

# Area of Experience: Civic, Social and Political Education

## CSPE

At Junior Certificate level the student can:

- |   |  |
|---|--|
| <b>1 The Individual, Community and Society</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand rights and responsibilities and describe the different social groupings in society         |  |
| <b>2 The State and the Wider World</b>  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe the democratic processes within the State and the place of the State within a global context |  |

Refer also to: Cross-Curricular Action Project

Work begun    | Work in progress    | Work completed

# The Individual, Community and Society

# CSPE

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Understand rights and responsibilities and describe the different social groupings in society

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | List some personal rights   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Name some human rights and explain why each one is a right  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain what the 'United Nations Declaration of Human Rights' is and why we need it   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Explain why we have a responsibility to protect and respect other people's rights   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Name one international agreement (convention) which can protect human rights  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Give reasons why rights are protected by international conventions such as the 'United Nations Declaration of Human Rights' and 'The Convention on the Rights of the Child' | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Give examples of how to be responsible towards the environment  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Explain what is meant by community and give two examples of communities   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Compare and contrast two different communities  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Explain what the characteristics of a community are   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Explain how certain communities organise themselves and give examples with one community  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Give examples of community development  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Explain the term 'stereotyping' and give examples of its harmful effects  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Environmental and Social Studies, Geography, History, Home Economics, Personal and Social Development, Religious Education

Work begun    | Work in progress    | Work completed

# The State and the Wider World

# CSPE

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Describe the democratic processes of the State and the place of the State within a global context

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Name the Taoiseach, the President, a local TD and a local councillor                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Name the main political parties in the State and the parties of the present Government                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain how to vote, that is, where do you vote and how do you fill in a voting form                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | List the occasions when a person can vote   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Give reasons why everyone should vote   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Name a local authority and state where it is  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Give examples of the services provided by a local authority   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Explain how a local councillor or TD is elected and what role he/she has in the community               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Locate Government departments and get information from a Government department or national organisation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Name two international groups to which Ireland belongs  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Describe the work of one international group of which Ireland is a member                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Explain how being in an international group can benefit Ireland, the local community and the person     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Environmental and Social Studies, Geography, History, Home Economics, Personal and Social Development, Religious Education.

Work begun    | Work in progress    | Work completed