

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

In School Support 2019/20

Jewish Studies



GLOSSARY OF TERMS

Classroom-Based Assessments (CBA)

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 the 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

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the student work.

Formative Assessment

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 meaningful 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.

Junior Cycle Profile of Achievement

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; and SEC grades which include results from the state-certified written and practical examinations. 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 Intentions and Learning Outcomes

Learning Intention:

A learning intention for a lesson or a 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.

Learning Outcome:

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

Subject Learning and Assessment Review (SLAR)

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 Assessments undertaken by the particular year group.

Success Criteria

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.

Summative Assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or 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.

Unit of Learning

A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit

Key Skills of Junior Cycle



www.juniorcycle.ie

Key Skills Activity

Question: Consider the elements within the *Eight Key Skills*, pick an element within one of the key skills and create an example of associated student learning

Key Skill	Example of Key Skill Element	Examples of Associated Student Learning Activities

Rationale

In the junior cycle, Jewish Studies contributes to the students' growing understanding of the social, cultural and religious influences that have shaped the world they live in.

In the context of an increasingly diverse world, it is important that young people have an understanding of a variety of cultural and religious traditions encountered not just in Ireland but in Europe and the wider world too. Jewish Studies promotes an understanding and appreciation of Judaism in all its diversity and how it has shaped and been shaped by events over time.

In addition, Jewish Studies contributes to the development of important skills for learning and for life, such as skills of historical and literary investigation, skills of critical and comparative thinking, collaborative learning skills and skills for intercultural living.

Jewish Studies provides opportunities to engage in learning across a broad range of topics on which students can also bring their own questions and experience to bear.

Aim

Jewish Studies aims to enable students to broaden their historical, literary, cultural and religious knowledge and understanding, to foster an understanding of and respect for Judaism and its contribution to the western world, and to promote some of the skills and attitudes that are important for intercultural living.

Statements of Learning

Statement of Learning	Examples of Relevant Learning
SOL 3: Creates, appreciates and critically interprets a wide range of texts	Students will engage with a wide range of texts in narrative and aesthetic forms and explore their significance for Jewish people.
SOL 6: The student appreciates how diverse values, beliefs and traditions have contributed to the communities and culture in which she/ he lives	Students will learn how Judaism and Jewish people have contributed to Irish life and to the development of western culture.
SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change	Students will learn how Judaism has evolved and been shaped by key events, people and places and how Judaism has influenced and been influenced by wider culture and historical events.
SOL 24: The student uses technology and digital media tools to learn, work and think collaboratively and creatively in a responsible and ethical manner	Students will use technology to research and present their learning.
SOL 16 The student describes, illustrates, interprets, predicts and explains patterns and relationships	Students will examine the relationship between key events in Jewish history and the impact of these events

Question: Considering the Statements of Learning, which one would you be most excited in bringing to life in the Junior Cycle Jewish Studies Classroom?

Action Verbs

Action Verbs Linked to the Learning Outcomes

Action Verb	Definition
Compare	give an account of the similarities and/or differences between two (or more) items, perspectives or positions, referring to both/all of them throughout
Construct	bring together different elements to make something whole
Create	bring something into existence; cause something to happen as a result of one's actions
Demonstrate	prove or make clear by reasoning or evidence; illustrating with examples or practical application
Describe	give an account, using words, diagrams or images, of the main points of the topic
Discuss	examine different concepts, perspectives or opinions on a topic and then come to their own conclusion/viewpoint, supported by appropriate evidence or reasons
Examine	enquire into/look closely at an argument or concept in a way that uncovers its origins, assumptions and relationships
Explain	Implies more than a list of facts/ideas. The reasons or cause for these facts/ideas must also be given
Explore	systematically look into something closely for the purpose of discovery; to scrutinise or probe
Identify	recognise and state briefly a distinguishing fact or feature
Investigate	observe, study, or make a detailed and systematic examination, in order to establish facts and provide supporting evidence for conclusion
Present	show something for others to examine
Research	find suitable information, sort, record, analyse and draw conclusions
Trace	set out the development of a thought, belief, practice, event, etc. in a chronological manner

**note the action verbs in red are not in the Jewish Studies specification glossary but have been defined here from other Junior Cycle specifications*

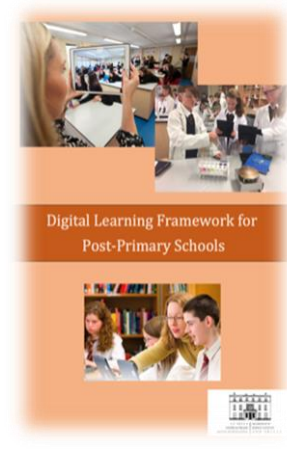
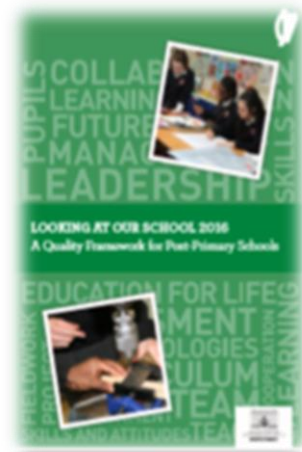
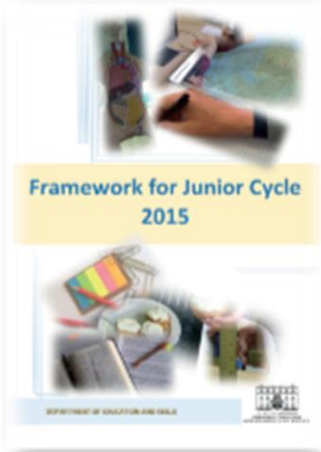
Planning for Jewish Studies



Key Document

Jewish Studies Specification
<https://www.curriculumonline.ie>

Other Key Documents



Websites



www.jct.ie



www.curriculumonline.ie



www.ncca.ie

Junior Cycle for Teachers (JCT) Support Service
A Department of Education & Skills Schools' Support Service

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