





## Ireland Curriculum Strands Alignment (Po-Q)

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



<b>Politics &amp; Society, Senior Cycle (Ages 15-18)</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
<p>Strand 1: Power and decision making</p> <p>1.1. Processes of power and decision-making in their school</p> <p>1.2. Arguments concerning the need for rules</p>	<p>1.11 describe the process of decision-making and the roles of different groups such as teachers, principal, parents, students, management body, patron, statutory bodies, government, in relation to: one aspect of school rules related to safety, for example policies on fighting or bullying; one aspect of school rules not related to safety, for example school uniform rules</p> <p>1.12 drawing on these examples, come to a conclusion as to which of these people or groups have the most and least influence on school rules</p> <p>1.21 apply in their own words and to their own environment the following arguments about rules and the process of making rules: rules provide protection for weaker members of the community from stronger members and provide a framework for orderly engagement in learning at school; those who have the most knowledge and wisdom should play the strongest role in making rules there should be very few rules and then only concerned with</p>		

<p>1.3. Ideas underpinning these arguments</p> <p>1.4. Evidence concerning the effects of rules and rule-making processes</p>	<p>keeping people safe; any more than that is an infringement on people’s freedom those who have the most power or influence can make rules that suit their own interests and not the interests of everyone in the community; there is a danger of those with power enforcing rules arbitrarily; it is compliance to norms and values, not enforcement of rules, that maintains a sense of order</p> <p>1.22 engage with different viewpoints and, where appropriate, evaluate and use evidence to come to a conclusion as to which of these arguments are most supportable</p> <p>1.23 identify which of these arguments would be associated with a ‘left-wing’ position, which would be associated with a ‘right-wing’ position, and which could be associated with either</p> <p>1.31 illustrate the following dimensions of the concept of power with respect to their own environment: getting people to act in ways they would not otherwise act in being able to set rules or practices that bring benefit to some groups over others; being able to shape ideas so that people think of a particular way of doing things as the best or only way (ideology) power can be exercised by a range of people or groups in a society, including those that appear institutionally ‘powerless’</p> <p>1.41 summarise research evidence on the extent to which some groups are, or are not, under- represented in decision-making processes in schools</p> <p>1.42 engage with different viewpoints and models of participation and evaluate</p>		
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<p>2.1. The making of national policy</p> <p>2.2. How the executive branch of government is selected</p>	<p>and use evidence to come to a conclusion about whether decision-making processes in schools are appropriate</p> <p>2.11 describe the process of decision-making at national level and how this relates to a policy that impacts upon young people, making reference to the roles of:</p> <ul style="list-style-type: none"> <li>● civil society bodies or groups</li> <li>● statutory bodies</li> <li>● the civil service</li> <li>● the social partnership process</li> <li>● the relevant Minister and the government</li> <li>● political parties</li> <li>● the Houses of the Oireachtas</li> <li>● the European Union</li> <li>● supranational agreements such as the United Nations Convention on the Rights of the Child</li> </ul> <p>2.21 present an overview of the operation of the executive, the legislative and the judicial branches of government</p> <p>2.22 describe the voting systems for the Houses of the Oireachtas, including eligibility for and limitations to voting franchise</p> <p>2.23 describe the way in which the Taoiseach and Government are selected, and their roles</p> <p>2.24 describe the way in which the Northern Ireland Executive is selected, and the ministers' roles</p>		
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<p>2.3. Social class and gender as important social categories</p> <p>2.4. Arguments concerning representation</p>	<p>2.25 describe the way in which the European Commission is selected, the way in which the European Parliament is selected, the way in which the Council of the European Union (Council of Ministers) is constituted, and their respective executive roles</p> <p>2.26 describe the way in which the executive is put in place in an example of a non-democratic country</p> <p>2.27 compare these four approaches for selecting an executive, identifying the strengths and weaknesses of each</p> <p>2.31 define what is meant by 'social class'</p> <p>2.32 illustrate the view that, in capitalism, social class is an important way of categorising who has and who has not got power</p> <p>2.33 critically evaluate the view that in capitalism, social class is an important way of categorising who has and who has not got power</p> <p>2.34 define what is meant by patriarchy and illustrate the view that, in a patriarchy, gender is an important way of categorising who has and who has not got power</p> <p>2.35 critically evaluate the view that modern Irish society is a patriarchy</p> <p>2.41 identify to what extent the arguments and ideas discussed in topic 1.2 and 1.3 are relevant at national level</p>		
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<p>2.5. Evidence about the effectiveness of representation</p>	<p>2.51 summarise research evidence on the effectiveness of the Irish system of elections in representing the will of all the Irish people</p> <p>2.52 engage with different viewpoints and evaluate and use evidence to come to a conclusion as to whether the Irish system of government is effective in representing the will of all the Irish people</p> <p>2.53 critically evaluate a piece of qualitative or quantitative research—that they have not previously seen—on an aspect of representation in decision-making, making reference to the quality of the evidence and of the conclusions drawn in this study</p>		
<p>2.6. Traditional and new media in a democracy</p>	<p>2.61 explore the changing nature of contemporary media, identifying:</p> <ul style="list-style-type: none"> <li>● the characteristics of different types of media</li> <li>● the control of information in different types of media</li> <li>● the challenges for regulators of media</li> </ul> <p>2.62 describe what is meant by ‘the freedom of the press’ and ‘the social responsibility of the press’ and ‘the accountability of the press’</p> <p>2.63 identify the roles which these three concepts are thought to play in a democratic society</p> <p>2.64 drawing on the ideas outlined in 1.3, describe the power of various types of media with respect to:</p> <ul style="list-style-type: none"> <li>● ownership and control of media</li> </ul>		

<p>2.7. Participants in these debates</p>	<ul style="list-style-type: none"> <li>● the role of advertising in media</li> <li>● the power of those who work in the media</li> <li>● the targeting strategies adopted by the media</li> <li>● the origination of media content</li> <li>● the global reach and influence of the media</li> </ul> <p>2.71 describe in brief and general terms the contribution of Thomas Hobbes, John Locke, Robert Nozick, Sylvia Walby, Karl Marx, Kathleen Lynch and Noam Chomsky to the discussions in this strand and the contexts in which they made their contributions</p>		
<p>Strand 2: Active citizenship 3.1. People who have made positive contributions to their social context</p>	<p>3.11 describe in general terms the way in which people, from Ireland and the wider world, have sought what they saw as a positive impact on their society, including:</p> <ul style="list-style-type: none"> <li>● someone who has engaged in charity, voluntary or community work</li> <li>● someone who has run for political office</li> <li>● someone who has chosen to work in public service such as a teacher, nurse or social worker</li> <li>● someone who used the law</li> <li>● someone who used civil disobedience such as Gandhi</li> <li>● someone who proposed the use of violence against an undemocratic state such as Nelson Mandela</li> </ul> <p>3.12 critically evaluate the appropriateness of the strategy these individuals adopted</p> <p>3.13 identify the personal qualities which are associated with being effective in having a positive impact on society</p>		



<p>3.2. Becoming involved in, or starting an initiative, group or organisation</p>	<p>3.21 make contact with initiatives, groups or organisations that are involved in politics, human rights, cultural diversity or sustainable development</p> <p>3.22 gather information relevant to their own participation in the organisation, group or initiative</p>		
<p>3.3. The range of means of taking action at local, national or international level</p>	<p>3.31 undertake a form of action agreed with an initiative, group or organisation that is involved in politics, human rights, cultural diversity or sustainable development or develop a new initiative, group or organisation working in one of these areas</p> <p>3.32 justify the form of action which they have chosen to undertake in light of available alternatives</p>		
<p>3.4. Identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans</p>	<p>3.41 set realistic personal and collective goals and targets to be achieved within a time frame</p> <p>3.42 construct action plans to help reach the targets and identify methods for monitoring how well the plans are working</p> <p>3.43 cooperate with other members of the group to identify collective goals</p> <p>3.44 cooperate with group members to identify how different roles can contribute to the overall goals</p> <p>3.45 communicate ideas and needs within the group</p> <p>3.46</p>		

<p>3.5. Developing personal qualities that help in new and difficult situations, such as taking initiatives, being flexible, being reliable and being able to persevere when difficulties arise</p> <p>3.6. Appraising oneself, evaluating one's own performance, receiving and responding to feedback</p> <p>4.1. Rights to freedom of expression in small-group contexts</p>	<p>identify any help and resources that will be needed to implement the plans and reach the targets</p> <p>3.47 within a specific time frame, evaluate the extent to which the targets have been reached and engage in personal reflection on the process of setting goals and targets</p> <p>3.51 recognise that new situations are likely to be uncertain and present personal challenges</p> <p>3.52 take the initiative on some occasions and not always leave it to others</p> <p>3.53 be flexible and be prepared to try a different approach</p> <p>3.54 be reliable in following through with tasks and undertakings</p> <p>3.61 set time aside to take stock of current achievements and, with the help of others, to engage in an honest appraisal of their strengths and weaknesses</p> <p>3.62 show resilience to receive and make sense of feedback</p> <p>4.41 describe their rights to express their views and be heard on matters that affect them (article 12) to seek, receive and impart ideas and information (article 13 and article 17) as per the UN Convention on the Rights of the Child</p> <p>4.42 summarise research evidence on whether these rights are enjoyed equally by everyone in Ireland</p>		
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<p>4.2. Developing skills in listening and communicating</p> <p>4.3. Acknowledging differences and negotiating and resolving conflicts</p>	<p>4.43 engage with different viewpoints and evaluate and use evidence to come to a conclusion as to whether these rights are enjoyed in Ireland equally by everyone</p> <p>4.44 identify that they are both a right holder and a duty bearer in relation to these rights, and that skills in listening, communicating and in accessing and evaluating information can play a role in ensuring everyone can realise these rights</p> <p>4.21 participate in a 'small group' process through being able to:</p> <ul style="list-style-type: none"> <li>● make points clearly and succinctly</li> <li>● listen carefully to other points of view</li> <li>● develop empathy and see alternative perspectives</li> <li>● express emotion in appropriate ways</li> <li>● help others to feel included in the group</li> <li>● help motivate the group to persist in the face of difficulties</li> <li>● celebrate the achievements of the group</li> </ul> <p>4.31 deal with conflict in the group through being able to:</p> <ul style="list-style-type: none"> <li>● respect the rights and views of others in the group</li> <li>● develop empathy by imagining the situation from other peoples' point of view</li> <li>● separate personal and relational issues from the issue under discussion</li> <li>● use techniques to help explore alternative solutions and options such as brainstorming, visualisation, listing positive/negative/interesting attributes</li> </ul>		
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<p>4.4. Seeking and evaluating information and ideas</p>	<ul style="list-style-type: none"> <li>● identify areas of agreement and disagreements among the different positions</li> <li>● make suggestions about possible compromises and alternative ways forward</li> <li>● predict the likely consequences of options and alternatives and systematically examine the pros and cons of each</li> <li>● recognise the impact of real-world constraints</li> <li>● evaluate outcomes of solutions and decisions both in the short and long term</li> <li>● appreciate the likely bias in analysing by ‘hindsight’</li> <li>● agree ways to resolve conflict</li> </ul> <p>4.41</p> <p>seek and evaluate ideas and information received from traditional media, new media and directly from other people in a reasoned way, through being able to:</p> <ul style="list-style-type: none"> <li>● access information from a range of contemporary media, and through being able to identify appropriate people to ask</li> <li>● elicit opinions, views and emotions from others through the appropriate use of questioning and responding strategies</li> <li>● understand the difference between opinion, reasoned judgment and fact</li> <li>● judge the credibility of an information source using criteria such as authorship, currency, potential bias</li> <li>● recognise components of an argument such as assumptions, reasons, counter-arguments and conclusions</li> <li>● be sufficiently open-minded and curious to engage in speculation and argument</li> <li>● recognise the effects of using emotive words in arguments</li> <li>● recognise the role of emotion as well as logic in swaying people’s</li> </ul>		
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<p>4.5. Relating democratic practices in small groups to the sorts of practices that are appropriate for</p>	<p>judgements</p> <ul style="list-style-type: none"> <li>• evaluate their own written and verbal communications on the basis of these criteria</li> </ul> <p>4.51 identify how the skills of democratic participation in small groups could be appropriately used in local, national, European and wider-world contexts</p>		
<p>Strand 3: Human Rights and responsibilities 5.1. Some of the rights of young people</p> <p>5.2. Human rights principles</p>	<p>5.11 identify their rights to education as described in Bunreacht na hEireann</p> <p>5.12 identify their rights to education (articles 28 and 29), as per the UN Convention on the Rights of the Child</p> <p>5.13 identify the relationship between the UN Convention on the Rights of the Child and the Universal Declaration on Human Rights</p> <p>5.14 identify in this context what is meant by the terms 'rights holder' and 'duty bearer'</p> <p>5.15 using the concepts of 'immediate obligation' and 'progressive realisation', identify what it means for states to agree to act to implement rights 'to the maximum extent of their available resources'</p> <p>5.21 explain what it means to see human rights as being universal/inalienable/indivisible</p>		

<p>5.3. The idea of equality in relation to rights</p> <p>5.4. Arguments about rights</p>	<p>5.22 distinguish between civil and political rights/economic, social and cultural rights</p> <p>5.23 explain what it means for a right to be seen as being absolute/limited/qualified</p> <p>5.24 explain what it means for a right to be seen as being a negative right/a positive right</p> <p>5.31 describe what it means for people to be entitled to rights without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status</p> <p>5.32 describe the grounds under which discrimination is illegal in Irish law (gender, family status, marital status, sexual orientation, religion, age, disability, race, membership of the Traveller community) and the role of the equal status acts in prohibiting discrimination.</p> <p>5.33 making reference back to the ideas addressed in 1.3, illustrate the distinction between direct and indirect discrimination</p> <p>5.34 describe patterns of diversity which exist on the island of Ireland, including: ethnic diversity and membership of the Traveller community; language diversity; religious diversity; diversity of sexual orientation; diversity of ability and disability</p> <p>5.41 apply in their own words and to their own environment the following</p>		
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<p>5.5. State bodies for human rights</p> <p>5.6. Evidence on the right to education</p>	<p>arguments about human rights:</p> <ul style="list-style-type: none"> <li>● rights provide a framework that protects us all from powerful groups in society</li> <li>● rights provide a basis for ensuring equality in society</li> <li>● positive rights are unfair as they make some people pay to implement the rights of other people</li> <li>● sometimes the rights of the individual have to be set aside to protect the rights of the majority</li> <li>● rights don't go far enough because they only provide equality of access and opportunity, not for equality of outcome</li> </ul> <p>5.42 engage with different viewpoints and, where appropriate, evaluate and use evidence to come to a conclusion as to which of these arguments are supportable</p> <p>5.43 identify which of these arguments would be associated with a 'left-wing' position, which would be associated with a 'right-wing' position, and which could be associated with either</p> <p>5.51 discuss the roles and functions of human rights bodies in both jurisdictions on the island of Ireland</p> <p>5.61 summarise research evidence on whether the right to education is enjoyed equally by everyone in Ireland</p> <p>5.62 engage with different viewpoints and evaluate and use evidence to come to a conclusion as to whether the right to education is enjoyed equally by everyone in Ireland.</p>		
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<p>5.7. Participants in these debates</p>	<p>5.71 describe in brief and general terms the contribution of John Locke, Robert Nozick, Paulo Freire, Martha Nussbaum and Kathleen Lynch to the discussions in this topic and the contexts in which they made their contributions</p>		
<p>6.1. Rights in the wider world</p>	<p>6.11 summarise research evidence on the extent to which the following rights outlined in the UN Convention on the Rights of the Child are implemented around the world:</p> <ul style="list-style-type: none"> <li>● the right to survival and development (article 6)</li> <li>● the right to freedom of thought, conscience and to have and manifest their religion or beliefs (article 14)</li> <li>● the right to protection from physical or mental violence, injury, neglect or abuse (article 19)</li> <li>● the right to rest, leisure, play and recreation (article 31)</li> </ul> <p>6.12 summarise the main rights outlined in the European Convention on Human Rights, and the mechanisms through which people can seek to have these rights implemented.</p> <p>6.13 critically evaluate a piece of qualitative or quantitative research, that they have not previously seen, on the implementation of human rights, making reference to the quality of the evidence and of the conclusions drawn in this study</p>		
<p>6.2. Arguments about rights in the wider world</p>	<p>6.21 identify to what extent the arguments and ideas discussed in topic 5.2 are relevant in the wider world</p>		

<p>6.3. International cooperation and human rights</p>	<p>6.22 in addition, apply in their own words the following arguments about human rights:</p> <ul style="list-style-type: none"> <li>• human rights are a western idea, and imposing this idea upon non-western countries is a form of cultural imperialism</li> <li>• political rights can be set aside for a period in order to enable a country to develop so that it can provide for its citizens</li> </ul> <p>6.23 engage with different viewpoints and, where appropriate, evaluate and use evidence to come to a conclusion as to which of these arguments are supportable</p> <p>6.31 identify what it means for states to agree to implement economic, social and cultural rights within the framework of international cooperation</p> <p>6.32 identify the main elements of the UN Declaration on the Right to Development</p>		
<p>Strand 4: Globalisation and localisation</p> <p>7.1. Representations of national identity made available to young people</p> <p>7.2. Diversity and cultural change</p>	<p>7.11 Summarise research evidence and engage with different viewpoints on the ways in which Irish identity is formed within Ireland, North and South</p> <p>7.21 draw on examples from their own environment and from qualitative and quantitative research data to illustrate the idea that cultures are the product of a process of mixing and adaptation and that they do not stay static across time</p> <p>7.22</p>		

<p>7.3. Diversity in the european union</p> <p>7.4. Understanding identity</p>	<p>draw on examples from their own environment and from qualitative and quantitative research data to explore the role of information and communication technology and of the media in the process of cultural mixing and adaptation</p> <p>7.33 draw on examples from their own environment and from qualitative and quantitative research data to explore the role of migration and travel in this process of cultural mixing and adaptation</p> <p>7.31 examine the significance of ethnic and cultural diversity within the European Union including:</p> <ul style="list-style-type: none"> <li>● ethnic diversity within states and within the European Union</li> <li>● language diversity</li> <li>● religious diversity</li> </ul> <p>7.41 apply in their own words and to their own environment the following arguments about culture and identity:</p> <ul style="list-style-type: none"> <li>● national groups and ethnic groups are those that share a common culture (which implies common values, beliefs, ways of doing things, and may imply a common history and language)</li> <li>● national groups and ethnic groups are ‘imagined communities’; social constructs which involves the imagining of an ‘us’ and a ‘them’, something which can have significant consequences for how people understand and interact with those seen to be in the ‘other’</li> </ul> <p>7.42 engage with different viewpoints and evaluate and use evidence to come to a conclusion as to which of these arguments are supportable</p> <p>7.43</p>		
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<p>7.5. Understanding interaction between western and non-western culture</p>	<p>identify the positive and negative effects of developing a sense of ethnic identity including:</p> <ul style="list-style-type: none"> <li>• the benefits associated with achieving a secure and confident sense of one’s own ethnic identity</li> <li>• the risks related to an insecure or threatened sense of ethnic identity</li> </ul> <p>7.51</p> <p>apply in their own words, drawing on evidence from the wider world, the following arguments about culture and identity in the wider world:</p> <ul style="list-style-type: none"> <li>• the west has historically constructed itself (‘us’) in opposition to the non-western world (‘them’) and, in doing so, has imagined itself to be rational, civilised and mature and has imagined the non-western world as irrational, deprived and child-like</li> <li>• processes of globalisation such as travel, commerce and ICT are breaking down national cultures and identities and creating a cosmopolitan culture and a cosmopolitan identity</li> <li>• there are a number of major civilisations in the modern world that are culturally fundamentally different and are in competition with each other</li> <li>• if the west does not protect its culture of human rights and rational thought from other world civilisations then western culture will be wiped out</li> </ul> <p>7.52</p> <p>engage with different viewpoints and, where appropriate, evaluate and use evidence to come to a conclusion as to which of these arguments are supportable</p> <p>7.53</p> <p>critically evaluate a piece of qualitative or quantitative research, that they have not previously seen, on cultural change or identity, making reference to the quality of the evidence and of the conclusions drawn in this study</p>		
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<p>7.6. Globalisation and political power</p>	<p>7.61 critically examine the role of intergovernmental/supranational bodies (including, where appropriate, the International Monetary Fund, World Trade Organisation, World Bank and the United Nations Development Programme) in process of decision-making in relation to a policy that impacts upon young people</p> <p>7.62 evaluate the argument that power is moving from national governments to supranational bodies</p>		
<p>7.7. Participants in these debates</p>	<p>7.71 describe in brief and general terms the contribution of Thomas Hylland Eriksen, Kwame Anthony Appiah, Benedict Anderson, Edward Said and Samuel Huntington to the discussions in this topic and the contexts in which they made their contributions</p>		
<p>8.1. Actions that address sustainable development</p>	<p>8.81 Consider the role of each of the following in achieving sustainable development:</p> <ul style="list-style-type: none"> <li>● individual and local community efforts</li> <li>● corporate/ business sector</li> <li>● civil society groups, including trade unions</li> <li>● governments</li> <li>● international agreements</li> </ul> <p>8.82 describe how their own purchases contribute to or address environmental justice, global poverty or underdevelopment through ethically traded or through terms of trade dominated by western companies</p> <p>8.83</p>		

<p>8.2. Arguments concerning sustainable development</p>	<p>describe how their own energy use contributes to climate change, and the impact of climate change on people in less-developed countries</p> <p>8.21 apply in their own words the following arguments about sustainable development:</p> <ul style="list-style-type: none"> <li>● underdevelopment is caused by people in less developed countries not having the knowledge, technology and industry of people in developed countries</li> <li>● underdevelopment is caused by unfair terms of trade imposed by the west in collaboration with local leaders in developing countries</li> <li>● underdevelopment is caused by corrupt local elites in less-developed countries</li> <li>● industrialisation in less developed countries has driven women, who were the traditional environmental stewards in societies, into a position of powerlessness and poverty and has damaged the environment</li> <li>● technology and the laws of the free market will solve our environmental problems</li> <li>● development in harmony with nature requires a move away from big industries and urbanisation and towards small scale, self-reliant communities using renewable resources</li> </ul> <p>8.22 engage with different viewpoints/development theories and evaluate and use evidence to come to a conclusion as to which of these arguments are most supportable</p> <p>8.23 identify which of these arguments would be associated with a ‘left-wing’ position, which would be associated with a ‘right-wing’ position, and which could be associated with either</p>		
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<p>8.3. Participants in these debates</p>	<p>8.24 critically evaluate a piece of qualitative or quantitative research, that they have not previously seen, on development, making reference to the quality of the evidence and of the conclusions drawn in this study</p> <p>8.31 describe in brief and general terms the contribution of André Gunder Frank, Vandana Shiva and Seán McDonagh to the discussions in this topic and the contexts in which they made their contributions</p>		
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