



Rialtas na hÉireann
Government of Ireland



Take 1 Programme

Oideachas don Fhorbairt Inbhuanaithe in iar-bhunscoileanna

Junior Cycle Curriculum Support

Education for Sustainable Development

Embedding Education for Sustainable Development in Learning and Teaching

 @Take1_Programme

#take1programme

www.take1programme.com

Acknowledgements

The Take 1 Programme would like to acknowledge the support and assistance provided in producing the resource materials

- WorldWise Global Schools
www.worldwiseschools.ie
- National Council for Curriculum and Assessment
www.ncca.ie
- Irish Aid - Department of Foreign Affairs and Trade
www.Irishaid.ie
- Jack O'Connor - United Nations Youth Delegate for Ireland (2019/20)
- Mella Cusack - Get Up & Goals (Ireland)
Twitter @GetupGoals
- Tony Daly - 80:20 Educating and Acting for a Better World
8020.ie
- Valerie Duffy - National Youth Council of Ireland
www.nyci.ie



Rialtas na hÉireann
Government of Ireland

This resource was written and designed by Valerie Lewis - Take 1 Programme Embedding Education for Sustainable Development in Learning and Teaching.





Rialtas na hÉireann
Government of Ireland



Take 1 Programme

Education for Sustainable Development in Post Primary Schools

Teach

1 Lesson

About

1 SDG

To

1 Class

Over

1 Week

Embedding Education for Sustainable Development in Learning and Teaching

 @Take1_Programme

#take1programme

www.take1programme.com

Take 1 Programme

Education for Sustainable Development in Post Primary Schools

What to do

- Teach about 1 SDG
- During 1 lesson
- To 1 class group
- Over the course of 1 week

1 Lesson:

Review your planned course work and check what topics/content you will be teaching during *Take 1 Week*

1 SDG:

Using the resources provided, check which SDG is reflected in or aligned to the learning outcomes for that topic

1 Class:

Teach about that SDG, as part of the topic, to one of your Junior Cycle classes

- *Familiarise yourself with your chosen SDG and how it aligns to the topic you are already covering.*

1 Week:

Do this during *Take 1 Week*

- *Over the course of one lesson, with one class group, refer to the SDG and how the work you doing relates to sustainability*

Share.....

Let everyone know what your students are learning about sustainability

- Use social media to share a photo/image of your class work or school work during 'Take 1 Week' (*show classwork/white board/background if you don't want to include faces*)
- Post the photo on Twitter - include your subject, the topic and the SDG
- Make sure to include @Take1_Programme with the hashtags #take1programme and #take1week2023 during Take 1 Week
- If your school doesn't have a twitter account email a photo and short description to take1programme@outlook.com

Using this resource



The best resource you have will be familiarity with your subject syllabus. The subject sheets in this resource list the Sustainable Development Goals (SDGs) that best align to some of the Learning Outcomes. **These sheets are only a guide**, you may find different SDGs align better or even use different Learning Outcomes. **Choose those that work for you!**



Additional resources and links are listed at the end of this resource. *If you need them.....*



The main aim of this programme is to **raise awareness about the SDGs** and highlight for you, and your students how **the SDGs already align with the learning and the learning outcomes**. You are just making the link more obvious and **helping students make the connection**.



Look at your school's mission, vision and values.
These values map will very easily on to the themes of the SDGs

- People • Planet • Prosperity • Peace • Partnership



The **Take 1** Programme aims to highlight **how all the SDGs are interconnected**. Learning about the SDGs in all subjects demonstrates this connection and ensures that the global goals are everyone's concern. This should lead to opportunities to learn, share and **develop projects across different subject areas**.



Learning can be demonstrated through CBAs, Assessment Tasks and in the JCPA as part of **Other Areas of Learning and Wellbeing**



SUSTAINABLE DEVELOPMENT GOALS



1. **End poverty in all its forms everywhere**
2. **End hunger, achieve food security and improved nutrition and promote sustainable agriculture**
3. **Ensure healthy lives and promote wellbeing for all at all ages**
4. **Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**
5. **Achieve gender equality and empower all women and girls**
6. **Ensure availability and sustainable management of water and sanitation for all**
7. **Ensure access to affordable, reliable, sustainable and modern energy for all**
8. **Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all**
9. **Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation**
10. **Reduce inequality within and among countries**
11. **Make cities and human settlements inclusive, safe, resilient and sustainable**
12. **Ensure sustainable consumption and production patterns**
13. **Take urgent action to combat climate change and its impacts (taking note of agreements made by the UNFCCC forum)**
14. **Conserve and sustainably use the oceans, seas and marine resources for sustainable development**
15. **Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss**
16. **Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels**
17. **Strengthen the means of implementation and revitalise the global partnership for sustainable development**



Transforming Our World: the 2030 Agenda for Sustainable Development

On August 2, 2015, the entire UN membership (193 countries) agreed a new agenda for Sustainable Development.

The economic, social and environmental dimensions of sustainable development are at its core. The agreement sets the course for the entire world to deliver a more sustainable, prosperous and peaceful future for all, in harmony with our planet

The new agreement consists of 17 goals and 169 targets; The 'five Ps' identified in the preamble - people, planet, prosperity, peace, and partnership - capture the broad scope of the agenda.

The SDGs address a broad and universal range of concerns, including issues such as inequality, sustainable cities, renewable energy, peaceful and inclusive societies and sustainable consumption and production, among others.

Ireland had a central role in the process as co-facilitators of the negotiations together with Kenya.

An important aspect of the new agenda is that it is universal

All goals apply equally in Ireland as in any other country. A further promise is a commitment to "leave no one behind" and to address those in most need as a first priority.

The next steps will be important and, represent a transformative time in global politics, that gives us the opportunity **to deliver the future we want.**





“This is the People’s Agenda, a plan of action for ending poverty in all its dimensions, irreversibly, everywhere, and leaving no one behind. It seeks to ensure peace and prosperity, and forge partnerships with people and planet at the core. The integrated, interlinked and indivisible 17 Sustainable Development Goals are the people’s goals and demonstrate the scale, universality and ambition of this new Agenda.”

Ban Ki-moon



The outcome document for the SDG Agenda combines the breadth of these issues by declaring that the SDG framework will stimulate action on five key themes:



PEOPLE - Social Dimension

“We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.”



PLANET - Environmental Dimension

“We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.”



PROSPERITY - Economic Dimension

“We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.”



PEACE - Ethical Dimension

“We are determined to foster peaceful, just and inclusive societies, which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.”



PARTNERSHIP - Collective/Collaborative Dimension

“We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.”



Applied Technology



Strand 1	Strand 2	Strand 3
Principles and Practices	Energy and Control	Technology and Society
Learning Outcomes	Learning Outcomes	Learning Outcomes
<p><i>1.7 apply innovative approaches in design solutions</i></p> <p><i>1.9 select appropriate materials, equipment and processes in solving a problem</i></p>	<p><i>2.6 explore energy conservation and efficiency</i></p> <p><i>2.7 identify appropriate energy and control systems for design solutions</i></p>	<p><i>3.3 explain how human, societal and environmental considerations affect solutions and outcomes</i></p> <p><i>3.5 justify their selection of materials and processes based on factors such as environmental, economic and ethical considerations</i></p> <p><i>3.9 discuss the potential of technology to affect society and the environment</i></p>

Aim

The study of **Applied Technology** at junior cycle aims to:

- *enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate and solve real-life problems*
- *promote the enjoyment of the study of the subject while developing a curiosity about the technological world*
- *develop the ability of students to generate and evolve their ideas through an iterative process and communicate through appropriate media*
- *develop students' resilience through constructive critique and support their learning in a 'safe failure' environment*
- *encourage a disposition of enquiry, innovation, creativity, and self-efficacy*



Technology Wood



Strand 1	Strand 2	Strand 3
Principles and practices	Design Thinking	Wood Science
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<p><i>1.1 explore key elements required for the completion of tasks</i></p> <p><i>1.2 justify the selection of plans, processes and materials for the completion of tasks</i></p>	<p><i>2.13 recognise the environmental and social impacts of design decisions</i></p> <p><i>2.14 investigate how to minimise material use and manage waste</i></p>	<p><i>3.10 appreciate the role of forestation and wood in terms of local/global ecology and sustainability</i></p> <p><i>3.11 investigate the journey of wood from forest to end use</i></p> <p><i>3.12 consider the impact on the natural environment when sourcing materials</i></p>

Aim

The study of **Wood Technology** at junior cycle aims to:

- *enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to design and create artefacts of value*
- *empower students through designing and making, whilst developing an awareness of sustainability and the use of natural resources*
- *develop a range of core design skills and relevant manipulation skills through modelling and processing wood and other materials*
- *develop the confidence and resilience of students through engagement with the uncertainty of design challenges*
- *encourage students' innovation and creativity through recognition and appreciation of their capacity to design and create.*



Engineering



Strand 1	Strand 2	Strand 3
Process and Principles	Design Applications	Mechatronics
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<p><i>1.4 understand the properties associated with a range of engineered Materials</i></p> <p><i>1.5 research applications of existing and emerging technological developments</i></p>	<p><i>2.2 evaluate the factors that influence design</i></p> <p><i>2.7 apply their knowledge of the properties associated with a range of engineering materials</i></p>	<p><i>3.5 investigate the impact of mechatronics on the environment and society</i></p>

Aim

The study of junior cycle **Engineering** aims to:

- *enable students to develop the disciplinary skills and knowledge to engineer an end product*
- *enable students to engage in goal-oriented problem solving, creating an awareness of engineering processes*
- *develop the necessary skills and apply engineering processes to manipulate material to manufacture a product with efficiency, accuracy, precision and a high-quality finish*
- *develop an engineering mindset through the exploration of contemporary engineering developments.*



Graphics



Strand 1	Strand 2	Strand 3
2D Graphics	3D Graphics	Applied Graphics
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<i>1.6 apply their understanding of geometric principles to solve problems</i>	<i>2.8 construct a 3D representation of an artefact or abstract idea using a variety of media and methods.</i>	<i>3.6 develop design ideas/solutions through modelling and prototyping using a variety of media</i> <i>3.12 develop an appropriate graphical representation of a solution to a contextual problem of their choice</i>

Aim

The study of **Graphics** at junior cycle aims to:

- *develop the student's creativity, spatial ability, and capacity to reason and communicate ideas through engagement with abstract and applied geometric problem-solving activities*
- *encourage the development of the cognitive and practical dexterity skills associated with graphical communication*
- *instil an appreciation of the role of graphics in the world around them*
- *equip all students to make judgements on the best mode through which to represent their ideas and solutions*
- *encourage the production of drawings that promotes the skills of communicating through graphics*
- *develop students cognitive and practical skills associated with modelling and graphical communication.*



Irish



Strand 1	Strand 2	Strand 3
Communicative competence	Language and cultural awareness	Learner's self-awareness
Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>1.25 create relevant texts (emails, blogs, accounts, creative texts and multi-modal texts) with an understanding of the audience</p> <p>1.27 share written material using digital technologies</p> <p>1.28 express and explain personal opinions</p>	<p>2.5 create a personal learning blog and record personal challenges relating to accurate use of language</p>	<p>3.1 recognise their personal learning style, and develop learning strategies in each of the skills to advance effective learning</p> <p>3.3 make independent decisions as learners</p> <p>3.4 carry out self-assessment on progress</p>

Aim

In the junior cycle specifications for **Irish**, students consolidate and deepen their understanding of Irish. Students are enabled to communicate in an effective, interactive, confident manner in formal and informal settings in the language community. The fostering and development of awareness is emphasised; language and cultural awareness as well as students' self-awareness as language learners. Junior Cycle Irish seeks to consolidate and develop the skills students bring to post primary school. Students are empowered to assume ownership of Irish; an important life skill.

Students are encouraged to

- use language effectively and confidently, both personally and in communicating with other users in the language community
- enjoy creative and innovative communication in Irish
- appreciate Irish and have a desire both to speak it and use it
- express themselves through consolidation of their literacy skills
- attempt to use newly-learned language aspects
- engage with a wide range of texts in various ways, for learning, research, and recreation
- have an appreciation and respect for literature in Irish so that they may enjoy literature and benefit from it
- gain a better understanding of Irish culture and have respect and understanding for other cultures and languages.



Modern Foreign Languages



Strand 1	Strand 2	Strand 3
Communicative Competence	Language Awareness	Socio-cultural knowledge and Cultural Awareness
Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>1.8 source and use authentic texts to explore topics of relevance through a range of media Spoken production</p> <p>1.15 take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary</p> <p>1.20 write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts</p>	<p>2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama</p>	<p>3.2 discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people</p> <p>3.5 identify and reflect on common stereotypes about the target cultures, including their own, and explain if and how their attitude towards the target country/countries is evolving</p> <p>3.6 select, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability</p> <p>3.8 compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media</p>

Aim

The Specification for Junior Cycle **Modern Foreign Languages** aims to develop communicative language skills broadly aligned with the A band (A1 to A2, basic user) of the Common European Framework of Reference for Languages (CEFR)³ and its descriptors. It also aims to enable students to explore the interdependence between language and culture, to develop their appreciation of the relevance of languages to their lives for personal, social, educational, vocational and leisure purposes, and to derive enjoyment from language learning.



Visual Art		
Strand 1	Strand 2	Strand 3
Art	Craft	Design
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<p><i>1.5 interpret the world and communicate ideas through visual means</i></p> <p><i>1.6 use drawings to communicate their personal outlook or understanding</i></p>	<p><i>2.7 identify the historical or contemporary skills and materials used in craft works from a number of different crafts</i></p> <p><i>2.15 justify the choice of media in their own or others' craftwork</i></p>	<p><i>3.9 justify the design concepts made by historical and contemporary designer</i></p> <p><i>3.15 justify design concepts and the use of media in their own or others' work</i></p>

Aim

Visual Art at junior cycle aims to provide the student with a set of personal attitudes and qualities as well as skills and processes and a sense of the aesthetic.

Through practical engagement in the areas of art, craft and design students will develop self-confidence, inquisitiveness, imagination, and creativity. They will also develop authentic, real world problem-solving capacities and the capacity to work over time, as an individual and in groups, on the design and execution of artistic and aesthetic tasks.

Within the safe space of the art class, students will experience the authentic visual art processes of imagining, investigating, experimenting, making, displaying and evaluating. They will sometimes fail, and learn that failure can often be a hugely positive learning experience. Students will develop the knowledge, skills and understanding necessary to produce and to engage with authentic and original art, craft and design work. In so doing, they will begin to develop the visual literacy, critical skills and language necessary to engage with contemporary culture. This will further contribute to the students' understanding of the rich and diverse roles of art, craft and design in historical and contemporary societies and cultures.

Music



Strand 1	Strand 2	Strand 3
Procedural Knowledge	Innovate and ideate	Culture and Context
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<p><i>1.13 compare different interpretations or arrangements of a piece of Irish traditional or folk music, paying attention to musical elements and other influences</i></p> <p><i>1.14 compare pieces of music that are similar in period and style by different composers from different countries</i></p>	<p><i>2.2 create a musical statement (such as a rap or an advertising jingle) about a topical issue or current event and share with others the statement's purpose and development</i></p> <p><i>2.7 create and present some musical ideas using instruments and/or found sounds to illustrate moods or feelings expressed in a poem, story or newspaper article</i></p> <p><i>2.11 evaluate the impact that technology is having in how we access music; propose ways that their music and that of their fellow students can be shared to reach a global audience</i></p>	<p><i>3.1 collaborate with fellow students and peers to produce a playlist and a set of recordings to accompany a local historical event or community celebration</i></p> <p><i>3.4 compose and perform an original jingle or brief piece of music for use in a new advertisement for a product, and record the composition</i></p>

Aim

This **music** specification aims to contribute to the development of artistic awareness and understanding, self-expression, self-esteem, imagination and multicultural sensitivity, and therefore, to the development of the whole person. Students will develop the knowledge, skills and understanding necessary to produce and engage with authentic and original music, that is both theirs and the music of others. In doing so, they will develop the music literacy, critical skills and language necessary to engage with today's musical world.



Home Economics



Strand 1	Strand 2	Strand 3
Food, Health and Culinary Skills	Responsible Family Living	Textiles and Crafts
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<p><i>1.15 investigate the impact of their food choices from an ecological and ethical perspective</i></p> <p><i>1.16 apply sustainable practices to the selection and management of food and material resources</i></p>	<p><i>2.7 identify how individuals, families and households can contribute to sustainable and responsible living</i></p> <p><i>2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation</i></p> <p><i>2.9 explore the influence of technology on the management of personal, family and household resources</i></p>	<p><i>3.6 demonstrate ways in which clothing and/or textile household items can be repaired, re-used, re-purposed, recycled and upcycled</i></p> <p><i>3.7 evaluate textile care procedures used in the home from an environmental perspective</i></p> <p><i>3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations</i></p>

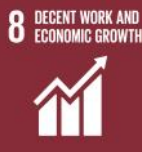
Aim

Home economics aims to develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society. Students develop practical food and health literacy skills so that they are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society.

Home economics nurtures students' resourcefulness, innovation, adaptability, and competency as consumers. It develops students' creative design and textile skills. Home economics develops students who are environmentally conscious and dedicated to a sustainable and responsible way of life.



Business Studies



Strand 1	Strand 2	Strand 3
Personal Finance	Enterprise	Our Economy
Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>1.2 Identify and classify sources of income and expenditure, compare options available to best manage financial resources, evaluating the risks associated with each option and making informed and responsible judgements</p> <p>1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour</p>	<p>2.2 Describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy</p> <p>2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective</p>	<p>3.1 Explain how scarcity of economic resources results in individuals having to make choices; predict possible consequences of these choices</p> <p>3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development</p> <p>3.11 Evaluate the benefits and costs of a government economic policy and assess who enjoys the benefits and who bears the costs</p>

Aim
<p>Business Studies aims to stimulate students' interest in the business environment and how they interact with it. It develops skills, knowledge, attitudes and behaviours that allow them to make informed and responsible decisions with all of the resources available to them, ensuring their and society's well-being, while becoming more self-aware as learners.</p>



Geography



Strand 1	Strand 2	Strand 3
Exploring the Physical World	Exploring how we Interact with the Physical World	Exploring People Place and Change
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<p><i>1.6 classify global climates, and analyse the factors that influence the climate in Ireland</i></p> <p><i>1.9 differentiate between the types of energy resources produced by the physical world</i></p>	<p><i>2.4 assess the exploitation of water, fish stocks, forestry, and soil as natural resources</i></p> <p><i>2.6 examine the causes and implications of climate change</i></p> <p><i>2.9 assess the interrelationships between the physical world, tourism and transport.</i></p>	<p><i>3.6 identify global patterns of economic development</i></p> <p><i>3.7 compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country</i></p> <p><i>3.8 evaluate the role of development assistance in human development</i></p>

Aim

The study of Junior Cycle **Geography** enables students to become geographically literate. It stimulates curiosity, creating opportunities for students to read, analyse, synthesise and communicate about their immediate environment and wider world. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, how we interact with our world and to recognise the interconnections between systems.



Religion



Strand 1	Strand 2	Strand 3
Expressing Beliefs	Exploring Questions	Living Our Values
Learning Outcomes	Learning Outcomes	Learning Outcomes
<p><i>1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today</i></p> <p><i>1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision</i></p>	<p><i>2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today</i></p>	<p><i>3.7 research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action</i></p> <p><i>3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today</i></p>

Aim

Religious Education aims to develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world. It aims to develop the students' ability to examine questions of meaning, purpose and relationships, to help students understand, respect and appreciate people's expression of their beliefs, and to facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living.



English

4 QUALITY EDUCATION



10 REDUCED INEQUALITIES



13 CLIMATE ACTION



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Strand 1

Strand 2

Strand 3

Oral Language

Reading

Writing

Learning Outcomes

Learning Outcomes

Learning Outcomes

OL 1 know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating

OL 8 listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way

R 4 use an appropriate critical vocabulary while responding to literary texts

R 7 select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web-based event

R 10 know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development

W 4 write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences

W 6 use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content

W 12 demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose

Aim

English in junior cycle aims to develop students' knowledge of language and literature, to consolidate and deepen their literacy skills and make them more self-aware as learners.

More specifically it encourages all students to:

- be creative through language and to gain enjoyment and continuing personal growth from English in all its forms
- develop control over English using it and responding to it with purpose and effect through the interconnected literacy skills of oral language, reading and writing
- engage personally with and think critically about an increasingly broad range of spoken, written and multimodal texts
- develop an informed appreciation of literature through personal encounters with a variety of literary texts
- use their literacy skills to manage information needs, and find, use, synthesise, evaluate and communicate information using a variety of media
- gain an understanding of the grammar and conventions of English and how they might be used to promote clear and effective communication.



History



Strand 1	Strand 2	Strand 3
The Nature of History	History of Ireland	The History of Europe and the Wider World
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<p><i>1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world</i></p> <p><i>1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</i></p> <p><i>1.9 Demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions</i></p>	<p><i>2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation</i></p> <p><i>2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora</i></p> <p><i>2.9 explain how the experience of women in Irish society changed during the twentieth century</i></p> <p><i>2.13 analyse the evolution and development of Ireland's links with Europe</i></p>	<p><i>3.1 investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world</i></p> <p><i>3.4 discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations</i></p> <p><i>3.10 explore the significance of genocide, including the causes, course and consequences of the Holocaust</i></p> <p><i>3.12 evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights</i></p>

Aim

The study of **history** at junior cycle aims to enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate the actions of people in the past and to come to a deeper understanding of the human condition. Students also come to see the world, and their place in it, from a historical perspective; and understand how the people and events of the past have shaped the contemporary world.

By exploring the past from a historical perspective, students also develop an interest and enthusiasm for history and acquire values and attitudes that shape their view of people in the past, including a regard for heritage and their cultural inheritance, and a sense of historical empathy, where people are judged in the context and values of the time in which they lived.

The study of history instils in students a respect for integrity, objectivity and looking at issues from different perspectives. This capacity for critical thinking helps them to interrogate sources of evidence and make judgements about the viewpoint expressed, including the capacity to identify propaganda.

Hearing and telling the stories of people who lived in the past helps students to understand more about how people live today; and can help students to learn from the past when thinking about how to address the problems of today.



Science









Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Nature of Science	Earth and Space	Chemical World	Physical World	Biological World
<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>	<i>Learning Outcomes</i>
<p><i>1.1 Appreciate how scientists work and how scientific ideas are modified over time</i></p>	<p><i>2.6 research different energy sources; formulate and communicate an informed view of ways that current and future energy needs on Earth can be met</i></p> <p><i>2.7 illustrate how earth processes and human factors influence the Earth's climate, evaluate effects of climate change and initiatives that attempt to address those effects</i></p>	<p><i>3.10 evaluate how humans contribute to sustainability through the extraction, use, disposal, and recycling of materials</i></p>	<p><i>4.4 research and discuss a technological application of physics in terms of scientific, societal and environmental impact</i></p> <p><i>4.8 research and discuss the ethical and sustainability issues that arise from our generation and consumption of electricity</i></p>	<p><i>5.5 conduct a habitat study; research and investigate the adaptation, competition and interdependence of organisms within specific habitats and communities</i></p> <p><i>5.10 evaluate how humans can successfully conserve ecological biodiversity and contribute to global food production; appreciate the benefits that people obtain from ecosystems</i></p>

Aim

Science in junior cycle aims to develop students' evidence-based understanding of the natural world and their ability to gather and evaluate evidence: to consolidate and deepen their skills of working scientifically; to make them more self-aware as learners and become competent and confident in their ability to use and apply science in their everyday lives.



     				
Staand 1	Strand 2	Strand 3	Strand 4	Strand 5
Unifying Strand	Number Strand	Geometry and Trigonometry Strand	Algebra and Functions Strand	Statistics and Probability Strand
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>U.4 represent a mathematical situation in a variety of different ways, including numerically, algebraically, graphically, physically, in words; and to interpret, analyse, and compare such representations</p> <p>U.6 make connections between mathematics and the real world.</p> <p>U.11 generate general mathematical statements or conjectures based on specific instances</p>	<p>N.2 investigate equivalent representations of rational numbers</p>	<p>GT.2 investigate 2D shapes and 3D solids so that they can:</p> <p>a) draw and interpret scaled diagrams</p> <p>GT.5 investigate properties of points, lines and line segments in the co-ordinate plane so that they can:</p> <p>a) find and interpret: distance, midpoint, slope, point of intersection, and slopes of parallel and perpendicular lines</p>	<p>AF.1 investigate patterns and relationships (linear, quadratic, doubling and tripling) in number, spatial patterns and real-world phenomena involving change so that they can:</p> <p>a) represent these patterns and relationships in tables and graphs</p>	<p>SP.2 investigate random events so that they can:</p> <p>a) demonstrate understanding that probability is a measure on a scale of 0-1 of how likely an event (including an everyday event) is to occur</p> <p>SP.3 carry out a statistical investigation which includes the ability to:</p> <p>a) generate a statistical question</p> <p>c) classify data (categorical, numerical)</p> <p>f) evaluate the effectiveness of different graphical displays in representing data</p> <p>g) discuss misconceptions and misuses of statistics</p>

Aim
<p>The aim of junior cycle mathematics is to provide relevant and challenging opportunities for all students to become mathematically proficient so that they can cope with the mathematical challenges of daily life and enable them to continue their study of mathematics in senior cycle and beyond. In this specification, mathematical proficiency is conceptualised not as a one-dimensional trait but as having five interconnected and interwoven components:</p> <ul style="list-style-type: none"> • <i>conceptual understanding - comprehension of mathematical concepts, operations, and relations</i> • <i>procedural fluency - skill in carrying out procedures flexibly, accurately, efficiently, and appropriately</i> • <i>strategic competence - ability to formulate, represent, and solve mathematical problems in both familiar and unfamiliar contexts</i> • <i>adaptive reasoning - capacity for logical thought, reflection, explanation, justification and communication</i> • <i>productive disposition - habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence, perseverance and one's own efficacy.</i>



Resources

ORGANISATIONS

Development Education.ie

Developmenteducation.ie offers resources to stimulate debate and discussion about the issues and challenges we face, and which encourage us to make decisions about the type of world we need and want to create.

www.developmenteducation.ie/resources

WorldWise Global Schools

Irish Aid's *WorldWise Global Schools* is Ireland's national Global Citizenship Education (GCE) programme for post-primary schools.

www.worldwiseschools.ie

National Youth Council of Ireland

The National Youth Council of Ireland (NYCI) is the representative body for voluntary youth organisations in Ireland. We use our collective experience to act on issues that impact on young people.

www.nyci.ie

Department of the Environment, Climate and Communications

www.gov.ie/decc

SDG COMMUNICATIONS AND MEDIA MATERIALS

The Sustainable Development Goals (SDGs) logo, including the colour wheel and 17 icons are available for use. You will also find goal-specific visual assets such as social media cards, a gif, and an infographic for each goal

<https://www.un.org/sustainabledevelopment/news/communications-material/>

WEBSITES (GENERAL)

Design for Change

Design for Change is offering the world a simple four step framework to make every child graduate with the I CAN mindset.

<https://www.dfeworld.com/SITE>

17 Goals

17Goals is an independent global partnership of organizations and experts in over a dozen countries. Free tools and educational resources.

<http://17goals.org/>



Resources

TEACHER RESOURCES

The Sustainable Development Goals and YOUth Resource

This resource introduces the 17 Sustainable Development Goals.

https://www.youth.ie/wp-content/uploads/2018/11/SDGs_Youth_Resource-Pack.pdf

Global Goals Project Starter Kit

<https://www.smores.com/zvknr-global-goals-project>

Sustainable Development Goals: A Guide for Teachers

Discover the rich breadth of ways in which learners can engage with the SDGs.

<https://www.oxfam.org.uk/education/resources/the-sustainable-development-goals>

Get Up And Goals

Resources for students, teachers and schools for engaging with the global goals.

<https://www.getupandgoals.eu/resources>

Comic Teachers Guide

A tool for parents and teachers to learn about the global goals using comics.

http://cdn.worldslargestlesson.globalgoals.org/2016/07/COMICS-TEACHER-GUIDE_Sep-2017.pdf

Introducing the Global Goals - The World's Largest Lesson

World's Largest Lesson is a collaborative education project to support the announcement of the United Nations Global Goals for Sustainable Development

<http://cdn.worldslargestlesson.globalgoals.org/2017/08/13-Introducing-the-Global-Goals-60min2.pdf>

Global Citizenship in the Classroom: A Guide for Teachers

A practical and reflective guide for teachers to help your learners ask questions, make connections, and take action as active global citizens.

<https://www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers>

Education for Global Citizenship: A Guide for Schools

This guide is packed with practical information for mapping global citizenship across different subject areas and age groups.

<https://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools>

BOARD GAME

BOARD GAME

SDG Board Game for children

www.go-goals.org/



Resources

STUDENT RESOURCES

The Lazy Person's Guide to Saving the World

Have a look at just a few of the many things you can do to make an impact!

<https://www.un.org/sustainabledevelopment/takeaction/>

The World We Want - A Guide to the Goals for Children and Young People

The purpose of this guide is to help you better understand the Goals, how they impact your own life and what you can do every day to help your Government achieve the Goals

https://www.unicef.org/agenda2030/files/TWWW_A4_Single_Page_LowRes_English.pdf

PROJECT IDEAS

Science for Development Award (BTYSE)

*The Science for Development Award is open to any entrant who has been accepted in the Intermediate or Senior sections of the **BT Young Scientist and Technology Exhibition** and whose project addresses issues faced by people in the Global South. The award was established to encourage teachers and students to develop ideas, using appropriate scientific technology that may address challenges and prove useful at local community level in the Global South, to reduce poverty and promote social justice.*

<https://www.irishaid.ie/teaching-and-learning/postprimary/science-for-development/>

World Facts and Global Goals - Design for A Better World

World projects informed by the SDGs

<https://practicalaction.org/design-for-a-better-world>



 <p>1 NO POVERTY Donate what you don't use. 836 million people live in extreme poverty.</p> <p>Goal 1: No Poverty</p>	 <p>2 ZERO HUNGER Avoid throwing away food. Over 1/3 of the world's food is wasted.</p> <p>Goal 2: Zero Hunger</p>	 <p>3 GOOD HEALTH AND WELL-BEING Vaccinate your family to protect them and improve public health.</p> <p>Goal 3: Good Health and Well-Being</p>
 <p>4 QUALITY EDUCATION Help children in your community to read.</p> <p>Goal 4: Quality Education</p>	 <p>5 GENDER EQUALITY Call out sexist language and behaviour.</p> <p>Goal 5: Gender Equality</p>	 <p>6 CLEAN WATER AND SANITATION Avoid wasting water. Water scarcity affects more than 40% of the world's population.</p> <p>Goal 6: Clean Water and Sanitation</p>
 <p>7 AFFORDABLE AND CLEAN ENERGY Use only energy efficient appliances and light bulbs.</p> <p>Goal 7: Affordable and Clean Energy</p>	 <p>8 DECENT WORK AND ECONOMIC GROWTH Buy from green companies that are equal opportunity employers.</p> <p>Goal 8: Decent Work and Economic Growth</p>	 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE Think of innovative new ways to repurpose old material.</p> <p>Goal 9: Industry, Innovation, and Infrastructure</p>
 <p>10 REDUCED INEQUALITIES Raise your voice against discrimination.</p> <p>Goal 10: Reduced Inequalities</p>	 <p>11 SUSTAINABLE CITIES AND COMMUNITIES Bike, walk or use public transportations to keep our cities' air clean.</p> <p>Goal 11: Sustainable Cities and Communities</p>	 <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION Recycle paper, plastic, glass & aluminium.</p> <p>Goal 12: Responsible Consumption and Production</p>
 <p>13 CLIMATE ACTION Educate young people on climate change to put them on a sustainable path early on.</p> <p>Goal 13: Climate Action</p>	 <p>14 LIFE BELOW WATER Avoid plastic bags to keep the oceans safe and clean.</p> <p>Goal 14: Life Below Water</p>	 <p>15 LIFE ON LAND Plant a tree and help protect the environment.</p> <p>Goal 15: Life on Land</p>
 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS Use your right to elect the leaders in your country and local community.</p> <p>Goal 16: Peace, Justice and Strong Institutions</p>	 <p>17 PARTNERSHIPS FOR THE GOALS Get the SDGs in Action app to learn about the Goals and ways to help achieve them! SDGsInAction.com</p> <p>Goal 17: Partnerships</p>	 <p>SUSTAINABLE DEVELOPMENT GOALS</p>

Source: www.un.org/sustainabledevelopment/sustainable-development-goals/



Rialtas na hÉireann
Government of Ireland



@Take1_Programme

#take1programme

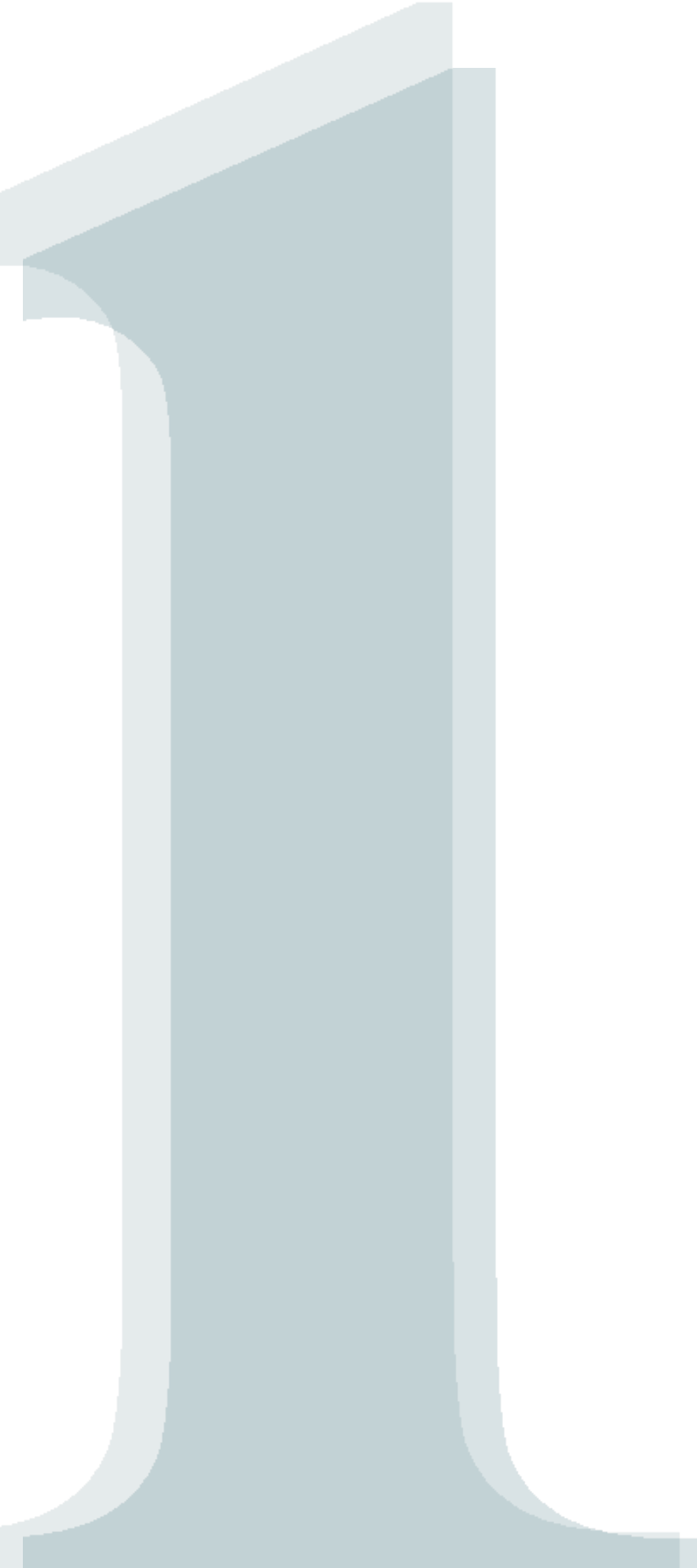
Statements of Learning

The student

- 1 communicates effectively using a variety of means in a range of contexts in L1*
- 2 listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
- 3 creates, appreciates and critically interprets a wide range of texts
- 4 creates and presents artistic works and appreciates the process and skills involved
- 5 has an awareness of personal values and an understanding of the process of moral decision making
- 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 10 has the awareness, knowledge, skills, values and motivation to live sustainably
- 11 takes action to safeguard and promote her/his wellbeing and that of others
- 12 is a confident and competent participant in physical activity and is motivated to be physically active
- 13 understands the importance of food and diet in making healthy lifestyle choices
- 14 makes informed financial decisions and develops good consumer skills
- 15 recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16 describes, illustrates, interprets, predicts and explains patterns and relationships
- 17 devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18 observes and evaluates empirical events and processes and draws valid deductions and conclusions
- 19 values the role and contribution of science and technology to society, and their personal, social and global importance
- 20 uses appropriate technologies in meeting a design challenge
- 21 applies practical skills as she/he develop models and products using a variety of materials and technologies
- 22 takes initiative, is innovative and develops entrepreneurial skills
- 23 brings an idea from conception to realisation
- 24 uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

*L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).





Rialtas na hÉireann
Government of Ireland



@Take1_Programme

#take1programme

© Valerie Lewis & Take 1 Programme



Rialtas na hÉireann
Government of Ireland