

Area of Experience: Cross Curricular

CC

At Junior Certificate level I can:

- | | |
|---|--|
| 1 Punctuality (CC1)
Is usually or always on time for school, class periods and other appointments. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Attendance (CC2)
Attends regularly and is never absent without good reason. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Working with Others (CC3)
Works with others and makes a positive contribution to group activities. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Working Alone (CC4)
Carries out appointed tasks without supervision. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Homework (CC5)
Usually or always submits satisfactory work, completed on time. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Cross-Curricular Project (CC6)
Can plan, prepare and carry out, with assistance, a project involving different subject areas. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Action Project (CC7)
Can actively participate in the planning, preparation and carrying out of an action project appropriately and responsibly. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Action Project Report (CC8)
Can present the findings of an action project in which they participated. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Project Skills: Historical (CC9)
Can research, organise and present an historical project with assistance. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Field Trip (CC10)
Can plan, prepare and carry out a field trip as part of a group; carry out allocated tasks and appropriately present their findings and evaluate the experience. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Project Skills (CC11)
Can organise a project and present/display the result with assistance using medium of choice. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Basic Research and Statistics (CC12)
Can carry out a simple research project with assistance and display the result appropriately. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Information Management (CC13)
Can use, gather, sequence and interpret information from a wide range of sources with assistance and present this information in different ways. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Area of Experience: Cross Curricular

CC

At Junior Certificate level I can:

- | | |
|--|--|
| 14 Organising & Planning a School Function (CC14)
Can work as part of a team in order to plan, prepare and present all aspects of a simple school function. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 Social Competence: Reading from Texts (CC15)
Can find general and specific information from a variety of texts. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 Social Competence: Functional Writing (CC16)
Can make appropriate use of written language when dealing with the normal demands of school and everyday life. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17 Social Competence: Listening (CC17)
Can use written and oral language to demonstrate the ability to listen and retain information accurately. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18 Social Competence: Speaking (CC18)
Can use the spoken word to accurately express opinions and experiences in a social context. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 19 Measurement of Time (CC19)
Can apply the skills, knowledge and understanding needed for the measurement of time in everyday situations. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 20 Measurement of Temperature (CC20)
Can apply the skills, knowledge and understanding for the measurement of temperature in everyday situations. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 21 Measurement of Weight/Capacity (CC21)
Can apply the skills, knowledge and understanding needed for the measurement of weight/capacity in everyday situations. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 22 Measurement of Length and Distance (CC22)
Can apply the skills, knowledge and understanding needed for the measurement of length and distance in everyday situations. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 23 Money Management (CC23)
Can manage personal and household finances. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 24 The Business of Living (CC24)
Can manage personal finances in the area of income, expenditure and budgeting. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Area of Experience: Cross Curricular

CC

At Junior Certificate level I can:

- | | |
|--|--|
| 25 Consumer Studies (CC25)
Can use relevant knowledge about consumer rights to make informed consumer choices. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 26 Health and Nutrition (CC26)
Can use relevant knowledge about health and nutrition to make informed lifestyle choices. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 27 Shape and Space (CC27)
Can apply knowledge and understanding of the proportions of common two and three dimensional shapes to their work. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 28 Spatial Awareness (CC28)
Can apply knowledge of direction and space to their work. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 29 Drawing and Sketching (CC29)
Can use a range of drawing and sketching techniques to record information and to communicate information graphically. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 30 Craft and Materials: Construction and Assembly (CC30)
Can work with a range of craft materials to create and finish a piece of work. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 31 Horticulture: Basic Cultivation (CC31)
Can cultivate and care for a variety of flowers, bulbs, vegetables, herbs and other plants. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 32 Practical Horticulture (CC32)
Can plan and carry out simple horticultural projects that demonstrate a familiarity with varied methods of cultivation. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 33 Health and Safety (CC33)
Can explain the need for a wide variety of safety procedures in the workplace and act on these. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 34 Animal Care (CC34)
Can take care of and be aware of the needs of an animal of choice. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 35 Animal Care: Horse, Pony or Donkey (CC35)
Can relate the history and use the terms associated with horses and understand the important aspects of caring for a horse, pony or donkey. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 36 Positive Communication (CC36)
Can communicate with people in a positive manner and apply these skills to maintain friendships. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Area of Experience: Cross Curricular

CC

At Junior Certificate level I can:

- | | |
|---|--|
| 37 Relationships: Self - Awareness (CC37)
Can identify, express and display personal qualities in a positive way showing an awareness of the needs of other people. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 38 Relationships: Self and Others (CC38)
Can understand and recognise the need for the different codes of behaviour. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 39 Growth and Development 1 (CC39)
Can make informed choices within personal relationships. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 40 Growth and Development 2 (CC40)
Can apply the skills needed to clarify values and make lifestyle decisions. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 41 Photography (CC41)
Can apply the knowledge and skills necessary to plan, execute and finish a work in two dimensions. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 42 Video Production (CC42)
Can plan, prepare and make a short video sequence on a topic of choice. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 43 Interculturalism: Self and Others (CC43)
Can gather and interpret material relating to uniqueness and difference. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 44 Interculturalism: Diversity and Change in Ireland (CC44)
Can examine the world influences on Irish culture and society, past and present. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 45 Home Studies I (CC45)
Can describe important aspects of home management and carry out some basic home maintenance tasks (1). | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 46 Home Studies II (CC46)
Can describe important aspects of home management and carry out some basic home maintenance tasks (2). | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 47 Rural Studies (CC47)
Can describe important aspects of rural home management and carry out some basic farm maintenance tasks. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 48 Rules of the Road (CC48)
Can recognise and demonstrate a reasonable knowledge of the rules of the road. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 49 Road Safety (CC49)
Can recognise and demonstrate good practice in a variety of aspects of road safety. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Area of Experience: Cross Curricular

CC

At Junior Certificate level I can:

50 Make A Book (CC50) Can plan, prepare and make-a-book for the Make A Book Exhibition.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
51 Paired Reading (CC51) Can participate in a Paired Reading programme and read with an understanding of a range of reading material.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
52 Reading Challenge (CC52) Can participate in a Reading Challenge programme and read with an understanding of a range of reading material.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
53 Word Millionaire (CC53) Can participate in a Word Millionaire reading programme and read with an understanding of a range of reading material.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
54 Reading Programme (CC54) Can participate in a Reading Programme and read with an understanding of a range of reading material.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
55 Readalong (CC55) Can participate in a Readalong programme and read with an understanding of a range of reading material.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
56 Stars Read (CC56) Can be awarded the "Stars Read" certificate as a result of participation in a range of literacy activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
58 Horticulture - Landscaping (CC58) Can plan the landscaping of an area in the school environment and carry out the practical work required to do this.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
60 Debating (CC60) Demonstrate understanding of Debating and Participate in a Debate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
63 Study Skills 1 (CC63) Can use appropriate study skills to support learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
64 Study Skills 2 (CC64) Can use appropriate study skills, including note taking, to support learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
65 Study Skills 3 (CC65) Can use appropriate study skills, including note taking and revision, to prepare for the Junior Certificate examination.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Work begun



Work in progress



Work completed



Area of Experience: Cross Curricular

CC

At Junior Certificate level I can:

- | | |
|---|--|
| 66 Study Skills 4: Active Learning (CC66)
Can apply a range of skills necessary to participate effectively in an active learning environment. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 67 Study Skills 5: Reading Strategies (CC67)
Can use appropriate reading strategies to read and comprehend a variety of texts. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 71 Paired Maths: Tutor (CC71)
Can participate as a tutor in a Paired Maths Programme. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 72 Paired Maths: Tutee (CC72)
I can participate as a tutee in a Paired Maths Programme. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 73 Communication (CC73)
I can communication my views, opinions and feelings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 74 Digital Enquiry- Introductory skills (CC74) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 75 Video Production: Animoto (CC75) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Cross-Curricular Statements

Personal Responsibility	Punctuality Attendance Working with Others Working Alone Homework
Project Work	Cross-Curricular Project Action Project Action Project Report Project Skills: Historical Field Trip Project Skills Basic Research and Statistics Information Management Organising and Planning a School Function
Social Competence	Reading from Texts Functional Writing Listening Speaking
Measurement	Time Temperature Weight/Capacity Length and Distance
Learning for Life	Money Management The Business of Living Consumer Studies Health and Nutrition
Make and Do	Shape and Space Spatial Awareness Drawing and Sketching Craft Materials: Construction and Assembly
Horticulture	Horticulture: Basic Cultivation Practical Horticulture
Health and Safety	Health and Safety
Animal Care	Animal Care Animal Care: Horse, Pony or Donkey
Personal Development	Positive Communication Relationships: Self-Awareness Relationships: Self and Others Growth and Development 1 Growth and Development 2
Multi Media	Photography Video Production
Interculturalism	Interculturalism: Self and Others (draft) Diversity and change in Modern Ireland (draft)
Home Studies	Home Studies I Home Studies II
Rural Studies	Rural Studies
Road Safety	Rules of the Road Road Safety
Draft Statements	Make-a-Book Statement Paired Reading Horticulture – Landscaping

Title

The Student

1. **Punctuality** Is usually or always on time for school, class periods and other appointments.
2. **Attendance** Attends regularly and is never absent without good reason.
3. **Working with Others** Works with others and makes a positive contribution to group activities.
4. **Working Alone** Carries out appointed tasks without supervision.
5. **Homework** Usually or always submits satisfactory work, completed on time.

0 – 1 If the student is never or very rarely good at using the skill
2 – 3 If the student is occasionally good at using the skill
4 – 6 If the student is sometimes but not regularly good at using the skill
7 – 8 If the student is usually good at using the skill
9 – 10 If the student is constantly good at using the skill

Punctuality

CC

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Usually or always be on time for school, class periods and other appointments

Date Commenced: / /

Date Awarded: / /

Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

Total

Attendance

CC

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Attend regularly and is never absent without good reason

Date Commenced: / /

Date Awarded: / /

Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

Total

Work begun | Work in progress | Work completed

Working with others

CC

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Work with others and make a positive contribution to group activities

Date Commenced: / /

Date Awarded: / /

Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

Total

Working with others (To supplement CC Statement 3)

CC

Statement code no. 3

Student:

Class:

At Junior Certificate level I can:

Work with others and make a positive contribution to group activities by

Date Commenced:

Date Awarded:

Learning Targets I can...

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Waiting my turn | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Listening quietly when people are speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Looking at the person who is speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Respecting the rights of others to have opinions different from mine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Being positive about other people's work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Asking people to explain what they said if I don't understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Adding more information to what someone else has already said | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Helping to resolve any conflicts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Doing my share of the work on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Taking my turn to carry out different roles agreed by the group – reporter/note-taker/summariser/time-keeper/team leader etc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Helping other group members with their work if I am finished early | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Helping others to feel included | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun



Work in progress



Work completed



Working alone

CC

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Carry out appointed tasks without supervision

Date Commenced: / /

Date Awarded: / /

Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

Total

Work begun | Work in progress | Work completed

Homework

CC

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Usually or always submit satisfactory work,
completed on time

Date Commenced: / /

Date Awarded: / /

Marks Awarded

0 – 1 If the student is **never or very rarely** good at using the skill

2 – 3 If the student is **occasionally** good at using the skill

4 – 6 If the student is **sometimes but not regularly** good at using the skill

7 – 8 If the student is **usually** good at using the skill

9 – 10 If the student is **constantly** good at using the skill

Total

Cross-Curricular Project

CC

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare and carry out with assistance a project involving different subject areas

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Identify a task or idea to work on as part of the group project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Decide where to look for the information, i.e. teachers, books, photographs, library, diagrams, magazines etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Decide what will be needed to do the task (material, equipment) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Decide what method will be used to begin the task | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Decide what method will be used to do the task | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Decide what method will be used to end the task | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Carry out your aspect of your project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Evaluate the project by answering the question 'Did I do what I decided to do?' | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Identify what problems there were along the way | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 State what you would do differently next time | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

See Appendix: Planning a cross-curricular project

Refer also to: Art, Geography, History, Environmental and Social Studies, Civic Social and Political Education, Information Technology/Computer Studies, Science

Action Project

CC

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

Actively participate in the planning, preparation and carrying out of an action project appropriately and responsibly

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Identify an issue you wish to explore | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Discuss the issue in a group and decide what you want to do and how you will go about it | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Give useful suggestions at the planning stage | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Break down and divide up tasks in the class group | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Take responsibility for an aspect of the task | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Make arrangements for carrying out an aspect of the task | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Co-operate and help others in any activities related to the task | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Carry out the task appropriately and responsibly | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Conduct yourself and communicate appropriately for given activities | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Take part in a group discussion evaluating the activity | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Civic Social and Political Education, ENVI Environmental and Social Studies, English, Information Technology/Computer Studies, Science, History, Geography

Work begun | Work in progress | Work completed

Action Project Report

CC

Statement Code no: 8

Student:

Class:

At Junior Certificate level the student can:

Present the findings of an action project in which they participated

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Identify an issue or topic as a project theme | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Explain the reasons why the action project was chosen | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 List the steps needed to complete the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe and demonstrate activities undertaken in the course of the action project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Explain clearly any particular task undertaken or initiated by you during the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Summarise what you learned during the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present the information gathered | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Describe the action project orally | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Draw personal conclusions from the information gathered during the action project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Geography, History, Civic Social and Political Education, Environmental and Social Studies, Information Technology/Computer Studies, Science, English

Project Skills: Historical

CC

Statement Code no: 9

Student:

Class:

At Junior Certificate level the student can:

Research, organise and present a historical project with assistance

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Identify and state the aim of the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Collect and sort suitable information and material for the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Use a number of ways to collect information: interview, letter, questionnaire, reading | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Understand the content of the project material | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Use suitable illustrations in presenting the project: pictures, graphs, cartoons, photos | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 State the results of the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present the project in a clear, neat and legible manner | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Explain what you learned from the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 List the sources used in the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Display initiative and originality in performing the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Draw conclusions from the findings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, History, Art, Geography, Maths

Please note this is the same as the Project Skills statement in the Environmental and Social Studies section of the Subject-Centred statements and obviously cannot be awarded twice

Work begun | Work in progress | Work completed

Field Trip

CC

Statement Code no: 10

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare and carry out a field trip as part of a group; carry out allocated tasks, appropriately present their findings and evaluate the experience

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Participate in the planning of a field trip | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Locate the destination on a map, plotting the journey (that is, mileage, measurement of distance etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Study the relevant geographical features of the destination | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Participate in the allocation of tasks | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Take responsibility for carrying out allocated tasks | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Bring correct clothing and appropriate geographical equipment for the activity | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Carry out instruction promptly and follow safety procedures | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Complete the given task to the required standard | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Be co-operative and helpful to others in carrying out the task | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Record findings clearly and legibly and make sure they get back to school | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Back in school, present all findings as appropriate, participating actively in the group activity | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Discuss how the field study went and what changes would be made next time, if appropriate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Civic Social and Political Education, Environmental and Social Studies, English, Geography, History, Science, Information Technology/Computer Studies, Maths

Project Skills

CC

Statement Code no: 11

Student:

Class:

At Junior Certificate level the student can:

Organise a project and present/display the result with assistance using medium of choice

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Identify a task, problem or idea as a project theme | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Name different people or places who will provide information on the project theme | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 With help, decide how to get the information needed, through teachers, parents, books, observation, questionnaires, interviews, videos, internet etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Select a way, or ways, of working on the project theme | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 List the steps to be taken | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Put the plan into practice | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present the results using method of choice, that is photographs, computers, models, diagrams, drawings, audio, computers, video, drama, oral | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Decide how well the original task has worked | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Civic Social and Political Education, English, Environmental and Social Studies, Geography, History, Home Economics, Materials Technology: Wood, Science, Information Technology/Computer Studies

Work begun | Work in progress | Work completed

Basic Research and Statistics

CC

Statement Code no: 12

Student:

Class:

At Junior Certificate level the student can:

Carry out a simple research project with assistance and display the results appropriately

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Identify a personally relevant research project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify sources of information; people, books etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Locate relevant information in texts, diagrams, charts and graphs | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Collect data through questions, interviews, calculations and texts as appropriate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Construct line graphs, bar charts, pie charts or tally sheets | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Restate information as appropriate using tables, diagrams, maps or tally sheets | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Present information in tables | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Restate the information shown from tables in words | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Sort and classify data with assistance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Interpret findings and present appropriately through oral, written and/or visual media | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography, Environmental and Social Studies, Civic Social and Political Education, Science, Business Studies, Materials Technology: Wood, Information Technology/Computer Studies, Technical Graphics, Religious Education

Information Management

CC

Statement Code no: 13

Student:

Class:

At Junior Certificate level the student can:

Use, gather, sequence and interpret information from a wide range of sources with assistance and present this information in different ways

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Identify a personally relevant research topic | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Identify, locate and record information from personal observation, orally transmitted information, radio and artefacts | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Identify, locate and record information from visual sources, including maps, photographs, figures, drawings, television and film | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Identify, locate and record information from primary and secondary written sources, including books, newspapers, articles, pamphlets and computer databases | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Perform appropriate calculations and measurements if necessary | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Transfer data to prose and/or tables or graphs | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Interpret findings, sort and classify according to appropriate criteria, with assistance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Evaluate information critically, distinguishing between fact and opinion, with assistance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Recognise bias and different viewpoints | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Carry out a small research project and present the findings orally or in a short written paper | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Describe the stages of the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Business Studies, Civic Social and Political Education, Environmental and Social Studies, Home Economics, Maths, English, Geography, History, Information Technology/Computer Studies, Science

Work begun | Work in progress | Work completed

Organising and Planning a School Function

CC

Statement Code no: 14

Student:

Class:

At Junior Certificate level the student can:

Work as part of a team in order to plan, prepare and present all aspects of a simple school function

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Identify an occasion which would require refreshments etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Choose which would be more appropriate for the occasion – a buffet, a sit down meal, light refreshments etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Identify the various tasks involved in planning a function, e.g. posters, budgeting, preparing food, etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Plan carefully the foods to be used for the function | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Follow the basic steps for handling food in a hygienic way to prepare the food for the function | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Prepare and send or give out invitations for the function | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Plan how the function room should be laid out for comfort and ease of access | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Decorate the function room using posters, banners, wall hangings etc. to mark the particular occasion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Present the food in an attractive manner, e.g. using simple garnishes, folded napkins etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 List the duties for the day, choose one and carry it out properly e.g. host/hostess, greeting, thanking people etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Plan and carry out a clean-up operation, leaving the rooms, dishes etc. that you used as they were found | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Civic Social and Political Education, English, Art, Home Economics

Social Competence: Reading from Texts

CC

Statement Code no: 15

Student:

Class:

At Junior Certificate level the student can:

Find general and specific information
from a variety of texts

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Use a contents page, an index and a dictionary | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Find specific information in an alphabetical index | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Find specific information in a timetable, league table, menu or advertisement | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Find specific information in a piece of text, for example a textbook or newspaper | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Identify sentences, paragraphs and basic punctuation marks in a continuous piece of text | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Identify the topic of a short text in a section of a textbook; use texts from different subject areas | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Give the main point of short texts from a number of different textbooks; use texts from different subject areas | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Find details which support the main point of a short text; use texts from different subject areas | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Follow correctly step-by-step instructions for a recipe, experiment or exercise routine | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects

Social Competence: Functional Writing

CC

Statement Code no: 16

Student:

Class:

At Junior Certificate level the student can:

Make appropriate use of written language when dealing with the normal demands of school and everyday life

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Address envelopes and postcards correctly | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Write a personal letter to a friend thanking him/her for a gift | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Use basic punctuation, for example, capital letter, full stop, question mark | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Keep a brief written record in note form of important things to do (homework diary, appointments diary, list of tasks) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Write a cheque | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Fill in forms (post office account, driving licence, electoral register, bank lodgement and withdrawal slips etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Write a simple letter of enquiry or complaint | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Take a brief written message for another person, for example a telephone message | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Write step-by-step instructions of how to perform a familiar task (copy a cassette, make an omelette) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Present personal information in correct CV format | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Business Studies, Home Economics, Civic Social and Political Education, Science, Information Technology/Computer Studies, Environmental and Social Studies

Work begun | Work in progress | Work completed

Social Competence: Listening

CC

Statement Code no: 17

Student:

Class:

At Junior Certificate level the student can:

Use written or oral language to demonstrate the ability to listen and to retain information accurately

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Summarise a story told by one or more people | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Follow instructions given by the teacher | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Identify specific points of information from an exchange between two or more people | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Identify specific information from a distant source, for example television, speaking train timetable | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Record information accurately from, for example, the TV news | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Repeat verbal information | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Repeat verbal information in written form | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Write an accurate summary of information given in an advertisement on the radio | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Follow a sequence of instructions given by someone, for example to make an omelette | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects. This statement can be accessed by sign language

Social Competence: Speaking

CC

Statement Code no: 18

Student:

Class:

At Junior Certificate level the student can:

Use the spoken word to accurately express opinions and experiences in a social context

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Leave a message on a telephone answering machine (minicom) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Relay instructions and messages accurately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Explain to one other person how to perform a simple task, for example, boil an egg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Tell a joke, personal anecdote or story | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Request information over the telephone (minicom) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Make requests and seek clarification | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Express a preference or point of view | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Describe a personal experience or interest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Give constructive criticism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Exchange opinions or views with one or more people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects. This statement can be accessed through sign language

Work begun | Work in progress | Work completed

Measurement of Time

CC

Statement Code no: 19

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of time in everyday situations

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Be familiar with the names of days, months and seasons | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Recall number facts: seconds in a minute, minutes in an hour, hours in a day etc | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Find a given day or date on a calendar or timetable | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Tell the time on a clock: the nearest hour, half hour, minute, second | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Change the hour from a twelve-hour clock to the twenty-four-hour clock | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Change the hour from a twenty-four-hour clock to the twelve-hour clock | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Change the time between twelve-hour and digital clocks | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Estimate the passing of time to the nearest hour, half hour, quarter hour, five minutes and one minute | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Work out the difference between two given times: on a clock, timetable, calendar and TV guide | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Draw a time line marking in the important events in your personal life | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Work out the time needed to leave one place in order to be on time for an appointment | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Civic Social and Political Education, Environmental and Social Studies, History, Home Economics, Maths, Science, Physical Education, Music

Measurement of Temperature

CC

Statement Code no: 20

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of temperature in everyday situations

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- 1 Name the units and terminology of temperature: thermometer, degrees, centigrade, Fahrenheit, freezing point, boiling point.
- 2 Identify freezing point and boiling point on a °C/ °F thermometer
- 3 Calculate degrees above and below freezing point and boiling point
- 4 Identify normal body temperature on a medical thermometer
- 5 Understand normal cooking temperatures, for example, gas mark 4, 200 degrees Celsius
- 6 Relate temperatures to everyday situations
- 7 Estimate the indoor and outdoor temperature on a given day
- 8 Estimate the outdoor temperature on a given month
- 9 Suggest a temperature range for the different seasons

Refer also to: English, Art, Environmental and Social Studies, Geography, Home Economics, Maths, Science

Work begun | Work in progress | Work completed

Measurement of Weight/Capacity

CC

Statement Code no: 21

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of weight/capacity in everyday situations

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|---|---|--|
| 1 | Name the units and terminology of weight/capacity: litres, half litres, quarter litres, millilitres, kilograms, grams, milligrams | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Find the marks for litre, half litre, quarter litre and millilitre on a measuring jug | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Find the marks for kilograms, grams and milligrams on a weighing scale | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Give examples of weight and capacity from daily life, for example a litre of milk and a kilo of sugar | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Use a graduated vessel to work out the capacity of liquids | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Use a weighing scales to work out the weight of powders and solids | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Use a balance scales to weigh items | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Estimate amounts using non-standard units, for example a cup, teaspoon and tablespoon | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Home Economics, Maths, Science

Measurement of Length and Distance

CC

Statement Code no: 22

Student:

Class:

At Junior Certificate level the student can:

Apply the skills, knowledge and understanding needed for the measurement of length and distance in everyday situations

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Name the words used in length and distance: kilometres, metres, centimetres, millimetres etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Pick out the units of length and distance on a ruler, metre stick and measuring tape | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Use a measuring tape | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Measure straight lines using a ruler and measuring tape | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Work out the distance between two places on a map using the scale on the map | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Draw lines of different lengths | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Measure a room, for example, bedroom, kitchen using a measuring tape | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Pace out the measurement of different places, for example classrooms, football pitches and bedrooms | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Estimate the length of common objects | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Estimate the distance between two objects | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Metal, Materials Technology: Wood, Physical Education, Science, Technical Graphics

Work begun | Work in progress | Work completed

Money Management

CC

Statement Code no: 23

Student:

Class:

At Junior Certificate level the student can:

Manage personal and household finances

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | List the main items of household expenditure | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Find the cost of the main items of household expenditure | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | List the most important items in personal and household spending | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Plan a household budget for one week, recording income and expenditure | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Locate a local Credit Union and explain why it is useful | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | List other ways of saving including banks, building societies, and An Post | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Explain what is meant by a lodgement and a withdrawal | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Read and fill in the most important documents needed for managing money: cheques, application forms, lodgements, withdrawals and payment slips | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Carry out correctly calculations needed for managing money | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Using a calculator work out household expenditure of a given household for one week | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Business Studies, Civic Social and Political Education, Maths, Home Economics

The Business of Living

CC

Statement Code no: 24

Student:

Class:

At Junior Certificate level the student can:

Manage personal finances in the areas of income, expenditure and budgeting

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|
| 1 | Estimate the income from a part-time job, for example babysitting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Work out the income from a part-time job, for example babysitting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Read a wage slip picking out income before and after tax | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | List the main household bills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Read bills and docketts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Match income and expenditure and identify priorities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Prepare a personal budget | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Prepare a household budget | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Compare your week's expenses with your week's budget plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Civic Social and Political Education, Business Studies, Home Economics, Maths

Work begun | Work in progress | Work completed

Consumer Studies

CC

Statement Code no: 25

Student:

Class:

At Junior Certificate level the student can:

Use relevant knowledge about consumer rights to make informed consumer choices

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Name the different organisations which work on behalf of consumers | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Explain when you could bring an item back to a shop | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Explain what a guarantee is and how it works | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe when a guarantee may be important | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Read accurately labels on packages etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Understand the most important signs and symbols on labels, for example quality marks, date marks and safety symbols | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Choose an advertisement for one product and summarise the information it gives | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Make a clear, reasonable spoken complaint | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Make a clear, reasonable written complaint | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Civic Social and Political Education, Home Economics, Maths

Health and Nutrition

CC

Statement Code no: 26

Student:

Class:

At Junior Certificate level the student can:

Use relevant knowledge about health and nutrition to make informed lifestyle choices

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Describe the most important ways of keeping the body clean | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 List some of the benefits of moderate exercise for keeping the body healthy | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Explain how the food we eat contributes to our state of health | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Use correctly the most common vocabulary of health and nutrition | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Give examples of lifestyle choices which affect our health, for example smoking | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe the effects of some lifestyle choices, for example smoking and drug use | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain what is meant by 'preventative health care' | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Give examples of interesting and beneficial ways to use leisure time | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Give examples of some of the physical and emotional changes of puberty | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 List some facilities, information and support services including those found in the school | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Civic Social and Political Education, Home Economics, Physical Education, Religious Education, Science

Work begun | Work in progress | Work completed

Shape and Space

CC

Statement Code no: 27

Student:

Class:

At Junior Certificate level the student can:

Apply knowledge and understanding of the proportions of common 2D/3D shapes to their work

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Name and identify common 2D shapes: rectangle, square, circle, triangle, oval, ellipse, polygon | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Name and identify common 3D shapes: cone, cylinder, cube, rectangular prism, pyramid, ovoid, sphere, ellipsoid | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Name and identify right angles, acute angles, obtuse angles, reflex angles, straight angles | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Name and identify equilateral, isosceles and right-angled triangles | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Name and identify the centre, circumference, chord, radius and diameter of a circle | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Explain directional words: clockwise, anti-clockwise, horizontal, vertical, parallel, diagonal | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Measure angles accurately using a protractor | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Draw angles accurately using a protractor | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Construct a rectangle using a ruler, set square and compass | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Construct a triangle using a ruler, compass and protractor | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Construct a circle with a given radius using a compass | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Enlarge a shape using a grid | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Wood, Maths, Materials Technology: Metal, Technical Graphics, Science

Spatial Awareness

CC

Statement Code no: 28

Student:

Class:

At Junior Certificate level the student can:

Apply knowledge of direction and space to their work

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|
| 1 | Read a simple directional compass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Using a grid reference, read a location on a grid map | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Using a simple map or plan, find a given location | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Draw a simple map or plan to give directions or locate a place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Use a directional compass to estimate direction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Make simple scale drawings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Work out the distance between two places using the key on a map | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | On instruction, walk or move the body or parts of the body in a stated direction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | On instruction, move objects in a stated direction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Environmental and Social Studies, Art, Geography, Home Economics, Materials Technology: Wood, Maths, Materials Technology: Metal, Science, Technical Graphics

Work begun | Work in progress | Work completed

Drawing and Sketching

CC

Statement Code no: 29

Student:

Class:

At Junior Certificate level the student can:

Use a range of drawing and sketching techniques to record information and to communicate information graphically

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|---|--|--|
| 1 | Handle and use all drawing tools correctly | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Memorise the important words related to drawing materials and techniques | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Produce 2D drawings using common drawing instruments | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Produce 3D drawings using common drawing instruments | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Make a simple scale drawing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Make neat, accurate, working drawings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Make sketches from observation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Make a sketch from imagination | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Produce basic drawings using a computer | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Wood, Materials Technology: Metal, Maths, Science, Technical Graphics

Craft and Materials: Construction and Assembly

CC

Statement Code no: 30

Student:

Class:

At Junior Certificate level the student can:

Work with a range of craft materials to create and finish a piece of work

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1 Describe some of the properties of different materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Give examples of where different materials are used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Choose the appropriate material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Cut material safely, using the correct tools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Shape materials safely using the correct tools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Produce sketch drawings of pieces of work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Measure out the materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Transfer markings on to pieces of work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Join and assemble the material using a variety of methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Finish off pieces using an appropriate method | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Environmental and Social Studies, Art, Geography, Home Economics, Materials Technology: Wood, Materials Technology: Metal, Maths, Science, Technical Graphics

Work begun | Work in progress | Work completed

Horticulture: Basic Cultivation

CC

Statement Code no: 31

Student:

Class:

At Junior Certificate level the student can:

Cultivate and care for a variety of flowers, bulbs, vegetables, herbs and other plants

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Know the difference between compost and nutrient compost | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Plant a bulb or corm and prepare it correctly for growth | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Recognise and plant seeds in blocks or in the ground | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Water seeds and plants correctly and regularly using a watering can or other source | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Label seeds correctly in trays, pots or plots | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Identify and set up the conditions needed for seeds or bulbs to germinate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Thin out seedlings carefully | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Move seedlings to trays, pots, into the ground | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Pot on seedlings or plants from a small pot | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Present cut flowers for display | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Recognise and name a number of spring flowers | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Science and Environmental and Social Studies

Practical Horticulture

CC

Statement Code no: 32

Student:

Class:

At Junior Certificate level the student can:

Plan and carry out simple horticultural projects that demonstrate a familiarity with varied methods of cultivation

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Select and plan flowers or plants for a container, hanging basket etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Calculate the cost of a planted container | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Recognise flowers, shrubs or vegetables of different seasons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Identify the right time of year to plant selected vegetables and/or flowers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Name and correctly use gardening tools, e.g. fork, trowel, secateurs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Take cuttings from existing plants and cultivate them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Recognise one herb and say how it can be used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Assemble a herb garden | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Cost and make a present, e.g. garland, table display, hanging plant etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Plan and prepare for a visit to a garden centre | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Science and Environmental and Social Studies

Work begun | Work in progress | Work completed

Health and Safety

CC

Statement Code no: 33

Student:

Class:

At Junior Certificate level the student can:

Explain the need for a wide variety of safety procedures in the workplace and act on these

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Explain how to use tools and equipment correctly and safely | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Give examples of safe practices in the workplace | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Use all tools and equipment correctly and safely | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Describe how to use electrical equipment correctly and safely | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Use electrical equipment correctly and safely | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Store all tools, materials and equipment safely | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Describe the effects on the body of inhaling or touching chemical substances | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Suggest ways of avoiding these risks | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Describe the effects of chemical substances on the environment | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Suggest ways of minimising these effects | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | List the different procedures for self-protection at work, including the use of protective clothing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Environmental and Social Studies, Home Economics, Geography, Materials Technology: Wood, Materials Technology: Metal, Science, Maths, Technical Graphics

Animal Care

CC

Statement Code no: 34

Student:

Class:

At Junior Certificate level the student can:

Take care of and be aware of the needs of an animal of choice

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1 Describe the bedding, shelter and boundary that your animal needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Describe how to feed and care for a young animal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Plan the food and water needs of your animal and calculate the cost of keeping it for a month | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Describe the conditions that the animal needs to be happy, e.g. companionship, routine, exercise etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Demonstrate or describe the safe handling of your animal, e.g. how to approach, pick up etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Name some things that can harm or frighten your animal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Explain the health problems that your animal can have and say how they should be treated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Make a list of the vaccinations your animal needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Be familiar with the life-span and reproductive pattern of your animal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Keep a diary, video, photographs etc., to describe your animal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Plan and prepare for a visit to a local vet, animal shelter, kennel etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Describe the kind of training your animal needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Explain the consequences of neglecting animals, e.g. straying horses or farm animals, roaming dogs, wild cats etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Optional Learning Target

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 14 Demonstrate or describe how to groom your animal and name the equipment needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Refer also to: Science, Environmental and Social Studies and Civic Social and Political Education

Animal Care: Horse, Pony or Donkey

CC

Statement Code no: 35

Student:

Class:

At Junior Certificate level the student can:

Relate the history and use the terms associated with horses and understand the important aspects of caring for a horse, pony or donkey

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- 1 Name and correctly use grooming equipment such as dandy brush, body brush, curry comb
- 2 Plan the daily routine for mucking out, feeding and grooming of a horse*
- 3 Explain how a horse is shod and how hooves are cared for
- 4 Name the main points of a horse, e.g. shoulder, muzzle, mane, withers, hoof, forelock
- 5 Demonstrate or describe how to put on basic tackle, e.g. saddle, bridle, head collar
- 6 Describe the size and type of pasture required for a horse, e.g. free of dangerous plants etc.
- 7 Explain the Highway Code in relation to horses
- 8 Locate the local experts in your area, e.g. vet, farrier, animal shelter, club
- 9 Pick one breed of horse and find out all about it
- 10 Tell the story of a horse in the past, e.g. Arkle
- 11 Find out the way that horses have been used in work, transport and sport

Optional Learning Target

- 12 Keep a diary, scrapbook, photographs, video of a horse you are interested in

*donkey or pony can be substituted for horse in all learning targets

Refer also to: Science, Environmental and Social Studies and Civic Social and Political Education

Work begun | Work in progress | Work completed

Positive Communication

CC

Statement Code no: 36

Student:

Class:

At Junior Certificate level the student can:

Communicate with people in a positive manner and apply these skills to maintain friendships

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Recognise that people speak differently to different people, e.g. peers, teachers, parents and other adults | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Speak in an appropriate and polite manner when speaking to peers, teachers, parents and other adults | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Understand that name-calling and teasing are bullying | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | List ways in which name-calling and teasing can be hurtful to oneself and others | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Suggest ways in which words can give positive messages | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | List ways in which you yourself would like to be treated | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Suggest ways of making and keeping friends | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Identify traits which are/are not desirable in a friendship | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Identify traits which maintain a good friendship | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Describe what peer pressure is | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Give examples of peer pressure and suggest ways of handling it | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Civic Social and Political Education, English and Religious Education

Relationships: Self-Awareness

CC

Statement Code no: 37

Student:

Class:

At Junior Certificate level the student can:

Identify, express and display personal qualities in a positive way showing an awareness of the needs of other people

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Give an accurate and positive physical description of yourself | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify some of your own aptitudes, skills and qualities | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Identify some important personal preferences | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Use the correct words to describe preferences, opinions and wishes | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Examine ways in which words can hurt yourself and other people, for example name-calling and teasing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe ways of taking care of yourself, for example through diet, hygiene, exercise and rest | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Describe the qualities and actions which you expect to find in a good friend | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Give examples of the kind of behaviour which would stop you making friends with someone | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Suggest reasons why people's friendships sometimes change with time | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Give examples of how words can give a positive message | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Drama, Home Economics, Religious Education, Physical Education, History, Environmental and Social Studies, Geography

Work begun | Work in progress | Work completed

Relationships: Self and Others

CC

Statement Code no: 38

Student:

Class:

At Junior Certificate level the student can:

Understand and recognise the need for the different codes of behaviour

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- 1 Give examples of actions and behaviour where you have shown respect towards others
- 2 Suggest ways in which you respect yourself and others
- 3 Give examples of how you behave differently in different situations, for example at home, in school and with friends
- 4 Identify one group to which you belong and explain what it is like
- 5 Give reasons for having rules
- 6 Describe some of the rules and codes of behaviour which people in different groups and situations are expected to obey, for example school rules, family rules and the law
- 7 Suggest some of the consequences of both keeping and breaking these codes
- 8 Give examples of good and bad rules and laws, and explain what makes them good or bad
- 9 Give examples of peer pressure and explain what makes it easy or difficult to handle
- 10 Suggest good and bad ways of dealing with conflict situations

Refer also to: English, Civic Social and Political Education, History, Physical Education

Growth and Development 1

CC

Statement Code no: 39

Student:

Class:

At Junior Certificate level the student can:

Make informed choices within personal relationships

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Give examples of ways in which relationships between the sexes can change during adolescence | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Describe the physical and emotional changes which occur in girls and boys during adolescence | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Know the standard names of the sexual organs and their functions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe the key stages in the cycle of human reproduction including menstruation, fertility cycle, sexual intercourse, conception and birth | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Name and describe the symptoms of sexually transmitted diseases | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Explain how sexually transmitted diseases may be avoided and treated | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain how the AIDS virus is transmitted and suggest ways of avoiding infection | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Name and describe the whole range of options available to minimise the risk of unplanned pregnancy | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 List the names, addresses and contact numbers of support services including local, national, formal, informal helplines, support groups, school and health board counselling services | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Note: Parental consent is desirable for Learning Targets 5 to 9
Refer also to: English, Civic Social and Political Education, Religious Education, Science

Work begun | Work in progress | Work completed

Growth and Development 2

CC

Statement Code no: 40

Student:

Class:

At Junior Certificate level the student can:

Apply the skills needed to clarify values and make lifestyle decisions

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Identify some of the key values which are important in our society, for example respect, freedom and honesty | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Explain how these values might affect our everyday lives at home and in school | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Identify which values are personally important | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Explain how everyday actions and behaviour are linked to one's value system | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Identify some of the choices which people make in deciding which values are important to them | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 List the main steps involved in effective decision making | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain the link between decision making and personal responsibility | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Define the main aspects of self control | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Give examples of how some people under pressure deal with their problems, for example addiction | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Suggest ways of handling these responses, for example accessing support services | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Explain how to access important information, for example through social services, support systems, community and personal networks | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Civic Social and Political Education, Drama, Physical Education, Religious Education

Photography

CC

Statement Code no: 41

Student:

Class:

At Junior Certificate level the student can:

Apply the knowledge and skills necessary to plan, execute and finish a work in two dimensions

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Load memory card and battery correctly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Identify and name the parts of the camera | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Use a camera to take pictures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Download photographs from camera to computer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Recognise and use correctly simple photographic vocabulary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Frame/set up a photograph | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Explain the importance of sunlight/artificial light in photography | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Be aware of the effects of size of aperture and shutter speed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Recognise well known images from the history of photography | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Discuss the use of photography in advertising and mass media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Environmental and Social Studies, Home Economics, Geography, Materials Technology: Wood, Materials Technology: Metal, Maths, Science, Technical Graphics

DVD/Video Production

CC

Statement Code no: 42

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare and make a short DVD/video sequence on a topic of choice

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Decide on a topic for your DVD/video that interests you | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Plan the production – think of location, people involved etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | List the equipment you will need and make arrangements to use it | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Plan the script for the DVD/video (if any) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Make a storyboard or list the shots you will film | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Finalise your arrangements for the DVD/video, e.g. get permission, check room or location, bring in props, clothes etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Plan and prepare the titles for the DVD/video according to choice, e.g. drawings, lettering etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Name the parts of the DVD/video camera and other equipment | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Check all equipment and practise using it | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Shoot the DVD/video | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Arrange to show the DVD/video | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Drama, Music and Art

Work begun | Work in progress | Work completed

Interculturalism: Self and Others

CC

Statement Code no: 43

Student:

Class:

At Junior Certificate level the student can:

Gather and interpret material relating to uniqueness and difference

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Develop a personal profile (e.g. physical characteristics, address, family, talents, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Record and display the variety that exists among the students in your class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Draw your family tree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Identify some of the towns and counties in Ireland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Indicate some cities and countries on a map of the world | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Draw on a map where your relations live | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Name countries that Irish people emigrated to | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Sketch and display the national flag of other countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Find out the official language spoken in these countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Discover the range of languages spoken in these countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Investigate some world religions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Examine a variety of national customs (e.g. costumes, music, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Interculturalism: Diversity and Change in Modern Ireland

CC

Statement Code no: 44

Student:

Class:

At Junior Certificate level the student can:

Examine the world influences on Irish culture and society, past and present

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Investigate the history of some building styles and architecture to be found in Ireland today (e.g. churches, castles, houses, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Give a pictorial representation of some of these buildings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Trace the origin of some place names found in Ireland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Describe some changes that have occurred in traditional and contemporary crafts in this country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Explore the availability of foods in this country today | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Name some international dishes available in Ireland today | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Describe the different cultural festivals which are celebrated in Ireland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Find out the countries that are represented in Ireland by ambassadors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Describe the positive influences that the ethnic communities have brought to the Irish workforce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explore ways in which different cultures can learn about each other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Home Studies 1

CC

Statement Code no: 45

Student:

Class:

At Junior Certificate level the student can:

Describe important aspects of home management and carry out some basic home maintenance tasks (1)

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Locate electricity mains and meter, gas mains and meter, water mains, and explain how to turn off and on all household services | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Read the electricity and gas meters and fill in the meter card | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Change a plug, light bulb or tap washer | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Replace a fuse and/or reset a circuit breaker | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Explain the correct way to store and dispose of household chemicals and medicines | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Describe environmentally friendly methods of waste disposal | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Give examples of unsafe practices in the home and list the associated dangers | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Use household appliances correctly and safely | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Describe the most important household safety procedures relating to security, fire and accident prevention | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Read all important instructions, safety signs and information | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Carry out basic home decorating tasks, for example, painting doors, wall papering | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Environmental and Social Studies, Geography, Home Economics, Materials Technology: Wood, Maths, Materials Technology: Metal, Science, Technical Graphics

Home Studies 2

CC

Statement Code no: 46

Student:

Class:

At Junior Certificate level the student can:

Describe important aspects of home management and carry out some basic home maintenance tasks (2)

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Use a washing machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Iron a school shirt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Make a list of important phone numbers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Use Phone Book and Directory Enquiries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Take phone messages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Prepare a packed lunch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Prepare for a simple meal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Shop for a simple meal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Cost a simple meal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Interpret selection of shopping receipts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Perform simple home decorating tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Baby-sit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Perform basic first aid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Display a knowledge of safety in the home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Programme the video, digital alarm clock etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Change a light bulb | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Use a microwave or cooker safely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | Fix a puncture on a bike | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | Use a bottle bank, can bank, clothes bank | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | Use a payphone or card phone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | Organise to meet a friend (in town), settle on a meeting place, organise transport to and from (bike, lift, parent, hackney, bus) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: Science, Environmental and Social Studies, and Civil Social and Political Education

Work begun | Work in progress | Work completed

Rural Studies

CC

Statement Code no: 47

Student:

Class:

At Junior Certificate level the student can:

Describe important aspects of rural home management and carry out some basic maintenance tasks

Date Commenced: / /

Date Awarded: / /

Learning Targets: - This has been demonstrated by your ability to

Select any 10 objectives to work on

- | | | |
|----|--|--|
| 1 | Get information about sport clubs, training, youth organisations, for example, martial arts, swimming, water-safety classes, scouts, youth clubs, civil defence | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Find out the law on the age at which you can drive a tractor, in the fields and on the road; and about the use of safety features (indicators, lights, cab etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Describe the safety aspects of driving a tractor | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Select from: be able to start a tractor; use gears and brakes; hitch up a trailer or spinner to PTO shaft; top a field or spread fertiliser; reverse with a trailer hitched up | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Cut and save turf | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Keep the milking parlour, bulk tank, line, cluster and all equipment clean and at the correct temperature | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Wash out tank and parlour between milkings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Describe the care and feeding of calves (sour, feed, grass) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Get safety literature from Teagasc and explain basic safety measures about power lines, electricity, slurry tanks, slatted units, slurry pit, silage pit, built-up straw or hay bales | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Know the basic guidelines for using farm equipment safely (electric fence, PTO shaft, handling animals, tractor and trailer) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Describe how to dispose of farm waste safely, for example dead animals, silage run-off, slurry, overflow tank) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Handle and administer farm animals (dosing) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Take care of stock, for example, assist with de-horning, care of hooves/ feet, castration, shearing, docking tails, dagging (cutting of soiled wool before shearing), tagging, marking/branding with raddle or other marking | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: Science, Environmental and Social Studies, Civic Social and Political Education

Work begun | Work in progress | Work completed

Rules of the Road

CC

Statement Code no: 48

Student:

Class:

At Junior Certificate level the student can:

Recognise and demonstrate a reasonable knowledge of the rules of the road

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- 1 Understand the purpose and need for a driving licence, tax and insurance for a motor vehicle
- 2 Understand and recognise the basic requirements for vehicle safety (make reference to lamps, safety belts, mobile phones etc.)
- 3 Describe the physical condition that a driver needs to be in to drive a car safely (make reference to stress, alcohol and fatigue)
- 4 Be familiar with driver hand signals and those of Gardai
- 5 Show the ability to recognise and describe most traffic signals and road signs
- 6 Show a theoretical knowledge of the concepts necessary for good driving practice including roundabouts, reversing, turning, lane discipline and moving off
- 7 Know the correct procedure for parking a car
- 8 Have regard for and be aware of the importance of the rights of other road users
- 9 Know basic procedure in the event of an accident
- 10 Be familiar with general traffic sign categories and the meaning of the signs within each

Road Safety

CC

Statement Code no: 49

Student:

Class:

At Junior Certificate level the student can:

Recognise and demonstrate good practice in a variety of aspects of road safety

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|---|---|--|
| 1 | Be aware of and understand the meaning of basic road signs: regulatory, warning and information | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Understand the meaning of basic road markings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Describe the work of the Gardaí, ambulance and fire services in the event of a road traffic accident | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Describe the chief causes of road accidents, e.g. drink-driving, speed, fatigue etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | List good safety procedures when travelling as an adult and as a child | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Understand tyre pressure, oil and water levels and good visibility | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Participate in and show correct procedures for car valeting, e.g. washing, waxing and internal maintenance | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Participate in a simple local survey on one aspect of road safety, e.g. numbers of drivers using mobile phones as they travel | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Design a road safety poster for use in national school classes to illustrate one feature of road safety | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Make-a-Book Statement

CC

Statement Code no: 50

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare and Make-a-Book for the Make-a-Book exhibition

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Discuss and agree on the topic for the book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Describe what you will write about the topic* | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Plan and list the tasks to be done on your own or as a member of a group | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Decide what material and equipment you will need to make and display the book at the exhibition | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Decide on what pictures, photographs, diagrams etc. you are going to use for the book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Complete the first draft | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Discuss changes with teachers and/or other students | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Decide and agree on the edits | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Redraft | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Decide on a title for the book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Discuss the design of the book cover | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Design and make the cover of the book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Credit all authors | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | Write your bibliography, if needed | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | State what you would do differently next time | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 | Reflect on the experience of taking part | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

* It is optional to use a Junior Certificate School Programme Make-a-Book Writing Frame

Paired Reading

CC

Statement Code no: 51

Student:

Class:

At Junior Certificate level the student can:

Participate in a paired reading programme and read with an understanding of a range of reading material

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Read at least six books with a tutor | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Attend all the sessions unless with good reason | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Offer to read independently during the sessions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Recount the main points of each book /reading material and give a flavour of what it was about | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Give three reasons you like each book or dislike each book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Give three reasons why you would recommend (or not) the books to somebody else | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Understand what an author is and give the title and author of three of the books read | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Understand the work of an illustrator | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Tell what kind of books/reading material you most like and give two reasons | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Choose suitable reading material you would like to read | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reading Challenge

CC

Statement Code no: 52

Student:

Class:

At Junior Certificate level the student can:

Participate in a Reading Challenge programme and read with an understanding of a range of reading material

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|---|--|--|
| 1 | Read the required number of books for the Reading Challenge | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Recount the main points of each book /reading material and give a flavour of what it was about | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Give three reasons you like each book or dislike each book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Give three reasons why you would recommend (or not) the books to somebody else | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Write a review of the books read. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Understand what an author is and give the title and author of three of the books read | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Understand the work of an illustrator | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Tell what kind of books/reading material you most like and give two reasons | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Choose suitable reading material you would like to read. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Word Millionaire

CC

Statement Code no: 53

Student:

Class:

At Junior Certificate level the student can:

Participate in a Word Millionaire reading programme and read with an understanding of a range of reading material

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|---|---|--|
| 1 | Read the required number of books for the Word Millionaire | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Recount the main points of each book / reading material and give a flavour of what it was about | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Give three reasons you like each book or dislike each book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Give three reasons why you would recommend (or not) the books to somebody else | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Write a review of the books read. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Understand what an author is and give the title and author of three of the books read | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Understand the work of an illustrator | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Tell what kind of books/reading material you most like and give two reasons | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Choose suitable reading material you would like to read. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reading Programme

CC

Statement Code no: 54

Student:

Class:

At Junior Certificate level the student can:

Participate in a reading programme and read with an understanding of a range of reading material

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Read the required number of books for the programme | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Offer to read independently during the sessions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Recount the main points of each book /reading material and give a flavour of what it was about | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Give three reasons you like each book or dislike each book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Give three reasons why you would recommend (or not) the books to somebody else | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Write a review of the books read. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Understand what an author is and give the title and author of three of the books read | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Understand the work of an illustrator | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Tell what kind of books/reading material you most like and give two reasons | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Choose suitable reading material you would like to read | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Readalong

CC

Statement Code no: 55

Student:

Class:

At Junior Certificate level the student can:

Participate in a Readalong programme and read with an understanding of a range of reading material

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 Use the audio equipment - Disc player, Mp3, Headphones | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Find your place at the beginning of each session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Follow the written text while listening to it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Look after the audio equipment and book | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Put away audio equipment and books after each session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Read an appropriate number of audio books with matching text | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Keep a record of the pages & books read / listened to | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Recount the main points of each book / reading material and give a flavour of what it is about | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Give 3 reasons why you like / dislike each book | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Give 3 reasons why you would recommend or not recommend each book | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Understand what an author is and give the title and author of 3 books read | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Understand the work of a reader of audio books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Tell what kind of books / reading material you most like and give two reasons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Browse the internet and choose suitable reading material you would like to download and read | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Download an audio book | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Stars Read

CC

Statement Code no: 56

Student:

Class:

At Junior Certificate level the student can:

Be awarded the "Stars Read" certified as a result of participation in a range of literacy activities

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Participate in 2 JCSP Literacy initiatives (e.g. Readalong, Word Millionaire, Cross-Aged Paired Reading, DEAR, Reading Challenge, Spelling challenge etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Read more than 5 books while in junior cycle | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Recommend a book to a friend | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Write to a pen pal about a JCSP event you were involved in | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Write at least one book review | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Participate in the planning and construction of an exhibit for the "make a book" exhibition | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Attend the "make a book" exhibition | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Join the local library | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Participate in a school debate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Engage in the planning and implementation of a literacy/cross-circullar project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Investigate and analyse the data collection in the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Participate in the planning and organisation of a classroom exhibition display of the project work | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Make a written contribution to the class / school newsletter | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Horticulture: Landscaping

CC

Statement Code no: 58

Student:

Class:

At Junior Certificate level the student can:

Plan the landscaping of an area in the school environment and carry out the practical work required to do this

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|---|--|--|
| 1 | Select a suitable site which is to be landscaped | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Draw a scale plan of the site to be landscaped using conventional symbols | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Use plant guides, videos, school garden to identify suitable plants and containers for selected area | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Plan a visit to a garden centre to select and purchase materials required | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Draw a landscaping plan | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Carry out the site preparation using the tools and equipment needed in a safe manner | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Landscaped the site as shown on your landscaping plan | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Record the work at all stages of progress by means of notes, photographs or video camera | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | List three benefits of the project to yourself or to other students in the school | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Debating

CC

Statement Code no: 60

Student:

Class:

At Junior Certificate level the student can:

Demonstrate understanding of debating and participate in a debate

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Select the topic to be researched in preparation for the debate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Research the source information on this topic | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Decide the motion to be debated | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Demonstrate an understanding of the roles, terms and language of debating | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Establish ground-rules for the debate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Prepare an argument (individually or within a group) "for" or "against" the motion | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Make your case / put an argument in front of the class | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Perform a support role within the debate process e.g. chairman, rapporteur, time keeper, etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Write a summary of one point made in the debate that you agree with | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Write a summary of one point made in the debate that you disagree with | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Express in writing some new facts or information that you have learned through the debate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Work begun | Work in progress | Work completed

20(a)

Study Skills 1

CC

Statement Code no: 63

Student:

Class:

At Junior Certificate level the student can:

Use appropriate skills to support learning

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Be organised and ready for class e.g. have a pen / copy / textbook | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Use a Keywords notebook to record important words | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Use the spelling strategy - Look, Say, Cover, Write, Check | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Skim a piece of text to find 5 keywords | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Find 5 words in a suitable school dictionary | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Find an item in a simple Table of Contents | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Use a highlighter pen to underline important words | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Use a highlighter pen to underline an important sentence | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Find an item in a simple Index | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Know how to use the KWL strategy | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Demonstrate the use of 5Ws and a H - Who, What, Where, When, Why & How - for oral planning before writing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Use a graphic for planning and organising information
e.g. draw a Spidergram | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Record your homework in your journal | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | Use the JCSP Profile Folder to track your progress in statements | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Study Skills 2

CC

Statement Code no: 64

Student:

Class:

At Junior Certificate level the student can:

Use appropriate study skills, including note taking, to support learning

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Be organised and ready for class
e.g. have a pen / copy / textbook / Journal | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Use a Keywords notebook to record and revise important words | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Demonstrate the use of 5Ws and a H - Who, What, Where, When, Why & How - in written work | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Use Post-It notes to summarise 3 points from a lesson / text | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Use a highlighter pen to mark the main idea in a text | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Work in pairs / groups to summarise points from a lesson / a passage of text | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Use a suitable dictionary to find the meaning of words | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Use new words appropriately in a sentence with the help of a dictionary | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Record 3 items accurately from the blackboard | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Find 3 items of information in your notes | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Store your notes in an appropriate way | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Use 2 appropriate Graphic Organisers / diagrams -
e.g. Venn Diagrams, H Chart | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Use the JCSP Profile Folder to track your progress in statements | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Study Skills 3

CC

Statement Code no: 65

Student:

Class:

At Junior Certificate level the student can:

Use appropriate study skills, including note taking and revision, to prepare for the Junior Certificate examination

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Be organised and ready for class e.g. have a pen / copy / textbook journal / appropriate equipment | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Use a graphic for planning and organising information - e.g. Draw a Spidergram / Mind Map / Concept Map as appropriate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Use a highlighter pen to mark important points in a text | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Know the main exam words | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Organise your notes according to subject / topic as appropriate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Understand what kind of learner you are | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Engage in silent study as appropriate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Make out a simple study plan / timetable | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Know how to plan for revision | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Use a range of references to find information | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Know the layout of examination papers | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Manage time when answering exam type questions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Use the JCSP Profile Folder to track your progress in statements | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Study Skills 4: Active Learning

CC

Statement Code no: 66

Student:

Class:

At Junior Certificate level the student can:

Apply a range of skills necessary to participate effectively in an active learning environment

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Participate in group work activities | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Engage in paired-work activities | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Perform the role of mentor / learning partner / "study buddy" | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Communicate with a pen-pal | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Engage in the planning and implementation of a project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Investigate and analyse the data collected in the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Report back on the findings of the project | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Participate in the planning and organisation of a classroom exhibition / display of the project-work | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Participate in the organisation of a school event (e.g. open night, Christmas Celebration, school concert, sports day, Numeracy day, Lá Gaelge etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Participate in a class / school debate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Participate in the planning, designing, editing and publication of a class / school newsletter | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Participate in the planning and organisation of a school trip | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Participate in cross-curricular activities | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun | Work in progress | Work completed

Study Skills 5: Reading Strategies

CC

Statement Code no: 67

Student:

Class:

At Junior Certificate level the student can:

Use appropriate reading strategies to read and comprehend a variety of texts

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Use the KWL strategy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Preview text to see what you already know about a topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Explain what you already know about a topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Preview text to find and mark unfamiliar / difficult words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Scan a piece of text to find and mark 5 keywords, dates, names | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Find 5 words in a suitable school dictionary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Skim a piece of text to get the gist of the information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Explain the gist of a piece of text to others in class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Identify the main idea of a paragraph from a list provided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Use a highlighter pen to mark the main idea in a text | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Work in pairs / groups to find and mark supporting details in a text | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Work in pairs / groups to summarise points in a text / lesson | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Use Post-Its to summarise 3 points from a text / lesson | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Use a graphic to record and organise information you have read -
e.g. draw a Spidergram / H Chart / Mind Map / Concept Map as appropriate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Paired Maths: Tutor

CC

Statement Code no: 71

Student:

Class:

At Junior Certificate level the student can:

Participate as a tutor in a Paired Maths Programme

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Attend all tutor training sessions (unless there is a good reason for absence) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Participate in the planning of a paired maths programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Demonstrate an understanding of the selected maths activities and/or topics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Prepare and familiarise yourself with the required support materials and resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Attend all the paired maths tutoring sessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Demonstrate by your actions the importance of patience, encouragement and confidentiality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Demonstrate an ability to model problem solving skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Describe three things or skills that the tutee learned | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | List three things that you did that worked well | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | List three things that you would recommend to another tutor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Paired Maths: Tutee

CC

Statement Code no: 72

Student:

Class:

At Junior Certificate level the student can:

Participate as a tutee in a Paired Maths Programme

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Attend all paired maths sessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Bring all required materials to the sessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Demonstrate an ability and a willingness to participate fully in the programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Display an ability to work co-operatively with the tutor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Be punctual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Demonstrate a willingness to practise problem-solving skills independently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Demonstrate by your actions the importance of motivation, patience and concentration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | List three things that you learned by participating in this programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Identify three things that the tutor did that helped your learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | List three things that you would recommend to another tutee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Work begun | Work in progress | Work completed

Communication

CC

Statement code no. 73

Student:

Class:

I can communicate my views, opinions and feelings

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Ask for information in an appropriate manner from my classmates, teachers and in other more formal situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Agree or disagree with a statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Listen with focus while others are speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Make notes while listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Identify the main point/argument of a conversation or spoken text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. State my opinion in a respectful way to my classmates, teachers and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. Give information clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Give clear instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. Explain my thoughts in a way that is clear and understandable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. Structure a report so that it contains enough detail for the listener to follow and understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11. Form and express an argument that is persuasive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12. Criticise in a way that is constructive and respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13. Comment on subject topics in a way that is thoughtful and justified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14. Narrate a story or event using appropriate words and phrases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15. Describe something that I have imagined using adjectives and descriptive language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16. Speculate on the events of a novel or drama using clear and thoughtful language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyedbecause...

Digital Enquiry: Introductory Skills

CC

Statement code no. 74

Student:

Class:

I can

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Turn on the computer	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Get online	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Sign on/log on	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Open/close a window	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Open a new tab	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Create a folder	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Copy and paste	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Save text/images/video clips to the folder	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Bookmark websites for future use	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Use the favourites button	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Organise the favourites folder	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Use the history button	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13. Sign off /log off	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14. Set up an email account	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15. Attach files/images to email	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
16. Send an email	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
17. Print	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reflecting on my learning...

One thing I did well...

One thing I could do to improve...

I really enjoyedbecause...

Video Production: Animoto

CC

Statement code no. 75

Student:

Class:

I can

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Search for and find the website www.animoto.com	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Sign up for an Animoto account using my email address	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Choose a style for my Animoto video	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Upload an image from my folder to my Animoto workspace	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Upload an image from Google images to my Animoto workspace	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Add text to my Animoto workspace	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Re-arrange items on my workspace	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Add captions to my Animoto video	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Pre-view my Animoto video	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Add a title to my Animoto video	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Change the soundtrack on my video	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Produce my Animoto video	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13. Share my Animoto video	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reflecting on my learning...

One thing I did well...

One thing I could do to improve...

I really enjoyedbecause...