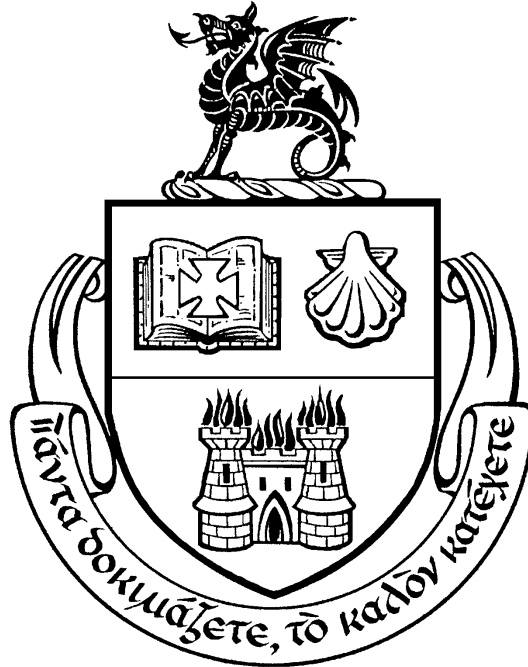


Wesley College Dublin



Junior Certificate Curriculum Summary Year 2

2017 - 2018

Wesley College

Junior Cycle Academic 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, 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

ENGLISH

Year 2 English

Great Expectations 2 Junior Cycle English

Animal Farm

Romeo & Juliet

First Term

THEMES Relationships/ Adversity/ Class

Animal Farm: The following websites are useful

Bbc.co.uk/schools/gcsebitesize/history/mwh/Russia/thecivilwarrevl.shtml (Russian Civil War & Battle of the Cowshed)

YouTube: 'Three Little Pigs' American WW11 propaganda.

Personal Writing – again as varied and as interesting as we can make it.

Let's begin with *Animal Farm*. We should finish this by half-term. The combined average grade of the Book Report AND the Poetry PowerPoint will account for 10% of the Summer Exam.

The Book Portfolio details are available on a separate sheet. Writing tasks include:

Writing a blog

Comparative Analysis

Character Analysis

Language of persuasion

Short Stories- From *Great Expectations*

Chapter 2 Useful extracts from which to teach style.

While The Auto Waits

O Henry- Page 114

Louise

Somerset Maughan - Page 119

DRAMA

Shadow of a Gunman Sean O'Casey Page 314

The Government Inspector Nikolai Gogol Page 324

POETRY BY HEART:

Junior Cert English Guidelines, page 42:

‘That students should engage with memorising verse is undeniably a worthwhile end. It internalises, makes a personal possession of forms insights and words which can be recalled for savouring and contemplation at will: the act of memorising...’crowds the sensibility with the text in an intimate manner, which enriches the person for life.’

<i>Digging</i>	Seamus Heaney	Page 191
<i>This Moment</i>	Eavan Boland	Page 178
<i>The Soldier</i>	Rupert Brooke	Page 207
<i>Frozen Food</i>	Doireann Ni Ghriofa	Page 145

LEARNING BY HEART should be done throughout the term. Do not leave it to the last minute.

STUDY/DISCUSS

Sonnet XV111 William Shakespeare Page 150

Homework can be drawn from materials within the book.

FILM: *Spellbound* **OR** *School of Rock*

POETRY POWERPOINT After the Christmas exams pupils can begin work on their poetry PowerPoint. There is a separate hand-out for this. Also, cf, page 243- How to do a Presentation.

Year Two Second Term and Third Term

Poetry by heart

<i>The Road Not Taken</i>	Robert Frost
<i>The Lotus Eaters</i>	A. L. Tennyson
<i>The Railway Children</i>	Seamus Heaney

Memoir

Full On	Ivan Yates	Page 5
Salty Baby	Orla Tinsley	Page 8

Drama

Romeo and Juliet William Shakespeare. Intensive study of the play to include understanding of staging, soliloquy, dramatic irony, foreshadowing and character development.

The Oratory and Rhetoric Award (OAR) Students research and present a three-minute speech. The best two speakers from each class will go forward to compete for the OAR Award. Usually held the Friday of Mid-term in February. There is a separate handout with details available. The competition will take place after Easter. Preparatory work will be done in Drama/ Oral Literacy class.

Newspaper Report The Guardian Child soldiers in South Sudan

www.theguardian.com › World › Development › Conflict and development

MATHS

2nd Year

The aims of the Junior Cycle 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

Higher & Ordinary Level

(items in bold are Higher Level only)

Term 1

- Linear Algebra Review
- Patterns: generate arithmetic expressions from repeating linear and quadratic patterns; representing situations with tables, diagrams and graphs;
- Functions & Graphing: find points of intersection of patterns both graphically and algebraically.
- Probability: expected frequency, two-way tables, tree diagrams and **venn diagrams**.
- Area & Volume: Volume and surface area of rectangular solids and cylinders. Perimeter and Area of plane figures. Nets of solids. **Nets of prisms and cylinders**.
- Coordinate Geometry: midpoint, distance, equation of line in various forms. **Parallel and perpendicular slopes**.

→ Christmas Examination

Term 2 & 3

- Algebra: Factorising and Solving
- Geometry: investigation of theorems; **proof of theorems 4, 6 & 9**; constructions 1-15 (**3 & 7 HL only**); problem solving using axioms and theorems.
- Statistics: further work on central tendency, **sampling and reliability of data**, graphical representation, **quartiles and interquartile range**. **Draw conclusions from summaries of data**.
- Algebra: further quadratic equations, simultaneous equations, word problems.

→ Summer Examination

AN GHAeilGE

SIOLLABAS DON TEASTAS SÓISEARACH :

Junior Certificate syllabus

Deis ar chumas chuí sa Ghaeilge a dheimhniú do gach dalta de réir a acmhainne a chuirfidh ar a chumas páirt a ghlacadh sa saol dá theangach. Féinmheas agus féinmhuinín na mac léinn a chothú ar an teanga agus ar chultúr na Gaeilge. Chun é seo a chur i bhfeidhm baintear úsáid as téacs leabhair, téipeanna agus físeáin. Is í an Ghaeilge sprioctheanga an ranga agus tugtar gach deis do na daltaí an teanga a labhairt ar bhonn rialta.

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

The syllabus for Junior Certificate Gaeilge aims to give the pupil the opportunity to take part in the bilingual world according to their ability. It aims to give them confidence in understanding and expressing themselves through our national language and culture. Classes are taught through Gaeilge and include the use of text books, cd.'s and dvd's. Irish is the target language of all classes and pupils are given every opportunity to speak the language in class.

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.

ARD LEIBHÉAL Higher Level

Téacs leabhar: Iontas 3
Text book and work book

Sa chúrsa ard leibhéal leathnaítear ar an gcúrsa ón gcéad bhliain, go mbeidh na daltaí ábalta a gcuid smaointe féin a chur in iúl go réidh nádúrtha i bhfoirm cainte agus scríofa.

The higher level course continues and broadens the topics studied in Year that the pupils would be able to express themselves naturally both orally and in the written language.

TÉARMA 1 TERM 1

- **Mé féin, mo chlann, mo cháirde:** *myself, my family, my friends.*
- **Mo shaol scoile.** *My life at school.* seomraí na scoile, treallamh, clár ama, ábhair *school rooms, equipment, timetable, subjects*
- **Obair scríofa:** litir, scéal, díospóireacht,
Written work includes: letters, stories, debates.
- **Litríocht:** déantar staidéar ar scéal próis agus ar dhán
Literature : study of a prose story and a poem
Prose: Spás le Micheál Ó Ruairc
Poetry: Subh Milis le Séamas Ó Néill
- **Gramadach:** Na Briathra: athbhreithniú ar na haimsirí, saor briathar. Aidiacht shealbhach. Na forainmneacha réamhfhochla, Ainmfhocail. Uimhreacha: ag comhairemh: Daoine, rud, dátaí airgead.
Grammar: , Revision of verbs and tenses, possessive pronouns, preposition, nouns. Numeracy: counting people, things dates, money.
- **Scrudú na Nollag:** cluastuiscint 20% páipéar scríofa 80%
Christmas exam: listening comprehension 20% written paper 80%
Páipéar scríofa: 1. Litir, scéal, díospóireacht. *Letter, story debate*
2. Ceist ar dhán agus ar phrós. *prose and poetry*
3. Léamhthuiscint. *Comprehension*
4. Gramadach. *Grammar aimsir Chaite/ láithreach*

TÉARMA 2 Term 2

- **Mise agus m'áit chónaithe: My area:** cur síos ar dhaoine, pearsantacht, aois. An teach seomraí an tí, an chistin ag cócaireacht. *Describing people, age, the house, rooms, the kitchen, cooking.*
- **An Ceantar: the Area:** áiseanna an bhaile, ag siopadóireacht, airgead. Éadaí, eagrais, slite beatha *facilities, shopping, money.*
- **An t-Earrach: Spring**
- **Litríocht:** déantar staidéar ar scéal próis agus ar dhán
- **Literature : study of a prose story and a poem**
A t-Ádh le Pádraic Ó Conaire
An Luichín sa Scoil le Seán Mac Fheorais
- **Obair Scríofa:** litir, scéal, díospóireacht,
Written work includes, letters, stories, debates
- **Gramadach:** an Aimsir fháistineach
Grammar: the future tense. Ag comhaireamh airgid. Counting money

TÉARMA 3 Term 3

- **Laethanta saoire:** taisteal, tíortha, na contaetha, an Ghaeltacht, an aimsir na séasúir

Holidays: travel, countries, counties, an Ghaeltacht the weather, the seasons.

- **Obair Scríofa:** litir, scéal, díospóireacht,
Written work includes letters, stories, debates

Gramadach: an chopail. Na Briathra

Grammar: the copail. Verbs

- **Léitheoireacht:** Dul siar ar na scéalta agus na dánta

Revision of prose and poetry.

Súil siar agus cleachtadh ar an gceist scrúdaithe.

Revision and learning the structure of the exam questions

Scrudú an tsamhraidh: cluastuiscint 20% scríofa 80%

Summer exam.: listening comprehension 20% written paper 80%

Páipéar scríofa: 1. Litir, aiste, scéal díospóireacht. Letter, essay, story

2. Prós agus filíocht. *Prose and poetry.*

3. Léamhthuiscint. *Comprehension.*

4. Gramadach. *Grammar.*

GNÁTH LEIBHÉAL Ordinary Level

Téacs leabhar: Iontas 2

Text book and work book

Sa chúrsa gnáth leibhéal leathnaítear ar an gcúrsa ón gcéad bhliain, Déantar iarracht cur le stór focal an dalta agus deis a thabhairt dóibh iad féin a chur in iúil trí mheáin na Gaeilge. .

The ordinary level course continues from the first year course. The aim is to broaden the pupil's vocabulary and to encourage them to express themselves through Irish

TÉARMA 1 TERM 1

- **Mise agus mo chlann.** *Myself and my family* cur síos ar dhaoine, pearsantanch, aois *describing people, personalities, ages*
- **Mo Theach:** *mo theach*, seomraí an tí, troscán
My house: my area, my house, rooms, furniture
- **Mo Shaol scoile:** ábhair staidéar, an saol scoile, muintir na scoile
My school life: subjects, school life, people in the school
- **Na Séasúir:** an fómhair, an geimhreadh
The seasons: Autumn, winter
- **Obair scríofa:** cárta poist, cuntas, blog
Written work: postcards, account, blog
- **Gramadach:** na briathra rialta aimsir chaite agus láithreach
Forainmneacha réamhfhochlacha
ag comhaireamh airgid, bliain am., aidiacht shealbhach
ainmfhocail firinscneach/ baininscneach
Grammar: the regular verbs, past, present tense, prepositional pronouns. Numeracy: counting years, the time. Possessive pronouns. Nouns feminine/ masculine.
- **Scrúdú na Nollag:** cluastuiscint 20% scríofa 80%
Christmas exam.: listening comprehension 20% written paper 80%

- Páipéar Scríofa:** 1.Meaitseáil. Matching.
2. Fógraí beaga. Notices.
3. Léamhthuiscintí. Comprehensions.
4. Cuntas / blagpoist a scríobh. Write an account / blog.
5. Abairtí a scríobh amach. Write out sentences.

TÉARMA 2 Term 2

- **Mo cheantar:** mo cheantar, mo theach, seomraí an tí, troscán, an chistín.
My Area: my house, rooms, furniture, the kitchen
- **An Baile mór:** ag siopadóireacht, airgead. éadaí, bia
The town: shopping, money, clothes, food
- **Sláinte:** Baill an choirp. Tinneas, sláinte
Health: parts of the body, illness, health
- **Na séasúir:** an t-Earrach
Spring
- **Obair scríofa:** cárta poist, cuntas, blog
Written work: postcards, account, blog
- **Gramadach:** briathra rialta aimsir fháistineach
Grammar: regular verbs, future tense

TÉARMA 3 Term 3

- **Laethanta saoire:** tíortha, na contaetha, an Ghaeltacht, an aimsir
Holidays: countries, counties, an Ghaeltacht, the weather
- **An Samhradh** *summer*
- **Caitheamh aimsire :** ceol, teilifís scannáin
Past-times: music, television, films
- **Spórt:** cluichí, imreoirí, cur síos ar chluiche
Sport: games, players, describing a match
- **Obair scríofa:** cárta poist, cuntas, blog
- **Written work:** *postcard, account, blog*
- **Gramadach:** briathra neamhrialta, láithreach, caite fháistineach.
Grammar: verbs, all tenses

Scrudú an tsamhraidh: cluastuiscint 20% scríofa 80%

Summer exam.: listening comprehension 20% written paper 80%

Páipéar scríofa: 1. Meaitseáil *matching*

Written Paper **2. Fógraí beaga** *notices*

3. Léamhthuiscint *Comprehension*

4. Cárta poist a scríobh *write a postcard*

5. Litir a scríobh *write a letter*

6. Gramadach *Grammar*

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 2 the student will build on the introductory work of Year1 to develop further Learning Outcomes in the five strands:

Nature of Science, Biological World, Chemical World, Physical World, Earth and Space

Term 1:

What Cells Do

What is out there (including telescopes)

Gases

Food and Digestion

Atoms Molecules and the Periodic Table

Circulation System

Forces.

Terms 2 and 3:

As part of their assessment for the Junior Cycle Award, students will carry out and report on an Extended Experimental Investigation. This can be reported on using a variety of formats. This is one of the two Classroom Based Assessments in Science and is designed to assess the Nature of Science Learning Outcomes.

The second CBA will take place in Year 3 and is a Science in Society Investigation.

Further topics studied in the five strands in the second half of Year 2 are:

Plants, Earth in Balance, Chemical Reactions, Density, Origin of the Universe, Motion.

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

HISTORY

2nd YEAR HISTORY : STUDIES OF CHANGE

There is a large step up in the amount and the complexity of material between first and second year. Initially pupils might need some extra help and homework becomes extremely important. In accordance with the “Homework Guidelines for Parents” homework should be checked and although the parent should not “do the work” some pupils will benefit from selective help and guidance. Note taking and independent study techniques will be developed. The Syllabus for Second Year deals with major changes that affected peoples’ lives between the fifteenth and nineteenth century. **The reasons for change and the consequences of it are of primary importance.** Pupils will also learn about a person at the forefront of the changes. A broad range of sources will be used and in the New Year pupils will be asked to complete a project. As a means of revision teachers will from time to time refer to first year work. They may include it as part of homework or as material to be revised for class tests but the Christmas and Summer exams will be on Second Year work exclusively.

Weeks 1- 6 The Age of Exploration: this section deals with the changes in the European view of the world brought about by the first voyages of exploration; what encouraged these voyages and the main consequences of them.

Weeks 7- 11 Religious Change:

The pupils will learn about the reasons why new religions grew up in Europe towards the end of the Renaissance, how they developed and some implications of their success.

Weeks 12- 17 Changes in Land Ownership:

Here we study the Plantation Period in Ireland when vast amounts of land were taken from the native Irish by a succession of English monarchs. (week 14 is exam week)

Weeks 18 - 23 Political Change:

The Revolutions in America and France and the Irish Rebellion are dealt with. One of these is studied in extra detail and the teacher may well ask the pupils to do a project.

Weeks 24 - 28 Social Change:

This section, often called, “from farm to factory” looks at the Agricultural and Industrial Revolutions.

Weeks 29 - 31 The Irish Famine:

This final part of the Second Year course takes a relatively brief look at Irish Society in the first half of the nineteenth century and then continues on with the causes and the consequences of The Famine

Week 32 Revision

Again, as with first year, the Summer exam will consist mainly of material studied since Christmas.

GEOGRAPHY

Geography is the study of the Earth, its population, and the interaction between them. At its most basic, Geography is about places and the human and physical patterns and processes exist in places.

Year 2 Geography continues students' exploration of the world around them. A range of new topics are introduced including Glaciation, Soils, Industry and Population. The concept of change over time is very important. Students learn about factors affecting change in industry, the role of women in industry, and population.

A field study trip to Glendalough provides a first-hand experience of landscape geography. Students study the impact of glaciation in Glendalough. They produce a report of their visit which can count for up to a maximum of 10% of their Christmas examination assessment.

Geography is an integrative science. Year 2 geography highlights the interaction of social, economic and physical processes in shaping the world around the student.

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	Glaciation	13	The work of the ice- processes, landforms of
	2			Landforms of deposition
	3			Glaciation & human activity
	4	Soils	21	Soil composition, profile, formation, texture
	5			Soil types, Irish soils, Human interference
	6	Field study work		Rocks, mining, settlement
	7	Settlement	15	Early settlers in Ireland. Settlement patterns
	8			Resources, terrain & distribution of settlements
	9	OS Map work	17	The human landscape
	10	Mid-term Break		
	11	Secondary economic activities	2	Factory location & Change over time:
	12			Case studies light + heavy industries
	13			Footloose industry
	14	Revision		
	15	CHRISTMAS EXAMS		
	16,17	Exam Review & Project work		
		CHRISTMAS HOLIDAYS		

Term 2	Week			
	1	Secondary economic activities	2	Role of women in industry
	2			Global industrialisation. Industry and the
	3	Population	8	Distribution, Diversity, Change
	4			Variations in population density
	5			Case Studies
	6	Mid-term Break		
	7	Population		Population pyramids
	8	Population	8	High population densities
	9			Low population densities
	10	North/South divide	8	Global patterns
	11	People on the move	8	Migration
	12	Aerial Photos	18	Location, sketch maps, settlement and land-use
		EASTER HOLIDAYS		
Term 3	Week			
	1	Tertiary Economic Activities	3	Services. Tourism in France
	2	Tertiary Economic Activities		Tourism in Ireland
	3			Tourism in Spain and Switzerland. tourism
	4		15	Impact of Transport
	5			France Railways; Rhine; Irish Roads
	6	Revision		
	7/8	SUMMER EXAMS		

FRENCH

The aims of the French Department in the Junior Cycle are:

- To introduce all students who have chosen French to the concept that it is a living language and therefore a new means of communication
- That pupils acquire and understand a culture other than their own
- To provide students with the skills necessary for them to be able to partake in a range of basic functions and interact in French with French speakers in the categories of oral, aural and written production
- By achieving the above to help in the overall social and personal development of the students

We have chosen Core Text Books “*Bon Travail! 1* (3rd Edition) and *Bon Travail! 2* (3rd Edition) – Geraldine McQuillan, Marie Stafford & Carmel Timmins. Learning a new language should be an exciting experience and these books are designed in a friendly and attractive way in order to make the learning of French an enjoyable experience. As the communicative approach to language learning is at the core of the syllabus, these books are ideally suited to helping students master and develop the speaking, listening, reading and writing skills they require. In the first term students complete Book 1 and move on to Book 2 after Christmas. The books are divided into 11 units which are stepped to allow for the incremental acquisition of the vocabulary and basic grammar structures. A whole range of themes, topics, exercises and linguistic components are introduced, chapter by chapter, in this book to allow all students, whatever their level, to learn the necessary basic skills.

First Term *Bon Travail !* Book 1 (3rd Edition) Chapters 7-11

Second & Third Term *Bon Travail !* Book 2 (3rd Edition) Chapters 1-6

Language	Grammaire	Civilisation	Page
Unité 7 : À table !	Eating breakfast Lunch time Buying meat and vegetables Snack food Fruits Table settings Eating dinner Buying fish Desserts and cheese	Irregular verb – boire C'est and ce sont Irregular verb – vouloir Partitive article (l'article partitif) Irregular verb – mettre Quantities (1)	Eating habits in France School menus Recipes
Coin pronunciation			183
Mots clés			184
Communication en classe			213
Épreuve			213
			214
Unité 8 : Faire des courses	Shopping in the market Numbers 60–80 Local shops Revision of French alphabet Ordering a meal	Irregular verb – venir Quantities (2) Prepositions (les prépositions) (2) Future tense (le futur proche)	At a French market Money in France Dining out
Mots clés			219
Communication en classe			239
Épreuve			239
			239
Unité 9 : Allons en ville !	Buildings in town Asking the way and giving directions French shops Numbers 80–100	Imperative (l'impératif) Gender of nouns Prepositions (les prépositions) (3) Preposition à Irregular verb – préférer	A typical French town Large shops in France Visiting Paris
Coin pronunciation			257, 261
Mots clés			268
Communication en classe			268
Épreuve			269
			269
Unité 10 : À vos marques !	Names of sports Giving your opinion (2) The seasons Sports equipment	jouer à – to play a sport faire de – to take part in sport Irregular verb – prendre Possessive adjectives (les adjectifs possessifs) (2) – our, your, their	Sports in France Baron de Coubertin and the Olympic Games
Coin pronunciation			274
Mots clés			280
Communication en classe			295
Épreuve			295
			296
Unité 11 : Amusons-nous !	Leisure activities Musical instruments The cinema Using technology Reading for leisure Other hobbies	jouer de – to play a musical instrument Irregular verbs – écrire, lire, dire Irregular verb – sortir	Maisons des Jeunes et de la Culture (MJC) Lumière brothers New technologies French television French cultural festivals
Coin pronunciation			301
Mots clés			305
Communication en classe			324
Épreuve			324
			324

Langage	Grammaire	Civilisation	Page
Unité 1 Allons en vacances !			1
Points of the compass Names of European countries and nationalities Places to stay on holiday Writing holiday postcards	Using <i>en/au/aux</i> before the name of a country or town Les adjectifs – of nationality Revision of the verb <i>avoir</i> Le passé composé of regular verbs using <i>avoir</i> Le passé composé et la négation	Taking holidays in France Activities while on holiday	
Coin pronunciation Mots clés Épreuve			9 20 21
Unité 2 Où logeons-nous ?			25
Holiday accommodation Surrounding area and facilities Lettre formelle (1) – Making a holiday booking L'alphabet français – révision Going on a school trip to Paris Popular Parisian tourist sites	Revision of the verb <i>pouvoir</i> Le passé composé of irregular verbs which use <i>avoir</i> La négation of these verbs	Staying in a French hotel Holidays on a campsite Holidays in une colonie de vacances Staying in une auberge de jeunesse Visiting Paris with a school group	
Coin pronunciation Mots clés Épreuve			47 48 49
Unité 3 Quel temps fait-il ?			53
Talking about the weather Regions of France What clothes to wear Les couleurs – révision What you wear to school Leaving a note/message	Les adjectifs – féminin/pluriel Les adjectifs – irrégulier Revision of the verb <i>être</i> Le passé composé using <i>être</i> La négation of these verbs	French idioms about the weather French fashion brands	
Coin pronunciation Mots clés Épreuve			81 83 84
Unité 4 Comment vas-tu ?			89
Parts of the body Illnesses and injuries Describing somebody Visiting the doctor/dentist In the pharmacy Lettre informelle (1) – writing about illness/accident Signs of the Zodiac	à + le, la, l' or les Le passé composé of verbes pronominaux La négation of these verbs Les adjectifs – le comparatif	Some idioms using parts of the body Going to the doctor/dentist in France Visiting la pharmacie	
Coin pronunciation Mots clés Épreuve			98 115 116
Unité 5 On bouge !			122
Travelling in France Reading road signs Parts of a car At a service station In a railway station Buying tickets Telling the time – révision In an airport Travelling by boat Lettre informelle (2) – using le présent, le passé composé and le futur	Revision of the verb <i>aller</i> Revision of the verb <i>prendre</i> Les adjectifs – comparatifs irréguliers Le futur simple – régulier/irrégulier La négation of le futur simple	Road signs in France Driving in France Travelling by train Le Métro	
Coin pronunciation Mots clés Épreuve			144 152 152
Unité 6 Choisissons une carrière !			159
People's jobs and where they work Leaving a phone message Talking about people's jobs Qualities needed for different jobs Work experience – le stage en entreprise Helping around the house Part-time/holiday jobs – le boulot Lettre formelle (2) – applying for a job	Le conditionnel – régulier/irrégulier La négation of le conditionnel	Working in France Doing work experience in France	
Coin pronunciation Mots clés Épreuve			172 183 183

GERMAN

JUNIOR CYCLE

The general educational aims include:

- Contributing to pupils' awareness of language as a system of communication
- Giving pupils an awareness of another culture, and thus a more objective perspective on aspects of their own culture
- Contributing to the development in pupils of the capacity to engage in fruitful transactions and interactions with others
- To develop autonomous learners

Through the above, contributing to pupils' overall personal and social development.

The general communicative aims include:

- Enabling the pupils to cope with the normal classroom use of the target language
- Equipping pupils with a competence in the target language, which would enable them to provide themselves with basic necessities.
- Furnishing pupils with linguistic skills making it possible for them to pursue aspects of their general interests through use of the target language

Through these aims ensuring that competence in the target language is conducive to the fulfilment of the general educational aims.

YEAR 2

Term 1: *Geni@I Klick A1* Chapters 9-P3 Terms 2 and 3: *Geni@I Klick A2* Chapters 1-P1

Chapters	Topics	Vocabulary	Grammar	Learning to Learn
9	All the best!	Seasons, months, good wishes, illnesses, body parts	Modal verbs <i>können, müssen, dürfen</i> , Imperfect of <i>haben/sein</i> , dative pronouns	Working with a dialogue graphic and a <i>Satzklammer</i>
10	My town/city	Places/shops in a town/city. Food, means of transport, directions	<i>Mit</i> + dative, prepositions of location	Completing a grammar table, creating a mindmap
11	We are going on a trip	Compass points and directions, holiday destinations, food & drink, modes of transport	Modal verbs <i>wollen</i> and <i>mögen</i> , some accusative prepositions, Conjunction <i>deshalb</i>	Working with a map/ <i>Dialogbaukasten</i> , selective listening, mind map: gathering information
12	My father is a policeman	Jobs and professions, Places of work, activities	Adverbs of frequency, personal pronouns in the accusative case	Reading strategies, making your own grammar tables, completing a <i>Lerntipp</i>
P3	Revision	Revision	Pronunciation	Learning behaviour: self-reflection

Chapters	Topics	Vocabulary	Grammar	Learning to Learn
1	The class trip to Berlin	Activities in a city, Places in a city, in a hotel	Regular verbs in the perfect tense, Perfect tense with <i>haben</i>	Reflecting on grammar, making a <i>Lernplakat</i> , working with <i>Lernkarten</i>
2	Having friends – Making friends	Personal traits	Irregular verbs in the Perfect tense with <i>haben</i> and <i>sein</i>	Learning adjectives in pairs, working with <i>Lernkarten</i> , completing a rule, practising with rhythm
3	You're the best	Sport	Ordinal numbers as adjectives, comparative, superlative	Completing a rule, taking notes while listening
4	Buying, buying, buying	Shops, food & drink, clothes/fashion, quantities	Adjectives with the definite and indefinite articles, subordinate clauses with <i>dass</i> , demonstrative articles	Completing a rule, working with a mind map, working with key words
P1	Revision	Revision	Pronunciation	Do you know your coursebook?

Resources:

- Geni@I Klick A1 Kursbuch
- Geni@I Klick A1 Arbeitsbuch
- Geni@I Klick A1 Glossar
- Geni@I Klick A1 CDs and CD ROM
- Geni@I Klick A2 Kursbuch
- Geni@I Klick A2 Arbeitsbuch
- Geni@I Klick A2 Glossar
- Geni@I Klick A2 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 four 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 By 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 9 the students will be able to:**

- invite somebody to a party
- convey good wishes
- make excuses/apologies
- say what is sore

By the end of chapter 10 the students will be able to:

- ask somebody where something or somebody is
- speak about places in a town/city
- understand and give simple directions

By the end of chapter 11 the students will be able to:

- make suggestions/counter-suggestions
- express agreement and disagreement
- say where cities are
- order/pay for food and drink
- write a postcard
- express consequences

By the end of chapter 12 the students will be able to:

- describe their daily routine
- describe their free-time activities
- discuss career plans

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

- ask for information
- say what happened and what they did
- report on their travel experiences

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

- speak about friends and friendships
- describe friends
- offer help
- say what happened and what somebody has done
- give compliments

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

- discuss types of sports
- compare size/age
- give/ask for time
- give advice

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

- understand dialogues in relation to shopping
- say how they find something
- describe clothes
- ask for size/colour/price

SPANISH

YEAR 2

The textbooks used in class are *Primer Paso 1* and 2. It is anticipated that chapters 10 to 13 (*Primer Paso 1*) will be covered by Christmas. Chapters 1 to 4 (*Primer Paso 2*) will be covered during terms two and three.

Vamos a escuchar 1 is studied throughout the year to develop listening skills and to promote vocabulary acquisition.

We will also be using past Examination Papers in order to prepare for the Junior Certificate. There will be specific exam practice in relation to Reading and Aural Comprehension as well as Written Production. Some key topics will also be revised.

Primer Paso 1 Term One Chapters 10-13

Primer Paso 2 Second and Third Term Chapters 1-4

Chapters and Pages	Topics	Communication	Vocabulary	Grammar
10: 106 - 119	<i>¿Qué horas?</i>	Telling the time, using reflexive verbs, talking about your daily routine, talking about food and Spanish dishes.	Time Time expressions Reflexive verbs Daily routine Food Verbs	Structure associated with telling the time.
11: 120 – 138	<i>La ropa</i>	Using radical changing verbs, describing the weather, describing clothes and colours of objects.	Radical changing verbs Weather Seasons Compass points Clothes Colours	Radical changing verbs <i>Hacer</i> Adjective and noun agreement
12: 139 – 149	<i>¿De dónde eres?</i>	Talking about where you're from, learning the names of countries and nationalities, being able to say what year it is and telling someone your phone number, describing what you are doing at the moment	Countries Nationalities Numbers 1-2000 Phone numbers Present continuous verbs	Present continuous Adjectives (nationalities)

13: 150 – 160	<i>¿Qué pasatiempos tienes?</i>	Talking about sports and hobbies	Sports Hobbies Descriptive adjectives	Revise <i>gustar</i>
1: 1 – 16	<i>Por la ciudad</i>	Describing cities, saying where things are, asking for information at the tourist office, giving orders, giving directions, reading comprehensions	City Buildings Prepositions of place Directions	Imperative
2: 17 – 31	<i>De compras</i>	Buying something in a shop, asking and saying how much something costs	Shops Clothes Colours Prices Presents	Revise regular present tense Revise reflexive verbs Revise radical changing verbs Revise irregular verbs
3: 32 – 41	<i>¿Qué vas a hacer?</i>	Talking about what you're going to do in the future, talking about your holidays, writing a letter to a penpal	Future expressions Holidays Colours Letter vocab	<i>Ir a + infinitive</i> future tense <i>Conocer VS saber</i>
4: 42 – 53	<i>The future tense</i>	Talking about what you will do in the future	Future expressions Routines	Future tense Irregular future verbs

Learning Objectives

Primer Paso 1

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

- tell the time
- understand and use reflexive verbs
- talk about their daily routine
- talk about food and recognize some traditional Spanish dishes

By the end of unit 11, students will be able to:

- understand and use radical changing verbs
- describe the weather and the seasons and use the compass points
- describe what they are wearing and the colour of objects
- understand and use the verb *hacer* for the weather

By the end of unit 12, students will be able to:

- talk about what country they are from and their nationality
- say what year it is and tell someone their phone number
- describe what they are doing at the moment
- understand and form the present continuous

By the end of unit 13, students will be able to:

- talk about what sports they like and what hobbies they have

Primer Paso 2

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

- describe cities and say where things are
- ask for and give directions
- ask for and receive information in a tourist office
- understand and use the imperative tense

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

- buy something in a shop
- ask and understand how much things cost
- reproduce and form present tense, reflexive, radical changing and irregular verbs

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

- talk about what they're going to do in the immediate future
- talk about their holiday plans
- write a letter to a penpal
- understand the difference between *conocer* and *saber*

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

- talk about what they're going to do in the long term future

Resources used:

- *Primer Paso 1* and *Primer Paso 2* Textbooks
- *Primer Paso 1* and *Primer Paso 2* Audio CD's and scripts
- *Vamos a escuchar 1* Audio CD's and scripts
- 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 four language skills in every class, when possible (reading, writing, listening, speaking)

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

The aims of the Art Department in the Junior Cycle are:

To introduce students to different mediums of art, craft and design. To provide students with the skills needed to experiment and complete work in different mediums. To encourage creativity and conceptual thinking. To enhance awareness of the natural and manmade world around us through observation. To encourage the use of a sketchbook as part of homework and classwork. To encourage students to appreciate and access art galleries and museums.

Year 2

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

Second year continues on from first year in the further development of students drawing, design and craftwork skills. Additional craftwork is introduced. Students continue to look at support studies as inspiration and continue the use of sketchbooks to practice observational drawing.

Term 1

Students are introduced to perspective and foreshortening.

Students learn about: One and two-point perspective, linear perspective, atmospheric perspective, tints, and shades to create atmospheric perspective, colour theory and how it relates to perspective, observational drawing showing perspective, different viewpoints,

Students complete various perspective drawings from observation looking at different angles, objects, locations, and viewpoints. Students are introduced to foreshortening in the observation of the human form. Students are taught how to draw a foreshortened figure from observation. Students are taught how to look and draw the cylindrical figure and drapery to exaggerate foreshortening.

Students are introduced to relief work in clay. Students develop drawings from observation into design for clay relief work combining perspective and foreshortening. Students are taught clay relief techniques; slip joining, slab work, clay kneading and rolling, application of visual and tactile texture to create perspective. Students design and make a clay relief tile and exhibit it in specially designed display cabinets.

Students are introduced to soft sculpture/puppetry based on the theme 'Lil Monsters'.

Students through visual research, support studies, classroom brainstorming and peer evaluation will research and design a piece to be made using soft sculpture materials and found objects.

Students will learn how to develop designs from observational drawing, support studies and visual research into a soft sculpture craft piece. Students will learn how to work found objects and manipulate them using a variety of techniques: felting, rolling, stuffing, stitching techniques, appliquéing, wadding to complete a soft sculpture based on the theme.

Students will learn how to develop their monsters into storyboards and cartoon concepts.

Term 2

Students are introduced to graphic design.

Students will learn about different typography, grid lettering method, signs and symbols use of lettering as a means of communication, compositional layout and psychology of colour within poster design. Students will also complete a stamp design and a logo design.

Students will be introduced to the history and craft of lino printing. Students will be taught about lino cutting and printing safety within the classroom.

Students will learn how to use line within drawings and develop them into suitable designs for lino printing. Students will look at visual texture through line, relationship between positive and negative space within lino prints and learn how to modify drawings into suitable design for lino printing. Students will learn how to use different blades to create different textures and how to print a lino. Students will learn how to cut a window mount to display lino prints and learn about editions of prints and signing of work. Students will participate in an exhibition of their work.

Term 3

In the summer term students will complete a painting project to give them an idea of what will be required for a junior certificate project. This will comprise of 50% of their summer exam. The painting project will be based on a particular theme that students must research through visual and written work. Second year students will be taken on a museum or gallery visit as part of their research for this project.

Assessment for learning:

Continuous assessment

Peer assessment

Self-assessment

Midterm, Christmas, Easter, summer practical exams and project

Homework policy:

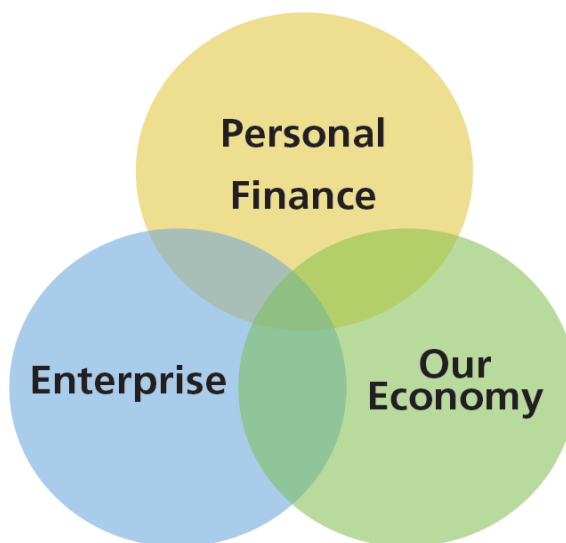
Students will receive one short and one long homework per week.

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 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.

The 2nd and 3rd Year course involves the study of the following possible topics, which are drawn from the Greek and Roman World. Two topics from the Greek World, two from the Roman and one other topic must be chosen.

THE GREEK WORLD

- The Wrath of Achilles, based on Homer's *Iliad*, Books I, VI, XVI, XXII, XXIV
- Greece and Persia, based on relevant readings in the *Histories* of Herodotus
- The Life and Death of Socrates, based on the *Apology*, *Crito* and *Phaedo* of Plato
- Mycenae and Troy, based on the archaeology and legend of the two centres.
- The Athenian Acropolis, based on the architecture, religion and history of the period in which the Acropolis was built

THE ROMAN WORLD

- The Quest of Aeneas, based on Virgil's *Aeneid*, Books I, II, IV, VI
- The Roman Theatre - Comedy, based on the *The Swaggering Soldier* of Plautus, and to include *basic* knowledge of the physical shape of the Roman theatre
- The Life and Times of Julius Caesar, based on Plutarch's *Life of Caesar*
- A Roman City, based on a study of Pompeii

In Wesley for the current 2nd Year we have chosen the following topics and plan to study them as below:

Topic 1: The Roman City: Weeks 1-10

Topic 2: The Wrath of Achilles: Weeks 11-20

Topic 3: The Athenian Acropolis: Weeks 21-30

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 in 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

Area of Study	Term 1		Terms 2 & 3	
	Ch	Topic	Ch	Topic
Food Studies	1	Nutrition	9	Fish
			10	Milk/Cheese/Eggs
	2	Balanced Eating & Special Diets	11	Vegetables/Fruit
			3	Meal Planning
	Practical cookery and culinary skills classes take place throughout the year			
Consumer Studies	27	Money Management	28	Shopping
	26	Quality Control		
Social & Health Studies	18	Healthy Living	16	The Family
Resource Management & Home Studies	32	Technology in the Home	30	Designing a Home
Textile Studies	36	Fashion & Design	39	Fabric Care
			38	Sewing Skills (p358-364)
	-	Craftwork: Appliqué Christmas Stocking	-	Craftwork: - Log Cabin Patchwork - Embroidery
				Preparation for 3 rd Year craft

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 2nd Year course are:

- * Sounds Good – Core Book (EDCO)
- * Sounds Good - Set B Workbook (EDCO)
- * Sounds Good Workbook – (EDCO)
- * Music Manuscript
- * Refill pad & Ring bind folder

SYLLABUS GROUP B

FIRST TERM

Listening:	Set & Choice songs: Popular Songs: “Yesterday” by The Beatles & “Don’t look back in anger” by Oasis. Descants & Two part songs: “Evening Prayer” & “Calypso”. Irish Folk Songs “Amhran na Cuiginne” & “She moved through the Fair” Folk Songs from other countries: “Click go the Shears” & “Banana Boat Song” Dictation: Rhythmic & melodic dictation (full scale)- 4 bars Irish Music – Characteristics of Irish Music/Traditional Songs, Irish Dances, Collectors, Instruments.
Performing:	Class singing- set & choice songs (Sounds Good) & Rounds/Canons Themes from Set Work Performance of one piece on own instrument for Christmas test Continue Recorder from 1st year where required
Composing:	Key Signatures (2 sharps & flats – C, F, G, Bb, D major) General theory (revise scales, revise ledger lines) Introduction to triads (I, IV, V .) in C, G, F ,D & Bb)

SECOND TERM

Listening:	Set Work: “Hoe Down” from “Rodeo” by Copland Choice Works: Movements from Symphonies etc. Irish Music; Sean Nós singing, Trad & Non-Trad styles, Anglo Irish Songs. Listening exercises on Irish Music covered to date Dictation: Rhythmic & melodic dictation (full scale)- 4 bars General Study: Jazz and Blues (Project work)
Performing:	Class singing set & choice songs; Performance workshop; Continue Recorder from 1st year where required Practical exam – solo or group performance(20%)-held at Easter
Composing:	Triads/Backing Chords (I, ii, IV, V & vi) Major keys only Melody Writing: 4 bar phrase in major keys only Bass Clef: Revise Revision for summer exam

THIRD TERM

Listening:	Set & Choice Songs: Revision for summer exams Irish Music - Listening exercises on Irish Music covered to date- Instruments, Dances, Sean Nós, Styles, Collectors, Trad & Non-trad styles Dictation: Rhythmic & melodic dictation (full scale)- 4 bars Revision for summer examination Set Works: Revise Hoe Down Choice Works: Overtures & Preludes. Revise 1 st year work. Revision of all using exam type questions
Performing:	Practical exam: 2 pieces of own choice. Sight clapping, aural test. Class singing set & choice songs; General class singing
Composing:	Triads/Backing Chords (I, ii, IV, V & vi) Major keys only. Q6 from papers. Treble & Bass Clef. Melody writing: 4 bar phrase in major keys only Revision of all theory for summer exam: key signatures, treble & bass clef, rhythm values etc.

TECHNICAL GRAPHICS

General Organisation of Technical Graphics in 2nd Year:

All pupils should have

- 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:	Exam
	Easter:	Class test
	Summer Exam:	Written Exam 70% and Projects 30%

Text Book: *Understanding Technical Graphics – Gill & MacMillan*
Workbook: *Understanding Technical Graphics – Gill & MacMillan*

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

TERM 1	W1.	Revision of Elevations and Plans
	W2.	Auxiliary elevations
		Oblique projections
	W3.	Revision of isometric projections
	W4.	Drawing: A bird house
		Drawing: A tumbler holder
	W5.	Revision of circles in contact
	W6.	Tangents to circles
	W8.	Revision of Auxiliary Projection
	W9.	Circles in Auxiliary
	W10.	Conics – Revision of the Ellipse
	W11.	Introduction to the Parabola
	W12.	Rotated solids
	W13.	Revision for exams
TERM 2	W17.	Use of the Workbook
	W20.	Auxiliary plans
		Class test
	W22.	Solids in contact
	W24.	Transformation Geometry
	W25.	Central Symmetry
	W26.	Axial symmetry
TERM 3		Rotation
	W27.	Solids in contact Ch 28
	W30.	Rotated solids
	W32.	Revision
	W33.	Exam technique, timing and performance in exams

TECHNOLOGY

General Organisation of Technology in 2nd Year:

- 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:	Exam
	Easter:	Class test
	Summer Exam:	Written Exam 70% and Projects 30%

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

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

TERM 1

W1.	Organisation of books and stationery Revision Elevations and Plans Safety revision
W2.	Designing an electric lamp Revision of the lathe
W3.	Electricity Health and Safety
W4.	Energy Awareness Week Health and Safety
W5.	Technology in Society Class test

W6.	Design of Steady Hand Game
	Technology in Society
W7.	Steady Hand Game
W8.	Recycling Week
	Electronics
W 15.	Working with Levers

TERM 2

W17	Further study of gears
W19.	Energy conversion
W20.	Study of Levers
W22.	Designing and electronic light sensor
	Study of Pulleys
W23.	Students make light sensor
W25.	Cams
W26.	Study electronics

TERM 3

W30.	Designing a motor control system
W31.	Pupils start making motor project
	Studying electronics
W33.	Motor project completed
	Preparation for exams

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

MATERIALS TECHNOLOGY (WOOD)

General Organisation of Materials Technology (Wood) in 2nd Year:

- 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:	Exam
	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

Week

W1.	Revision of 1 st Year work Drawing elevations and plans Revision of safety in the workshop
W2.	Designing an electric lamp Revision of lathe work Demonstration of electrical work
W3.	Making of lamp
W5.	Designing a trophy
W8.	Designing a wine holder
W9.	Seasoning of timber

- W10. Visit to computer room: Computer Aided Design
- W11. Elevations and plans; Dimensioning
- W12. Studying defects in timber
- W 15. Sharpening tools: methods and correct procedure

TERM 2

- W17. Laminating
- W18. Designing an A4 document holder
- W19. Wood Conversion
- W22. Steam bending of timber
- W23. Designing
- W25. Timber and the environment
- W27. Plastics

TERM 3

- W30. The use of power tools
- W31. Study of adhesives
- W32. Finishing

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 2nd Year:

- Looking back, looking forward
- Group work
- Family ties
- What motivates me?
- Study skills
- Assertive communication
- Body care and body image
- The changing nature of friendship
- Recognising and expressing feelings and emotions
- Peer pressure and other influences
- Managing relationships
- Making responsible decisions
- Health and personal safety
- Self-confidence
- Body image
- Positive and negative influences
- Making decisions
- The effects of drugs
- Alcohol and its effects
- Alcohol: why, why not?
- Cannabis and its effects
- Cannabis: why, why not?
- Accidents at home and in school
- Feeling threatened

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

CITIZENSHIP

Citizenship Course Overview – 2nd Year

Approximately 30 weeks of classes, one class per week.

The Four core areas

1. Human Rights and Human Responsibilities
2. Development and Sustainability
3. Law and Equality
4. Democracy and Reform

Through examination of specific case studies, we extend the students' awareness of issues and help them to come to understand their awareness of the principles of citizenship and what it entails.

The Principles –

- ✓ All citizens are equal
- ✓ All citizens are entitled to the support and protection of the State
- ✓ All citizens are entitled to have a voice in the election of representatives and to consider becoming a representative for their communities (through participation at local level or the pursuit of elected office at local and/or national level)
- ✓ Citizenship requires the individual to be active in contributing to their community and nation
- ✓ That the opportunity for citizenship should be afforded to all who would contribute and support in meaningful ways
- ✓ That positive, lasting and beneficial change is achieved through initiative rather than complaint

1 - Human Rights and Human Responsibilities;

Disability/Ageism/Discrimination/Conservation and Animal Rights

2 - Development and Sustainability;

What our needs require and how this effects our environment/Positive steps we can take to influence sustainable development/Species and Habitat Diversity /Local and National initiatives and obligations/International co-ordination of the Climate Change issue

3 - Law and Equality;

Employment Law/The courts system/Trial by jury and trial by judge/Peaceful protest

4 - Democracy and Reform;

General Elections, Referendums / The Constitutional Convention; The Constitution, The Convention and its recommendations / Women in Politics – the introduction of gender quotas
The course aims to respect and integrate the strengths of the teacher taking the course 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.

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 2, students will finish of their study of Section B (Foundations of Religion: Christianity). In addition, they will study Section C (World Religions: Islam) and Section E (The Celebration of faith). 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

September - December

- Section B Part 5 (Faith in Christ)
- Section C Part 1 (Islam: The Context)
- Section C Part 2 (Islam: Sources of Evidence)
- Section C Part 3 (Islam: Rites of Passage and other Rituals)
- Section C Part 4 (Islam: Development of Tradition)

January - June

- Section C Part 5 (Tradition, Faith and Practice in Islam)
- Section E Part 1 (The world of ritual)
- Section E Part 2 (The experience of worship)
- Section E Part 3 (Worship as a response to mystery)
- Section E Part 4 (Sign and symbol)
- Section E Part 5 (Prayer)

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

	MODULE 1	MODULE 2	MODULE 3	MODULE 4
YEAR 2 PE SGL x 8wks	Gymnastics Cross-Country 	Badminton 	Dance 	Tennis
YEAR 2 Games DBL x 8wks	Gaelic Football Netball Hockey <i>Rotation</i>	Gaelic Football Netball Hockey <i>Rotation</i>	Orienteering Cross Country	Athletics ***

JUNIOR GIRLS' PHYSICAL EDUCATION AND GAMES PROGRAMME 2009-2010

***NB: Year 2 Compulsory One Day Outdoor Pursuits to be completed in Module 4

Areas of Study

Adv Activities	L1 L2	Dance-Creative Dance-Folk	L1 L2	Athletics	L1 L2	Games Invasion	L1 L2	Games N/F	L1 L2	Gymnastics Beam	L1 L2	HRA	L1 L2
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***BOYS' PHYSICAL EDUCATION AND GAMES PROGRAMME**

YEAR 2	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
1Period	Various Ball Basketball	Gymnastics	Adventure Activities (4 weeks) Orienteering Olympic Handball	Athletics Fielding/games
.....
2 Periods	Invasion Games Rugby/ hockey/ basketball	Invasion Games Rugby/ hockey/ basketball	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.