

## JUNIOR CYCLE CSPE OVERVIEW - ACADEMIC YEAR 2022/2023

### FIRST YEAR

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

| <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 - ACADEMIC YEAR 2022/2023

### SECOND YEAR

| Term 1                               | Strands: | Elements:                    | Learning Outcomes – Students should be able to...   |
|--------------------------------------|----------|------------------------------|---|
|                                      | Strand 2 | Sustainability               | <p><b>2.1</b> Communicate how they are connected to and dependent upon eco-systems, people and places, near and far</p> <p><b>2.2</b> Consider a variety of definitions of development and devise their own definition of sustainable development</p>   |
| <b>Mid-Term Break</b>                |          |                              |   |
|                                      | Strand 2 | Sustainability               | <p><b>2.3</b> Create a visual representation of data depicting their ecological footprint</p> <p><b>2.4</b> Discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change</p>   |
| <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 | <p><b>2.5</b> 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</p> <p><b>2.6</b> Express an informed opinion about the root causes of poverty, both locally and globally</p> |

| <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>                    |          |                              |   |

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### 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<br><b>3.8</b> Explain how laws are made, enforced and evolve over time   |
| <b>In-Class Christmas assessment</b> |          |                          |   |
| <b>Christmas Break</b>               |          |                          |   |

| <b>Term 2</b>                          | <b>Strands:</b> | <b>Elements:</b>                     | <b>Learning Outcomes – Students should be able to...</b>  |
|--|-----------------|--------------------------------------|---|
|  | Strand 3        | 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>3.9</b> Explain the role and relevance of local, national and international courts   |
| <b>February Mid-Term</b>               |                 |                                      |   |
|  | Strand 3        | The Law and the Citizen              | <b>3.10</b> List the nine grounds under which discrimination is illegal in Irish law, with examples   |
|  |                 |                                      | <b>3.11</b> Investigate how individuals or groups have used the law to bring about change in society  |
| <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 | <b>3.12</b> Explore the role of different media in generating information and news and assess the pros and cons of each   |
|  |                 |                                      | <b>3.13</b> Examine case studies of the use of digital or other media in one of the following: <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> |
|  |                 |                                      | <b>3.14</b> Reflect on their ongoing learning and what it means for them  |
| <b>In-Class End of Year Assessment</b> |                 |                                      |   |
| <b>Summer Break</b>                    |                 |                                      |   |