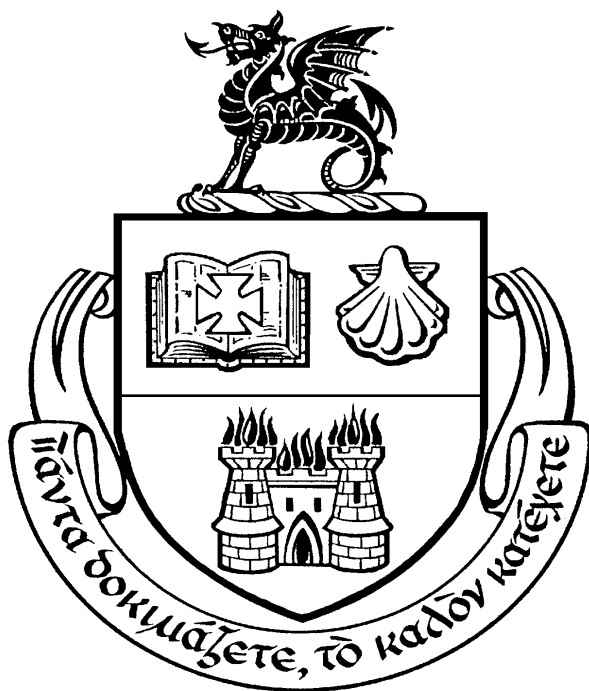


Wesley College Dublin



Junior Certificate Curriculum Summary Year 1

2017 – 2018

Wesley College

Junior Cycle Curriculum Summary

This Curriculum Summary is published to assist both pupils and parents of the College. While parents, in particular, may wish to see what work is being done through the year, pupils may wish to look ahead to topics which will be covered in class.

This Curriculum Summary is a guide. Each subject department in the College covers material in a different manner and the summaries published in this booklet reflect this. While it is intended that topics are covered at the times indicated, circumstances may necessitate alteration to the programme.

September 2017

Wesley College

Subject Levels in the Junior Cycle

In-coming pupils to 1st Year in Wesley College usually attend mixed ability classes. These are considered the most appropriate for our pupils and the most advantageous educationally.

In three subjects, it is necessary to divide pupils into Higher and Ordinary classes over the course of the three-year Junior Certificate Programme.

Irish

All pupils attend mixed ability classes until the Christmas Examinations. Pupils are then divided on the basis of class work and the results achieved in this exam. All classes continue to follow a common course for the remainder of the year.

Higher and Ordinary Level classes will be set at the end of First Year, based on the results of their summer examinations and their years work.

Mathematics

Unless otherwise informed, all pupils attend mixed ability classes, and follow a common course, until the Summer Examination in 1st Year. Pupils are divided into Higher and Ordinary classes on the basis of the results achieved in this examination. Parents of pupils who are placed in an Ordinary Level class will be informed of the intention in the Summer Report and subsequently contacted by phone in the September.

English

All pupils attend mixed ability classes and follow a common course for Years 1 and 2 of the Junior Cycle. Pupils are divided into Higher and Ordinary Level classes for 3rd Year on the basis of class work and the 2nd Year Summer Examination. Parents of pupils moving to the Ordinary Level course will be informed of this.

General

In general, pupils in the College are encouraged to pursue Higher Level courses wherever possible. Should the staff feel that this is not appropriate, parents will be informed. This communication will usually take place by way of a pupil's report. Parents are asked to keep in touch with the College and contact the Year Head should there be any issue of concern regarding subject level.

ENGLISH

THE YEAR'S PLAN – Year One

‘Language most shows a man: speak that I may see thee.’ Ben Jonson

The NCCA syllabus states, at the outset, that ‘We live in the midst of language’. In English classes in Wesley, teachers promote and nurture an interest in and awareness of the power, potential and possibilities of the spoken and written word. This is done through a wide range of oral and written exercises including debating, speeches, drama and book reports.

The First Year Booklist:

After Tomorrow- Gillian Cross

A Monster Calls- Patrick Ness

Great Expectations 1- Junior Cycle English

Dictionary

Year One - An Outline of the Year's Work

This year the importance of emphasising INDEPENDENT STUDY and INDEPENDENT READING

Five classes per week. This year we will be introducing the **Accelerated Reader**. The computer labs have been block-booked to allow us take the quizzes; this is a really exciting initiative and we look forward to an increased output in terms of reading.

16 Under 16. Students are encouraged to read 16 classic novels before their sixteenth birthday. Passports record their reading history; the librarians will give a viva.

Continuous Assessment. In preparation for the new Junior Certificate we will continue the practice of a coursework component. In line with the new Junior Cycle the coursework component will form 10% of both the Christmas and Summer Exam. It is critical that the students present a draft assignment with their final composition and they also reflect upon their work in line with the new Junior Cycle Assessment Task.

Coursework 2017-2018

Book Report, *After Tomorrow* 10%- Christmas Exam

Controlled Essay 1-5% of Summer Exam

Controlled Essay 2- 5% of Summer Exam.

Essay writing/personal writing and comprehension can be developed from ***After Tomorrow***. The Book Report questions involve writing for different purposes: speech, letter, report, diary writing, creative response et cetera.

Year 1 First Term

THEMES: Refugees; lawlessness; survival; exploitation; relationships; adversity.

Reading: *After Tomorrow* by Gillian Cross.

Poetry: Again, read widely, the following to be studied.

Check Out Girl Paul Durcan Page 123

Refugee Blues (photocopy) W H Auden

Lake Isle of Innisfree WB Yeats- Page 10

The Nomad Dermot Bolger- Page 138

Supplementary Material.

Myths:

Icarus & Daedalus

Orpheus & Eurydice

Film:

Life is Beautiful / Whale Rider

Documentary

RTE : Syrian refugees escaping to Europe

www.rte.ie/player/show/exodus-our-journey-into-europe

Excerpts:

The Vatican Pimpernel- Hugh O'Flaherty (Spirals)

The Tempest- Caliban's Speech

Read widely from *Great Expectations 1*

These poems could also be transcribed into their homework books and illustrated. They should also be able to recognise ALLITERATION, ASSONANCE, SIMILE and METAPHOR for the Christmas Exam.

Terms Two and Three

Themes: love, loss, grief, truth and reality, childhood, relationships.

Coursework:

Controlled Essay 1: January 2018 (personal essay) 5% Summer Exam

Controlled Essay 2: April 2018 (review) 5% Summer Exam

Novel: *A Monster Calls*

Poetry

In Memory of My Mother- Patrick Kavanagh Page 129

Boy at the Window, page 126

The Door, page 127

Blackberry Picking, page 120 (on paper)

Silver Page 110

Non Fiction

On Two Wheels in Magical Madagascar Page 103

Writing a review- Page 168

Myths

Pandora's Box

Ceres and Persephone

Debate: Year One Debates. Green Week March 2018

MATHS

Year 1

The aims of the Junior Cycle Project Mathematics programme are to:

- develop the mathematical knowledge, skills and understanding needed for continuing education, for life and for work
- develop the skills of dealing with mathematical concepts in context and applications, as well as in solving problems
- foster a positive attitude to mathematics in the learner

COMMON COURSE

Term 1

- Sets: set terminology; venn diagrams; problem solving
- Number Systems: Natural Numbers & Integers; operations and problems in context relating to this.
- Patterns: generate arithmetic expressions from repeating patterns; representing situations with tables, diagrams and graphs.
- Co-ordinate geometry: co-ordinate the plane for graphing, concept of slope and equation in the form $y = mx + c$.
- Linear Algebra: variables, evaluate expressions, adding terms and expressions.

→ Christmas Examination

Term 2 & 3

- Statistics: finding, collecting and organising data; representing data graphically and numerically;
- Number Systems: Fractions, Decimals & Percentages; operations and problems in context relating to this.
- Ratio and Proportion.
- Algebra: solving equations
- Geometry: Axioms 1-3, investigation of theorems 1-6, constructions 1-6, 8 & 9.
- Applied Measure: distance, speed, time, area.
- Probability: fundamental principle of counting; concepts of probability

→ Summer Examination

Irish

All pupils attend mixed ability classes and follow a common course for First Year. Higher and Ordinary Level classes will be set at the end of First Year, based on the results of their Summer Examinations, their year's work and their teacher's recommendation. Parents of pupils who are placed in an Ordinary Level class will be informed of the intention in the Summer Report.

AN GHAeilGE

Sonraíocht Ghaeilge na Sraithe Sóisearaí

Trí shonraíochtaí Gaeilge na Sraithe Sóisearaí forbraíonn, daingníonn agus leathnaíonn scoláirí a dtuiscint ar an nGaeilge. Cuirtear ar a gcumas cumarsáid éifeachtach, idirghníomhach, mhuiníneach a dhéanamh i suíomhanna foirmiúla agus neamhfhoirmiúla an phobail teanga. Cuirtear béim ar chothú agus ar fhorbairt na feasachta: an fheasacht teanga, an fheasacht chultúrtha mar aon le féinfheasacht an scoláire mar fhoghlaimeoir teanga. Féachtar chun na scileanna a thugann scoláirí leo go dtí an iar-bhunscoil a bhuanú agus a fhorbairt. Cuirtear ar a gcumas úinéireacht a ghlacadh ar a bhfoghlaim féin, cumas a sheasfaidh leo sa saol. Déantar scoláirí a spreagadh chun:

- teanga a úsáid go héifeachtach, mhuiníneach, i gcomhthéacs pearsanta agus i gcumarsáid le húsáideoirí eile sa phobal teanga
- taitneamh a bhaint as cumarsáid chruthaitheach agus nuálach a dhéanamh trí Ghaeilge
- meas a bheith acu ar an nGaeilge agus fonn a bheith acu í a labhairt agus a úsáid
- féinléirithe trína scileanna litearthachta a dhaingniú
- triail a bhaint as gnéithe teanga atá nuafhoghlamtha
- dul i ngleic le raon leathan téacsanna, i meáin éagsúla, ar mhaithe le foghlaim, le taighde, le caithimh aimsire
- tuiscint agus meas a bheith acu ar litríocht na Gaeilge chun taitneamh agus tuiscint a bhaint as an litríocht
- tuiscint níos fearr a fháil ar chultúr na Gaeilge agus meas agus tuiscint a léiriú ar chultúir agus ar theangacha eile.
- Is í an ghaeilge sprioctheanga an ranga agus tugtar gach deis do na daltaí an teanga a labhairt ar bhonn rialta.

Junior Cycle Irish Specification

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.
- *Irish is the target language of all classes and pupils are given every opportunity to speak the language in class.*

Beidh scrúduithe leanúnacha i rith na bliana chun dul chun cinn na ndaltaí a mheas.
Scrúdú na Nollag: Cluastuiscint 20%, Scríofa 80%

The pupils are continually assessed throughout the year. Exams are divided into two sections: listening comprehension 20% and a written paper 80%. All exam questions and answers are through an Ghaeilge.

Téacs leabhar: **Turas 1.** Mo leabhar Gníomhaíochta agus Mo Phunann
Text book, work book and portfolio

Téarma 1 Term 1

1. **Mo scoil nua:** mo sheomra ranga, an Ghaeilge sa rang, na hábhair scoile, tuairimí faoi ábhair scoile, mo lá scoile. Áiseanna agus foirgneamh. An éide scoile. Rialacha na scoile
My new school: my classroom, Gaeilge in the classroom, school subjects, opinions on the subjects, my school day. Facilities and buildings. My uniform, school rules.

2. **Mé féin, mo theaghlach agus mo chairde:** an Ghaeilge sa rang. Cur síos ort féin. Mo theaghlach. Míonna, aoiseanna, uimhreacha pearsanta.
Myself, my family and my friends: Gaeilge in the classroom, describing myself. My family. Months, ages personal numbers.
 3. **Na Séasúir:** An fómhair, oíche shamhna, an geimhreadh. an Nollag
 4. **Seasons:** *autumn, halloween, winter, Christmas*
 5. **Scannán:** Marian agus an Bhanphrionsa (*short film*)
 6. **Dán:** Teilifís le Gabriel Rosenstock (*poem*)
 7. **Gearrscéal:** *Na Moncaithe agus na hÉisc. (shortstory)*
- **Gramadach:** Céad agus dara réimniú, aimsir láithreach, aidiacht shealbhach forainmneacha réamhfhoclacha ag, ar, le, do
Grammar: first and second conjugation present tense, possessive adjectives prepositional pronouns
 - **Scrúdú na Nollag:** cluastuiscint 10% scríofa 80% béaltrialail 10%
Christmas exam: listening comprehension 20% written paper 80%

Páipéar scríofa: 1. Meaitseáil.

2. Fógraí beaga
3. Mé féin / Ag comhaireamh daoine
4. Ag comhaireamh Blianta.
5. Cur síos ar dhuine.
6. Ábhair staidéar.
7. Scoileanna.
8. An t-am.
9. **Scríobh na teanga :** Mé féin
Mo scoil nua
10. Briathra san Aimsir Láithreach
12. Litríocht : *Scanánn/ gearrscéal/ Dán.*

Téarma 2 Term 2

1. **M'áit Chónaithe:** an áit a bhfuil cónaí orm. Cá bhfuil do theach suite? An bloc árasán. An teach. An seomra is fearr liom. Mo chistin.
Where I live: where I live, where my house is, an apartment block, a house, my favourite room, my kitchen.
2. **Mo Cheantar:** mo bhaile mór. Ag siopadóireacht i nDún Droma. Ag siopadóireacht in Dubai. Treoracha san ionad siopadóireachta. Treoracha sa bhaile mór.
My Area: my town, shopping in Dundrum. Shopping in Dubai. Directions in the shoppingcentre, directions in town.
3. **Caitheamh Aimsire:** Cúrsaí ceoil. Ceolchoirm. Scannán agus an phictiúrlann. An teilifís. Na meáin shóisialta. Caitheamh aimsire neamhghnách. Lá ag feirmeoireacht. Lá ag iascaireacht.

Past-times: music. Concerts. Film and the cinema. Television. Social media. Unusual past-times. A day farming. A day fishing.

4. **An tEarrach, Spring**

5. **Dán** ; Fear Lasta Lampaí (*a poem*)

6. **Amhrán na bhFiann** the National Anthem

7. **Scannán: Yu ming is Ainm Dom.** (*a short film*)

- **Gramadach:** Céad agus Dara réimniú Aimsir Chaite; Briathra neamh rialta A. Chaite agus A Láithreach. Na réamhfhocail simplí , séimhiú agus urú. An t-ainmfhocail, céimeanna comparáide na haidiachta

Grammar: all verbs in the past tense. Simple prepositions. Nouns. Adjectives of comparison

Téarma 3

1. **Spórt** : Cén spórt is fearr leat? Trealamh spoirt. Lucht spoirt agus tréithe spoirt. Áiteanna agus áiseanna spoirt. Poster cluiche spoirt.

Sport: Which sport do you prefer? Sports equipment. Sports players and characteristics. Sports facilities. Match Posters.

2. **Sláinte agus Bia:** An corp. Cuairt ar an dochtúir. Timpiste a tharla dom. Trí oíche san ospidéal. Bia agus sláinte. An Ghaeilge sa bhialann

Health and food: The body. A visit to the doctor. An accident I had. Three nights in hospital. Food and health. Irish in the restaurant.

- **An Samhradh** : Míonna na bliana

The summer: Months of the year

- **Gramadach:** Céad agus dara reimniú aimsir chaite; séimhiú agus urú
Grammar: First and second conjugation past tense, lenition and eclipse.

Scrúdú an tsamhraidh: Cluastuiscint 20% Páipéar Scríofa 80%

Summer exam: listening comprehension 20% written paper 80%

Páipéar scríofa: 1. Meaitseáil. *Matching.*

2. Fógraí beaga. *Notices.*

3. Léamhthuiscintí. *Comprehensions.*

4. Abairtí ó Bhéarla go Gaeilge

Translating sentences from English to Irish.

5. Na contaetha *the counties*

6. Scríobh na teanga *a written account*

7. Nóta nó Cuireadh *note / invitation*

8. Litríocht: dán/ amhrán/ scannán/ gearrscéal

Literature: poem/ song/ film/ shortstory

9. **Gramadach:** Briathra san Aimsir chaite A. láithreach

Grammar: Verbs in the past and present tense.

10. Na Séasúir *the Seasons.*

SCIENCE

The new Junior Cycle Science programme has been introduced as part of wider reform of the curriculum and is now in its second year. The Rationale of the new specification describes Science as “curiosity in thoughtful and deliberate action”. The experience of the Wesley College student in learning Science is intended to build on this curiosity through an inquiry-based, hands-on approach and to develop the scientific literacy skill essential to both social development and a firm grounding for further study of Science at Senior Cycle level.

In Year 1 the emphasis is on introducing the basic skills of observation and measurement as well as problem-solving and reasoning in a scientific framework. More extended investigations and studies of how scientific evidence is produced and communicated will be undertaken to further develop the student’s scientific literacy over the course of the three-year Junior Cycle programme, as described by the Learning Outcomes under the five strands: *Nature of Science, Biological World, Chemical World, Physical World, Earth and Space*

Term 1:

An initial introductory unit will cover: What is Science, Safety, Units and Measurement, Laboratory Equipment including the Bunsen burner.

Further key skills will be developed in studying the following topic areas:

States of Matter
Separating Mixtures
Forms of Energy
Breathing System
Living Things/Biodiversity
Earth and Moon
Cells and the Microscope.

Terms 2 and 3:

A longer scientific investigation will be undertaken in groups. This will be communicated and presented in poster format. This will prepare the students for the Extended Experimental Investigation in Year 2 which is one of their Classroom Based Assessments.

Further topics studied will be: Ecology, Human Reproduction, Energy Conservation and Work, Solubility and Solutions, Expansion and Contraction, Solar System

Textbook: *Active Science* by D Cathcart and R Harris, published by CJ Fallon

HISTORY

FIRST YEAR HISTORY : How we find out about the past

In the first year of Junior Cycle, the syllabus affords the pupil the opportunity to study the Job of the historian and then chronologically follow a variety of aspects of life in the past, spanning prehistoric times to the Renaissance. The course facilitates a variety of approaches to the teaching of History and a wide range of sources will be used. The syllabus is developmental in nature and as the year progresses the complexity of the themes and concepts gradually increases. Correct note taking and techniques for successful independent study will be fostered. The following details will provide a framework for First Year History:

Weeks 1-4: The Job of the Historian,

This includes the study of historical sources and the work of the archaeologist.

Weeks 5 - 10: Our Roots in Ancient Civilisations.

This deals with life in Prehistoric and Early Christian Ireland, from our earliest Irish ancestors in the Stone Age to life in Celtic Ireland.

Weeks 11 – 12: Ancient Rome

This deals with the culture and the customs of the Ancient Romans and takes into account many of their notable achievements. We make a start on this part of the syllabus and finish it after the Christmas exams.

Weeks 13/14 Christmas Exam

Weeks 15-16: Project work,

All first year pupils will complete a project during this period during class and homework time. Skills such as researching, collating, analysis and presenting information will be developed during these two weeks. It is envisaged that these skills will help them greatly as they continue their study of History for Junior Cert.

Weeks 17-19 Ancient Rome

We will finish off Rome during this period.

Weeks 20 – 25 Castle, Church and City.

This looks at Medieval Society, concentrating on life in Ireland in the Middle Ages. Examples from other parts of Europe are used as appropriate.

Weeks 26-31: Renaissance:

We trace the reasons for the Italian Renaissance and study the developments brought to art, architecture, science, printing and learning. We also look at how it spread throughout Europe.

Week 32: Revision

The summer exam will involve work from throughout the whole school year but material covered after the Christmas exam will make up the bulk of the paper.

GEOGRAPHY

How does the Earth Affect people? How do people affect the Earth? Geography seeks to answer these questions. It is the study of the Earth, its population, and the interaction between them.

At its most basic, Geography is about places. What do places look like? In what way are places the same, and in what ways are they different to other places? And why?

What patterns and processes exist in places? Some processes are human processes, such as economic activities – the ways people make a living. Other processes are physical, such as earthquakes and volcanoes. Geography students study these and learn about the world around them.

Students learn important geographical skills such as graphicacy – understanding graphs, charts and images. Fieldwork skills are also learned during the course. Geography students develop and improve their literacy and numeracy, both geographical and general.

Geography is an integrative science. It brings together concepts and ideas from a range of subjects that help students make sense of the world and their place within it.

Text Book: ***Geography in Action*** by N.Lenihan and J O'Brien (educate.ie)
Geography in Action Activity Book by N.Lenihan and J O'Brien

Students are provided with a **syllabus** and **revision list** at the start of the year to help them organise their study.

Term 1	WEEK	TOPIC	CHAPTER
	1	Introduction to Geography	
		Maps of college campus and local area	
	2	Scale; Distance; Area; Direction.	7
	3	The solar system	4
		The structure of the earth. Plate tectonics	
	4	Volcanic activity	
	5	Earthquakes	
	6	Fold mountains	
	7	Rocks	5
		Igneous rocks	
	8	Sedimentary rocks	
		Metamorphic rocks	
	9	Uses of rock	
	10	Mid-term Break	
	11	Oil - a non-renewable resource	1
	12	Exploitation of Ireland's peatlands	
	13	Renewable energy	
	14	Revision	
	15	CHRISTMAS EXAMS	
	16/17	Exam Review & Project work	

Term2	WEEK	TOPIC	CHAPTER
	1	1:50,000 OS maps; Scale; Distance; Area; Direction.	7
	2	Finding location with grid references	
	3	Direction; Height; Slope; Relief.	14
	4	Drawing a sketch map	7
	5	Denudation	6
		Mechanical weathering	
	6	Mid-term Break	
	7	Chemical weathering	
	8	Mass movement	10
	9,10	Rivers and the landscape	11
	11	Drainage on OS maps	14
	12	Human activities and rivers	11
		EASTER HOLIDAYS	
Term3	WEEK	TOPIC	CHAPTER
	1	Primary Economic activities	1
	2	Water: a renewable resource	1
	3/4	Primary economic activities. Fishing, Peat	1
	5	Farming	
	6	Revision	
	7/8	SUMMER EXAMS	

FRENCH

The new Junior Certificate Specification for French represents a fairly substantial, and from our point of view welcome, change of emphasis in the way students will learn and be assessed in French. Many of the themes, topics and functions will be familiar but the material is to be presented and taught differently. Students will be encouraged to take a much more active approach which will enable them to take part in the development of key skills and to engage in formative assessment tasks.

There will be 3 main strands to the new Junior Cycle course

1. Communicative Competence
2. Language awareness
3. Socio-Cultural Knowledge/Interactive awareness
- 4.

The intention of the new course is that the students will engage in an interactive and creative way with the 5 main language skills involved in language aptitude namely – listening, reading, spoken production, spoken interactions and writing. The students will learn and be encouraged to interact through tasks and activities that will interest and challenge them. Modern Language Learning is a common course so as such each individual pupil can move at his or her own pace and will be stimulated to auto-assess and be more autonomous about their learning outcomes. These tasks and activities mentioned above can be individual, pair or group. Individual research or portfolio type and will help to develop the student's skills for learning, for life and for work.

French is a named subject in the framework for the Junior Cycle (2015) and the specifications within that document mean that finally we are now in line, at last, with best practice which is the Common European Framework (CERF) for Modern Language Learning. This also means that for the first time in the 2nd and 3rd years of the new cycle we will be having prepared French Orals with the scores received going towards the overall Junior Certificate results.

Also I feel the methodology involved will indeed help the pupils attain the 8 core skills at the very heart of the new syllabus namely being literate/numerate/communicative/creative/the ability to manage information/thinking and themselves/working with others and to stay well in the future.

At the start of every chapter there are lists of the learning outcomes, the grammar and social cultural objectives to be covered. Should parents like to follow their child's progress through this book, these are clearly explained in easily understandable language.

GERMAN

YEAR 1

We have chosen Geni@l Klick A1 as our core text. Learning a new language should be an exciting experience and this book is designed in a friendly and attractive way in order to make the students' first year of German an enjoyable one. As the communicative approach to language learning is at the core of the syllabus, this book is ideally suited to helping students master and develop the five language skills: listening; reading; spoken production, spoken interaction and writing. The book is divided into 15 units of equal length. This allows for the incremental acquisition of vocabulary and basic grammar structures. A whole range of themes, topics, exercises and linguistic components are introduced chapter by chapter to allow all students, whatever their level, to learn the necessary basic skills. It is anticipated that chapters one to nine will be covered during the year as follows:

Term 1: Geni@l Klick A1 Chapters 1-P1
Terms 2 and 3: Geni@l Klick A1 Chapters 5-8

Chapters	Topics	Vocabulary	Grammar / Pronunciation	Learning to Learn
1	What do you know about Germany, Austria and Switzerland?	International Words, numbers 1 - 12	The Alphabet, Intonation / Word emphasis, Who / Where / What is that?	Marking word emphasis, recognising international words, Making a <i>Lernplakat</i>
2	The media AG	Countries, cities, hobbies, International languages	Regular verbs in the singular, <i>mögen</i> and <i>sein</i> in the singular, word stress, W-questions: <i>Wie, wo, woher?</i> , pronunciation of International words, <i>Satzmelodie</i>	Gathering and organising information, reading strategies: selective reading
3	School 1	School items, classroom	Nouns and articles in the nominative case, negation with <i>kein</i> , yes/no questions, word order, compound nouns	Tips on how to learn new words, discovering grammar rules yourself, <i>Lernplakat</i> : Questions and Answers
4	School 2	School Subjects, Days of the week, Numbers up to 100	The Plural verbs, Personal pronouns and nouns, asking: when / how much/many / what time / have you?	Learning with <i>Lernkarten</i> , study tip: plural, numbers International
P1	Revision	Revision	Revision	Systematic Revision
5	My favourite animals	Animal names, body parts of a cat, colours	Possessive articles (nominative and accusative) in the singular, verbs which take the accusative	Making a <i>Themenplakat</i> (topic animals), discovering grammar rules (SOS), working with <i>Lernkarten</i> , <i>Partnerwörter</i>
6	Enjoying your free time	Free-time activities, animals, hobbies (revision)	Separable verbs, preposition <i>in</i> + accusative case., negation with <i>nicht</i> and <i>kein</i> ,	Discovering a rule
7	Hobbies	Hobbies, expressions of time, clothes, colours	Irregular verbs, word order in relation to time, comparative of <i>gern</i> and <i>gut</i> , nouns and verbs	Working with lists of words
8	My family, our home	Family, rooms, positions	Imperative	Completing a table, working with a mindmap
P2	Revision	Revision	Revision	Thinking about time management issues

Resources:

- Geni@l Klick A1 Kursbuch
- Geni@l Klick A1 Arbeitsbuch
- Geni@l Klick A1 Glossar
- Geni@l Klick A1 CDs and CD ROM
- ICT: The Internet, Powerpoint Presentations, CDs, DVDs, etc.
- German newspapers and magazines

Methodologies:

- Individual Work
- Pair and group work
- Use of target language as much as possible throughout the class
- Activity-based, student-centred learning
- Use of ICT
- Role plays and dialogues
- Integration of five language skills
- Use of authentic material as much as is feasible
- Relate to students' own lives and interests wherever possible

Assessment:**Summative and formative:**

- End-of-chapter tests
- Christmas, Easter and Summer Examination
- All tests and exams focus on reading, writing and listening skills.
- There is an oral exam at the end of the school year, as part of the Summer Examination.
- Question/answer sessions
- Peer-Assessment
- Self-Assessment

Cross-curricular links:

- History
- Art
- Geography
- English
- Home Economics
- Science
- CSPE
- Music
- Maths

Learning outcomes:**By the end of chapter 1 the students will be able to:**

- ask and answer questions
- say hello and goodbye
- count to 12

By the end of chapter 2 the students will be able to:

- introduce themselves
- ask and answer questions on: their name, where they live, country, age and interests

By the end of chapter 3 the students will be able to:

- ask for and name certain objects
- ask for and give information

By the end of chapter 4 the students will be able to:

- ask for and give information
- speak about the timetable, subjects and time
- present their own school

By the end of chapter 5 the students will be able to:

- say what they (do not) like
- describe a pet

By the end of chapter 6 the students will be able to:

- make arrangements/suggestions to meet up with people
- agree and decline
- describe their daily routine
- say what they do not like/have ...

By the end of chapter 7 the students will be able to:

- compare, saying: can so well, better and best
- say what they enjoy/prefer doing
- speak about clothes
- buy/pay for clothes
- speak about their interests

By the end of chapter 8 the students will be able to:

- describe their family and a family photo
- describe their home
- understand/give requests/instructions

JUNIOR CYCLE

The specification for Junior Cycle Modern Foreign Languages aims to develop communicative language skills broadly aligned with the A band of the Common European Framework of Reference for Languages. 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.

YEAR 1: SPANISH

We have chosen *¿Qué pasa? 1* as our core text. This book takes a thematic approach to language learning with the aim of developing communicative language skills to the A2 level of the Common European Framework of Reference for Languages.

¿Qué pasa? 1 is accompanied by a learning diary (*Diario de aprendizaje*), which allows students to monitor their progress as languages students. The continued and consistent use of the *Diario de aprendizaje* also supports the development of all the Key Skills of the new Junior Cycle – being literate, managing myself, staying well, managing information and thinking, being numerate, being creative, working with others and communicating.

The book is divided into 10 units which are arranged to allow for the incremental acquisition of vocabulary and basic grammar structures.

Term One: Chapters 1-5
Second and Third Term Chapters 6-10

Chapters and Pages	Topics	Language Tasks	Vocabulary	Grammar
1: 1 -20	<i>Bienvenidos – Español para todos</i>	Greet someone Carry out basic classroom interactions in Spanish Recite the Spanish alphabet	The alphabet Greetings Classroom language Items in schoolbag	Indefinite articles Punctuation Plural of nouns
2: 21-35	<i>¿Conoce a Joaquín?</i>	Introduce yourself Ask someone their name and ask how someone is feeling Say how you are feeling	Cities in Spain	Personal pronouns Irregular verb ESTAR Forming negative sentences
3: 36-55	<i>Uno, dos, tres</i>	Count to 30 Say how old you are Ask someone their age Exchange phone numbers Write a blog Present a blog to the class	Numbers 1-30	Definite article Irregular verb TENER Question words
4: 56-76	<i>¿Soy de España?</i>	Ask someone where they are from Say where you are from Read brochures for a language school and a summer camp	The countries of Europe Nationalities Dictionary skills	Irregular verb SER Adjectives of nationalities

5: 77 – 100	<i>¿Qué haces los sábados?</i>	Say what day or date it is Say when your birthday is Read a poem Follow conversations about weekend activities Make a poster Create a digital presentation about a festival	Months of the year Seasons Days of the week	-AR regular verbs Irregular verbs IR and HACER
6: 101 – 132	<i>¡Te presento a mi familia!</i>	Make a presentation about your family Interview a classmate about their family Carry out a class survey Write a role play about pets Count to 100	Family members Numbers 31-100 Describing people Pets	Agreement of adjectives Possession with <i>de</i> Possessive adjectives <i>¿Cuánto?</i>
7: 133 – 162	<i>¡Vamos al instituto!</i>	Label items in your classroom Read a timetable Ask and answer questions about school and subjects Write your timetable in Spanish	School rooms and facilities Subjects Colours Telling the time	Demonstrative adjectives Adjective agreement with color
8: 163-185	<i>¡Así es mi casa!</i>	Identify the room of the house Label pieces of furniture Read advertisements for properties for sale or rent	The rooms of the house Furniture	-ER and -IR regular verbs Irregular verb PONER and COGER Prepositions of place
9: 186-213	<i>¡Es un pedazo de pan!</i>	Say what foods you like or dislike Ask a friend about the foods they like to eat Follow a recipe Design a menu Write a shopping list Perform a role play: shopping for food	Foods Drinks Meals Shops	GUSTAR Phrases with TENER
10: 214-244	<i>¡Aprender español es coser y cantar!</i>	Make a presentation about your hobbies Ask someone about their hobbies Make a brochure Listen to Spanish songs Arrange to meet up with someone Write a tweet	Sports Musical instruments Film genres Hobbies The language of text messaging	Irregular verbs SALIR, VENIR, VER Stem- changing verbs

Learning Intentions

By the end of unit 1, students will be able to...

- understand the importance of Spanish as a world language.
- identify the countries where Spanish is spoken.
- spell words in Spanish using the Spanish alphabet.
- name items used for class.
- use simple classroom language to conduct basic interactions in the classroom setting.
- greet someone in Spanish.
- understand and use the indefinite article *un/una*.
- accurately use plural forms of nouns.

By the end of unit 2, students will be able to...

- ask someone their name.
- tell someone their name.
- recognize a number of common Spanish names.
- ask how someone is feeling.
- say how they are feeling.
- understand personal pronouns.
- use the verb *estar* to say how they feel.
- form negative sentences.
- identify the main cities of Spain.

By the end of unit 3, students will be able to...

- ask someone their age.
- say how old they are.
- ask someone for their phone number.
- give their phone number.
- count to 30.
- write a blog.
- present a blog orally.
- recognize Spanish phone numbers and area codes.
- recognize question words such as, *¿qué?* *¿cómo?* *¿cuándo?* *¿dónde?*
- use the definite article (*el, la, los, las*).
- use the verb *tener*.

By the end of unit 4, students will be able to...

- fill in a form.
- identify some well-known Hispanic celebrities.
- ask someone where they are from.
- use the verb *ser* to say where they are from.
- understand the basic differences in the uses of *ser* and *estar*.

By the end of unit 5, students will be able to...

- say the days of the week and the months of the year.
- ask someone for the day or date, or ask someone their date of birth.
- tell someone the day or date and say when their birthday is.
- say what they do at the weekend.
- recognize a number of popular Spanish festivals.
- name the seasons in Spanish.
- recognize the patterns in regular verbs ending in -AR.
- understand and use the irregular verbs *ir* and *hacer*.

By the end of unit 6, students will be able to...

- describe themselves and their family.
- interview a classmate.
- name different pets.
- talk about their pets.
- recognize the Spanish royal family and other well-known Hispanic celebrities.
- write an e-mail.
- understand and use possessive adjectives to describe people.

By the end of unit 7, students will be able to...

- describe their school
- say what is in their classroom and in their schoolbag.
- say what colour something is.
- discuss the subjects they study.
- recognize the flags of Spanish-speaking countries.
- say what time it is.
- ask somebody for the time.

By the end of unit 8, students will be able to...

- ask someone about their house.
- describe their house.
- identify the rooms of the house.
- label common pieces of furniture.
- follow Spanish addresses.
- recognize the pattern in regular verbs ending in -ER and -IR

By the end of unit 9, students will be able to...

- name different food and drinks.
- recognize typical Spanish dishes.
- say what food they like and dislike, using the verb *gustar*.
- ask someone about the food they like to eat.
- follow a traditional recipe from a Spanish-speaking country.
- design a menu.
- name different shops.
- ask how much something costs.
- write a role play that is set in a shop.
- write about the food they usually eat.
- use the verb *tener* to express hunger and thirst.

By the end of unit 10, students will be able to...

- say what they like to do in their free time.
- ask someone about their hobbies.
- invite a friend to go out.
- name different sports, musical instruments and leisure activities.
- write about their favourite singer or group.
- follow a game of *pádel*.
- make a brochure.
- write a tweet.
- follow the patterns in using stem-changing verbs.

Resources used:

- ¿Qué pasa? 1 Textbook
- ¿Qué pasa? 1 Audio CD's and scripts
- *Diario de aprendizaje*
- Mini-whiteboard
- Other textbooks from the Spanish resource library
- ICT: PowerPoint presentations individually prepared on different topics / CD's / DVD's / Spanish songs / Interactive Internet websites / Computer lab work
- Spanish magazines and newspapers – some available online

Methodologies used:

- Individual work
- Pair and group work
- Team learning
- Use of ICT to make learning more interactive
- Role-plays and dialogues
- Target language being used as much as possible throughout the class
- Authentic material makes the vocabulary more real for students
- Integration of all five language skills in every class, when possible (listening, spoken production, spoken interaction, reading and writing)

Assessment for learning:

- Target setting
- A short daily quiz
- Peer assessment
- Self-assessment
- Pupils use checklists to guide their assessment
- Paired/Grouped Questioning/answering
- Wait time/hands up

Assessment of learning:

Weekly vocabulary tests /end of topic tests /end of chapter tests /end of term tests (Christmas, Easter and Summer). It is intended to have an oral test at the end of Term 3.

Homework policy:

- One piece of long homework and two pieces of short homework per week.
- Individual topics will demand a flexible approach to homework and each teacher will adjust accordingly.

Correcting and Marking of Homework:

- Copybooks are taken. However, work is mainly done on worksheets
- Immediate feedback is preferred.
- A comment and a grade or mark are given on work handed up.

Cross curricular links:

- Home Economics (learning vocabulary for food, meals, healthy eating, etc.)
- History (learning about Spanish history)
- Art (learning about Spanish artists)
- English (learning how to write an email and a letter – format used)
- Geography (learning maps, climate, location, cities, countries, etc.)
- Science (learning vocabulary for illnesses and body)
- Irish and other modern foreign languages (comparisons between grammar structure and vocabulary)
- CSPE (learning about the importance of language and communication in our globalized world and to encourage young learners to learn Spanish)
- Maths (learning and practicing numbers, currency, weight, distance, etc.)
- Music (learning about music of Spain and South America)

ART, CRAFT, DESIGN WORK

1st Year

The scheme of work involves a grounding in the fundamentals of Art, Craft and Design looking at the art elements, art vocabulary, techniques, use of equipment, introduction, and experimentation of a variety of mediums. Students are encouraged to develop a sense of self exploration and expression as they work through a set brief/theme and develop ideas and designs using a sketchbook.

A focus on working from a primary source is heavily endorsed. Drawing is the central activity and the visual Art Sketchpad is now kept for assessment to show a student's creative journey.

Annotation of drawings and personal and teacher feedback will be recorded.

The use of a workbook compliments what is being taught in class and students will be set homework from this.

Support studies will be introduced and Artists from different art periods explored in connection with class topics.

Term 1

Students are introduced to the different Art Elements:

Line, tone, shape, colour, form, texture, pattern.

At the start of the year students are taught how to explore the different elements through different mediums e.g. Pencil, ink, charcoal, pastels, paint, mixed media.

Portraiture:

Students are introduced to the concept and skill of portraiture through composition, proportions, line, facial details, facial expression, shading, and observational drawing.

Students are introduced to the art of Painting: brushstroke, colour theories, colour mixing, colour wheel, acrylic painting, impasto, visual texture, tactile texture.

Term 2

Life drawing; Students are introduced to life drawing. They look at proportions, observational drawing of both seated and standing figures. Drawing of drapery is introduced.

Exam techniques will be introduced briefly and carried on in year two and year three in preparation for a life drawing exam as part of the Junior Certificate Art exam.

Students will be introduced to the idea of visual research of a topic and drawing from secondary sources will be explored in relation to a given theme. These drawings will be developed into 3d clay models.

Students will be introduced to clay modelling and modelling techniques will be taught: manipulation of clay, hand modelling techniques, slip joining, application of visual and tactile texture within clay work and finishing/ decorating techniques.

Students will be introduced to the idea of exhibiting and will partake in the display of their work within the school campus.

Term 3

Students will carry on with themes from term two and develop and design their work further to be made into ceramic pottery.

Students will be taught pottery techniques, coiling, slab building, cross hatching, slip trailing, glazing and firing techniques. Students will prepare their work and participate in displaying their work around the College campus.

Students will prepare for summer drawing exams in class.

Assessment will be completed using a variety of different methods including: Continuous assessment both verbal and written, Peer assessment, Self-assessment and Practical exams at October midterm, Christmas, Easter and summer

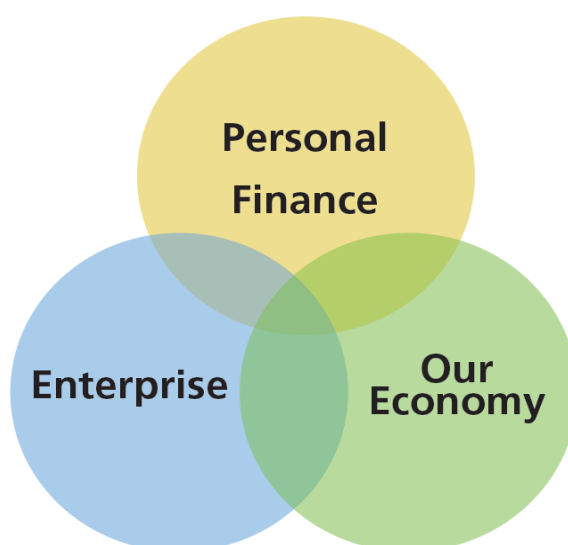
Homework policy: Students will receive one short and one long homework per week.

BUSINESS STUDIES

Junior Cycle Business Studies

Business Studies is a named subject in the Framework for Junior Cycle. Its basic make-up is as follows:

- A common-level course
- The learning outcomes of Business Studies are spread across three equally weighted strands:
 - **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
 - **Our economy** enables students to understand the dynamic relationship between the local, national and international economic situation. It develops students' ability to identify and understand basic economic concepts as they relate to personal finance, enterprise and the Irish economy.



Assessment comprises of:

- Ongoing assessment across the three years of Junior Cycle
- Two Classroom-Based Assessments (CBAs) in Second and Third Year:
 - Business in Action project at the end of Second Year
 - Presentation in Third Year
- An Assessment Task (AT)
- A final exam at the end of Third Year

Year 1

Term 1

An introduction to Business: Local, National & Global Business,
Money,
Teamwork
Presentations

Personal Finance: Income
Understanding Pay
Expenditure
Preparing Budgets
Recording Income & Expenditure

Enterprise: Entrepreneurs and Enterprise

Term 2

Personal Finance: Financial Service Providers
Saving
Borrowing
Consumer Rights
Consumer Responsibilities

Term 3

Enterprise: The World of Work

Personal Finance: Insurance

*Christmas exams are held at the end of Term 1 All work covered in that term will be assessed
Summer exams are held at the end of Term 3. All work covered over the 3 terms will be assessed.*

Year 2

Term 1

Enterprise: Idea Development and Market Research
The Marketing Mix
Business and Technology
Types of Business
Planning a Business
Business Finance

Term 2

Enterprise: Business Documents
Introduction to Accounts
The Cash Book
The General Ledger

Term 3

Enterprise: The Trial Balance
Final Accounts: Income Statement 1
Final Accounts: Income Statement 2

- *Up to 4 weeks is allowed for CBA 1*
- *Christmas exams are held at the end of Term 1 All work covered in that term will be assessed*
- *Summer exams are held at the end of Term 3. All work covered over the 3 terms will be assessed.*

Year 3

BUSINESS STUDIES

Years 1 & 2 above outline the new Junior Cycle Business Studies course. The present 3rd Year students are completing the previous Curriculum and will sit the Junior Cert. Business Studies exam in June 2018. This year they will complete that course having covered the following topics in this Year 3.....

Text Book: Eurobusiness & Workbook – John Taylor (Folens)

Year 3

- Business Documents
- Double Entry from Source Documents through to Trial Balance
- Control A/cs
- Ledger A/cs
- Continuous Presentation of Accounts
- Bank Reconciliation Statements
- Work & employment
- Industrial Relations
- Assessing the performance of a business
- Club A/cs
- Service A/cs
- Farm A/cs
- Revision and exam preparation

Students will sit their Mock Examination in Feb. 2018 and their Junior Cert. exam in June 2018

CLASSICAL STUDIES

The Classical Studies course of study for 1st Year serves as a general introduction to the Classical world.

This is divided into four parts

- *Geography of the Mediterranean Lands in Ancient Time*
- *Myths and Legends of Ancient Greece*
- *Introduction to Athens and Ancient Greece*
- *An Introduction to the Roman World*

The syllabus is offered at two levels, Ordinary and Higher. The syllabus framework is common to both levels. Consequently students at both levels are enabled to work together until the end of the three year cycle.

Geography of the Mediterranean Lands in Ancient Times (Week 1)

- Location of the more important centres i.e. Egypt, Crete, Mycenae, Troy, Palestine, Carthage, Athens, Sparta, Rome.

Myths and Legends (Weeks 2-13)

The syllabus outlines several topics in this section for study; the following myths have been selected for study by the Classics Department at Wesley College.

The Gods of Mount Olympus

- Creation Myth (general introduction to Myth)
- The Olympians
- The Stories of Athena, Hephaestus and Aphrodite.

Heroes of the Ancient World

- Prometheus
- Perseus
- Odysseus (Cyclops and other stories)

The Story of Theseus

The story of Theseus encompasses a broad range of topics from myth to archaeological fact and is an essential part of the 1st year course.

- Legends related to Theseus
- Theseus and the Minotaur
- Archaeology and related topics (Sir Arthur Evans- Knossos)

An Introduction to Athens and Ancient Greece (Weeks 14-24)

A history of ancient Athens including:

- Geography of Athens (location, city plans and infrastructure).
- The Acropolis
- Government and Justice
- The Army and the Persian Wars
- Greek influence on European Culture

An Introduction to the Roman World (Weeks 25-32)

The foundation of Rome including:

- The geographical site
- The foundation legends (Aeneas, Romulus and Remus, Mars)
- Archaeological evidence
- The Tarquins

The Story of Hannibal Barca and his influence on the Roman world.

- Political situation and background
- Hannibal's journey to Italy
- Aftermath, influence and legacy of Hannibal on the Roman Army
- An introduction to the Roman Army

Rome as capital of the Empire including

- An outline of its growth from city state to empire
- Geography of the Empire
- A Roman conquest e.g. the invasion of Gaul or Britain
- Communications within the Empire
- The Pax Romana
- The rise of Christianity within the confines of the Empire

HOME ECONOMICS

This course covers five areas of study over the three Junior Cycle years. These account for 50% of the marks in the final written exam. The areas are:

- Food Studies & Culinary Skills
- Consumer Studies
- Social & Health Studies
- Resource Management & Home Studies
- Textile Studies

A final year project Design & Craftwork accounts for 15% of the marks while a practical Cookery exam accounts for 35% of the marks. Towards the end of the third year an external examiner assesses this and the project.

Textbook: ***Learning for life, Home Economics for Junior Cert & Workbook***
by Carmel Enright & Maureen Flynn

First Term

Area of Study	Term 1			Terms 2 & 3		
	Ch	Topic	Pages	Ch	Topic	Pages
Food Studies	-	Rules for Kitchen	Handout	6	Cooking Food	76-89
	4	Kitchen Hygiene And Safety	58- 66	7	Breakfast & Packed Meals	90-97
	5	Food Preparation	67 -75	8	Starters/ Soups/ Sauces	98-106
	12	Cereals & Home Baking	145 - 157	9	Meat & Poultry	107-114
	Practical cookery and culinary skills classes take place throughout the year					
Consumer Studies	24	Consumers	249-250	24	Consumer Rights & Responsibilities	250-256
				25	Consumer Protection	257-262
Social & Health Studies	19	Personal Hygiene	226-229	19	The Skin	224-227
	20	The Teeth	230 - 233	17	New Life	212-216
Resource Management & Home Studies	31	Safety in the Home	297-303	29	Resource Management	281-286
				30	Designing a Home	287-288
Textile Studies	38	Sewing Skills – The Sewing Machine – Hand stitches – Flat seam	356-361	35	Use of Textiles in the Home	330-335
	-	Craftwork: Making a patchwork cushion	-	-	How to sew on a button	-
				-	Craftwork: Cross stitch	-

Practical cookery and culinary skills classes take place throughout the year.

MUSIC

This course has been designed to enable all students to acquire musical skills suited to their age, varying abilities and musical experiences.

The course is divided into three parts which represent the three main musical activities:

- Performing
- Composing
- Listening

All Students must complete a practical exam (25% of the marks) for the Junior Certificate Exam.

The materials used in the course:

“Sounds Good” – Core Book (EDCO) – to be used as a support for all topics on the course (available in classroom)

“Sounds Good” – Workbook (EDCO)

Music Manuscript, Refill Pad & Ring Bind Folder.

Descant Recorder

“Razzamajazz” Recorder Book by Sarah Watts (provided by the school)

FIRST TERM

Listening:	Musical features: Italian terms (words) to describe moods, dynamics, tempo, pulse, texture, melodic, rhythmic features. Melodic & Rhythmic Dictation (using Tonic Solfa & standard notation) Choice Works: Illustrative & Film Music. Instruments of the Orchestra: Strings, Woodwind, Brass & Percussion Orchestra Plan
Performing:	Class singing -various repertoire including rounds & canons Rhythmic clapping exercises-up to dotted minim Performance with classroom percussion Tonic Solfa songs & exercises/games, scales Recorder- using <i>“Razzamajazz”</i> Carol Service: class performance
Composing:	General Theory including Treble & Bass clef notes on the stave, Tonic Solfa Rhythm values/Rests & rhythmic patterns-up to dotted minim Melody writing -4 bars using the pentatonic scale Scales & arpeggios of C major, tones & semitones

SECOND TERM

Listening	<p>Musical features: Italian terms (words) to describe moods,dynamics tempo, pulse, texture, melodic, rhythmic features.</p> <p>Melodic & Rhythmic Dictation (using Tonic Solfa & standard notation)</p> <p>Form: Unitary, Binary & Ternary Form in music</p> <p>Choice Works: Theme & Variations, Dance Movements, Orchestrally Accompanied Music</p> <p>Irish Music –Irish Instruments including The Harp, players, Collectors</p>
Performing:	<p>Class singing/Group singing</p> <p>Performance of piece on own instrument or voice for exam-held before Easter holidays</p> <p>Group performance-using percussion and other own instruments</p> <p>Sight clapping & sight singing- simple rhythmic & Solfa melodies</p> <p>Recorder- <i>Razzamajazz</i>”</p>
Composing:	<p>General theory including upbeat, dotted crotchet & quaver, dotted quaver & semi quaver</p> <p>Melody writing- 4 bars using the pentatonic & full scale & Tonic Solfa</p> <p>Scales & arpeggios of F & G major</p> <p>Ledger lines.</p>

THIRD TERM

Listening:	<p>Musical features: Italian terms (words) to describe moods,dynamics tempo, pulse, texture, melodic, rhythmic features.</p> <p>Melodic & Rhythmic Dictation (using Tonic Solfa & standard notation)</p> <p>Choice Works: Revise Orchestrally accompanied music, Theme & Variations, Dance Movements and Illustrative & Film Music</p> <p>General listening with Instruments of the Orchestra</p> <p>Irish Music: Dances. Form & Structure</p> <p>Revision of all material for Summer Exam using exam type qs</p>
Performing:	<p>Practical exam: Recorder piece and 1 piece on own instrument.</p> <p>Class singing - Revise all songs for summer exam</p> <p>Recorder – <i>Razzamajazz</i>” up to page 23</p>
Composing:	<p>Revise General theory</p> <p>Melody writing- 4 bars using the pentatonic & full scale & Tonic Solfa, Sequences</p> <p>Revision of all material for summer exams using exam type questions/examples</p>

TECHNICAL GRAPHICS

General Organisation of Technical Graphics in 1st Year:

All pupils should have the following:

- text book and work book
- a T-square for homework and exams
- a drawing folder and drawing equipment
- a pencil case + pencil, rubber, sharpener, protractor, colouring pencils, 2 large set squares, tape and compass

Assessment:	Monthly:	Class test
	Christmas:	Drawing Exam 100%
	Easter:	Class test
	Summer Exam:	Drawing Exam 100%

Text Book: *Understanding Technical Graphics- Gill & McMillan*
Workbook: *Understanding Technical Graphics – Gill & McMillan*

The following is a description of the topics, concepts and procedures to be covered in class:

TERM 1

W1-W3	Establishing work procedures and practice in class
W4-W6	Basics of Geometry
	The use of the Protractor
W7	Introduction to the Circle
W10	Introduction to Quadrilaterals
W11	Introduction to Polygons
W12	Elevations and Plans; Introduction to three-dimensions
W13	Revision for Christmas Exams

TERMS 2 and 3

W17	Features of the Circle
W20-W22	Circles and Tangents
	Introduction to Isometric Drawing
W23	Introduction to the Ellipse
W24	The Ellipse: the focus, tangents
W25	Isometric projection
W26	Three-dimensional solid objects: Drawing Prisms
W28	Use of the Workbook
W31	Auxiliary Projection
W32	Auxiliaries
	Preparation for the Summer Exam

TECHNOLOGY

General Organisation of Technology in 1st Year:

- All pupils should have text book and copy book
- All pupils should have a T-square for homework and exams
- All pupils should have a drawing folder and drawing equipment
- All pupils need a pencil case - pencil, rubber, sharpener, protractor, colouring pencils, 2 large set squares, tape and compass

Assessment:	Monthly:	Class test
	Christmas:	Written Exam 100%
	Easter:	Class test
	Summer Exam:	Written Exam 70% and Projects 30%

Text Book: *Junior Certificate Technology* – Grainne Enright (Folens)

Main Teaching Areas:

- Orthographic drawing
- Theory of materials
- Machines and power tools
- Hand tools
- Safety
- Craft techniques
- Design and creativity
- Electronics
- Structures and mechanisms
- Project planning and execution
- Computer applications
- Technology and society

The following is a summary of topics covered in Technology:

TERM 1

W1	Organisation of books, stationery and T-square drawing
W2	Three-dimensional drawing using labels and colour
W3	Safety: Use of the jig saw & band saw Basic cutting techniques
W4	Making a T-square
W5	Study of everyday technology e.g. electric kettle
W6	Energy Awareness Week
W7	Designing and making e.g. a paper aeroplane
W8	Re-cycling Week
W9	Vacuum forming

W10	Study of tension and compression in structures
W11	The impact of technology on society
W12	Computers – Computer Aided Design (CAD)
W 15	The study of the principles of energy
W16	How things work: case study e.g. car wipers

TERM 2 and 3

W17	The principles of levers and the making of a catapult
W18	Studying simple gears
W19	Levers continued
W20	How things work: case study e.g. hair dryer
W21	Designing a mobile phone holder
W22	Structures: studying bridges and buildings
W23	Levers continued
W24	Introduction to Electronics
W26	Soldering techniques
W27	Designing a simple lamp
W28	Making a lamp circuit
W29-W30	Project making e.g. steady hand game
W31	Preparation for the Summer Exam

There is a charge towards the cost of materials for this practical subject.

MATERIALS TECHNOLOGY (WOOD)

General Organisation of Materials Technology (Wood) in 1st Year:

- All pupils should have text book and copy book.
- All pupils should have a T-square for homework and exams
- All pupils should have a drawing folder and drawing equipment
- All pupils need a pencil case + pencil, rubber, sharpener, protractor, colouring pencils, 2 large set squares, tape and compass

Assessment:	Monthly:	Class test
	Christmas:	Written Exam 100%
	Easter :	Class test
	Summer Exam:	Written Exam 70% and Projects 30%

Main Teaching Areas:

- Orthographic drawing
- Theory of wood and tools
- Machines and power tools
- Hand tools
- Safety
- Craft techniques
- Design and creativity
- Project planning and execution
- Finishes

Text Book: *Materials Technology Wood* – Michael Cross
New Revised Edition 2006 (Educ.Co)

TERM 1

W1	Organisation of books and stationery Introduction to the subject Understanding elevations and plans
W2	The importance of safety in the workshop Learning to cut wood The principles of Workshop Practice
W3	Simple project e.g. plaque Sawing, planing, wood-burning
W4	Designing e.g. key rack Use of the scroll saw
W5	Project Making e.g. letter rack Studying Tree types

W6-W7	Making a game project
	Tree types and wood: the study of hardwoods and softwoods
W8	Evaluation of project
W9	Finishing techniques: sanding & oiling
W10	The use and correct application of screws to wood
	The growth of trees
W11	Use of the coping saw
	Finish projects
W12-W13	Drawing elevations and plans on grid paper
W14	Use of the band saw
W 15	Simple project e.g. candle holder
W16	The design process

TERM 2 and 3

W17	Three dimensional drawing
W18	A lathe project
W19	Use of the scroll saw and jig saw
W20	Designing a trophy
W21	Creation of picture using plywood and carving
W22	The use of handtools
W24	Fastenings: bolts and screws
W25	Project making
W26	Project making
W27	Designing a project in perspex
W30	Designing a toy
W31	Revision of theory work
W32	Revise 3D and orthographic
W33	Completion of projects
	Exam performance and exam techniques

There is a charge towards the cost of materials for this practical subject.

SOCIAL, PERSONAL AND HEALTH EDUCATION

The Junior Certificate Programme in SPHE aims to

- to enable the students to develop skills for self-fulfilment and living in communities
- to promote self-esteem and self-confidence
- to enable the students to develop a framework for responsible decision-making
- to provide opportunities for reflection and discussion
- to promote physical, mental and emotional health and well-being

Topics to be covered in 1st Year:

- Organising Myself at Home and School
- Me as unique and different
- Friendship
- Changes at adolescence
- The reproductive system
- Images of male and female
- Respecting myself and others
- Recognising feelings
- Respecting my feelings and the feelings of others
- My heroes
- Why use drugs?
- Alcohol: the facts
- Smoking and its effects
- Smoking: why, why not?
- Looking after myself
- Physical Exercise

SPHE is not formally examined in the Junior Certificate examination at present but is taught through a combination of tutor class and organised half-days dealing with particular aspects of the course.

CITIZENSHIP

Citizenship 1st Year Curriculum Summary

Citizenship is a half-year module that runs in the Spring of 1st Year. The students will return to Citizenship further on in the Junior Cycle. Over 16 classes, students will be introduced to a range of issues that are relevant to local, national and international affairs. The course will include case-studies and examinations of contemporary issues in the areas of

- Democracy and Reform
- Human Rights and Human Responsibilities
- Development and Sustainability
- Law and Equality

Local issues –

Wesley Charter / Student Council / Green Flag (Biodiversity)

National issues –

The Diaspora / Peacebuilding / Elections / Referenda / Courts / Children's Ombudsman

International issues –

EU / UN / NGOs / Development Aid / Conservation / Climate Change

The course will tie in with the following statements of learning:

- Develops an understanding of the natural world
- Values what it means to be an active citizen, with rights and responsibilities in local and wider communities
- Values local and national heritage and recognises the relevance of the past to current national and international issues and events
- Brings an idea from conception to realisation
- Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which they live
- Develops moral, ethical and responsible decision making and a sense of personal values

The course aims to respect and integrate the strengths of the teacher and of the student cohort. For this reason, some areas of the curriculum may receive greater or lesser attention. The current affairs stories that dominate the public discourse may also mean the introduction of topics relevant to the four core areas which are not specified above.

DIGITAL LITERACY

This course aims to provide all First Year students with a solid foundation in a range of digital skills, knowledge of the basic principles of computing devices, skills in using computer networks, an ability to engage in online communities and social networks while adhering to behavioral protocols, be able to find, capture and evaluate information, an understanding of the social issues raised by digital technologies, and possess critical thinking skills.

The course divides into three parts Computer literacy, Digital literacy and touch typing. Assessment is on a continuous basis.

RELIGIOUS EDUCATION

Aims of Course:

- To foster an awareness that the human search for meaning is common to all peoples, of all ages and at all times.
- To explore how this search for meaning has found, and continues to find, expression in religion.
- To identify how understandings of God, religious traditions, and in particular the Christian tradition, have contributed to the culture in which we live, and continue to have an impact on personal life-style, inter-personal relationships and relationships between individuals and their communities and contexts.
- To appreciate the richness of religious traditions and to acknowledge the non-religious interpretation of life.
- To contribute to the spiritual and moral development of the student.

The Junior Certificate Course is divided into six sections (A-F). Students study two sections each in Years 1, 2 & 3. In Year 1, students will study Section A (Communities of Faith) and Section B (Foundations of Religion: Christianity). All students will be formally assessed during the Christmas and Summer Examinations. Informal assessment will also take place throughout the academic year both in class and at home.

Text Book: i) *'Religion for Living' Junior Certificate Religious Education (2nd Edition)*
 – Connie Duffy (Alpha Press Ltd) – same textbook used for Years 1, 2 & 3
 ii) *'Good News Bible'*

September – December

- Section A Part 1 (Community)
- Section A Part 2 (Communities at Work)
- Section A Part 3 (Communities of Faith)
- Section A Part 4 (Relationships between Communities of Faith)

January – June

- Section A Part 5 (Organisation and Leadership in Communities of Faith)
- Section B Part 1 (The Context of Christianity)
- Section B Part 2 (Evidence about Jesus)
- Section B Part 3 (The Person and Preaching of Jesus)
- Section B Part 4 (The Death and Resurrection of Jesus)

***GIRLS' PHYSICAL EDUCATION AND GAMES PROGRAMME**

	MODULE 1	MODULE 2	MODULE 3	MODULE 4
YEAR 1 PE DBL x 8wks	Gymnastics L1 Invasion Games: Hockey Fitness and Conditioning	Health Related Fitness Ball Skills Invasion Games: Hockey/Soccer/Netball <i>Rotation</i>	Creative Dance L1 Invasion Games: Hockey/Soccer/Netball <i>Rotation</i> + Cross-Country	Tennis Athletics
YEAR 1 Games DBL x 8wks				

***BOYS' PHYSICAL EDUCATION AND GAMES PROGRAMME**

YEAR 1	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
PE 2 Periods 	Games – Decision Making	Movement/Gymnastics	Adventure Activities (4 Weeks)	Athletics Fielding Games
Games 2 Periods 1 School Run per month - Timed	Invasion Games/Net Games	Invasion Games/Net Games Rugby/Hockey Badminton	Dance (4 Weeks) Running/ Invasion Games	Athletics and N/F/ Games

Each pupil will complete activities in each block over the course of the year. Pupils' progress in Physical Education and Games will be monitored throughout the modules. Continuous assessment will be based on ability, effort and improvement. Where appropriate this system will incorporate pupils' self-assessment.

**DUE TO THE UPGRADING OF THE PHYSICAL EDUCATION FACILITIES THE CURRICULUM WILL NOT INCLUDE ALL MODULES AS LISTED UNTIL COMPLETION.*

CLASS TIME HAS BEEN CUT FOR THIS YEAR.

PE TEACHERS WILL REVIEW THE PROGRAMME CONTENT ON AN ONGOING BASIS AND MODIFICATIONS WILL BE MADE DEPENDING ON PREVAILING WEATHER, ALTERNATIVE AND INDOOR FACILITIES AVAILABLE.

WE LOOK FORWARD TO FABULOUS FACILITIES FOR ALL STUDENTS IN THE NEAR FUTURE.