

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 collect Data

Science

Statement code no. STJC2

Student:

Class:

I can:

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

This has been demonstrated by my ability to:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Understand that all science involves evidence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Understand that I must be able to test my hypothesis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Describe how I collected data in a reliable and accurate manner when investigating by experiment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Create a research question from a topic I am researching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Reference correctly the work carried out by others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. State the difference between good and bad sources of information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Use my skills to find trustworthy information from many sources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Use a variety of sources such as internet, newspapers, scientific journals, books, etc. to find trustworthy information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Measure the quantity (or amount) of something and the quality (or kind) of something in my investigations and record these as data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Record all results accurately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Record results using different methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Record my data in a table | <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...