

Junior Certificate School Programme:

# Cross Curricular Statements Folder

Published in 2007

Junior Certificate School Programme Support Service  
Curriculum Development Unit  
Sundrive Road  
Crumlin  
Dublin 12

**Phone:** 01 453 5487  
**Fax:** 01 402 0435  
**Email:** jcsp@iol.ie

© Junior Certificate School Programme Support Service

The Junior Certificate School Programme Support Service is funded by the Teacher Education Section, Department of Education and Science and the European Social Fund.

The Junior Certificate School Programme is a National Programme sponsored by the Department of Education and Science and the National Council for Curriculum and Assessment.

The statements in the Junior Certificate School Programme Student Profile System Handbook have been developed by coordinators and teachers involved in the JCSP in collaboration with the Support Service. This contribution is central to the continued development of the Student Profile System.

**Layout and Design by:** Melt Design Ltd | [www.melt.ie](http://www.melt.ie)



# Contents

Page

Introduction	vii
The Student Profiling System	viii
Profile Statements & Learning Targets	ix
Selecting Statements	x
Recording Student Progress	xi
Awarding Statements	xii
Cross Curricular Statements	xiii
Rationale for Cross Curricular Approach	xiv
Working with Cross Curricular Statements	xv
Profile Meetings	xv
The Student Profile	xv
Cross Curricular Statements	1
<b>Personal and Social Development</b>	<b>1</b>
<b>Personal Responsibility</b>	<b>3</b>
Punctuality	4
Attendance	5
Working with Others	6
Working Alone	7
Homework	8
<b>Personal Development</b>	<b>9</b>
Positive Communication	10
Relationships: Self Awareness	11
Relationships: Self and Others	12
Growth and Development 1	13
Growth and Development 2	14

# Contents

Page

<b>Social Competence</b>	15
Social Competence: Reading from Texts	16
Social Competence: Functional Writing	17
Social Competence: Listening	18
Social Competence: Speaking	19
Make A Book	20
<b>Learning for Life</b>	21
Money Management	22
The Business of Living	23
Consumer Studies	24
Health and Nutrition	25
<b>Home Studies</b>	27
Home Studies 1	28
Home Studies 2	29
<b>Skills Development</b>	1
<hr/>	
<b>Measurement</b>	3
Measurement of Time	4
Measurement of Temperature	5
Measurement of Weight / Capacity	6
Measurement of Length and Distance	7
<b>Make and Do</b>	9
Shape and Space	10
Spatial Awareness	11
Drawing and Sketching	12
Crafts and Materials: Construction and Assembly	13
<b>Multi Media</b>	15
Photography	16
Video Production	17

# Contents

Page

<b>Project Work</b>	19
Cross curricular Project	20
Action Project	21
Action Project Report	22
Project Skills: Historical	23
Field Trip	24
Project skills	25
Basic Research and Statistics	26
Information Management	27
Organising and Planning a School Function	28
<b>Application of Skills and Knowledge</b>	<b>1</b>
<b>Health and Safety</b>	<b>3</b>
Health and Safety	4
<b>Animal Care</b>	<b>5</b>
Animal Care	6
Animal Care: Horse, Pony or Donkey	7
<b>Road Safety</b>	<b>9</b>
Rules of the Road	10
Road Safety	11
<b>Horticulture</b>	<b>13</b>
Horticulture: basic Cultivation	14
Practical Horticulture	15
Horticulture: Landscaping	16
<b>Rural Studies</b>	<b>17</b>
Rural Studies	18

# Contents

Page

<b>Interculturalism</b>	19
Interculturalism: Self and Others	20
Interculturalism: Diversity and Change in modern Ireland	21
<b>JCSP Initiative Related Statements</b>	1
Paired Reading	2
Reading Challenge	3
Word Millionaire	4
Reading Programme	5
<b>Appendix</b>	1
Comment from for Teachers	2
Sample Student Profile	3

# Introduction

Every year a small group of students leave school without qualifications, some of them without attempting any of the State examinations. For many of these young people, their experience of school has been one of failure and alienation.

The Junior Certificate School Programme (JCSP) was introduced by the Department of Education and Science in September 1996 as an intervention within the Junior Certificate specifically aimed at those students who are potential early school leavers.

The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.

The JCSP approach involves:

- analysing students' strengths and weaknesses and taking note of any specific recurring difficulties
- planning programmes of work which both build on students' abilities and address the main obstacles which hinder their progress
- Engaging in dialogue with young people and their parents regarding their needs and their progress in school

In addition to reinforcing the general aims of the Junior Certificate, the JCSP addresses the main obstacles which hinder some young people's success in their second-level school career e.g.

- the lack of certain basic knowledge and skills which are necessary for coping in the second-level school. These include, but are not confined to, competence in literacy and numeracy
- difficulties with social interaction not only with teachers, but with peers. Students who have prolonged experience of failure in school often lack self-confidence and have poor self-esteem. This can affect their academic performance as well as their social experience in school

- the number and variety of subjects and subject teachers in second-level schools, which contrast with the more integrated experience of the primary school. The fragmentation of the subject centred curriculum can be especially problematic for some young people at the transfer stage between primary and second-level school

The Junior Certificate School Programme provides schools and teachers with a focus for identifying and addressing these issues before they develop into major problems. It also assists teachers to take appropriate action if these are already causing young people to have difficulties with school.

Students who may be at risk can be identified at an early stage in their school careers. Schools whose staff are experienced in working with young people who have experienced failure during schooling and/or who are under-achieving have noticed that many students who fail or drop out display a combination of the following indicators:

- poor attendance or truancy
- serious difficulties in the primary school
- difficulty with some of the basic skills and knowledge which are necessary for coping with second-level school, for example, reading, writing and numeracy
- signs of being alienated or disaffected and non-co-operative behaviour such as disrupting class or withdrawal from school life
- difficulty in getting along with their peers especially in the case of those who show signs of poor self-esteem

## The JCSP Curriculum Strategy

---

The Junior Certificate School Programme operates within the Junior Certificate curriculum. It follows the curriculum framework set out for the Junior Certificate, which is re-focused to cater for JCSP students.

It is an intervention into the Junior Certificate and not an alternative to it. It helps to make the curriculum accessible and relevant to young people who would benefit from a different approach to the Junior Certificate.



All JCSP students follow at least the courses leading to the Foundation Level examinations in English and Mathematics, and a suitable course in Irish. Other subjects are included in their timetable, following consultation between school authorities and parents. Most students follow a Junior Certificate programme very similar to that of their peers.

The JCSP curriculum strategy involves:

- cross-curricular work which helps to locate discrete skills and knowledge in a meaningful context, which reinforces learning across subject boundaries and which promotes team-work among teachers. It also continues the integrated thematic approach of the primary school. Time is provided to schools for teachers to meet and plan the cross-curricular activities
- basic skills development relevant to many areas of the curriculum and which are important for managing daily life, both inside and outside school. These include, but are not confined to, literacy and numeracy
- personal and social development which enhances self-esteem and the ability to relate well to other people. All areas of the curriculum have the potential to contribute here

Adoption of this curriculum strategy will influence key aspects of classroom practice and, in particular, will facilitate the use of an extended range of teaching methods.

The content of the courses which JCSP students follow emphasise:

- skills, knowledge and concepts selected from Junior Certificate subject syllabuses, which best explore the aptitudes and abilities of these young people
- key skills, knowledge and concepts which are essential for students' progress in all areas of the curriculum and which are not always explicitly stated in Junior Certificate subject syllabuses. Examples include reading, use and care of tools and equipment, manual dexterity
- personal and social development, addressing issues such as life skills, relationships, self-esteem and substance abuse

The Student Profiling System provides a resource which will assist teachers in developing student centred courses along these lines (*see separate paragraph on Student Profiling System*).

The JCSP promotes teaching methods which are:

- *experiential*, in that the balance of pedagogy inclines more towards activity on the part of the student and less towards demonstration by the teacher
- *interactive*, in that teaching strategies and class work involve a high degree of collaboration where students work together and with the teacher
- *purposeful*, in that learning tasks are set in contexts which are comprehensible and meaningful to the individual student
- *relevant*, in that they relate programme content to young people's age and interest level
- *systematic and structured*, in that specific goals are set, particularly in literacy and numeracy, thus facilitating teaching and assessment

Teachers will be encouraged to identify areas of need and to devise solutions and strategies to cope with these, based on their own professional knowledge and expertise. In particular, it will be useful to affirm and build on the knowledge and skills which students bring to school.

Teachers and schools will be assisted in the design and implementation of the JCSP by two main support structures:

- a Student Profiling System
- an on-going Programme of Professional Development

On completion of the junior cycle, JCSP students, like other junior cycle students, receive a Junior Certificate. In addition, JCSP students, also receive an individualised Student Profile, which outlines the skills, knowledge and achievements that they have attained during the course of the programme.

The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.

## The Student Profiling System

---

The JCSP has at its core a system of student profiling that provides students with a record of their achievements. A student profile is an individualised record of the achievements which a student has demonstrated over a period of time. This is in contrast to a mark or grade in an examination which indicates an individual's performance at a single point in time.

Profiling is the process of gathering positive information about what each student has achieved and recording what the student can do. It is a flexible resource, which teachers can use and adapt as appropriate, to their schools, their classes and their individual students. The profiling system consists of a series of statements which provide the basis for the process of curriculum planning, monitoring, recording and feedback. Each statement in the Profile describes a skill, concept or area of knowledge. Essentially, a statement affirms that a student can do something, knows or understands something. Statements are based on the content of Junior Certificate syllabuses but extend the range of knowledge and skills which are set as goals, and which teachers then monitor and assess. This ensures that students can gain credit for a wider range of achievements than those included in the terminal examination.

At an early stage in the school year, teachers select those statements which describe the curriculum areas or cross-curricular skills which most relate to students' aptitudes or best address the obstacles preventing their success. Students are aware of these as aims for the term and the year, and understand that all of their class-work and homework, as well as their performance on class tests, will count towards their achieving these statements on their final Junior Certificate School Programme Profile. Teachers of the JCSP meet on a regular basis, at least once each term, to discuss how well their students are progressing towards the final statements.

Achievement is acknowledged and rewarded at each stage of learning. The purpose of profiling is to establish a pattern of success and provide feedback to the students about their learning. As the profile of the student is built up, the student's self-esteem grows. This constant affirmation of his or her progress aims to increase the positive connection that the student has with school. All students, who have been profiled under the JCSP Profile System for a minimum of one school year, will receive an individualised JCSP Student Profile certificate, describing the skills, knowledge and achievements attained by that student, including personal and social skills. They also receive a reference from the school authorities. Awarding and acknowledging student success is an intrinsic part of the Programme.

## Profile Statements & Learning Targets

A profiling statement is a general description of a particular area of knowledge, ability or skill. Essentially, a statement affirms that a student knows, understands or can do something e.g. *'The student can carry out a simple research project and display the results appropriately.'* Statements can be either subject specific or cross curricular in nature. The subject specific statements reflect many of the aims and objectives of the Junior Certificate prescribed subject syllabi. Cross-curricular statements are not subject specific but are aimed at improving the students' critical key skills and life skills, enhancing social and personal skills, as well as improving non-subject-specific academic competencies.

Each statement is defined or described by a series of learning targets. Learning targets are specific, short-term goals, which lead to the successful completion of a statement. They outline the steps to be followed, and the material that should be covered, if the student is to achieve competence in the more expansive and long-term goal: *the statement*.

The image shows a sample profile statement form for 'Measurement of Time'. The form includes a header with 'CC' (Cross-Curricular) and 'Statement Code no: 19'. It has fields for 'Student:' and 'Class:'. The main statement is: 'Apply the skills, knowledge and understanding needed for the measurement of time in everyday situations'. Below this is a section for 'Learning Targets' with 11 numbered items, each followed by a progress indicator (two empty boxes). At the bottom, there is a 'Refer also to:' section listing related subjects and a progress bar with three sections: 'Work begun' (two empty boxes), 'Work in progress' (two half-filled boxes), and 'Work completed' (two filled boxes).

**Measurement of Time**  
Statement Code no: 19  
Student: \_\_\_\_\_ Class: \_\_\_\_\_

At Junior Certificate level the student can:

**Apply the skills, knowledge and understanding needed for the measurement of time in everyday situations**

Date Commenced:     Date Awarded:

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

- 1 Be familiar with the names of days, months and seasons
- 2 Recall number facts, seconds in a minute, minutes in an hour, hours in a day etc.
- 3 Find a given day or date on a calendar or timetable
- 4 Tell the time on a clock: the nearest hour, half hour, minute, second
- 5 Change the hour from a twelve-hour clock to the twenty-four-hour clock
- 6 Change the hour from a twenty-four-hour clock to the twelve-hour clock
- 7 Change the time between twelve-hour and digital clocks
- 8 Estimate the passing of time to the nearest hour, half hour, quarter hour, five minutes and one minute
- 9 Work out the difference between two given times: on a clock, timetable, calendar and TV guide
- 10 Draw a time line marking in the important events in your personal life
- 11 Work out the time needed to leave one place in order to be on time for an appointment

Refer also to: English, Art, Business Studies, Civic Social and Political Education, Environmental and Social Studies, History, Home Economics, Maths, Science, Physical Education, Music

Work begun   | Work in progress   | Work completed

The Statement

The Learning Targets

## Learning Targets

---

Short-term goals or learning targets define each statement in more detail and these optional guidelines provide a useful resource when teachers want to set and monitor work on more specific knowledge and skills, for example, on a weekly or fortnightly basis. Progress on these learning targets is a useful source of on-going feedback to students and their parents. These learning targets do not appear on the final certificate.

### Advantages of using learning targets

The learning target format has many advantages:

- subjects and syllabi are broken down into “bite-sized pieces” and easily managed units of work
- the syllabi are made more accessible and meaningful for the students
- students become more aware of their achievements and progress
- success is experienced more frequently by the students
- the learning intention is clearly stated

## Selecting Statements

---

The selection of statements is based on the individual student's needs and abilities. Best practice would suggest that the teacher involves the student in the selection of the set of particular learning targets to be attempted or studied in any subject area. First, establish the abilities and needs of the individual or class group and then set realistic and achievable targets. Take into account the necessity, which may arise, of having to provide the individual student with a good grounding in the basic skills that are essential for progress across the curriculum. Choosing statements, based on the student's needs, will help to make the learning experience more realistic and relevant for the student. *It is important that only achievable statements are chosen.* Remember, the statements chosen are not additions to or add-ons to the Junior Certificate curriculum; rather, they provide teachers with a process and framework for planning and teaching the prescribed syllabus.

There is no set number of statements a student has to complete. Ideally, at any one time, the total number of statements each student is working on should be small. If these have been achieved or are nearing completion, additional statements can then be selected. It is important that only "achievable" statements should be chosen as completion of the statement is essential if the student is to experience the satisfaction of finishing a piece of work and receiving feedback. Some teachers may select just one statement to work on. A student will be presented with a final Student Profile for having completed just one statement.

## Tracking Progress

Every student is given a copy of the statements they are working on, usually placed in a JCSP student folder. These are kept in school and reviewed regularly in class so that the students can keep track of their own progress, using the three-box system to record progress.



## Awarding Statements

Any teacher on the JCSP team, who has worked through a statement with a student, can recommend the awarding of that statement to the student. The JCSP team considers this recommendation, at a profile meeting, and collectively makes a decision on the awarding of the statement.

In general, a student can be awarded a statement when he or she has completed at least 80 per cent of the learning targets and has displayed competence in the following four areas:

- **frequency** – almost always carries out the given task: (on 80 % plus of occasions)
- **accuracy** – accurate enough for a given purpose
- **independence** – can carry out the task almost totally independently
- **sustainability** – retains the knowledge or skill for about a month

The following assessment modes can be used to assess the successful attainment of specific learning targets:

- oral assessment
- class work
- continuous assessment
- homework
- recall and retention of material
- completion of assignments
- project work
- end-of- topic tests
- oral revision activities
- group discussions

- standardised attainment tests
- student self-assessment
- peer assessment
- teacher observation

An important element in awarding statements is *the teacher's professional judgement*.

## Team / Profile Meetings

---

A weekly team meeting should be scheduled for the core group of JCSP teachers.

Additionally, one timetabled profile meeting should be arranged in each term.

These meetings should be attended by all of the JCSP teaching team and should be chaired by the JCSP Co-ordinator. A minimum of a double period, or the equivalent, will be needed for the profile meeting.

A profile meeting is a meeting of the JCSP teaching team. It is usually organised by the co-ordinator with the objective of updating the learning and performance records for a particular group of students. During the school year, a number of profiling meetings are held (usually around December, February and April). At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements. A minimum of a double period (80 minutes or the equivalent), is required to discuss the progress of fifteen students in the Programme.

The objective of profile meetings is to update the learning and student record cards for a particular group of students. At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements.



## The Student Profile

---

A student profile is a positive and individualised record of statements that a student is currently working on or has achieved over a period of time. This profile is compiled throughout Junior Cycle.

Final profiling occurs at the end of 3<sup>rd</sup> year, just before the Junior Certificate examination takes place. Its purpose is to record, for the last time, the progress made by individual students who are about to sit the Junior Certificate Examination. The team of teachers agree on the total list of statements to be awarded to each student. Subsequent to the Final Profile meeting, the co-ordinator sends the profiling data to the JCSP office on-line (<http://jcsp.slss.ie>). Here a presentation folder is compiled for each student and includes:

- 1 a certificate of participation
- 2 a list of statements that were successfully completed by that particular student

The presentation folders are returned to the schools where the co-ordinator adds in a reference for each student. The students are then presented with their final JCSP Student Profile at a graduation or award ceremony in their school. This ceremony is usually well attended by staff and parents.

## Grouping of Cross Curricular Statements

---

The Cross-Curricular statements are grouped under four overall headings tracking the educational progress and development of the JCSP student. The headings are as follows:

- A Personal and Social Development
- B Skills Development
- C Application of Skills and Knowledge
- D JCSP Initiatives

**It is recommended that the selecting of Cross-Curricular statements should reflect a balance of statements under these headings.**

## **A** Personal and Social Development

---

Personal Responsibility	<i>Statement Code No. 1 to 5</i>
Personal Development	<i>Statement Code No. 36 to 40</i>
Social Competence	<i>Statement Code No. 15 to 18, &amp; 50 (Make-a-Book)</i>
Learning for Life	<i>Statement Code No. 23 to 26</i>
Home Studies	<i>Statement Code No. 45 &amp; 46</i>

## **B** Skills Development

---

Measurement	<i>Statement Code No. 19 to 22</i>
Make and Do	<i>Statement Code No. 27 to 30</i>
Multi Media	<i>Statement Code No. 41 &amp; 42</i>
Project Work	<i>Statement Code No. 6 to 14</i>

## **C** Application of skills and knowledge

---

Health and Safety	<i>Statement Code No. 33</i>
Animal Care	<i>Statement Code No. 34 &amp; 35</i>
Road Safety	<i>Statement Code No. 48 &amp; 49</i>
Horticulture	<i>Statement Code No. 31, 32 &amp; 58</i>
Rural Studies	<i>Statement Code No. 47</i>
Interculturalism	<i>Statement Code No. 43 &amp; 44</i>

## **D** JCSP Initiatives

---

Paired Reading	<i>Statement Code No. 51</i>
Reading Challenge	<i>Statement Code No. 52</i>
Word Millionaire	<i>Statement Code No. 53</i>
Reading Programme	<i>Statement Code No. 54</i>

# Personal and Social Development



# Personal Responsibility

- \* Punctuality
- \* Attendance
- \* Working with others
  - \* Working alone
  - \* Homework

# Punctuality

CC

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Usually or always be on time for school, class periods and other appointments

Date Commenced: / /

Date Awarded: / /

## Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

**Total**

# Attendance

CC

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Attend regularly and is never absent without good reason

Date Commenced: / /

Date Awarded: / /

## Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

**Total**

Work begun    | Work in progress    | Work completed

# Working with others

CC

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Work with others and make a positive contribution to group activities

Date Commenced: / /

Date Awarded: / /

## Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

**Total**



# Working alone

CC

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Carry out appointed tasks without supervision

Date Commenced: / /

Date Awarded: / /

## Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

**Total**

Work begun    | Work in progress    | Work completed

# Homework

CC

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Usually or always submit satisfactory work,  
completed on time

Date Commenced: / /

Date Awarded: / /

## Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

**Total**

# Personal Development

- \* Positive Communication
- \* Relationships: Self Awareness
- \* Relationships: Self and Others
  - \* Growth and Development 1
  - \* Growth and Development 2

# Positive Communication

CC

Statement Code no: 36

Student:

Class:

At Junior Certificate level the student can:

Communicate with people in a positive manner and apply these skills to maintain friendships

Date Commenced: / /

Date Awarded: / /

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

- |    |   |  |
|----|---|--|
| 1  | Recognise that people speak differently to different people, e.g. peers, teachers, parents and other adults | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Speak in an appropriate and polite manner when speaking to peers, teachers, parents and other adults        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Understand that name-calling and teasing are bullying   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | List ways in which name-calling and teasing can be hurtful to oneself and others                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Suggest ways in which words can give positive messages  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | List ways in which you yourself would like to be treated  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Suggest ways of making and keeping friends  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Identify traits which are/are not desirable in a friendship   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Identify traits which maintain a good friendship  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Describe what peer pressure is  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Give examples of peer pressure and suggest ways of handling it  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Civic Social and Political Education, English and Religious Education

# Relationships: Self-Awareness

CC

Statement Code no: 37

Student:

Class:

At Junior Certificate level the student can:

Identify, express and display personal qualities in a positive way showing an awareness of the needs of other people

Date Commenced: / /

Date Awarded: / /

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

- |  |  |
|--|--|
| 1 Give an accurate and positive physical description of yourself                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify some of your own aptitudes, skills and qualities  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Identify some important personal preferences   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Use the correct words to describe preferences, opinions and wishes                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Examine ways in which words can hurt yourself and other people, for example name-calling and teasing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe ways of taking care of yourself, for example through diet, hygiene, exercise and rest       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Describe the qualities and actions which you expect to find in a good friend                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Give examples of the kind of behaviour which would stop you making friends with someone              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Suggest reasons why people's friendships sometimes change with time                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Give examples of how words can give a positive message  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** English, Art, Drama, Home Economics, Religious Education, Physical Education, History, Environmental and Social Studies, Geography

Work begun    | Work in progress    | Work completed

# Relationships: Self and Others

CC

Statement Code no: 38

Student:

Class:

At Junior Certificate level the student can:

Understand and recognise the need for the different codes of behaviour

Date Commenced: / /

Date Awarded: / /

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

- |  |  |
|--|--|
| 1 Give examples of actions and behaviour where you have shown respect towards others   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Suggest ways in which you respect yourself and others  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Give examples of how you behave differently in different situations, for example at home, in school and with friends   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Identify one group to which you belong and explain what it is like   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Give reasons for having rules  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe some of the rules and codes of behaviour which people in different groups and situations are expected to obey, for example school rules, family rules and the law | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Suggest some of the consequences of both keeping and breaking these codes  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Give examples of good and bad rules and laws, and explain what makes them good or bad  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Give examples of peer pressure and explain what makes it easy or difficult to handle   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Suggest good and bad ways of dealing with conflict situations   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Civic Social and Political Education, History, Physical Education

# Growth and Development 1

CC

Statement Code no: 39

Student:

Class:

At Junior Certificate level the student can:

## Make informed choices within personal relationships

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Give examples of ways in which relationships between the sexes can change during adolescence  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Describe the physical and emotional changes which occur in girls and boys during adolescence  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Know the standard names of the sexual organs and their functions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe the key stages in the cycle of human reproduction including menstruation, fertility cycle, sexual intercourse, conception and birth  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Name and describe the symptoms of sexually transmitted diseases   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Explain how sexually transmitted diseases may be avoided and treated  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain how the AIDS virus is transmitted and suggest ways of avoiding infection  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Name and describe the whole range of options available to minimise the risk of unplanned pregnancy  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 List the names, addresses and contact numbers of support services including local, national, formal, informal helplines, support groups, school and health board counselling services | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Note:** Parental consent is desirable for Learning Targets 5 to 9  
Refer also to: English, Civic Social and Political Education, Religious Education, Science

Work begun    | Work in progress    | Work completed

# Growth and Development 2

CC

Statement Code no: 40

Student:

Class:

At Junior Certificate level the student can:

Apply the skills needed to clarify values and make lifestyle decisions

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Identify some of the key values which are important in our society, for example respect, freedom and honesty                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Explain how these values might affect our everyday lives at home and in school  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Identify which values are personally important  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Explain how everyday actions and behaviour are linked to one's value system   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Identify some of the choices which people make in deciding which values are important to them                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 List the main steps involved in effective decision making   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain the link between decision making and personal responsibility  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Define the main aspects of self control   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Give examples of how some people under pressure deal with their problems, for example addiction                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Suggest ways of handling these responses, for example accessing support services   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Explain how to access important information, for example through social services, support systems, community and personal networks | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Civic Social and Political Education, Drama, Physical Education, Religious Education



# Social Competence

- \* Reading from Texts
  - \* Functional Writing
    - \* Listening
    - \* Speaking
- \* Make-a-Book Statement

# Social Competence: Reading from Texts

CC

Statement Code no: 15

Student:

Class:

At Junior Certificate level the student can:

Find general and specific information  
from a variety of texts

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Use a contents page, an index and a dictionary  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Find specific information in an alphabetical index  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Find specific information in a timetable, league table, menu or advertisement                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Find specific information in a piece of text, for example a textbook or newspaper                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Identify sentences, paragraphs and basic punctuation marks in a continuous piece of text                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Identify the topic of a short text in a section of a textbook; use texts from different subject areas           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Give the main point of short texts from a number of different textbooks; use texts from different subject areas | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Find details which support the main point of a short text; use texts from different subject areas               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Follow correctly step-by-step instructions for a recipe, experiment or exercise routine                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects

# Social Competence: Functional Writing

CC

Statement Code no: 16

Student:

Class:

At Junior Certificate level the student can:

Make appropriate use of written language when dealing with the normal demands of school and everyday life

Date Commenced: / /

Date Awarded: / /

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

- |    |  |  |
|----|--|--|
| 1  | Address envelopes and postcards correctly  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Write a personal letter to a friend thanking him/her for a gift  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Use basic punctuation, for example, capital letter, full stop, question mark   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Keep a brief written record in note form of important things to do (homework diary, appointments diary, list of tasks) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Write a cheque   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Fill in forms (post office account, driving licence, electoral register, bank lodgement and withdrawal slips etc.)     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Write a simple letter of enquiry or complaint  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Take a brief written message for another person, for example a telephone message                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Write step-by-step instructions of how to perform a familiar task (copy a cassette, make an omelette)                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Present personal information in correct CV format  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** English, Business Studies, Home Economics, Civic Social and Political Education, Science, Information Technology/Computer Studies, Environmental and Social Studies

Work begun    | Work in progress    | Work completed

# Social Competence: Listening

CC

Statement Code no: 17

Student:

Class:

At Junior Certificate level the student can:

Use written or oral language to demonstrate the ability to listen and to retain information accurately

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Summarise a story told by one or more people  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Follow instructions given by the teacher  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Identify specific points of information from an exchange between two or more people                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Identify specific information from a distant source, for example television, speaking train timetable | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Record information accurately from, for example, the TV news  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Repeat verbal information   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Repeat verbal information in written form   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Write an accurate summary of information given in an advertisement on the radio                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Follow a sequence of instructions given by someone, for example to make an omelette                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects. This statement can be accessed by sign language

# Social Competence: Speaking

CC

Statement Code no: 18

Student:

Class:

At Junior Certificate level the student can:

Use the spoken word to accurately express opinions and experiences in a social context

Date Commenced: / /

Date Awarded: / /

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

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Leave a message on a telephone answering machine (minicom)                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Relay instructions and messages accurately   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Explain to one other person how to perform a simple task, for example, boil an egg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Tell a joke, personal anecdote or story  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Request information over the telephone (minicom)                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Make requests and seek clarification   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Express a preference or point of view  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Describe a personal experience or interest   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Give constructive criticism  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Exchange opinions or views with one or more people                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects. This statement can be accessed through sign language

Work begun    | Work in progress    | Work completed

# Make-a-Book Statement

CC

Statement Code no: 50

Student:

Class:

At Junior Certificate level the student can:

## Plan, prepare and Make-a-Book for the Make-a-Book exhibition

Date Commenced: / /

Date Awarded: / /

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

- |    |   |  |
|----|---|--|
| 1  | Discuss and agree on the topic for the book   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Describe what you will write about the topic*   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Plan and list the tasks to be done on your own or as a member of a group                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Decide what material and equipment you will need to make and display the book at the exhibition | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Decide on what pictures, photographs, diagrams etc. you are going to use for the book           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Complete the first draft  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Discuss changes with teachers and/or other students   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Decide and agree on the edits   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Redraft   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Decide on a title for the book  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Discuss the design of the book cover  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Design and make the cover of the book   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Credit all authors  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | Write your bibliography, if needed  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | State what you would do differently next time   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 | Reflect on the experience of taking part  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

\* It is optional to use a Junior Certificate School Programme Make-a-Book Writing Frame

# Learning for Life

- \* Money Management
- \* The Business of Living
  - \* Consumer Studies
- \* Health and Nutrition

# Money Management

CC

Statement Code no: 23

Student:

Class:

At Junior Certificate level the student can:

## Manage personal and household finances

Date Commenced: / /

Date Awarded: / /

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

- |    |  |  |
|----|--|--|
| 1  | List the main items of household expenditure   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Find the cost of the main items of household expenditure   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | List the most important items in personal and household spending   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Plan a household budget for one week, recording income and expenditure   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Locate a local Credit Union and explain why it is useful   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | List other ways of saving including banks, building societies, and An Post   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Explain what is meant by a lodgement and a withdrawal  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Read and fill in the most important documents needed for managing money: cheques, application forms, lodgements, withdrawals and payment slips | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Carry out correctly calculations needed for managing money   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Using a calculator work out household expenditure of a given household for one week  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Business Studies, Civic Social and Political Education, Maths, Home Economics



# The Business of Living

CC

Statement Code no: 24

Student:

Class:

At Junior Certificate level the student can:

Manage personal finances in the areas of income, expenditure and budgeting

Date Commenced: / /

Date Awarded: / /

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

- |   |   |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|
| 1 | Estimate the income from a part-time job, for example babysitting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Work out the income from a part-time job, for example babysitting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Read a wage slip picking out income before and after tax          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | List the main household bills                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Read bills and dockets  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Match income and expenditure and identify priorities              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Prepare a personal budget   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Prepare a household budget  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Compare your week's expenses with your week's budget plan         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Civic Social and Political Education, Business Studies, Home Economics, Maths

Work begun    | Work in progress    | Work completed

# Consumer Studies

CC

Statement Code no: 25

Student:

Class:

At Junior Certificate level the student can:

Use relevant knowledge about consumer rights to make informed consumer choices

Date Commenced: / /

Date Awarded: / /

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

- |   |   |  |
|---|---|--|
| 1 | Name the different organisations which work on behalf of consumers  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Explain when you could bring an item back to a shop   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Explain what a guarantee is and how it works  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Describe when a guarantee may be important  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Read accurately labels on packages etc.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Understand the most important signs and symbols on labels, for example quality marks, date marks and safety symbols | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Choose an advertisement for one product and summarise the information it gives                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Make a clear, reasonable spoken complaint   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Make a clear, reasonable written complaint  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Civic Social and Political Education, Home Economics, Maths

# Health and Nutrition

CC

Statement Code no: 26

Student:

Class:

At Junior Certificate level the student can:

Use relevant knowledge about health and nutrition to make informed lifestyle choices

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Describe the most important ways of keeping the body clean                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 List some of the benefits of moderate exercise for keeping the body healthy                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Explain how the food we eat contributes to our state of health                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Use correctly the most common vocabulary of health and nutrition                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Give examples of lifestyle choices which affect our health, for example smoking             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe the effects of some lifestyle choices, for example smoking and drug use            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain what is meant by 'preventative health care'   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Give examples of interesting and beneficial ways to use leisure time                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Give examples of some of the physical and emotional changes of puberty                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 List some facilities, information and support services including those found in the school | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Civic Social and Political Education, Home Economics, Physical Education, Religious Education, Science

Work begun    | Work in progress    | Work completed



# Home Studies

- \* Home Studies 1
- \* Home Studies 2

# Home Studies 1

CC

Statement Code no: 45

Student:

Class:

At Junior Certificate level the student can:

Describe important aspects of home management and carry out some basic home maintenance tasks (1)

Date Commenced: / /

Date Awarded: / /

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

- |    |   |  |
|----|---|--|
| 1  | Locate electricity mains and meter, gas mains and meter, water mains, and explain how to turn off and on all household services | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Read the electricity and gas meters and fill in the meter card  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Change a plug, light bulb or tap washer   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Replace a fuse and/or reset a circuit breaker   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Explain the correct way to store and dispose of household chemicals and medicines   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Describe environmentally friendly methods of waste disposal   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Give examples of unsafe practices in the home and list the associated dangers   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Use household appliances correctly and safely   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Describe the most important household safety procedures relating to security, fire and accident prevention                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Read all important instructions, safety signs and information   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Carry out basic home decorating tasks, for example, painting doors, wall papering   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** English, Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Wood, Maths, Materials Technology: Metal, Science, Technical Graphics

# Home Studies 2

CC

Statement Code no: 46

Student:

Class:

At Junior Certificate level the student can:

Describe important aspects of home management and carry out some basic home maintenance tasks (2)

Date Commenced: / /

Date Awarded: / /

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

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Use a washing machine   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Iron a school shirt   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Make a list of important phone numbers  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Use Phone Book and Directory Enquiries  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Take phone messages   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Prepare a packed lunch  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Prepare for a simple meal   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Shop for a simple meal  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Cost a simple meal  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Interpret selection of shopping receipts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Perform simple home decorating tasks  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Baby-sit  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Perform basic first aid   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Display a knowledge of safety in the home   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Programme the video, digital alarm clock etc.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Change a light bulb   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Use a microwave or cooker safely  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | Fix a puncture on a bike  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | Use a bottle bank, can bank, clothes bank   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | Use a payphone or card phone  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | Organise to meet a friend (in town), settle on a meeting place, organise transport to and from (bike, lift, parent, hackney, bus) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Science, Environmental and Social Studies, and Civil Social and Political Education

Work begun    | Work in progress    | Work completed





# Skills Development



# Measurement

- \* Measurement of Time
- \* Measurement of Temperature
- \* Measurement of Weight / Capacity
- \* Measurement of Length and Distance

# Measurement of Time

CC

Statement Code no: 19

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of time in everyday situations

Date Commenced: / /

Date Awarded: / /

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

- |    |  |  |
|----|--|--|
| 1  | Be familiar with the names of days, months and seasons   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Recall number facts: seconds in a minute, minutes in an hour, hours in a day etc                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Find a given day or date on a calendar or timetable  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Tell the time on a clock: the nearest hour, half hour, minute, second                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Change the hour from a twelve-hour clock to the twenty-four-hour clock                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Change the hour from a twenty-four-hour clock to the twelve-hour clock                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Change the time between twelve-hour and digital clocks   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Estimate the passing of time to the nearest hour, half hour, quarter hour, five minutes and one minute | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Work out the difference between two given times: on a clock, timetable, calendar and TV guide          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Draw a time line marking in the important events in your personal life                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Work out the time needed to leave one place in order to be on time for an appointment                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** English, Art, Business Studies, Civic Social and Political Education, Environmental and Social Studies, History, Home Economics, Maths, Science, Physical Education, Music

# Measurement of Temperature

CC

Statement Code no: 20

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of temperature in everyday situations

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Name the units and terminology of temperature: thermometer, degrees, centigrade, Fahrenheit, freezing point, boiling point. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify freezing point and boiling point on a °C/ °F thermometer   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Calculate degrees above and below freezing point and boiling point  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Identify normal body temperature on a medical thermometer   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Understand normal cooking temperatures, for example, gas mark 4, 200 degrees Celsius  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Relate temperatures to everyday situations  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Estimate the indoor and outdoor temperature on a given day  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Estimate the outdoor temperature on a given month   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Suggest a temperature range for the different seasons   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Environmental and Social Studies, Geography, Home Economics, Maths, Science

Work begun    | Work in progress    | Work completed

# Measurement of Weight/Capacity

CC

Statement Code no: 21

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of weight/capacity in everyday situations

Date Commenced: / /

Date Awarded: / /

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

- |   |   |  |
|---|---|--|
| 1 | Name the units and terminology of weight/capacity: litres, half litres, quarter litres, millilitres, kilograms, grams, milligrams | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Find the marks for litre, half litre, quarter litre and millilitre on a measuring jug   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Find the marks for kilograms, grams and milligrams on a weighing scale  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Give examples of weight and capacity from daily life, for example a litre of milk and a kilo of sugar                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Use a graduated vessel to work out the capacity of liquids  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Use a weighing scales to work out the weight of powders and solids  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Use a balance scales to weigh items   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Estimate amounts using non-standard units, for example a cup, teaspoon and tablespoon   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Home Economics, Maths, Science

# Measurement of Length and Distance

CC

Statement Code no: 22

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of length and distance in everyday situations

Date Commenced: / /

Date Awarded: / /

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

- |    |   |  |
|----|---|--|
| 1  | Name the words used in length and distance: kilometres, metres, centimetres, millimetres etc.       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Pick out the units of length and distance on a ruler, metre stick and measuring tape                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Use a measuring tape  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Measure straight lines using a ruler and measuring tape   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Work out the distance between two places on a map using the scale on the map                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Draw lines of different lengths   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Measure a room, for example, bedroom, kitchen using a measuring tape                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Pace out the measurement of different places, for example classrooms, football pitches and bedrooms | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Estimate the length of common objects   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Estimate the distance between two objects   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** English, Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Metal, Materials Technology: Wood, Physical Education, Science, Technical Graphics

Work begun    | Work in progress    | Work completed





# Make and Do

- \* Shape and Space
- \* Spatial Awareness
- \* Drawing and Sketching
- \* Crafts and Materials:  
Construction and Assembly

# Shape and Space

CC

Statement Code no: 27

Student:

Class:

At Junior Certificate level the student can:

Apply knowledge and understanding of the proportions of common 2D/3D shapes to their work

Date Commenced: / /

Date Awarded: / /

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

- |  |  |
|--|--|
| 1 Name and identify common 2D shapes: rectangle, square, circle, triangle, oval, ellipse, polygon                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Name and identify common 3D shapes: cone, cylinder, cube, rectangular prism, pyramid, ovoid, sphere, ellipsoid | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Name and identify right angles, acute angles, obtuse angles, reflex angles, straight angles                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Name and identify equilateral, isosceles and right-angled triangles  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Name and identify the centre, circumference, chord, radius and diameter of a circle                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Explain directional words: clockwise, anti-clockwise, horizontal, vertical, parallel, diagonal                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Measure angles accurately using a protractor   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Draw angles accurately using a protractor  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Construct a rectangle using a ruler, set square and compass  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Construct a triangle using a ruler, compass and protractor  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Construct a circle with a given radius using a compass  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Enlarge a shape using a grid  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Wood, Maths, Materials Technology: Metal, Technical Graphics, Science

# Spatial Awareness

CC

Statement Code no: 28

Student:

Class:

At Junior Certificate level the student can:

Apply knowledge of direction and space to their work

Date Commenced: / /

Date Awarded: / /

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

- |   |  |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|
| 1 | Read a simple directional compass  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Using a grid reference, read a location on a grid map                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Using a simple map or plan, find a given location                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Draw a simple map or plan to give directions or locate a place                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Use a directional compass to estimate direction                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Make simple scale drawings   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Work out the distance between two places using the key on a map                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | On instruction, walk or move the body or parts of the body in a stated direction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | On instruction, move objects in a stated direction                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Refer also to:** English, Environmental and Social Studies, Art, Geography, Home Economics, Materials Technology: Wood, Maths, Materials Technology: Metal, Science, Technical Graphics

Work begun    | Work in progress    | Work completed

# Drawing and Sketching

CC

Statement Code no: 29

Student:

Class:

At Junior Certificate level the student can:

Use a range of drawing and sketching techniques to record information and to communicate information graphically

Date Commenced: / /

Date Awarded: / /

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

- |   |  |  |
|---|--|--|
| 1 | Handle and use all drawing tools correctly                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Memorise the important words related to drawing materials and techniques | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Produce 2D drawings using common drawing instruments                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Produce 3D drawings using common drawing instruments                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Make a simple scale drawing  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Make neat, accurate, working drawings                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Make sketches from observation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Make a sketch from imagination   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Produce basic drawings using a computer                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Wood, Materials Technology: Metal, Maths, Science, Technical Graphics

# Craft and Materials: Construction and Assembly

CC

Statement Code no: 30

Student:

Class:

At Junior Certificate level the student can:

Work with a range of craft materials to create and finish a piece of work

Date Commenced: / /

Date Awarded: / /

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

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Describe some of the properties of different materials    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Give examples of where different materials are used       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Choose the appropriate material                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Cut material safely, using the correct tools              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Shape materials safely using the correct tools            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Produce sketch drawings of pieces of work                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Measure out the materials                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Transfer markings on to pieces of work                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Join and assemble the material using a variety of methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Finish off pieces using an appropriate method            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Refer also to:** English, Environmental and Social Studies, Art, Geography, Home Economics, Materials Technology: Wood, Materials Technology: Metal, Maths, Science, Technical Graphics

Work begun    | Work in progress    | Work completed



# Multi Media

- \* Photography
- \* DVD/Video Production

# Photography

CC

Statement Code no: 41

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan, execute and finish a work in two dimensions

Date Commenced: / /

Date Awarded: / /

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

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Load memory card and battery correctly                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Identify and name the parts of the camera                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Use a camera to take pictures                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Download photographs from camera to computer                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Recognise and use correctly simple photographic vocabulary         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Frame/set up a photograph  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Explain the importance of sunlight/artificial light in photography | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Be aware of the effects of size of aperture and shutter speed      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Recognise well known images from the history of photography        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Discuss the use of photography in advertising and mass media       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Refer also to:** English, Art, Environmental and Social Studies, Home Economics, Geography, Materials Technology: Wood, Materials Technology: Metal, Maths, Science, Technical Graphics



# DVD/Video Production

CC

Statement Code no: 42

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare and make a short DVD/video sequence on a topic of choice

Date Commenced: / /

Date Awarded: / /

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

- |    |   |  |
|----|---|--|
| 1  | Decide on a topic for your DVD/video that interests you   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Plan the production – think of location, people involved etc.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | List the equipment you will need and make arrangements to use it  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Plan the script for the DVD/video (if any)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Make a storyboard or list the shots you will film   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Finalise your arrangements for the DVD/video, e.g. get permission, check room or location, bring in props, clothes etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Plan and prepare the titles for the DVD/video according to choice, e.g. drawings, lettering etc.                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Name the parts of the DVD/video camera and other equipment  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Check all equipment and practise using it   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Shoot the DVD/video   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Arrange to show the DVD/video   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Drama, Music and Art

Work begun    | Work in progress    | Work completed



# Project Work

- \* Cross-Curricular Project
  - \* Action Project
  - \* Action Project Report
- \* Project Skills: Historical
  - \* Field Trip
  - \* Project skills
- \* Basic Research and Statistics
  - \* Information Management
- \* Organising and Planning a School Function

# Cross-Curricular Project

CC

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare and carry out with assistance a project involving different subject areas

Date Commenced: / /

Date Awarded: / /

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

- |  |  |
|--|--|
| 1 Identify a task or idea to work on as part of the group project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Decide where to look for the information, i.e. teachers, books, photographs, library, diagrams, magazines etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Decide what will be needed to do the task (material, equipment)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Decide what method will be used to begin the task  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Decide what method will be used to do the task   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Decide what method will be used to end the task  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Carry out your aspect of your project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Evaluate the project by answering the question 'Did I do what I decided to do?'                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Identify what problems there were along the way  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 State what you would do differently next time   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**See Appendix:** Planning a cross-curricular project

**Refer also to:** Art, Geography, History, Environmental and Social Studies, Civic Social and Political Education, Information Technology/Computer Studies, Science

# Action Project

CC

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

Actively participate in the planning, preparation and carrying out of an action project appropriately and responsibly

Date Commenced: / /

Date Awarded: / /

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

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 Identify an issue you wish to explore  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Discuss the issue in a group and decide what you want to do and how you will go about it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Give useful suggestions at the planning stage  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Break down and divide up tasks in the class group  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Take responsibility for an aspect of the task  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Make arrangements for carrying out an aspect of the task                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Co-operate and help others in any activities related to the task                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Carry out the task appropriately and responsibly   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Conduct yourself and communicate appropriately for given activities                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Take part in a group discussion evaluating the activity                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Refer also to:** Art, Civic Social and Political Education, ENVI Environmental and Social Studies, English, Information Technology/Computer Studies, Science, History, Geography

Work begun    | Work in progress    | Work completed

# Action Project Report

CC

Statement Code no: 8

Student:

Class:

At Junior Certificate level the student can:

Present the findings of an action project in which they participated

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Identify an issue or topic as a project theme   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Explain the reasons why the action project was chosen                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 List the steps needed to complete the project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe and demonstrate activities undertaken in the course of the action project    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Explain clearly any particular task undertaken or initiated by you during the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Summarise what you learned during the project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present the information gathered  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Describe the action project orally  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Draw personal conclusions from the information gathered during the action project     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Geography, History, Civic Social and Political Education, Environmental and Social Studies, Information Technology/Computer Studies, Science, English

# Project Skills: Historical

CC

Statement Code no: 9

Student:

Class:

At Junior Certificate level the student can:

Research, organise and present a historical project with assistance

Date Commenced: / /

Date Awarded: / /

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

- |  |  |
|--|--|
| 1 Identify and state the aim of the project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Collect and sort suitable information and material for the project                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Use a number of ways to collect information: interview, letter, questionnaire, reading   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Understand the content of the project material   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use suitable illustrations in presenting the project: pictures, graphs, cartoons, photos | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 State the results of the project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present the project in a clear, neat and legible manner                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Explain what you learned from the project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 List the sources used in the project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Display initiative and originality in performing the project                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Draw conclusions from the findings  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, History, Art, Geography, Maths

Please note this is the same as the Project Skills statement in the Environmental and Social Studies section of the Subject-Centred statements and obviously cannot be awarded twice

Work begun    | Work in progress    | Work completed

# Field Trip

CC

Statement Code no: 10

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare and carry out a field trip as part of a group; carry out allocated tasks, appropriately present their findings and evaluate the experience

Date Commenced: / /

Date Awarded: / /

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

- |    |  |  |
|----|--|--|
| 1  | Participate in the planning of a field trip  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Locate the destination on a map, plotting the journey (that is, mileage, measurement of distance etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Study the relevant geographical features of the destination  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Participate in the allocation of tasks   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Take responsibility for carrying out allocated tasks   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Bring correct clothing and appropriate geographical equipment for the activity                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Carry out instruction promptly and follow safety procedures  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Complete the given task to the required standard   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Be co-operative and helpful to others in carrying out the task   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Record findings clearly and legibly and make sure they get back to school                              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Back in school, present all findings as appropriate, participating actively in the group activity      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Discuss how the field study went and what changes would be made next time, if appropriate              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** Art, Civic Social and Political Education, Environmental and Social Studies, English, Geography, History, Science, Information Technology/Computer Studies, Maths



# Project Skills

CC

Statement Code no: 11

Student:

Class:

At Junior Certificate level the student can:

Organise a project and present/display the result with assistance using medium of choice

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Identify a task, problem or idea as a project theme   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Name different people or places who will provide information on the project theme   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 With help, decide how to get the information needed, through teachers, parents, books, observation, questionnaires, interviews, videos, internet etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Select a way, or ways, of working on the project theme  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 List the steps to be taken  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Put the plan into practice  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present the results using method of choice, that is photographs, computers, models, diagrams, drawings, audio, computers, video, drama, oral          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Decide how well the original task has worked  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** Art, Civic Social and Political Education, English, Environmental and Social Studies, Geography, History, Home Economics, Materials Technology: Wood, Science, Information Technology/Computer Studies

Work begun    | Work in progress    | Work completed

# Basic Research and Statistics

CC

Statement Code no: 12

Student:

Class:

At Junior Certificate level the student can:

Carry out a simple research project with assistance and display the results appropriately

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Identify a personally relevant research project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify sources of information; people, books etc.                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Locate relevant information in texts, diagrams, charts and graphs                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Collect data through questions, interviews, calculations and texts as appropriate       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Construct line graphs, bar charts, pie charts or tally sheets                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Restate information as appropriate using tables, diagrams, maps or tally sheets         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present information in tables   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Restate the information shown from tables in words                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Sort and classify data with assistance  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Interpret findings and present appropriately through oral, written and/or visual media | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** English, Geography, Environmental and Social Studies, Civic Social and Political Education, Science, Business Studies, Materials Technology: Wood, Information Technology/Computer Studies, Technical Graphics, Religious Education

# Information Management

CC

Statement Code no: 13

Student:

Class:

At Junior Certificate level the student can:

Use, gather, sequence and interpret information from a wide range of sources with assistance and present this information in different ways

Date Commenced: / /

Date Awarded: / /

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

- |    |   |  |
|----|---|--|
| 1  | Identify a personally relevant research topic   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Identify, locate and record information from personal observation, orally transmitted information, radio and artefacts                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Identify, locate and record information from visual sources, including maps, photographs, figures, drawings, television and film                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Identify, locate and record information from primary and secondary written sources, including books, newspapers, articles, pamphlets and computer databases | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Perform appropriate calculations and measurements if necessary  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Transfer data to prose and/or tables or graphs  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Interpret findings, sort and classify according to appropriate criteria, with assistance  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Evaluate information critically, distinguishing between fact and opinion, with assistance   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Recognise bias and different viewpoints   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Carry out a small research project and present the findings orally or in a short written paper  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Describe the stages of the project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** Art, Business Studies, Civic Social and Political Education, Environmental and Social Studies, Home Economics, Maths, English, Geography, History, Information Technology/Computer Studies, Science

Work begun    | Work in progress    | Work completed

# Organising and Planning a School Function

CC

Statement Code no: 14

Student:

Class:

At Junior Certificate level the student can:

Work as part of a team in order to plan, prepare and present all aspects of a simple school function

Date Commenced: / /

Date Awarded: / /

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

- |  |  |
|--|--|
| 1 Identify an occasion which would require refreshments etc.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Choose which would be more appropriate for the occasion – a buffet, a sit down meal, light refreshments etc.         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Identify the various tasks involved in planning a function, e.g. posters, budgeting, preparing food, etc.            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Plan carefully the foods to be used for the function   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Follow the basic steps for handling food in a hygienic way to prepare the food for the function                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Prepare and send or give out invitations for the function  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Plan how the function room should be laid out for comfort and ease of access   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Decorate the function room using posters, banners, wall hangings etc. to mark the particular occasion                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Present the food in an attractive manner, e.g. using simple garnishes, folded napkins etc.                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 List the duties for the day, choose one and carry it out properly e.g. host/hostess, greeting, thanking people etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Plan and carry out a clean-up operation, leaving the rooms, dishes etc. that you used as they were found            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Civic Social and Political Education, English, Art, Home Economics

# Application of Skills and Knowledge



# Health and Safety

\* Health and Safety

# Health and Safety

CC

Statement Code no: 33

Student:

Class:

At Junior Certificate level the student can:

Explain the need for a wide variety of safety procedures in the workplace and act on these

Date Commenced: / /

Date Awarded: / /

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

- |  |  |
|--|--|
| 1 Explain how to use tools and equipment correctly and safely  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Give examples of safe practices in the workplace   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Use all tools and equipment correctly and safely   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe how to use electrical equipment correctly and safely  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use electrical equipment correctly and safely  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Store all tools, materials and equipment safely  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Describe the effects on the body of inhaling or touching chemical substances                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Suggest ways of avoiding these risks   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Describe the effects of chemical substances on the environment                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Suggest ways of minimising these effects  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 List the different procedures for self-protection at work, including the use of protective clothing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Refer also to:** English, Art, Environmental and Social Studies, Home Economics, Geography, Materials Technology: Wood, Materials Technology: Metal, Science, Maths, Technical Graphics



# Animal Care

\* Animal Care

\* Animal Care: Horse, Pony or Donkey

# Animal Care

CC

Statement Code no: 34

Student:

Class:

At Junior Certificate level the student can:

Take care of and be aware of the needs of an animal of choice

Date Commenced: / /

Date Awarded: / /

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

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1 Describe the bedding, shelter and boundary that your animal needs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Describe how to feed and care for a young animal  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Plan the food and water needs of your animal and calculate the cost of keeping it for a month                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Describe the conditions that the animal needs to be happy, e.g. companionship, routine, exercise etc.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Demonstrate or describe the safe handling of your animal, e.g. how to approach, pick up etc.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Name some things that can harm or frighten your animal  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Explain the health problems that your animal can have and say how they should be treated                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Make a list of the vaccinations your animal needs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Be familiar with the life-span and reproductive pattern of your animal  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Keep a diary, video, photographs etc., to describe your animal   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Plan and prepare for a visit to a local vet, animal shelter, kennel etc.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Describe the kind of training your animal needs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Explain the consequences of neglecting animals, e.g. straying horses or farm animals, roaming dogs, wild cats etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Optional Learning Target**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 14 Demonstrate or describe how to groom your animal and name the equipment needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Refer also to: Science, Environmental and Social Studies and Civic Social and Political Education

# Animal Care: Horse, Pony or Donkey

CC

Statement Code no: 35

Student:

Class:

At Junior Certificate level the student can:

Relate the history and use the terms associated with horses and understand the important aspects of caring for a horse, pony or donkey

Date Commenced: / /

Date Awarded: / /

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

- |    |  |  |
|----|--|--|
| 1  | Name and correctly use grooming equipment such as dandy brush, body brush, curry comb          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Plan the daily routine for mucking out, feeding and grooming of a horse*                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain how a horse is shod and how hooves are cared for                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Name the main points of a horse, e.g. shoulder, muzzle, mane, withers, hoof, forelock          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Demonstrate or describe how to put on basic tackle, e.g. saddle, bridle, head collar           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Describe the size and type of pasture required for a horse, e.g. free of dangerous plants etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Explain the Highway Code in relation to horses   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Locate the local experts in your area, e.g. vet, farrier, animal shelter, club                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Pick one breed of horse and find out all about it  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Tell the story of a horse in the past, e.g. Arkle  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Find out the way that horses have been used in work, transport and sport                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

**Optional Learning Target**

- |    |  |  |
|----|--|--|
| 12 | Keep a diary, scrapbook, photographs, video of a horse you are interested in | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|----|--|--|

\*donkey or pony can be substituted for horse in all learning targets

Refer also to: Science, Environmental and Social Studies and Civic Social and Political Education

Work begun    | Work in progress    | Work completed



# Road Safety

- \* Rules of the Road
  - \* Road Safety

# Rules of the Road

CC

Statement Code no: 48

Student:

Class:

At Junior Certificate level the student can:

Recognise and demonstrate a reasonable knowledge of the rules of the road

Date Commenced: / /

Date Awarded: / /

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

- |    |  |  |
|----|--|--|
| 1  | Understand the purpose and need for a driving licence, tax and insurance for a motor vehicle   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Understand and recognise the basic requirements for vehicle safety (make reference to lamps, safety belts, mobile phones etc.)                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Describe the physical condition that a driver needs to be in to drive a car safely (make reference to stress, alcohol and fatigue)                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Be familiar with driver hand signals and those of Gardai   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Show the ability to recognise and describe most traffic signals and road signs   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Show a theoretical knowledge of the concepts necessary for good driving practice including roundabouts, reversing, turning, lane discipline and moving off | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Know the correct procedure for parking a car   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Have regard for and be aware of the importance of the rights of other road users   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Know basic procedure in the event of an accident   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Be familiar with general traffic sign categories and the meaning of the signs within each  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

# Road Safety

CC

Statement Code no: 49

Student:

Class:

At Junior Certificate level the student can:

Recognise and demonstrate good practice in a variety of aspects of road safety

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Be aware of and understand the meaning of basic road signs: regulatory, warning and information                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Understand the meaning of basic road markings   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Describe the work of the Gardaí, ambulance and fire services in the event of a road traffic accident                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe the chief causes of road accidents, e.g. drink-driving, speed, fatigue etc.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 List good safety procedures when travelling as an adult and as a child  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Understand tyre pressure, oil and water levels and good visibility  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Participate in and show correct procedures for car valeting, e.g. washing, waxing and internal maintenance                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Participate in a simple local survey on one aspect of road safety, e.g. numbers of drivers using mobile phones as they travel | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Design a road safety poster for use in national school classes to illustrate one feature of road safety                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed





# Horticulture

- \* Horticulture
- \* Practical Horticulture
- \* Horticulture: Landscaping

# Horticulture: Basic Cultivation

CC

Statement Code no: 31

Student:

Class:

At Junior Certificate level the student can:

Cultivate and care for a variety of flowers, bulbs, vegetables, herbs and other plants

Date Commenced: / /

Date Awarded: / /

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

- |   |  |
|---|--|
| 1 Know the difference between compost and nutrient compost                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Plant a bulb or corm and prepare it correctly for growth                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Recognise and plant seeds in blocks or in the ground                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Water seeds and plants correctly and regularly using a watering can or other source | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Label seeds correctly in trays, pots or plots                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Identify and set up the conditions needed for seeds or bulbs to germinate           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Thin out seedlings carefully  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Move seedlings to trays, pots, into the ground                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Pot on seedlings or plants from a small pot   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Present cut flowers for display  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Recognise and name a number of spring flowers                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Science and Environmental and Social Studies

# Practical Horticulture

CC

Statement Code no: 32

Student:

Class:

At Junior Certificate level the student can:

Plan and carry out simple horticultural projects that demonstrate a familiarity with varied methods of cultivation

Date Commenced: / /

Date Awarded: / /

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

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Select and plan flowers or plants for a container, hanging basket etc.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Calculate the cost of a planted container                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Recognise flowers, shrubs or vegetables of different seasons                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Identify the right time of year to plant selected vegetables and/or flowers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Name and correctly use gardening tools, e.g. fork, trowel, secateurs        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Take cuttings from existing plants and cultivate them                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Recognise one herb and say how it can be used                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Assemble a herb garden  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Cost and make a present, e.g. garland, table display, hanging plant etc.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Plan and prepare for a visit to a garden centre                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Science and Environmental and Social Studies

Work begun    | Work in progress    | Work completed

# Horticulture: Landscaping

CC

Statement Code no: 58

Student:

Class:

At Junior Certificate level the student can:

Plan the landscaping of an area in the school environment and carry out the practical work required to do this

Date Commenced: / /

Date Awarded: / /

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

- |   |  |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|
| 1 | Select a suitable site which is to be landscaped   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Draw a scale plan of the site to be landscaped using conventional symbols                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Use plant guides, videos, school garden to identify suitable plants and containers for selected area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Plan a visit to a garden centre to select and purchase materials required                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Draw a landscaping plan  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Carry out the site preparation using the tools and equipment needed in a safe manner                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Landscaped the site as shown on your landscaping plan  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Record the work at all stages of progress by means of notes, photographs or video camera             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | List three benefits of the project to yourself or to other students in the school                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# Rural Studies

\* Rural Studies

# Rural Studies

CC

Statement Code no: 47

Student:

Class:

At Junior Certificate level the student can:

Describe important aspects of rural home management and carry out some basic maintenance tasks

Date Commenced: / /

Date Awarded: / /

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

Select any 10 objectives to work on

- |    |  |  |
|----|--|--|
| 1  | Get information about sport clubs, training, youth organisations, for example, martial arts, swimming, water-safety classes, scouts, youth clubs, civil defence  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Find out the law on the age at which you can drive a tractor, in the fields and on the road; and about the use of safety features (indicators, lights, cab etc.)   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Describe the safety aspects of driving a tractor   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Select from: be able to start a tractor; use gears and brakes; hitch up a trailer or spinner to PTO shaft; top a field or spread fertiliser; reverse with a trailer hitched up   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Cut and save turf  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Keep the milking parlour, bulk tank, line, cluster and all equipment clean and at the correct temperature  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Wash out tank and parlour between milkings   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Describe the care and feeding of calves (sour, feed, grass)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Get safety literature from Teagasc and explain basic safety measures about power lines, electricity, slurry tanks, slatted units, slurry pit, silage pit, built-up straw or hay bales  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Know the basic guidelines for using farm equipment safely (electric fence, PTO shaft, handling animals, tractor and trailer)   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Describe how to dispose of farm waste safely, for example dead animals, silage run-off, slurry, overflow tank)   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Handle and administer farm animals (dosing)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Take care of stock, for example, assist with de-horning, care of hooves/ feet, castration, shearing, docking tails, dagging (cutting of soiled wool before shearing), tagging, marking/branding with raddle or other marking | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Science, Environmental and Social Studies, Civic Social and Political Education

# Interculturalism

- \* Interculturalism: Self and Others
- \* Interculturalism: Diversity and Change  
in Modern Ireland

# Interculturalism: Self and Others

CC

Statement Code no: 43

Student:

Class:

At Junior Certificate level the student can:

Gather and interpret material relating to uniqueness and difference

Date Commenced: / /

Date Awarded: / /

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

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Develop a personal profile (e.g. physical characteristics, address, family, talents, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Record and display the variety that exists among the students in your class                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Draw your family tree  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Identify some of the towns and counties in Ireland   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Indicate some cities and countries on a map of the world                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Draw on a map where your relations live  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Name countries that Irish people emigrated to  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Sketch and display the national flag of other countries                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Find out the official language spoken in these countries                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Discover the range of languages spoken in these countries                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Investigate some world religions   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Examine a variety of national customs (e.g. costumes, music, etc.)                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



# Interculturalism: Diversity and Change in Modern Ireland

CC

Statement Code no: 44

Student:

Class:

At Junior Certificate level the student can:

Examine the world influences on Irish culture and society, past and present

Date Commenced: / /

Date Awarded: / /

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

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Investigate the history of some building styles and architecture to be found in Ireland today (e.g. churches, castles, houses, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Give a pictorial representation of some of these buildings   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Trace the origin of some place names found in Ireland  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Describe some changes that have occurred in traditional and contemporary crafts in this country                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Explore the availability of foods in this country today  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Name some international dishes available in Ireland today  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Describe the different cultural festivals which are celebrated in Ireland  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Find out the countries that are represented in Ireland by ambassadors  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Describe the positive influences that the ethnic communities have brought to the Irish workforce                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explore ways in which different cultures can learn about each other  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed



# JCSP Initiatives

# Paired Reading

CC

Statement Code no: 51

Student:

Class:

At Junior Certificate level the student can:

Participate in a paired reading programme and read with an understanding of a range of reading material

Date Commenced: / /

Date Awarded: / /

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

- |    |  |  |
|----|--|--|
| 1  | Read at least six books with a tutor   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Attend all the sessions unless with good reason  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Offer to read independently during the sessions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Recount the main points of each book /reading material and give a flavour of what it was about | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Give three reasons you like each book or dislike each book                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Give three reasons why you would recommend (or not) the books to somebody else                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Understand what an author is and give the title and author of three of the books read          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Understand the work of an illustrator  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Tell what kind of books/reading material you most like and give two reasons                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Choose suitable reading material you would like to read  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

# Reading Challenge

CC

Statement Code no: 52

Student:

Class:

At Junior Certificate level the student can:

Participate in a Reading Challenge programme and read with an understanding of a range of reading material

Date Commenced: / /

Date Awarded: / /

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

- |   |  |  |
|---|--|--|
| 1 | Read the required number of books for the Reading Challenge                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Recount the main points of each book /reading material and give a flavour of what it was about | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Give three reasons you like each book or dislike each book                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Give three reasons why you would recommend (or not) the books to somebody else                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Write a review of the books read.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Understand what an author is and give the title and author of three of the books read          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Understand the work of an illustrator  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Tell what kind of books/reading material you most like and give two reasons                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Choose suitable reading material you would like to read.                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed

# Word Millionaire

CC

Statement Code no: 53

Student:

Class:

At Junior Certificate level the student can:

Participate in a Word Millionaire reading programme and read with an understanding of a range of reading material

Date Commenced: / /

Date Awarded: / /

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

- |   |   |  |
|---|---|--|
| 1 | Read the required number of books for the Word Millionaire                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Recount the main points of each book / reading material and give a flavour of what it was about | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Give three reasons you like each book or dislike each book                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Give three reasons why you would recommend (or not) the books to somebody else                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Write a review of the books read.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Understand what an author is and give the title and author of three of the books read           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Understand the work of an illustrator   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Tell what kind of books/reading material you most like and give two reasons                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Choose suitable reading material you would like to read.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

# Reading Programme

CC

Statement Code no: 54

Student:

Class:

At Junior Certificate level the student can:

Participate in a reading programme and read with an understanding of a range of reading material

Date Commenced: / /

Date Awarded: / /

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

- |    |  |  |
|----|--|--|
| 1  | Read the required number of books for the programme  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Offer to read independently during the sessions  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Recount the main points of each book /reading material and give a flavour of what it was about | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Give three reasons you like each book or dislike each book                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Give three reasons why you would recommend (or not) the books to somebody else                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Write a review of the books read.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Understand what an author is and give the title and author of three of the books read          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Understand the work of an illustrator  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Tell what kind of books/reading material you most like and give two reasons                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Choose suitable reading material you would like to read  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun    | Work in progress    | Work completed







## Sample Student Profile: Pat Clancy

### English

Personal Expression:	Can use written language to express and reflect on writing experiences.
Experience of Literature & Media	Can respond to a range of reading materials and media sources.
Creative Writing	Can produce an original piece of creative writing, drawing on either an external stimulus or on imagination

### Irish

Listening & Speaking	Can understand and use basic spoken Irish in a variety of common social situations.
----------------------	---

### Mathematics

Use of Number	Can apply the knowledge and skills necessary to perform mathematical calculations.
Set, Relations and Charts	Can interpret and draw basic statistical charts and sets.
Money	Can apply the knowledge and skills needed to manage money in daily life.

### Geography

Physical Geography	Can describe how the physical landscape was formed and has changed over time.
Map skills	Can interpret ordnance survey maps and photographs.

### Art

Drawing	Can use a range of drawing techniques to record and communicate information visually.
Three-Dimensional Work	Can apply the knowledge and skills necessary to plan and complete a work in three dimensions.

### Physical Education

Games	Can take an active part in team activities.
-------	---

## Materials Technology: Wood

Assembly	Can work with wood having practised the basic skills appropriate for assembling finished pieces of basic work.
Theory	Can display basic background knowledge of woodwork theory.

## Cross Curricular Statements – At Junior Certificate level the student:

Punctuality	Is usually or always on time for school, class periods and other appointments.
Working with Others	Works with others and makes a positive contribution to group activities.
Homework	Usually or always submits satisfactory work, completed on time.
Social Competence: Reading from Texts:	Can find general and specific information from a variety of texts
Shape and Space:	Can apply knowledge and understanding of the proportions of common 2D/3D shapes to their work
Rules of the Road:	Can recognise and demonstrate a reasonable knowledge of the rules of the road
Paired Reading:	Can participate in a paired reading programme and read with an understanding of a range of reading material

