



Short Course

Around The World in Eighty Days

Level 1 Specification for Junior Cycle Short Course



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Short courses and Level 1 Learning Programmes

In the new junior cycle, students taking this short course should be following a personalised Level 1 Learning Programme (L1LP) alongside other curriculum components (from Level 1 and possibly one or two from Level 2). The L1LPs are planned around a number of Priority Learning Units (PLUs) which focus on developing the personal, social and practical skills of students. In addition to the Priority Learning Units, students can study short courses with learning outcomes broadly aligned with the level indicators for Level 1 of the National Framework of Qualifications (Appendix A).

The target group of students for whom L1LPs and Level 2 short courses have been developed are typically students presenting with significant learning needs. Some of them will have had a formal assessment by an educational psychologist which will have placed them in the low-moderate to severe-profound categories of learning disability and they will have had a personalised learning plan while in primary school. In this context, the L1LPs and short courses are designed for students who would benefit from opportunities to improve learning and skills in areas such as elementary literacy and numeracy, language and communication, mobility and leisure skills, motor co-ordination, and social and personal development. The L1LPs also offer the chance for students to improve the length of time they can concentrate on activities, along with their capacity to generalise and transfer knowledge and skills across situations, and to process information from more than one sensory channel.

Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Junior cycle allows students to make a strong connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity and enterprise. The student's junior cycle programme builds on their learning in primary school. It supports their further progress in learning. It helps students to develop the learning skills that can assist them in meeting the challenges of life beyond school.

Rationale

This short course builds on and promotes the development of a range of personal, social and practical skills in the context of learning about the student's place in their home, school and wider community. It helps the student gain an understanding and knowledge of other countries and cultures and looks at ways of accessing places in their locality and further afield. As well as content knowledge, students develop essential skills such as those of communication and language; thinking and reasoning; labelling; classifying; comparing and sequencing.

This short course places the student and their locality at the centre of learning. It begins by developing skills and strategies for exploring places, people and amenities in the immediate environment. The student progresses in gaining knowledge and experience which will further develop their independence in relation to planning excursions.

Aim

This short course aims to develop the student's experience of independence in relation to travel. It also develops knowledge, cognitive, social and practical skills. This is achieved in the context of learning about their home, school and wider community, and through developing knowledge of other cultures.

Overview: Links

Tables 1 and 2 on the following pages show how Around the world in eighty days may be linked to central features of learning and teaching in junior cycle.

Around the world in eighty days and statements of learning

Table 1: Links between Around the world in eighty days and the statements of learning

Statements of learning (SOL)	
Statement	Examples of related learning in the course
SOL 1: The student communicates effectively using a variety of means in a range of contexts.	The student interacts and communicates with familiar and unfamiliar people in their home, school and wider community. The course provides opportunities for the student to make choices, name and identify people and objects and document their learning through a variety of means.
SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.	In strands 1 and 2, the student is immersed in learning opportunities relating to the culture and traditions of Ireland and those of another country of their choice.
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.	In strand 1, the student will learn about their home, school and wider community. He/she will identify their family, peers and professionals who help them. The student will actively use amenities and facilities in their local community.
SOL 23: The student brings an idea from conception to realisation.	In strand 4, the student will use the knowledge he/she has learned throughout the course to choose, plan and prepare a trip to a local landmark or area of interest.

Around the world in eighty days and key skills and Priority Learning Units

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills.

Figure 1: Key skills of junior cycle



There is an overlap between the learning in the PLUs with the key skills of junior cycle developed for all students.

Table 2 below lists the PLUs, some elements of those PLUs and the sorts of associated learning activities that will support students in achieving the learning outcomes and elements of the PLUs. Teachers can also build many of the other elements of the key skills of junior cycle into their classroom planning.

Table 2: Links between the Priority Learning Units (PLUs), elements of the PLUs and student learning activity

PLU	PLU element	Student learning activity
Communication, language and literacy	Developing communicative relationships Exploring and using	The student interacts with family, peers, staff and members of the local community. Choices about destinations, modes of transport and items to pack for the trip are made. All five senses are used to explore sights, sounds, tastes and textures of an unfamiliar country and culture.
Personal care and wellbeing	Self-awareness Emotional wellbeing	The student identifies their needs and personal requirements when planning a trip. The student learns their value in their family, school and community. They enjoy trips to local places or further afield with people familiar to them.
Being part of a community	Using local facilities Transitioning between environments	Collecting data and taking photographic evidence of local amenities form part of the learning. The student enhances their learning about what their locality has to offer them. The student navigates routes within their home environs, school and classroom.

		The learning includes choosing methods of transport to access destinations as well as identifying road signs and markings.
Numeracy	<p>Foundational mathematical activity</p> <p>Developing number sense</p> <p>Measure and data</p>	<p>Classification of plants, animals and foods is a learning task for students of this course.</p> <p>The student sorts modes of transport and participates in packing a suitcase, taking into account shape and capacity.</p> <p>Identifying bus numbers, times of trains and costs of tickets are all opportunities afforded by the course.</p> <p>The student collects data and makes graphs on how they and their peers travel to school and the methods of transport they use.</p>
The arts	<p>Visual art</p> <p>Music</p> <p>Drama</p>	<p>Creating structures and artwork of famous landmarks from the student's locality are possible tasks, as is listening to traditional music from the student's chosen country.</p> <p>The student role-plays the experience of travelling to a different country by various modes of transport.</p>
Physical education	<p>Movement skills</p> <p>Creative movement</p>	<p>Transitioning to areas in the local community involve movement skills.</p> <p>The student performs simple traditional dance routines from their country of choice.</p>

Overview: Course

The specification for this junior cycle short course *Around the world in eighty days* focuses on developing cognitive, social and practical skills through four inter-connected strands. The four strands presented here are: Home is where my heart is, A whole new world, Planes, trains and automobiles, and Bon voyage. At all times, students are encouraged to develop independent living skills to the greatest extent possible, which will serve them now and in the future.

Strand 1: Home is where my heart is. In this strand, students examine their place in their immediate environment and local community. It involves identifying and recognising people in their environment who help them and encourages research into local amenities that are accessible and beneficial to the students.

Strand 2: A whole new world. This strand broadens the student's knowledge of other countries and cultures. Through cross-curricular learning they develop skills of listening, classifying and comparing their own cultures to those of a contrasting country.

Strand 3: Planes, trains and automobiles. In this strand, students are introduced to the modes and methods of transportation. There are opportunities for classifying, researching and data collection of modes of transport of personal interest to the students.

Strand 4: Bon voyage. This strand enables students to build further on skills of communication as well as those of thinking and reasoning. They learn about planning and preparing for trips outside of their home and school. It enables them to work from a concept to a reality.

Practical, hands-on and problem-solving learning activities should be in evidence across all strands of the course. A trip to a race track, airport, train station or other place of interest to the student is a possibility, especially in either strand 3 or 4. Opportunities for reflection on learning should be offered throughout the course as should the use of digital technologies.

The Classroom-Based Assessment outlined below reflects the learning students undertake in this NCCA short course. Schools have the flexibility to adapt any NCCA-developed short course to suit their particular needs and school context, with the exception of the Classroom-Based Assessment, which all students taking this short course will complete. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short courses are available at http://www.curriculumonline.ie/Junior-cycle/Junior-Cycle_Short-Courses.

The learning outcomes in this short course are broadly aligned with the level indicators for Level 1 of the National Framework of Qualifications (Appendix A).

The course has been designed for approximately 100 hours of student engagement.

Expectations for students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work. For NCCA-developed short courses, in some cases examples of work associated with a specific learning outcome or with a group of learning outcomes will be available. Schools who design their own short courses may wish to create a bank of examples of student work for discussion and for future reference.

Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed this junior cycle short course *Around the world in eighty days*. The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their period of study (approximately 100 hours).

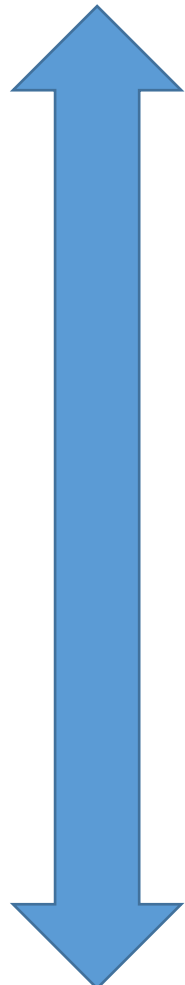
The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

The progression continuum for L1LPs

The progression continuum (below) consists of seven pathways, which describe, in broad terms, learning and development related to Level 1.

The pathways are written to reflect an order of progression, though these students do not always develop intellectually or functionally in a linear fashion. Teachers can use the continuum to help them understand how a student is functioning in respect of their learning. Students may be on different pathways for different areas of learning or learning outcomes. The continuum supports teachers in identifying the next appropriate pathway for students in their learning journeys.

The progression continuum



PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity. S/he is awake and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

Strand 1: Home is where my heart is	
<i>Students learn about</i>	Learning outcomes <i>Students can</i>
My home and my family	1.1 identify members of their family, using any form of expression 1.2 recognise and/or respond to photographs of their family as opposed to photographs of strangers 1.3 list the rooms in their homes and link rooms in their home to activities that occur there 1.4 identify familiar objects from their home 1.5 construct a 2D/3D image of the external features of their home
My school	1.6 list the different areas of the school/classroom and link them with activities that occur there 1.7 separate activities that happen at home from those that happen at school 1.8 identify familiar objects associated with the school 1.9 show recognition of staff and students at school through any form of expression 1.10 navigate the route to their classroom and other areas of the school, by any chosen means
My community and local amenities	1.11 show recognition of places and people in the community 1.12 invite a member of the local community to come and speak at their school 1.13 observe and participate in the collection and recording of data of the amenities that students in their school use
Local places of interest/ famous landmarks	1.14 identify the local attractions and famous landmarks in their home county

	<p>1.15 choose an area of interest in the locality and participate in discussions about it and/or visit that area</p> <p>1.16 participate in an artistic piece of work relating to the chosen landmark</p>
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Strand 2: A whole new world

(For this strand students chose one country, with a contrasting culture to Ireland)

<i>Students learn about</i>	Learning outcomes <i>Students can</i>
Climates, clothing and cuisines	<p>2.1 observe and participate in a sensory experience of the climate of the chosen country, contrasting it to the climate of Ireland</p> <p>2.2 differentiate between clothing that would be worn in hot and cold climates</p> <p>2.3 participate in researching traditional clothing worn in the chosen country and discuss colours, textures and functions of the clothing</p> <p>2.4 create a piece of artwork, using fabric and fibre, to represent the traditional clothing</p> <p>2.5 identify foods that are familiar to Ireland</p> <p>2.6 experience new tastes and flavours and record their preferences</p> <p>2.7 participate in preparing a traditional meal from the chosen country</p>
Sights, songs and sports	<p>2.8 listen/view and respond to traditional music/songs (or videos accompanying pop songs) from the chosen country, by creating a piece of artwork, dance or drama</p> <p>2.9 list the native landmarks of the chosen country, using any form of text¹</p> <p>2.10 compare one or more of the landmarks of the chosen country with one or more chosen in strand 1</p> <p>2.11 participate in gathering information about special occasions/sporting events from the chosen country</p>

¹ Text to include all products of language use: oral, gesture, sign, written, visual, electronic and digital.

Plants and animals	<p>2.12 explore pictures of plants and trees native to the chosen country</p> <p>2.13 create a piece of artwork depicting the terrain of the chosen country</p> <p>2.14 recognise and examine the characteristics of animals native to the chosen country</p> <p>2.15 visit a pet shop/farm/zoo and take photographic evidence of animals they might find in their chosen country</p>
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Strand 3: Planes, trains and automobiles	
<i>Students learn about</i>	Learning outcomes <i>Students can</i>
Modes and methods of transport	<p>3.1 list a variety of modes of transport and examine the features and purpose of the vehicles</p> <p>3.2 collect and record data on which modes of transport the students use and have used in the past</p>
History of transport	<p>3.3 research and name animals that were used for transportation</p> <p>3.4 find pictures of old cars and trains to compare with more modern ones</p> <p>3.5 create a timeline of the history of transportation</p> <p>3.6 create a piece of artwork related to transport (a vehicle from recyclable materials, a picture collage of famous vehicles from movies)</p>
Accessibility of transport	<p>3.7 record how they travel to school each day</p> <p>3.8 participate in discussions about the safety features and adaptations in vehicles</p> <p>3.9 become aware that some transport has cost involved and research the costs for local buses and trains</p> <p>3.10 identify road signs and road markings, and take photographic evidence of them in the local community</p> <p>3.11 travel on a public mode of transport with assistance</p>

Strand 4: Bon voyage

<i>Students learn about</i>	Learning outcomes <i>Students can</i>
Venturing further afield	<ul style="list-style-type: none">4.1 choose a destination from strand 1 or 2 and identify what to expect when they arrive there4.2 create a social story using any form of text in preparation for the excursion4.3 participate in mapping routes and identifying modes of transport needed to reach the chosen destination4.4 explore the costs involved in transport, tickets and food for the trip4.5 identify suitable clothing and essential personal items required for the trip and participate in packing a bag4.6 explore relevant travel documents required for local/foreign travel4.7 participate in a real/virtual journey to a foreign country4.8 participate in a sensory experience of that country

Assessment and reporting

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. This short course supports a wide variety of approaches to assessment. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different learning activities such as discussing, making choices, planning, taking action and, at an appropriate level, finding out information. In these contexts, students with their teachers and peers reflect upon and make judgements about their own and others' learning by looking at the quality of particular pieces of work (according to their ability). They plan the next steps in their learning, based on feedback they give and receive. Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this short course.

It is envisaged that students will provide evidence of their learning in a variety of ways, including digital media, audio recordings and written pieces.

Assessment is most effective when it moves beyond marks and grades and reporting focuses not just on how the student has done in the past but on the next steps for further learning. Student progress and achievement in short courses, both in ongoing assessments and in the specific Classroom-Based Assessment relating to this short course will be communicated to parents in interim reporting and in the Junior Cycle Profile of Achievement (JCPA). To support teachers and schools, an Assessment Toolkit is available online. The Assessment Toolkit will include learning, teaching, assessment and reporting support material.

Classroom-Based Assessment

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessment(s) that are set out in the subject or short course specification. Junior cycle short courses will have one Classroom-Based Assessment.

Classroom-Based Assessment: An excursion

This Classroom-Based Assessment is the culmination of the work undertaken in the four strands of the Around the world in eighty days short course. The Classroom-Based Assessment should begin after work in the four strands has been completed.

The planning and preparation for an actual trip to an area in the local or wider community will give the student the opportunity to use skills they have learned throughout the short course. The choice of destination will be an area of interest the student has chosen from strand 1. The student will research and decide on modes of transport, calculate the cost involved and identify essential items required for the excursion. It may require collaboration with others to research, find information, plan and organise the excursion. It builds confidence, develops independent living skills and encourages social interaction with others. It may also provide an opportunity to demonstrate skills in working with digital technology.

Features of Quality

The Features of Quality support student and teacher judgement of the Classroom-Based Assessment and are the criteria that will be used by teachers to assess students' Classroom-Based Assessments.

More detailed material on assessment and reporting in this junior cycle short course, including Features of Quality and details of the practical arrangements related to assessment of this Classroom-Based Assessment, will be available in separate assessment guidelines for Around the world in eighty days.

Inclusive assessment

Inclusive assessment practices, whether as part of ongoing assessment or the Classroom-Based Assessments, are a key feature of teaching and learning in schools. Accommodations, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the Classroom-Based Assessment.

Accommodations which enable all students to access curriculum and assessment are based on specific needs. For example, a student who cannot physically type may use free dictation software to complete ongoing assessments and the Classroom-Based Assessment. Equally, a student who cannot speak may sign/draw/write/type/create visuals and subtitles to present and communicate ideas. A student with a specific learning difficulty may benefit from having learning tasks and activities presented in a different way. Comprehensive guidelines on inclusion in post-primary schools are available [here](#) and guidelines for teachers of students with general learning disabilities are available [here](#).

Appendix A: Level indicators for Level 1 of the National Framework of Qualifications

This short course has been developed in broad alignment with the level indicators for Level 1 of the National Framework of Qualifications.

Descriptor	
Title	Level 1 Certificate
Purpose	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
NFQ Level	1
Volume	Small
Knowledge - breadth	Elementary knowledge
Knowledge - kind	Demonstrable by recognition or recall
Know-how and skill - range	Demonstrate basic practical skills, and carry out directed activity using basic tools
Know-how and skill - selectivity	Perform processes that are repetitive and predictable
Competence - context	Act in closely defined and highly structured contexts
Competence - role	Act in a limited range of roles
Competence – learning to learn	Learn to sequence learning tasks; learn to access and use a range of learning resources
Competence - insight	Begin to demonstrate awareness of independent role for self
Progression & Transfer	Progression to programme leading to a Level 2 Certificate, or at a higher level if appropriate.

