

## Handout 1

# The Principles of Junior Cycle Education

<b>Learning to Learn</b>	High quality curriculum, assessment, teaching and learning support students in developing greater independence in learning and in meeting the challenges of life beyond school, of further education and working life.
<b>Choice and Flexibility</b>	The school's junior cycle programme is broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students.
<b>Quality</b>	All students experience a high quality education characterised by high expectations of learners and the pursuit of excellence.
<b>Creativity and innovation</b>	Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.
<b>Engagement and participation</b>	The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm, and connects with life outside school.
<b>Continuity and development</b>	Curriculum, assessment, teaching and learning enables students to build on their learning to date, recognises their progress in learning and supports their future learning.
<b>Inclusive Education</b>	The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.
<b>Wellbeing</b>	The student experience contributes directly to their physical, mental, emotional and social wellbeing of school community and society.



## Statements of Learning

The learning at the core of Junior Cycle is described in twenty-four statements of learning. These statements of learning are central to the students' experience of the junior cycle programme.

### **The student:**

1. communicates effectively using a variety of means in a range of contexts in L1<sup>5</sup>
2. listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability
3. creates, appreciates and critically interprets a wide range of texts
4. creates and presents artistic works and appreciates the process and skills involved
5. has an awareness of personal values and an understanding of the process of moral decision making
6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9. understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10. has the awareness, knowledge, skills, values and motivation to live sustainably
11. takes action to safeguard and promote her/his wellbeing and that of others
12. is a confident and competent participant in physical activity and is motivated to be physically active
13. understands the importance of food and diet in making healthy lifestyle choices
14. makes informed financial decisions and develops good consumer skills
15. recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16. describes, illustrates, interprets, predicts and explains patterns and relationships
17. devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18. observes and evaluates empirical events and processes and draws valid deductions and conclusions
19. values the role and contribution of science and technology to society, and their personal, social and global importance
20. uses appropriate technologies in meeting a design challenge
21. applies practical skills as she/he develop models and products using a variety of materials and technologies
22. takes initiative, is innovative and develops entrepreneurial skills
23. brings an idea from conception to realisation
24. uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

## Handout 3

# Junior Cycle English Text List

(For the student cohorts 2014-17, 2015-18 and 2016-19)

Two lists of texts are provided:

- As a guide for **first year**, an **indicative list** of texts from which teachers and students may choose or substitute text/s of their own choosing
- For **second and third year** there is a **prescribed body of texts** from which teachers must select, although they may add to these lists if they wish.

### First Year

#### Novels

**In Pieces** Trinity Comprehensive Writing Group

**Tuck Everlasting** Natalie Babbitt

**The Real Rebecca** Anna Carey

**Girl Stolen** April Henry

**Nightjohn** Gary Paulsen

**Half the Man, Twice the Lawyer** John Grisham

**The Cay** Theodore Taylor

**Buddy** Nigel Hinton

**Skellig** David Almond

**Wonder** R. J. Palacio

**Artemis Fowl** Eoin Colfer

**Wilderness** Roddy Doyle

**Coraline** Neil Gaiman

**Girl Missing** Sophie McKenzie

**Private Peaceful** Michael Morpurgo

**Cirque du Freak** Darren Shan

**The Hobbit** J.R.R. Tolkien

**The Scarecrow and his Servant** Philip Pullman

**Skulduggery Pleasant** Derek Landy

**The Boy Who Lost His Face** Louis Sachar

## Second/Third Year

### Novels

**To Kill a Mockingbird** Harper Lee

**Jane Eyre** Charlotte Brontë

**The Dare** John Boyne

**My Antonia** Willa Cather

**Once** Morris Gleitzman

**Lord of the Flies** William Golding

**The Outsiders** S.E. Hinton

**The Wind Singer** William Nicholson

**Animal Farm** George Orwell

**Of Mice and Men** John Steinbeck

**Stone Cold** Robert Swindells

**Shadows on Our Skin** Jennifer Johnson

**The Knife of Never Letting Go** Patrick Ness

**True Grit** Charles Portis

**The Book of Lost Things** John Connolly

**Noughts and Crosses** Malorie Blackman

**Trash** Andy Mulligan

**Into the Grey** Celine Kiernan

**Chalkline** Jane Mitchell

**The Weight of Water** Sarah Crossan

### Prescribed Plays

**A Midsummer Night's Dream** William Shakespeare

**Romeo and Juliet** William Shakespeare

**Much Ado About Nothing** William Shakespeare

**Henry IV, Part 1** William Shakespeare

**The Merchant of Venice** William Shakespeare

**West Side Story** Arthur Laurents

**Blood Brothers** Willy Russell

**Shadow of a Gunman** Séan O'Casey

**Warhorse** Michael Morpurgo (adapted for stage by Nick Stafford)

**The Woman in Black** Susan Hill (adapted for stage by Stephen Mallatratt)

**The Government Inspector** Nikolai Gogol

**Pygmalion** George Bernard Shaw

**The Importance of Being Earnest** Oscar Wilde

**Alone it Stands** John Breen

**Lovers (Winners and Losers)** Brian Friel

**Twelve Angry Men** Reginald Rose

### Prescribed Films

**The Night of the Hunter** Charles Laughton

**Bend it Like Beckham** Gurinder Chadha

**Son of Rambow** Garth Jennings

**Life is Beautiful** Roberto Benigni

**Whale Rider** Niki Caro

**Beasts of the Southern Wild** Benh Zeitlin

**In America** Jim Sheridan

**E.T.** Stephen Spielberg

**Spirited Away** Hayao Miyazaki

**School of Rock** Richard Linklater

## Handout 4

### Learning Outcomes

Elements	Strand: Oral Language
<b>Communicating as a listener, speaker, reader, writer</b>	<p><i>Engaging with oral language students should be able to</i></p> <ol style="list-style-type: none"> <li>1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating ○</li> <li>2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas ○</li> <li>3. Engage in extended and constructive discussion of their own and other students' work</li> <li>4. Listen actively in order to get the gist of an account or presentation noting its main points and purpose ○</li> <li>5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes ○</li> <li>6. Learn from and evaluate models of oral language use to enrich their own oral language production</li> <li>7. Choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process ○</li> </ol>
<b>Exploring and using language</b>	<ol style="list-style-type: none"> <li>8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way ○★</li> <li>9. Apply what they have learned about the effectiveness of spoken texts to their own use of oral language</li> <li>10. Collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions ○</li> <li>11. Engage with the world of oral language use as a pleasurable and purposeful activity ○</li> </ol>
<b>Understanding the content and structure of language</b>	<ol style="list-style-type: none"> <li>12. Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts ★</li> <li>13. Develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose</li> </ol>

Elements	Strand: Reading
<b>Communicating as a listener, speaker, reader, writer</b>	<p><i>Engaging in reading students should be able to</i></p> <ol style="list-style-type: none"> <li>1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words ○★</li> <li>2. Read for a variety of purposes: learning, pleasure, research, comparison ★</li> <li>3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate ○★</li> <li>4. Use an appropriate critical vocabulary while responding to literary texts ★</li> </ol>
<b>Exploring and using language</b>	<ol style="list-style-type: none"> <li>5. Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading ○</li> <li>6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure ○★</li> <li>7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event ★</li> <li>8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text ○★</li> <li>9. Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them ★</li> </ol>
<b>Understanding the content and structure of language</b>	<ol style="list-style-type: none"> <li>10. Know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development ○</li> <li>11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect ★</li> <li>12. Understand how word choice, syntax, grammar and text structure may vary with context and purpose ★</li> <li>13. Appreciate a variety of registers and understand their use in the written context ○★</li> </ol>



Elements	Strand: Writing
<b>Communicating as a listener, speaker, reader, writer</b>	<p><i>Engaging in writing students should be able to</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate ○★</li> <li>2. Discuss their own and other students' written work constructively and with clear purpose</li> <li>3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read ○★</li> <li>4. Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences ○★</li> </ol>
<b>Exploring and using language</b>	<ol style="list-style-type: none"> <li>5. Engage with and learn from models of oral and written language use to enrich their own written work ○</li> <li>6. Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content ○★</li> <li>7. Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images ★</li> <li>8. Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web based event ★</li> <li>9. Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years ○★</li> </ol>
<b>Understanding the content and structure of language</b>	<ol style="list-style-type: none"> <li>10. Use and apply their knowledge of language structures, for example sentence structure, paragraphing, grammar, to make their writing a richer experience for themselves and the reader ★</li> <li>11. Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience ○★</li> <li>12. Demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose ★</li> <li>13. Evaluate their own writing proficiency and seek remedies for those aspects of their writing that they need to improve</li> </ol>