

## Linking Junior Cycle Applied Technology with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle: Suggested Links to Learning Outcomes
Communication and literacy	Speaking appropriately for a variety of purposes	<p>1.1 - Listen to obtain information relating to more than one option, <i>e.g. Design ideas for a project to the group or discuss changes in a group setting</i></p> <p>1.3 - Follow a series of spoken instructions under supervision, <i>e.g. Planning the stages of a project</i></p>	<p>1.13 Communicate evidence of the iterative process of design</p> <p>1.10 Execute a plan using appropriate tools, materials and processes.</p>
	Reading to obtain basic information	<p>1.14 - Interpret different forms of writing and text, including social signs and symbols, <i>e.g. Safety signs and symbols</i></p>	<p>1.11 Demonstrate adherence to recognised health and safety standards</p>
	Using expressive arts to communicate	<p>1.23 - Create a range of images using a variety of materials, <i>e.g. Visual image board to support research in line with a design brief.</i></p> <p>1.24 - Produce a piece of work for display, <i>e.g. Create an artefact to display in the school</i></p>	<p>1.1 Develop a design solution drawing on experience and using evidence, reasoning and decision making</p> <p>1.7 Apply innovative approaches in design solutions</p>
	Using suitable technologies for a range of purposes	<p>1.27 - Identify three everyday uses of technology, <i>e.g. Technology and assistive technology in local environment such as a site visit to shopping centre, public transport</i></p> <p>1.29 - Use technology to communicate in an activity with others, <i>e.g. Experiment with basic programmable control boards such as a Microbit controller</i></p> <p>1.30 - Use a new piece of ICT equipment</p> <p>1.34 - Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely</p> <p>1.36 - Find information for a project on the web, <i>e.g. The importance of protecting yourself online.</i></p>	<p>3.4: Explore applications of technology in local contexts</p> <p>3.2 Evaluate the effectiveness of solutions</p> <p>2.7 Identify appropriate energy and control systems for design solutions</p> <p>3.7 Recognise their responsibility for ensuring security and privacy of personal data.</p> <p>1.2 Analyse problems using a systematic approach</p>

Numeracy	Developing an awareness of length and distance	2.24 - Identify the units of length and distance on a ruler, meter stick and measuring tape, <i>e.g. A working drawing of an artefact, measure or cut a project/ piece of material to create an artefact, use a measuring tape to measure the room/ school corridor, select available materials and components taking size into account</i>	1.1 Develop a design solution drawing on experience and using evidence, reasoning, and decision making 1.10 Execute a plan using appropriate tools, materials and processes.  1.9 Select appropriate materials, equipment and processes in solving a problem  3.1 Analyse the impact of constraints on the design of solutions  3.6 consider user needs at all stages of design
	Developing spatial awareness	2.34 - Draw a simple map to give directions, <i>e.g. Draw a map of the Applied Technology room outlining where tools and equipment are stored.</i>	2.9 Communicate technical information in appropriate forms
	Using shapes	2.44 - Name common 2D and 3D shapes in everyday life, <i>e.g Exploring different shapes used in structures around the school</i>	2.9 Communicate technical information in appropriate forms  1.2 Analyse problems using a systematic approach
Personal care	Knowing how to stay safe	3.27 - Identify key safety risks in the workplace/home/community, <i>e.g Adhering to H&amp;S procedures</i>  3.29 - Name daily practices that promote personal safety, <i>e.g. First aid procedures</i>  3.30 - Describe appropriate response when a risk is identified, <i>e.g. Awareness of safety online and digital footprint</i>	1.11 Demonstrate adherence to recognised health and safety standards  3.7 Recognise their responsibility for ensuring security and privacy of personal data
	Developing a healthy lifestyle	3.18 - Explain how the food we eat contributes to our state of health, <i>e.g. Research the inputs, processes and outputs relating to the digestion of food and the link with different food groups and energy output – sugar vs. fibre.</i>  3.19 - Give two examples of lifestyle choices which affect our health, <i>e.g Research advancements in technology in the area of fitness. Make/Use programmable control to demonstrate how a sports watch works.</i>	2.6 Explore energy conservation and efficiency  3.9 Discuss the potential of technology to affect society and the environment
	Knowing how to stay safe	3.27 - Identify key safety risks in the workplace/home/ community, <i>e.g. Research the advances in technology related to personal safety in a range of areas.</i>	1.1Analyse problems using a systematic approach  3.4 Explore the applications of technology in local contexts

		<p>3.29 - Name daily practices that promote personal safety, <i>e.g. Identify/ record control solutions in the school environment – Input and output</i></p>	<p>3.6 Consider user needs at all stages of design</p> <p>3.8 Evaluate the impact of technologies on their lives, society and the environment</p> <p>3.9 Discuss the potential of technology to affect society and the environment</p>
Living in the community	Developing good relationships	<p>4.4 - Recognise/ list ways they would like to be treated, <i>e.g. Observe access points to various parts of the school building and discuss how these might affect other users.</i></p> <p>4.7 - Recognise the importance of respect in relationships, <i>e.g. Discuss their individual needs and whether the school environment and equipment meet their needs – explore modifications for them as individuals and for the whole school community.</i></p>	<p>1.5 Consider the end user experience at each stage of the design process</p> <p>3.6 Consider user needs at all stages of design</p> <p>3.3 Explain how human, societal and environmental considerations affect solutions and outcomes</p>
	Making consumer choices	<p>4.26- Identify labels on packages</p> <p>4.27 - Recognise the most important signs and symbols on labels, <i>e.g. Looking at product identification systems in retail – Bar code, QR codes, Self-scanning etc – conduct a site visit to experience different processes and research a project.</i></p>	<p>3.4 Explore the applications of technology in local contexts</p> <p>3.9 Discuss the potential of technology to affect society and the environment</p> <p>1.6 Understand the role, impact and potential of existing and emerging technologies</p>
Preparing for work	Being able to set goals for learning	<p>5.1 - Setting learning goals, <i>e.g. a flow chart sequence of manufacturing stages for a project</i></p> <p>5.3 - Implement a plan, <i>e.g. Record the stages of the design process – bringing their individual design idea through to a manufactured project</i></p> <p>5.4 - Express opinions on how performance could be improved, <i>e.g. Visually capture the stages of design and changes made.</i></p>	<p>1.8 Develop a plan for the realisation of a solution</p> <p>1.12 Document progression from concept to realisation</p> <p>1.4 Review planning decision throughout</p> <p>1.10 Execute a plan using appropriate tools, materials and processes.</p> <p>1.13 Communicate evidence of the iterative process of design</p>
	Developing an awareness of health and safety equipment	<p>5.17 - Give an example of safe practices in three distinct workplaces, <i>e.g. Use protective eye wear, safety coat etc..</i></p> <p>5.18 – Use all tools and equipment correctly and safely in a range of practical classes</p>	<p>1.11 Demonstrate adherence to recognised health and safety standards</p> <p>1.9 Select appropriate materials, equipment and processes in solving a problem</p>

	<p>5.19 - Describe and use electrical equipment correctly and safely in a range of practical classes in a range of practical classes, <i>e.g. Show safety chemical symbols on household products and on products used in Applied Technology classroom. Draw labels and discuss shapes and colours used to show danger.</i></p> <p>5.20 - Store all tools, materials and equipment safely</p> <p>5.21 - List the different procedures for self-protection at work</p> <p>5.22 - Identify fire exits in a school, <i>e.g. Use a map of the school to practice a fire drill procedure and location of fire exits</i></p>	<p>1.10 Execute a plan using appropriate tools, materials and processes.</p> <p>2.9 Communicate technical information in appropriate forms</p>
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\* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.