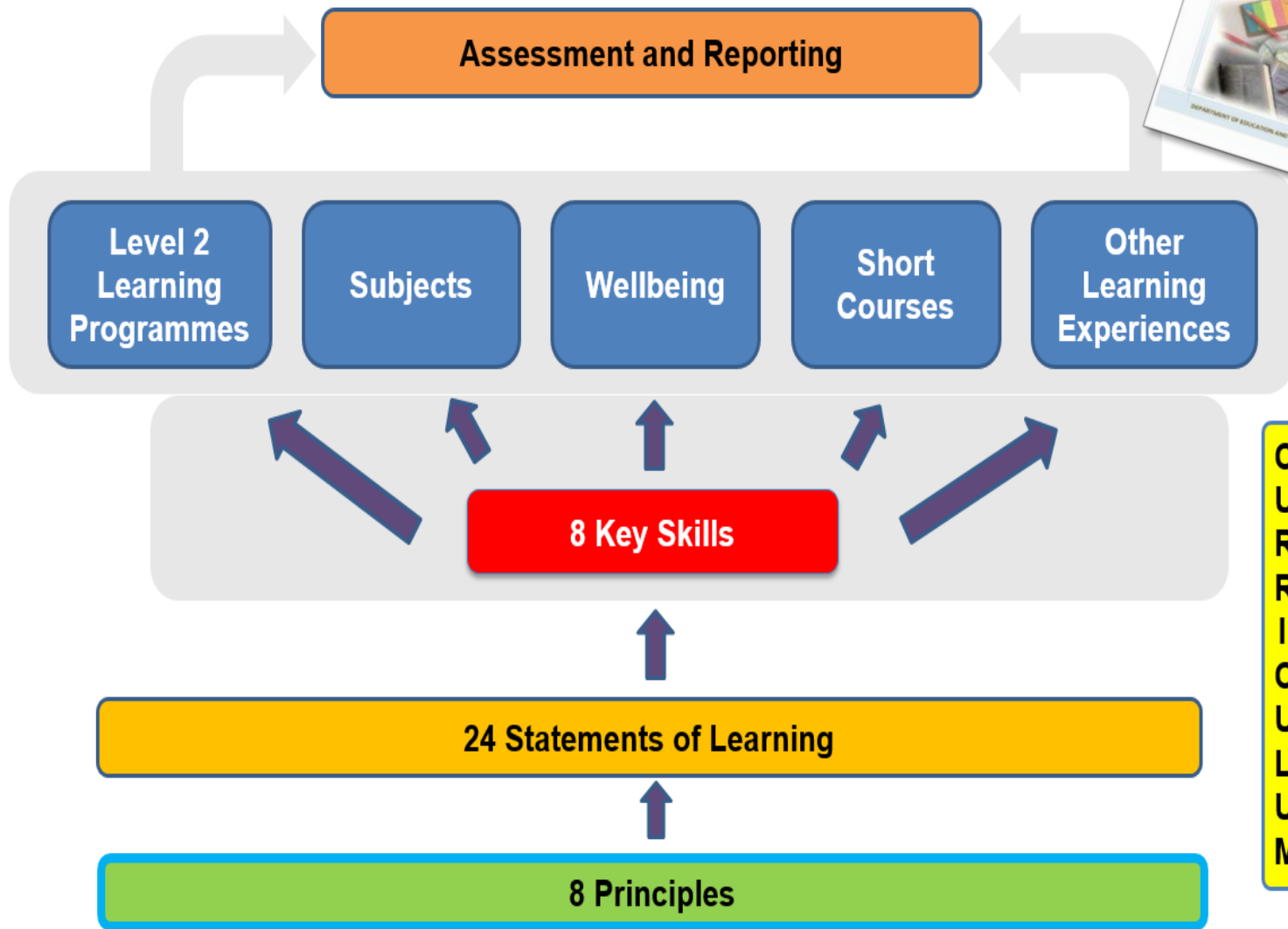
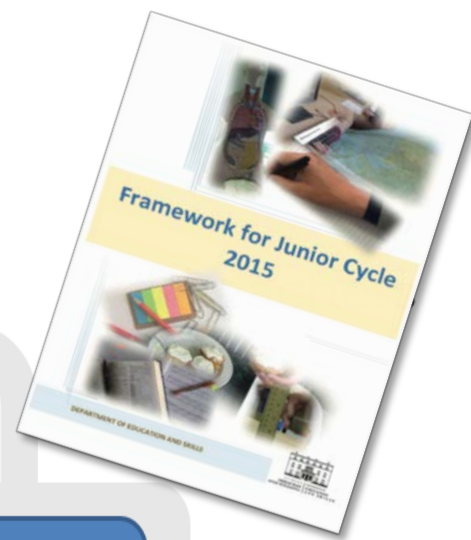
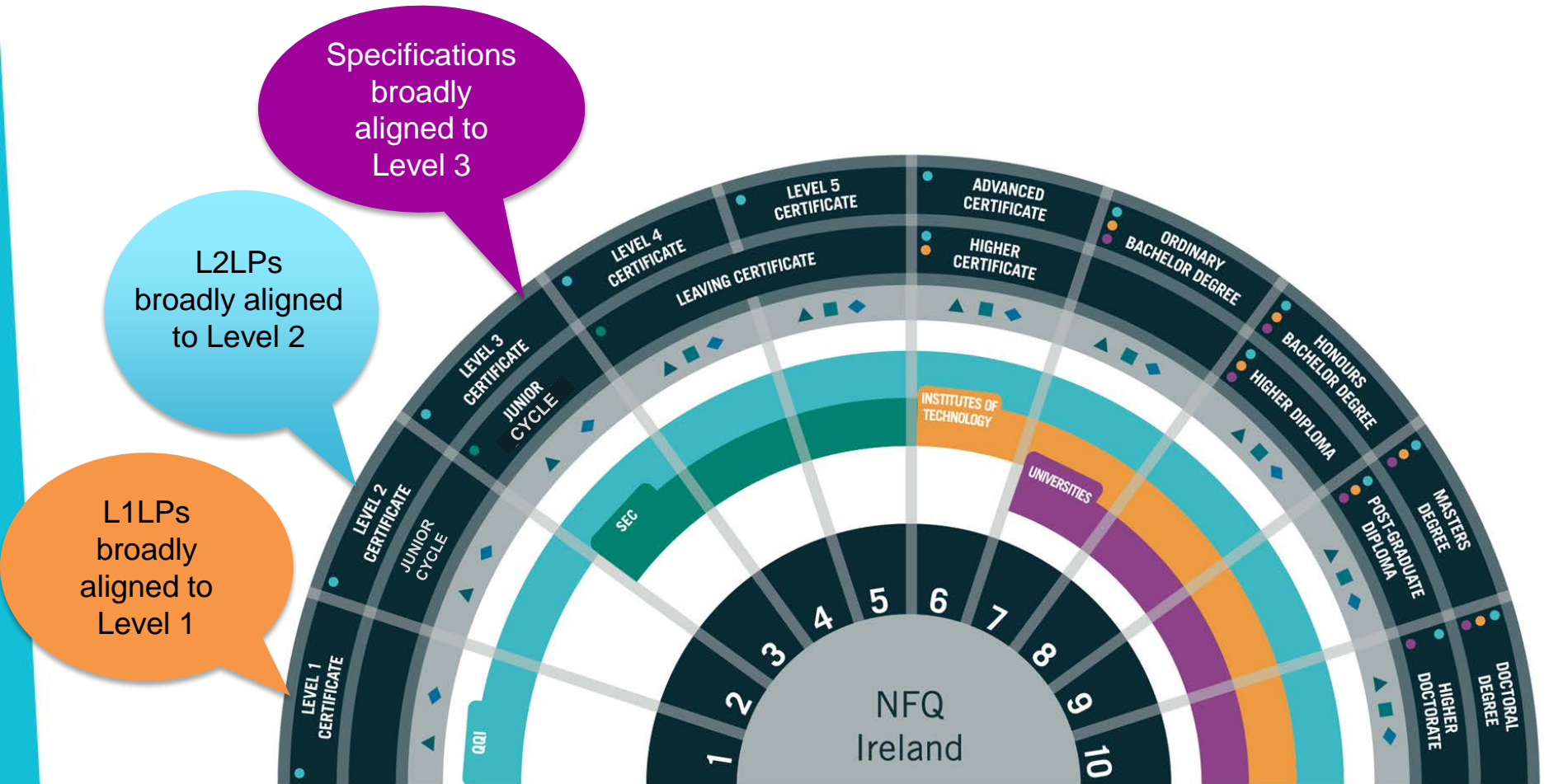


Structure of the Junior Cycle



CURRICULUM

National Framework of Qualifications



Who are L2LPs designed for?

Learners with a low mild to high moderate learning disability



'The special needs of these children is such as to prevent them from accessing some or all of the subjects and short courses on offer at junior cycle that are broadly aligned with Level 3 NFQ.'



A Framework for Junior Cycle 2015

Who are they for?

Low Incidence:

Physical Disability

Hearing Impairment

Visual Impairment

Emotional disturbance and/or behaviour problems

High Moderate General Learning Disability

Severe or Profound General Learning Disability

Autism/Autistic Spectrum Disorder (ASD)

Specific Speech and Language Disorder

Pupils with Special Educational Needs Arising from an Assessed Syndrome

Multiple Disability

High Incidence:

Low Mild General Learning Disability

Borderline Mild General Learning Difficulty

Specific Learning Disability
Dyslexia
Dyscalculia
Dyspraxia etc.

Why is the introduction of L2LPs important?

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers



Age appropriate structured programme

Realistic and relevant Learning Outcomes

Meaningful Learning Experiences that will be of *real* benefit

Junior Cycle Profile of Achievement

What are Level 2 Learning Programmes?

- There are 5 Priority Learning Units
- 250 hours for each PLU
- Each PLU focuses on developing the **social, personal** and **pre-vocational** skills that **prepare students** for further **study, for work and for life**

Communication and Literacy

Numeracy

Personal Care

Living in the Community

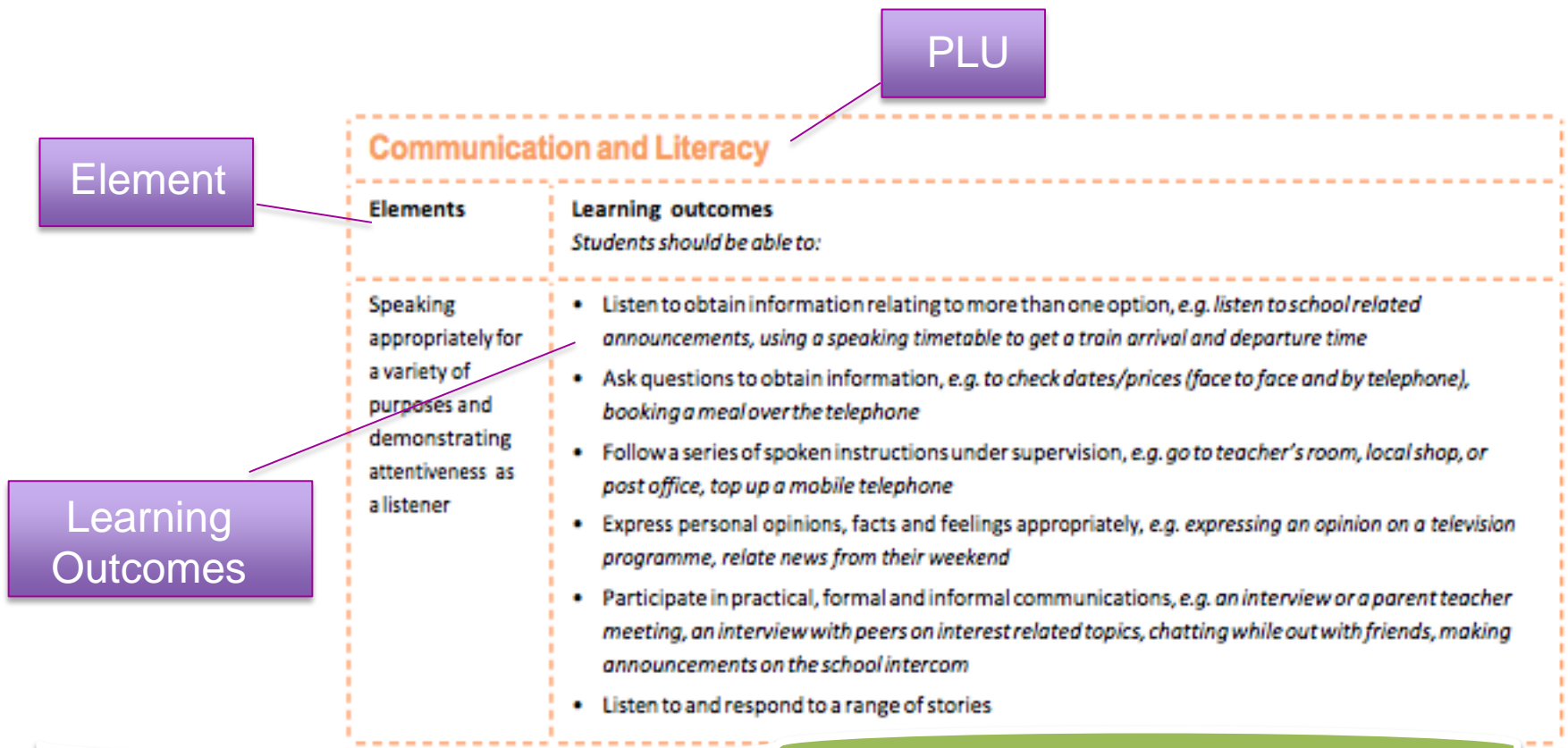
Preparing for Work

Plus 2 Short Courses

Makes up 60% of a students timetable

Priority Learning Units

Each Element has a number of Learning Outcomes



Majority of learning outcomes to achieve element. All elements to achieve priority learning unit. That Priority Learning Unit will then be on the JCPA.

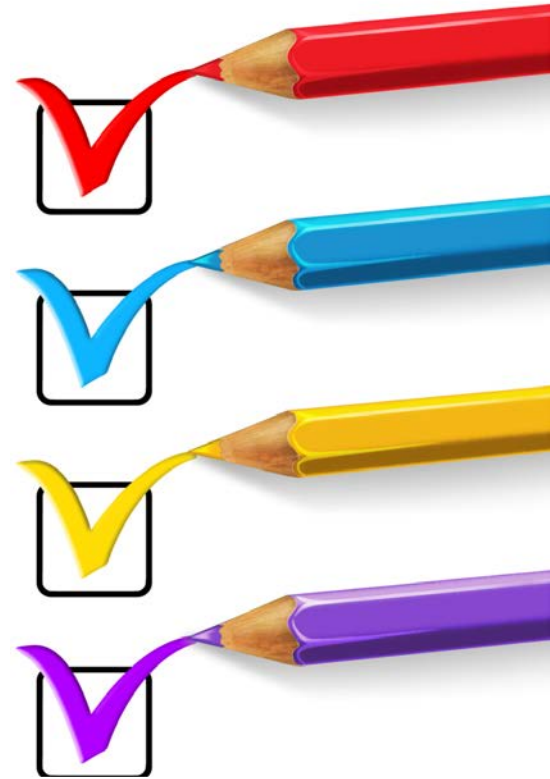
Assessment of PLUs

Assessment of PLUs is school based

A portfolio of evidence will be created by students completing the L2LPs

Grading of content completed in PLUs is on the basis of **ACHIEVED**.

All students who have completed part of or all of the Level 2 receive a JCPA that reports on the content completed.



In School group:

**Reflection: how do students currently show what they know?
How is it managed?**

Gathering Evidence



Worksheet

- writing
- art

Audio



Video: diary, action, role play,
presentation

Photograph



Methods of storing/ collating evidence

- Folder Portfolio
- Artefacts
- E-portfolio



In School group:

Reflection: what evidence do you collect at the moment?
How is it managed?

COMMUNICATION AND LITERACY

A1/2/3 - Listen, ask questions, follow instructions
A4 - Express opinion (review)
A5 - formal/informal communication
B5 - follow non-verbal instructions
C1 - read common/personally relevant words
C3 - interpret menus/recipes/reviews
C4 - find key information
C5 - reading strategies
D1/2/5- write a menu/review
F8 - use ICT for above
F11 - send invites/recipes by email

PERSONAL CARE

B1 - food groups
B2 - food and diet
B3 - consequences of good diet
B4 - prep of healthy meals
B5 - identify safe practices and food prep/storage
B6 - use food hygiene and safety practices
C5 - food and health
C6 - lifestyle choices and health
E1 - safety risks in kitchen
E4 - response to safety risk

PREPARING FOR WORK

A1 - set learning goals
A3 - implement plan
A4 - review performance
B2 - three employment opportunities
D1 - identify safe practices
D2/3 - use tools appropriately
D5 - self-protection at work
D6/7 - Identify fire exits and instructions for drill
E1 - 9 Work related activity: lunch for parents/school cafe

Q1. Which subject teachers could incorporate these Learning Outcomes into their lessons?
Q2. How could you work together to facilitate this learning for the student at Level 2?

Cross-curricular:
COME DINE WITH ME
A project that encourages students to cook simple snacks/meals for themselves, their peers and their parents.

Includes discussion on food and healthy living, designing a menu, shopping, preparing, presenting and reviewing.

NUMERACY

A1 - recognize coins
A2 - Pay for an item
A3 - Explain a shopping receipt
A6 - Plan a budget
A7 - save a small amount of money
C1 - use temperature keywords
C2 - Identify instruments of indicating temp
C3 - Locate temp on cooker
D1-5 - Weight/Capacity
J1-2 - Time

LIVING IN THE COMMUNITY

A6 - participate cooperatively
C2 - familiar places in community
E5 - signs and symbols on labels
E6 - write/say complaint in mock situation

KEY SKILLS

- Being creative
- Managing Information and Thinking
- Managing Myself
- Communicating
- Working with Others
- Staying Well
- Being Literate and Numerate

A Brief Assignment Brief -

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

As a group:

Create a menu – starter, main, dessert

Decide who will do which course?

As an individual:

Write a shopping list for ingredients.

Buy the ingredients.

Store the ingredients.

Make your course following a recipe.

Take a photograph of your meal.

Set the table.

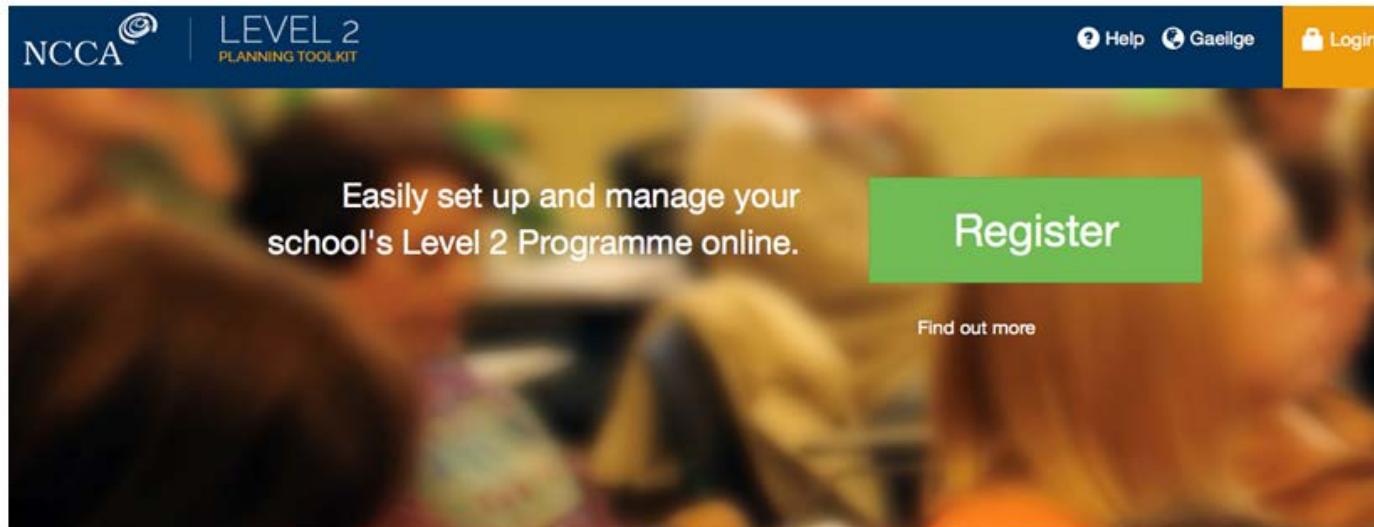
Serve your course.

Evaluate each course.

Reflect on what skills you used in this project.

– which learning outcomes could you assess?

Online Planning and Record Keeping Tool



NCCA | LEVEL 2 PLANNING TOOLKIT

Help Gaeilge Login

Easily set up and manage your school's Level 2 Programme online.

[Register](#)

[Find out more](#)



Using PLUs in the classroom

A range of activities demonstrating how to use and assess the PLUs in the classroom.



Guidelines for teachers

Download the Level 2 Learning Programmes Guidelines for Teachers.



Sample learning programmes

These sample learning programmes primarily describe the PLUs for each learner.

Short Course Options

There are two NCCA-developed Short Courses available online

Schools can develop their own Level 2 Short Courses

Adapt

- Level 2 Short Courses
- Level 3 Short Course
 - FETAC course
- Another schools own short course

Short Course

**A Personal Project:
Caring for Animals**

Level 2

Specification for Junior Cycle

Short Course

Forensic Science

Level 2

Specification for Junior Cycle

Examples of other school-developed Level 2 Short Courses

Short Course

**Enterprise in
Animation**

Level 2

Specification for Junior Cycle

Grow it, Cook it,
Eat it

Water, Water
Everywhere

Music and Drama
in my Life

Where am I from,
Where am I going?