





Junior Cycle Home Economics: Unit of Learning Department Planning			
Year: 2 nd Year	Term: 1	Unit: 1	Duration: 3 weeks (2 x 60 minutes or 1 x 80 minutes and 40 minutes)
Theme: Room to improve			
<p style="text-align: center;">Learning Outcomes</p> <p>3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations</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>3.6 demonstrate ways in which clothing and/or textile household items can be repaired, reused, re-purposed, recycled and upcycled</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 style="text-align: center;">Key Learning</p> <div style="text-align: center;">  Knowledge  Understanding  Skills  Values </div> <p>Uses of textiles in the home</p> <p>Properties of textiles</p> <p>Factors when choosing household textiles</p> <p>Ecological issues with textile production, care and use</p> <p>Ethical issues – human and animal rights</p> <p>Being a sustainable and ethical consumer-repair/reuse/recycle/repurpose/upcycle</p> <p>Room planning – function, form, colour, pattern, texture</p> <p>Design principles – balance and rhythm</p> <p>Factors to consider when room planning</p> <p>Kitchen design</p> <p>Sustainable services to the home</p> <p>Use of technology in the home</p> <p>Factors to consider when buying appliances</p>	<p style="text-align: center;">Assessment</p>	
<p style="text-align: center;">Action Verb</p> <p>Discuss: offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence</p> <p>Apply: select and use information and/or knowledge and understanding to explain a given situation or real circumstances</p> <p>Identify: recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature</p> <p>Describe: develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model</p> <p>Explore: systematically look into something closely; to scrutinise or probe</p>			
Resources			



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers