

Introductory text for JCSP Statements Supporting The Junior Cycle Science Statements

The statements below were developed with input from a number of practicing Science teachers in JCSP schools. They are offered as **one possible model** that teachers may use to approach the teaching, learning and assessment of the learning outcomes in the Curriculum Specification for Junior Cycle Science. They will be adjusted over time based on feedback from teachers in JCSP schools.

The Science specification may be accessed in full at www.curriculumonline.ie . In addition, professional supports for teaching Junior Cycle Science may be accessed through the Science section of the Junior Cycle for Teachers (JCT) website, at www.jct.ie/science/science

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle Science statements. They have been drafted from the unifying strand, 'The Nature of Science' strand. They do not cover all of the learning outcomes which are expected to be taught in the new Junior Cycle course. It is envisaged that students would be given opportunities to experience rich learning through engaging with aspects of the Nature of Science learning outcomes in all of their classes.

Teachers are encouraged to engage with these statements as a possible approach to creating Science statements for their own students. Students' teachers are best placed to develop statements which will support their own students in their own particular class and school context.

I can investigate in Science

Science

Statement code no. STJC1

Student:

Class:

I can:

I have begun | I am working on this | I can

This has been demonstrated by my ability to:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Design and carry out an investigation using the scientific method | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Understand that a scientist can investigate through experiments and research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Understand that a scientist should ask a question first before they commence their work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Make a hypothesis (a temporary scientific explanation) that can be tested | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Recognise that testing my hypothesis involves a number of steps, through researching, conducting an experiment, calculating, analysing, evaluating reporting and concluding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Explain that there are different ways of testing the same hypothesis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Design and carry out an investigation to test my hypothesis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Indicate the risks involved in carrying out my investigation and describe the steps that can be taken to reduce the risks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Listen to the views of other group members when planning out an investigation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Follow the safety procedures necessary to avoid any incidents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Use the required equipment in a correct manner in the science laboratory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyed.....because...