Junior cycle short course (Level 3)

Submission to the NCCA

(NOTE: The form on this first page must be completed by the school principal and sent via email to [shortcourse@ncca.ie](mailto:shortcourse@ncca.ie))

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| SCHOOL NAME:  SCHOOL ROLL NUMBER:  ADDRESS 1:  ADDRESS 2:  ADDRESS 3:  ADDRESS 4:  TELEPHONE:  PRINCIPAL’S NAME:  PERSON LEADING DEVELOPMENT OF COURSE: |
| TITLE OF SHORT COURSE: |
| I CONFIRM THAT THOSE WORKING ON THE SHORT COURSE ARE FAMILIAR WITH THE NCCA’S ADVICE ON STEPS TO FOLLOW WHEN DEVELOPING SHORT COURSES FOR JUNIOR CYCLE. |
| THIS FORM IS ACCOMPANYING OUR  SCOPING DOCUMENT  FIRST DRAFT  FINAL DRAFT |

Draft short course scoping document

Scoping is designed to clarify the important ideas in the short course and, in turn, to assist the developer(s) in completing the NCCA short course template. The document arising from this scoping exercise is used as a basis for discussion with significant others including colleagues, school management, students, parents, other schools and/or relevant agencies. The headings contained in the short course template have been provided here in red to help you later in mapping the ideas explored here with the sections of the template when you come to write it.

**Section 1: Short course title (Title)**

*The title should*

* *identify the focus and content of the course*
* *attract students’ interest*
* *represent learning across a wide number of learning areas.*

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**Section 2: What will be the significant learning in this short course? (Rationale)**

*This is an opportunity to envisage learning for your student which is:*

* *active, fun and engaging*
* *relevant to life at home, school and in the community.*

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| **Knowledge** *(What will they be learning about?)* |
| **Skills** *(What will they be learning to do?)* |
| **Attitudes** *(What dispositions and values will they be developing?)* |

**Section 3: How will students show evidence by the end of the course that they have succeeded? (Assessment)**

*(By identifying, presenting, writing, creating, comparing, calculating, demonstrating, applying, explaining…)*

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**Section 4: What will students tell their peers/parents they are doing in this course? (Learning outcomes)**

*(Visiting, planning, costing, contacting, investigating, discussing, practising...)*

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**Section 5: Statements of learning in junior cycle (Links to statements of learning)**

*The learning at the core of junior cycle is described in the* [*twenty-four statements of learning*](https://www.ncca.ie/media/1145/juniorcycle_statements_of_learningposter_dec11.pdf) *contained in* [*A Framework for Junior Cycle*](https://www.ncca.ie/en/junior-cycle/framework-for-junior-cycle)*. These statements describe what students should know, understand and be able to do at the end of junior cycle.*

*Which three/four statements of learning (maximum) does this short course* ***most*** *support?*

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| **Statements of learning** |
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**Section 6: Key skills of junior cycle** **(Links to the key skills of junior cycle)**

*Consider how this short course can support the development of learning outcomes from the* [*key skills for junior cycle*](https://www.ncca.ie/media/1150/keyskills_posters_eng_june2015.pdf)*.*

*Which elements of the key skills will be most supported by this short course?*

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| --- | --- |
| **Key skill** | **Most appropriate elements** |
| Being literate |  |
| Managing myself |  |
| Staying well |  |
| Managing information and thinking |  |
| Being numerate |  |
| Being creative |  |
| Working with others |  |
| Communicating |  |

**Section 7: Resources**

*What resources will the school require to facilitate this short course in their junior cycle programme? Where will learning happen: in the school building, around the school grounds, outside the school? Who will assist in this learning from home / community / local businesses and agencies?*

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| What resources will be needed? |  |
| Where will learning take place? |  |
| What/who can assist with this short course? |  |