1st Year 2020
Subject Information

ST. FARNAN'S
POST PRIMARY SCHOOL
PROSPEROUS
COUNTY KILDARE

Principal: Eddie Collins
Deputy Principal: Sarah Kennedy

Phone: 045 868152

MODERN FOREIGN LANGUAGES - FRENCH / SPANISH

The school offers both French and Spanish to Junior Cycle and Leaving Certificate.

The Specification for Junior Cycle Modern Foreign Languages is designed for a minimum of 200 hours of timetabled student engagement, and is organised around three integrated strands

1. **Communicative competence**
2. **Language awareness**
3. **Socio-cultural knowledge and intercultural awareness.**

Students' language learning is actively supported when their **Communicative competence**, **Language awareness** and **Socio-cultural knowledge and intercultural awareness** are developed in an integrated way.

Integrated teaching and learning

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation. Students' engagement and learning are optimised by a fully integrated experience of Communicative competence, Language awareness, Socio-cultural knowledge and intercultural awareness. Likewise, grammar, syntax and pronunciation have been embedded so these aspects of language learning are taught in a communicative context.

Elements

These strands are each further broken down into elements and the learning outcomes associated with each element are also specified.

Communicative competence

Communicative competence is concerned with developing students' ability to communicate meaningfully in the target language. This strand incorporates five elements, representing the five language skills of listening, reading, spoken production, spoken interaction and writing.

Language awareness

Language awareness enhances the students' general awareness about languages, and incorporates the three elements of reflecting on how the target language works, comparing the target language with other languages students know, and reflecting on their own language-learning strategies

Socio-cultural knowledge and intercultural awareness

Socio-cultural knowledge and intercultural awareness, gives students access to new cultural dimensions and encourages them to reflect on their own culture. The three elements of this strand develop students' knowledge of the countries and

cultures related to the target languages, and enable them to make comparisons with their own country and culture.

Continuity

Primary Curriculum

The Primary Language Curriculum (2015) is an integrated curriculum, with the same curriculum structure and components for Irish and English. It recognises that developing skills in one language will help children to develop skills in another language. It seeks to develop not only communicative competence in English and Irish, but also a lifelong interest in and love of language learning for personal enjoyment and enrichment. It aims to nurture in children an awareness of language and an appreciation of the content and structure of language. While the main focus is on meaningful communication, and children are taught through the target language, there is also provision for explicit teaching of form, including certain features of grammar. The curriculum aims to help children become motivated, autonomous learners of language. All these features of the Primary Language Curriculum sit well with the rationale and aims of the Specification for Junior Cycle Modern Foreign Languages and build a good foundation for students' learning of additional languages in junior cycle and beyond. Similarly, students whose mother tongue is other than English or Irish will have skills on which to build an awareness of language and its structure that they will be able to apply when they undertake a MFL in junior cycle.

Progression

Senior cycle

As students' progress from junior cycle to senior cycle, they are afforded many opportunities to build on their previous language-learning experiences. For many, these opportunities begin in Transition Year, where students may further explore the language and associated cultures which they have studied in junior cycle and/or experience learning a new language. Students who choose to study a modern foreign language for Leaving Certificate will benefit from the continuity and close alignment between the three junior cycle strands and the Leaving Certificate behavioural objectives of Basic communicative proficiency, Language awareness and Cultural awareness. Building on the learning outcomes of junior cycle MFL, the Leaving Certificate syllabuses aim to further develop learner autonomy and to help students develop strategies for effective language learning. In addition, the learning of a modern foreign language is integral to both the Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate Applied (LCA).

The practical value of a continental language is obvious in an increasingly united Europe; it is, also, an entry requirement for some university courses, that students have passed a continental language at Leaving Certificate level.

ART, CRAFT AND DESIGN

The specification for junior cycle Visual Art focuses on the students' practical and cognitive engagement with art. Students will be enabled to progressively improve their skills as an artist/craftsperson/designer in a space that is safe for them to explore ideas and diverse processes both creatively and imaginatively. This can be achieved through the interconnected strands of the disciplines of art, craft and design. A student will experience learning in each of these three strands as they progress through their junior cycle.

There are three strands to Junior Cycle Visual Art:

Visual Art or fine art, is the expression of creative skill in a visual form. It emphasises ideas, feelings and visual qualities through imaginative and/or technical skill. Apart from the creation of artworks, fine art also encompasses the study of art through appreciation and critical discussion.	**Craft** is the application of a range of particular artistic skills and knowledge to produce artefacts of aesthetic worth. With an emphasis on processes and materials, the artefacts created may represent either traditional crafts or a more individual approach by the craftsperson.	**Design** is the process of Planning, problem-solving and creating. It can be a response to a brief, a need or a situation Emphasising the process of planning, problem-solving and completion, with drawing as a means of thinking, formal visual elements and imagery are used to communicate messages and ideas.

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation.
The students' engagement and learning are optimised by a fully integrated experience of art, craft and design. To give further emphasis to the integrated nature of learning, the outcomes for each strand are grouped by reference to five elements:

- Critical and visual language
- Drawing
- Visual culture and appreciation
- The art elements and design principles
- Media

Each element focuses on the acquisition of new knowledge, skills and values. As the student progresses through each of the strands, there will be systematic development of their fundamental knowledge, principles and values, including the key skills through each of the elements.

BUSINESS STUDIES

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 developing a set of skills, knowledge and values that allows them to make informed decisions to effectively and responsibly manage their financial resources.

Enterprise encourages students to identify opportunities and turn them into practical and targeted activities within business and wider society through the development and application of their understanding, skills and values. It develops students' basic understanding of the financial, marketing and operational functions of an organisation.

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience of Personal Finance, Enterprise and Our Economy. To give further emphasis to the integrated nature of learning, the outcomes for each strand are grouped by reference to three elements: **Managing My Resources, Exploring Business,** and **Using Skills for Business.**

Managing My Resources: Across the strands, the learning outcomes in this element focus on developing students' awareness, knowledge and understanding of the fundamentals of personal finance, enterprise and economics.

Exploring business: This element focuses on the context for business, looking at the themes of globalisation, sustainable development and consumerism. It enables students to reflect on the interconnectedness of business to the economy, society and environment, and encourages them to be active and responsible.

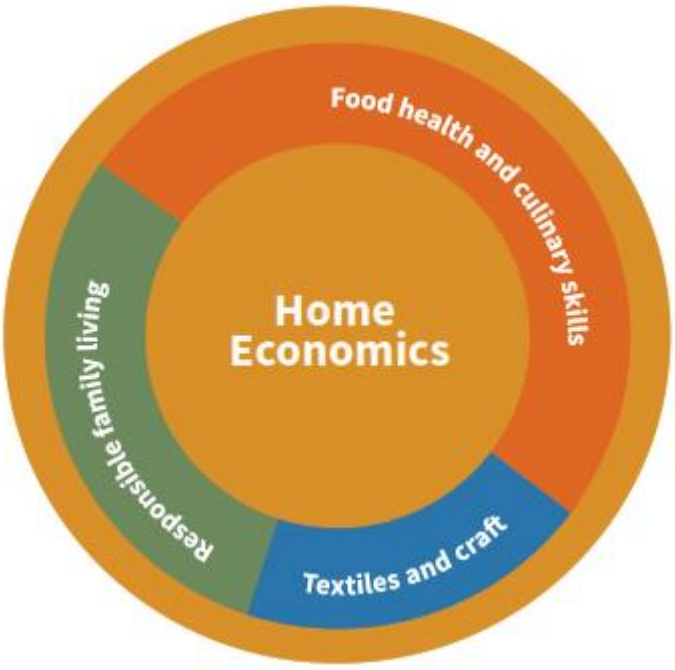
Using skills for business: This element broadens students' understanding by enabling them to proactively apply their knowledge and skills to their own lives and in the dynamic business environment.

These elements describe a three-fold focus for learning in the business classroom. Each element particularly focuses on the goals of the learning process, that is, the acquisition of new knowledge, skills and values. As the students' progress through each of the strands, there will be a systematic development of their fundamental knowledge, their principles and values, and key skills through each of the elements.

HOME ECONOMICS

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. Home economics uses an interdisciplinary approach which encourages the integration of the three strands in the teaching and learning of the subject. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle.

The Strands of Junior Cycle Home Economics:



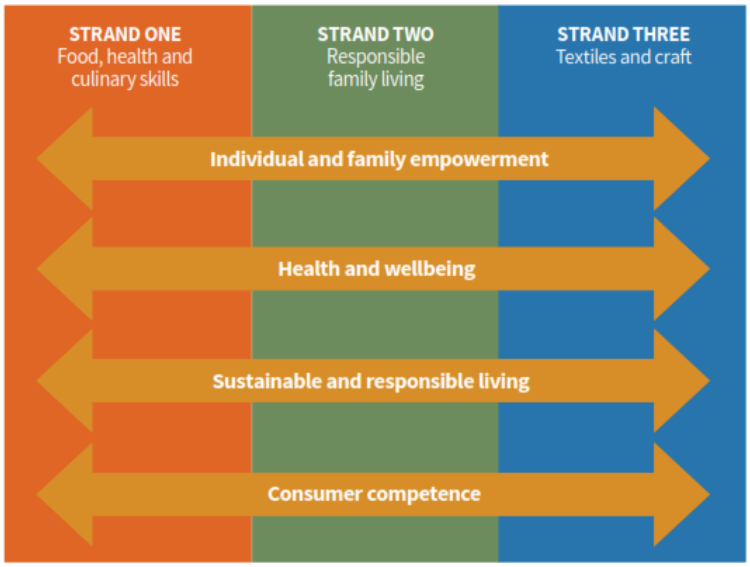
Strand 1: Food, health and culinary skills
This strand focuses on developing students' food, health and culinary skills. Students are enabled to develop a healthy, sustainable attitude and positive relationship with food through practical experiential learning. They apply their understanding of nutrition, diet and health principles in order to adopt a healthy lifestyle and make informed decisions that impact the health and wellbeing of themselves as individuals as well as within their families. The application of practical food and health literacy skills is integral to this strand and includes menu planning; shopping; cooking; health and safety food skills; portion control; reading food labels; dietary analysis; costing; sensory analysis; and food waste.

Strand 2: Responsible family living
This strand enables students to explore, from a systems perspective, responsible family living. Students develop an understanding of the different forms and role of families as the core social unit. They develop an understanding of the role of the family in the development of the child in a safe and nurturing environment. Students develop life skills to enable them to manage resources responsibly and sustainably in the home, family and community. They are facilitated to become discerning, competent consumers who are able to apply effective decision-making skills in everyday contexts in the home and community. Enabling students to become responsible and have a caring attitude towards other individuals, family members, society and the environment is integral to this strand.

Strand 3: Textiles and craft
This strand focuses on developing students' textile skills, knowledge and creativity. Practical textile and craft skills are integral to this strand and include hand and machine sewing skills, and fabric texturing and embellishment techniques. Students are enabled to make sustainable decisions as consumers in the choice and maintenance of clothing and textiles. Students will apply the design brief process in designing and making a textile item for an individual or the home.

Elements
While the learning outcomes associated with each strand are set out separately here, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience of learning in home economics. To give further emphasis to the integrated nature of learning in home economics, the 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.



Individual and family empowerment
Across the strands, the learning outcomes in this element focus on a systems approach to individual and family empowerment. Students develop practical life skills that can be adapted to address practical, real world, perennial problems or concerns in everyday contexts in the home, family and society. They are facilitated to develop as critical, creative thinkers and problem-solvers able to make informed decisions to achieve optimal, healthy and sustainable living for individuals, households, families and society.

Health and wellbeing
This element focuses on developing students' knowledge, skills and understanding to make informed decisions that positively impact on their health and wellbeing of themselves as individuals as well as within their families. Across each of the three strands students are facilitated, using a systems approach, to address new and emergent practical concerns that can impact on the wellbeing of individuals, families and society.

Sustainable and responsible living
Across the strands, the learning outcomes in this element facilitate students to develop as future-oriented thinkers and environmentally-conscious citizens, committed to a sustainable and responsible way of life. Developing students' self-efficacy, critical reflection and discernment in the choice and use of resources in the home; in technological change; in environmental issues and the impact of these on resource management in the home and in personal consumption for everyday living underpin the learning outcomes in this element across each of the three strands.

Consumer competence
This element focuses on developing students who have the knowledge, skills and understanding to make informed and discerning consumer choices that affect individuals, families and households in contemporary society. Students develop the essential life skills to become active, adaptable, consumer-literate citizens able to apply effective decision-making skills in everyday contexts.
Each element focuses on the goals of the learning process, that is, the acquisition of new knowledge, skills and values. As the student progresses through each of the learning strands, there will be a systematic development of their fundamental knowledge, principles and values and key skills.

MATERIALS TECHNOLOGY – WOOD

Materials Technology Wood (MTW) is one of the technology subjects offered at Junior Cycle. In MTW you will learn to design small projects and the skills required to use tools and equipment to make your designs. You will work mainly with wood but also with other materials. You will learn about wood as a material and how it is produced.

What will I learn in MTW?

Some of the things you will learn include:

- how to design a project given a brief description of what you are to make
- how to use the internet for research purposes
- how to use freehand sketching to communicate your ideas
- how to prepare a design drawing/plan of a project you design
- how to read design drawings and make small projects from these drawings
- how to safely use a range of hand and power tools in producing your design.

How will I learn MTW in school?

Some of the things you may do with your teacher and your classmates are:

- examine trees, their leaves and seeds and be able to recognise their varying characteristics
- investigate how trees affect the environment around us
- learn to sketch freehand • learn how to problem solve and use a design process to design projects
- develop your craft skills to allow you to make projects • prepare a design folder to accompany your project.

What is the MTW Junior Cert. Exam like?

There are two parts to the exam:

- coursework – you will design a project based on a given design brief (instructions). You will then make the project and prepare a project folder to accompany it (66%).
- written examination – there will be a two hour written paper which examines the woodwork theory you have learned over the three years (33%).

You can take the exam at Higher or at Ordinary Level. When the time comes to decide, your teacher will help you choose.

MUSIC

Everybody has their favourite music!

The specification for Junior Cycle Music focuses on giving students the opportunity to develop their musical knowledge, skills and cultural awareness through the practical and cognitive engagement with music. This can be achieved through the three interconnected strands: Procedural knowledge, Innovate and ideate and Culture and context. A student will experience learning in each of these three strands as they progress through their junior cycle.

Procedural Knowledge

To explore fully their musical imagination, creativity, and potential requires students to develop their music literacy and skills in a range of ways. Students learn music through engaging in, reflecting upon and evaluating their musical experiences. Through this process, students develop a range of musical skills (technical, aural, analytical and notational) that leads to musical understanding. In this strand, students will develop this procedural knowledge so that they can pursue and realise their possible musical selves and their ideas with confidence.

The development of procedural knowledge involves developing a vocabulary in music by learning and using symbols to represent sound, exploring and responding to expressive qualities in music and imagining and creating short musical motifs and soundscapes. It also involves experimenting with elements of music such as pulse, duration, tempo, pitch, dynamics, structure, timbre, texture, style and tonality.

Innovate and Ideate

In this strand, students draw on their personal experiences and perspectives to develop, refine, showcase and seek feedback on their musical ideas. They develop an awareness of different sounds and the potential of sound for resourcing and generating ideas, and for communicating feelings.

Students will innovate and ideate through composing/arranging and performing music for specific purposes, experimenting with music to communicate ideas derived from a variety of stimuli and collaborating with others to develop and extend musical ideas. Students will make interpretative musical decisions by demonstrating an integrated understanding of music elements and by using technology to innovate and share ideas.

Culture and Context

The understanding of music in context and its cultural positioning helps to shape our ability to create, participate and appraise the music we engage with. In this strand, students will investigate the contextual and cultural environments that impact on purpose and intent in music.

This includes developing an understanding and a knowledge of music in past and present contexts; considering musical works as social commentaries on cultures and peoples; investigating music associated with particular times, places, social groups and feelings and sharing and discussing examples of music experienced at home, at school and in the wider community.

While the learning outcomes are set out under strand headings, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience across the three strands.
To give further emphasis to the integrated nature of learning, the outcomes for each strand are grouped by reference to three elements.

- Creating and exploring
- Participating and music-making
- Appraising and responding

Creating and Exploring

Across the strands the learning outcomes in this element focus on developing students' understanding of how music is created. They will explore how melody is constructed and how sounds are layered to create texture and harmony. They will listen to, read, and interpret music as they develop understandings of composers' and arrangers' intentions and cultural protocols. Students will search for and discover themes and ideas for creating music through experimentation, improvisation and by exploring music elements, concepts and techniques. They will use the experience of others, both local and in the wider context to inform their own creative decisions.

Participating and music-making

In this element, students will participate in activities that communicate their own creative ideas and the interpretation of the ideas of others. Students will develop fluency and technical control as they rehearse and present individually and with others. They will use performance as a method of demonstrating their understanding of musical elements and instrumental/vocal techniques. As students rehearse, revise, and refine music to perform for and with others, they learn about making informed musical decisions and judgements.

Appraising and responding

This element focuses on students developing their skills of analysis, comparison and evaluation of pieces of music. This element allows for discriminatory aural skills to be developed, as students learn to reproduce melodies, rhythms, accompaniments and harmonies and develop and demonstrate a knowledge and understanding of musical elements, contexts and language. Appraisal allows the students to express their feelings about music, and through this communication, to use appropriate terminology to justify opinions and inform later musical decisions. Appraising skills are also used when students refine and improve their own performances and creations, when they adapt their own ideas and when they respond to and critique other student's work.

GRAPHICS

The specification for Junior Cycle Graphics focuses on developing students' understanding of and skills in the applications and impact of technologies in the world around them. These will be achieved through three inter-connected contextual strands: **2D graphics**, **3D graphics** and **Applied graphics**.

Strand 1: 2D graphics

In this strand, students will engage with, understand and apply the fundamental concepts and principles of 2D constructions, 2D shapes and projection systems. Throughout their studies, students will gain an appreciation of the application of 2D graphics to problem solving and develop an understanding of the role of 2D graphics in the creation of 3D objects and representations. Students should, as a result, be able to create clear representations of objects in space and accurately represent these in two-dimensions.

Strand 2: 3D graphics

In this strand, students will engage with, understand and use the fundamental concepts and principles underpinning 3D objects, modelling systems and graphical conventions. This strand is of specific importance in developing each student's ability in visual imagery and representation. Students should as a result be able to accurately represent objects in three dimensions and apply these skills to problem solving.

Strand 3: Applied graphics

While the learning outcomes are set out under strand headings, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience across the three strands. To give further emphasis to the integrated nature of learning, the learning outcomes for each strand are grouped by reference to four elements – **Spatial reasoning**, **Design thinking**, **Communicating** and **Geometric principles and constructions**.

Element 1: Spatial reasoning

The learning outcomes from the different strands that are associated with this element encourage students to investigate a range of shapes, graphical information, objects and artefacts to assist students in developing their spatial ability. The learning outcomes aid the student in developing their abilities from initially recognising spatial properties to visualising their manipulation.

Element 2: Design thinking

The learning outcomes from the different strands that are associated with this element encourage students to use their understanding of Graphics to develop ideas and solutions to everyday problems. Students will be develop the creative and innovative skills needed to develop and communicate their design solutions, influenced by their learning under the three strands.

Element 3: Communicating

The learning outcomes from the different strands that are associated with this element encourage students to communicate through appropriate media to relay technical information, and to design ideas and solutions to problems. Emphasis should be placed on developing the students' abilities to communicate through a range of graphical media and make decisions on the appropriateness of specific media relative to specific stages of a design process.

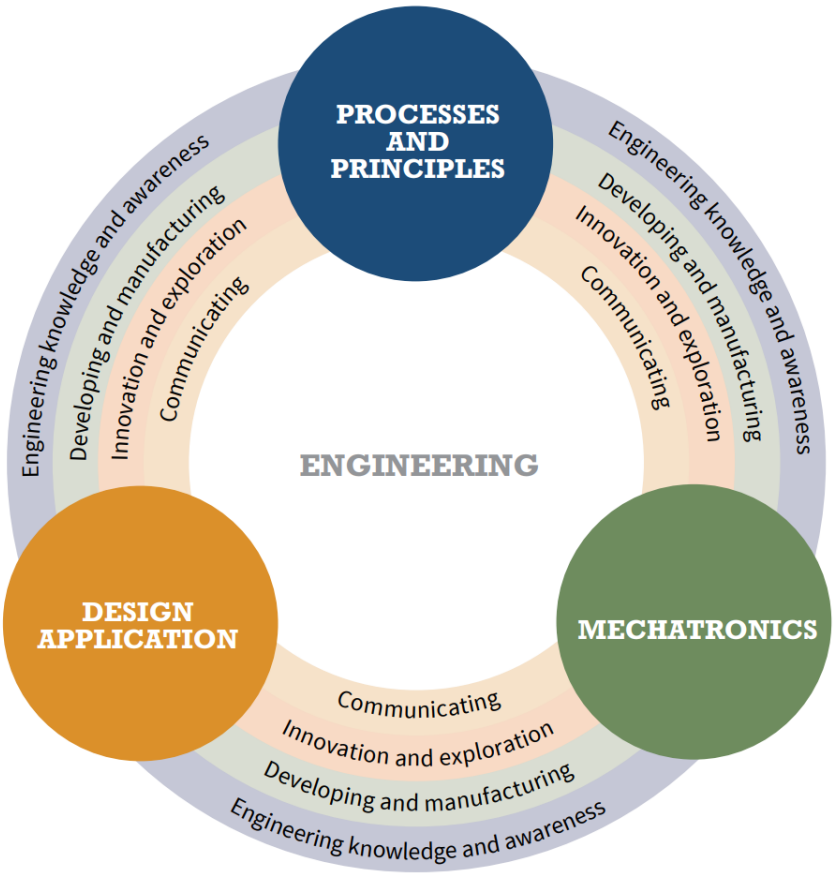
Element 4: Geometric principles and constructions

The learning outcomes from the different strands that are associated with this element encourage students to execute their understanding of geometric shapes and objects in the construction of two-dimensional and three-dimensional representations and in the solving of geometric problems. Students will adapt their knowledge from classroom activities to explore the role of geometric principles and constructions in the natural world around them.

Graphics uses an interdisciplinary approach which encourages the integration of the three strands in the teaching and learning of the subject. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle.
This specification aims to strike a balance between exploring the breadth of possibilities the study of the subject presents and providing opportunities for in-depth experiences of particular areas, as appropriate. To this end, the specification embodies a certain amount of flexibility and freedom for teachers to facilitate learning in a way that reflects students' own choices, their curiosity and their creativity. The achievement of learning outcomes should be planned in a way that is active and stimulating.

ENGINEERING

Engineering focuses on developing students' understanding of, and skills in, the applications and impact of technologies in the world around them. This will be achieved through three interconnected contextual strands: **Processes and principles**, **Design application** and **Mechatronics**.



Strand 1: Processes and principles

In this strand, students will learn about and employ the fundamental processes and principles of engineering. Students will apply their knowledge of materials and equipment to design and manufacture products.

Students will be encouraged to use the engineering principles and processes, together with accuracy and precision, to help develop an engineering 'mind-set' which ultimately leads to the production of innovative and efficient solutions of high quality and finish.

Strand 2: Design application

In this strand, students will learn about the key stages of the engineering design process. They will understand the importance of design in both the end-user experience and the economic and social impact of the product.
They will discover how informed choice of materials and processes combine to produce a solution that is functional and efficient. Students will learn the value of

good project management and how to manage themselves and the product development through the journey from the design to the manufacture stage.

Throughout each of the strands, the use of four elements: **Engineering knowledge and awareness**, **Innovation and exploration**, **Developing and manufacturing** and **Communicating** creates a framework for learning that ensures a coherent learning experience for the students.

Element 1: Engineering knowledge and awareness

The learning outcomes in this element are designed to raise student awareness and develop knowledge of relevant engineering principles and developments. Students will learn how to use the materials and equipment available to them in Engineering to inform their decisions about material and resource selection to engineer a product or solution.

Element 2: Innovation and exploration

In this element, the learning outcomes encourage students to explore the applications of engineering in the world around them. Students research existing and emerging developments and gain an appreciation of their impact and potential application to an engineered product.

Element 3: Developing and manufacturing

In this element, the learning outcomes develop the student's abilities to produce products and solutions through various materials. Students combine their learning from other elements to engineer products to a high, functional standard. The key focus is on efficiency, accuracy, precision and high-quality finish.

Element 4: Communicating

Throughout this element, the learning outcomes encourage students to communicate, through appropriate media, to relay technical information, design ideas and the impact engineering has on the environment around them.

Engineering uses an interdisciplinary approach which encourages the integration of the three strands in the teaching and learning of the subject. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle.

This specification aims to maintain a balance between depth and breadth in the study of the subject. This affords a certain amount of flexibility and freedom for teachers to facilitate learning in a way that reflects students' own choices, their curiosity and their creativity. The achievement of learning outcomes should be planned in a way that is active and stimulating.