Ardee Community School

Junior Cycle Handbook

Contents

Introduction and Welcome to Junior Cycle

Dear Parents/Guardians and Students,

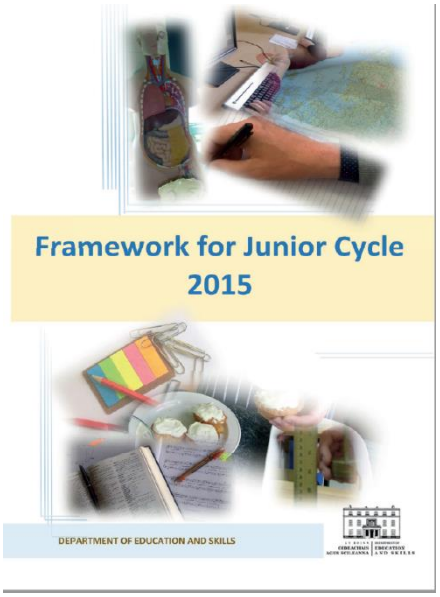
Congratulations on reaching this exciting time of transition in your educational journey. Whether you are beginning your second level education with us in Ardee Community School or whether you are making the transition into second year we are aware that you may have many questions about the structure of Junior Cycle and the subject choices that lie ahead for you. The purpose of this handbook is to equip you with an understanding of the learning that lies ahead for you throughout Junior Cycle and to help you to make informed decisions about the subject choices and programmes that are available for you to study in our school. We encourage you to take the time to read over this booklet so you can become familiar with its contents and the language associated with the educational journey you are now embarking upon. We will guide and support you throughout all stages of your Junior Cycle Programme. You will also be able to access further information and support from information nights, presentations, Career Guidance counsellors and/or our Special Educational Needs Co-coordinator and general subject teachers. Please feel free to contact any of us at the school at any stage if you still have any questions or if you would like further clarification on anything within this booklet.

Regardless of the Junior Cycle programme that you undertake or the subjects chosen, our aim in Ardee Community School is to ensure that it is the individual student who is at the core of their learning process. We will support each student's transition from primary to secondary school by ensuring that everyone is aware of their academic needs and subject choices throughout Junior Cycle and this handbook is but one strategy that we employ to support our students as they settle in and make progress in first year. This handbook will also guide our students who are entering into second year by ensuring that these students make purposeful subject choices as they will continue to study these subjects for the duration of their Junior Cycle programme. As your Junior Cycle programme of study will provide you with a solid foundation for further study it is important to look ahead to options available in our school for Leaving Certificate which will also be briefly explained in this handbook.

This handbook is divided into two parts. Part I gives an overview of the basic learning that is at the heart of Junior Cycle and explains how Junior Cycle operates in Ardee Community school. Part II outlines the systems that we have in place for making subject choices in both first year and second year and it also gives a brief overview of the learning that students can expect to engage with in each subject that is available for study in Ardee Community School. We hope that this handbook will support and guide you throughout your Junior Cycle and we wish all our students and their parents/guardians every success on this exciting part of your educational journey.

Part I

The Junior Cycle
in
Ardee Community School

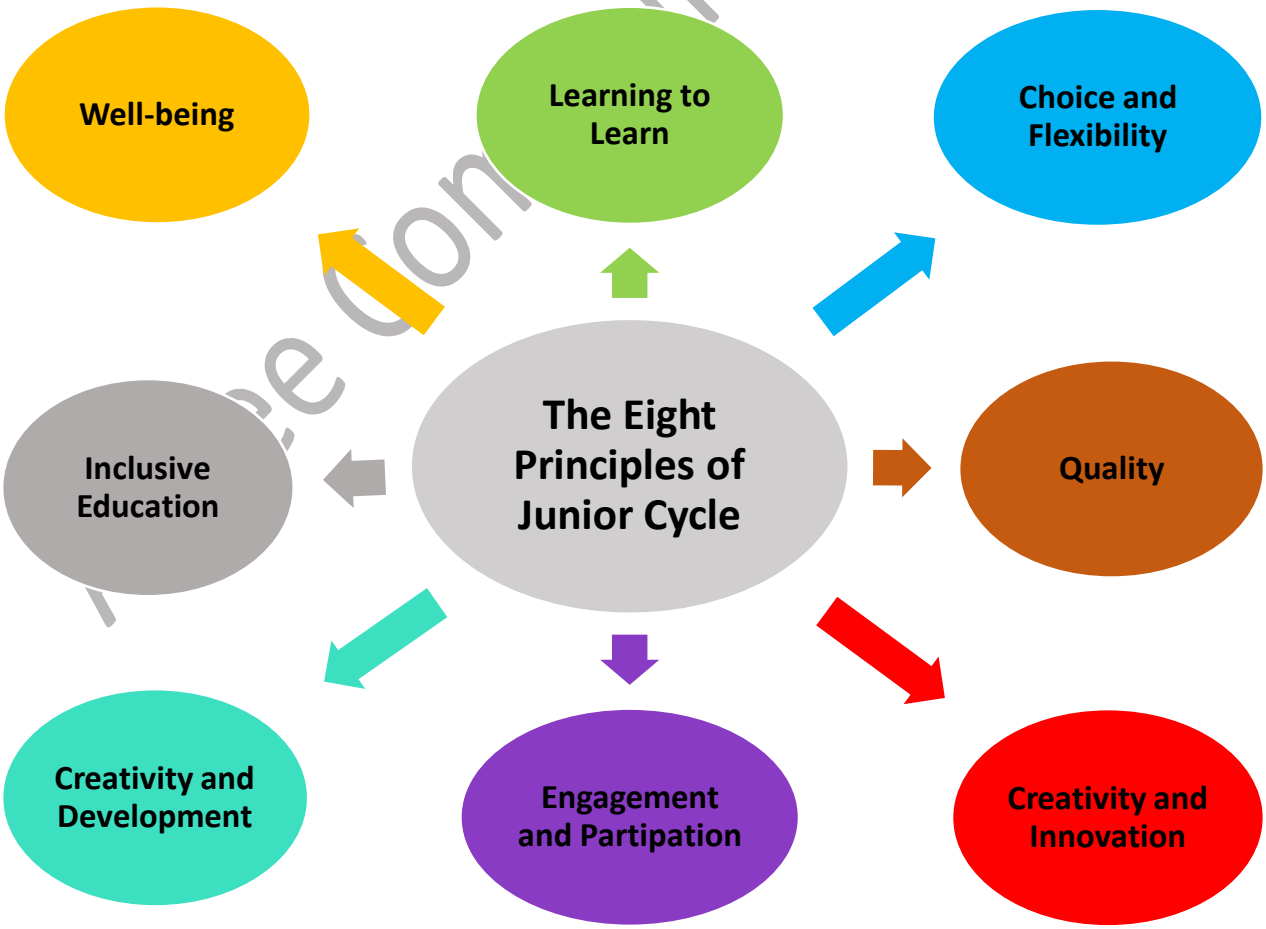


What is Junior Cycle?

Junior Cycle is a programme of study that places the student at the centre of the learning experience and is undertaken by all students for the first three years of secondary education. During Junior Cycle students will receive a broad and rich educational experience where they will be active participants in their own learning and they will begin to acquire the necessary skills to become lifelong independent and confident learners. During Junior Cycle students will have access to a varied curriculum of knowledge, understanding, skills and values that is based upon the Framework for Junior Cycle. The Framework for Junior Cycle outlines the principles of the Junior Cycle along with 24 Statements of Learning that students will achieve during the programme of study they undertake along with eight key skills that they will develop.

The Principles of the Framework for Junior Cycle

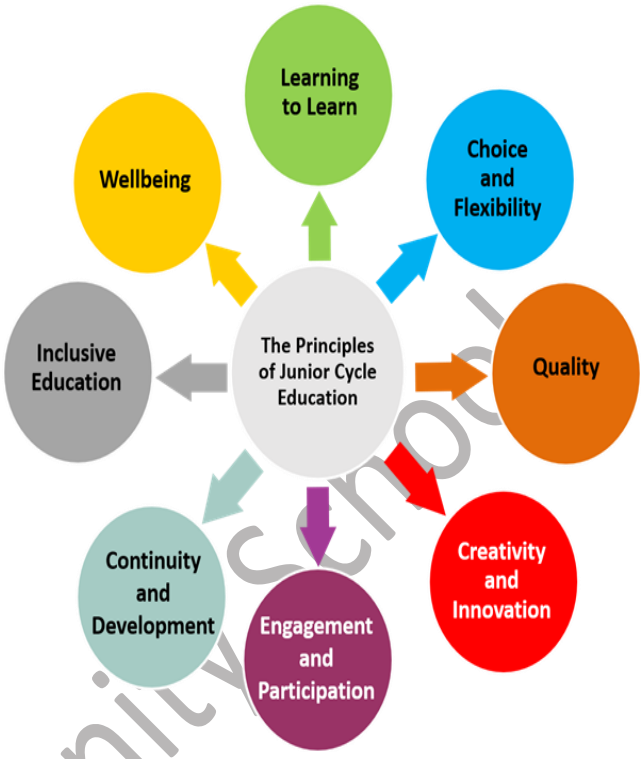
Eight key principles underpin the Framework for Junior Cycle and these are the values which inform our school's planning, development and implementation of the Junior Cycle Programme that we offer to our students in Ardee Community School. These principles are:



The Eight Principles of Junior Cycle in our School

Learning to Learn

Students in Ardee Community School will follow a high quality programme of study that will support students to develop independence in their learning and help them when faced with challenges beyond school in further education and the working world.



Choice and Flexibility

In Ardee Community School we offer a broad range of subject choices and programmes of study that will offer a range of learning experiences that meet the needs of all of our students.

Quality

In line with the Junior Cycle curriculum we provide a high quality education for all of our students where we have high expectations for all of our learners while encouraging them to achieve their potential.

Creativity and Innovation

The Junior Cycle curriculum, assessment, teaching and learning in our school will provide opportunities for students to be creative, inspired and inventive.

Engagement and Participation

Through our teaching and learning programme we encourage participation of by all students and generate engagement and enthusiasm which connects with life outside school.

Continuity and Development

Our teaching and learning and assessment modes support students as they build on their prior learning and knowledge in order to meet the requirements of their future learning.

Inclusive Education

The educational experience of all students in Ardee Community School is founded on providing an inclusive programme of study for each student where there will be equality of opportunity, participation and outcomes for all.

Well-being

Our learning environment is focused on the collective well-being of school, community and the wider society and it ensures that the student's experience of learning in Ardee Community School will contribute to developing their physical, mental, emotional and social well-being and resilience. Well-being is a core part of our curriculum as we support students to achieve academic success and happiness.

The Twenty Four Statements of Learning in Junior Cycle

The learning at the core of Junior Cycle is summarised in 24 Statements of Learning which students will achieve throughout the range of subject choices undertaken by the student before they reach they end of Junior Cycle. During Junior Cycle each student will learn to:

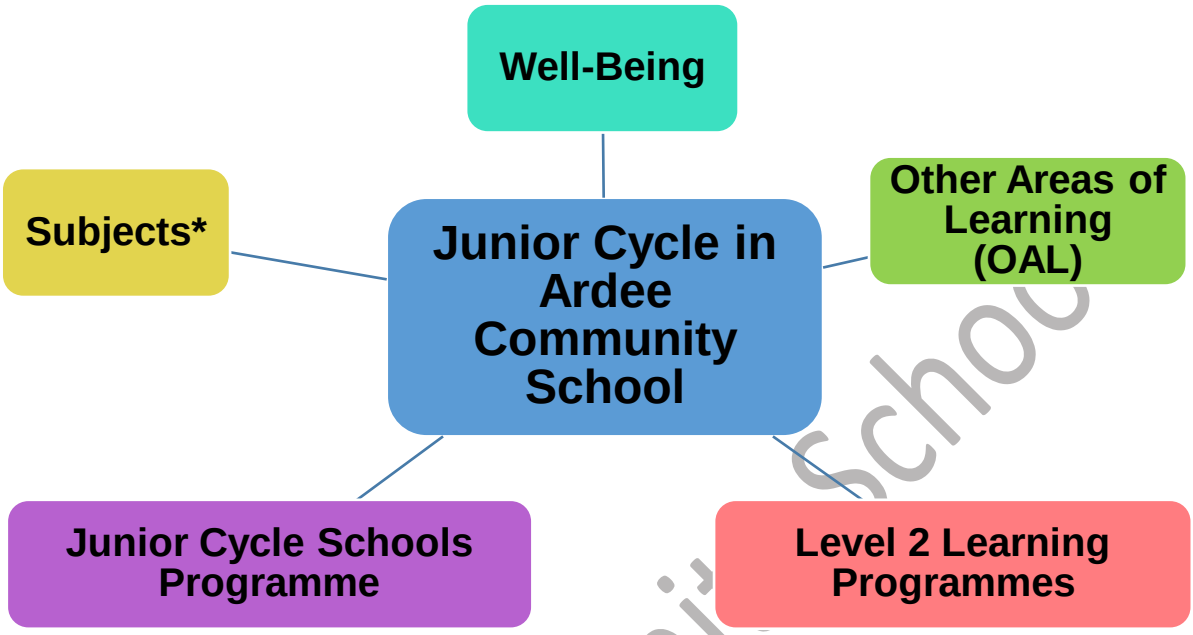
1. Communicate successfully using a variety of means in a range of contexts in English – the language of Ardee Community School.
2. Listen, speak, read and write in Irish and one other language at a level that is appropriate to his/her ability.
3. Create, appreciate and critically understand a wide range of texts.
4. Create and present artistic works and appreciate the process and skills involved.
5. Have an awareness of personal values and understand the process of moral decision making.
6. Appreciate and respect how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.
7. Value what it means to be an active citizen with rights and responsibilities in local and wider contexts.
8. Value local, national and international heritage and understand the importance of the relationship between past and current events and the forces that drive change.
9. Understand the origins and impacts of social, economic and environmental aspects of the world around her/him.
10. Have the awareness, knowledge, skills, values and motivation to live sustainably.
11. Take action to safeguard and promote her/his wellbeing and that of others.
12. Become a confident and competent participant in physical activity and is motivated to be physically active.
13. Understand the importance of food and diet in making healthy lifestyle choices.
14. Make informed financial decisions and develop good consumer skills.
15. Recognise the potential uses of mathematical knowledge, skills and understanding in all areas of learning.
16. Describe, illustrate, interpret, predict and explain patterns and relationships.
17. Devise and evaluate strategies for investigating and solving problems using mathematical knowledge, reasoning and skills.
18. Observe and evaluate evidence from a range of verifiable sources to make valid judgements and conclusions.
19. Value the role and contribution of science and technology to society and their personal, social and global importance.
20. Use appropriate technologies to meet a design challenge.
21. Apply practical skills as she/he develops models and products using different materials and technologies.
22. Take initiative, be innovative and develop entrepreneurial skills.
23. Bring an idea from conception to realisation.
24. Use technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.

The Key Skills of Junior Cycle

There are eight key skills which students will learn and develop during their Junior Cycle Programme. The development of these skills will support students to become actively involved in their learning and to take responsibility for that learning. Students will be encouraged to learn how to solve problems, be creative, think critically and to engage with digital technology. A summary of the eight key skills of Junior Cycle and their elements can be found below *(Taken from the Framework for Junior Cycle 2015, Page 13)*:

The Junior Cycle Curriculum in Ardee Community School

The Junior Cycle curriculum consists of a range of educational programmes and subjects in Ardee Community School. This can be summarised as containing:



**A detailed description of the subjects studied in Ardee Community School along with our subject choice can be found in Part II of this booklet.*

Well-Being for Junior Cycle Students at our School

Student well-being is at the hearth of Junior Cycle. It is a key principle of the Junior Cycle programme. A range of the twenty four statements of learning explicitly relate to well-being and it is a key skill for students to develop. It is such an important feature of the Junior Cycle programme that over the three years of Junior Cycle students will participate in 400hours of engagement with timetabled well-being related activities. A wellbeing team in our school devise and plan wellbeing programmes that meet the expressed needs of our students and parents for Junior Cycle and beyond. This team along with other committees ensure that our practices in relation to policy and planning as well as our curriculum, school culture and relationships are reflective of the development of student wellbeing. In Ardee Community School the development of student wellbeing at Junior Cycle is supported in:

Compulsory and Regular Timetabled Lessons	**Programmes/Lessons that support well-being***
• Civic, Social and Political Education • Learning to Learn • Physical Education • Social, Personal and Health Education • Wellbeing/Tutorial	• Career Guidance • Internet Safety • Relationships and Sexuality Education • Social Awareness **These programmes/lessons are listed as examples and are changeable from year to year.*

Student well-being is present when students realise their abilities, take care of their physical well-being, can cope with the normal stresses of life and have a sense of purpose and belonging to the wider community. Developing and nurturing well-being is a lifelong process that includes many related features such as be being active, responsible, connected, resilient,

respected/respectful and aware. These features of wellbeing are known as the indictors of wellbeing at Junior Cycle. All programmes of wellbeing that are undertaken in our school are reflective of the indicators of wellbeing which should be regularly used by students, parents/guardians and staff as an aid when reflecting on the ways we support our wellbeing. The indicators of wellbeing are:

Other Areas of Learning in Ardee Community School

Throughout Junior Cycle students will have the opportunity to engage with a range of other learning experiences that are connected to school life and participation in these activities will be recorded on an individual student's Junior Cycle Profile of Achievement (JCPA). The JCPA will be presented to each student from the Department of Education and Science on completion of the first three years of Junior Cycle education. These learning experiences ensure that students have a broad and balanced educational experience at Junior Cycle. The activities must be school related and can include social, cultural, sporting, pastoral, scientific, entrepreneurial or other learning activities that a student participates in during their Junior Cycle years in our school. The reporting of these other areas of learning on the Junior Cycle Profile of Achievement ensures that the student receives recognition for developing their initiative, interests, skills, talents and confidence in their chosen other areas of learning.

Other Areas of Learning can be co-curricular activities which are activities connected with subjects that the student is studying in school or extra-curricular activities which are not connected to the standard curriculum or subjects studied by the student. Examples of such Other Areas of Learning in Ardee Community School that students may engage in are:

Co-Curricular Other Areas of Learning	Extra-Curricular Other Areas of Learning
• Participation in Science Fair • Musical Performance or Competition • Debating Competition • Green Schools Committee • Member of the Student Council	• U14 Basketball Team • Photography Club • Amber Flag • SVP Food Appeal • Homework Club

Learning also occurs through the assistance that students provide when they support the overall management of school life and events that are organised throughout the school year. There are also opportunities for students to gain significant end of year awards throughout their Junior Cycle and recognition is also given for these learning achievements on a student's Junior Cycle Profile of Achievement. Examples of such Other Areas of Learning in Ardee Community School include:

Assistance with Organised Events	Significant School Awards
• Assembly Team for Parent Teacher Meetings • Member of the Baking Team on Open Night	• Full attendance Award • History Student of the Year

Level Two Learning Programmes

The Level 2 Learning Programmes (L2LPs) are designed for a few students who have particular special educational needs and will not be able to access the curriculum as described so far. The L2LPs were introduced in order to provide an inclusive, realistic and beneficial education for all our learners and a small number of students avail of this programme in our school. Students who complete this programme will receive a Junior Cycle Profile of achievement that is reflective of the Junior Cycle that they have participated in.

The L2LPs will build upon prior learning and are designed primarily around five Priority Learning Units (PLUs) and two short courses that focus on the social, personal and pre-vocational skills that prepare students for further study, for work and for life. Students will study two short courses from the list below and the chosen courses will vary from year to year.

Options for Short Courses for L2LPs
• A Personal Project – Caring for Animals • Crime Scene Investigation: Exploring Forensic Science • Enterprise in Animation

The Five Priority Learning Units of the Level 2 Learning Programmes can be summarised as follows:

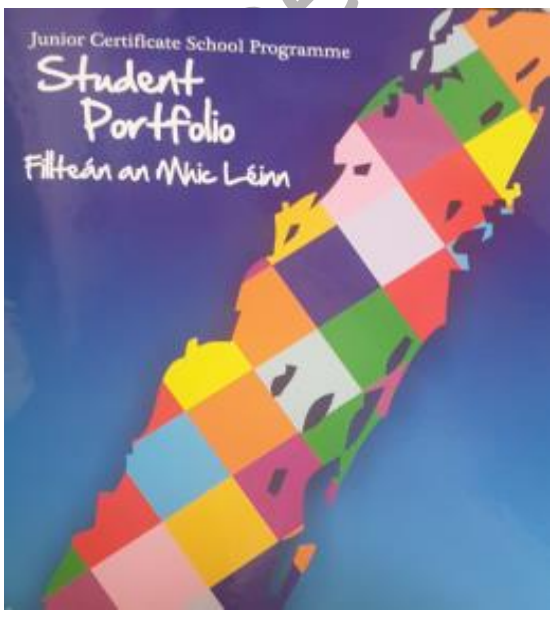
Assists students in developing skills that help them to make the transition from school to further education, training or employment.

Covers both verbal and non-verbal ways of receiving and giving information. Reading and writing are developed.

Junior Certificate/Cycle School Programme (JCSP)

Junior Certificate School Programme

The Junior Certificate/Cycle School Programme (JCSP) is a support that selected students will benefit from as they go through Junior Cycle. It is designed especially for students who have had a difficult experience of school and may be potential early school leavers.



Through a system of profiling a student's work in a Junior Certificate/Cycle School Programme Student Portfolio in all Junior Cycle classes, students are provided with opportunities to experience success and develop a positive self-image. This helps the students to participate more with their programme of study as they are shown how to recognise and celebrate each little triumph they have with their learning. By regularly celebrating these accomplishments students make progress and continue to build on their achievements. In Ardee Community School we invite parents into school regularly to help us and their son/daughter to regularly celebrate their success as they go through the programme.

There are also additional opportunities for the Junior Certificate/Cycle student to develop skills such as literacy, numeracy, communication and teamwork. At the end of the programme the JCSP student completes the same Junior Cycle assessments as other Junior Cycle student. However, the Junior Cycle student receives an additional certificate outlining their achievements from the Department of Education and Science.

If you would like any further information on the Junior Cycle/Certificate School Programme please contact the school and our JCSP Co-ordinator will discuss your queries further with you.

Part II

Junior Cycle Subject choice
in
Ardee Community School

First Year Timetable and Subject Choice in Ardee Community School

In First Year students study sixteen different subjects which are made up of a mix of compulsory and optional subjects as illustrated in the image of the timetable. This image is one example of a "week in the life of a typical First Year student". Student wellbeing is supported through the study of:

- Civic, Social and Political Education
- Learning to Learn
- Physical Education
- Social, Personal and Health Education
- Wellbeing

Time	Monday	Tuesday	Wednesday	Thursday	Time on Friday	Friday
8.55 - 9.53	Irish	English	Learning to Learn	English	8.45 - 9.43	Home Economics
9.53 - 10.05	Wellbeing	Wellbeing	Wellbeing	Wellbeing	9.43 - 9.51	Wellbeing
10.05 - 11.03	Social, Personal and Health Education	History	Graphics	Mathematics	9.51 - 10.49	Irish
11.03 - 11.23	Break	Break	Break	Break	10.49 - 11.04	Break
11.23 - 12.21	Mathematics	Religious Education	Irish	Science	11.04 - 12.02	Religious Education
12.21 - 13.19	German	Home Economics	Science	Physical Education	12.02 - 13.00	History
13.19 - 13.44	Lunch	Lunch	Lunch	Lunch		
13.44 - 14.42	Graphics	Business	Information Technology	Civic, Social and Political Education		
14.42 - 15.40	English	Mathematics	German	Geography		

The table below further outlines which subjects are compulsory and demonstrates that as students enter into First Year there are two decisions that they make in relation to subject choice. The first decision is that students must decide which Modern Foreign Language (i.e. French/German) that they will study in First Year while the second decision is that students must select which two practical subjects from the list in the Practical Option that they will study in First Year.

Compulsory 1st Year Subjects *(All subjects from the list below are studied)*	**Language Option*** *(One option from the list below is chosen)*	**Practical Option*** *(Two options from the list below are chosen)*

• Civic, Social and Political Education (CSPE) • English • History • Information Technology* • Irish • Learning to Learn* • Mathematics • Physical Education • Religious Education • Science • Social, Personal and Health Education • Wellbeing **Only studied in First Year*	• French • German **Other Subject option:** *Geography* *Business Studies* **In some cases students may wish to study BOTH French and German –or Both Business Studies and Geography students who wish to avail of this option must make contact by emailing admissions@ardeecs.ie Please note that students study a maximum of Four options.*	• Applied Technology • Engineering • Graphics • Home Economics • Music • Visual Art • Wood Technology **Please note that it may be possible to change an optional practical subject during first year if a student is unhappy with their choice AND if there is space available in another practical optional class that the student is requesting to change into.*

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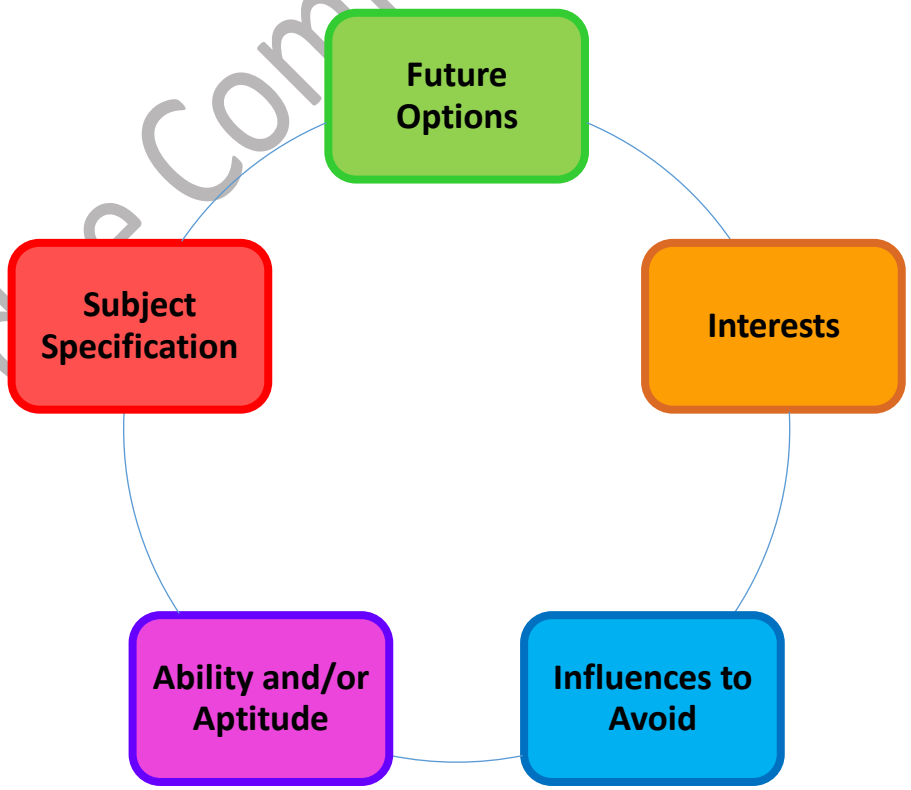
Factors to Consider when Making Subject Choice for Junior Cycle



INTERESTS

Arguably this is one of the most important factors to be considered when choosing subjects as students are more motivated to learn about topics that interest them which will significantly increase their chances for success in their chosen subjects.

INFLUENCES TO AVOID

1. Friendships
   It is important that students are only guided by their own individual interests, aptitudes and abilities when choosing subjects as these are the individual qualities that make us unique as people. These qualities are not necessarily the same talents that our friends have and so it is important that students select subjects which reflect their own individual attributes. While students are often tempted to be influenced by subjects that their friends are choosing it is really important that our young people begin to realise that over the course of their Junior Cycle years and beyond it is possible that many friendship patterns will change.

2. What Teacher will be Teaching the Subject
   We advise our students to only choose their subjects based on the subject itself and not who they think may be teaching it. This is because we cannot guarantee who will be teaching a particular subject to a particular year or class group in any given year. From year to year we have may changes in relation to staffing as there may be new teachers or existing teachers may have retired or moved elsewhere.

ABILITY AND/OR APTITUDE

Students really need to be comfortable with the knowledge, skills, attitudes and values that are associated the study of the subjects that they wish to choose. It is important that students think about what they are good at and what their general skills are? For example an artistic student might excel in subjects like Graphics or Visual Art, a Mathematical Student might choose subjects like Business or Engineering while a student who has a good aptitude for languages might choose to study French and German

SUBJECT SPECIFICATION

Each subject has a subject specification which outlines the learning outcomes of that subject. In short this is the subject content that supports the student in acquiring the knowledge, understanding, skills and values associated with a particular subject. Over the next few pages (page 20 – 30) a brief outline of the topics covered in each subject specification may guide you when you are thinking about whether a subject will suit your own personal attributes.

FUTURE OPTIONS

It may sound ludicrous to suggest that the choices students make at such a young age about subject choice and subject levels can dictate their future education and career path. To summarise there are four subject areas (Mathematics, Irish, Science and Modern Foreign Languages – i.e. French/German) that can impact upon further study and career opportunities. As a school we are very cognisant of the implications this can have on our young people. Therefore, we support our First Year students by keeping all future options open to them until they move into Second Year and beyond.

1. Subject Choice

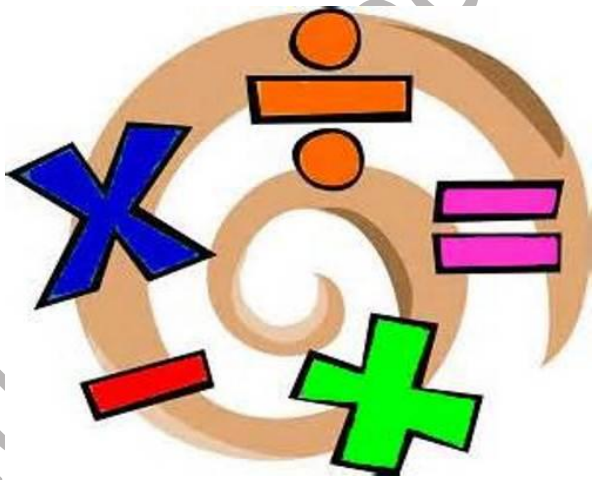
As Science is a compulsory subject in our school until the end of Junior Cycle, the subject choice where the greatest consideration must be given to is whether or not a student will continue to study their continental language (i.e. French or German). As all First Year Students study either French or German (unless exempt) this decision will only need to be made by students as they move into Second Year.

The Modern Foreign Language is required for entry to the National University of Ireland (NUI) colleges which are Maynooth University, University of Galway, University College Dublin and University College Cork along with a range of associated constituent colleges including Royal College of Surgeons in Ireland, Institute of Public Administration, National College of Art and Design, Shannon College of Hotel Management, Burren College of Art and the Institute of Banking. In recent years NUI colleges have dropped their Modern Foreign Language requirement for engineering and science programmes. UCD has also dropped it for their agricultural programmes. Nursing at NUI colleges never required a third language. A third language must be included for arts, human sciences, law, social science, commerce, medicine and health sciences and some other degrees. A third language is also a requirement for entry into the cadetship in the army or air corps. Please note that there may be some changes in third language requirements from year to year.

Trinity College accepts Irish as a second language requirement. University of Limerick (UL)and Dublin City University (DCU), the Technological Universities and the Institutes of Technology do not require a modern foreign language for entry purposes to most of their courses, apart from those which involve the study of such a language.

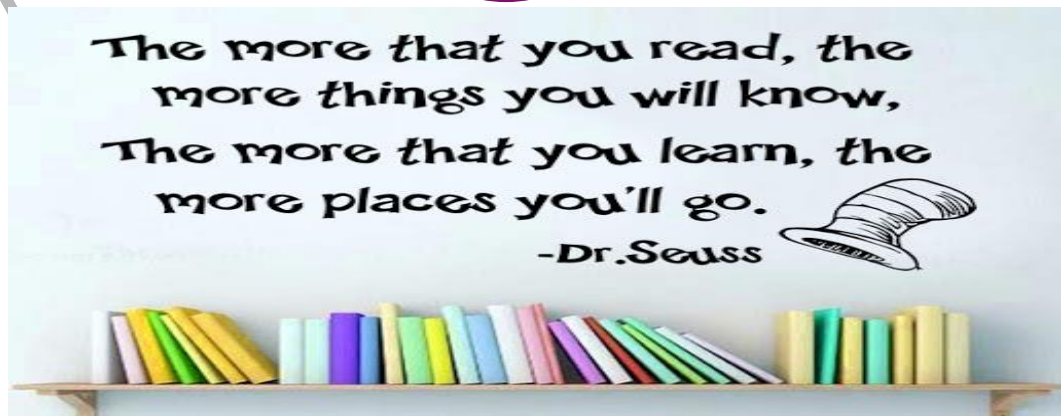
2. Subject Levels

Some college courses require that applicants have a higher level grade in either Mathematics or Irish in their Leaving Certificate. This means that students should be mindful of the implications that taking either of these subjects at ordinary level may have on their future options. The main consequence of dropping higher level Irish is that a student is precluded from studying to be a primary school teacher in any of the Irish training colleges. This is because a minimum of mark of 60% (H4) at Higher Level in the Leaving Certificate is required for entry into any of the primary teaching courses. A H4 in Mathematics is also required for entry into engineering courses which are studied at Level 8 on the National Framework of Qualifications – which is a higher level degree. However, Higher Level Mathematics is not always a requirement to study Engineering at Level 7 – an ordinary level degree. Higher Level Mathematics at Leaving Certificate is also a requirement for most degrees that include Mathematics as a core subject as well as some degree courses in computer science, science, and information and computer technology courses.



Optional subjects

- Applied Technology
- Business Studies
- Engineering
- French or German
- Geography
- Graphics
- Home Economics
- Music
- Visual Art
- Wood Technology

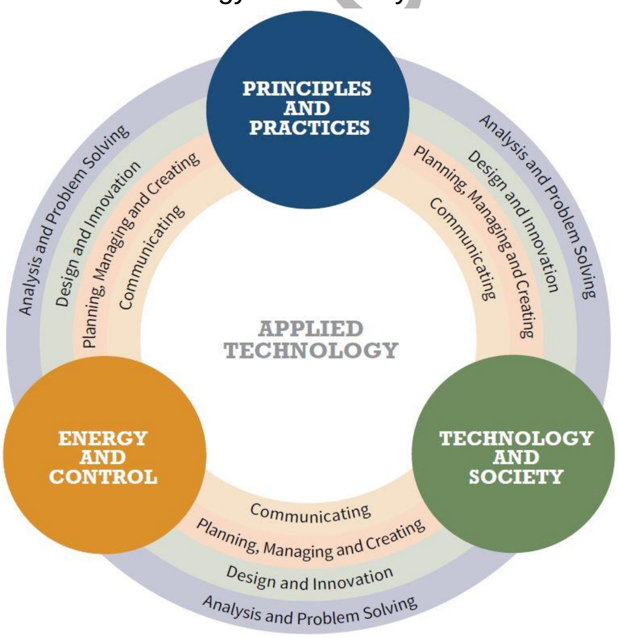


Applied Technology

This subject offers students a lens through which to view the role and impact of technology within their classroom, their community and the world. New technologies can impact on society and the environment. Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world, even when the materials themselves are not natural. In Applied Technology students look at how technological modifications can be applied to devices in order to solve a problem or to fulfil human needs and desires. In Applied Technology students analyse expected benefits and impacts as they make decisions about design solutions, while considering the end user, the environmental impact and the functionality of their designs. Students will sketch, design, manufacture and assemble technology projects. Topics studied will include:

- Materials
- Safety
- Electronics
- Energy
- Electricity
- Tools and Electronic Components
- Digital Control Systems and Automation
- Robotics, Inventions and Discoveries
- Information and Communication Technology
- Technology and Society

May be useful if further study is undertaken in the areas of:
• Biomedical Technologies and Medtech • Construction, Architecture and Property • Engineering, Manufacturing and Energy



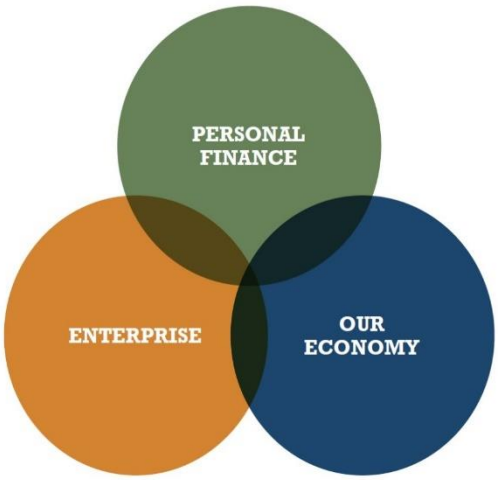
The specification for Junior Cycle Applied Technology focuses on developing students understanding of, and skills in, the application and impact of technologies in the world around them. This will be achieved through three inter-connected contextual strands: Principles and practices, Energy and control and Technology and society. Throughout each of the strands, the use of four elements: Analysis and Problem Solving, Design and Innovation, Planning, Managing, Creating and Communicating creates a framework for learning that ensures a coherent learning experience for the students.

Business Studies

Business studies encourages students to develop an appreciation of how their lives are shaped by economic and social factors. Through engagement in Business Studies students are enabled to make informed decisions to better manage their personal financial resources and to be adaptable, creative and enterprising. Business Studies improves a student's knowledge and understanding of good business practice and of business as a productive activity. Business Studies provides students with an awareness, insight and positive attitude to entrepreneurship, demonstrating how it can improve our goods, services and institutions. Business Studies explores the interdependence of economic prosperity, societal well-being and the environment and encourages students to think and act as responsible and ethical citizens. Some topics studied include:

- Income and Expenditure
- Taxes and Charges
- Insurance
- Inflation
- Employment Law
- Market Research
- Economic Issues and Policy
- Consumer Rights and Responsibilities
- Financial Institutions and their Services
- Financial, Cultural and Social Enterprise
- Globalisation and Technological Developments
- Government Revenue and Government Expenditure

May be useful if further study is undertaken in the areas of:
• Accounting and Taxation • Advertising, Marketing and Public Relations • Banking and Financial Services • Business Management and Human Resources • Clerical and Administration • Government, Politics and the European Union



The specification for Junior Cycle Business Studies focuses on improving students' understanding of the business environment and on developing skills for life, work and further study through the three inter-connected strands: Personal finance, Enterprise and Our economy. Personal Finance focuses on students making informed decisions to manage their financial resources effectively and responsibly. Enterprise encourages students to identify opportunities and develops an understanding of the financial, marketing and operational functions of an organisation. Our Economy enables students to understand the dynamic relationship between the local, national and international economic situation.

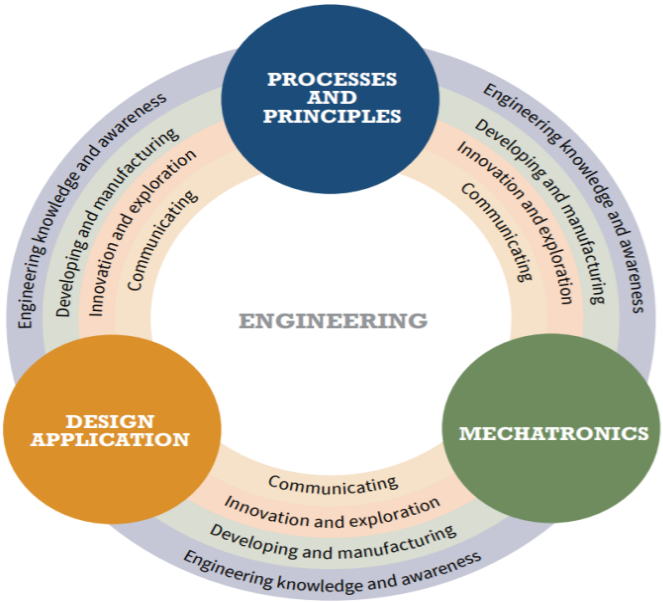
Engineering

Through the study of engineering, students will have the opportunity to behave as engineers and develop an engineering mind-set. Students will create sketches, models and working drawings to develop engineered solutions to various challenges. They will identify appropriate tools and equipment specific to a task and apply suitable manufacturing processes to engineer high quality products. Students will continually test their design and modify it based on what they have learned. Students will identify problems, integrate ideas for how to solve identified problems, and try to improve the design or devise a better one. The focus of Junior Cycle Engineering is goal-oriented problem solving for the manufacture of products with an emphasis on efficiency, accuracy, precision and a high- quality finish. Some topics studied include:

- Health and Safety
- Robotics
- Impact of Engineering
- Material Properties
- Electronic Components
- Screw and Gear Mechanisms
- Accurate Measuring Tools
- Types of Saws and their Properties
- Transistors and Sensor Circuits
- Drawing, Measurement, Marking out, Cutting, Drilling and Filling

May be useful if further study is undertaken in the areas of:

- Construction, Architecture and Property
- Engineering, Manufacturing and Energy



The specification for Junior Cycle Engineering focuses on developing student's understanding of and skills in, the application and impact of technologies in the world around them. This will be achieved through three inter-connected strands: Processes and principles, Design application and Mechatronics. Throughout each of the strands, there are four elements: Engineering knowledge and awareness, Developing and manufacturing, Innovation and Exploration, and Communicating.

Modern Foreign Language – French and/or German *

Learning a language develops students' general language awareness by enhancing their ability to analyse how language works and to compare languages. It gives students access to new worlds and different ways of thinking as they develop their socio-cultural knowledge and intercultural awareness. The study of French or German helps students to explore the interdependence between language and culture while developing 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. This study of French/German incorporates five elements, representing the five language skills of listening, reading, spoken production, spoken interaction and writing. Some topics studied include:

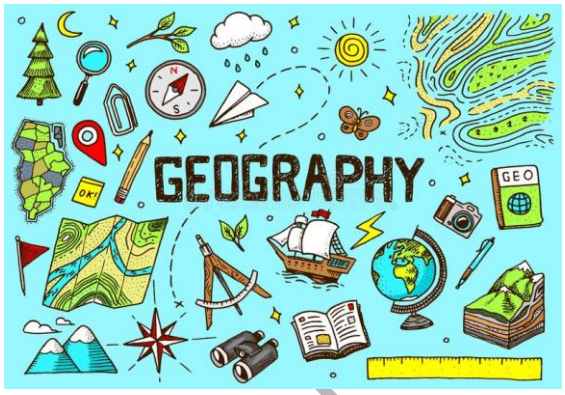
- Daily Activities and Plans
- The City and the Countryside
- Transport
- Holidays and Camping
- Cooking
- Health
- Technology
- The World of Work
- News

May be useful if further study is undertaken in the areas of:

- Business Management and Human Resources
- Education and Teaching
- Government, Politics and the European Union
- History, Culture and Languages

The specification for Junior Cycle Modern Foreign Languages identifies a broad range of learning outcomes that are set out across the three integrated strands of Communicative competence, Language awareness and socio-cultural knowledge and Intercultural awareness. The Communicative Competence strand is concerned with developing students' ability to communicate meaningfully in French/German. The Language Awareness strand enhances the students' general awareness about languages, how they work and what best supports them in learning languages. The Socio-cultural Knowledge and Intercultural Awareness strand gives students access to new cultural dimensions while encouraging them to reflect on their own culture.

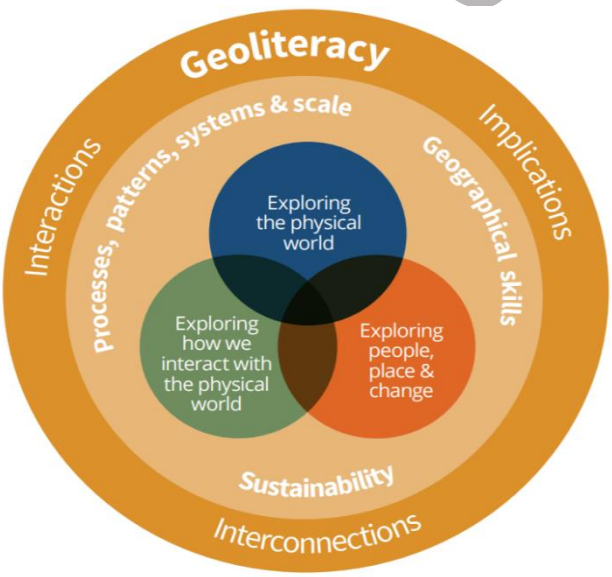
Geography



Geography is the study of the Earth's landscapes, peoples, places, and environments. The study of geography supports a student to explore and understand the world around them. Engagement with the subject promotes a deep understanding of people and place. The study of Junior Cycle Geography creates opportunities for students to learn about their immediate environment and the wider world. It helps students to explore the physical world, human activities, how we interact with our world and to recognise the interconnections between systems. Some topics studied include:

- The Structure of the Earth
- Water Cycle
- Aerial Photography
- Ordnance Survey Maps
- Ocean Currents
- Land Use and Land Values
- Historic Settlements
- Climate Change
- Developed and Developing Countries
- Weather and Weather Instruments
- The Movement of People, Population Density and Human Settlement
- The Physical Environment including Rivers, Mountains and Rocks
- Primary, Secondary and Tertiary Economic Activities

May be useful if further study is undertaken in the areas of:
• Earth and Environment • Education and Teaching • Farming, Horticulture and Forestry • Tourism and Hospitality • Transport and Logistics



The specification for Junior Cycle Geography is informed by the concept of Geoliteracy. This refers to students' ability to develop far-reaching understandings through geographical thinking and reasoning. The core components of Geoliteracy are the three I's of Interactions, Interconnections and Implications. There are three interconnected strands known as Exploring the physical world, Exploring how we interact with the physical world and Exploring people, place and change. The elements within each of the strands support students in approaching the learning outcomes through the lens of Processes, patterns, systems and scale, Geographical skills and Sustainability.

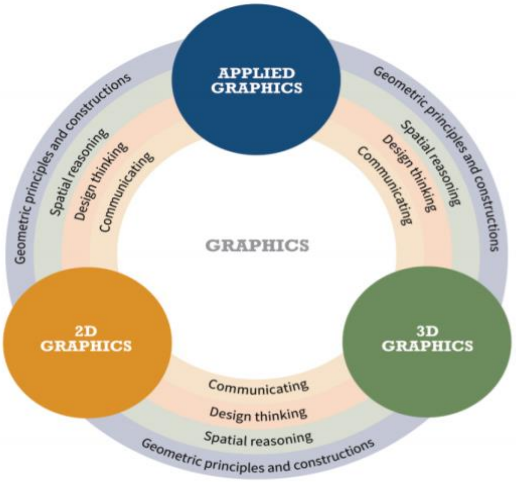
Graphics

Accurate drawings are essential in the design and manufacture of components and artefacts which shows that Graphics is used in our everyday lives in many ways from architecture, game design and animation. Students will build an appreciation of the role of graphics in the world around them and will make judgements on the best mode through which to represent their ideas and solutions. Students will work with their peers to refine their ideas from an abstract concept to a final, detailed and drafted design. The three main types of Graphics that are used to draw images that show an idea and design at Junior Cycle include sketches, technical drawings and computer-aided design. Students will use a variety of instruments to aid them in producing accurate drawings such as a T-square, set squares (45° and 60°/30°), compass, protractor, pencils and eraser. Some topics studied include:

- Graphics in our World Today
- Angles
- Inclined Lines
- Scales
- Orthographic Projection
- Pictorial Drawing
- Freehand Drawing
- Transformation Geometry
- Auxiliary Elevations and Plans
- Triangles, Quadrilaterals, Polygons and Circles
- Rotation of Objects
- Computer-aided Drawing (CAD)

May be useful if further study is undertaken in the areas of:

- Computers and ICT
- Construction, Architecture and Property
- Engineering, Manufacturing and Energy



The specification for Junior Cycle Graphics ensures that learning will be experienced across three strands – 2D Graphics, 3D Graphics and Applied Graphics. Throughout each of the strands, the use of four elements: Spatial reasoning, Design thinking, Communicating and Geometric principles and constructions creates a framework for student learning that will develop their creativity as they investigate and solve design challenges.

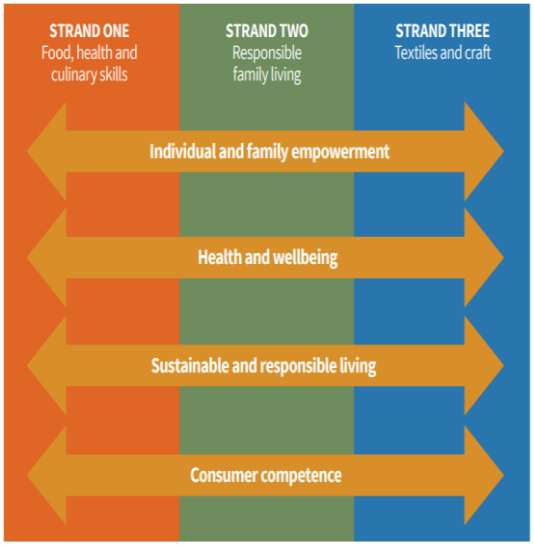
Home Economics

The central focus of Home Economics as a field of study is achieving optimal, healthy and sustainable living for individuals, families and society. Individuals and families in every society are continually faced with new and emergent issues that can impact on their wellbeing. Such issues include concerns relating to food, nutrition, diet and health; family and social concerns; consumer issues; sustainability in the home; responsible family resource management; and textiles and clothing. Some Topics studied include:

- Home Baking
- Food Safety and Hygiene
- Food Pyramid
- Digestion
- Nutrition
- Preparing and Cooking Food
- Money Management
- Consumerism
- Health and Wellbeing
- House choice and Design
- Technology, Safety and Services in the Home
- Textiles and Fabrics
- Sewing

May be useful if further study is undertaken in the areas of:

- Business Management and Human Resources
- Community Care and Volunteering
- Education and Teaching
- Farming, Horticulture and Forestry
- Psychology and Social Care



The specification for Junior Cycle Home Economics focuses on developing students' understanding and skills to achieve an optimal, healthy and sustainable life through three inter-connected contextual strands: Food, health and culinary skills, Responsible family living and Textiles and craft. To give further emphasis to the integrated nature of learning in Home Economics, the learning outcomes for each of the strands are grouped by reference to four elements:

- Individual and family empowerment
- Health and wellbeing
- Sustainable and responsible living
- Consumer competence

Music

Music education brings the young person to an awareness and appreciation of their own unique cultural and musical environment and ethos. Through the study of music students will gain an appreciation of the rich background of their native musical traditions as well as other musical genres. Students will explore the creation, appreciation and interpretation of musical texts in various notated formats. The music student will gain an understanding of patterns and relationships in music through the exploration of tonalities, chords, keys and time signatures in a variety of musical experiences. While studying music students can use technological and digital media to create a range of compositions. They will record and critique group performances and explore the works of composers while learning to become aware of the issues related to copyright and plagiarism. Some topics studied include:

- Rhythm
- Pitch
- Sounds
- Styles
- Melody
- Harmony
- Music Theory in Practice
- Music Composition
- Music Technology
- A History and Analysis of Music
- Using Music

May be useful if further study is undertaken in the areas of:
• History, Culture and Language • Music and Performing Arts

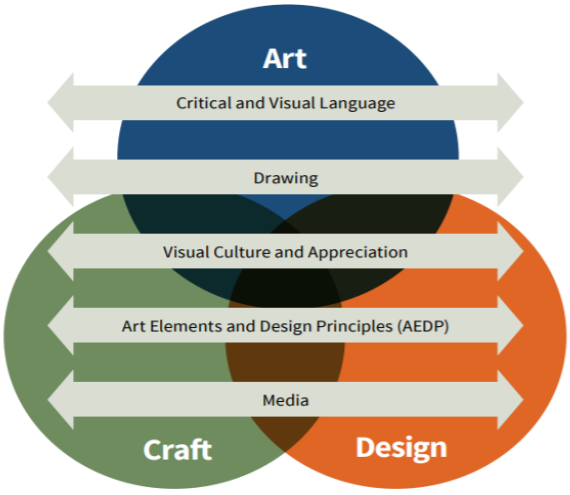
The specification for Junior Cycle Music ensures that learning in music is achieved across three interconnected strands called Procedural knowledge, Innovate & ideate and Culture & context. These strands focus on giving students the opportunity to explore their musical knowledge and skills, to develop an awareness of sounds for generating ideas and communicating feelings and to investigate music in past and present contexts and how it is influenced by the culture within which it is created, performed and listened to. The three integrated elements inform how the students will experience the learning across the three strands of Creating & exploring, Participating & music making and Appraising & responding. As students attain the learning through these elements across the strands, they will develop their critical skills and allow their musical selves to emerge.

Visual Art

Visual Art is a subject that promotes learning through art, craft and design. This subject involves practical work with art, craft and design to produce an artwork, design, architectural study, installation or an event. In the subject of Visual Art there is no single 'correct answer'. The subject promotes different thinking to develop the learner's ability to interpret, make judgements and express opinions on a work of art. It promotes respect for the work and the opinions of others. Through the use of their Visual Art sketchpad students will create finished pieces of art, craft and design that capture and present the processes and decisions they make about visual art in ways that reflect the needs, hopes and ideals of their wider communities or society as a whole. Some topics studied will include:

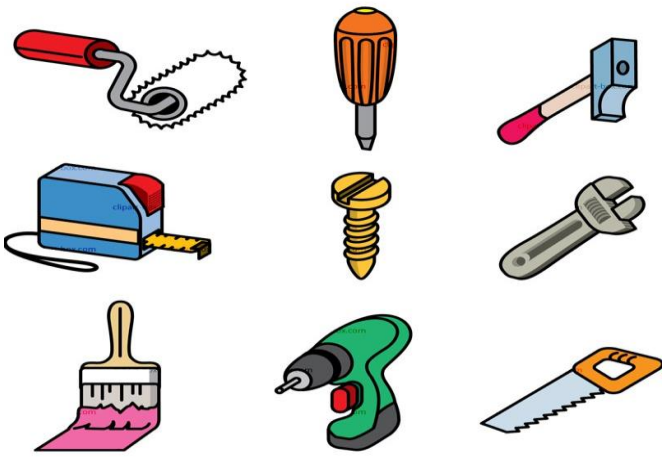
- Life Drawing and Object Drawing
- Shading
- Colour Theory and Painting
- Lettering
- Lino Printing
- Graphic Design
- Craft and Visual Literacy
- Safety and Correct use of Tools for Art
- Embroidery
- Paper-mache
- Pastels
- Working with Clay
- 3D sculpture
- Historical and contemporary Visual Art

May be useful if further study is undertaken in the areas of:
• Art, Craft and Design such as Visual Arts, the Craft Industry or Graphic Design



The specification for Junior Cycle Visual Art ensures that students will experience Visual Art through the interconnected strands of art, craft and design and five elements which include; (i) critical and visual language, (ii) drawing, (iii) visual culture and appreciation, (iv) art elements and design principles and (v) media. The specification will provide opportunities for the student to look at, respond to and evaluate their own artwork and the artwork of others while developing the knowledge, skills and understanding necessary to realise authentic artwork.

Wood Technology

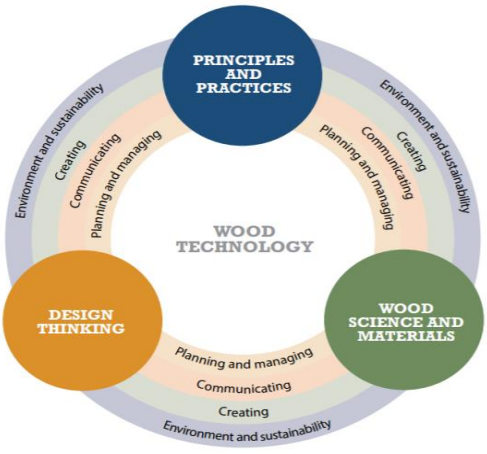


Wood Technology is a subject that will allow students to explore and learn about a key natural resource that nature provides through trees and wooden materials. From habitats to construction or from recreation to oxygen creation, this resource can play a significant role in the wellbeing of our planet and so developing an appreciation about the sustainable use and management of this natural resource while exploring its heritage and potential as a material for the future is important for the student who is interested in the study of Wood Technology. In Wood Technology, students will explore the world of wood through the medium of design and they will seek out opportunities to creatively and innovatively develop their manipulation skills through modelling and processing wood and other materials. Some topics studied will include:

- Choices of Materials for Wood Projects
- Carving
- Timber Conversion
- Disease and Defects
- Adhesives
- Health and Safety
- Joints and Jointing
- Manufactured Boards
- Sketching
- Rainforests and Deforestation
- Veneering and Laminating
- Wood Turning
- Tools and Sharpening

May be useful if further study is undertaken in the areas of:

- Construction, Architecture and Property
- Art, Craft and Design
- Farming, Horticulture and Forestry



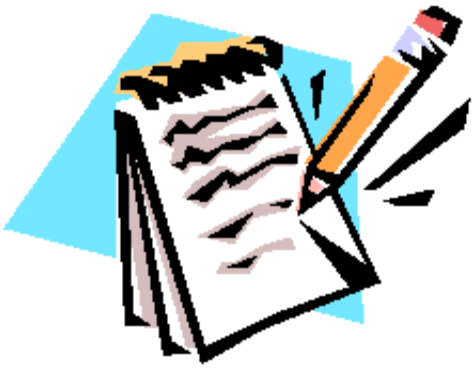
The specification for Junior Cycle Wood Technology focuses on developing students' understanding of, and skills in, the applications and impact of using wood as a resource in the world around them. This will be achieved through three interconnected contextual strands: Principles and practices, Design thinking and Wood science and materials. Throughout each of the strands, the use of four elements: Planning and managing, Communicating, Creating and Environment and sustainability creates a framework for learning that ensures a coherent learning experience for the student of Wood Technology.

Looking Towards the Leaving Certificate in Ardee Community School

On completion of Junior Cycle students will move towards the beginning of a programme of study for their Leaving Certificate. This is a two year programme of general education that is not a preparation for any one particular job or career. Each student will take English, Irish (unless exempt) and Mathematics plus four additional subjects from the range available in our school. Students may also have timetabled non-examination lessons in Career Guidance, Information Technology, non-examination Physical Education, Religious Education and Tutorial. Sometimes an awareness of the options available in our school for Senior Cycle can support Junior Cycle students with the subject choices they make on entering First Year or Second Year.

The Leaving Certificate optional subjects available in Ardee Community School for September 2021 are:

Some Points to Note in Relation to the Uptake of Subjects for Leaving Certificate



- An interested student could take Home Economics at Senior Cycle without having studied it at Junior Cycle level.
- While it would be possible for a student to take Leaving Certificate Art without having completed it at Junior Cycle a natural skill, interest and flair for the subject would be necessary and advisable.
- Business can be studied at Senior Cycle even if a student discontinues with the study of Business Studies after First Year. However the uptake of Accounting without having completed Business Studies for Junior Cycle will be challenging.
- The uptake of Design and Communication Graphics at Senior Cycle may prove to be too demanding if a student has not studied Graphics at Junior Cycle Level. A lot of hard work particularly in the initial stages of learning this subject would be required if this option was to be chosen at Senior Cycle.
- There is no Junior Cycle equivalent in our school for Computer Science, Leaving Certificate Physical Education or Politics and Society and all of these subjects can be taken up for Senior Cycle without any prior study.
- It is not necessary to have completed Geography in second or third year to take this subject up for Leaving Certificate.
- As Science is a compulsory subject in our school for Junior Cycle, students will be in a position to choose any one or more of the subjects from the Science Group on offer in our school for Senior Cycle.
- As Applied Technology was only introduced into our school a few years ago, its Leaving Certificate equivalent which is known as Technology in Senior Cycle will only be introduced as an option for study at Senior Cycle from September 2022 if there is sufficient interest and uptake by students.
- Wood Technology becomes known as Construction Studies at Senior Cycle. A student who has not taken Wood Technology at Junior Cycle may find the corresponding Senior Cycle subject challenging if they do not have a talent and significant interest in the area of Wood Technology and Construction. However, some students have managed to successfully take up this subject in our school in the past and we would not discourage any student trying a subject that they are interested in commencing.
- A student who has not taken Engineering at Junior Cycle may find Senior Cycle Engineering challenging if they have not developed a genuine enthusiasm for the study of Engineering at Senior Cycle and beyond. However, some students have also successfully taken up this subject in our school in the past and we would not discourage a student from trialling Engineering at Senior Cycle if they are interested in pursuing this subject.
- Careful consideration must be given to the Modern Foreign Language of French or German as it is not advisable to seek to study the Modern Foreign Language at Leaving Certificate level if it has not been completed at Junior Cycle level.

Some Useful Websites that were Consulted during the Production of this Handbook

- www.curriculumonline.ie – A useful website that allows you to look at what is involved in each subject undertaken for both Junior Cycle and the Leaving Certificate programme.

- www.ncca.ie – The National Council for Curriculum and Assessment website provides information on the latest developments in relation to the curriculum that is undertaken throughout from Early Childhood to the end of Second level education in Ireland.

- www.jct.ie – A website that contains comprehensive information on the teaching and learning of each subject at Junior Cycle. Information leaflets for students, parents/guardians and teachers can be found on the Junior Cycle in general and on each subject or short course that is available for study at Junior Cycle.

- www.careersportal.ie – A website that examines possible careers and provides comprehensive links to careers while providing information about how particular subjects studied in Secondary school may be relevant to future careers.

- www.qualifax.ie – A website that provides information on all entry requirements including points and course content of every third level course in Ireland.

- www.examinations.ie – information on the grades that were awarded in each subject at Junior Cycle and at Leaving Certificate in each level. An archive of past examination papers is also available on this website.

- www.studyclix.ie – Provides information on all Junior Cycle and Leaving Certificate subjects by topic with past examination papers, marking schemes, sample answers, notes and videos.