

Junior Cycle (SOL=Statement of Learning)		
English	Business Studies	Home Economics
<ul style="list-style-type: none"> SOL 3. The student creates, appreciates and critically interprets a wide range of texts -Students will engage critically with texts in a wide range of forms, to understand and respond to their content, and to enrich their own spoken and written output. SOL 6. The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives - Students will encounter diversity through wide reading and will learn to appreciate the significance of diversity through discussion and reflection. 	<p>Element: Managing my resources</p> <p>3.1 Explain how scarcity of economic resources results in individuals having to make choices; predict possible consequences of these choices</p> <p>3.8 discuss the economic and social benefits, and challenges of Ireland's membership of the EU</p>	<p>SOL 9: The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him. Students will reflect on and analyse the impacts of products and processes in the home on people, society and environments.</p>
Music	Physical Education	Geography
<p>SOL 8: The student values local, national and international heritage, understands the importance of the relationship between the past and current events and the forces that drive change -</p>	<p>SOL 11 The student takes action to safeguard and promote her/his wellbeing and that of others. They engage in activities which promote positive relationships and which require cooperation and respect for differing abilities.</p>	<p>SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives. Students compare life opportunities for young people in different countries.</p> <p>SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts. Students evaluate the role of development assistance.</p> <p>SOL 9: The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him. Students explore and engage with areas of learning such as population, settlement, development and globalisation.</p>
History	Religious Education	Visual Art
<p>SOL 3: The student creates, appreciates and critically interprets a wide range of texts</p>	<p>Strand 1: Expressing beliefs develops students' ability to understand, respect and</p>	<p>SOL 3: The student creates, appreciates and critically interprets a wide range of</p>

<p>- Students will interrogate a range of primary and secondary historical sources and will use their historical knowledge and conceptual understanding to produce their own texts using a variety of formats.</p> <p>SOL 9: The student understands the origins and impact of social, economic and environmental aspects of the world around him/her. The student will explore social change by looking at causes and consequences of migration patterns or population change or by exploring how migration and settlement affected identity on the island of Ireland.</p>	<p>appreciate how people’s beliefs have been expressed in the past and continue to be expressed today through lifestyle, culture, rites and rituals, community building, social action and ways of life. It enables students to appreciate that people live out of their different beliefs—religious or otherwise.</p> <p>Strand 2: Exploring questions enables students to explore some of the questions of meaning, purpose and relationships that people wonder about and to discover how people with different religious beliefs and other interpretations of life respond to these questions.</p> <p>Strand 3: Living our values focuses on enabling students to understand and reflect on the norms and values that underlie actions and to recognise how moral decision-making works in their own lives and in the lives of others</p>	<p>texts1. Students will demonstrate their knowledge and understanding of visual culture to create and critique their role in the development of their own or others’ work in art, craft or design.</p> <p>SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change. Students, through their own creative ideas and work, will demonstrate that their Visual Art work can be used to reflect the needs, hopes and ideals of their wider communities or society as a whole.</p>
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Wellbeing

<p>Wellbeing - overview</p>	<p>Wellbeing short course: CSPE</p>	<p>Wellbeing short course: SPHE</p>
<p>CSPE short course SPHE short course</p> <p>Appendix I opportunities* Possibility of introducing module into compulsory History subject for all Junior students-see below for template Opportunities to work through a negotiated curriculum</p>	<p>SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts SOL 9: Students gain an understanding of the causes and consequences of a range of global challenges, identifying how different issues, people and places are connected.</p>	<p>SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision-making. Students participate in a range of activities that promote responsible behaviours and help them to develop skills for making personal and group decisions that respect their own dignity and the dignity of others.</p>

Senior Cycle

<p>Transition Year: Transition Unit</p>	<p>Leaving Certificate Politics and Society</p>	<p>Leaving Certificate Economics</p>
<p>Make links within units or develop a new Transition Unit:</p> <ul style="list-style-type: none"> • Ireland – A level Playing Pitch? • Together for Rights • Global development Issues 	<ul style="list-style-type: none"> • Strands of study: <ul style="list-style-type: none"> ○ Strand 1: Power and decision making ○ Strand 2: Active citizenship ○ Strand 3: Human Rights and Responsibilities 	<p>Strand 1:</p> <p>1.2 The economic concepts of scarcity and choice 1.3 Economic, social and environmental sustainability 4.2 Fiscal policy and the budget framework</p> <ul style="list-style-type: none"> •

	<ul style="list-style-type: none">○ Strand 4: Globalisation and localisation Opportunities for 'Reporting on a citizenship project'	
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