




Ireland Curriculum Strands Alignment (R-Z)

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

Religious Education (Philosophy), Senior Cycle (Ages 15-18)		Environment and Modern Agriculture	Healthful Eating
<p>Strand 1: The search for meaning and values</p> <p>1.1 The contemporary context</p> <p>1.2 The tradition of search</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> • give two examples from contemporary culture that illustrate the human search for meaning. Examples may be taken from music, art, literature, or youth culture • provide two examples of each of the following key questions that emerge in contemporary culture: the goal and purpose of life; the meaning of good and evil; the experience of suffering • identify cultural factors in contemporary society that can block the search for meaning • give two examples of the contemporary phenomenon of indifference to the search for meaning. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> • give a brief definition and explanation of the nature and purpose of philosophy in terms of the search for meaning and values • in the case of Socrates, Plato, and Aristotle present a summary of two of their main ideas and explain why each idea was important in the development of philosophy • outline the place of the Sophists in the society of ancient Greece and 	✓	✓

<p>2.1 The language of symbol</p>	<p>their importance in the development of philosophical thought</p> <ul style="list-style-type: none"> ● on the question of the search for meaning: identify and briefly explain three key moments in the development of philosophical thought from the classical to the contemporary period. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain why symbol emerged in the formulation of responses to the questions of life ● in each case, give an example of the power of symbolic language on <ul style="list-style-type: none"> ○ Individuals ○ Groups ○ societies. 		
<p>2.2 The tradition of response</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● outline three myths from ancient cultures which attempt to answer key questions ● provide evidence of religious behaviour in ancient societies from each of the following: rites of passage and initiation; rites of burial and sacrifice; sacred art and artifacts ● provide evidence of the sense of the sacred in contemporary culture ● provide evidence of spirituality in contemporary culture ● identify three key people in the humanist tradition. In each case, briefly outline one key idea of their teaching ● define and explain atheism and agnosticism ● briefly outline two cosmologies of modern science ● briefly explain each of the following non-religious responses to the questions of life: <ul style="list-style-type: none"> ○ the secular humanist tradition ○ Atheism ○ Agnosticism 		

<p>3.1 The gods of the ancients</p> <p>3.2 The concept of revelation</p> <p>3.3 Naming God, past and present</p> <p>4.1 Religion as a source of</p>	<ul style="list-style-type: none"> ○ reductionism. <p>As a result of studying this section students should be able to:</p> <ul style="list-style-type: none"> ● give two examples of the gods in ancient myths ● explain and give two examples of polytheism ● describe briefly the emergence of monotheism ● explain the concept of God in each of the monotheistic traditions of Judaism, Christianity, and Islam. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain the concept of divine revelation ● explain the significance of divine revelation in two different religious traditions ● show the impact of the concept of divine revelation on religious practice and on the interpretation of religious texts in the two religious traditions ● outline the understanding of the transcendent in two religious traditions. <p>As a result of studying this section students should be able to:</p> <ul style="list-style-type: none"> ● name and explain three traditional and three contemporary images of God ● explain and give an example of each of the following religious interpretations of contemporary human experience: the prophetic, the mystical, the holy, the poetic, the aesthetic ● outline the traditional proofs of God in the writings of Anselm, Aquinas, and two others. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● outline the relationship between the understanding of the 		
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<p>communal values</p> <p>4.2 Secular sources of communal values</p>	<p>transcendent/God and the concept of the person in two religious traditions</p> <ul style="list-style-type: none"> ● give two examples of how these connections determine behavioural norms in religious traditions. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● identify three key moments in the emergence of an independent secular value system ● show how communal values can be shaped by sources other than religion ● describe three different ways in which religions relate to secular culture. 		
<p>Strand 2: Christianity: origins and contemporary expressions</p> <p>1.1 The pattern of return</p> <p>1.2 Jesus and his message in contemporary</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● provide two examples of the contemporary trend of returning to origins in secular and religious traditions in the examples below <ul style="list-style-type: none"> ○ state the purpose of returning to the founding vision ○ explain the effect of rediscovering the founding vision ● briefly outline returning to origins as a pattern in Christianity as expressed in two of the following: <ul style="list-style-type: none"> ○ Céili Dé ○ the Mendicant Orders and their founders ○ Luther ○ the Evangelical movement in early 19th century protestantism ○ the Second Vatican Council ○ liberation theology. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● give one example of an image of Jesus from two of the following: <ul style="list-style-type: none"> ○ contemporary music, art, film and literature 		

<p>Culture</p> <p>2.1 The impact of Rome</p> <p>2.2 Evidence for Jesus of Nazareth</p> <p>2.3 The teachings of Jesus and their impact on the community</p>	<ul style="list-style-type: none"> ● provide a brief analysis of these images in terms of their inspiration and relevance for contemporary culture and society. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● identify one way in which Roman rule impacted on each of the following: <ul style="list-style-type: none"> ○ the political system in Palestine at the time of Jesus ○ the social system in Palestine at the time of Jesus ○ the religious system in Palestine at the time of Jesus ● briefly outline the responses of the following groups to Roman rule: <ul style="list-style-type: none"> ○ Zealots ○ Sadducees ○ Pharisees ○ Essenes. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● outline the key points in the religious evidence for Jesus from two of the following: <ul style="list-style-type: none"> ○ any two of the evangelists ○ Paul ○ Josephus ● outline the key points in the secular evidence for Jesus from Tacitus and Pliny the Younger ● evaluate the evidence according to the following criteria: <ul style="list-style-type: none"> ○ primary or secondary source ○ authoritative source. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● outline the Jewish understanding of the Kingdom of God at the time of Jesus 		
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	<ul style="list-style-type: none"> ● outline four key characteristics of the Kingdom of God as preached by Jesus ● provide an example of each of these characteristics from the preaching of Jesus. 		
2.4 Jesus as messiah	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● briefly explain each of the following expectations of the messiah at the time of Jesus <ul style="list-style-type: none"> ○ Priestly ○ Davidic ○ prophetic ● provide one piece of evidence from Jesus' words, and one from his actions that shows his awareness of these expectations 		
3.1 Conflict with Establishment	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● identify two key elements of Jesus person and message that were perceived as a threat to Roman imperial values ● identify two key elements of Jesus' vision of renewal and restoration that threatened the Jewish religious establishment. 		
3.2 The death and resurrection of Jesus	<p>As a result of studying this section, students should be able to</p> <ul style="list-style-type: none"> ● explain why Jesus was put on trial ● give an account of the sentencing and death of Jesus as a historical event ● outline the faith response of Jesus' contemporaries to his suffering and death ● outline the impact of the Resurrection on the disciples using evidence from <ul style="list-style-type: none"> ○ the Gospel accounts of the resurrection 		

<p>4.1 The first Christian communities as seen through one of the writings of Paul</p> <p>5.1 Interpreting the message today</p> <p>5.2 Trends in Christianity</p>	<ul style="list-style-type: none"> ○ their new understanding of Jesus and their search for suitable images ○ their sense of mission ○ their new awareness of community ○ their understanding of Jesus as the mediator of salvation. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● give an account of an early Christian community from either Corinth, Thessalonica or Philippi that includes <ul style="list-style-type: none"> ○ its geographical location ○ the main features of Christian belief and how that belief impacted on the lifestyle of believers ○ tensions within the community and any tensions with others outside the Christian community. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● select one of the following to show how the teachings and work of one Christian denomination carries on the mission of Jesus <ul style="list-style-type: none"> ○ give an example of a contemporary Christian response to violence or intolerance or sectarianism ○ give an example of a contemporary Christian effort to create a just and inclusive society ○ give an example of a contemporary Christian vision regarding the use and sharing of the earth's resources ○ give an example of a Christian response to dying and death ○ give an example of the structures and authority of a Christian community. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● outline some of the key achievements and key difficulties in the 		
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	<p>search for Christian unity OR explain the ways in which two rites of Christian worship remember Jesus</p> <ul style="list-style-type: none"> ● explain two contemporary understandings of Jesus and name the writer with which each is associated. 		
<p>Strand 3: World Religions</p> <p>1.1 Religion as a world-wide Phenomenon</p> <p>1.2 Primal religion</p> <p>1.3 The holy</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● list different types of religion ● give an account of the global distribution of religion ● give examples of religious traditions in Ireland ● describe, with relevant evidence, three major trends in religion in contemporary Ireland. <p>As a result of studying this section, students should be able to</p> <ul style="list-style-type: none"> ● present a portrait of primal religion, and give an account of its important influence on all religion ● write a brief paragraph on each of the following: <ul style="list-style-type: none"> ○ Mana ○ Tabu ○ Totem ○ shaman <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain what is meant by ‘the holy’ ● outline what is meant by ‘sacred’ and ‘profane’ and discuss briefly their relationship ● using examples of objects, discuss the relationship of the ‘sacred’ and ‘profane’ in religion ● using examples of people, discuss the relationship of the ‘sacred’ and ‘profane’ in religion. 	✓	✓

<p>2.1 A vision of Salvation</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● compare and contrast the vision of salvation/liberation proposed ● compile a profile of 'the human person' as presented in each tradition. ● describe how the transcendent and the human relate to one another, using examples from each tradition. 		
<p>2.2 The community of believers</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● give an account of the place of community in each of the traditions ● describe the organisation of people in the tradition ● give an account of the structure and organisation at local and global levels ● define 'authority', stating what it means and where it comes from in the traditions ● describe how members of the tradition relate to and understand the world, and vice versa. 		
<p>2.3 A celebrating Tradition</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● describe any rites of initiation associated with the traditions (or where none exist, another rite of significance) ● describe how the tradition marks and celebrates time and or seasons, using examples ● present key elements of the human life cycle and show how the tradition celebrates each. 		
<p>2.4 Challenges to the tradition</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● report on the contemporary experience of the traditions, particularly in the Irish context ● discuss possible future developments for the traditions. 		

<p>2.5 Inter-faith Dialogue</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● outline clearly what is meant by ‘inter-faith’ dialogue and give examples of its origins ● discuss the importance of inter-faith dialogue ● name two contemporary conflicts where religious beliefs play a role and explain the nature of the relationship between religion and the conflict. 		
<p>3.1 Cults and sects</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● define ‘cult’ and give examples ● define ‘sect’ and give examples ● discuss why these definitions are contested ● list common characteristics/features of cults ● describe what elements cults and religions share, and how they differ. 		
<p>3.2 Some new religious Movements</p>	<p>As a result of studying this section students should be able to:</p> <ul style="list-style-type: none"> ● provide a profile of two new religious movements focused on <ul style="list-style-type: none"> ○ Foundations ○ major beliefs ○ lifestyle and customs/practices of members. 		
<p>4.1 A living tradition</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● research and present an introduction to and overview of one living tradition from list, including <ul style="list-style-type: none"> ○ distribution graph/map ○ description of lifestyle ○ Origins ○ persecution/conflict. 		
<p>4.2 Traditions in</p>	<p>As a result of studying this section students should be able to:</p>		

Dialogue	<ul style="list-style-type: none"> ● compare and contrast the living religion chosen and one major world religion under the following headings <ul style="list-style-type: none"> ○ Origin ○ Development ○ contemporary context. 		
<p>Strand 4: Moral decision making</p> <p>1.1 The meanings of Morality</p> <p>1.2 Why be moral?</p> <p>1.3 The common good and individual rights</p> <p>2.1 The relationship Between morality and religion</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● give three examples from modern culture which show that morality is a natural human phenomenon ● identify one of the chief moral concerns of each of the following ancient civilisations: Hebrew, Greek, and Roman. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● give an example of a personal value ● give an example of a community value ● outline the difference between personal values and community values ● name two charters that express personal and community values ● in the case of each one, give three examples of how personal and community values are held in balance. <p>As a result of studying this section students should be able to:</p> <ul style="list-style-type: none"> ● give two definitions of “the common good” ● give two examples of how “the common good” is expressed in Irish civil law ● give two examples of how Irish civil law attempts to balance individual rights with “the common good”. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● state the similarities and differences between a religious person and a moral person 	✓	✓

<p>2.2 Morality and the Christian Tradition</p> <p>2.3 Religious perspectives on moral failure</p> <p>3.1 Morality in a pluralist society</p>	<ul style="list-style-type: none"> ● outline the basic principles of the ethical systems of two religious, non-Christian traditions ● identify moments of change in the development of morality since the Enlightenment. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● briefly outline the religious, social, and cultural context of the Decalogue and Covenant ● state five of the key principles in the ethical vision in Jesus’ preaching ● give an account of Jesus’ understanding of “right relationship” ● give an account of Jesus’ understanding of the law of love ● state the perspective of one Christian tradition on the relationship that exists between religion and morality <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain the understanding of sin and reconciliation in one Christian tradition ● Define <ul style="list-style-type: none"> ○ personal sin ○ social sin ● give a contemporary example of the relationship between the two ● define and give an example of structural injustice ● take one non-Christian religious tradition and outline briefly its understanding of moral failure ● present the similarities and differences that may exist when compared with the Christian understanding outlined above. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● give two contemporary examples of moral conflict and identify the source of conflict in each example 		
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<p>3.2 Moral theories in action</p>	<ul style="list-style-type: none"> ● define fundamentalism and give two contemporary examples ● define relativism and give two contemporary examples. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● state as a question or as a statement in three of the following, the basic guiding principle when making moral choices: <ul style="list-style-type: none"> ○ Hedonism ○ Utilitarianism ○ virtue ethics ○ deontological ethics ○ teleological ethics ○ modern perspectives on natural law ○ right relationship ○ write a brief description of each of these three moral philosophies/theories. 		
<p>4.1 Towards moral Maturity</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● name a moral theorist and give an account of the stages in personal moral development presented in his/her theories ● state the key sources of moral principles and explain how they can impact on moral decision making ● describe what is meant by “moral freedom” ● give two examples of virtue and show how these can be applied in a contemporary setting ● describe the characteristics of a morally mature person. 		
<p>4.2 Conscience</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● give two different descriptions of conscience ● describe the development of conscience ● define “informed conscience” and identify the ways in which people 		



<p>4.3 Decision-making in Action</p>	<p>inform their conscience and evaluate the necessity of informing conscience</p> <ul style="list-style-type: none"> ● explain the role religion can play in informing conscience ● explain the differences between amoral, immoral and moral immaturity ● taking an issue from the contemporary context illustrate the difference that may exist between the demands of conscience, religious authority, and civil authority. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● suggest a process a morally mature person would follow when making a serious moral decision ● taking one/two examples from <ul style="list-style-type: none"> ○ political and economic questions ○ the moral dimensions of relationships and sexuality ● issues of medical ethics <ul style="list-style-type: none"> ○ violence and war ○ crime and punishment ● apply the decision-making process ● outline the position of two religious traditions on this issue ● outline the civil law on this issue ● list the conscientious considerations that may influence a person's decision ● show the different possible outcomes a morally mature person may arrive at ● explain the reasons for these differences ● taking three of the moral theories in 3.2, apply each of the three to one of the examples above, showing the various outcomes that may be determined by each of these theories. 		
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<p>Strand 5: Religion & gender</p> <p>1.1 Gender and Society</p> <p>1.2 The place of women and men in the sacred texts and living traditions of different Religions</p> <p>2.1 Women and men in the Hebrew Scriptures</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● discuss the meanings of gender give an informed account of the changing roles of men and women in contemporary society and inform that account with perspectives from two of <ul style="list-style-type: none"> ○ Philosophy ○ Sociology ○ Biology ○ psychology <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● present a comparison of gender roles in two different named world religions ● make a connection between gender roles and images of God/the transcendent associated with each world religion and give one example of this relationship in each. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● provide a profile of two women in the Hebrew scriptures in terms of their <ul style="list-style-type: none"> ○ Biography ○ Characteristics ○ place in faith or salvation history ● provide a profile of two men in the Hebrew scriptures in terms of their <ul style="list-style-type: none"> ○ Biography ○ Characteristics ○ place in faith or salvation history ● make a comparison between the two groups ● give an account of two gendered images of God in the Hebrew scriptures 		
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<p>2.2 Women and men in the Christian Scriptures</p> <p>2.4 Gender perspectives on empowerment and exclusion</p> <p>3.1 Feminist theologies and Spiritualities</p> <p>3.2 The contributions of women</p>	<ul style="list-style-type: none"> ● discuss possible relationships between gender roles in images of God and in the women and men presented in the scriptures. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● profile Mary as presented in the gospels ● give an overview of how Mary is portrayed in one Christian tradition and suggest one way in which that view of Mary is reflected in the role of men and women in that tradition. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● present an account of a person or group that has experienced exclusion or oppression in religion because of gender ● present an account of a person or group that has experienced empowerment or freedom in religion because of gender. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● give three characteristics of theologies generally described as 'feminist' ● give an account of the relationship between these forms of theology and the Christian traditions <p>OR</p> <ul style="list-style-type: none"> ● give three characteristics of spiritualities generally described as 'feminist' and outline the origins of these forms of spirituality. <ul style="list-style-type: none"> ● present a detailed profile of one woman (OL)/two women (HL) including <ul style="list-style-type: none"> ○ biography, key insights/actions, faith vision/commitment ○ relationship of the woman to the culture of her day ○ contribution of the woman to the cultural context, church/religious tradition 		
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	<ul style="list-style-type: none"> ○ continuing impact of the woman’s insights, life and work ○ questions raised by her life and work for contemporary society and religion ● give an account of the similarities and differences between the two women and offer possible explanations for these. 		
<p>Strand 6: Issues of Justice and Peace</p> <p>1.1 Social analysis</p> <p>1.2 Social analysis in action</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● identify the most significant economic, political, cultural, and social structures within their own situation and context that <ul style="list-style-type: none"> ○ influence the availability and allocation of resources ○ determine the types and sources of power ○ shape key personal, interpersonal and intrapersonal relationships ○ determine the meaning and value accorded to people within their situation and context. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● briefly describe one country’s experience of hunger and identify two causes of the problem at a national and international level and associate each with economic or political or cultural or social structures OR ● offer a working definition of relative and absolute poverty and identify one group of people who may experience relative poverty in Ireland: establish two structural factors which contribute to poverty in Ireland; show how these factors affect the group identified above OR ● take one form of discrimination and give two examples of how this discrimination is expressed in Ireland: identify two structural factors which contribute to this form of discrimination. 	✓	✓

<p>2.1 Visions of justice</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● take each of the five understandings of justice, give a brief explanation of each one and <ul style="list-style-type: none"> ○ identify its main strength ○ identify its main weakness. 		
<p>2.2 Visions of peace</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● briefly explain and illustrate the relationship between justice and peace ● define two types of peace and give an example of each one ● differentiate between non-violence as lifestyle and non-violence as protest ● present one model of conflict resolution and outline how this model could be applied to one local or one global situation ● define dialogue within the context of conflict resolution. 		
<p>2.3 Religious perspectives on justice and peace</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● making reference to one scripture/source, and one example of current teaching/thinking, outline two of the following: <ul style="list-style-type: none"> ○ the Judaeo-Christian vision of Justice ○ the Zakat of Islam ○ the four Varnas of Hinduism ○ the eightfold path of Buddhism. 		
<p>2.4 Violence</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● outline two causes and two effects of personal violence and structural violence ● identify the key principles of the ‘just war’ theory ● illustrate the theory by applying it to one example of contemporary 		



<p>3.1 Religion and the Environment</p> <p>3.2 Religious traditions and the environment</p>	<p>conflict</p> <ul style="list-style-type: none"> ● taking one example of personal violence, and one example of structural violence, show how someone might legitimise this violence. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain what is meant by the 'greening' of religion ● give three factors that contributed to this 'greening' process ● in the case of one commentator on religion and the environment <ul style="list-style-type: none"> ○ give an outline biography ○ present a summary of his/her main ideas ● name a religious group/organisation with an environmental lifestyle and explain how its religious beliefs impact on that lifestyle. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain the Jewish concepts of Sabbath, Schmittah and Jubilee and in the case of each, the relationship with one current environmental crisis ● relate the concepts of stewardship and domination as found in the creation texts in Genesis to one current environmental crisis ● explain the five precepts of the Buddha and show how each is acted out in the lifestyle of Buddhists today ● explain the concept of viceregent of the earth as found in Islam and show how it impacts on two aspects of Islamic lifestyle. 		
<p>Strand 7: Religion & Science</p> <p>1.1 Questioning in Context</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain the human drive to question and to ask why ● compile and present a 'list' of ultimate questions ● give examples of the questions common to religion and science ● demonstrate an understanding of 'God of the gaps' and of science's critique of this view 		

<p>1.2 Community</p>	<ul style="list-style-type: none"> ● present two alternative images of God and their use in the debate between science and religion. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● define community and outline reasons for its importance in theology and science ● define 'objective' and 'subjective' investigation, and discuss the merits of each ● describe the elements of scientific method and interpretation ● outline the methods of interpretation available to theology. 		
<p>2.1 Science and religion go their separate ways</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● present a portrait of the world from which Galileo's ideas emerged ● describe the methods Galileo used ● present an summary of Galileo's main findings and ideas ● explain the various sources of modern science ● show the various reactions of religions to the rise of science. 		
<p>2.2 Science versus Religion</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● outline Descartes's theory and explain its importance for science and religion ● explain the importance of Newton's discoveries in mathematics for the relationship between science and religion ● describe one major development in science and one major development in religion at the time of the enlightenment. 		
<p>2.3 Science and religion in tension</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain the influences on Darwin's thought ● outline Darwin's theory of evolution, and highlight the major areas of conflict with religion 		

<p>2.4 Science and religion in Dialogue</p>	<ul style="list-style-type: none"> ● describe the reaction of one major world religion to Darwin’s theory at the time of its development. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● outline the understanding of creation in one of either <ul style="list-style-type: none"> ○ Buddhism ○ Christianity ○ Hinduism ○ Islam ○ Judaism ● contrast two understandings of creation from two different religious traditions ● outline the contemporary ecological crisis ● present a theologian’s perspective on the crisis ● present a scientist’s perspective on the crisis. 		
<p>3.1 The debate about origins</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain the importance of reflecting on and studying origins ● give a summary of the main features of current debate on origins ● explain the term “cosmology” ● present two contemporary and two ancient cosmologies and identify similarities and differences. 		
<p>3.2 The new physics and religion - emerging Questions</p>	<p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> ● explain the Heisenberg uncertainty principle and its importance for science today ● outline two of the key ideas associated with 'new physics' and the importance of these for theological reflection. 		
<p>4.1 The life</p>	<p>As a result of studying this section, students should be able to:</p>		

<p>questions</p> <p>4.2 The genetics debate</p>	<ul style="list-style-type: none"> • present scientific and religious accounts of the beginning and ending of life and indicate areas where science and religion share the same concerns. <p>As a result of studying this section, students should be able to:</p> <ul style="list-style-type: none"> • outline the ethical issues that arise in science and religion in two of the following <ul style="list-style-type: none"> ○ cloning ○ genetically-modified life ○ artificially created life ○ the prolonging of life ○ the ending of life. 		
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<h2>Technology, Senior Cycle (Ages 15-18)</h2>	<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>
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<ul style="list-style-type: none"> • A process of design • Project and quality management • Materials and production • Communication and graphic media • Information and communications technology • Structures and mechanisms • Energy, electricity, & electronics 	<p>On completion of the course, a student should:</p> <ul style="list-style-type: none"> • know basic technological principles and facts and the terminology associated with technology, including relevant symbols and units associated with physical quantities • understand and be able to process and communicate technological information in written, verbal, graphic and mathematical forms • understand the role of, and be able to apply, design principles in the solution of specific problems, using mathematical and scientific concepts where appropriate • appreciate that technology impacts on our everyday lives and contributes to personal, social and economic development, and that technological solutions are linked with their specific cultural and 		
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	<p>environmental settings</p> <ul style="list-style-type: none"> ● know and adhere to the health and safety requirements associated with planning and conducting practical work, and understand how these requirements, together with environmental considerations, affect the design of artefacts or systems ● be able to identify challenges and opportunities that can be met using a technological methodology, select appropriate methods for dealing with these and recognise the limitations and constraints of knowledge, time, resources and other factors that can restrict solutions to technological challenges ● be able to work both independently and cooperatively in evaluating existing solutions and in proposing novel/creative solutions to technological challenges ● recognise that technological developments have resource implications, that resources need to be carefully managed and that developed societies have moral responsibilities in their appropriation of world resources ● be able to prepare and execute a plan for the realisation of an artefact or system as a solution to a technological problem or challenge, working accurately and safely with materials and equipment ● select and use appropriate materials, tools and equipment in the production of an artefact or system, according to a chosen design, in response to a given brief or an identified problem ● have developed a competence in the processing of materials ● be able to evaluate a completed artefact or system against its original specification, propose alterations and modifications at the design, implementation or completion stages to enhance its appearance or function ● be able to prepare and present a report in a concise, accurate and comprehensive manner. 		
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