An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers

Classics

Cluster Workshop
2019/2020

Ionad Oideachais Mhuineacháin

AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS

Contents

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❖ Email: info@jct.ie

❖ Phone number: 047 74008

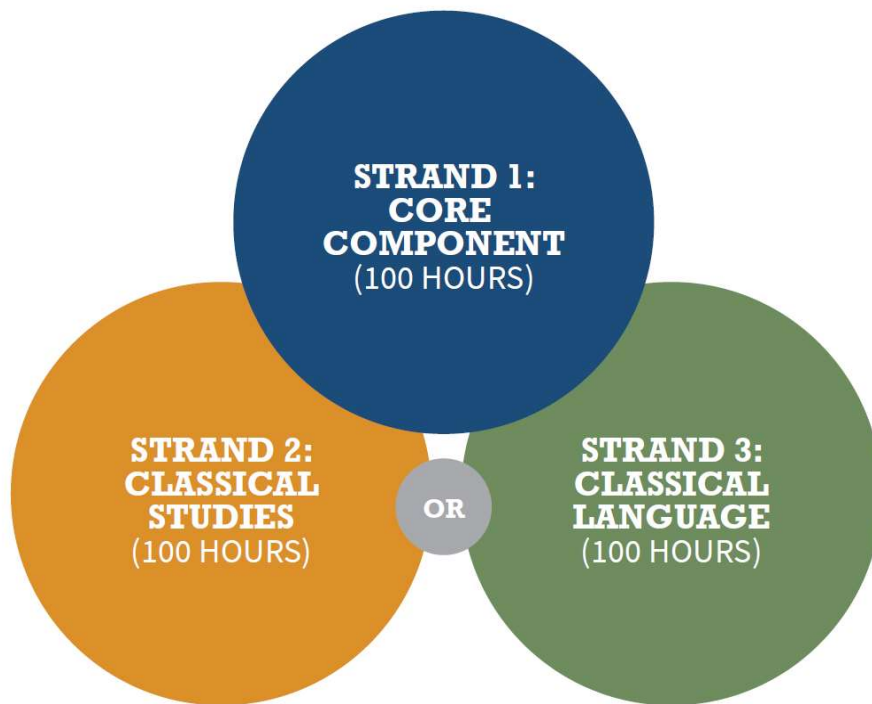Follow us on Twitter @JctClassics or @JCforTeachers

Glossary of Terms

Assessment	Assessment is the process of generating, gathering, recording, interpreting, using and reporting evidence of learning in individuals, groups or systems. Educational assessment provides information about progress in learning, and achievement in developing skills, knowledge, behaviours and attitudes.
Assessment Task	A written Assessment Task completed during class time and marked by the State Examinations Commission. The assessment task is specified by the NCCA and relates to the learning outcomes of the second CBA.
Classroom-Based Assessment (CBA)	Classroom-Based Assessments in subjects and short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal written examination. In each subject, students will undertake two CBAs facilitated by their teacher. The Classroom-Based Assessments are completed by students within a defined time period, in class contact time and to a national timetable.
Features of Quality	Features of quality are statements in subject or short course specifications that support the teacher in making judgements about the quality of students' work for the purpose of awarding achievement grades for certification.
Formative Assessment	Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process and used to adapt teaching to meet students' needs. The process enables teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for Learning covers all of the aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.
Formative feedback	Feedback to any student should focus upon the particular qualities of their work, with advice on what they can do to improve upon their learning.
Learning Outcomes	Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.
Learning Intentions	A learning intention for a lesson, or a series of lessons, is a statement, created by the teacher and their students, which clearly describes what the teacher wants to students to know, understand and be able to do, as a result of learning and teaching activities.
Ongoing Assessment	As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.
Junior Cycle Profile of Achievement (JCPA)	The JCPA is the award that students will receive at the end of their junior cycle. The award will reward achievement across all areas of learning and assessment including short courses, other areas of learning, Classroom-Based Assessments and the SEC

	grades, which include results from the final examinations and the Assessment Tasks. It will also include Priority Learning Units achieved through the Level Two Learning Programme. It will have a nationally determined format, will be compiled by the school and received by the students in the autumn following third year.
Level 2 Learning Programme	There is a new Junior Cycle pathway for students with special educational needs. The Level 2 Learning Programmes have been designed for students with a high moderate to low mild general learning disability. A Level 2 Learning Programme (L2LP) is made up of: 5 Priority Learning Units, 2 Short Courses and Other Areas of Learning.
Other Areas of Learning	In the 'other areas of learning' section of the JCPA, a school may include reference to specific learning opportunities that do not form part of subjects or short courses, for example, leadership training; activities relating to guidance; membership of school clubs or societies. A school may also include reference to student engagement in learning experiences that form part of the formal timetabled curriculum but that are not reported on in other sections of the JCPA, for example: engagement with a school's own religious education programme; engagement with elements of the Physical Education (PE) and/or Social, Personal and Health Education, (SPHE) curriculum and (CSPE). This section of the JCPA should focus on recognising the learning achieved (skills and knowledge) rather than on activities and has a limit of 150 words or 760 characters.
Structured Inquiry	An investigation into an aspect of Geography that can take place inside or outside the classroom where students can apply their knowledge and skills.
Subject Learning and Assessment Review (SLAR)	All teachers involved in teaching and assessing the CBAs will engage in Subject Learning and Assessment Review meetings where they will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.
Success Criteria	Success criteria are linked to learning intentions. They are devised by the teacher and/or the students and describe what success looks like. They help the teacher and the student, make judgements about the quality of student learning.
Summative Assessment	Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether, and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

The Structure of the Specification for Junior Cycle Classics

STRAND 1:
CORE
COMPONENT
(100 HOURS)

STRAND 2:
CLASSICAL
STUDIES
(100 HOURS)

OR

STRAND 3:
CLASSICAL
LANGUAGE
(100 HOURS)

<u>Reflection</u>

Consider your current classics class.

- What prior learning do they have?
- Are there any identified additional learning needs?
- Is there a check-in on learning coming up? If so, what knowledge and skills will they need to fully engage with that check in?

Building a Unit of Learning

Learning Outcomes

1.13 Create a visual representation of a Greek or Roman home describing the functions if the various rooms and areas
1.18 Collaborate with their classmates to recreate an aspect of daily life in the ancient world.

1.20 recognise and explain common Greek and Latin terms associated with daily life and their modern derivations
2.16 recognise and **explain** the common terms associated with Roman architecture

3.8 explore vocabulary and grammatical rules writing, completing and transforming phrases and simple sentences
3.9 examine what we can learn from the language about the social roles, conventions, and values of daily life
3.16 investigate the etymology of words in modern languages which are derived from Latin or Ancient Greek

Key Learning

Assessment

Consider the success criteria you would design for the following task;
Create a labelled visual representation of a Roman Domus, Villa or Insula'

Success Criteria

Task: The below are statements related to the use of success criteria, read through them and reflect on your use of success criteria in your classroom?

	Scenario	Never	Sometimes	Always
1	When I set assignments I share success criteria with my students			
2	The success criteria are linked to the learning intentions			
3	The success criteria are specific and concrete			
4	The success criteria are clearly understood by the students			
5	I discuss the success criteria with the students and we agree them together			
6	I use the success criteria for tasks as the basis for giving students feedback on those tasks			
7	I use the success criteria to support peer and/or student self-assessment			
8	I re-visit success criteria during the lessons			

Is there an area you have identified above that you would like to work on in the future?

Portfolios
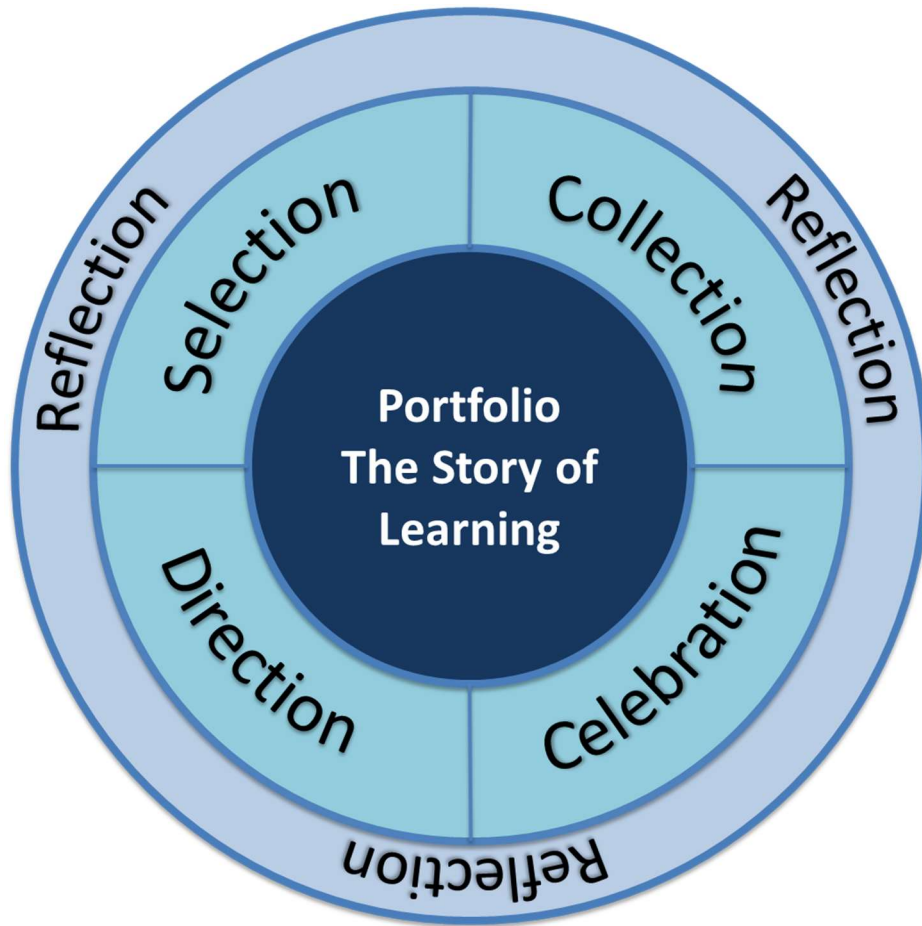
Portfolios as a Process of Formative Assessment
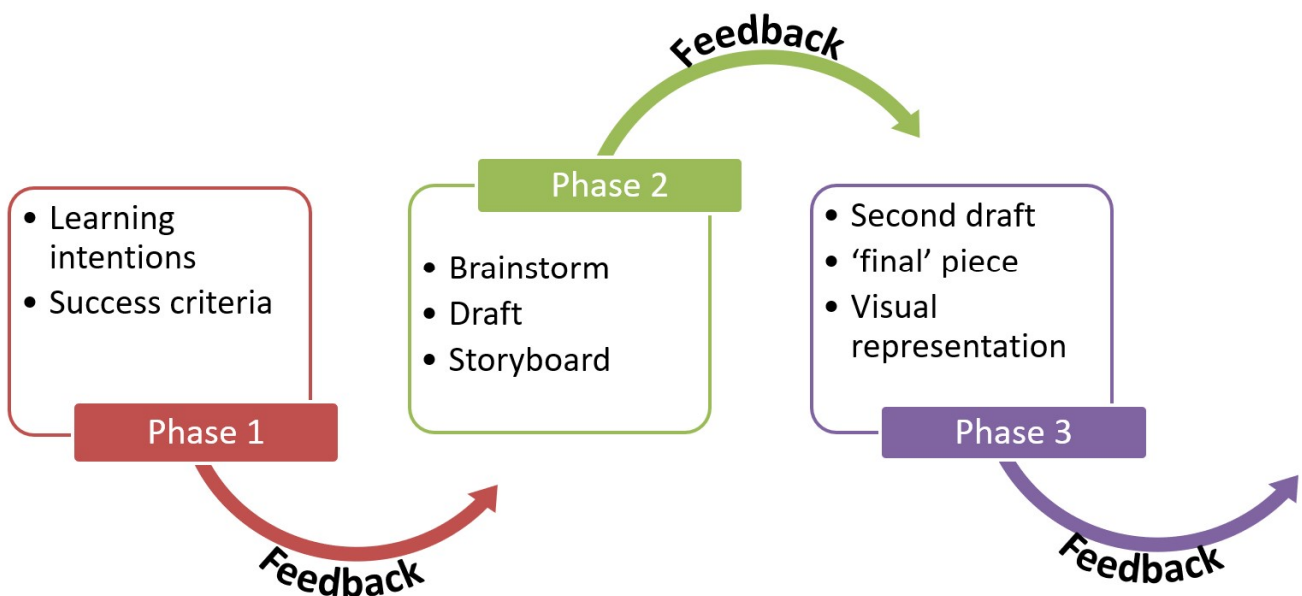
Examples of feedback

Read through the examples of feedback and discuss them at your table. Rank them in order of effectiveness.

	Scenario	
A	A good result so well done. Practical work is excellent	
B	Big improvement in results from last assignment. Has lots of ability and needs to continue working hard to put your ability to good use.	
C	Your awareness of storytelling and myth has deepened and you have grown in confidence when developing your oral communication skills. Your attitude and commitment to work is admirable	
D	You have clearly stated one way an archaeologist may use evidence found at a site. Are there any others?.	
E	How do you think he felt? Angry that people did not trust him? Annoyed with himself for lying in the past	
F	You gave a very realistic description of daily life in the forum. To improve your work, you need to include all the key terms. Look back and check the list to see which ones you have left out	
G	Lovely diagram	
H	How do you know…?	

What makes feedback effective ?

Peer feedback Sentence Stems

TAG! You're It!

T

Tell them something you liked

I love how...
I was pleasantly surprised by...
I liked when...
This... worked because...
I thought... was good because...
I really enjoyed... because...
I liked the way...
I like this part because...
Your idea is...
I noticed that...

A

Ask them a Question

Why did...
What happened when...
Are you planning to...
Who/What/when/how did...
Why didn't...
How come you...
What kind of...
I am wondering...
I am a little confused about...
Why do you think...
Can you explain...
What did you mean when you wrote...

G

Instead of... how about...
You could...
Could you...
Maybe next time...
Maybe you could try...
Maybe adding... would help...
Can you write a little more about.
Maybe you could/should...
I think... is a good idea but you could...
What about if you...

PEER CONVERSATION STEMS

ADMIRATION

"I like what ___ said because..."
"That's a great point, because..."
"When you said...I understood ..."
"This is interesting because..."
"That's a great point..."
"I agree with ___ because..."

QUESTION

"Could you explain a bit more please?"
"Could you show me?"
"One question I have is..."
"What do you think?"
"I still have questions about..."
"This makes me think"
"I noticed that..."

INSPIRATION

"What if..."
"This makes me think.."
"I wonder..."
"I would like to add on"
"Who else could we ask about.."
"To add on to that..."

PERSPIRATION

"Can you tell me more about..."
"Could you please elaborate more on..."
"Tell me more."
"Could you give me an example?"
"How do you know?"
"If you did know the answer, what would it be?"

CLARIFICATION

"So far we have said..."
"I think the author is saying..."
"So you are saying..."
"Could we agree that..."

CLASS CREATION

ELEVATE

Raise to a higher degree or purpose in <u>FUTURE</u> iterations

EXAMPLE STEMS:

Perhaps you can expand this in X capacity to further address Y.
Perhaps you can re-purpose X as Y for Z.

SUGGEST

Introduce ideas for improvement of <u>CURRENT</u> iteration

EXAMPLE STEMS:

You might consider tweaking X for Y effect.
You might want to include supporting information from X resource.

INQUIRE

Seek information and provide ideas through questioning

EXAMPLE STEMS:

Have you considered looking at X from Y perspective?
When you said X, am I understanding you to mean Y?

REFLECT

Recall, ponder, and articulate

EXAMPLE STEMS:

I relate/concur/disagree with X because Y.
I liked what you did with X because Y.

CREATING

EVALUATING

ANALYZING

APPLYING

UNDERSTANDING

REMEMBERING

__Reflection__

Does this process help clarify the creation of a student portfolio?

How can implementing peer and self-guided feedback into classroom activities help student learning?

CBA 1 – Storytelling Using Myth

In this Classroom-Based Assessment, students develop their own storytelling abilities by applying the techniques of storytelling to create their own myth, prepare storytelling guides, adapt an existing myth or perform a myth for an audience. When creating a myth, or adapting an existing myth to a new context, students will learn how to bring an idea from concept to realisation. The myth can be presented in a modern context, or in the context of the ancient world, but must adhere to the conventions and techniques of writing a myth as explored in the classroom. Through this Classroom-Based Assessment, students will explore:

 • the benefits and purposes of using myth as a form of storytelling
 • the key features of a well-told myth
 • how to develop a myth and prepare it for an audience
• how to develop and refine their storytelling ability through the medium of myth.

Students can present their myth in a variety of ways, approaches, or in any way that reflects the essence of what it is they are trying to tell; the message or moral they are trying to get across. The following options could be explored by students:

• act out a story or myth
 • write a version of a myth
 • write their own myth
• adapt an existing myth or legend
• create a cartoon or a graphic novel of a legend or a myth
• present a myth in a visual style.

This list is not intended to be exhaustive, but serves to suggest an approach or a style that the student may wish to work in. The options above can overlap; there is no restriction on the choice that the students can make. The story can be presented in written, digital, visual or audio form, or any other format that is deemed suitable by the student and appropriate for capturing the essence of their ideas. Underlying this Classroom-Based Assessment is a focus on the exploration of the purpose and understanding of myth as a form and medium of storytelling.

What possible formats could students use to show their learning?

What knowledge, understanding, skills, and values would a student need to develop in order to engage with CBA 1 – Storytelling using Myth?

In your group, consider units of learning or particular learning experiences that would help develop the knowledge, understanding, skills, and values that you have identified above.

Yet to meet
expectations

In line with
expectations

Above expectations

Exceptional

CBA 2: Ancient Language

Over the three years of junior cycle, each student will develop a language portfolio. The student language portfolio focuses on the process of learning the classical language and places the learner at the centre of teaching, assessment and learning. It provides the classical language student with an opportunity to set personal learning goals, to engage with and reflect on their language learning and to develop and document their exploration of the links between the classical language and classical culture, thereby supporting the learning outcomes in strand 1 (the core component).

The student language portfolio includes a broad range of items, such as written texts, projects, audio-visual materials, learning logs, student reflections and learning goals. Students may present their texts in different formats—handwritten, digital, multi-modal, or any other format that is deemed suitable by the student and appropriate for capturing the essence of their ideas and thoughts.

This Classroom-Based Assessment offers students a chance to celebrate their achievements as language learners in a variety of media by choosing three pieces from the portfolio they have compiled over time and presenting them for assessment.

The portfolio might include the following options:
- A song or mnemonic to help remember verb endings or case meanings
- Word families to help with recognising Latin vocabulary and/or English etymology
- Articles in English that are analysed to identify words with Greek/Latin roots
- A dialogue in the classical language
- A strategy for tackling translations of original texts
- A commentary on the language of an authentic piece of literature studied in the classical language
- A brief composition in a text-type with which the ancient languages are commonly associated (for example, a family motto, a piece of graffiti or grave inscription)
- A comic strip on a chosen topic.

Students will select three items from their portfolio for assessment in this Classroom-Based Assessment. One piece must be related to language acquisition, one must be related to authentic texts, and the third must be related to classical civilisation. This last item needs to include a linguistic component, but does not have to focus solely on the target language.

CBA 2: Rome, centre of an empire

Classroom-Based Assessment 2 (strand 2): Rome, centre of an empire This Classroom-Based Assessment is to be completed by those students who have chosen strand 2, the classical studies component.

This Classroom-Based Assessment has two priorities: to offer students the opportunity to engage in independent research, and to develop their communication and collaboration skills. In this Classroom-Based Assessment, students will compile a record of their imagined visit to a public building in the city of Rome. This building should be one that was not studied as part of strand 2. The student (either as a lone traveller or with their friend) has left their small country village for a day and is excited to be visiting the metropolis of Rome.

Students should select a building that is associated with a leisure activity, or with the current political leader or emperor, and provide a full record of their experience of visiting that building or attending an event at that building. The record could (for example) illuminate for the reader the following:

• who was responsible for sanctioning this building or project, and why
• what other buildings were approved by the same emperor/leader
• give some interesting anecdotes about the life of that leader/emperor • who normally attends the venue
• what is the purpose and function of the building
• what did you do there
• what is the layout of the interior and the exterior
• reference some piece of literature where this building is mentioned.

 The record should be accompanied by a model or other visual representation of the building to support the description of the structure, the grounds, and the various rooms. This can be presented in any format. For example, this could be a blog, a vlog, an article for a website, a poster, a newspaper report, an interview or a presentation to a town leader. Students may work on the Classroom-Based Assessment in pairs or groups. However, it is the individual role and contribution of the student that is the focus of assessment for the JCPA.

Suggested Classics Unit of Learning Planning Template

Year   **Term**   **Topic**

Learning Outcomes

Key Learning for Students

Assessment Opportunities

Possible Learning Experiences

Resources

Skills Developed

KEY SKILLS

BEING LITERATE

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts

MANAGING MYSELF

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

COMMUNICATING

- Using language
- Using numbers
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

STAYING WELL

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

WORKING WITH OTHERS

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

MANAGING INFORMATION & THINKING

- Being curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

BEING CREATIVE

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

BEING NUMERATE

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

Action Plan 2019/2020
Next Steps

Additional Information

Junior Cycle Classics
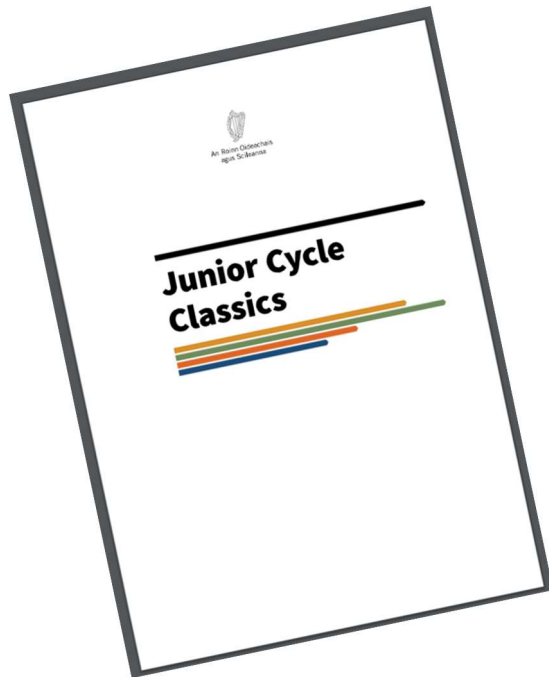
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