

## JUNIOR CYCLE CSPE OVERVIEW FIRST YEAR

Term 1	Strands:	Elements:	Learning Outcomes – Students should be able to...
	Strand 1	Human Dignity: The Basis for Human Rights	1.1 Discuss what it means to be human and to live in a community with rights and responsibilities.
			1.2 Create a visual representation to communicate a situation where human dignity is not respected
			1.3 Explain the hierarchy of human needs and how this relates to human rights
<b>Mid-Term Break</b>			
	Strand 1	Human Dignity: The Basis for Human Rights	1.4 Access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities
		Human Rights Instruments	1.5 Share stories individuals or groups who inspire them because of their work for human rights
<b>In-Class Christmas Assessment</b>			
<b>Christmas Break</b>			
Term 2	Strands:	Elements:	Learning Outcomes – Students should be able to...
	Strand 1	Human Rights Instruments	1.6 Create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents
			1.7 Communicate an understanding of the importance of the UDHR, UNCRC and the ECHR1 in promoting human rights

<b>February Mid-Term</b>			
	Strand 1	Human Rights Instruments	<p><b>1.8</b> Identify examples of social, cultural, language, economic, civic, religious, environmental and political rights</p> <p><b>1.9</b> Outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights</p>
<b>Easter Break</b>			
<b>Term 3</b>	Strand 1	Human Rights Instruments	<p><b>1.10</b> Show an appreciation of their responsibility to promote and defend their individual human rights and those of others</p> <p><b>1.11</b> Reflect on their ongoing learning and what it means for them</p>
<b>In-Class End of Year Assessment</b>			
<b>Summer Break</b>			

## JUNIOR CYCLE CSPE OVERVIEW SECOND YEAR

Term 1	Strands:	Elements:	Learning Outcomes – Students should be able to...
	Strand 2	Sustainability	2.1 Communicate how they are connected to and dependent upon eco-systems, people and places, near and far
			2.2 Consider a variety of definitions of development and devise their own definition of sustainable development
<b>Mid-Term Break</b>			
	Strand 2	Sustainability	2.3 Create a visual representation of data depicting their ecological footprint
			2.4 Discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change
<b>In-Class Christmas assessment</b>			
<b>Christmas Break</b>			
Term 2	Strands:	Elements:	Learning Outcomes – Students should be able to...
	Strand 2	Local and Global Development	2.5 Examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this
			2.6 Express an informed opinion about the root causes of poverty, both locally and globally

<b>February Mid-Term</b>			
	Strand 2	Local and Global development	<b>2.7</b> Discuss, with evidence, positive and negative effects of development in their local area
		Effecting Global Change	<b>2.8</b> Identify one person and one institution with power and influence in the world today, explaining the role of each
<b>Easter Break</b>			
<b>Term 3</b>	Strand 2	Effecting Global Change	<b>2.9</b> Analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions
			<b>2.10</b> Evaluate how they can contribute to responding to one challenge currently facing the world
			<b>2.11</b> Examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful
			<b>2.12</b> Reflect on their ongoing learning and what it means for them
<b>In-Class End of Year Assessment</b>			
<b>Summer Break</b>			

## JUNIOR CYCLE CSPE OVERVIEW THIRD YEAR

Term 1	Strands:	Elements:	Learning Outcomes – Students should be able to...
	Strand 3	The Meaning of Democracy	<b>3.1</b> Create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence
			<b>3.2</b> Describe decision-making processes and the roles of different groups in their class/school
			<b>3.3</b> Describe democratic structures for decision-making at local and national government levels
			<b>3.4</b> use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles
<b>Mid-Term Break</b>			
	Strand 3	The Meaning of Democracy	<b>3.5</b> Compare two or more systems of government, taking particular note of the ways in which the state interacts with its citizens, and citizens can shape their state
			<b>3.6</b> Discuss the strengths and weaknesses of the democratic process
		The Law and the Citizen	<b>3.7</b> Identify laws that directly relate to their lives <b>3.8</b> Explain how laws are made, enforced and evolve over time
<b>In-Class Christmas assessment</b>			
<b>Christmas Break</b>			
Term 2	Strands:	Elements:	Learning Outcomes – Students should be able to...

	Strand 3	The Law and the Citizen	<p><b>3.7</b> Identify laws that directly relate to their lives</p> <p><b>3.8</b> Explain how laws are made, enforced and evolve over time</p> <p><b>3.9</b> Explain the role and relevance of local, national and international courts</p>
<b>February Mid-Term</b>			
	Strand 3	The Law and the Citizen	<p><b>3.10</b> List the nine grounds under which discrimination is illegal in Irish law, with examples</p> <p><b>3.11</b> Investigate how individuals or groups have used the law to bring about change in society</p>
<b>Easter Break</b>			
<b>Term 3</b>	<b>Strands:</b>	<b>Elements:</b>	<b>Learning Outcomes – Students should be able to...</b>
	Strand 3	The Role of the Media in a Democracy	<p><b>3.12</b> Explore the role of different media in generating information and news and assess the pros and cons of each</p> <p><b>3.13</b> Examine case studies of the use of digital or other media in one of the following:</p> <ul style="list-style-type: none"> <li>• a social justice movement</li> <li>• political election or referendum</li> <li>• a criminal investigation</li> <li>• an environmental movement</li> </ul> <p><b>3.14</b> Reflect on their ongoing learning and what it means for them</p>
<b>In-Class End of Year Assessment</b>			
<b>Summer Break</b>			