







## Ireland Curriculum Strands Alignment (E-H)



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

Engineering, Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
<p>Junior Cycle</p> <p>Strand 1: Processes and principles</p> <p>1. Engineering knowledge and awareness</p> <p>2. Innovation and exploration</p> <p>3. Developing and manufacturing</p>	<p>1.1 understand the concepts and approaches that are required when solving an engineering problem</p> <p>1.2 demonstrate a range of manufacturing processes</p> <p>1.3 recognise and adhere to health and safety standards</p> <p>1.4 understand the properties associated with a range of engineered materials</p> <p>1.5 research applications of existing and emerging technological developments</p> <p>1.6 engage with the various engineering disciplines by relating them to everyday applications</p> <p>1.7 develop engineered solutions to various challenges</p> <p>1.8</p>		

4. Communicating	<p>identify appropriate tools and equipment specific to a task 1.9</p> <p>apply suitable manufacturing processes to engineer a product 1.10</p> <p>demonstrate high-quality work, to include accuracy and surface finish  1.11</p> <p>create sketches, models and working drawings 1.12</p> <p>interpret working drawings 1.13</p> <p>use appropriate technical language and notations</p>		
<p>Strand 2: Design application</p> <p>1. Engineering knowledge and awareness 2. Innovation and exploration 3. Developing and manufacturing 4. Communicating</p>	Not listed	✓	✓
<p>Strand 3: Mechatronics</p> <p>1. Engineering knowledge and awareness</p> <p>2. Innovation and exploration</p>	<p>3.1 explain the operation of basic mechatronic systems</p> <p>3.2 investigate relationships between inputs, processes and outputs for basic control systems</p> <p>3.3 appreciate the application of mechanisms in a controlled system</p> <p>3.4 explore the application of systems in an engineering setting such as the</p>	✓	✓

<p>3. Developing and manufacturing</p> <p>4. Communicating</p>	<p>classroom, home and industry</p> <p>3.5 investigate the impact of mechatronics on the environment and society</p> <p>3.6 configure and program basic mechatronic systems using appropriate software</p> <p>3.7 design a basic mechatronic system either individually or collaboratively</p> <p>3.8 build and test a basic mechatronic system with specific inputs or outputs</p> <p>3.9 incorporate basic mechatronics into their engineered products</p> <p>3.10 represent key information using appropriate media</p> <p>3.11 justify their choice of the most appropriate system or systems for a specified purpose</p>		
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English, Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
<p>Junior Cycle Strand 1: Oral Language 1. Communicating as a listener, speaker, reader, writer</p>	<p>OL 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</p> <p>OL 2 engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas</p> <p>OL 3 engage in extended and constructive discussion of their own and other students' work</p> <p>OL 4 listen actively in order to get the gist of an account or presentation noting its main points and purpose</p> <p>OL 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</p> <p>OL 6 learn from and evaluate models of oral language use to enrich their own oral language production</p> <p>OL 7 choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process</p>		



<p>2. Exploring and using language</p> <p>3. Understanding the content and structure of language</p>	<p>OL 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</p> <p>OL 9 apply what they have learned about the effectiveness of spoken texts to their own use of oral language</p> <p>OL 10 collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions</p> <p>OL 11 engage with the world of oral language use as a pleasurable and purposeful activity</p> <p>OL 12 demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts</p> <p>OL 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</p>		
<p>Strand 2: Reading</p> <p>1. Communicating as a listener, speaker, reader, writer</p>	<p>R 1 read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words</p> <p>R 2 read for a variety of purposes: learning, pleasure, research, comparison</p> <p>R 3 use a wide range of reading comprehension strategies appropriate to texts,</p>		

<p>2. Exploring and using language</p>	<p>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</p> <p>R 4 use an appropriate critical vocabulary while responding to literary texts</p> <p>R 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</p> <p>R 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</p> <p>R 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</p> <p>R 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</p> <p>R 9 identify, appreciate and compare the ways in which different literary, digital and visual genres and subgenres shape texts and shape the reader’s experience of them</p> <p>R 10 know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development</p> <p>R 11</p>		
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<p>3. Understanding the content and structure of language</p>	<p>identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect  R 12  understand how word choice, syntax, grammar and text structure may vary with context and purpose  R 13  appreciate a variety of registers and understand their use in the written context</p>		
<p>Strand 3: Writing  1. Communicating as a listener, speaker, reader, writer</p> <p>2. Exploring and using language</p>	<p>W 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  W 2  discuss their own and other students’ written work constructively and with clear purpose  W 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  W 4  write competently in a range of text forms, for example letter, report, multimodal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences</p> <p>W 5  engage with and learn from models of oral and written language use to enrich their own written work  W 6</p>	<p>✓</p>	<p>✓</p>

<p>3. Understanding the content and structure of language</p>	<p>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</p> <p>W 7</p> <p>respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images</p> <p>W 8</p> <p>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</p> <p>W 9</p> <p>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</p> <p>W 10</p> <p>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</p> <p>W 11</p> <p>use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader’s experience §</p> <p>W 12</p> <p>demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose</p> <p>W 13</p> <p>evaluate their own writing proficiency and seek remedies for those aspects of their writing that they need to improve</p>		
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Enterprise in Animation, Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
Junior Cycle Strand 1: Stop motion animation 1. What is animation  2. Learning to be creative  3. Equipment & process	1.1 accurately use the key vocabulary involved in the stop motion animation process 1.2 recognise different types of stop motion animation 1.3 list and classify items used in examples of animated movies e.g. characters, props or sets used 1.4 identify equipment needed to create animation 1.5 find items in the classroom and at home that could be used as props for characters or as part of a set 1.6 use visitors to the classroom or an educational trip to learn more about animation processes 1.7 use materials to create characters to feature in an animated video clip  1.8 demonstrate patience when animating 1.9 follow the basic rules of animation 1.10 use a movie-making app/programme on an electronic device to photograph frames		

<p>4. First animation clip</p>	<p>1.11 show how to move a character on a set effectively</p> <p>1.12 demonstrate special effects and tricks</p> <p>1.13 produce a ten second video clip of a character in action</p>		
<p>Strand 2: Creating your animation company</p> <p>1. Back in basics</p> <p>2. Assigning company roles</p> <p>3. Company identity</p> <p>4. Market research</p>	<p>2.1 list the different jobs/roles that exist in an animation company</p> <p>2.2 briefly outline the responsibilities associated with each role</p> <p>2.3 name own talents and decide on preferred roles</p> <p>2.4 complete an application form and/or curriculum vitae</p> <p>2.5 participate in a very short interview (2 mins) for a role in the group company</p> <p>2.6 participate in deciding on a company name, in appointed roles within groups</p> <p>2.7 explain the importance of a suitable company name/logo</p> <p>2.8 contribute to the collaborative decision-making on a company logo</p> <p>2.11 describe market research and its uses</p> <p>2.12</p>	<p>✓</p>	<p>✓</p>



<p>2. Sound, introduction and credits</p>	<p>4.3 check the progress of the animation regularly to make sure that it flows smoothly</p>		
	<p>4.4 participate in a group decision to choose music for the opening and closing credits</p>		
<p>3. Marketing</p>	<p>4.5 provide an appropriate character voice in at least one scene in the movie</p>		
	<p>4.6 create a set of drawings/paintings/slides to introduce the movie</p>		
	<p>4.7 create end-of-feature credits in a group situation</p>		
<p>4. Host a screening of our feature presentation</p>	<p>4.8 list the ways that the movie could be advertised</p>		
	<p>4.9 advertise the movie by creating a poster or a short audio commercial to be broadcast on intercom or record a mock TV or digital advertisement</p>		
	<p>4.10 assist in selecting a suitable location for the screening</p>		
	<p>4.11 participate in preparation for the hosting by using appropriate organisational skills</p>		
	<p>4.12 reflect on the experience of producing a short animated clip as part of a group, identifying successes, challenges and how things might be done differently next time</p>		

Food Glorious Food, Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
Junior Cycle Strand 1: Nutrition 1. Hunger & Thirst  2. Healthy & non-healthy food and drink  3. A balanced diet  4. Dietary requirements	1.1 communicate feelings of hunger and thirst 1.2 investigate why we need to eat and drink 1.3 recognise equipment used for eating and drinking 1.4 refine skills for eating and drinking 1.5 identify feeling full when eating  1.6 use the senses to explore different types of food and drink 1.7 identify different types of food and drink—vegetables, meat, bread, sweets, juice etc. 1.8 participate in categorising food/drink into healthy and nonhealthy  1.9 show preferences for foods and drinks 1.10 use the food pyramid to plan a balanced meal/diet 1.11 develop an understanding of recommended portion sizes for men, women, children, the elderly, those recuperating after	✓	✓

	<p>illness etc</p> <p>1.12 demonstrate awareness of their own/others' dietary requirements</p> <p>1.13 accept and reject food/drink suitable to their own needs</p> <p>1.14 name some food allergies and list the effects of them</p>		
<p>Strand 2: Where does food come from?</p> <p>1. Growing our own</p> <p>2. Land &amp; sea</p> <p>3. Shops</p> <p>4. Food from around the world</p>	<p>2.1 identify plant parts and what a plant needs to grow</p> <p>2.2 show awareness that not all plants can be eaten</p> <p>2.3 classify fruit and vegetables</p> <p>2.4 participate in planting, tending and caring for vegetable seeds</p> <p>2.5 know that fish live in water and animals live on land</p> <p>2.6 identify animals that produce meat or dairy products</p> <p>2.7 match animals to the meat/dairy they produce</p> <p>2.8 name/label different types of food departments/shops (butcher, green grocer, sweet shop, bakery etc.)</p>	✓	✓

	<p>2.9 participate in food shopping in their locality</p> <p>2.10 explore food/drink produced locally and in Ireland</p> <p>2.11 respond with curiosity to unfamiliar or imported food and drink</p> <p>2.12 visit a shop or eatery that is ethnically different to an Irish one</p>		
<p>Strand 3: Eating in</p> <p>1. Meals</p> <p>2. Planning</p> <p>3. Shopping</p>	<p>3.1 identify the times of the day when specific meals are eaten</p> <p>3.2 match food and with specific meals of the day</p> <p>3.3 show preferences for favourite foods and drinks to be consumed at meal times</p> <p>3.4 plan a menu for a meal for self/others/an event3</p> <p>3.5 create a shopping list for the meal to be made</p> <p>3.6 identify shop(s) where ingredients can be bought for the meal</p> <p>3.7 gather what will be needed to go shopping (list, money,</p>	<p>✓</p>	<p>✓</p>



<p>4. Storing</p>	<p>bags etc.) 3.8 plan how to travel to the shop(s)</p>		
<p>5. Preparing a meal</p>	<p>3.9 use shopping list to select ingredients in shop(s), asking for assistance when required 3.10 handle real money to pay for ingredients 3.11 participate in packing shopping bags appropriately  3.12 demonstrate knowledge of where to store food properly 3.13 use a range of storage equipment to keep food fresh (cling film, foil, containers, fruit bowl, fridge, freezer etc.)  3.14 demonstrate basic hygiene procedures when handling food 3.15 follow safety rules for using kitchen equipment 3.16 show awareness of risks in familiar environments when preparing food 3.17 use equipment to measure/weigh/time, when cooking 3.18 follow a sequence of steps in a recipe</p>		





	3.19 lay a table for a meal and participate in serving a meal		
Strand 4: Dining out 1. Dining experiences  2. Menu and etiquette	4.1 identify different types of settings where food/drink is consumed 4.2 link types of meals to settings 4.3 recognise and identify well-known restaurant chains from their logos 4.4 compare different dining experiences  4.5 seek meaning from combinations of signs, symbols or text for practical purposes, such as pictures on a menu, self-service areas in cafes etc. 4.6 behave appropriately in different dining settings 4.7 use appropriate eating/drinking utensils	✓	✓

Geography, Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
Junior Cycle Strand 1: Exploring The Physical World 1. Processes, Patterns, Systems, and Scale 2. Geographical Skills 3. Sustainability	1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth 1.2 distinguish between different categories of rock type, referring to composition and formation 1.3 analyse the processes and effects of weathering and mass movement on our landscape 1.4 assess a soil type in a local area in relation to composition and vegetation 1.5 explain how the processes of erosion, deposition and transportation shape our fluvial, marine, and glacial landscapes 1.6 classify global climates, and analyse the factors that influence the climate in Ireland 1.7 investigate the formation and behaviour of a significant weather event 1.8 gather, record and interpret weather data 1.9 differentiate between the types of energy resources produced by the physical world 1.10	✓	✓

	investigates a range of physical processes active in a chosen location and the connections between them.		
<p>Strand 2: Exploring How We Interact With The Physical World</p> <p>1. Processes, Patterns, Systems, and Scale</p> <p>2. Geographical Skills</p> <p>3. Sustainability</p>	<p>2.1 describe the economic and social impacts of how we interact with the occurrence of volcanoes, earthquakes, and fold mountains</p> <p>2.2 evaluate the environmental, economic, and social consequences of rock exploitation and energy resources</p> <p>2.3 identify how the physical landscape influences the development of primary activities</p> <p>2.4 assess the exploitation of water, fish stocks, forestry, and soil as natural resources</p> <p>2.5 describe a local secondary activity in relation to its function and the factors that influence its location</p> <p>2.6 examine the causes and implications of climate change</p> <p>2.7 investigate examples of how people interact with and manage surface processes</p> <p>2.8 investigate how people respond to a natural disaster</p> <p>2.9 assess the interrelationships between the physical world, tourism and transport.</p>	✓	✓

<p>Strand 3: Exploring People, Place, and Change</p> <p>1. Processes, Patterns, Systems, and Scale</p> <p>2. Geographical Skills</p> <p>3. Sustainability</p>	<p>3.1 use the demographic transition model to explain populations' characteristics and how populations change</p> <p>3.2 investigate the causes and consequences of migration</p> <p>3.3 examine population change in Ireland and in a developing country</p> <p>3.4 consider the factors affecting the location and origin of rural and urban settlement in Ireland</p> <p>3.5 examine the causes and effects of urban change in an Irish town or city</p> <p>3.6 identify global patterns of economic development</p> <p>3.7 compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country</p> <p>3.8 evaluate the role of development assistance in human development</p> <p>3.9 synthesise their learning of population, settlement and human development within the process of globalisation.</p>		
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Graphics, Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
Junior Cycle Strand 1: 2D Graphics 1. Spatial Reasoning  2. Design Thinking  3. Communicating  4. Geometric Principles and Constructions	1.11.1 visualise the manipulation of 2D shapes 1.2 analyse graphical information for the planning of a 2D solution 1.3 derive 2D solutions using appropriate media  1.4 appreciate the role of 2D graphics in the creation of solutions 1.5 illustrate ideas using free-hand sketches to accurately communicate their thought process 1.6 apply their understanding of geometric principles to solve problems 1.7 interpret and create graphical representations of data/information  1.8 communicate the progression of ideas and thinking during the course of an activity using a variety of media 1.9 represent 3D information using 2D conventions  1.10 understand the properties of geometric shapes 1.11		

	<p>appreciate the application of geometric constructions in the study of other areas</p> <p>1.12</p> <p>construct 2D solutions accurately in accordance with graphical conventions</p>		
<p>Strand 2: 3D Graphics</p> <p>1. Spatial Reasoning</p> <p>2. Design Thinking</p> <p>3. Communicating</p> <p>4. Geometric Principles and Constructions</p>	<p>2.1</p> <p>visualise the manipulation of 3D objects</p> <p>2.2a</p> <p>analyse graphical information for the planning of a 3D solution</p> <p>2.3</p> <p>derive 3D solutions using appropriate media</p> <p>2.4</p> <p>appreciate the role of 3D graphics in the creation of solutions</p> <p>2.5</p> <p>develop ideas using free-hand sketches and other media to accurately communicate the thought process</p> <p>2.6</p> <p>apply their understanding of 3D principles to solve problems</p> <p>2.7</p> <p>construct solutions to presented and/or defined problems</p> <p>2.8</p> <p>construct a 3D representation of an artefact or abstract idea using a variety of media and methods</p> <p>2.9</p> <p>communicate the progression of ideas/thinking during the course of an activity using a variety of media</p> <p>2.10</p>	<p>✓</p>	<p>✓</p>





<p>4. Geometric Principles and Constructions</p>	<p>3.7 use computer-aided graphics to communicate design solutions effectively</p> <p>3.8 represent graphically their approach to a design task</p> <p>3.9 apply a variety of rendering and presentation techniques to enhance the communication of solutions</p> <p>3.10 investigate and apply the principles of plane and descriptive geometries to create solutions</p> <p>3.11 investigate how geometric principles and constructions found in the natural world have provided inspiration for human applications</p> <p>3.12 develop an appropriate graphical representation of a solution to a contextual problem of their choice</p>		
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History, Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
<p>Junior Cycle Strand 1: The Nature of History 1. Developing historical consciousness</p> <p>2. Working with evidence</p>	<p>1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context</p> <p>1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world</p> <p>1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>1.4 demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space</p> <p>1.5 investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence</p> <p>1.6 debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry</p> <p>1.7</p>	✓	✓

<p>3. Acquiring 'the big picture'</p>	<p>develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p> <p>1.9 Demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions</p> <p>1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p> <p>1.11 make connections and comparisons between people, issues and events in different places and historical eras</p>		
<p>Strand 2: The history of Ireland</p> <p>1. Recognising key change</p>	<p>2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation</p> <p>2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics</p> <p>2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion</p> <p>2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923</p>	<p>✓</p>	<p>✓</p>

<p>2. Exploring people, culture and ideas</p>	<p>2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations</p> <p>2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period</p> <p>2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora</p> <p>2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two</p> <p>2.9 explain how the experience of women in Irish society changed during the twentieth century</p> <p>2.10 examine how one sporting, cultural or social movement impacted on Irish life</p>		
<p>3. Applying historical thinking</p>	<p>2.11 make connections between local, personal or family history and wider national and/ or international personalities, issues and events</p> <p>2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events</p> <p>2.13 analyse the evolution and development of Ireland's links with Europe</p>		

<p>Strand 3: The history of Europe and the wider world</p>	<p>1. Recognising key change</p> <p>3.1 investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world</p>		
	<p>3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration</p>		
	<p>3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world</p>		
	<p>3.4 discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations</p>		
	<p>3.5 recognise the importance of the Cold War in international relations in the twentieth century world</p>		
	<p>3.6 explore life and death in medieval times</p>		
<p>2. Exploring people, culture and ideas</p>	<p>3.7 appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance</p>		
	<p>3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer</p>		
	<p>3.9 examine life in one fascist country and one communist country in the twentieth century</p>		
	<p>3.10 explore the significance of genocide, including the causes, course and</p>		

3. Applying historical thinking	<p>consequences of the Holocaust</p> <p>3.11 explore the contribution of technological developments and innovation to historical change</p> <p>3.12 evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights</p> <p>3.13 debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events</p> <p>3.14 illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)</p>		
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<b>Home Economics, Junior Cycle (Ages 12-15)</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>
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<p>Junior Cycle Strand 1: Food, Health and Culinary Skills 1. Individual and Family Empowerment</p>	<p>1.1 identify the factors that affect personal food choices</p> <p>1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks</p> <p>1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations</p>	✓	✓
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<p>2. Health and wellbeing</p>	<p>1.4 demonstrate culinary and creative skills in relation to the preparation, cooking and presentation of food</p> <p>1.5 apply safe and hygienic practices in food handling, preparation, storage and serving</p> <p>1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family</p> <p>1.7 use available technology for food planning and preparation</p> <p>1.8 discuss the elements of a healthy lifestyle</p> <p>1.9 recognise the importance of nutrition and diet in contributing to health and wellbeing</p> <p>1.10 explain the role of the nutrients in contributing to a healthy balanced diet</p> <p>1.11 describe the basic structure and basic functions of the digestive system</p> <p>1.12 investigate the nutritional requirements at each stage of the life cycle</p> <p>1.13 plan and prepare meals for individuals with diet-related diseases</p> <p>1.14 apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals</p> <p>1.15</p>		
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<p>3. Sustainable and Responsible Living</p> <p>4. Consumer Competence</p>	<p>investigate the impact of their food choices from an ecological and ethical perspective</p> <p>1.16 apply sustainable practices to the selection and management of food and material resources</p> <p>1.17 compare common foods used in food preparation and how they affect the nutrition and sensory quality of the product</p> <p>1.18 evaluate commercial and homemade food products</p> <p>1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels</p>		
<p>Strand 2: Responsible Family Living</p> <p>1. Individual and Family Empowerment</p> <p>2. Health and Wellbeing</p>	<p>2.1 discuss the different forms of the family</p> <p>2.2 explore the roles and responsibilities of the family</p> <p>2.3 discuss family relationships and the importance of strengthening relationships between individuals and families</p> <p>2.4 discuss the requirements of a safe and nurturing home environment</p> <p>2.5</p>	<p>✓</p>	<p>✓</p>

<p>3. Sustainable and Responsible Living</p> <p>4. Consumer Competence</p>	<p>assess the importance of making informed and responsible decisions in everyday life</p> <p>2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home</p> <p>2.7 identify how individuals, families and households can contribute to sustainable and responsible living</p> <p>2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation</p> <p>2.9 explore the influence of technology on the management of personal, family and household resources</p> <p>2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living</p> <p>2.11 debate consumers' rights and responsibilities</p> <p>2.12 examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies</p> <p>2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living</p>		
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<p>Strand 3: Textiles and Craft</p> <p>1. Individual and Family Empowerment</p>	<p>3.1 demonstrate basic hand and machine sewing techniques</p> <p>3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home</p> <p>3.3 apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way</p> <p>3.4 demonstrate fabric embellishment techniques</p>		
<p>2. Health and Wellbeing</p>	<p>3.5 appreciate the therapeutic and leisure role of participating in textile work</p>		
<p>3. Sustainable and Responsible Living</p>	<p>3.6 demonstrate ways in which clothing and/or textile household items can be repaired, re-used, re-purposed, recycled and upcycled</p> <p>3.7 evaluate textile care procedures used in the home from an environmental perspective</p>		
<p>4. Consumer Competence</p>	<p>3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations</p> <p>3.9 apply their knowledge of textile care symbols</p>		

Home Economics (FACS), Junior Cycle (Ages 12-15)		Environment and Modern Agriculture	Healthful Eating
<p>Junior Cycle Strand 1: Food, Health &amp; Culinary Skills 1. Individual and Family Empowerment</p> <p>2. Health and Wellbeing</p>	<p>1.1 identify the factors that affect personal food choices</p> <p>1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks</p> <p>1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations</p> <p>1.4 demonstrate culinary and creative skills in relation to the preparation, cooking and presentation of food</p> <p>1.5 apply safe and hygienic practices in food handling, preparation, storage and serving</p> <p>1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family</p> <p>1.7 use available technology for food planning and preparation</p> <p>1.8 discuss the elements of a healthy lifestyle</p> <p>1.9 recognise the importance of nutrition and diet in contributing to health and wellbeing</p> <p>1.10</p>	<p>✓</p>	<p>✓</p>

<p>3. Sustainable and Responsible Living</p> <p>4. Consumer Competence</p>	<p>explain the role of the nutrients in contributing to a healthy balanced diet 1.11</p> <p>describe the basic structure and basic functions of the digestive system 1.12</p> <p>investigate the nutritional requirements at each stage of the lifecycle 1.13</p> <p>plan and prepare meals for individuals with diet-related diseases 1.14</p> <p>apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals 1.15</p> <p>investigate the impact of their food choices from an ecological and ethical perspective 1.16</p> <p>apply sustainable practices to the selection and management of food and material resources 1.17</p> <p>compare common foods used in food preparation and how they affect the nutrition and sensory quality of the product 1.18</p> <p>evaluate commercial and homemade food products 1.19</p> <p>interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels</p>		
<p>Strand 2: Responsible family living</p> <p>1. Individual and Family</p>	<p>2.1 discuss the different forms of the family</p> <p>2.2</p>	<p>✓</p>	<p>✓</p>

<p>Empowerment</p> <p>2. Health and Wellbeing</p> <p>3. Sustainable and Responsible Living</p> <p>4. Consumer Competence</p>	<p>explore the roles and responsibilities of the family</p> <p>2.3 discuss family relationships and the importance of strengthening relationships between individuals and families</p> <p>2.4 discuss the requirements of a safe and nurturing home environment</p> <p>2.5 assess the importance of making informed and responsible decisions in everyday life</p> <p>2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home</p> <p>2.7 identify how individuals, families and households can contribute to sustainable and responsible living</p> <p>2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation</p> <p>2.9 explore the influence of technology on the management of personal, family and household resources</p> <p>2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living</p> <p>2.11 debate consumers' rights and responsibilities</p> <p>2.12</p>		
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	<p>examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies</p> <p>2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living</p>		
<p>Strand 3: Textiles &amp; Craft</p> <p>1. Individual and Family Empowerment</p> <p>2. Health and Wellbeing</p> <p>3. Sustainable and Responsible Living</p>	<p>3.1 demonstrate basic hand and machine sewing techniques</p> <p>3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home</p> <p>3.3 apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way</p> <p>3.4 demonstrate fabric embellishment techniques</p> <p>3.5 appreciate the therapeutic and leisure role of participating in textile work</p> <p>3.6 demonstrate ways in which clothing and/or textile household items can be repaired, re-used, re-purposed, recycled and upcycled</p> <p>3.7 evaluate textile care procedures used in the home from an environmental perspective</p> <p>3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations</p>	✓	✓

4. Consumer Competence	3.9 apply their knowledge of textile care symbols		
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