

The Living Environment

Science

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Describe a range of plant and animal life and explain their connection with the wider environment

Date Commenced: / /

Date Awarded: / /

Learning Targets: Select any 10 objectives to work on

- This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Name and recognise the leaves of five common Irish trees and five common flowers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Draw and label the parts on a simple plant: stem, root, leaf and flower | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Describe the functions of a stem, root, leaf and flower | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Explain how leaves make food and discuss the importance of this | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Germinate some seeds and describe what happens during the germination | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Name and identify five common creatures from any two of the following groups: birds, insects, domestic animals and wild animals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Name the different types of habitat of three different Irish plants and animals, giving examples of each | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Explain how a plant or animal is adapted to its habitat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Name some of the plants and animals which provide food for humans and are important in agriculture, business, medicine and leisure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain the idea of food chains, giving examples of where different animals and plants fit in | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | List and give the function of different soil parts. Do two simple experiments on soil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Suggest ways in which humans can improve or harm the environment and suggest some ways of protecting it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Name the three types of micro-organism. State the main uses and/or harmful effects of bacteria, viruses and fungi to living things | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Discuss risks and benefits of vaccination on small babies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Visit a habitat, make observations and measurements, collect samples and report your findings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Use the microscope correctly to examine a number of samples | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Do one experiment to show how micro-organisms are used in the making of foods such as: yoghurt, beer, bread, cheese etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Art, Home Economics, Personal and Social Development, Physical Education.

Work begun | Work in progress | Work completed