Ireland Curriculum Strands Alignment (A-D)

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

Applied Technology, Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
Junior cycle Strand 1: Principles & Practice 1. Analysis and problem solving	1.1 develop a design solution drawing on experience and using evidence, reasoning, and decision making	✔	✔
	1.2 analyse problems using a systematic approach		
	1.3 refine ideas through the use of prototyping		
2. Design and innovation	1.4 review planning decisions throughout		
	1.5 consider the end-user experience at each stage of the design process		
	1.6 understand the role, impact and potential of existing and emerging technologies		
	1.7 apply innovative approaches in design solutions		
3. Planning, managing, creating	1.8 develop a plan for the realisation of a solution		

4. Communicating	1.9 select appropriate materials, equipment and processes in solving a problem 1.10 execute a plan using appropriate tools, materials and processes 1.11 demonstrate adherence to recognised health and safety standards 1.12 document progression from concept to realisation 1.13 communicate evidence of the iterative process of design		
Strand 2: Energy & Control 1. Analysis and problem solving 2. Design and innovation 3. Planning,managing, creating	2.1 investigate relationships between the inputs, transformations, and outputs occurring within simple control systems 2.2 evaluate ideas through the use of simulation 2.3 recognise the principles of control systems when developing their solution 2.4 design a logical sequence of instructions to control a device or system 2.5 apply innovative approaches to designing control system solutions 2.6 explore energy conservation and efficiency 2.7 identify appropriate energy and control systems for design solutions 2.8 create control solutions to identified problems 2.9 communicate technical information in appropriate forms	✔	✔

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4. Communicating	clipboard 2.10 explain the transformation of inputs to outputs		
Strand 3: Technology & Society 1. Analysis and problem solving 2. Design and innovation 3. Planning,managing, creating 4. Communicating	3.1 analyse the impact of constraints on the design of solutions 3.2 evaluate the effectiveness of solutions 3.3 explain how human, societal and environmental considerations affect solutions and outcomes 3.4 explore applications of technology in local contexts 3.5 justify their selection of materials and processes based on factors such as environmental, economic and ethical considerations 3.6 consider user needs at all stages of design 3.7 recognise their responsibility for ensuring security and privacy of personal data 3.8 evaluate the impact of technologies on their lives, society and the environment 3.9 discuss the potential of technology to affect society and the environment	✔	✔

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Around the world in 80 days, Junior Cycle (Ages 12-15)	Environment and Modern Agriculture	Healthful Eating
Junior Cycle Strand 1: My hime and my family	1.1 identify members of their family, using any form of expression 1.2 recognise and/or respond to photographs of their family as opposed to photographs of strangers 1.3 list the rooms in their homes and link rooms in their home to activities that occur there 1.4 identify familiar objects from their home 1.5 construct a 2D/3D image of the external features of their home	✔	✔
Strand 2: My school	1.6 list the different areas of the school/classroom and link them with activities that occur there 1.7 separate activities that happen at home from those that happen at school 1.8 identify familiar objects associated with the school 1.9 show recognition of staff and students at school through any form of expression 1.10 navigate the route to their classroom and other areas of the school, by any chosen means	✔	✔

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Strand 3: My community and local amenities	1.11 show recognition of places and people in the community 1.12 invite a member of the local community to come and speak at their school 1.13 observe and participate in the collection and recording of data of the amenities that students in their school use	✔	✔
Strand 4: Local places of interest/famous landmarks	1.14 identify the local attractions and famous landmarks in their home county 1.15 choose an area of interest in the locality and participate in discussions about it and/or visit that area 1.16 participate in an artistic piece of work relating to the chosen landmark	✔	✔

Business Studies, Junior Cycle (Ages 12-15)		**Environment and Modern Agriculture**	**Healthful Eating**
Junior Cycle Strand 1: Personal Finance 1. Managing my resources	1.1 Review the personal resources available to them to realise their needs and wants and analyse the extent to which realising their needs and wants may impact on individuals and society clipboard 1.2 Identify and classify sources of income and expenditure, compare options available to best manage financial resources, evaluating the risks associated with each option and making informed and responsible judgements clipboard 1.3 Construct a personal financial lifecycle to identify financial needs at different life stages	✔	✔

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	clipboard 1.4 Explain key personal taxes and charges and suggest the occasions when and why they might arise clipboard 1.5 Identify reasons for saving and borrowing money, relate the reasons to determining appropriate sources of finance with respect to their purpose, costs and risks clipboard 1.6 Identify appropriate types of insurance for particular personal needs and consider costs, benefits and risks		
2. Exploring business	1.7 Distinguish between and appreciate their rights and responsibilities as consumers clipboard 1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers clipboard 1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour clipboard 1.10 Discuss and evaluate how globalisation and developments in technology impact on consumer choice and behaviour		
3. Using skills for business	1.11 Interpret a wage slip and calculate personal tax liability arising from employment clipboard 1.12 Prepare and analyse a budget, determine the financial position, recommend appropriate action and present the analysis in tabular and		

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	graphic formats clipboard 1.13 Monitor and calculate income and expenditure data, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats		
Strand 2: Enterprise 1. Managing my resources 2. Exploring business 3. Using skills for business	2.1 Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society clipboard 2.2 Describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy clipboard 2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each 2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective clipboard 2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective clipboard 2.6 Discuss the impact of digital technologies on an organisation, debating the associated rewards and costs 2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations clipboard 2.8 Devise and apply a marketing mix in order to promote a new or existing	✔	✔

	product or service clipboard 2.9 Develop a simple business plan for a new or existing product or service clipboard 2.10 Complete and interpret key business documents that an organisation uses to manage its transactions for accountability purposes clipboard 2.11 Assess the importance of planning an organisation's cash flow, propose suitable sources of finance to manage expenditure and prepare a budget clipboard 2.12 Prepare a cash account to monitor income received and payments made by an organisation, evaluate its financial position and recommend a course of action; post figures to relevant ledgers and extract a trial balance clipboard 2.13 Prepare final accounts to assess the financial performance of an organisation at the end of a trading period, analyse and evaluate its financial position and recommend a course of action		
Strand 3: Our Economy 1. Managing my resources	3.1 Explain how scarcity of economic resources results in individuals having to make choices; predict possible consequences of these choices clipboard 3.2 Explain how individuals, organisations (for profit and not-for-profit) and the government work together to distribute economic resources used to produce goods and services clipboard 3.3 Evaluate how changes in the supply and demand of goods and services in different markets can affect prices clipboard 3.4 Differentiate between different sources of government revenue and government expenditure	✔	✔

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2. Exploring business	3.5 Examine the purpose of taxation from a financial, social, legal and ethical perspective clipboard 3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development clipboard 3.7 Debate the implications of globalisation of trade, including the benefits and challenges of international trade clipboard 3.8 Discuss the economic and social benefits and challenges of Ireland's membership of the EU		
3. Using skills for business	3.9 Explain the relevance of economic indicators such as inflation, employment rates, interest rates, economic growth, national income and national debt for individuals and the economy clipboard 3.10 Use their knowledge, and information from a range of media sources, to discuss current economic issues and present an informed view clipboard 3.11 Evaluate the benefits and costs of a government economic policy and assess who enjoys the benefits and who bears the costs		

Caring for Animals, Junior Cycle (Ages 12-15)	Environment and Modern Agriculture	Healthful Eating
Junior Cycle Strand 1:Learning about dogs 1. The life cycle of a dog	.1 create a simple timeline tracing the stages in a dog's life clipboard 1.2 classify various pictures of dogs according to stages of development clipboard 1.3 list some health/hygiene problems suffered by dogs	✔	
2. Benefits of having a dog	1.4 list some reasons why people have dogs including the social benefits clipboard 1.5 work out an exercise plan to benefit both dogs and their owners 1.6 present findings to their peers of a survey they've conducted on the value of dogs to people of different ages and needs clipboard		
3. The role of dogs in our lives	1.7 create an artefact to provide information on breeds of dogs and their characteristics		
4. Choosing a dog	1.8 discuss with peer(s) the pros and cons of having a dog clipboard 1.9 relate what's involved in looking after a dog clipboard 1.10 use criteria to select a dog s/he would like to own		
5. Reflection & transfer	1.11 reflect on what has been learned in this strand and apply in a real or imaginary context to 'own' dog		

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Strand 2: Caring for dogs			
1. Food	2.1 label food as healthy and unhealthy for dogs clipboard 2.2 draw comparisons with healthy food for humans clipboard 2.3 plan and design a menu for a healthy dog diet clipboard 2.4 compare prices of dog foods in local retailers clipboard 2.5 make edible treats for 'own' dog	✔	
2. Grooming	2.6 list hygiene routines for dogs clipboard 2.7 compare the consequences of not following hygiene routines in humans and dogs clipboard 2.8 show evidence of learning following a visit to a specialist, such as a dog groomer or vet		
3. Exercise	2.9 identify healthy exercise for dogs clipboard 2.10 make comparisons with benefits of exercise for humans clipboard 2.11 explain how to exercise the dog safely clipboard 2.12 demonstrate good practice and awareness of safety when walking with a dog 2.13 explain why dogs need shelter		
4. Shelter	clipboard 2.14 draw comparisons with humans needing shelter clipboard		

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5. Reflection & transfer	2.15 research different types of shelter for the dog 2.16 reflect on what has been learned in this strand clipboard 2.17 design and make something for 'own' dog to use as shelter, warmth, comfort or fun		
Strand 3: The dog around the home 1. Health & hygiene	3.1 outline possible health risks for humans in having a dog in the home clipboard 3.2 identify essential personal care practices that need to be carried out when there is a dog in the home	✔	
2. Costs associated with keeping a dog	3.3 calculate the cost of keeping the dog for a day/week and/or month/year using a calculator clipboard 3.4 gather evidence of some of these costs through visits in the community and/or online shopping clipboard 3.5 explain shopping receipts, reasoning (if appropriate) for the difference between luxury and essential goods		
3. Dangers around the home	3.6 list possible dangers for a dog in the home environment clipboard 3.7 make a checklist of good practice for keeping a dog safe in the home clipboard 3.8 identify people, groups or organisations that could help in emergency situations clipboard 3.9 role-play making a call or texting to the emergency services to report an incident involving a dog		

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4. Reflection & transfer	3.10 reflect on what has been learned in this strand and apply in a real or imaginary context to 'own' dog		
Strand 4: The dog in the community 1. Owner responsibility 2. Places and events associated with dogs 3. Dogs that help us 4. Reflection & transfer	4.1 list the responsibilities associated with owning a dog clipboard 4.2 show understanding towards people who are afraid of dogs clipboard 4.3 name the relevant agencies that offer support and advice to dog owners clipboard 4.4 explain what to do if confronted by an angry dog 4.5 recognise the need to check if dogs are allowed in certain areas clipboard 4.6 identify places and events associated specifically with dogs clipboard 4.7 make a visit to at least one of these places or events 4.8 name the ways that dogs can help us in the community clipboard 4.9 interview someone who works with or has a dog that helps them clipboard 4.10 demonstrate an awareness of how dogs can assist people towards independence 4.11 reflect on what has been learned in this strand and apply in a real or imaginary context to 'own' dog	✔	

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Civic, Social and Political Education (CSPE), Junior Cycle (Ages 12-15)	Environment and Modern Agriculture	Healthful Eating
Junior Cycle Strand 1: Rights & responsibilities 1. Human dignity – the basis for human rights	1.1discuss what it means to be human and to live in a community with rights and responsibilities clipboard 1.2create a visual representation to communicate a situation where human dignity is not respected clipboard 1.3explain the hierarchy of human needs and how this relates to human rights clipboard 1.4access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities	✔	✔
2. Human rights instruments	1.5share stories of individuals or groups who inspire them because of their work for human rights clipboard 1.6create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents clipboard 1.7communicate an understanding of the importance of the UDHR, UNCRC and the ECHR1 in promoting human rights clipboard 1.8identify examples of social, cultural, language, economic, civic, religious, environmental and political rights clipboard 1.9outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights		

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	clipboard 1.10 show an appreciation of their responsibility to promote and defend their individual human rights and those of others clipboard 1.11 reflect on their ongoing learning and what it means for them 1 Universal Declaration of Human Rights (UDHR), United Nations Convention on the Rights of the Child (UNCRC) and European Convention on Human Rights (ECHR)		
Strand 2: Global citizenship 1. Sustainability 2. Local and global development	2.1 communicate how they are connected to and dependent upon eco-systems, people and places, near and far clipboard 2.2 consider a variety of definitions of development and devise their own definition of sustainable development clipboard 2.3 create a visual representation of data depicting their ecological footprint clipboard 2.4 discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change 2.5 examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this clipboard 2.6 express an informed opinion about the root causes of poverty, both locally and globally clipboard 2.7 discuss, with evidence, positive and negative effects of development in their local area	✔	✔

3. Effecting global change	2.8 identify one person and one institution with power and influence in the world today, explaining the role of each clipboard 2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions clipboard 2.10 evaluate how they can contribute to responding to one challenge currently facing the world clipboard 2.11 examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful clipboard 2.12 reflect on their ongoing learning and what it means for them		
Strand 3: Exploring democracy 1. The meaning of democracy	3.1 create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence clipboard 3.2 describe decision-making processes and the roles of different groups in their class/school clipboard 3.3 describe democratic structures for decision-making at local and national government levels clipboard 3.4 use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles clipboard 3.5 compare two or more systems of government, taking particular note of the ways in which the state interacts with its citizens, and citizens can shape their state clipboard	✔	✔

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2. The law and the citizen	3.6 discuss the strengths and weaknesses of the democratic process 3.7 identify laws that directly relate to their lives clipboard 3.8 explain how laws are made, enforced and evolve over time clipboard 3.9 explain the role and relevance of local, national and international courts clipboard 3.10 list the nine grounds under which discrimination is illegal in Irish law, with examples clipboard 3.11 investigate how individuals or groups have used the law to bring about change in society		
3. The role of the media in a democracy	3.12 explore the role of different media in generating information and news and assess the pros and cons of each clipboard 3.13 examine case studies of the use of digital or other media in one of the following: a social justice movement a political election or referendum a criminal investigation an environmental movement clipboard 3.14 reflect on their ongoing learning and what it means for them		

Classics (languages), Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
Junior Cycle Strand 1: Core component: myth 1. Reading narratives and exploring representations 2. Analysing structures, patterns, values and ideologies	1.1create a visual representation of a myth that captures their favourite theme, motif or message and share this with their classmates clipboard 1.2investigate how gods/goddesses and heroes/heroines are represented in visual sources clipboard 1.3examine the storytelling techniques and conventions of plot and character development used in mythical stories clipboard 1.4act as a storyteller by retelling myths in their own words using appropriate vocabulary and style clipboard 1.5collaborate with their classmates to create a myth or story, considering the appropriate conventions and the messages to be conveyed 1.6explore the motifs, themes, values and messages of myths clipboard 1.7discuss the attitudes towards gender and sexual norms that myths reflect clipboard 1.8select central and favourite moments from myths, and evaluate characters' decisions and actions at those moments clipboard 1.9recognise that there are different versions of myths and explore the reasons for these differences clipboard 1.10recognise and explain expressions associated with Greek and Roman	✔	✔

	myths and use these appropriately in other contexts (for example, Achilles heel, Pandora's box)		
Strand 1: Core component: Daily Life 1. Reading narratives and exploring representations	1.11 examine the daily life of a young person living in the ancient world and compare this with the life of a young person today (for example, education, recreational activities, friendships) clipboard 1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world clipboard 1.13 create a visual representation of a Greek or Roman home describing the functions of the various rooms and areas clipboard 1.14 collaborate with their classmates to examine a selected occupation in the ancient world (for example a farmer, priestess, teacher, soldier, sailor or midwife) clipboard 1.15 explore the experience of individuals of different social status in Greek and Roman society (for example male and female, citizen and non-citizen, free and slave, wealthy and poor)		
2. Analysing structures, patterns, values and ideologies	1.16 investigate common religious beliefs, practices and daily rituals, considering their purpose and how they were experienced clipboard 1.17 explore the rules, duties and relationships in Greek , Roman and modern households clipboard 1.18 collaborate with their classmates to recreate an aspect of daily life in the ancient world (for example, dining, playing, praying, attending an event or		

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	going to school) clipboard 1.19discuss the difference between the relationships and behaviour of gods/goddesses and humans in myths and the norms and expectations of daily life in the ancient world clipboard 1.20recognise and explain common Greek and Latin terms associated with daily life and their modern derivations (for example, domus, familia, oikos, paterfamilias)		
Strand 2: Classical studies component: The world of Achilles 1. Reading narratives and exploring representations	2.1explain the mythological background to the Trojan War clipboard 2.2illustrate, with examples, poetic devices and techniques that are characteristic of epic poetry (for example, epithets, similes, digressions, repetition) clipboard 2.3identify key sites associated with the Iliad and its historical background on a map clipboard 2.4create a portfolio of key characters in the Iliad in collaboration with their classmates clipboard 2.5investigate how characters from the Iliad are represented in visual sources (for example ancient vases and sculpture, modern paintings and films) clipboard 2.6compare the Iliad's depiction of heroes with the depiction of non-combatants affected by the Trojan War (for example, parents, women and servants) 2.7evaluate Achilles' decisions and actions in comparison with the decisions	✔	✔

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2. Analysing structures, patterns, values and ideologies	and actions of other heroes in the Iliad clipboard 2.8 recognise and explain common Greek concepts and words associated with Homeric epic (for example, timé, kleos, aidós, areté, pathos) clipboard 2.9 examine the relationship between gods/goddesses and mortals in the Iliad clipboard 2.10 create a code of honour for modern day heroes/heroines with reference to the Homeric code clipboard 2.11 discuss other ancient sources that deal with anger (for example, Aristotle, Plutarch, Seneca) in relation to the Iliad's engagement with this emotion		
Strand 2: Classical studies component: Rome, centre of an empire 1. Reading narratives and exploring representations	2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths) clipboard 2.13 examine the functions and uses of three chosen buildings, structures or public spaces clipboard 2.14 imagine themselves at an event or activity associated with each of the three selected locations, commenting on what is happening and why, and who is present clipboard 2.15 collaborate with their classmates to create a representation of their favourite Roman building, structure or site clipboard 2.16 recognise and explain common terms associated with Roman architecture (for example, thermae, portico, capital, aqueduct, dome)	✔	✔

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2. Analysing structures, patterns, values and ideologies	2.17 explore Roman history, society and public life through public buildings, structures and spaces clipboard 2.18 investigate the careers and political goals of the historical figures who commissioned the chosen buildings, structures or spaces clipboard 2.19 compare a building in their local area with a building in Rome clipboard 2.20 debate the usefulness and limitations of different types of historical sources (for example, art, architecture, inscriptions and literature)		
Strand 3: Classical language component 1. Reading narratives and exploring representations	3.1 recognise the meaning of frequently-used words and phrases clipboard 3.2 interpret the general sense of a text on familiar topics clipboard 3.3 identify specific information in texts on familiar topics clipboard 3.4 discuss original literary texts with their classmates clipboard 3.5 independently create accurate translations of sentences and passages of limited complexity on familiar topics, annotated and adapted as appropriate clipboard 3.6 pronounce words, phrases and simple sentences accurately enough to be understood, with appropriate intonation clipboard 3.7 recognise (in listening), frequently-used words and phrases related to areas of immediate relevance and experience clipboard 3.8 explore vocabulary and grammatical rules by writing, completing and transforming phrases and simple sentences	✔	✔

| 2. Analysing structures, patterns, values and ideologies | clipboard
3.9examine what we can learn from the language about the social roles, conventions and values of daily life
clipboard
3.10identify and explore with their classmates the language resources available through a range of media

3.11recognise, describe and use language patterns such as word types, inflection, grammatical functions, word order, spelling and punctuation conventions
clipboard
3.12explain the logical reasoning that led them to a specific interpretation of a phrase or sentence
clipboard
3.13deduce the meaning of unfamiliar words and word forms by relating them to words and word forms they know and the context in which they occur
clipboard
3.14recognise how word choice, syntax, grammar and text structure may vary with genre, purpose and context, and may also change over time
clipboard
3.15compare the vocabulary and grammar of the target language with that of other languages they know, making connections and distinctions as appropriate
clipboard
3.16investigate the etymology of words in modern languages which are derived from Latin or Ancient Greek
clipboard
3.17monitor and assess their own language confidence and language-learning strategies, using feedback to reflect on what they need to | | |

		Environment and Modern Agriculture	Healthful Eating
	improve and to set goals for improvement clipboard 3.18 collaborate with their classmates to create language learning resources and share these		

CSI: Exploring Forensic Science (Level 2), Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
Junior Cycle Strand 1: The work of a forensic scientist 1. The terminology and processes of forensic science	1.1 use the terms crime scene, evidence, suspect, scientist, detective, contamination and other relevant terms clipboard 1.2 make observations and inferences about a crime scene photograph (what's missing, broken, out of place) clipboard 1.3 identify the people involved in processing a crime scene clipboard 1.4 sequence the steps involved in processing a crime scene	✔	✔
2. The various types of physical evidence that can be found at a crime scene	1.5 identify from a list, potential sources of physical evidence; fingerprints, hair and fibres, impression evidence such as tyre tracks, footprints and teeth marks clipboard 1.6 communicate how evidence is left behind at a scene, e.g. contact, impression, force clipboard 1.7 demonstrate an understanding of the various evidence collection techniques e.g. use fingerprinting techniques on peers, identify patterns of fingerprints, observe their fingerprints and classify their prints as arch, loop,		

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	or whorl		
3. Forensic experiments learn to use the tools and methods of a crime scene investigator	1.8 list materials required for the experiments clipboard 1.9 organise materials for a task clipboard 1.10 follow verbal, written or pictorial instructions with a small number of steps clipboard 1.11 work collaboratively with others clipboard 1.12 identify substances through basic experiments, using a key provided clipboard 1.13 use a microscope, where available, to conduct basic comparisons between samples clipboard 1.14 record findings by talking/signing/writing/using ICT and sketching in a journal		
4. Working safely and precisely with science equipment	1.15 identify safety hazards that may occur in a lab and the precautions to take to avoid such hazards clipboard 1.16 list ways in which a crime scene may be contaminated clipboard 1.17 use a measuring jug and a graduated cylinder to measure a specific volume of liquid clipboard 1.18 use weighing scales/balance to get a specific mass of a dry powder		

Strand 2: Scene of the crime/evidence collection 1. Finding evidence	2.1 identify sources of evidence at crime scenes clipboard 2.2 sequence steps for recording evidence at crime scenes (first, next, then…) clipboard 2.3 make observations at a mock crime scene and deduce what might yield evidence clipboard 2.4 identify, from a written or pictorial list, what laboratory tests can be performed on the physical evidence at the scene	✔	✔
2. Processing and collecting evidence properly	2.5 follow a series of spoken/signed or pictorial instructions under supervision clipboard 2.6 with assistance, collect evidence such as fabric fibres and fingerprints/footprints without contamination clipboard 2.7 estimate and measure related objects clipboard 2.8 record findings (writing/drawing/using ICT/differentiated worksheets) clipboard 2.9 use basic functions on a digital camera, which may include uploading photos to a computer		
Strand 3: Scientific laboratory testing / solving the crime 1. Gathering evidence from suspects	3.1 listen to obtain information clipboard 3.2 demonstrate good practice when collecting evidence, selecting and using appropriate measurement tools clipboard 3.3 with prompts, make decisions about which information from a witness	✔	✔

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2. Applying their previous course laboratory activities to solve a crime

3. Developing a theory/motive/story related to the crime scene being investigated | interview is useful
clipboard
3.4 identify the key questions to answer in helping to solve the crime, e.g. Who was here last? Who wrote this note?

3.5 repeat/carry out further laboratory tests to those in strand 1 for comparisons
clipboard
3.6 demonstrate an understanding of cause and effect

3.7 identify simple patterns and classifications suggested by an exploration of evidence gathered
clipboard
3.8 explain the basis for groupings using differences in materials
clipboard
3.9 make rudimentary predictions about a possible suspect based on observations, information gathering and clues, or evidence they can measure using simple equipment
clipboard
3.10 create an uncomplicated storyboard/timeline which demonstrates their theory of what happened | | |
| Strand 4: Concluding the inquiry
1. Preparing to present evidence | 4.1 identify the steps required to complete a task
clipboard
4.2 put steps into a logical sequence or order
clipboard
4.3 create a timeline tracing the procedures carried out
clipboard
4.4 create a visual representation of the crime scene
clipboard | | |

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		Environment and Modern Agriculture	Healthful Eating
2. Presenting the evidence as part of the forensic team	4.5 contribute to the planning of a conclusion to the crime scene investigation which will reveal the solution to the crime 4.6 make an individual (or contribute to a team) presentation of the evidence in the concluding activity e.g. a written report/oral presentation/digital presentation to peers or an invited audience clipboard 4.7 express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on the evidence to peers, participating in a formal interview with 'suspects'		
3. Evaluating	4.8 communicate what worked best in terms of experiments conducted and investigative procedures followed clipboard 4.9 identify knowledge and skills developed and those they wish to improve clipboard 4.10 link learning to other areas of the curriculum and their lives		

Digital Media Literacy, Junior Cycle (Ages 12-15)		**Environment and Modern Agriculture**	**Healthful Eating**
Junior Cycle Strand 1: My digital world 1. My digital life	1.1 describe how they use digital technologies, communication tools and the internet in their lives clipboard 1.2 illustrate the advantages and disadvantages of using digital technologies, communication tools and the internet clipboard 1.3 debate the ethical and legal issues around downloading music and video	✔	✔

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	content from the internet		
2. Respectful and responsible use	1.4 demonstrate an understanding of respectful use of digital media texts including concepts of copyright, fair use, plagiarism and intellectual property ownership 1.5 discuss their personal safety concerns when using digital technologies, communication tools and the internet 1.6 create a charter of online rights and responsibilities for the class 1.7 describe appropriate responses to potentially harmful situations		
Strand 2: Following my interests online 1. What is digital content? 2. Searching and evaluating 3. Expressing through digital images	2.1 analyse the characteristics of digital media texts which make them different from analogue media texts clipboard 2.2 demonstrate how digital media texts are published on the internet 2.3 search the internet to gather information on a specific topic of interest clipboard 2.4 compare information from various sources in order to evaluate its reliability, validity, accuracy, authority, and timeliness 2.5 create a digital image montage from images sourced online clipboard 2.6 present examples where image and video manipulation has been used in the media clipboard 2.7 represent information about a topic that is relevant to their lives in graphic format	✔	✔

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Strand 3: Checking the facts 1. Digital media formats	3.1 analyse a piece of digital media text to identify the theme, purpose and audience clipboard 3.2 analyse how the choice of digital media format influences the kind of information accessed/transmitted clipboard 3.3 re-present a digital media text from one online format to another e.g. from video to blog	✔	✔
2. Looking for bias	3.4 act as a critical consumer by presenting digital media texts that highlight bias clipboard 3.5 research the ownership of major websites and its impact on access and choice		
3. The role of digital media in our society	3.6 give examples of how digital media texts can support citizenship and inform decision-making clipboard 3.7 critique the role of digital technologies, communication tools, and the internet in a democratic society		
Strand 4: Publishing myself 1. Social media and me	4.1 outline the opportunities and risks presented by young people's use of social networks clipboard 4.2 document young people's online rights – the right to information, free expression, protection of minors, and the role of parents, governments and civil society in enforcing their rights clipboard 4.3 discuss the concept of privacy and its application by young people on social networks	✔	✔

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2. Following my passion	clipboard 4.4 demonstrate how best to share personal information, express opinions, and emotions online in a responsible and respectful manner 4.5 publish an item online presenting their views on a subject or topic that is relevant to their lives clipboard 4.6 demonstrate an appropriate method for citing and referencing online-sourced material accurately clipboard 4.7 document the planning and research history of the published work		

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