





<p>3. Developing tools for thinking</p>	<p>seek out different ideas and information in order to reach a more informed position</p> <p>1.8 ask relevant and probing questions at the right time, for the right reason</p> <p>1.9 use the language of reasoning when engaging in discussion</p> <p>1.10 present a coherent argument and be able to justify it (e.g. provide examples, counter-examples, define meanings, find criteria, build on others' ideas, see connections)</p> <p>1.11 map out an argument or set of arguments (e.g. showing premise, evidence, conclusion)</p> <p>1.12 express emotion in appropriate ways</p> <p>1.13 help others to feel included in the group</p> <p>1.14 reflect on how they have participated in the learning</p> <p>1.15 think about their thinking</p> <p>1.16 explain the difference between an argument, an explanation and an anecdote</p> <p>1.17 when listening to someone or reading a text, be able to judge whether the speaker or writer is making a valid and sound argument</p> <p>1.18 identify different types of reasoning (e.g. deductive and inductive) identify</p>		
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<p>4 . Key concepts</p>	<p>some common weaknesses in reasoning (e.g. fallacies related to relevance, an appeal to pity or emotion, an appeal to authority, using a straw man, argumentum ad hominem, etc.) and be able to identify examples of some of these fallacies in everyday life</p> <p>1.19 identify some common weaknesses in reasoning (e.g. fallacies related to relevance, an appeal to pity or emotion, an appeal to authority, using a straw man, argumentum ad hominem, etc.) and be able to identify examples of some of these fallacies in everyday life</p> <p>Community of enquiry, questioning, critical thinking, creative thinking, collaborative thinking, caring thinking, reason, concept, values, argument, logic, premise, evidence, conclusion, assumptions, example, criteria, category, alternative, opinion, fact, cognitive bias, perception, cause, effect, strength, weakness, fallacy.</p>		
<p>Strand 2: Philosophy of Knowledge 1. Philosophy of knowledge</p>	<p>2.1 listen carefully, critically and respectfully to each other</p> <p>2.2 seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories</p> <p>2.3 analyse and compare ideas and be able to build on others' ideas to form a personal position</p> <p>2.4 create arguments (oral and written) that communicate a clear and logical point of view</p> <p>2.5 contribute to creating a critical, creative, collaborative and caring community of enquiry</p>	<p>✓</p>	<p>✓</p>

<p>2. Key Concepts</p> <p>3. Guiding questions</p>	<p>2.6 reflect on how learning is developing their thinking and collaborative skills</p> <p>Mind/body relationship, knowledge/perception, reality, truth, illusion, idea, senses, imagination, experience, beliefs, memories, language, emotion, self, artificial intelligence, brain-enhancing technologies, gender, culture, beauty, skepticism, relativism.</p> <p>When are we justified in saying we know something? What does it mean to say you know something/someone? Can anyone else know what it means to be me? Can you know something by instinct or by appearances? Do emotions help or hinder knowledge? Is the mind separate to the brain? What is the relationship between our minds and our bodies? Can animals reason? Do men and women reason and know differently? Are there limits to what we can know? If you use brain-enhancing technologies before an exam is it cheating? How do I know the world isn't virtual? Does Google own knowledge?</p>		
<p>Strand 3: Philosophy of language</p> <p>1. Philosophy of language</p>	<p>3.1 listen carefully, critically and respectfully to each other</p> <p>3.2 seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories</p> <p>3.3 analyse and compare ideas and be able to build on others' ideas to form a</p>		

<p>2. Guiding questions</p>	<p>personal position</p> <p>3.4 create arguments (both oral and written) that communicate a clear and logical point of view</p> <p>3.5 contribute to creating a critical, creative, collaborative, and caring community of enquiry</p> <p>3.6 reflect on how learning is developing their thinking and collaborative skills</p> <p>Key concepts Meaning, knowledge/knowing, language, understanding, descriptive, prescriptive, emotive, persuasive, inference, non-verbal communication, reality, truth, lie, propaganda, myth, stories, manipulation, gender, culture.</p> <p>Guiding Questions</p> <p>Where does language come from?</p> <p>How can we know what words mean?</p> <p>What is the relationship between language and the world?</p> <p>Does language shape our thoughts?</p> <p>Is it possible to think without words?</p> <p>What is the link between words and emotions?</p> <p>Can words have power? Who names the world?</p> <p>What is a lie?</p> <p>Why do people tell stories?</p> <p>Does a language still exist if no-one speaks it?</p> <p>Do girls/women use and understand language differently to boys/men?</p> <p>Do animals use language?</p>		
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<p>Strand 4: Philosophy of art (including visual arts, music, poetry, film, fashion, etc.)</p> <p>2. Guiding questions</p>	<p>4.1 listen carefully, critically and respectfully to each other</p> <p>4.2 seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories</p> <p>4.3 analyse and compare ideas and be able to build on others' ideas to form a personal position</p> <p>4.4 create arguments (both oral and written) that communicate a clear and logical point of view</p> <p>4.5 contribute to creating a critical, creative, collaborative and caring community of enquiry</p> <p>4.6 reflect on how learning is developing their thinking and collaborative skills</p> <p>Key concepts Beauty, value, abstract, representational, interpretation, judgment, attraction, subliminal messages, composition, atmosphere, emotion, truth, illusion, idea, communication, gender, culture.</p> <p>Guiding Questions What is and isn't a work of art? How can we tell and who decides? Why do people create art? What do the different arts have in common? Is objectivity possible in evaluating art? What is art for? Does the artist's intention matter? What makes something valuable?</p>		
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	<p>Is everyone capable of creating a work of art? What is the relationship between art and beauty, art and truth, art and morality, art and human wellbeing?</p>		
<p>Strand 5: Philosophy of sport</p>	<p>5.1 listen carefully, critically and respectfully to each other</p> <p>5.2 seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories</p> <p>5.3 analyse and compare ideas and be able to build on others' ideas to form a personal position</p> <p>5.4 create arguments (both oral and written) that communicate a clear and logical point of view</p> <p>5.5 contribute to creating a critical, creative, collaborative and caring community of enquiry</p> <p>5.6 reflect on how learning is developing their thinking and collaborative skills</p> <p>Key concepts Games, sports, play, competition, winner/loser, judgment, fair/unfair, discipline, mind/body relationship, performance-enhancing technologies, motivation, individualism, team, leadership, gender, culture.</p> <p>Guiding Questions What does sport mean? What is sport for? Are humans naturally game-playing animals? Are we naturally competitive?</p>	<p>✓</p>	<p>✓</p>
<p>Guiding questions</p>			



	<p>What's the difference between a game and a sport? Should genetic advantages be taken into account in sporting competitions? Who does a competition bring the most pleasure to? What does it mean to be a sports leader? Can a loser be a winner at the same time? Is it ever okay to break the rules in order to win? Are performance-enhancing drugs ever justified? Should some sports be banned? Are some sports immoral? Is academic achievement more highly valued than sporting ability?</p>		
<p>Strand 6: Philosophy of science and technology</p>	<p>6.1 listen carefully, critically and respectfully to each other</p> <p>6.2 seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories</p> <p>6.3 analyse and compare ideas and be able to build on others' ideas to form a personal position</p> <p>6.4 create arguments (both oral and written) that communicate a clear and logical point of view</p> <p>6.5 contribute to creating a critical, creative, collaborative and caring community of enquiry</p> <p>6.6 reflect on how learning is developing their thinking and collaborative skills</p> <p>Key concepts; Knowledge, progress, method, observation, hypothesis, experimentation, verification, interpretation, cause/effect, consent, responsibility, rights, duties, ethics, instrumentalism, big pharma,</p>	<p>✓</p>	<p>✓</p>

<p>Guiding Questions</p>	<p>biotechnology, endangered species.</p> <p>Guiding Questions</p> <p>What is science?</p> <p>How is scientific knowledge different from other kinds of knowledge?</p> <p>What are the assumptions of science?</p> <p>Is there such a thing as scientific method?</p> <p>Can everything be explained by science?</p> <p>What is the relationship between what we believe and what we see?</p> <p>Are science and morality compatible?</p> <p>Should we use animals in scientific experiments? What about using humans?</p> <p>Should there be limits to the use of biotechnology? How should limits be set?</p> <p>Does technology always advance human wellbeing? When is it harmful?</p> <p>Can science and technology provide a solution to all our problems?</p> <p>Will technology be able to save our fragile earth?</p>		
<p>Strand 7: Moral philosophy</p> <p>1. Moral philosophy</p>	<p>7.1 listen carefully, critically and respectfully to each other</p> <p>7.2 seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories</p> <p>7.3 analyse and compare ideas and be able to build on others' ideas to form a personal position</p> <p>7.4 create arguments (both oral and written) that communicate a clear and logical point of view</p> <p>7.5 contribute to creating a critical, creative, collaborative, and caring community of enquiry</p>	<p>✓</p>	<p>✓</p>

<p>Guiding. Questions</p>	<p>7.6 reflect on how learning is developing their thinking and collaborative skills</p> <p>Key concepts Moral/immoral, ethics, good, bad, right/wrong, truth, objectivism, absolutism, relativism, duty, responsibility, intention, consequence, free will, authority, justice, law, human nature, reward, punishment, guilt, utilitarianism, hedonism, environmental ethics, business ethics, feminist ethics, distribution of wealth.</p> <p>Guiding Questions What is goodness? Is happiness the highest good? What is a good life? How do I know what the right action is? Are there absolute rights and wrongs? Why should I be good/moral? Can you be a good person and do bad things? Is it ever okay to take a life? Is it ethical to purchase human organs? Do animals have rights? Do humans have a duty to protect nature? Are the consequences of actions all that matter? Does the end justify the means? Is there ever a 'just war'?</p>		
<p>Strand 8: Social and political philosophy</p>	<p>8.1 listen carefully, critically and respectfully to each other</p> <p>8.2 seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories</p> <p>8.3</p>	<p>✓</p>	<p>✓</p>


<p>Guiding questions</p>	<p>analyse and compare ideas and be able to build on others' ideas to form a personal position</p> <p>8.4 create arguments (both oral and written) that communicate a clear and logical point of view</p> <p>8.5 contribute to creating a critical, creative, collaborative, and caring community of enquiry.</p> <p>8.6 reflect on how learning is developing their thinking and collaborative skills</p> <p>Key concepts Human nature, the role of government, authority, freedom, justice, crime and punishment, protection of human rights, democracy, dictatorship, anarchy, socialism, communism.</p> <p>Guiding Questions</p> <p>Do humans need to be part of a society to flourish?</p> <p>What is the purpose of government?</p> <p>What is freedom? Are we really free?</p> <p>What limits, if any, should be put on the freedom of individual citizens?</p> <p>What is equality? Does treating everyone equally mean treating them the same? Should the state intervene to rectify inequalities?</p> <p>What is justice? Should we keep the law/rules if they are unfair?</p> <p>What is the purpose of prisons?</p> <p>What gives people the right to rule?</p> <p>Do our public representatives really represent all of the people?</p> <p>Why are there more male politicians than female?</p> <p>Does power always corrupt?</p> <p>Are women and men equal in today's society?</p>		
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<p>Strand 9: Philosophy of education</p>	<p>9.1 listen carefully, critically and respectfully to each other</p> <p>9.2 seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories</p> <p>9.3 analyse and compare ideas and be able to build on others' ideas to form a personal position</p> <p>9.4 create arguments (both oral and written) that communicate a clear and logical point of view</p> <p>9.5 contribute to creating a critical, creative, collaborative, and caring community of enquiry</p> <p>9.6 reflect on how learning is developing their thinking and collaborative skills</p> <p>Key concepts Education, learning, training, equality, intelligence, skills, human development, justice, equality, the arts and sciences.</p> <p>Guiding Questions</p> <p>What is school for?</p> <p>What would fairness and equality in education look like?</p> <p>Is intelligence innate?</p> <p>Is there a difference between education and training?</p> <p>Does everyone need to go to school to be educated?</p> <p>What do tests and exams measure?</p> <p>What does it mean to have a good education?</p> <p>Does learning stop after formal education?</p> <p>Are the arts superior to the sciences? (or vice versa?)</p> <p>What is the most important thing you need to learn for life?</p>		
<p>Guiding questions</p>	<p>What is school for?</p> <p>What would fairness and equality in education look like?</p> <p>Is intelligence innate?</p> <p>Is there a difference between education and training?</p> <p>Does everyone need to go to school to be educated?</p> <p>What do tests and exams measure?</p> <p>What does it mean to have a good education?</p> <p>Does learning stop after formal education?</p> <p>Are the arts superior to the sciences? (or vice versa?)</p> <p>What is the most important thing you need to learn for life?</p>		


<p>Strand 10: Philosophy of religion</p>	<p>10.1 listen carefully, critically and respectfully to each other</p> <p>10.2 seek out different viewpoints and perspectives on the questions under discussion, including references to relevant philosophers or theories</p> <p>10.3 analyse and compare ideas and be able to build on others' ideas to form a personal position</p> <p>10.4 create arguments (both oral and written) that communicate a clear and logical point of view</p> <p>10.5 contribute to creating a critical, creative, collaborative, and caring community of enquiry</p> <p>10.6 reflect on how learning is developing their thinking and collaborative skills</p> <p>Key concepts God, faith, belief, values, good/evil, suffering, existence and meaning, origin of life, after-life, morality, truth, wisdom, atheism, agnosticism, humanism.</p>		
<p>Guiding questions</p>	<p>Guiding Questions</p> <p>Does God exist?</p> <p>How do we know?</p> <p>If God is male, is the male God?</p> <p>Why does an all-powerful God let good people suffer?</p> <p>What happens when we die?</p> <p>If there's no after-life, then why should we live a good life?</p> <p>Does a person need religion to live a moral life?</p> <p>Has religion lost its power in the world?</p>		

	<p>Would the world be more peaceful without religion? Is religion ‘the opium of the people’? What is religious experience? Can belief exist without understanding?</p>		
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<p>Physical Education, Junior Cycle (Ages 12-15)</p>	<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>
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<p>Junior Cycle Strand 1: Physical activity for health and wellbeing 1. How to monitor and improve their physical fitness</p> <p>2. Physical activity for all</p>	<p>1.1 set SMART improvement goals informed by their health- related and/or performance-related fitness results and advised by norms for their age and sex</p> <p>1.2 apply principles of training within a personalised physical activity programme (minimum duration of six weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress</p> <p>1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop</p> <p>1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time</p> <p>1.5 identify a range of strategies to support ongoing participation in health-related physical activity</p> <p>1.6 lead physical activities that young people find enjoyable and can undertake to</p>		
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	achieve the minimum physical activity recommendations for health		
<p>Strand 2: Games</p> <p>1. Invasion games</p> <p>2. Striking and fielding games</p> <p>3. Divided court game</p>	<p>2.1 use a wide range of movement skills and strategies effectively to enhance their performance</p> <p>2.2 take responsibility for improving their own performance based on personal strengths and developmental needs</p> <p>2.3 modify activities to promote inclusion and enjoyment in a safe manner</p> <p>2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down</p> <p>2.5 respond, individually and as part of a team to different games' scenarios</p>		✓
<p>Strand 3: Individual and team challenges</p> <p>1. Orienteering and team challenges</p> <p>2. Aquatics</p>	<p>3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment</p> <p>3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal</p> <p>3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge</p>		✓

<p>3. Athletics</p>	<p>3.4 perform competently and confidently in a range of swimming strokes</p> <p>3.5 respond appropriately to a range of water safety scenarios</p> <p>3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs</p> <p>3.7 perform competently, confidently and safely in a range of athletics events clipboard</p> <p>3.8 demonstrate activities to enhance performance in athletic events, including physical and mental preparation</p> <p>3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs</p>		
<p>Strand 4: Dance & gymnastics</p> <p>1. Creating a sequence of movement: 4.1 or 4.2</p> <p>2. Reflecting on performance</p> <p>3. Performing</p>	<p>4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music</p> <p>4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills</p> <p>4.3 refine their performance based on a critique of a video of their performance and/or feedback from others</p>		





	<p>4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props</p> <p>4.5 reflect on their experience of creating and participating in a performance</p>		
<p>Religious Education, Junior Cycle (Ages 12-15)</p>		<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>
<p>Junior Cycle Strand 1: Expressing beliefs 1. Enquiry, exploration and reflection and action</p>	<p>1.1 present the key religious beliefs of the five major world religions found in Ireland today</p> <p>1.2 investigate two communities of faith that have a significant presence in their locality/region (the communities of faith chosen must be associated with two of the five major world religions studied in the specification)</p> <p>1.3 engage with members of a faith community associated with one of the five major world religions studied in the specification and show an appreciation of how the religious beliefs of the community influence the day-to-day life of its members</p> <p>1.4 investigate how Christianity has contributed to Irish culture and heritage</p> <p>1.5 explore the presence of religious theme in contemporary culture through an examination of art, music, literature or film</p> <p>1.6 examine and appreciate how people give expression to religious belief in</p>	<p>✓</p>	<p>✓</p>

	<p>religious rituals, in formal places of worship and other sacred spaces</p> <p>1.7 discuss the significance of non-religious rituals/celebrations for people’s lives</p> <p>1.8 describe the role of prayer in the lives of people of faith</p> <p>1.9 explain what was involved in the development of a particular sacred text1 within a major world religion and consider its continued significance for the lives of believers</p> <p>1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today</p> <p>1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision</p> <p>1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise</p>		
<p>Strand 2: Exploring questions</p> <p>1. Enquiry, exploration and reflection and action</p>	<p>2.1 research artistic, architectural or archaeological evidence that shows ways in which people have searched for meaning and purpose in life</p> <p>2.2 consider responses from one major world religion and from a non-religious world-view to some big questions about the meaning of life, such as, why are we here? How should we live? What happens when we die?</p> <p>2.3 explore how different narratives/stories, religious and non-religious, express</p>		

	<p>an understanding of creation/the natural world, and consider their meaning and relevance for today</p> <p>2.4 research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority</p> <p>2.5 create a biography of a founder or early followers of a major world religion, using religious and historical sources of information</p> <p>2.6 construct a timeline of one major world religion, making reference to key people, times of expansion and times of challenge</p> <p>2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today</p> <p>2.8 present stories of individuals or of groups in the history of two major world religions that have had a positive impact on the lives of people because of their commitment to living out their beliefs</p> <p>2.9 describe how the faith of a believer can change at different stages in life</p> <p>clipboard</p> <p>2.10 synthesise and consider the insights gained about how people with different religious beliefs and other interpretations of life respond to questions of meaning, purpose and relationships</p>		
<p>Strand 3: Living our values</p> <p>1. Enquiry, exploration and reflection and action</p>	<p>3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their</p>		


	<p>responsibilities to others</p> <p>3.2 reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decision-making</p> <p>3.3 examine a moral code in two of the five major world religions and discuss how each code could influence moral decision-making for believers</p> <p>3.4 investigate what living a morally good life means with reference to two major world religions and compare with a non-religious world view</p> <p>3.5 examine how a moral decision-making process can help a person decide what is right and wrong in an everyday life situation</p> <p>3.6 debate a moral issue that arises in their lives and consider what influences two different viewpoints on the issue</p> <p>clipboard</p> <p>3.7 research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action</p> <p>3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today</p> <p>3.9 synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people</p>		
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Science, Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
<p>Junior Cycle Strand 1: Nature of science</p> <p>2. Investigating in science</p> <p>3. Communicating in science</p>	<p>1. Appreciate how scientists work and how scientific ideas are modified over time</p> <p>2. recognise questions that are appropriate for scientific investigation, pose testable hypotheses, and evaluate and compare strategies for investigating hypotheses</p> <p>3. design, plan and conduct investigations; explain how reliability, accuracy, precision, fairness, safety, ethics, and the selection of suitable equipment have been considered</p> <p>4. produce and select data (qualitatively/quantitatively), critically analyse data to identify patterns and relationships, identify anomalous observations, draw and justify conclusions</p> <p>5. review and reflect on the skills and thinking used in carrying out investigations, and apply their learning and skills to solving problems in unfamiliar contexts</p> <p>6. conduct research relevant to a scientific issue, evaluate different sources of information including secondary data, understanding that a source may lack detail or show bias</p> <p>7. organise and communicate their research and investigative findings in a variety of ways fit for purpose and audience, using relevant scientific terminology and representations</p> <p>8. evaluate media-based arguments concerning science and technology</p> <p>9. research and present information on the contribution that scientists make to scientific discovery and invention, and its impact on society</p>	✓	✓


<p>Strand 4: Physical world</p> <p>1. Building blocks</p> <p>2. Systems and interactions</p> <p>3. Energy</p> <p>4. Sustainability</p>	<p>1. select and use appropriate measuring instruments</p> <p>2. identify and measure/calculate length, mass, time, temperature, area, volume, density, speed, acceleration, force, potential difference, current, resistance, electrical power</p> <p>3. investigate patterns and relationships between physical observables</p> <p>4. research and discuss a technological application of physics in terms of scientific, societal and environmental impact</p> <p>5. design and build simple electronic circuits</p> <p>6. explain energy conservation and analyse processes in terms of energy changes and dissipation</p> <p>7. design, build, and test a device that transforms energy from one form to another in order to perform a function; describe the energy changes and ways of improving efficiency</p> <p>8. research and discuss the ethical and sustainability issues that arise from our generation and consumption of electricity</p>		
<p>Strand 5: Biological world</p> <p>1. Building blocks</p> <p>2. Systems and interactions</p>	<p>1. investigate the structures of animal and plant cells and relate them to their functions</p> <p>2. describe asexual and sexual reproduction; explore patterns in the inheritance and variation of genetically controlled characteristics</p> <p>3. outline evolution by natural selection and how it explains the diversity of living things</p> <p>4. describe the structure, function, and interactions of the organs of the human digestive, circulatory, and respiratory systems</p> <p>5. conduct a habitat study; research and investigate the adaptation, competition and interdependence of organisms within specific habitats and</p>		

<p>3. Energy</p> <p>4. Sustainability</p>	<p>communities</p> <p>6. evaluate how human health is affected by: inherited factors and environmental factors including nutrition; lifestyle choices; examine the role of micro-organisms in human health</p> <p>7. describe respiration and photosynthesis as both chemical and biological processes; investigate factors that affect respiration and photosynthesis clipboard</p> <p>8. explain how matter and energy flow through ecosystems</p> <p>9. explain human sexual reproduction; discuss medical, ethical, and societal issues</p> <p>10. evaluate how humans can successfully conserve ecological biodiversity and contribute to global food production; appreciate the benefits that people obtain from ecosystems</p>		
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<p>Social, Personal and Health Education (SPHE), Junior Cycle (Ages 12-15)</p>	<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>
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<p>Junior Cycle</p> <p>Strand 1: Who am I?</p> <p>1. How i see myself and others</p> <p>2. Being an adolescent</p>	<p>1.1 appreciate the importance of building their own self-esteem and that of others</p> <p>1.2 welcome individual difference based on an appreciation of their own uniqueness</p> <p>1.3 participate in informed discussions about the impact of physical, emotional,</p>		
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<p>3. Self-management</p> <p>4. My rights and the rights of others</p>	<p>psychological and social development in adolescence</p> <p>1.4 recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions</p> <p>1.5 identify short, medium and long-term personal goals and ways in which they might be achieved</p> <p>1.6 apply decision-making skills in a variety of situations</p> <p>1.7 source appropriate and reliable information about health and wellbeing</p> <p>1.8 explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing</p> <p>1.9 appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination</p>		
<p>Strand 2: Minding myself & others</p> <p>1. Being healthy</p>	<p>2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing</p> <p>2.2 critique the impact of the media, advertising and other influences on one's decisions about health and wellbeing</p> <p>2.3 describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment</p>		

<p>2. Substance use</p> <p>3. Respectful communication</p> <p>4. Anti-bullying</p>	<p>2.4 distinguish between appropriate care giving and receiving</p> <p>2.5 demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances</p> <p>2.6 reflect on the personal, social and legal consequences of their own or others' drug use</p> <p>2.7 critique information and supports available for young people in relation to substance use</p> <p>2.8 use the skills of active listening and responding appropriately in a variety of contexts</p> <p>2.9 use good communication skills to respond to criticism and conflict</p> <p>2.10 describe appropriate responses to incidents of bullying</p> <p>2.11 appraise the roles of participants and bystanders in incidents of bullying</p> <p>2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety</p>		
<p>Strand 3: Team up</p> <p>1. Having a friend and being a friend</p>	<p>3.1 establish what young people value in different relationships and how this changes over time</p> <p>3.2</p>		



<p>2. The relationship spectrum</p>	<p>evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully</p> <p>3.3 recognise their capacity to extend and receive friendship</p>		
<p>3. Sexuality, gender identity and sexual health</p>	<p>3.4 explain the different influences on relationships and levels of intimacy</p> <p>3.5 analyse relationship difficulties experienced by young people</p> <p>3.6 describe fertility, conception, pre-natal development and birth, and the particular health considerations for each</p> <p>3.7 explain what it means to take care of their sexual health</p> <p>3.8 demonstrate assertive communication skills in support of responsible, informed decision making about relationships and sexual health that are age and developmentally appropriate</p>		
<p>4. Media influence on relationships and sexuality</p>	<p>3.9 reflect on the personal and social dimensions of sexual orientation and gender identity</p> <p>3.10 critically analyse the use of sexual imagery and gender stereotyping in various forms of media</p> <p>3.11 critique the influence of media on their understanding of sexuality and sexual health</p>		

<p>Strand 4: My mental health</p> <p>1. Positive mental health</p> <p>2. Mental health and mental ill-health</p> <p>3. Dealing with tough times</p> <p>4. Loss and bereavement</p>	<p>4.1 explain what it means to have positive mental health</p> <p>4.2 appreciate the importance of talking things over including recognising the links between thoughts, feelings and behaviour</p> <p>4.3 practise some relaxation techniques</p> <p>4.4 participate in an informed discussion about mental health issues experienced by young people and/or their friends and family</p> <p>4.5 appreciate what it means to live with mental ill-health</p> <p>4.6 critique mental health services available to young people locally</p> <p>4.7 explain the significance of substance use for one's mental health</p> <p>4.8 practise a range of strategies for building resilience</p> <p>4.9 use coping skills for managing life's challenges</p> <p>4.10 explain the wide range of life events where they might experience loss and bereavement</p> <p>4.11 outline the personal, social, emotional and physical responses to loss and bereavement</p> <p>4.12 compare how loss and bereavement are portrayed in a variety of contexts</p>		
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	and cultures 4.13 describe how they might care for themselves and be supportive of others in times of loss or bereavement		
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Visual Art, Junior Cycle (Ages 12-15)	Environment and Modern Agriculture	Healthful Eating
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<p>Junior Cycle Strand 1: Art 1. Critical and visual language</p> <p>2. Drawing</p> <p>3. Visual culture and appreciation</p>	<p>1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge</p> <p>1.2 respond to an artwork using critical and visual language</p> <p>1.3 critique an artwork using critical and visual language</p> <p>1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them</p> <p>1.5 interpret the world and communicate ideas through visual means</p> <p>1.6 use drawings to communicate their personal outlook or understanding</p> <p>1.7 examine the method of a number of artists and the artwork they created</p> <p>1.8 discuss examples of historical and contemporary visual art</p>	<p>✓</p>	<p>✓</p>
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<p>4. The art elements and design principles</p> <p>5. Media</p>	<p>1.9 debate the value that they and society place on an artwork</p> <p>1.10 identify the use of art elements and design principles within an artwork</p> <p>1.11 consider the use of the art elements and design principles in their own artwork</p> <p>1.12 apply their understanding of the art elements and design principles to make an artwork</p> <p>1.13 identify media which are used to create artwork</p> <p>1.14 use media to create their own artwork</p> <p>1.15 critique the choice of media in their own or others' artwork</p>		
<p>Strand 1: Craft</p> <p>1. Critical and visual language</p> <p>2. Drawing</p>	<p>2.1 identify and use the critical and visual language associated with more than one type of craft</p> <p>2.2 interrogate and communicate ideas about different crafts using critical and visual language</p> <p>2.3 reflect on their own, or another's, craftwork through the use of critical and visual language</p> <p>Drawing</p>		

<p>3. Visual culture and appreciation</p>	<p>2.4 how they can use their drawings to observe, record and analyse</p> <p>2.5 develop their ideas for craftwork through drawing</p> <p>2.6 investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making</p>		
<p>4. The art elements and design principles</p>	<p>2.7 identify the historical or contemporary skills and materials used in craft works from a number of different crafts</p> <p>2.8 interpret the narrative, symbols and functions used in craftwork from their own and other world cultures</p> <p>2.9 assess the visual culture references that are incorporated into craftwork/s</p>		
<p>5. Media</p>	<p>2.10 describe art elements and design principles as they are used across a number of different crafts</p> <p>2.11 research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures</p> <p>2.12 justify the choice of art elements and design principles in their own or others' craftwork</p> <p>2.13 identify the role of media in the development of craftwork</p> <p>2.14</p>		

	<p>use media to create craftwork</p> <p>2.15</p> <p>justify the choice of media in their own or others' craftwork</p>		
<p>Strand 1: Design</p> <p>1. Critical and visual language</p> <p>2. Drawing</p> <p>3. Visual culture and appreciation</p> <p>4. The art elements and design principles</p> <p>5. Media</p>	<p>3.1</p> <p>use critical and visual language to describe diverse design</p> <p>3.2</p> <p>use critical and visual language to explain their own designs and those of others</p> <p>3.3</p> <p>respond to and critique works of design using appropriate visual language</p> <p>3.4</p> <p>interpret a design brief and represent this through their drawings</p> <p>3.5</p> <p>experiment with design ideas through research and analytical drawing</p> <p>3.6</p> <p>design a final work based on their drawings</p> <p>3.7</p> <p>describe examples of historical and contemporary design</p> <p>3.8</p> <p>discuss historical and contemporary design practices</p> <p>3.9</p> <p>justify the design concepts made by historical and contemporary designers</p> <p>3.10</p> <p>explain the use of art elements and design principles in examples of design work</p> <p>3.11</p> <p>examine their own and others' design work through the use of art elements</p>	<p>✓</p>	<p>✓</p>

<p>3. Creating</p> <p>4. Environment and sustainability</p>	<p>1.6 create sketches and working drawings to recognised standards using a variety of media</p> <p>1.7 explain the function and application of a range of tools, equipment, fixtures and fittings</p> <p>1.8 apply knowledge of and skills in a range of appropriate existing and emerging principles, processes and techniques</p> <p>1.9 demonstrate principles of craft excellence through the design and realisation of tasks and artefacts (an artefact in this specification refers to a realised piece of work with a specific purpose or function)</p> <p>1.10 apply recognised health and safety practices in the use of tools, equipment and materials</p> <p>1.11 investigate the environmental impacts of using wood as a natural</p> <p>1.12 appreciate sustainable practice throughout their learning</p>		
<p>Strand 2: Design Thinking</p> <p>1. Planning and managing</p>	<p>2.1 explore design problems</p> <p>2.2 manage information and thinking to support an iterative design process</p> <p>2.3 evaluate their own progress to inform future learning</p> <p>2.4</p>		

<p>2. Communicating</p> <p>3. Creating</p> <p>4. Environment and sustainability</p>	<p>understand key principles of design and ergonomics</p> <p>2.5 communicate relevant information</p> <p>2.6 produce sketches, drawings and models/prototypes to explore design ideas</p> <p>2.7 communicate a suitable approach to solving a problem</p> <p>2.8 compile a folio through appropriate media</p> <p>2.9 evolve their solutions based on critical reflection</p> <p>2.10 devise templates and models using various media</p> <p>2.11 produce purposeful, functional, appealing artefacts</p> <p>2.12 create an artefact having considered factors such as materials, cost, time resources and skills</p> <p>2.13 recognise the environmental and social impacts of design decisions</p> <p>2.14 investigate how to minimise material use and manage waste</p>		
<p>Strand 3: Wood science & materials</p> <p>1. Planning and managing</p>	<p>3.1 identify common species of trees</p> <p>3.2 evaluate the characteristics and properties of common species of trees</p>	