

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Cluster CPD 2018/2019

Classics



Glossary of Terms

Assessment Task (AT) (Guidelines for the Classroom-Based Assessments and Assessment Task p.16)

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based.

Classroom-Based Assessments (Guidelines for the Classroom-Based Assessments and Assessment Task p.8)

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the Features of Quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of classroom-based assessment the teacher's judgement is recorded for Subject Learning and Assessment Review, and is used in the school's reporting to parents and students.

Features of Quality (NCCA Glossary of Terms)

Features of quality are the statements in the short course/subject specifications that support teachers in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.

Formative Assessment (Framework page35-36)

The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Summative Assessment (NCCA Glossary of Terms)

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated

understanding of that learning by comparing it against agreed success criteria or features of quality.

Junior Cycle Profile of Achievement (Framework page46)

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, Other areas of Learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; the grades which include results from the certificate examinations and the Assessment Tasks.

The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Learning Outcomes and Learning Intentions (NCCA Glossary of Terms)

Learning Outcomes: Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

Learning Intention: A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Success Criteria (NCCA Glossary of Terms)

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Subject Learning and Assessment Review (SLAR) Meetings (Framework page39-40)

In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year groupage

Further information and resources can be found on the JCT Website: www.jct.ie

The assessment information contained in this booklet is mainly extracted from *Junior Cycle English: Guidelines for the Classroom-Based Assessments and Assessment Task* www.curriculumonline.ie

Rationale

A

Western thought and society has developed in diverse directions over the past two millennia but the classical world of ancient Greece and Rome remains its central well-spring. This makes Classics an important and exciting area of study today. The surviving body of Greek and Roman literature and material evidence provides us with a portal through which we can investigate, experience and reflect on the challenges and innovations, the ideas and ambitions of these seminal civilisations, without which our world would not be as it is today.

There are two ways through which a study of Greece and Rome can be initiated. The first is through the classical languages of Ancient Greek and Latin. The other is through the study of classical texts in translation. Both allow immersion in a diverse range of fields and disciplines, including mythology, literature, language, history, drama, philosophy, politics, society, art and architecture.

B

Through learning a classical language, we can appreciate its effectiveness as a means of communication between people in a society long ago, a society that is surprisingly recognisable but also in many ways different from our own. We can explore the language as a system, comparing its structures, forms and modes of expression with our own, and identify the Greek or Latin roots of words in current usage. We can evaluate its beauty and significance as a medium for the creation and development of major literary genres and key areas of intellectual endeavour, such as epic, lyric and dramatic poetry, history, oratory, philosophy, religion and mathematics. Students on the Classical Language pathway will develop an appreciation of the unique role that language plays in transmitting a picture of a society and how language reveals people's beliefs, values and expectations.

C

Studying classical sources in translation allows us explore the Greek and Roman worlds with a different emphasis. The Classical Studies pathway facilitates examination of a broad set of texts and enables a balanced evaluation of the contribution of different types of sources to our understanding of the ancient world, including art, architecture and archaeology. Students encounter some of the most striking, influential and engaging figures of Greek and Roman history and myth, and fine examples of classical art and architecture. They develop a picture of the classical world by studying epic, historical, dramatic and philosophical works in translation. They also engage with various aspects of ancient visual and material cultures, as they explore how the physical environment in which Greeks and Romans lived reveals their ideas, their ambitions and way of life.

D

Classics also stimulates learners to reflect on the 'human condition' and to question their own cultural heritage and capital, helping them become more informed and active local, national, and global citizens. Classical antiquity has bequeathed to us a great legacy of works that engage in striking, original and memorable ways with a wide range of abiding human dilemmas. The classical world as reflected in its poetry, literature, philosophy, art and architecture

provides a manageable microcosm for the exploration of our own attitudes and ideologies. Being distant and yet close, because we owe so much to them, the ancient Greeks and Romans offer a compelling mirror to our own society.

Classics can bring joy and satisfaction in its study and there is an intrinsic pleasure in engaging with the topic. As a subject it nourishes and develops the imaginative and creative side in students, as well as stimulating empathy and self-reflection. Importantly, through engaging with the past, students develop an appreciation of the need to preserve and transmit it to future generations, in its own right and as a foundation for the present.

Aim

This Classics specification aims to contribute to the development of an appreciation of the civilisations of the ancient Greek and Roman worlds and the ancient Greek and Latin languages. The specification encourages student self-expression, promotes self-esteem and self-reflection, fires their imagination, encourages multicultural sensitivity, and therefore, supports the development of the whole person.

Students will develop the knowledge, skills and understanding necessary to engage with these unique civilisations, and in doing so, they will develop the visual literacy, critical skills and language competencies necessary to engage with today's diverse world.

Having read the Rationale and Aims what is the key message for you?

How does the Rationale and Aim help support your hopes for your students?

Statements of Learning

Below are the Statements of Learning from *the Framework for Junior Cycle 2015* that are linked to the Classics Specification.

The statement
SOL 2: The student listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to his or her ability.
SOL 3: The student creates, appreciates and critically interprets a wide range of texts ¹
SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision making
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
SOL 8: The student values local, national and international heritage, understands the importance of the relationship between the past and current events and the forces that drive change.
SOL 16: The student describes, illustrates, interprets, predicts and explains patterns and relationships.
SOL 23: The student brings an idea from conception to realisation.

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Place the Statements of Learning in order of most to least frequent in terms of how they could be present in the classics classroom:

¹ Texts can be, for example, an inscription; an excerpt from a myth, epic or tragedy; a piece of graffiti; visual images and narratives. (footnote taken from specification)

KEY SKILLS

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

- Using language
- Using numbers
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

- Being curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding



Key Skill	Example of Key Skill element	Examples of associated student learning activities	Your examples
<i>Being Numerate</i>	Developing a positive disposition towards investigating, reasoning and problem-solving	Through engaging in meaningful and relevant research and reflecting on cultural representations and structures, students learn the benefits and experience the satisfaction associated with a systematic, logical and disciplined approach to investigation, reasoning and problem-solving.	
<i>Being Literate</i>	Developing my understanding and enjoyment of words and language	Students will deepen their language awareness through detailed enquiry into texts in a variety of forms. They will become more confident language users by expanding their vocabulary and learning the etymology of words. They will explore key words and terms from a variety of disciplines, such as literature, geography, history, philosophy, politics, art and architecture.	
<i>Managing Myself</i>	Being able to reflect on my own learning	Students learn to identify and reflect on personal strengths and weaknesses, consider their choices and decisions, seek help and be open to feedback in a way that facilitates revision and improvement. This will encourage students to take ownership of subject specific skills, concepts, and attitudes, and allow them to continuously develop and grow their abilities and interests.	
<i>Managing information and thinking</i>	Thinking creatively and critically	Through epic, drama and other mythical and historical narratives, students explore the development and representation of character. They use appropriate critical vocabulary to evaluate and creatively respond to visual and verbal information, as they imagine, explore, explain, comment, summarise or refashion what they have heard, viewed or read.	
<i>Being Creative</i>	Learning Creatively Imagining	Students can let their imagination run wild across many disciplines and activities, whether trying to reconstruct a building from its ruins, viewing daily life from the perspective of a Roman teenager, or staging a mythical scene.	

<i>Communicating</i>	Discussing and debating	Students enjoy frequent opportunities to share, discuss and debate ideas on characters, values, attitudes, events and themes, and will learn to adopt a point of view and defend it responsibly and persuasively.	
<i>Working with Others</i>	Respecting difference	Students will learn to negotiate relationships with peers and teachers during group and collaborative activities. They will spend time actively listening to each other and sharing ideas honestly and sensitively; they will learn to respect and include the views and ideas of others.	
<i>Staying Well</i>	Being positive about learning	Students will engage in diverse, stimulating and meaningful learning activities and tasks that will inspire them and awaken their curiosity and enthusiasm for further study in classics and instil in them a positive disposition to learning and growing as a person.	

Student-Centred Learning

“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”

Classics Specification, page 3

What might student centred learning look like in the junior cycle classics classroom?



Reflection



- How does this approach to planning place the student at the centre of our teaching, learning, and assessment?

- How was this evident in the experience we explored earlier?

Overview of the strands

Strand 1: Core component

In this strand, students will become familiar with key aspects of Greek and Roman culture by exploring mythical storytelling and examining the realities of daily life in the ancient world.

A selection of **myths** gives students an insight into the values, ideologies and customs of a culture and provides them with a unique context to explore important questions in an exciting and non-threatening context. Myths evoke questions about right and wrong and about the meaning of life; they reflect the hopes, fears and ambitions of civilisations. They are powerful in helping students recognise patterns in language, stimulating their powers of imagination and creativity, providing them with problem-solving and decision-making examples, and assisting them in developing skills in dialogue and collaboration.

The **daily lives** of the Greeks and Romans provide another accessible window into these ancient civilisations; their lives can be explored through a rich and varied set of sources, from architecture and artistic representations to graffiti and literary texts. Students will examine how people were educated, their daily rituals and routines, how individuals of different social status and gender fared in society, and the relationships between humans and the divine.

Understanding the contexts in which myths are created and gaining insights into the daily lives of people in the ancient world will help shape student's ability to interrogate and appraise their own values and attitudes, thus becoming more reflective in their relationships and more aware of their responsibilities towards others and as citizens of a community.

Opportunities for learning:

Strand 2: Classical studies component

In this strand, students learn about public life in the ancient world by examining the social dynamics of Greek epic and exploring how the public space of the city of Rome reflects Rome's status as capital and emblem of an Empire.

In ***The world of Achilles***, students investigate Homer's representation of a conflict among Greek leaders and these leaders' war against the city of Troy in the *Iliad*. Reading key sections of Homer's magnificent epic, students reflect on the decisions, actions and emotions of the hero Achilles. They compare Achilles to other heroes – both from the *Iliad* and the world of today – and contrast his anger with other ancient responses and with their own values and attitudes.

Through this lens, they investigate a 'heroic' code of behaviour in which aspirations to excellence, honour and fame are balanced by the need for dignity and compassion and the recognition of suffering, human cost, and mankind's mortality. Students will familiarise themselves with Homer's peculiar poetic devices and techniques, the mythical stories and places associated with the Trojan War; the *Iliad's* intricate plot and its cast of characters, which they also investigate through visual sources.

In ***Rome, centre of an empire***, Rome's grand and complex urban landscape gives students a lens into the public life, history and politics of a people who, between the 2nd century BC and 3rd century AD, conquered and held an empire stretching from the Irish Sea to the Persian Gulf. Students become familiar with key types of Roman public architecture and they study in depth three buildings, structures or sites, selected from Rome's plethora of administrative centres, leisure buildings, military structures and commemorative monuments. They explore these buildings' functions and imagine themselves as visitors at an historical event associated with them, such as a triumphal procession, a festival or gladiatorial games.

They investigate the Roman statesman or Emperor who commissioned them, and the practical and ideological reasons for their construction. Thus, they gain an impression of how the Romans shaped their metropolis into a capital that showcased their power and wealth and consider how this legacy is readily available for them to explore in their own home towns and cities. Studying key aspects of public life in the ancient world will help shape students' ability to interrogate the dynamics of modern society and their own social and physical environment.

Opportunities for learning:

Strand 3: Classical language component

Students taking this strand learn either **Latin or Ancient Greek**, and through it gain access to the literature, thought and history of a civilisation at the roots of western culture. They learn to read, analyse and appreciate Latin or Ancient Greek texts, focusing on both the literary sphere of myth and the historical reality of daily life. They investigate many different kinds of texts, from stories, poems and staged dialogues to inscriptions, speeches and historical accounts. By translating, interpreting and creating these diverse texts, students engage in activities that help them appreciate Latin or Ancient Greek as a language which was spoken, heard and written by real people to communicate with each other. They learn a language which has had a fundamental influence on western modern languages but which is substantially different from them. Comparison, systematic analysis, logical deduction and etymological association are therefore intrinsic parts of this strand. In addition to offering students the opportunity to enjoy the language of the Ancient Greeks or Romans, this strand also builds their confidence in their native and other languages, as well as strengthening analytical skills valuable to other subjects.

Opportunities for learning:

Reading narratives and exploring representations

Students will explore the ancient Greek and Roman societies through the lens of their texts, literature and language, and through their art, architecture and material culture.



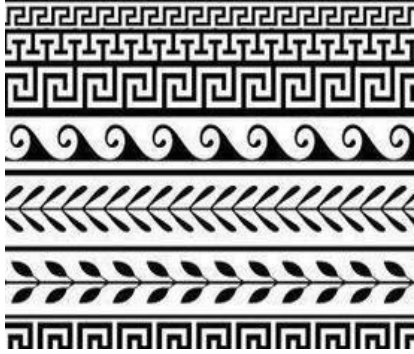
....examine their nature, characteristics and value, and investigate how they represent and narrate the (his)stories of communities and individuals...together, they allow students develop an understanding of how a culture functions, evolves, thrives, and interacts with others.

What aspects of this element stand out to you as you read through it?

How would you bring this element to life over the three years of junior cycle in your classroom?

Exploring structures, patterns, values and ideas

Students will engage in learning activities that encourage them to consider the 'deep structures' of Greek and Roman culture, as they emerge from the narratives and representations they study. These structures include key beliefs and expectations, duties, relationships and social expectations; the motifs, themes and messages of stories; the modes, categories and patterns of language.



Students discover what they can learn about how a society functioned by interrogating the myriad of structures, behaviours and connections that they encounter and relate them to their own experience and their own world.

What aspects of this element stand out to you as you read the description?

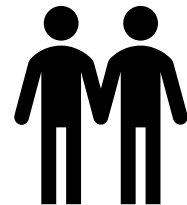
How would you bring this element to life over the three years of junior cycle in your classroom?

Reflection

- Can you see the opportunities presented by the new course?



- Can you identify any challenges that it may present?



- What aspect of the specification excites you most?



The Hero's Journey



Can you see any elements of the Hero's journey in the myth of Theseus and the Minotaur?

Explore which of the motifs is most evident in this retelling.

Glossary of Action Verbs²

Action verbs	Students should be able to
Assess	estimate the value, importance or quality of
Compare	give an account of the similarities or differences between two (or more) items or situations, referring to both (all) of them throughout
Create	to bring something into existence; to cause something to happen as a result of one's actions
Debate	A formal discussion about a concept or a particular matter in which opposing arguments are put forward
Deduce	reach a conclusion from the information given
Describe	tell or depict in written or spoken words; to represent or delineate by a picture or other figure
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
Evaluate (information)	collect and examine information to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of information in conclusions; make judgments about the ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Examine	consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction
Explain	give a detailed account including reasons or causes
Explore	systematically look into something closely; to scrutinise or probe
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Illustrate	use drawings or examples to describe something
Investigate	analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information

² Taken from appendix 2 of the classics specification.

Action verbs	Students should be able to
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Use	apply knowledge, skills or rules to put them into practice

Portfolios

What kinds of things could a first year Classics Student collect in a portfolio?

In what ways do you think a portfolio could support your classics students in each of the following areas:

PROCESS:

PROGRESS:

PRODUCT:

Examples of Items that could be collected in a portfolio by students undertaking the language strand

A song or mnemonic to help remember verb endings or case meanings.

Word families to help with recognising Latin vocabulary and/or English etymology.

A commentary on the language of an authentic piece of literature studied in the classical language .

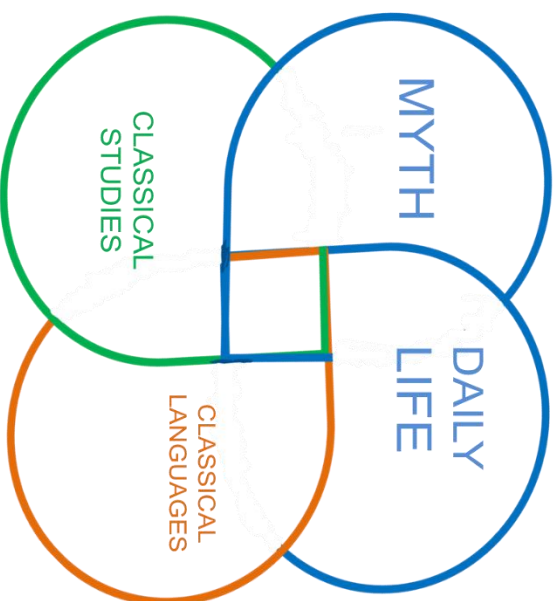
A dialogue in the classical language.

A commentary on the language of an authentic piece of literature studied in the classical language.

A comic strip on a chosen topic.

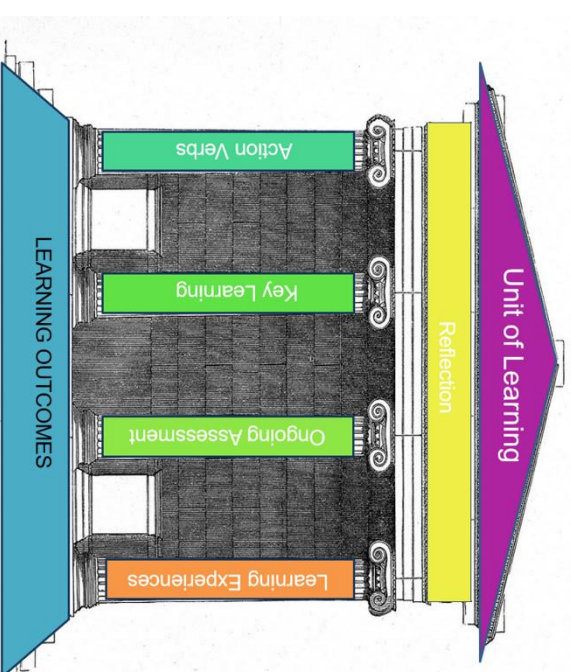
There are some blank post-its below. Can you add extra examples for students undertaking Strand 3 or Strand 2





Suggested ways to group Learning Outcomes for a Unit of Learning

- Consider the stage the students are at in their learning journey.
- Consider possible themes to focus your selection.
- Look for meaningful integration across the strands and elements.
- Plan for meaningful and stimulating learning experiences.



Things to consider when planning a Unit of Learning

- **Learning Outcomes** – Why have you selected these learning outcomes? Is there a link to other outcomes across the specification?
- **Action verbs** – What is the definition of the action verb? What exactly is the verb asking students to do?
- **Key learning** – Consider the age, stage, and prior knowledge of the group you are planning for – what are they key things they should know/understand by the end of this unit?
- **Assessment opportunities** – Consider your action verbs and key learning, how will you know students have achieved this learning?
- **Learning experiences** – what kinds of things could you do in your classroom to facilitate your key learning and assessment opportunities?

Suggested Unit of Learning Planning Template

Year _____ Term _____

Learning Outcomes

Breakdown of Action Verbs

Key Learning for Students

Assessment Opportunities

Possible Learning Experiences

Resources

Reflection



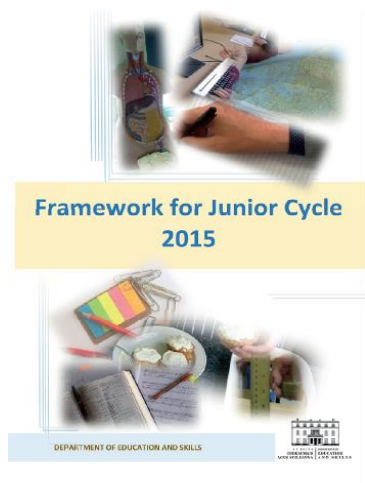
Reflection



- ◆ What benefits are there to collaboratively planning units?

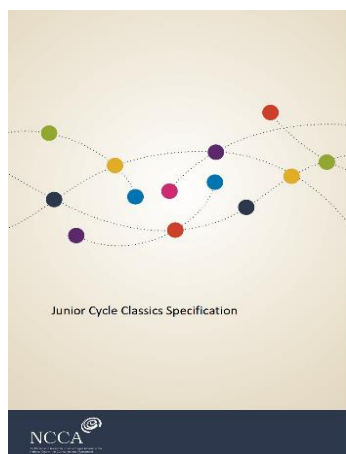
- ◆ What steps can you take to plan collaboratively with other teachers?

Links to helpful documents



Framework for Junior Cycle 2015

<https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>



Classics Specification

<https://www.ncca.ie/en/resources/draft-junior-cycle-classics-specification>



NCCA Focus On Learning Toolkits

<https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>



Key Websites from Our Day



On the NCCA website www.curriculumonline.ie website you will find the new *subject specifications*, *Assessment Guidelines* and *annotated examples of students' work* as they are developed.

English

Welcome to Junior Cycle English.

The curriculum sets out clear expectations for students, across the three integrated strands of oral language, reading and writing. To access the [curriculum specification](#), [assessment guidelines](#), [examples of student work](#), and the [text list](#), click on the graphic below.

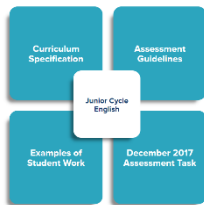
UPDATE: December 2017 Assessment Task and stimulus materials are available [here](#).

Revised key dates (CfAs) and Assessment Task for student cohort 2015 - 2018 (current third years) are available [here](#). **Key dates** for student cohort 2016 - 2019 (current second years) are available [here](#). **SLAR meetings** - to view a review meeting in action, [click here](#) and log in.

The Junior Cycle English text list has been extended to one further cohort of students (2017 - 2020). The circular confirming this is available [here](#).

Text List: to suggest a text for Junior Cycle English, click [here](#).

Click on graphic below:



On the NCCA website <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting> you will find the *Assessment Toolkit* for Junior Cycle. The toolkit includes a range of assessment supports, advice and guidelines that will enable schools and teachers to engage with all aspects of assessment system (including SLARs) in an informed way, with confidence



www.jct.ie is the home website for the Junior Cycle for Teachers support service. A landing page of Classics will bring you too all resources developed by JCT to support teachers with the new Classics Specification.

Notes