

Junior Cycle Science Learning Outcomes

	Nature of Science	Earth and Space	Chemical World	Physical World	Biological World
Investigating in Science	<ol style="list-style-type: none"> Students should be able to appreciate how scientific work and how scientific ideas are modified over time. Students should be able to recognise scientific questions that are unanswered for scientific, technological, social, cultural, legal, economic, and industrial and consumer organisations for investigating phenomena. Students should be able to design, plan and conduct investigations, establish how reliability, accuracy, precision, fairness, safety, ethics, and collection of scientific equipment have been considered. Students should be able to produce and report data systematically, quantitatively, critically, evaluate data to identify patterns and relationships, identify anomalous observations, draw and justify conclusions. Students should be able to review and reflect on the skills and thinking used in carrying out investigations, and work that learning and skills in solving problems in scientific contexts. 	<ol style="list-style-type: none"> Students should be able to describe the relationships between various celestial objects including planets, asteroids, comets, moons, stars, solar systems, galaxies and space. Students should be able to explore a scientific model to illustrate the origin of the universe. Students should be able to interpret data to compare the Earth with other planets and moons in the solar system, with respect to properties including mass, gravity, size, and composition. 	<ol style="list-style-type: none"> Students should be able to investigate whether mass is conserved when physical and chemical changes take place. Students should be able to describe and use models to describe the atomic nature of matter, demonstrate how they provide a simple way to account for the conservation of mass, changes of state, chemical change, chemical change, mixtures, and their separation. Students should be able to describe and model the structure of the atom in terms of the nucleus, protons, neutrons and electrons, comparing mass and charge of protons, neutrons and electrons. Students should be able to classify substances as elements, compounds, mixtures, metals, non-metals, acids, bases, gases and solutions. 	<ol style="list-style-type: none"> Students should be able to select and use appropriate measuring instruments. Students should be able to identify and measure distance, length, mass, time, temperature, area, volume, density, speed, acceleration, force, potential difference, current, resistance, electrical power. 	<ol style="list-style-type: none"> Students should be able to investigate the structure of animal and plant cells and relate them to their functions. Students should be able to describe asexual and sexual reproduction, explore patterns in the inheritance and variation of genetically controlled characteristics. Students should be able to outline evolution by natural selection and how it explains the diversity of living things.
Systems and Interactions	<ol style="list-style-type: none"> Students should be able to describe and use a model of the Earth-sun-moon system to describe predictable phenomena observable on Earth, including seasons, day length, and phases of the sun and moon. Students should be able to describe the cycling of matter, including that of carbon and water, illustrating both biological and atmospheric phenomena. 	<ol style="list-style-type: none"> Students should be able to use the Periodic Table to predict the uses of atoms in compounds or free elements. Students should be able to investigate the properties of different materials including electrical conductivity, melting points and boiling points. Students should be able to investigate the effect of a number of variables on the rate of chemical reactions including the production of carbon dioxide and other products. Students should be able to investigate the relations between acids and bases and indicators and pH scale. 	<ol style="list-style-type: none"> Students should be able to investigate patterns and relationships between physical phenomena. Students should be able to discuss the historical and technological applications of physics in terms of scientific, social and environmental issues. Students should be able to design and build simple electronic circuits. 	<ol style="list-style-type: none"> Students should be able to describe the structure, function, and interactions of the organs of the human, animal, invertebrate and invertebrate systems. Students should be able to conduct a simple study to measure and investigate the absorption, assimilation and translocation of nutrients within specific habitats and communities. Students should be able to evaluate how human health is affected by internal factors and environmental factors including nutrition, disease, stress, exercise, the use of drugs, organisms in human health. 	
Communicating in Science	<ol style="list-style-type: none"> Students should be able to collect, record, collate and present information including secondary data, understanding that a source may not be valid or clear. Students should be able to express and communicate their research and investigative findings in a variety of ways, if for personal and academic, using relevant materials, terminology and representations. Students should be able to evaluate locally sourced equipment concerning science and technology. 	<ol style="list-style-type: none"> Students should be able to discuss different energy sources, formulate and communicate an informed judgement of what the current and future energy needs on Earth can be met. 	<ol style="list-style-type: none"> Students should be able to consider chemical reactions in terms of energy, using the terms endothermic, exothermic, and activation energy, and use simple energy profile diagrams to describe energy changes. 	<ol style="list-style-type: none"> Students should be able to explain energy conservation and energy processes in terms of energy changes and transfer. Students should be able to design, build, and test a circuit that transforms energy from one form to another in order to perform a function, describe the energy changes and state of measuring efficiency. 	<ol style="list-style-type: none"> Students should be able to describe ecosystems and photosynthesis in both chemical and biological processes, highlighting factors that affect organisation and performance. Students should be able to explain how matter and energy flow through ecosystems.
Science in Society	<ol style="list-style-type: none"> Students should be able to research and present information on the contributions that scientists make to scientific discovery and innovation, and to impact on society. Students should be able to evaluate the role of science in society, and to personal, social and global responsibilities, and how society influences scientific research. 	<ol style="list-style-type: none"> Students should be able to describe how local processes and human factors influence the Earth's climate, evaluate effects of climate change and emissions that attempt to address these effects. Students should be able to evaluate some of the current issues and benefits of space exploration and discuss the future role and implications of space exploration in society. 	<ol style="list-style-type: none"> Students should be able to evaluate how humans contribute to sustainability through the production, use, disposal and recycling of materials. 	<ol style="list-style-type: none"> Students should be able to research and discuss the ethical and sustainability issues that arise from our generation and consumption of electricity. 	<ol style="list-style-type: none"> Students should be able to explain human sexual reproduction, discuss medical, ethical, and societal issues. Students should be able to evaluate how humans can successfully conserve natural resources and contribute to global food production, appreciate the benefits that people obtain from ecosystems.

Science Outcomes

Lei Shi



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The Enigmatic Realm of **Science Outcomes**: Unleashing the Language is Inner Magic

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