Northern Ireland (NI) Curriculum Alignment (M-Z)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

Mathematics & Numeracy: Mathematics with Financial Capability, Key Stages 3 (Ages 11-14) & 4 (Ages 14-16)		Environment and Modern Agriculture	Healthful Eating
Stage 3	• Developing pupils' Knowledge, Understanding and Skills (Objective 1) • Developing pupils as Individuals (Objective 2) • Developing pupils as Contributors to Society (Objective 3) • Developing pupils as Contributors to the Economy and the Environment Pupils should have opportunities, through the contexts opposite, to develop: • knowledge and understanding of ○ Number ○ Algebra ○ Shape, Space and Measures ○ Handling Data; ○ knowledge and understanding of personal finance issues; and skills to enable competent and responsible financial decision making; the application of mathematical skills to real life and work situations; the creative use of technology to enhance mathematical understanding; by demonstrating: creative	✔	✔

	thinking Young people should have opportunities to : ● Investigate a personal and class lifestyle study of time. Personal Understanding ● Work collaboratively in problem solving, taking account of others' viewpoints to reach consensus. Mutual Understanding ● Demonstrate an ability and willingness to develop logical arguments. Moral Character Opportunities must also be provided to explore issues related to: ● Personal Health ● Spiritual Awareness Young people should have opportunities to: ● Analyse and interpret information patterns relating to local and global trends. Citizenship ● Critically examine the use and misuse of mathematics to ● justify/support particular attitudes/opinions in different media, and the interpretation of data. Media Awareness ● Opportunities must also be provided to explore issues related to: ○ Cultural Understanding ○ Ethical Awareness Young people should have opportunities to: ● Examine the role of mathematics as a "key" to entry for future education, training and employment. ● Explore how the skills developed through mathematics will be useful to a range of careers Employability		

	• Apply mathematical skills in everyday financial planning and decision making
	Economic Awareness
	• Opportunities must also be provided to explore issues related to:
	  ○ Education for Sustainable Development approach to solving mathematical problems;
	  ○ increasing competence in mental mathematics skills;
	  ○ increasing competence in pencil and paper methods;
	  ○ increasing confidence in the use of mathematical language and notation;
	  ○ practical skills using technology.
	Learning Outcomes
	• The Learning Outcomes require the demonstration of skills and application of knowledge and understanding of Mathematics.
	Pupils should be able to:
	• demonstrate mental mathematical capability with simple problems;
	• decide on the appropriate method and equipment to solve problems–mental, written, calculator, mathematical instruments or a combination of these;
	• demonstrate financial capability in a range of relevant everyday contexts;
	• research and manage information effectively to investigate and solve mathematical problems, using ICT where appropriate;
	• show deeper mathematical understanding by thinking critically and flexibly, solving problems and making informed decisions, using ICT where appropriate;
	• demonstrate creativity and initiative when developing ideas and following them through;
	• work effectively with others;
	• demonstrate self management by working systematically, persisting		

	with tasks, evaluating and improving own performance; ● communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.		
Modern Languages, Key Stages 3 (Ages 11-14) & 4 (Ages 14-16)		**Environment and Modern Agriculture**	**Healthful Eating**
Stage 3	● Developing pupils' Knowledge, Understanding and Skills (Objective 1) ● Developing pupils as Individuals (Objective 2) ● Developing pupils as Contributors toSociety (Objective 3) ● Developing pupils as Contributors to the Economy and the Environment Pupils should have opportunities, through the contexts opposite, to become effective and creative communicators by: ● listening and responding in oral and written form, in the target language, to a range of stimuli and for a variety of purposes; ● talking about experience, feelings and opinions using the target language; developing an awareness of language and how it works, and by improving accuracy; ● comparing linguistic features in first and target language; reading and viewing a range of stimuli in the target language for key ideas, detail, enjoyment and engagement; ● writing in the target language to exchange information and ideas, establish and maintain contact; ● using a range of techniques, including performance and multiPupils	✔	✔

	should have opportunities to: ○ Communicate an understanding of self. Personal Understanding ● Communicate an understanding of others. Mutual Understanding ● Explore issues relating to lifestyle choices. Personal Health ● Discover how second language learning can inspire an awareness of cultural similarities and differences. Spiritual Awareness ● Opportunities must also be provided to explore issues related to: ○ Moral Character ● Pupils should have opportunities to: ○ Explore social issues which relate to everyday lives. Citizenship ● Present an understanding of their own culture and of the culture associated with the language. Cultural Understanding ● Develop an awareness of media and a knowledge of media resources in the target language country. Media Awareness ● Opportunities must also be provided to explore issues related to: ○ Ethical Awareness ● Pupils should have opportunities to: ○ Investigate how the language- specific skills and learning skills developed through languages will enhance career options and increase mobility. Employability ● Enhance awareness of money matters in target language regions. Economic Awareness		

	• Consider local and global environmental issues. • Education for Sustainable Development media, to convey, present and exchange information innovatively in the target language and as a means of creative expression; • using previously learnt language in unfamiliar contexts; engaging with others including, where possible, partner schools; applying the language-specific skills and transferable skills acquired through second language learning to real-life situations locally, nationally and internationally. Learning Outcomes • The learning outcomes require the demonstration of skills and application of knowledge and understanding of the Target Language. Pupils should be able to: • research and manage information effectively to investigate target language issues, using Mathematics and ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written and ICT formats, improving accuracy and showing clear awareness of audience and purpose.		

Physical Education, Key Stages 3 (Ages 11-14) & 4 (Ages 14-16)	**Environment and Modern Agriculture**	**Healthful Eating**

Stage 3	• Developing pupils' Knowledge, Understanding and Skills (Objective 1) • Developing pupils as Individuals (Objective 2) • Developing pupils as Contributors to Society (Objective 3) • Developing pupils as Contributors to the Economy and the Environment Pupils should have opportunities to: • increase their knowledge, • understanding and skills through frequent and regular participation in a balanced programme of Athletics, Games (invasion, fielding/striking and net/wall), Gymnastics, Swimming; • practise, refine and develop skills and specific techniques and use these with consistency; • experience, monitor and understand a range of short-term effects of exercise on the body systems including cardiovascular and musculo-skeletal systems; • monitor and evaluate their own activity levels over a period of time and plan how they can fulfil the activity recommendations for health; Pupils should have opportunities to: • Make decisions about what they want to achieve and how to improve the quality of their work. Personal Understanding • Develop positive relationships and respect for the differing capabilities of others through participation in a range of competitive and cooperative physical activities. Mutual Understanding • Experience and evaluate the health and fitness benefits of a range of		✔

	different physical activities, including their physical, social and psychological well-being. Personal Health ● Develop positive sporting behaviour and a sense of fair play. ● Plan, perform and evaluate their commitment to a personal activity programme. Pupils should have opportunities to: ● Work with others to solve problems in a range of practical situations. Citizenship ● Opportunities must also be provided to explore issues related to: ○ Cultural Understanding ○ Media Awareness ○ Ethical Awareness Pupils should have opportunities to: ● Develop through practical tasks, their personal skills in preparation for future education/training/employment. Employability ● Opportunities must also be provided to explore issues related to: ○ Economic Awareness ○ Education for Sustainable Development practices and procedures when taking part in sport and physical activity; ○ develop the skills and capabilities required to analyse and improve their own and others' work; ○ develop the skills and capabilities required to work effectively with others in tasks which require cooperation, creativity, problem solving, planning and team work. Moral Character ● Explore the aesthetic quality of movement, dedication, perseverance and strength of human spirit. Spiritual Awareness		

	Learning Outcomes The learning outcomes require the demonstration of skills applying knowledge and understanding of Physical Education. Pupils should be able to: ● take responsibility for their own safety in relation to warming-up and cooling-down, injury prevention and clothing and equipment; ● work independently to plan, undertake and evaluate a personal physical activity programme to meet up-to - date health recommendations; research and manage information effectively, using Mathematics and ICT where appropriate; ● show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; ● demonstrate creativity and initiative when developing ideas and following them through; ● work effectively with others; ● demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance; ● communicate effectively in practical, oral, visual, written and ICT formats, showing clear awareness of audience and purpose.		

Physical Education, Key Stages 3 (Ages 11-14) & 4 (Ages 14-16)	**Environment and Modern Agriculture**	**Healthful Eating**

Stage 4	Pupils should be enabled to: ● plan and participate in a regular, frequent and balanced programme of physical activity that: ○ develops their interests and talents; ○ extends their knowledge, understanding and skills; and ○ contributes to, and helps sustain, a healthy and active lifestyle; ● evaluate their own performances and that of others; ● recognise and manage risk and apply safe principles and procedures before, during and after physical activity; ● experience and understand different roles within a range of physical activities; ● know how to access sporting and recreational opportunities in the local and wider community.		✔

SCIENCE AND TECHNOLOGY: Science, Key Stages 3 (Ages 11-14) & 4 (Ages 14-16)	**Environment and Modern Agriculture**	**Healthful Eating**
Stage 3	✔	✔

● Developing pupils' Knowledge, Understanding and Skills
(Objective 1)
● Developing pupils as Individuals
(Objective 2)
● Developing pupils as Contributors to Society
(Objective 3)
● Developing pupils as Contributors to the Economy and the Environment

Pupils should have opportunities, through the contexts opposite, to:
● develop skills in scientific methods of enquiry to further scientific knowledge and understanding:

	○ planning for investigations, ○ obtaining evidence, ○ presenting and interpreting results; ○ develop creative and critical thinking in their approach to solving scientific problems; ○ research scientific information from a range of sources; ○ develop a range of practical skills, including the safe use of science equipment; ● learn about: ○ Organisms and Health ○ Interdependence of plants and animals Pupils should have opportunities to: ● Explore emotional development. ○ Investigate ways of improving own learning by finding out how the brain functions. ● Personal Understanding ○ Explore physical, chemical and biological effects on personal health. ● Personal Health Opportunities must also be provided to explore issues related to: ● Mutual Understanding ● Moral Character ● Spiritual Awareness Pupils should have opportunities to: ● Investigate how the media help inform the public about science and science related issues. ● Media Awareness ○ Explore some ethical dilemmas arising from scientific developments. ● Ethical Awareness		

	Opportunities must also be provided to explore issues related to: ● Citizenship ● Cultural Understanding Pupils should have opportunities to: ● Identify how skills developed through science will be useful to a wide range of careers. ● Employability ○ Investigate a product of economic importance to determine the science behind it. ● Economic Awareness ○ Investigate the effects of pollution and specific measures to improve and protect the environment. ● Explore the importance of biodiversity, how it impacts on our lives and how it is affected by human activity. ● Investigate what can be done to conserve and promote biodiversity. ● Education for Sustainable Development ○ Cells, genes and reproduction ○ Healthy body and mind ○ Chemical and material behaviour ○ Atoms and chemical changes ○ Structures, properties, uses of materials ○ Elements, compounds and mixtures ● Forces and energy ○ Forces and energy transfer ○ Using electricity ○ Sound and light ● Earth and Universe ○ The environment and human influences ● The solar system and universe.		

	Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Science. Pupils should be able to: ● demonstrate a range of practical skills in undertaking experiments, including the safe use of scientific equipment and appropriate mathematical calculations; ● use investigative skills to explore scientific issues, solve problems and make informed decisions; ● research and manage information effectively, using Mathematics and ICT where appropriate; ● show deeper scientific understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; ● demonstrate creativity and initiative when developing ideas and following them through; ● work effectively with others; ● demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance; ● communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.		

SCIENCE AND TECHNOLOGY: Technology and Design, Key Stages 3 (Ages 11-14) & 4 (Ages 14-16)	**Environment and Modern Agriculture**	**Healthful Eating**

Stage 3	● Developing pupils' Knowledge, Understanding and Skills (Objective 1) ● Developing pupils as Individuals (Objective 2) ● Developing pupils as Contributors to Society (Objective 3) ● Developing pupils as Contributors to the Economy and the Environment Pupils should have opportunities through the contexts opposite, to develop creative thinking and problem solving skills through: ● Design ○ identifying problems; ○ investigating, generating, developing, modelling and evaluating design proposals; ○ Giving consideration to form, function and safety; ● Communication ○ use of free-hand sketching and formal drawing techniques and ICT tools (including 3D modelling); ● Manufacturing ○ selecting and using materials fit for purpose; safe use of a range of tools and processes appropriate to materials, ○ demonstrating accuracy and quality of outcome; ● Control ○ incorporate control systems, such as mechanical, Pupils should have opportunities to: ● Respond to a personal design challenge in relation to their own lifestyle. ● Personal Understanding ○ Abide by health and safety rules when using tools, machines and equipment.	✔	✔

	● Personal Health Opportunities must also be provided to explore issues related to: ● Mutual Understanding ● Moral Character ● Spiritual Awareness Pupils should have opportunities to: ● Explore technical inventions and designs that have met a social need cost-effectively. ● Design cost effective and appropriate solutions to meet the specific needs of diverse local and global groups. ● Citizenship ○ Explore how developments in Technology and Design have changed the way we can access the media. ● Media Awareness Opportunities must also be provided to explore issues related to: ● Cultural Understanding ● Ethical Awareness Pupils should have opportunities to: ● Investigate how the skills developed through Technology and Design will be useful to a wide range of careers. ● Employability ○ Pursue design solutions using environmental friendly materials and energy sources. ● Identify product needs and pursue sustainable harmonious design solutions in a local outdoor/indoor ● context. ● Education for Sustainable Development Opportunities must also be provided to explore issues related to: ● Economic Awareness ○ electronic or computer-based, in products and understand		

	how these can be employed to achieve desired effects. Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of Technology and Design. Pupils should be able to: ● demonstrate practical skills in the safe use of a range of tools, machines and equipment; ● research and manage information effectively to investigate design issues, using Mathematics and ICT where appropriate; ● show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; ● demonstrate creativity and initiative when developing ideas and following them through; ● work effectively with others; ● demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance; ● communicate effectively in oral, visual (including graphic), written, mathematical and ICT formats showing clear awareness of audience and purpose.		