

# Scheme Of Work – 5<sup>th</sup> year Politics and Society 2016-2017:

**5 lessons each week:** single period 9am Monday, double period 9am Wednesday, double period 14:25 Friday.

## Students require:

- Polypocket folder for notes and handouts
- 2 Copies (general notes/class work and homework)

## Links to literacy

The following strategies are employed to encourage students to actively engage in the learning process and become lifelong readers and writers:

- Literacy is enhanced by the creation of a „print-rich“ environment with print-rich displays, with emphasis on key-terms relating to Politics and Society.
- Subject-specific language is thoroughly thought and reinforced by reading and use by visual and context cues.
- Development of written compositional skills is facilitated by the allocation of appropriate written tasks such as discursive essays which are in keeping with the student’s abilities and interests and related to the prescribed curriculum.
- Students have access to a wide variety of texts and IT resources. Students are given opportunities to make oral presentations on a variety of relevant topics.

## Links to Numeracy

- Numeracy skills are enhanced when students give oral or written presentations about case studies, statistics, and data based projects.
- When students research a particular theme relating to Politics and Society, they are strongly encouraged to include statistics in their presentation.
- When engaged in reading or audio-visual comprehension exercises, their attention is drawn to relevant numerical terms which may occur.
- The teacher will use every opportunity to facilitate numeracy by asking questions.

	topic	Focus	skills	resources	assessment	Examples of homework
Sept – oct (9 weeks)	Intro	Introducing the subject to 5 <sup>th</sup> years, rules, expectations  1.1 processes of power	Learning key vocabulary related to the subject area	Introduction to sample exam papers  Computer	Test key vocab regularly.  Class	Test key vocab regularly.  Preparation for

	<p>Strand 1 Power and decision making (intro)</p>	<p>and decision-making in their school</p> <p>1.2 arguments concerning the need for rules</p> <p>1.3 ideas underpinning these Arguments</p> <p>1.4 evidence concerning the effects of rules and rulemaking processes</p>	<p>Examine concepts of power, influence, participation and governance relating to school life</p> <p>Building skills needed for democratic dialogue within classroom</p> <p>Introduce data and research evidence on whether right to education is enjoyed equally by all in Ireland</p> <p>Introduce key thinkers:</p> <ul style="list-style-type: none"> <li>-Hobbes</li> <li>-Locke (John)</li> <li>-Marx</li> <li>-Lynch</li> </ul>	<p>room + websites</p> <p>Handouts based on:</p> <ul style="list-style-type: none"> <li>• Relevant extracts from Politics &amp; Society</li> <li><i>Scoilnet</i> forum and other sources</li> </ul>	<p>presentations</p> <p>In-class tests – discursive essays</p> <p>In-class q&amp;a (oral)</p>	<p>presentations</p> <p>short answer questions</p> <p>discursive essays</p> <p>In-class q&amp;a (oral)</p>
	<p>Strand 2 Active Citizenship (Intro)</p>	<p>3.4 identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans</p> <p>4.1 rights to freedom of expression in small-group</p>				

	<p>Strand 3 Human Rights and Responsibilities (intro)</p>	<p>contexts</p> <p>4.2 developing skills in listening and communicating</p> <p>4.3 acknowledging differences and negotiating and resolving conflicts</p> <p>4.4 seeking and evaluating information and ideas</p> <p>4.5 relating democratic practices in small groups to the sorts of practices that are appropriate for citizens in wider society</p> <p>5.3 the idea of equality in relation to rights</p> <p>5.6 evidence on the right to education</p>	<p>(Kathleen)</p> <p>-Freire</p> <p>-Nozick</p> <p>-Durkheim</p> <p>-Nussbaum</p>			
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Nov-Dec (6 weeks + exam week)	Strand 4 Globalisation and localisation (intro)	7.1 Representations of national identity made available to young people.	Examine evidence showing how education shapes young people's identity in Ireland and Northern Ireland			
Jan-Feb (6 weeks)						
March- Apr (6 weeks)						
April-May (5 weeks + exam week)						