 - German or Italian				
Mathematics*				
Specific option - English, Biology-Chemistry, Economics & Law, Italian, Latin, Greek				
		Complementary option - visual arts, biology, economics & law, geography, computer science, philosophy, physics, religious science, etc		CONTINUOUS CHECKING
Language 3 - English, Latin, Greek				
History*				
Sport				
	Physics			
	Philosophy			
Visual arts or music*				
Geography		Information Technology		
Biology*		Bilingual Biology		
Chemistry				
Economics - law*	Science of Religions			

* these courses are taught in English as part of the Bilingual Matriculation Programme



UNIQUE IN THE CANTON OF JURA BILINGUAL FRENCH-ENGLISH MATURA

English has emerged over the past decade as the universal language beyond our borders. Moreover, this is the language of the scientific community and of the Internet. Nowadays, English is a must if you want to open up to the world.

The Lycée Saint-Charles is the only institution in the canton of Jura to offer Lycée students the chance to pursue high-quality Gymnasium studies while becoming an expert in the language of Shakespeare.

A high level of language proficiency is not required for entry to the bilingual stream. The student must have the desire to express themselves in a foreign language and be highly motivated. They must be ready to invest themselves in a demanding but immensely satisfying journey.

More than 1,400 hours of courses are taught in English, in the humanities, sciences and arts. In fact, Lycée students participating in the Bilingual Matura benefit from extra time to study the same topics as their counterparts in the Francophone Matura.

The added value of the Bilingual Matura lies in the additional work offered by specially-trained immersion teachers. In their specific branches, these experts in their field offer additional English vocabulary exercises relating to the topic at hand, as well as work on original texts dealing with various parts of the curriculum. In addition, a glossary including the phonetics and vocabulary definitions of each of the chapters studied completes the learning strategies for Bilingual Matura students.

Finally, small class sizes allow students to have direct contact with their teachers.



CULTIVATING KNOWLEDGE

LEARNING STRATEGY AND METHODOLOGY

One of the special features of Lycée studies is that knowledge alone is no longer enough. The aim becomes developing learning skills and strategies that will be useful throughout life. Teachers develop all topics in new depth in these years of study: but learning methodology is developed above all.

The aim of teaching learning methodology is to help develop targeted learning strategies:

FIRST YEAR

- Text analysis, note-taking, organisation and planning school work

SECOND YEAR

- Scientific methodology

GRADE THREE

- Structured support for writing the Matura paper

This course allows Lycée students to write their first major essay under the best possible conditions.

YEAR FOUR

The objective of the course is to teach students both how to acquire new knowledge and how to revise programmes from previous years. Knowledge inventory, revision planning, and effective summarising: all these elements are addressed during the year.

CORE COURSE

FRENCH

CRITICAL THINKING

Teaching French at the Lycée Saint-Charles contributes to the development of structured and autonomous thinking in students through reflection, rigorous analysis of texts and documents, and learning argumentation.

Each student continues to develop the skills acquired so far - listening, reading, speaking, and writing - but also opens up to cultural and social life, while developing his or her personal reflection and critical thinking skills.

BROADEN ONE'S LITERARY CULTURE

The teaching of French is aimed at learning and developing the means to master expression both written and spoken, regardless of the context. To this end, knowledge previously acquired is developed and extended. Students not only learn to structure their thoughts more clearly, but also come face to face with texts ranging from the Middle Ages to the 21st century. This broad approach allows the student to expand their knowledge of literature and develop a taste for reading.

The study of French-language literary works allows students to situate themselves in relation to a given context and to create links with other subjects such as the arts or history.

A structured and rigorous analysis of different passages encourages students to open up to new themes and allows them to develop their critical thinking skills. The study of French becomes a place of discovery and creation, where the pupil is led, through comparison and exchange, to discover a little more of themselves each day.

MATURA OBJECTIVES

- To affirm and enrich one's personal identity, by comparing the different texts and documents studied.
- To express oneself orally and in writing, adapting to context.
- To organise ideas and structure thought logically.
- To know different argumentation processes. To be able to apply them.
- To know the main aspects of the history of literature and its different movements, to be able to place the authors studied into context, and to be informed about their works.
- To evaluate a literary work through a variety of approaches.
- To use different approaches to interpretation/analysis of literary texts.
- To be able to contextualise, analyse, interpret and evaluate a work, and compare it with other pieces.

CORE COURSE, LANGUAGE 2

GERMAN

BETTER UNDERSTANDING AND BEING BETTER UNDERSTOOD

Teaching German as a second language aims to develop the pupil's ability to understand others and become better informed. It contributes to the affirmation of a student's personality, critical spirit and sensibility.

Fluency in German is a major advantage in the labour market in Switzerland. Like all languages, it facilitates economic, political and cultural exchanges as well as academic and professional mobility.

AN OPENNESS TO OTHERS

The teaching of German at Lycée level consolidates and extends the knowledge and skills acquired during earlier years. It involves the development of all communication skills, namely oral and written expression and comprehension. The basics are not taught for their own sake, but to facilitate the acquisition of skills and aptitudes.

The student broadens his or her sphere of interest and develops new learning methods based on listening to others, observation, curiosity and initiative. Over time, the student learns to use the language in an increasingly nuanced way and to adapt to different situations. Alone, in pairs or in a group, they can compare their skills and exchange with others both in and out of class.

A better command of German allows the student to open up to other cultures and to understand them better. Working with a variety of documents such as newspaper articles, reports, interviews or literary texts not only improves one's skills but also promotes openness and tolerance.

MATURA OBJECTIVES

- To know the basic rules of how language works, both orally and in writing.
- To understand and use spoken expressions of different lengths during a conversation, a class or in the media.
- To understand all kinds of texts and be able to extract points of view and ideas from them.
- To participate actively in a conversation on topics of general interest and be able to express one's own opinions and ideas.
- To express and defend opinions and ideas in writing in a coherent and structured manner.

CORE COURSE, LANGUAGE 2, LANGUAGE 3 OR SPECIFIC OPTION

ITALIAN

STRENGTHEN A NATIONAL LANGUAGE

Learning Italian is a wonderful opportunity for our students to study the third national language of Switzerland. It is not necessary to have any prior knowledge of Italian to start studying this language at Lycée level. The course aims to maintain, promote and strengthen the construction of a multilingual and multicultural identity.

The teaching of Italian is centred not only on the acquisition of grammatical, lexical and literary knowledge, but also on the student's ability to confront and situate themselves in relation to a new language, another culture and another mentality, in a spirit of tolerance and critical reflection.

By developing their oral and written language skills, students will gradually learn to structure their thinking and build an identity in a framework that promotes self-confidence and respect for others.

The structure of the course over four years and a generous timetable will promote the student's cultural development. The deepening of language skills is gradual and differentiated according to the level chosen.

MATURA OBJECTIVES

In the first and second year, the teaching of Italian is mainly focused on communication, acquisition of vocabulary and basic grammar rules. This allows the student to reach level A2 of the Common European Framework of Reference for Languages (CEFR). It is acquired through a diversified practice - manuals, dialogues, songs, games, videos, films - and by reading simplified texts.

In the third and fourth years, teaching is organised around two main objectives:

- to deepen the grammar, syntax and vocabulary of Italian in order to reach level B2 (in Language 2) or C1 (as a specific option) of the CERCL;
- to prepare for the Matura exam. Particular attention is paid to translation from French to Italian, to structuring discourse and to analysis of several modern and/or contemporary literary texts and press articles.

During the course of their studies, interested students can take the CELI 2/3 exam, a language certificate in Italian, awarded by the University for Foreigners in Perugia (Italy).

CORE COURSE, LANGUAGE 3 OR SPECIFIC OPTION ENGLISH

A WINDOW ON ANGLO-SAXON LANGUAGE AND CULTURE

In first and second year, students who choose English as a specific option have the same number of hours of classes as Language 3 students (three hours per week). In the third and fourth years, students with a specific option have one extra lesson per week.

The target levels at the Lycée, B2 to C1, conform to the Common European Framework of Reference for Languages (CEFR) and must be met in the five language skills: reading, writing, listening, speaking and conversing. This organisation is likely to change with the arrival of students who started English in 7th year Harmos.

CAMBRIDGE EXAMS

In Years 3 and 4, the course prepares students for the Cambridge First Certificate in English (FCE) examination. They register on a voluntary basis to take the exams that take place in the Jura in March. We offer this opportunity as a specific option and in Language 3. With one more lesson per week, special elective students have a greater chance of success. Obtaining the FCE is an asset for higher education, university, HES-HEG or polytechnic studies.

FIRST AND SECOND YEAR: CONSOLIDATION, LEARNING AND ANGLO-SAXON CULTURE

In the first year, students from different backgrounds are brought up to speed and review some of the basics learned over previous years. In addition to using textbooks, they carry out various activities to familiarise themselves with Anglo-Saxon culture.

Students begin by reading and analysing simplified texts, and then read and analyse texts by British or American authors. They have the opportunity to converse with a native English-speaking assistant and to learn about songs or films in English. We set up a pen-pal scheme with English-speaking partners and organise a visit to Great Britain, as well as bringing the Anglophone pen-pals to Porrentruy.

THIRD AND FOURTH YEAR, SPECIFIC OPTION

In grades 3 and 4, students prepare for the written Matura exam. In addition to this preparation, the students will read, study and analyse literary or journalistic texts from Anglo-Saxon cultures. The Oral Matura Examination involves reading approximately 500 pages, or a discussion of books read over two years, whether studied in class or individually.

CORE COURSE, LANGUAGE 3 OR SPECIFIC OPTION

LATIN / GREEK

ANTIQUITY AND THE MODERN WORLD

Our Latin and Greek courses allow the student to acquire language skills, but also to deepen his or her knowledge of the richness and splendour of the ancient world. We offer different analytical tools to understand, appreciate and confront Greco-Roman culture and thought in the context of today's world. It offers a broad range of views on language, literature, human beings and society.

A VARIETY OF LESSONS

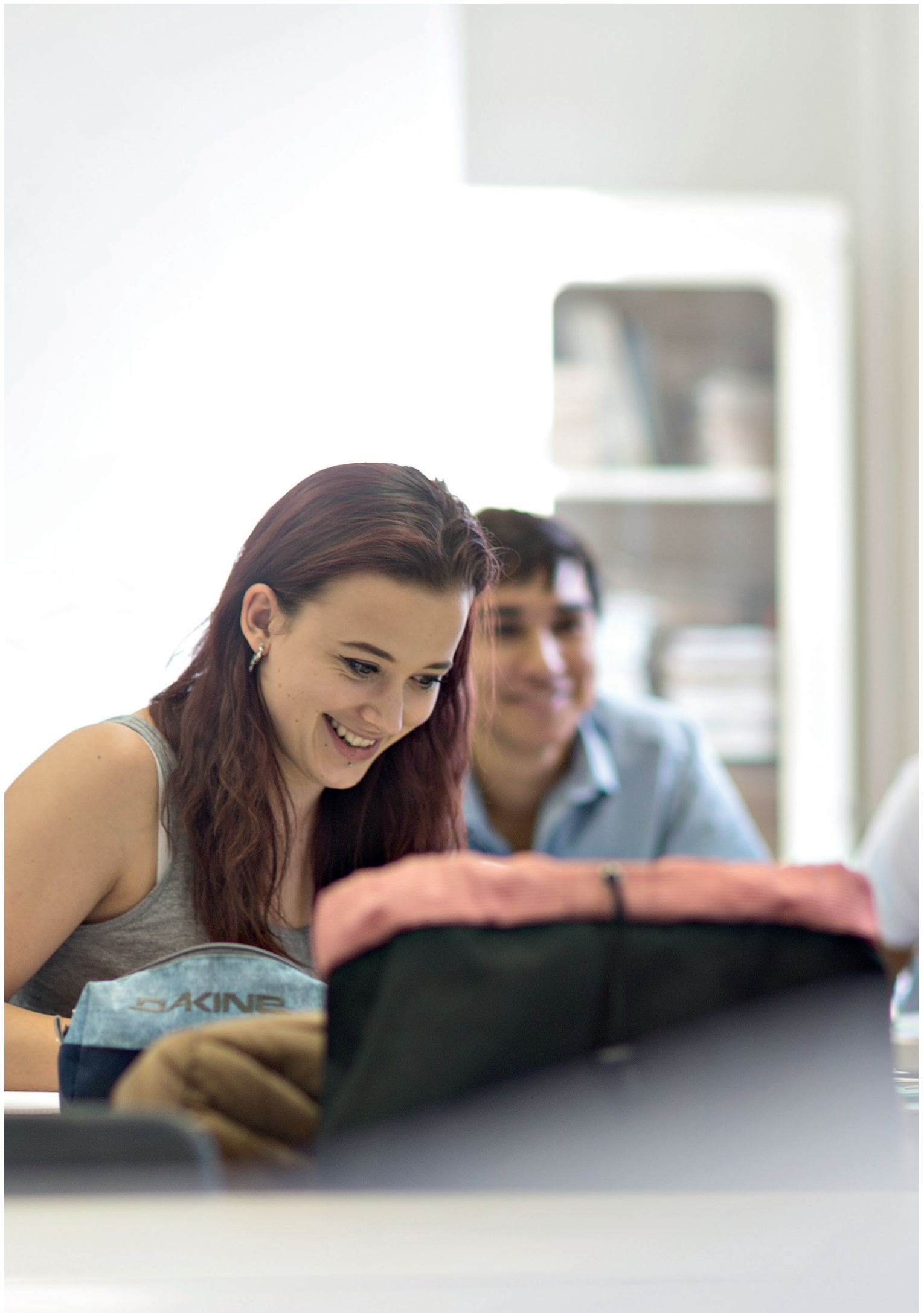
The Latin or Greek courses, as a core subject or as a specific option, develop three areas of competence:

- vocabulary, etymology and grammar
- reading and translation
- literature, mythology, ancient history and ancient philosophy

As a specific option, there are more teaching hours each week. The field of study is broader and deeper. Evaluations are more regular and more logically complex. In contrast to Latin as a core subject, Latin or Greek chosen as a specific option is subject to a Matura examination at the end of the course. This exam focuses on language and literary skills, tested through translation (written exam) and a corpus of texts worked on since the beginning of the course and partly chosen by the student (oral exam).

MATURA OBJECTIVES

- To cultivate language skills and knowledge that take in a very rich and ancient body of literature, history, thought and outlooks.
- To cultivate, through the Latin or Greek language, broad, interdisciplinary humanistic knowledge, in which literature, poetry, history, mythology and philosophy interact.
- To enrich your native vocabulary and strengthen your command of discourse through the etymological, grammatical and rhetorical study of Latin/Greek.
- To discover the cultural references of the ancient world and become aware of their evolution throughout history.
- To take a critical look at today's world and to encourage open, creative and original thinking by linking the Greco-Roman world with contemporary society.
- To allow a dead language and the thought and culture of the ancients to be passed on to future generations in a living and attractive way.



CORE COURSE

MATHEMATICS

A GREAT TOOL

Teaching mathematics provides students with a valuable tool to help them progress in the world of science. It helps to develop precision, rigour and deduction, induction and abstraction. In our courses, the emphasis is on the deployment of a sense of logic and scientific method. The student must be able to freely and effectively apply the skills acquired during the four years of Lycée.

In our teaching, we focus on the many fields in which mathematics plays a crucial role: science, technology, medicine, economics, but also the social and human sciences. The student acquires the tools to progress through calculation, measurement, analysis, description, modelling and problem solving.

The student develops curiosity, imagination and openness, as well as a spirit of analysis and synthesis. The student acquires autonomy, perseverance and rigour.

MATURA OBJECTIVES

- To master the rules and principles of logical reasoning.
- To know how to apply mathematical methods to problems in different fields.
To know how to use different working methods.
- To be able to formulate proposals in a clear and precise manner.
- To be able to demonstrate a theorem or render it plausible.
- To be able to critically judge the results obtained in a modelling exercise.
- To know how to present and discuss a chosen approach.
- To know the main mathematical elements and methods in algebra, analysis, geometry and stochastics.
- To know some aspects of the history of mathematics.

CORE COURSE

BIOLOGY

THE ESSENTIAL SCIENCE OF LIFE

Biology enables Lycée students to understand the diversity and complexity of the living world. Biology helps explain how the human body works, health problems and biomedical techniques. The course looks at responsible behaviour towards nature and health. It requires a multidisciplinary approach and involves knowledge about people and other living things. Flexible and diversified relationships with other scientific disciplines are established, along with geography and history, and the course takes a philosophical look at the ever-increasing range of ethical issues that are thrown up by new research.

The biology course provides the student with rigour in the expression of ideas and the search for information, the ability to organise their academic work independently, a capacity for analysis and deduction, and a critical mind. The course strengthens respect for life and awareness of the fact that man is part of nature.

Our teaching aims at mastering the most important fundamental concepts of biology and opens a discussion on contemporary research. Students will expand their knowledge of the living world, the cell, cell division, blood, genetics, anatomy, physiology, evolution, and ecology.

MATURA OBJECTIVES

The student learns to:

- use a microscope and a magnifying glass.
- use simple laboratory equipment, perform an experiment following a procedure.
- develop criteria for differentiation and classification, and to discern species.
- use templates.
- understand and use simple scientific texts.
- use different media to search for and process information.
- conduct a simple research project in a group setting to learn about the main elements of how science works.
- strive to generate questions, develop strategies to answer and test them, and above all learn how to get results in practice.
- discover, observe and describe situations and processes.
- formulate hypotheses.
- plan experiments, carry them out, and evaluate them.

CORE COURSE

CHEMISTRY

ATOMS AND MOLECULES: LONG LIVE SCIENCE!

Chemistry is taught in the first and second year of Lycée. During these two years, the student gets to know matter and its properties in a scientific way. The course aims to give an overview of the discipline, from the definition of an experimental science to the main background knowledge. Some segments of the course are supplemented by practical work. This is an opportunity for the student to acquire skills in laboratory work and to learn how to write a scientific report.

A PROGRAMME THAT GETS TO THE HEART OF THE MATTER

First year

- Study of matter, from mixtures to pure bodies
- Atomic structure of matter
- Atomic models
- Periodic classification of the elements
- Chemical bonds
- Intermolecular links

Second year

- Concepts of inorganic nomenclature
- Chemical reactions and equations
- Weight and volume relationships
- Acids and bases
- Organic chemistry

CORE COURSE

PHYSICS

UNDERSTANDING NATURAL PHENOMENA

The study of physics enables students to use and expand their curiosity, critical thinking and scientific thinking in order to understand natural phenomena. The student learns to describe these things using elementary physical concepts. They become familiar with the mathematical description of simple processes and learn about the relative validity of laws. They enrich their technical and scientific knowledge and acquire rigour in reasoning, formulation and presentation.

MATURA OBJECTIVES

- To look at a physical phenomenon and to deduce from it the significant values used to formulate a law.
- To illustrate a law with simple examples related to everyday life.
- To use a law in common situations.
- To describe elementary experiences that contribute to the understanding of physical laws. To translate the description of a phenomenon into mathematical language. To comment on these mathematical relationships by varying the parameters.
- To state the framework within which laws apply, the assumptions made and their reasonableness.
- To distinguish the physical phenomenon from its representation (the concept of modelling).
- To recognise and use quantitative information from graphical representations showing relationships between physical quantities.
- To interpret linear, proportional, exponential laws or laws of force.

CORE COURSE

GEOGRAPHY

AT THE CROSSROADS OF HUMAN AND NATURAL SCIENCES

Geography is interested in man in his habitats. These spaces are structured by the physical, social and economic factors that shape the world. Issues related to climate change, community organisation or social relations in urban space are at the heart of geographers' concerns.

The Earth is considered as a space to be deciphered in its forms, its structures, its ecological, economic, social, cultural and political aspects. This course is based on three main axes: physical, social and economic.

At Lycée level, the teaching of geography pursues the knowledge of places and networks, places near to us, regions of our country, neighbouring countries and large areas of the world. By the end of the course, students are comfortable with the basic concepts of geography. They are able to assess the responsibility of man for the spaces he produces and manages; they are open to differences and mindful of others. They are able to consider data and assess their own conclusions with critical distance.

MATURA OBJECTIVES

- To approach problems, documents, landscapes in a systematic way.
- To be able to translate observations into diagrams.
- To know how to describe a geographical area and highlight its constituent elements.
- To identify the interactions between these elements.
- To appreciate the impact of time in an analysis of space.
- To order phenomena according to various scales.
- To identify man's influence on space.
- To read, compare, explain and interpret maps, statistics, graphics, images - still, moving or satellite - and scientific, descriptive or literary texts.
- To carry out analyses and syntheses, and to see things in their relations and interactions.

CORE COURSE

HISTORY

A GRID FOR READING AND UNDERSTANDING THE WORLD

Teaching history enables students to understand past and present events and to develop a sense of causality. It makes them aware of the richness of historical approaches and the complexity of human life over time. They are led to question their own relationship to themselves and to the world and to develop a form of tolerance, overcoming cultural prejudices and understanding differences. They develop a critical sense and an identity as a member of a social body.

The student acquires a base of historical knowledge. They learn to analyse a variety of sources - texts, tables, graphs, illustrations, radio and television archives - and to place them in context. They can evaluate the significance and meaning of these sources thematically. We offer tools for critical analysis in a mass information society where messages, data and their distribution channels are legion, and very uneven in nature, value and reliability.

The student learns to search for information by traditional means, such as consulting documents held in archives or libraries or publications in the media. But also by computerised means, which allow them to quickly measure the difficulties inherent in any research.

MATURA OBJECTIVES

- To know and locate the main events in the history of mankind.
- To understand current and past events.
- To determine the nature of a document.
- To analyse and criticise a document by placing it in context.
- To build, deconstruct and enrich working hypotheses.
- To research, classify, prioritise and evaluate a range of information on a given topic.

CORE COURSE

PHILOSOPHY

TAKING POSITIONS AND REVIEWING CRITICALLY

has of themselves, of their place in society, in nature and in culture. It deals with themes such as finitude, change, creativity, evil, friendship, failure, solidarity or violence. It includes a critical reflection on the political, social, legal or economic dimensions of existence. Philosophy inculcates a more humble relationship with others and the world around us, making us aware of the limitations on our knowledge of the world.

At the end of the course, the student is able to question himself/herself in order to maintain a lucid intelligence. The student finds the courage to take a stand on rational grounds, but also a sense of humility.

MATURA OBJECTIVES

- To know the main philosophers of history, from antiquity to the present day.
- To know the main philosophical currents of history.
- To analyse a philosophical text, in order to bring out its main ideas.
- To give an opinion based on philosophical references.



**"AFTER ALL, ONE CAN LIVE ... WITHOUT PHILOSOPHY,
WITHOUT JOY AND WITHOUT LOVE. BUT NOT SO WELL."**

Vladimir Jankelevitch

CORE COURSE

VISUAL ARTS

EXPLORE THE WORLD OF THE VISUAL

The visual arts course enables students to acquire the ability to read and create visual meaning within a known historical context. The student must be able to perceive the world and themselves with harmony, based on historical and technical knowledge.

A PROGRAMME OF EXPLORATION:

- learn the fundamentals of art history.
- study and analyse visual creations from antiquity to contemporary times, in class, during study weeks and cultural days.
- open one's mind to an artwork.
- study the plastic arts, including in their dialogue with other forms of expression.

A RICH AND VARIED FIELD OF STUDY

- studies from nature
- perspective
- colour
- study of and experimentation with various graphic, pictorial and sculptural techniques
- study of the arts and the relationships between components of an image
- coursework
- personal creations
- perspective and performance in the world of film writing

A FIELD OF CREATION

Creating of static and kinetic sculptures in clay, plaster, concrete, metal and wood:

- facilities
- performances
- study of the artistic applications of volume
- space, light, matter and integration into social spaces
- problematising the object, aesthetics and expression

MATURA OBJECTIVES

- To decode, understand and discuss the visible and concepts by reading visual messages in an intelligent, sensitive and original way.
- To stimulate creative responses independently.
- To be able to explore various artistic communication tools.
- To develop research methods.

CORE COURSE

MUSIC

DISCOVER ONE'S OWN ABILITIES

Music education helps students develop harmoniously. It stimulates creativity and imagination. This varied study programme arouses a student's curiosity and sensitivity. It allows them to better understand their own musical culture and that of others.

Music education develops a spirit of openness and a critical sense of the musical world. It encourages exchange and joint work and allows everyone's talents to find expression. The student discovers his or her own abilities and strengthens his or her self-confidence by developing musical projects.

A PROGRAMME OF BEAUTIFUL VARIATIONS

Music Theory

- Basic concepts and practical exercises on the piano; rhythms; introduction to computerised score editing; analysis of the different genres and forms of music; development of listening skills.

History of Music

- Study of the different musical currents and their composers, from the Middle Ages to the present day; discovery of the different musical instruments and their evolution through the ages.
- Openness to world music.
- Vocal and instrumental practical work
- Creative work with instrumentalists, access to symphonic or other concerts.

MATURA OBJECTIVES

- To know how to recognise and reproduce different basic concepts - melodic readings and dictations, intervals, scales and tones, chords and bass figures, cadences - the different rhythms and musical genres.
- To understand the structures and compositional principles of important musical forms.
- To contextualise the different musical currents and styles of compositions and to situate their composers in their historical contexts.
- To recognise and understand how different musical instruments work.
- To know how to use a computer programme for editing scores.
- To practice ensemble music.
- To discover orchestras, soloists and ensemble music by going to concerts.
- To open up to world music.

CORE COURSE

SPORT

FEEL GOOD ABOUT YOURSELF

The Lycée Saint-Charles is fortunate enough to have a sports complex and an indoor swimming pool. Each class thus benefits from a block of two weekly swimming lessons per semester.

In swimming, each student learns, practices and is evaluated in all three swimming styles: crawl, backstroke and breaststroke. The swimming distances are 50m, 100m and 1000m for endurance swimming. Various water games complete the poolside programme.

In gymnastics, the student works on floor and apparatus gymnastics, athletics and team games. They develop their physical condition.

PHYSICAL EDUCATION CLASSES PROMOTE

- autonomy, critical thinking, curiosity and decisiveness.
- self-confidence, willpower, perseverance.
- exchange, collaboration and confrontation with others in a spirit of fair play.
- a sense of personal responsibility, respect and tolerance.

THE STUDENT

- becomes comfortable with their body. They acquire, stabilise and diversify their motor skills.
- discovers and trains fundamental sports techniques. They develop learning strategies.
- uses and transfers the skills acquired.
- develops and maintains their physical condition, keeps themselves in good health.
- develops knowledge of their body and understands the principles that govern health.
- perceives danger and knows safety measures.
- knows the technical and tactical aspects of sport and the principles of training.
- knows the rules of the sports activities practiced.
- understands the importance of sport in society and its impact on the environment.



SPECIFIC OPTION

BIOLOGY & CHEMISTRY

A PRACTICAL AND CONCRETE APPROACH

Combined over four years, the specific Biology and Chemistry option is designed to meet the needs of students who intend to study science or who wish to deepen their understanding of a core subject. The teaching of this option should enable the student to acquire the necessary grounding for higher scientific studies at universities, polytechnics and other higher education institutions.

The teaching of biology and chemistry as a specific option favours a practical approach: laboratory and field work, experiments, observations, analysis of documents and models using video, scientific texts, anatomical models, and charts.

BIOLOGY

The specific option in biology allows the student

- to acquire general and current knowledge to understand issues in life sciences and related fields.
- to understand and assimilate the scientific method, test, evaluate and critically represent results.
- to handle laboratory equipment and conduct experiments according to a plan.
- to become familiar with the language of science.

CHEMICALS

This specific option is provided over four years.

The concepts encountered in the core course are fleshed out and supplemented. Each chapter of the theory course corresponds to one or more experiments carried out by the student in the laboratory. They allow the student to discover the practical side of chemistry.

SCOPE OF STUDY

- Thermochemistry
- Reaction speeds and chemical equilibria
- Weak acids and bases and buffer mixtures
- Oxidoreductions and batteries

SPECIFIC OPTION

ECONOMICS & LAW

APPLICATIONS CLOSE TO EVERYDAY LIFE

The Economics & Law option enables students to acquire skills to analyse contemporary economic and legal reality. Through case studies, they learn to use approaches specific to economics and law. They apply the knowledge they acquire to concrete situations and develop a capacity for analysis, synthesis and critical thinking.

THREE COMPLEMENTARY COURSES

- Political economy examines how individuals or societies use scarce resources to best meet individual needs.
- Financial management offers the accounting tools to assess the financial health of a company.
- Law acquaints students with the main rules that organise the relations between people and between individuals and the state.

The basic theoretical knowledge is illustrated through real-world situations: visits to companies, participation in one or more court hearings, meetings with professionals, etc. The theoretical background is illustrated with concrete examples.

THREE IN-DEPTH FIELDS OF STUDY

POLITICAL ECONOMY	MONEY MANAGEMENT	LAW
<ul style="list-style-type: none"> • Economic agents • Economic systems • Factors of production • Market forms • Economic cycles • Economic growth and its fluctuations • State interventions • International exchanges 	<ul style="list-style-type: none"> • Assets, liabilities, expenses and income • Transactions on goods • Human resources • Non-operating activities and performance calculations • Closing operations: depreciation, amortisation, bridging operations and provisions • Closing of accounts in limited companies • The break-even point • Balance sheet and income statement analysis 	<ul style="list-style-type: none"> • The birth of law • Subdivisions of the law • The sources of law • Analysis of legal reports • The application of the law • Family law • Inheritance law • The general part of the code of obligations such as civil liability • The special part of the code of obligations: contracts of sale, lease, work, mandates, company contracts. • Commercial law (SA and Sàrl) • Constitutional law • Debt collection and bankruptcy law • Introduction to criminal law

COMPLEMENTARY OPTION

VISUAL ARTS

A NEW LOOK AT THE ARTS

The complementary option in visual arts allows the student to better understand the major articulations of art history and to learn how to analyse a work of art. The course takes in interventions from outside the school and involves a study trip.

Through theory and practice, the student acquires a thorough knowledge of visual writing and the exploration of his or her world and history. It enriches his or her reflections on objects and spaces. It stimulates creativity, builds self-confidence and builds a different view of the world. This course allows the student to experience various art forms and various graphic and pictorial techniques. Students not only acquire broad knowledge and historical reference points, but also develop strategies for creation and exploration.

A CREATIVE PROGRAMME

- Studies from nature.
- Academic work.
- Study of various perspectives.
- Work around the concept, volume and space.
- Study of different expressions, work on the subject, the rendering of the image, the single and the series, the visible and the hidden, the static and the kinetic, abstraction.
- Study of light: chiaroscuro, transparency, reflection.
- Study of colour and contrast.
- In-depth study of the principles of art: composition, rhythm, negative forms, optical phenomena.
- Experimentation of graphic and pictorial techniques: plan, relief, volume.
- Relating artistic writing to other forms of writing.
- History of movements and artists: painters, sculptors, architects, designers, film and video makers.
- Thematic and artistic analyses of works of art, in class and in museums.

COMPLEMENTARY OPTION

BIOLOGY

STRENGTHENING KNOWLEDGE AND OPENING DOORS

The teaching of biology as a complementary option is intended to enable students to reinforce the aptitudes and skills acquired in the core course by studying new topics. Students accentuate the scientific dimension of their education and deepen their knowledge of life sciences.

Particular emphasis is placed on knowledge of the human body. This orientation opens the doors to studies in the medical field. The knowledge acquired on the place of Man in nature can lead to different fields such as environmental management, forest engineering, ecology, biology, geosciences.

Teaching is based on a practical approach: laboratory and field work, experiments, observations, analysis of documents and models - videos, CD-ROMs, scientific texts, anatomical models, teaching aids, etc. and group work.

KNOWLEDGE ENHANCEMENT

- Classification of the living world: observations of different species, evolutionary classification, the history of life and the place of man in this classification.
- Man and disease: the different types of diseases that can affect humans, the body's defence mechanisms and deficiencies in the immune system.
- Parasitology: the major types of relationships between organisms. Parasitic cycles and public health problems, methods of controlling these diseases.

Other topics may be addressed depending on current events or opportunities in relation to other institutions - and the wishes of the students.

Examples:

- Embryology: development prior to birth in different species, medical techniques involving the human embryo and/or foetus.
- Ethics: animal communication, learning, social organisation, migration
- The influence of drugs on the nervous system: distinction between the different categories, actions of drugs on the body, addiction and dependence, drugs and their harmful effects.
- The basic courses given in the core courses can be taken up again and supplemented by a more in-depth study of certain points.
- Cells and cellular metabolisms: cellular organisation and functioning, photosynthesis, respiration.
- Genetics: DNA structure, genetic engineering, biotechnology and biomedical techniques.
- Ecology: study of the fauna and flora of certain environments, sustainable development.
- Evolution: origins of life, palaeontology

COMPLEMENTARY OPTION

ECONOMICS & LAW

DECIPHERING THE LAWS THAT GOVERN THE PROFESSIONAL WORLD

The third and fourth year complementary option is an extension and a deepening of the Economics & Law course taught in the core curriculum. It allows students to enrich and develop the themes addressed in the core curriculum.

For the student, it is an opportunity to address specific topics related to current affairs and to develop practices related to the business world and economic policies.

This option is subdivided into two separate courses: economics and law.

The topics covered are related to concrete problems that each student will face in his or her professional life, such as social insurance, private insurance, financial investments and taxation.

The teaching of law focuses on practical cases.

AN OPEN PROGRAMME

The topics are not fixed and can be addressed by the teacher according to students' interests and current events. A number of themes are proposed, but the list is not exhaustive.

- Labour: labour law, unemployment, labour market, human resources, social insurance.
- State interventions: taxation, public finances, fiscal policy.
- Change.
- The SNB and monetary policy.
- Private law: family law, inheritance, contracts of sale, lease.
- Public law: relations between the state and private individuals.
- Indebtedness: consumer credit, leasing.
- The creation of a company.
- International trade with the globalisation of markets.
- International institutions.
- Sustainable development.
- The economic situation.



COMPLEMENTARY OPTION

GEOGRAPHY

DEVELOP CURIOSITY ABOUT THE WORLD

Based on of the same skills and outlook developed in the core geography course, the complementary option aims at the acquisition of new knowledge by combining theory and practice. The themes are studied in depth and focus on practical work, cross-cutting topics and interdisciplinarity.

This course provides students with a conceptual grounding to help them understand the language of geography and, more importantly, to develop their ability to question that language. Students in the Geography Extension are encouraged to develop their understanding of the land through in-class and outdoor activities.

Choosing the complementary option in geography requires a personal investment, a curiosity about the world and a desire for exchange. The student must become an active participant in order to make the course rich and lively.

During the first year of the course, in third year, the student becomes familiar with methods of inquiry and information retrieval. The aim is to make students aware of the research process in the social sciences and humanities and the techniques for observing reality. First, the theoretical aspects of the methodology are addressed: the initial question, exploration, explanatory frameworks and hypotheses, observation, information analysis, mediagraphy. Students will, among other things, work on a comprehensive personal research assignment in the social sciences and humanities, from choosing a theme to testing hypotheses. In a second step, the student is brought to observe reality using the different observation techniques (questioning, interview, observation, documentary analysis) that will be presented to him/her.

During the second year of the course, in the fourth year, the programme aims to provide some keys to explain the organisation of the world today. Students will explore themes that reflect current events and contemporary issues, including cultural, economic, environmental, political, and social issues.

Regional and global issues are given priority. Things are only investigated at the level of the state in the analysis of the power of certain states from the dominant poles of the contemporary world. The student is led to analyse reality according to two postulates. The first considers the world today to be diverse and unequal at different levels. The second argues that today's world is an interdependent space. It is therefore made up of more or less developed states with plural markets and diverse cultural areas. People, goods, capital and information are circulating more and more rapidly and massively across the planet.

Students are also introduced to two new disciplines: economic geography (an overview of the broad theme of globalisation) and cultural geography (definition of the concepts of culture and civilization, and diversity of worldviews).

COMPLEMENTARY OPTION

PHILOSOPHY

THINK OUTSIDE THE BOX

The complementary option in philosophy broadens the education received in the basic course. The course covers original and interdisciplinary areas. The pupil goes beyond the specifically philosophical framework to open up to other related disciplines such as sociology, anthropology or ethnology. They then tackle the practical applications of philosophy.

As a complementary option, philosophy gets close to contemporary systems and touches on current concerns. This course proposes to get out of school and approach various activities from a philosophical point of view: observation of a city, of nature; observing a conference, a play; analysing a family or media.

By the end of the course, students will be able to question and determine their own ethics. They will have the courage to take a humble, rational stand. They will think about eliminating as much prejudice as possible from their critical thinking.

MATURA OBJECTIVES

- To know the main philosophers through history and the new philosophical currents.
- To recognise the different philosophical currents in history: idealism, rationalism, empiricism, criticism, monism, Marxism.
- To recognise the different influences of a way of thinking.
- To analyse a philosophical text, in order to bring out the main ideas.
- To give an opinion based on philosophical references.
- To make links between the different philosophers and currents studied.
- To take a strong stand on a current topic.
- To explain their thoughts in a complete and detailed manner, referring to the content of the course.

COMPLEMENTARY OPTION

PHYSICS

EXPERIENCE THE SCIENTIFIC METHOD

This option is primarily intended for students who wish to acquire a solid foundation for further study in the sciences or health professions. It allows the student to reinforce the knowledge acquired by deepening the themes dealt with in the basic course and to tackle new topics.

Taking physics as a complementary subject allows the student to become familiar with a practical approach. Observation in the laboratory or in the field, the development of hypotheses, experimentation and the evaluation of results are taught as a complementary option.

IN ADDITION TO THE KNOWLEDGE ACQUIRED IN THE BASIC COURSE, THE STUDENT IS ABLE TO...:

- conduct clear, precise, concise and complete investigations.
- learn to analyse various situations logically and rigorously using mathematics.
- use a complete experimental method, based on the observation of a phenomenon.
- make hypotheses.
- verify or disprove these hypotheses with new observations.
- develop a model to explain this phenomenon.
- use this model to predict parallel phenomena.

THE TEACHING OF PHYSICS AS A COMPLEMENTARY OPTION ALLOWS THE STUDENT TO...:

- explain concrete observations using imaginative, innovative and theoretical thinking.
- become aware of the consequences and limits of one's activity and of all human action.
- develop their powers of synthesis and to make the link between different fields of knowledge.

COMPLEMENTARY OPTION

RELIGIOUS SCIENCE

DISCUSS KEY ISSUES

The complementary option in Religious Studies offers tools of knowledge and criticism which are indispensable in the current context of religious pluralism. It enables students to engage debate on fundamental issues of personal and social life, and to demonstrate tolerance for differing worldviews and philosophies.

The student develops his or her general culture as well as transdisciplinary awareness and competence. The study of religions is concerned with religious phenomena as historical, social, cultural and psychological facts. It draws on anthropology, ethnology, history, sociology, bioethics, geography, philosophy, literature, arts, theology and law.

By the end of the course, students will be able to question existential values and norms. They will be able to critically examine their attitudes in the light of constant features of human nature, and taking into account religious convictions.

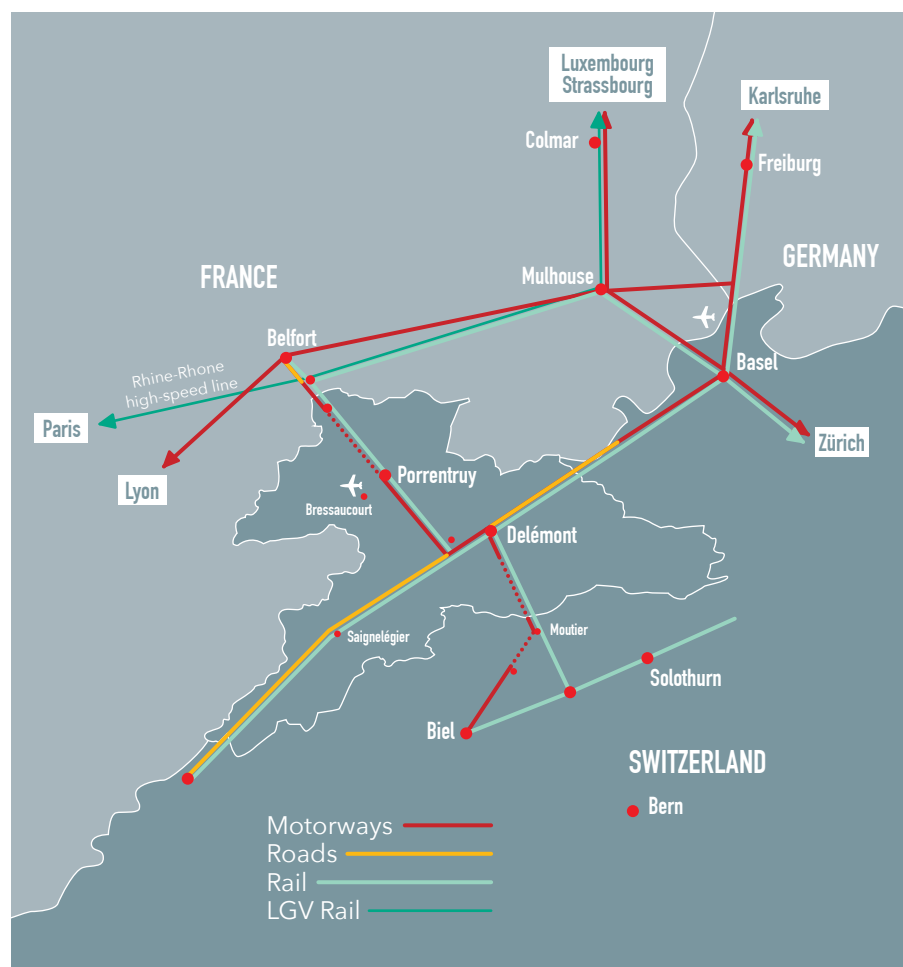
MATURA OBJECTIVES

- To distinguish some dominant characteristics of societies with oral traditions, ancient religions, Abrahamic religions, Eastern religions and contemporary religious expressions.
- To identify an issue common to all religions, and to distinguish and describe the specificities of each.
- To distinguish and compare various explanations of the world and the human being.
- To become aware of the reference points and markers that religions bring to ethical reflection.
- To become aware of the answers and questions posed by religions in order to confront the question of meaning.
- To question oneself by analysing different traditional and contemporary world views.

SAINT-CHARLES COLLÈGE AND LYCÉE, IN THE HEART OF EUROPE

The location of our establishment in the heart of Europe and at the centre of an efficient transport hub opens helps us to welcome guests and host exchanges.

We are easily reached by train, plane or private transport.



Collège and Lycée Saint-Charles
Rte de Belfort 10 | 2900 Porrentruy
Phone +41 32 466 11 57
secretariat@saint-charles.ch
www.saint-charles.ch