

Theme	Syllabus	Learning Outcomes	Suggested Ideas for Tasks	Suggested ideas for Continuous and Formative Assessment – Students’ Portfolio
<p>1 Malta in the EU</p> <p>Keywords</p> <ul style="list-style-type: none"> • Europe • European Union • Members of the European Parliament (MEP) • Membership • EU Flag • Euro • European union anthem 	<ul style="list-style-type: none"> a) What is the European Union? b) European symbols c) Benefits of membership d) European Parliament e) Voting for MEPs 	<p>Students will</p> <ul style="list-style-type: none"> a) Explain the difference between the European Union and Europe b) Demonstrate the different EU countries’ flags. Mention some of the member states comprising the EU c) Show basic understanding that the EU helps countries like Malta by issuing funds for the cultural enhancement, restorations, road projects, travel with ID and Euro, free movement of goods, maintaining peace, financial stability d) e) Understand the difference between 	<ul style="list-style-type: none"> a) Students can prepare power points /photos/posters about different countries within the European Union and bring along traditional folk songs, music, costumes food etc. to share with their classmates. b) Show and tell – info on some countries they may have visited / would like to visit c) Role play – voting experience of democracy d) Videos with information on how EU helps students is also advisable 	<ol style="list-style-type: none"> 1. Students prepare a file/scrapbook, to insert own work, pictures regarding the European Union 2. They can include class activity write-up in portfolio 3. Visit Dar l-Ewropa 4. Photostory or using photos to create a story about a person who visited one of the places mentioned. 5. Students will answer a graded worksheet to consolidate what they have learnt.

		local, national and EU Parliament elections		
<p>2 Towards Sustainable Development</p> <p>Keywords :</p> <ul style="list-style-type: none"> • Sustainable development • Development • Environmental initiatives in schools • 3R's • Alternative Sources of Energy (PV, Solar, Water, Wind) 	<p>a) Define Development & Sustainable Development. Students differentiate between these.</p> <p>b) Define and discuss the importance of the 3R's</p> <p>c) Discuss environmental initiatives in our school (ex EkoSkola, Batterina ...)</p> <p>d) Name different alternative sources of energy namely solar, water (hydroelectricity) and wind</p> <p>e) Personal and family pro – environmental initiatives</p>	<p>Students will</p> <p>a) Explain the difference between development and sustainable development</p> <p>b) Demonstrate what the 3Rs are</p> <p>c) Show understanding that the school is taking part in EkoSkola initiatives, Batterina or any other eco initiatives.</p>	<p>a) Explain through visuals what the school is doing for sustainable development.</p> <p>b) Students can make their suggestions to the EkoSkola committee</p> <p>c) Students can be presented with ways how to reduce the water and electricity usage / utility bills.</p> <p>d) Participation in EkoSkola activities is also advisable.</p> <p>e) Visits to a Civic amenity site can help students realise the amount of waste we are generating.</p> <p>f) Visits to Xrobb I-Għagin, Gaia Foundation or similar organisations so as to encourage</p>	<p>1) A hands on experience will help students to understand the reality of these environmental issues.</p> <p>2) Students can answer a graded worksheet to consolidate what they have learnt.</p> <p>3)</p>

			<p>students to participate more in these initiatives.</p> <p>g) Showing examples of environmental initiatives of the Local Council, schools, families.</p>	
<p>3 Living in a Globalised world</p> <p>Keywords</p> <ul style="list-style-type: none"> • Globalisation • Citizen (local, national, European, Mediterranean, global level) • Interdependence 	<ul style="list-style-type: none"> a) Definition of Globalisation b) Definition of the various levels of Citizenship c) Definition of interdependence d) Positive effects of Globalisation e) Negative effects of Globalisation 	<p>Students will</p> <ul style="list-style-type: none"> a) Show understanding of Globalisation, b) Explain the various levels of citizenship c) Show a basic understanding of interdependence and its effects d) Explain the benefits of fair-trade, mass media and multi-national companies e) Demonstrate the negative effects of globalisation such as child labour and the distribution of 	<ul style="list-style-type: none"> a) Students are presented with case studies/newspaper clippings/video clips about globalisation and its effects. And initiate discussion. a) They can also discuss their views on international events (music, sports etc.) through visuals or related video clips which enhances globalisation. b) Virtual or physical visits to Fair trade shops such as Arka will help students 	<ul style="list-style-type: none"> 1) Students can answer a graded worksheet to consolidate what they have learnt. 2) Students can present a very short report, photo story or other types of presentations to the rest of the class about any part of the topic they wish.

		wealth	to understand what fair trade is. c) Role plays are also a resource that teachers are encouraged to utilise.	
<p>4 Gender (optional)</p> <p>Keywords</p> <ul style="list-style-type: none"> • Gender • Inequality • Gender discrimination 	<ul style="list-style-type: none"> a) Define the difference between sex and gender b) Changes in gender roles in society c) Gender positive and negative discrimination d) Family and child rearing e) Maternity and parental leave f) Women and domestic violence g) Child care centres h) Women employment and education 	<p>Students will</p> <ul style="list-style-type: none"> a) Explain the difference between sex and gender and gender identity. b) Show some changes in gender roles c) Understand what positive and negative discrimination is d) Show basic understanding of different families in Malta and child rearing practices e) g) h) Demonstrate the family friendly initiatives such as different leaves, child care centres and other government initiatives to improve women involvement in paid employment and 	<ul style="list-style-type: none"> a) Students could participate in discussions, interviews and other information gathering processes so as to understand the difference between sex and gender. b) Students are to be encouraged to understand why there are gender stereotypes and whether these are fair or should be challenged. c) Visits or web page exploration of the NCPE helps students understand the situation in Malta. 	<ul style="list-style-type: none"> 1) As an optional part of the syllabus, the teachers are encouraged to feel free to use any resource they deem fit for use. 2) Discussions visits or conduct the lessons

		education. 1) Explain what is considered as domestic violence		
5 How to prepare myself to work (optional) Keywords: <ul style="list-style-type: none"> • Cv • Interview • Adverts • ETC 	<ul style="list-style-type: none"> a) How to find job vacancies b) Services provided by the ETC c) Learning to prepare a cv, covering letter d) Dos and don'ts of an interview e) Overview of customer care skills such as telephone answering, manners and meeting the expectations of job applied for 	Students will <ul style="list-style-type: none"> a) Explain the different steps needed to find a job b) Explain what is the role of ETC c) Show and identify services provided by the ETC d) Show understanding of how to prepare a CV, a covering letter and for an interview e) Demonstrate that they are able to show basic customer care skills. 	<ul style="list-style-type: none"> a) Students can be presented with a role play to help a 16 year old find a job. They could help him or her to visit the ETC, or the ETC website, use other job hunting websites or newspapers. b) Students can explain to the class their job shadowing experience or interview students who had this experience. 	<ul style="list-style-type: none"> 1) Students can be helped to provide a real cv, which they can present when applying for a job. 2) Students, in line with government policies are to be encouraged to continue with their studies and to attend other courses so as to be more employable.

Social Studies educators, teaching CCP classes are free to use resources they deem suitable for their class. Educators teaching the CCP class know the students best and are free to use any of the following activities (or others) so as to reach the aim of the lessons.

Activities may include quizzes, story-telling, videos, photography, newspapers, role-plays, educational visits, art, craft or multi-disciplinary approach.

Feedback about good practices and teachers' sharing or resources is highly recommended.