

Royal School Cavan

**Transition Year
Programme**

2008-2009

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1. Introduction

1.1 Overview of the programme

The Transition Year programme has been in existence in the Royal School Cavan since 1994. The programme is compulsory within the school. Our programme is based on the DES aims for the Transition Year Programme. Our programme calendar focuses on four main areas:

- Continuation of the core subjects
- Subject sampling for the leaving certificate programme
- Transition Year specific modules and subjects
- Once off calendar events

Within our school the core subjects of English, Irish and Maths are continued with four class periods a week. All pupils continue to study French for three class periods.

Pupils are given the opportunity to sample all the science subjects on offer in the school for Leaving Certificate (Biology, Agricultural Science and Physics and Chemistry). Home Economics, Accounting, Music, History, Geography, DCG and Art are also sampled during the year.

Within our timetable we provide Transition Year specific modules. The modules this year are: Steer Clear, Japanese Culture, German, Design communications and graphics, Music, Performing Arts, Web Design, Art and Cookery. Subjects specific for Transition Year pupils are also provided; These include Career Guidance, Tourism awareness, S.P.H.E, Mini company, World Religions and

Computers. Also within our timetable we have a double period for visiting speakers and a double period for Physical Education.

Our once off calendar year provides the following for our pupils:

- Participation in the Gaisce awards (Bronze medal).
- Four day out door pursuit programme in Horizon Centre, Westport, Co. Mayo.
- Two day First Aid Course and exam (with certificate).
- One day of Law and exam (with certificate).
- Exposure to various visiting speakers.
- Swimming lessons.
- Introduction to self-defence.
- Workshop on Samba drumming, Salsa dance and drama.
- One day study skills course.
- Various Educational outings.
- Participation in Comhairle na N-og.
- Participation in the Young Scientist Competition and the eco-UNESCO Young Environmental Competition.
- Drive For Life Workshops
- Two separate weeks of work experience.
- Mock interviews.
- Community Work in Esker Lodge Nursing Home.
- Producing a Transition Year Newsletter.
- Maintaining the TY blog.

The timetable for our Transition Year programme was reviewed last May by the teaching staff and management. A driver Education module, called Steer clear, has been introduced. The need for more community work was also expressed.

Each staff member is encouraged to evaluate their subject/modules at the end of the year with the pupils. The pupils evaluate the once off calendar events

organised in Transition Year with the co-ordinator. Evaluation forms are also posted to all Transition Year parents and they are encouraged to fill them out and return them to the school. An evaluation of the year is then documented.

At the end of the year a presentation night is organised by the pupils. Parents, teaching staff, visiting speakers, members from local businesses and other people that got involved in our Transition Year are invited to this night. The pupils display some of their work and talk about the various activities they got involved in during the year along with performing snippets from their various modules and courses taken during the year. Certificates are given to the pupils and photographs taken for the local paper.

1.2 Aims

1. Education for MATURITY with emphasis on social awareness and increased social competence.
2. Promotion of general, technical and academic SKILLS with an emphasis on interdisciplinary and self-directed learning.
3. Education through experience of ADULT AND WORKING LIFE as a basis for personal development and maturity.

1.3 Objectives

1. Promote the personal, social, educational and vocational development of pupils.
2. Prepare pupils for their role as autonomous, participative and responsible members of society.

3. Enable pupils to take a greater responsibility for their own learning and decision making.
4. Help pupils to develop a range of transferable critical thinking and creative problem solving skills.
5. Prepare pupils for the world of work.
6. Enable pupils to develop basic competencies in key areas according to their individual needs, including remediation where appropriate.
7. Give pupils the opportunity to experience education without the severe pressures and restrictions of a rigid state examination curriculum and timetable.
8. Enable pupils to experience a variety of subjects not normally available to Junior Certificate and leaving certificate pupils.

2. The Transition Year Curriculum

2.1 IRISH

Duration of Subject/Module

Four class periods per week. (40 mins each class).

Aims

- To build on the pupils knowledge of the subject.
- To foster an appreciation of the subject.
- To encourage independent study and decision making skills in learning.
- To encourage both the teamwork and problem solving skills of each pupil.

- To encourage the use of I.C.T in Irish.
- To develop the pupils oral, aural, reading and writing skills.
- To stimulate interest by means of drama, local studies and other activities, normally not possible because of examination pressure.
- To help bridge the gap between Junior and Leaving Cert Irish.

Objectives

- That pupils should be capable of researching, planning and completing a written project.
- That pupils express enjoyment in comprehensions, stories, articles etc.
- That pupils understand grammar by speaking the language on a regular basis.
- That pupils take part in topical and up to date conversations through the medium of Irish.
- That the pupils develop their listening and reading skills by watching programmes from TG4 and listening to RnaG/CD's.
- That the pupils involve themselves in Seachtain Na Gaeilge by making posters, organising quizzes.
- That the pupils outline the traditions and culture of the Irish language.

Teaching and Learning Strategies

- Text book.
- Discussion.
- Project Work.
- Group Work.
- Formal input by the teacher.
- Brainstorm.

- Quizzes.
- Use of DVD/Video.
- Trips.
- Computer based-work.
- CD/Tapes.

Content

- The history of Irish.
- Speech and conversation.
- Work experience.
- Customs and habits.
- Tradition and culture.
- Poetry and prose.
- Irish week, (Seachtain na Gaeilge).
- Grammar.
- Comprehensions.
- Aural. (listening comprehensions).
- Oral.
- Media Studies.(Ros na Rún)
- Group Work.

Assessment

Pupils will complete a project on a topic of their choice related to Irish and Irish culture. This is assessed by the teacher and a grade given. A written exam takes place in Irish three times a year. The first two exams are one hour in duration and the last exam is two hours in duration. The Teacher keeps a record of pupil attendance, work not completed and of any punishment work given. A parent teacher meeting is held during the term.

Resources

- Computer room and various websites.
- School library.
- Handouts.
- Fines(Irish Newspaper)
- Dréimire (Irish Magazine).
- Ros na Rún tape and DVD.
- Text Book.
- C.D./Tapes.

Links with other subjects

- Music.
- English.
- Geography.
- History.
- Home Economics.
- French.

Evaluation

On going evaluation is central to the success of this subject. Assessment of pupils will provide feedback which the teacher will use to critically analyse if the outcomes have achieved the learning objectives as set out. The purpose of this evaluation is to improve the subject if necessary over time.

2.2 ENGLISH

Duration of Subject/Module

4 classes a week for the school year.

Aims

- To experience alternative areas of literature beyond traditional syllabus parameters.
- To provide a broad and solid foundation for life in general and the Leaving Certificate Course.
- To encourage a critical examination and appreciation of the media.
- To develop communication skills.
- To examine films, which explore major social themes.
- To enable students to become more self-confident in analysing English poetry and in engaging in creative writing.
- To foster an interest in visiting the theatre, to some extent.
- To familiarise pupils with short samples from the work of William Shakespeare, in a less orthodox manner.

Objectives

- Pupils will become more confident in their ability to analyse English literature.

- Basic writing skills, such as punctuation and grammar, should improve.
 - Experience will be gained in the area of team work.
 - Pupils will be able to compose accurately, in a range of information genres.
 - Pupils will have attended the theatre at least three times during the course of transition year.
 - An awareness will be developed regarding the power of the media.
- Pupils will be familiar with a range of Shakespeare's work.

Teaching and Learning Strategies

- A selection of texts will be examined in class e.g. poetry, drama, samples of functional writing, films and advertisements.
- Pupils will be encouraged to explore these materials and use; listening, oral, written and creative skills.
- Discussion will be promoted.
- The class will further their ability to compose in a range of contexts, by studying model answers and by practising writing in a range of genres.
- Pupils will learn through working as individuals and in small groups.
- Oral presentations will be delivered.
- To a much lesser extent, pupils will be given the opportunity to practise punctuation and identify grammatical terms.

Content

Ms. Forde- Drama - 'Sive' by John B. Keane.
Mr. Noctor- Novel- 'The Great Gatsby' by F. Scott Fitzgerald.
A selection of poetry.
Functional writing.
Punctuation and grammar.
A small selection of scenes from popular Shakespearean dramas.
Media Studies
Film studies
Vocabulary work
Ms. Forde - A short excerpt from a text for Leaving Cert, 2011, will be examined, in order to get pupils' opinions, to assist in the selecting of their L.C. texts.

Assessment

House exams are set on a regular basis.
Short class tests are given on spellings and vocabulary.
Marks are awarded for the delivery of a presentation, in the final term.

Resources

(No textbook is used)
A selection of poetry from a variety of texts.
Samples of functional writing and compositions.
Punctuation and grammar exercises.

Printed advertisements.

Pictures are used, in order to prompt and aid pupils in descriptive writing etc.

Crosswords.

'Sive' by John B. Keane - Trans R only.

Film studies- 'My Left Foot' dir J. Sheridan, 'Witness' dir. Peter Weir. 'Romeo and Juliet' modern version. 'The Field' John B. Keane.

Computer Room- The Internet.

Excerpts of a text from the comparative course for L.C 2011 will be briefly examined in a less orthodox manner.

Trans S- 'The Great Gatsby' by F. Scott Fitzgerald.

Links with other subjects

Links are made in English classes with S.P.H.E.

Example, social themes such as prejudice and injustice etc are explored through film and poetry.

Different cultural contexts are examined in literature.

The subject of mental health often arises in the studying of literature.

Evaluation

Oral feedback regarding aspects of the course is requested from pupils on a regular basis.

Pupils will be asked to complete an evaluation form.

2.3 MATHEMATICS

Duration of Subject

4 Class periods per week, throughout the year.

Aims

- Encourage the development of manipulative, procedural and cognitive skills through practical activities that foster investigation and intuition.
- Enable pupils to acquire a body of mathematical knowledge appropriate to their age, and an understanding of the relevance and applications of mathematics in their personal and social lives.
- Develop their modelling abilities, problem solving skills, creative talents and powers of communication.
- Fostering their appreciation of the creative and aesthetic aspects of mathematics, and their recognition and enjoyment of mathematics in the world around them.
- Enable them to develop a positive attitude towards mathematics as an interesting and valuable subject of study.

Objectives

- Pupils should be able to:
 - display knowledge of conventions such as terminology and notation;

- Recognise basic geometrical figures and graphical displays of the most common functions required for their leaving certificate programme.
- Carry out routine computational procedures and other such algorithms.
- Display knowledge of the uses and applications of mathematics.
- Present their work comprehensibly.
- Make intelligent and proficient use of their calculators, and see that the calculator is a very valuable tool in their study of mathematics.
- Appreciate mathematics as a result of being able to use mathematical methods successfully.
- Apply mathematics successfully to common experience.

Teaching and Learning Strategies

- a. Formal input by teachers.
- b. practical work
- c. Computer based learning – logo and Excel.

Content

The transition year maths programme will be based on units developed to enhance their mathematical skills and equip them with new skills to prepare them for their leaving certificate. There will be a large emphasis on use of their calculator as a tool in

mathematics and all pupils will be taught correct use of the Casio fx – 83 MS model of calculator.

Units 1 – 4 (These will be examined in the first exam)

Unit 1

Working with numbers.

Unit 2

Using your calculator.

Unit 3

Working with expressions.

Unit 4

Working with equations.

Units 5 – 8 (These will be examined at Christmas)

Unit 5

Solving inequalities using graphical methods.

Unit 6

Exploring graphs.

Unit 7

Matrices.

Unit 8

Modular arithmetic and solving Hill 2 Ciphers.

Units 8 – 12 (These will be examined at the end of year)

Unit 9

Exploring number patterns with the use logo.

Unit 10

Exploring lines and planes.

Unit 11

Rules of differentiation and tangents to curves.

Unit 12

Trigonometry in our everyday lives.

The following topics are also covered:

- * Algebra
- * Matrices
- * Trigonometry
- * Special Factors
- * Binomial Theorem

Assessment

A project will be given at the start of every ten weeks to be completed within the ten week period worth 10% of the exam for that period. The projects will be research based and will require use of IT.

Resources

Logo programming language.
Microsoft Excel
Autograph
Concise Maths 4 by George Humphrey

Links with other subjects

Computer Studies

Evaluation

As we are currently working on our transition year units, pupils will be asked for feedback on their perception of the units studied as regard to how enjoyable the unit was and its level of difficulty.

2.4 FRENCH

Duration of Subject/Module

Full year (three Classes per week)

Aims

1. To build and develop the pupil's communicative competence in French.
2. To facilitate the acquisition of the four skills – reading, writing, speaking and listening.
3. To give the pupils an appreciation of the richness, uniqueness and diversity of the culture of countries where the target language is spoken.
4. To encourage independent study and decision making skills.

5. To try to do the above in such a way as to “engage the heart” of the learner.

Objectives

Pupils on conclusion of Transition Year should be able to:

1. Order food in a restaurant in French.
2. Understand, in more depth, French culture.
3. Understand the cultural diversity of “Les Pays Francophones”
4. Have increased confidence in reading and understanding texts written in French.
5. Have acquired a greater grasp of oral French and have increased fluency.
6. Have more confidence in writing letters, postcards, diary entries, formal letters, writing to a hotel/campsite requesting information.
7. Have increased awareness of “modern” French culture, cinema, and songs.

Teaching and Learning Strategies

In this subject and with the mixed ability class, the following teaching and learning methodologies will be used:

Formal input by the teacher

Pupils will be encouraged to engage in active learning; group work, pair-work and project work.

Pupils will be encouraged to research within a small

group or to carry out individual research on a particular topic.

Videos and DVDs will be used as part of the introduction to French culture, customs and society.

Content

Les Jeunes

1. L'Hexagone
 2. L'éducation
 3. La cuisine
 4. Les Loisirs
 5. Paris
 6. Les
 7. Vacances et Les Fetes
 8. Le Sport
 9. La Grammaire, Les verbes, Les adjectifs
 10. écrit – informal letters, postcards, clozetestes, messages, notes, formal letters.
- L'Oral – relating to 1 – 9 above

Assessment

Assessment of Transition Year subjects is based on exams at the end of three ten week modules.

However week to week assessments take place:

- (i) Written tests on various topics
- (ii) Quizzes on different aspects of French culture.

Resources

Videos, DVDs, Les Choristes, Jean de Florette, Manon des Sources, La Gloire de mon Pere, Le Chateau de ma mere.
French embassy
French tourist office
Internet

Links with other subjects

Geography
Cookery
Music

Evaluation

At the end of the year an evaluation sheet is given to each pupil.

2.5 GEOGRAPHY

Duration of Subject/Module

3 periods per week over the course of one year.

Aims

- To build on the pupil's knowledge of the subject.
- To help bridge the gap between junior and leaving certificate geography.
- To foster an appreciation of, and love of the subject.
- To encourage independent study and decision-making skills in learning.
- To improve both teamwork and problem solving skills of each pupil.
- To encourage the use of I.C.T. in geography.

Objectives

1. That each pupil should have a greater understanding of the role that the European Union plays in our lives.
2. Pupils should have a greater knowledge of meteorology and be able to set up and run a weather station.
3. That pupils should be capable of researching, planning and completing a written project.
4. Pupils will be able to complete a geographical investigation in accordance to the guidelines set down by the D.E.S.

5. Pupils will know the essential geography of the United States of America.
6. That pupils will have a firm understanding of what is ahead of them in leaving certificate geography so as to make an informed choice between geography and history.

Teaching and Learning Strategies

Formal teacher input
Practical Work
Group Work
Project Work
Computer-based Work
Pupil Research
Field Trip
Demonstrations
Audio-visual stimulations

Content

Term 1

A study of the European Union
Geography of the United States of America
Field Trip
Project Introduction

Term 2

Geographical Investigation

Ongoing project work

Term 3

Meteorology Studies

School Weather Station

Information on Leaving Certificate Geography

Revision for end of year exam.

Assessment

The main form of assessment is 3 formal exams, which take place roughly every 10 weeks. Written work is given regularly as well as oral questioning in class. Project work is an integral part of the geography course. Every 10 weeks the pupils are rated on a 0-4 scale, which is sent home to parents/guardians. The teacher keeps a record of pupil's attendance, work not completed and of any punishment work given. At the end of the school year the Geography department gives two awards:

1. First, second and third prizes for project work.
2. A perpetual shield for overall transition year geography pupil of the year. These awards were introduced from the beginning of transition year in the school in 1994-1995.

A parent teacher meeting is held during Term 2

Resources

The list of resources is updated regularly. The main resources include:

Educational packs

Blackboard

Computer room plus various websites

School Library

Maps

Weather station plus instruments

Videos

DVDs

Handouts etc...

Links with other subjects

A field trip is organised with the cooperation of the Science and History departments.

Business studies (the success of the by-pass and the European Union)

Science with Meteorology studies

Construction studies with the route of the by-pass

History with both the study of the U.S.A. and the E.U.

Computer skills with project work and web searches.

(Other links may arise as the year progresses).

Evaluation

An evaluation form is given out to each pupil at the end of the year to report on the subject.

2.6 HISTORY

Duration of Subject/Module

One Year Three Periods

Aims

The syllabus aims to :

- Foster an awareness and appreciation of History
- Bridge the gap between the Junior Certificate and Leaving Certificate programme.
- Provide opportunities for looking at alternative areas of historical study.
- Encourage group/teamwork.

Objectives

Pupils should:

- (i) Understand how History shapes the present.
- (ii) Experience outcomes of teamwork/group work in the context of History.
- (iii) Experience History outside the traditional syllabus parameters.

Teaching and Learning Strategies

- (i) Chalk and Talk
- (ii) Group/project work
- (iii) Use of video/D.V.D.
- (iv) Use of I.C.T. facilities

Content

No prescribed textbook. Photocopies from (i) Champions of Change and (ii) History of Cavan are used in class.
An O.S. map of Cavan 1909; Postcards of Co. Cavan.
DVDs: Gandhi/World War II/ Vietnam.

Assessment

- (i) Modular Exams – three per annum
- (ii) Homework
- (iii) Class questions etc ...

Resources

- (i) DVD's
- (ii) Magazines/Newspapers
- (iii) O.S. Map

Links with other subjects

- | | |
|------|------------------------------------|
| (i) | Geography: U.S. – Asian connection |
| (ii) | I.C.T. (projects) |

Evaluation

At the end of the course an evaluation sheet is given to each pupil.

2.7 SCIENCE

Duration of Subject/Module

One theory class and a double practical class per week.

Aims

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. To encourage in pupils an attitude of scientific enquiry, of curiosity and self discovery through:<ol style="list-style-type: none">(a) individual study and personal initiative(b) teamwork(c) Class-directed learning(d) Role play2. To foster an appreciation of and respect for life and the environment.3. To give each pupil a sample of the four science subjects available at Leaving Certificate level.4. To allow pupils experience more ICT in science. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Objectives

On conclusion of this course the pupils should:

- Have the ability to carry out practical work, laboratory work and fieldwork activities safely and efficiently.
- Have ability to record and interpret physical, chemical and biological data.
- Be able to manipulate laboratory equipment and further development of manual dexterity.
- Develop independent learning and oral presentation skills through the presentation of individual project work to their fellow peers.
- Apply, where possible, their knowledge and understanding to make informed evaluations about some contemporary scientific issues.

Teaching and Learning Strategies

- Formal input by teacher.
- Group work.
- Class debates on various contemporary scientific issues.
- The use of ICT to research scientists and projects.
- Laboratory work.
- Use of media to teach current issues in science

Content

Module 1

Scientific Method, Experimental Design & Young Scientist

Week	Theory	Experiment
1.	Young Scientist Competition	Scientific problem solving
2.	Young Scientist Competition	Why you can't make pineapple jelly
3.	Scientific Method	Liver Catalase
4.	Scientific Method	Young Scientist
5.	Scientific Method Film re: developing a type of antibiotic	Young Scientist application on-line
6.	Scientific Method	Determine Quality of water in the Kinnypottle river
7.	Experiment Design	Experiment design applied to Young Scientist Project
8.	Experiment Design	Regional Launch Of Antarctica Trip
9.	Life Of Scientists	Life of Scientists Research ICT room
10.	Life of scientist project assembly	Life of scientists project assembly and display in school corridor

Module 2

Biology, Environmental Science & Agriculture

Week	Theory	Experiment
1.	The work of the forensic Scientist DNA laws in Ireland	ICT track Gavin's Progress in Antarctica.
2.	World AIDS Day <i>Project assignment</i>	Finger printing and lip printing
3.	Case Study in Forensic science <i>Collect titles for projects</i>	CSI Miami Programme + Worksheet
4.	Climate Change	ICT www.tyact2008.com
5.	Flora and Fauna of Antarctica	Analyses of writing styles
6.	Biofuel Production in Ireland	Deinking and recycling paper
7.	Presentation of Projects	Presentation of Projects
8.	Alternative farming enterprises in Ireland and the world.	Assess the hygienic quality of different milk brands
9.	Science in the media	Conservation Exercise
10.	Science in the media	Effects of chemicals on heart rates in <i>Daphnia</i>

Trip to Young Scientist Competition R.D.S

Module 3

Chemistry and Physics

Week	Theory	Experiment
1.	Importance of Water Water treatment Sewage treatment	Monitor O ₂ production from H ₂ O ₂
2.	Water treatment Cont'd Video on water cycles Project assignment	Making soap you can use
3.	Manufacture and testing of pharmaceutical products Collect project titles	ICT www.howstuffworks.com
4.	Radioactivity Radon at home*	To prepare a standard solution of NaOH
5.	Medical physics	To find % of Ethanoic acid in vinegar
6.	Medical Physics	Archimedes Principle
7.	Presentation of Projects	Presentation of Projects
8.	Gas extraction in the Corrib Field	Einstein Challenge
9.	Science in the media	Data logging experiments
10.	Science in the media	Electromagnetism

Trip to water treatment plant in Ballyjamesduff

Assessment

- Pupils are assessed on a continual basis in class with oral questions, worksheets, cloze tests etc...
- At the end of each module a formal written exam is given-this accounts for 50% of the overall marks awarded.
- Pupils are awarded 25% towards their laboratory work and write-ups.
- Pupils are awarded 25% for a presented project during each module.

Resources

- Variety of textbooks
- Laboratory for a double class each week.
- Computer laboratory, overhead and Digital projector, television and video/DVD player.
- Various worksheets, cloze tests and crosswords.
- PowerPoint Presentations
- Structured Examinations at the end of each module.

Links with other subjects

- Geography (Re: Fossil fuels, Climate Change)
- English (Re: Debating and presentations)
- Career Guidance (Re: Science career project)
- Computers (Re: IT Skills)

Evaluation

At the end of each science module an evaluation sheet is given to each pupil to fill in.

2.8 BUSINESS STUDIES

Duration of Subject/Module

September – May (1 year)

Aims

- Develop skills and attitudes that will help the students to become active participants in the world of Enterprise.
- Develop skills such as teamwork, responsibilities, leadership, self-reliance and creativity.
- Develop Interpersonal, Academic, Technical and General Skills.
- Develop the student's self-awareness about his or her own strengths and weaknesses.

Objectives

- To experience the setting up, running and liquidation of a Mini Company within the school and local community.
- To take on the responsibilities and challenges of keeping a company operational and profitable.
- To adhere to their responsibilities as entrepreneurs to their immediate environment, stakeholders, shareholders and customers.
- To delegate responsibility to the different departments of an operational Mini Company.

- To educate the students to be aware of their own personal economics.

Teaching and Learning Strategies

The Mini Company programme places emphasis on the students taking ownership of their own company and, as a result, their own learning.

The following strategies are also used:

Classroom Discussion

Group Learning

Practical/Project Work

Visiting Speakers (Business Volunteers)

Research

Formal Input from Teacher

Content

Term 1 & 2: Setting up and running of a successful Mini Company. This includes the structuring of the company into 5 different departments, Market research of a product/Service, creation of a prototype, production and sales, Marketing, Bookkeeping etc.

Term 3: Personal Economics. Students gaining an appreciation of their financial needs. Learning about their income, expenditure and savings options for the coming years.

Assessment

1. The Mini Companies are constantly monitored throughout their programme and are assessed in detail in both a school and regional competition.
2. Ongoing assessment on project work.
3. There is also an end of year examination that concentrates on the lessons learned from the Mini Company experience and what has been covered in the Personal Economics course also.

Resources

Terms 1 & 2: Junior Achievement workbook
Young Enterprise Pack
Business Volunteers Notes
Class/Store/Technology Rooms

Term 3: Junior Achievement Pack
Personal Economics
Business Volunteers

MABS 'Cash Conscious' Pack

Links with other subjects

- Technology (Production)
- Art (Production & Marketing)
- English (Marketing & Reporting)
- I.T. (Marketing, Reporting & Production)
- Performing Arts (Reporting)

Evaluation

- Junior Achievement – Questionnaires (Pre & Post Programme)
- Student Evaluation sheet

2.9 RELIGION

Duration of Subject/Module

1 class per week, for 35 weeks

Aims

- To contribute towards the development of all aspects of the individual including creative, critical, cultural, emotional, moral, political and spiritual

- development for personal and family life, working life, of living in the community and for leisure
- To show an understanding of the main world religions
 - To contribute to the moral and spiritual development of the student and to develop a tolerance and respect for values and beliefs of others
 - To prepare students for the responsibilities of citizenship in the national context of the wider European and global community
 - To instil a tolerance for people of differing faiths
 - To examine the impact of these world religions on its followers today and on other individuals and communities by discussing the impact they have on worlds history and current affairs

Objectives

- To engage in a study of the major world religions – Judaism, Hinduism, Islam, Buddhism and Sikhism
- To outline the reasons for studying world religions
- To encourage students to learn more about other religions and cultures that are becoming part of our multi cultural society
- To state the common characteristics of these major world religions
- To engage in a greater understanding of the historical situation at the time of origin or foundation of each major world religion
- To explore world religions in the context of history and culture by examining the major festivals
- To investigate and compare the places of worship and holy books used by each of the world religions studied
- To examine the role of religion in religious conflict
- To compare the foundation of each major world religion by examining the time scale of when they were founded

Teaching and Learning Strategies

Brainstorming, discussion, project work, group work, reading, videos/DVDs, field trips, cooperative group learning, case studies, internet, OHP, Web Quest, visiting speakers, word search, crosswords, quizzes, formal input by teacher

Content

- **TERM 1**
- Introduction to world religions, why we study world religions, common elements of world religions, time line and locations of the main religions in the world
- **Introduction to Islam**
- the life of Muhammad and his role in the foundation of Islam
- The Qur'an
- The Mosque
- History and growth of Islam,
- The Five Pillars of Islam,
- Islam in the world today, Muslims in Ireland

- **TERM 2**
- **Judaism** –
- History Of Judaism
- The Synagogue and the Torah
- Home and Family life – beliefs and traditions, Bar Mitzvah, Sabbath, Dietary Laws
- Main Jewish Festivals – Passover, Rosh Hashanah, Yom Kippur
- The different types of Judaism

- Anti Semitism and the Holocaust
- Judaism in Ireland

- **TERM 3 AND 4**
- **Hinduism** –
- Hindu Gods
- Hindu beliefs - reincarnation, yoga, Karma, Nirvana
- Hindu worship – Puja
- Festivals, rites of passage
- The Caste System
- Vegetarianism
- Hindu Festivals
- Mahatma Gandhi

- **Buddhism**
- The Buddha
- The Four Noble Truths
- Worship and Festivals
- Different Types of Buddhism
- The growth of Buddhism in the western world

- **Sikhism**
- The origins of Sikhism
- The Guru,
- Daily practice of Sikhism
- The 5 K's
- **New Religious Movements**
- An introduction to cults and sects

Assessment

Students will complete a project on religion of their choice. This is assessed by the teacher and a grade given. A 1 hour written exam on religious studies takes place three times a year

Resources

World Religion, by Barnes, P
Exploring Faith, by Goan and Ryan
Exploring Faith workbook, By Goan and Ryan
Revision Time, by Gill and Macmillan
All About Faith, by Gill and Macmillan
'World religions and beliefs'
'Moral issues in Six Religions', by Forta et al
'Beliefs, values and Traditions', by Lovelace and White
'Beliefs, Values and Traditions: Hinduism', by Lovelace and White
'Beliefs, Values and Traditions Book 2', by Lovelace and White
Teachers own notes
Film – 'Schlinders List'
TV documentary on Islam

Links with other subjects

Computer studies – internet, looking up information on world religions
English, History, Geography (geographical regions of each world religion),
Food studies, Art

Evaluation

On going evaluation is central to the success of this subject. Assessment of students will provide feedback to the teacher which she will use to critically analyse if the outcomes have been successful in achieving the learning objectives as set out. The purpose of this feedback is to improve and enhance the subject, if necessary, over time

2.10 S.P.H.E.

Duration of Subject/Module

One class per week (40 minutes)

Aims

- To enable the pupils to develop personal and social skills.
- To promote self-esteem and self-awareness
- To enable the pupils to develop a framework for responsible decision making
- To provide opportunities for reflection and discussion.
- To promote physical, mental and emotional health and well being.

Objectives

- To foster an understanding and critical appreciation of the values – moral, religious, social and cultural – which have been distinctive in shaping Irish society.

- To nurture a sense of personal identity, self-esteem and awareness of one's particular abilities, rights, limitations and an awareness of the beliefs of others.
- To develop an understanding of how the body changes during puberty
- To develop an appreciation and respect for the sexuality of others.
- To provide pupils with the information necessary to make informed choices on; drug use, alcohol use, underage sex.

Teaching and Learning Strategies

Formal input by teacher
Class Debates
Group work
Shared Peer experiences
Videos/DVDs
Visiting speakers

Content

- Healthy Eating and Balanced Diet
- Special Diets
- Obesity and Energy
- Eating disorders
- Alcohol and Binge drinking

- Date Rape
- Road Safety
- Joy-riding
- Mental Health
- Smoking
- Drugs
- Emotions
- Anger
- Communications
- Truth
- Stereotyping and Equality
- Bullying
- Reproduction, pregnancy, contraception, STD's and AIDS.
- Teenage pregnancy
- Alternative medicine
- Self harm/Body beautiful
- Disability
- Dealing with conflict
- Summer work

Assessment

There is no formal assessment in this subject; however pupils are graded based on their participation in each class and their behaviour.

Resources

H.P.U. leaflets
Face-Up magazine
Mental Health Ireland pack
Visiting Speakers (Mental Health Ireland, Guide dogs for the blind, Cavan traffic garda, Drugs officer, Cavan Wheelchair Association, Diocesan youth officer)
The Mind Yourself Programme
Two Day First Aid Course
R.S.E. manual
Racism pack
Newspaper articles
The human Body (Video)
A life 2 live 4 (DVD)
The Family Guide to Substance Misuse (DVD)
Fast Food Nation (DVD)

Links with other subjects

Home Economics – Diets etc...
Biology – Smoking, sexual reproduction, Diets
Religion – Underage sex, respect for body, decision making, attitudes and beliefs.
English - Debates

Evaluation

At the end of the year each pupil will be given an assessment form to fill.

2.11 Physical Education

Duration of Subject/Module

All year

Aims

To promote a healthy lifestyle through physical fitness. Physical Education attempts to teach students a variety of activities in which to participate to promote a life time of fitness, and to make positive use of leisure time.

Objectives

The objectives of this course are to

- Students will be given the opportunity to participate in sporting activities that can be pursued in the community now and later in life.
- Students will demonstrate responsible personal and social behaviour by following safe practices, rules, procedures, and etiquette in all physical activity settings with an understanding of their responsibility as a positive influence on the behaviour of others.
- Students will exhibit a physically active lifestyle.
- Students will demonstrate responsible personal and social behaviour in physical activity settings.
- Students will demonstrate understanding and respect for differences among people in physical activity settings.

Teaching and Learning Strategies

The students will be shown how to play each of the team sports and the rules of each game will be explained to them.

Content

The course is run for the year with a double class each week. The first term they will play rounders and indoor soccer. The second term they will play basketball and volleyball. The final term they will play badminton.

Requirements and Expectations of Course.

Students are required to wear appropriate clothing for Physical Education, actively participate in class, and demonstrate sportsman like conduct.

Resources

The equipment we need for each of the sports is provided by the local Sports Complex which we travel to each week for class.

Links with other subjects

This subject has links with S.P.H.E

2.12 Tourism Awareness

Duration of Subject/Module

2 classes per week (40 minutes)

1 Geography class each week

In addition, each week a class is alternated between the Education and Training subject and the History of Food in Ireland subject

Aims

- To Promote the national importance of tourism among students
- To highlight the career opportunities linked to tourism
- To enhance students inter personal and communication skills

Objectives

- Pupils will gain an understanding of the term 'tourism' and will understand the concept of the tourism product
- Pupils will gain a broad understanding of the promotion and marketing of tourism in Ireland and abroad and will discuss the factors which influence the growth of the tourism industry
- Pupils will appreciate the importance of tourism as an economic activity
- Pupils will develop an awareness of the various careers within the tourism and hospitality industry
- Pupils will learn how to prepare a CV and prepare for interview
- Pupils will learn the importance of effective communication and listening skills
- Pupils will appreciate the links between culture, literature, music, dance and tourism
- Pupils will develop an awareness of how the early settlers prepared and cooked their food
- Pupils will gain an insight into the influences of peoples diet from the viking era to the 19th century
- Pupils will understand the diet of the people before, during and after the Great famine, paying particular attention to the peoples staple foods

- Pupils will investigate the foods associated with Irish feasts and festivals
- Pupils will appreciate the changes in the populations dietary patterns during the 20th century and into the 21st century
- Pupils will investigate the structure of the Irish Food Industry and the trends associated with it
- Pupils will investigate locally produced foods and in light of these, will plan a meal for a tourist to promote locally produced foods

Teaching and Learning Strategies

Formal input by teacher
Teacher's resource manual
Interactive CD
Maps
Photos
Failte Ireland website
Visiting speakers
Co operative learning, group work
Trip to Radisson SAS hotel
Digital camera
Brainstorms
Handouts
Worksheets
Over head projector
Digital projector

Content

	<ul style="list-style-type: none">❖ Lesson 1: Defining Tourism and the Tourist❖ Lesson 2: Different forms of tourism and the
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<p style="text-align: center;">Unit 1:</p> <p style="text-align: center;">Introduction to Tourism</p>	<p>tourism industry</p> <ul style="list-style-type: none"> ❖ Lesson 3: The Tourism Product, components of the tourism product ❖ Lesson 4: Irelands diverse range of tourism products ❖ Lesson 5: Promoting and selling the Tourism Product – Promoting Irish Tourism. ❖ Lesson 6: Selling an image of Ireland ❖ Lesson 7: Hospitality – The Irish Welcome, Tourist expectations ❖ Lesson 8: The people behind the welcome ❖ Lesson 9: Irish Tourism Markets – where do we go on holidays? Why? ❖ Lesson 10: Who is visiting us and why? ❖ Lesson 11: Tourism and the economy – developing countries, tourism and Ireland ❖ Lesson 12: Tourism and the local economy ❖ Lesson 13: Tourism Growth and development – the growth of Irish Tourism ❖ Lesson 14: Challenges facing Irish Tourism, opportunities for Irish Tourism
<p style="text-align: center;">Unit 2:</p> <p style="text-align: center;">Education and Training</p>	<ul style="list-style-type: none"> ❖ Lesson 1: careers in tourism, hotel departments ❖ Lesson 2: Training, personal attributes ❖ Lesson 3: Failte Ireland courses, entry requirements ❖ Lesson 4: course locations, application process ❖ Lesson 5: Qualifa X, courses in hospitality

	<ul style="list-style-type: none"> ❖ Lesson 6: Careers in tourism, career options ❖ Lesson 7: Preparing a job application – job opportunities, writing the CV, cover letter, applying for a job ❖ Lesson 8: The job interview ❖ Lesson 9: interpersonal skills ❖ Lesson 10: personal presentation and customer service, team work ❖ Lesson 11: communication skills – effective communication, oral and written communication ❖ Lesson 12: non verbal communication, listening skills ❖ Lesson 13: telecommunications - advances ❖ Lesson 14: telephone use, etiquette, telephone messages
<p>Unit 5:</p> <p>Tourism and culture</p>	<ul style="list-style-type: none"> ❖ Lesson 1: What is culture? ❖ Lesson 2: Irish culture ❖ Lesson 3: Culture symbols – International and Irish ❖ Lesson 4: Irish folklore ❖ Lesson 5: Culture and cinema – international film ❖ Lesson 6: Traditional Ireland on film, modern Ireland on Film ❖ Lesson 7: Culture and literature – International literature and tourism ❖ Lesson 8: Irish literature and tourism ❖ Lesson 9: Music, dance and culture –

	<p>international music and Irish Music</p> <ul style="list-style-type: none"> ❖ Lesson 10: Traditional Irish music and dance ❖ Lesson 11: The diversity of culture – arts, crafts and fashion ❖ Lesson 12: language, religion, food and drink, sport and culture ❖ Lesson 13: Local culture – local attractions, folklore, cinema, literature ❖ Lesson 14: music and song, dance, arts, crafts, fashion, language, religion, food and drink, sports, traditions, festivals
<p style="text-align: center;">Unit Six:</p> <p style="text-align: center;">History of food in Ireland</p>	<ul style="list-style-type: none"> ❖ Lesson 1: From the early settlers to early Ireland – the stone age, everyday life for hunter gatherers, foods eaten ❖ Lesson 2: farming economy, cooking, the bronze age, the iron age, Celts, Christianity ❖ Lesson 3: from the Vikings to the era of the 'big house' – everyday life for the Vikings, Anglo Norman Ireland ❖ Lesson 4: from Anglo Norman life to plantations, the era of the big house ❖ Lesson 5: The Great Famine – diet in pre famine Ireland ❖ Lesson 6: the impact of the great famine, after the great famine ❖ Lesson 7: Irish feasts and festivals – pagan festivals ❖ Lesson 8: Christian feasts and festivals

	<ul style="list-style-type: none">❖ Lesson 9: Food in the 20th century – the Irish diet in the early 20th century❖ Lesson 10: Changes in dietary patterns, food supply in the 21st century❖ Lesson 11: the Irish Food Industry – sectors of the Irish Food industry❖ Lesson 12: State agencies and their roles, food safety and quality❖ Lesson 13: Trends in food supply and meal planning – new trends in the food supply system – speciality foods, organic foods etc❖ Lesson 14: farmers markets and planning a meal for tourists
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Assessment

A portfolio is submitted at the end of the year. This is a compilation and reflection of the class work carried out by each student. Upon successful completion of each module, a certificate will be awarded from Failte Ireland at the end of the year. This certificate is endorsed by the Department of Education and Science.

Resources

Teacher's resource manual
Interactive CD
Failte Ireland website
Principles of Cookery, by Deirdre Madden

Lifelines, by Enright and Flynn
Essentials for living by Eilis Flood
Live and Learn by Siobhan Mc Sweeney
Food safety video

Links with other subjects

Computer studies – internet, looking up information on faillte Ireland, the Irish food industry, careers, history of food in Ireland, tourism
English, History, Irish, Geography, Food studies, Home Economics, Art, Performing Arts, Dance

Evaluation

On going evaluation is central to the success of this subject. Assessment of the portfolio will provide feedback to the teacher which he/she will use to critically analyse if the outcomes have been successful in achieving the learning objectives as set out. The purpose of this feedback is to improve and enhance the subject, if necessary, over time

2.13 GERMAN MODULE

Duration of Subject/Module

10 Weeks

Aims

- To introduce the pupils to basic communicative competence in the German language.
- To give the pupils an appreciation of the richness, uniqueness and diversity of the cultures of countries in which German is spoken.
- To facilitate the acquisition of the four skills – reading, writing, speaking and listening, with main focus on speaking and listening.

Objectives

Pupils will be able to:

- (iv) Name the German capital and other German cities.
- (v) Identify other German speaking countries and their capitals.
- (vi) List countries bordering Germany and name them in German.
- (vii) Talk about German customs and culture, e.g. Christmas, Easter, School etc...
- (viii) Language; Greet people, thank others, tell their name, spell words, count from 1-20, tell their age and birthday, know the months of the year and the seasons, say where they are from and where they live, talk about family, List colours, ask and answer questions about all of the above.

Teaching and Learning Strategies

- (v) Formal input by teacher
- (vi) Role-play
- (vii) Oral presentations by pupils
- (viii) Use of audiotapes
- (ix) Use of videotapes
- (x) Learning through play

Content

1. An introduction to German speaking countries
2. Greetings
3. Introducing yourself
4. The alphabet
5. Numbers 1-20
6. Talking about your age
7. Talking about their birthday
8. Months and Seasons
9. Talking about where they are from and countries
10. Talking about where they live, North, South, East, and West.
11. Talking about their family/family members
12. German food/German customs

Assessment

Project on one of the following topics:

- a. Famous German/ German speaking person

- b. German city
- c. German invention (e.g. cars)

Resources

Books

- (i) Klasse! 1 textbook, tapes
- (ii) Klasse! 1 workbook, CDs
- (iii) Deutsch in Irland 1

Film: Das Wunder von Bern

Links with other subjects

- (iii) Geography
- (iv) Home Economics
- (v) French

Evaluation

At the end of the course an evaluation sheet is given to each pupil.

2.14 Japanese Culture

Duration of Subject/Module

10 weeks

Aims

To briefly introduce the students to the Japanese culture. By doing so they will become more aware of the existence of different cultures to their own particularly in a time of great social change in Ireland. Also the students will become more aware of the influence of Japanese media in their culture.

Objectives

To introduce students to the following:

- (i) to speak aspects of the language
- (ii) to write Katakana (Basic language)
- (iii) to learn about Japanese food and use chopsticks
- (iv) to learn about aspects of Japanese history and Geography.

Teaching and Learning Strategies

The following strategies are used:

1. Formal input by teacher

2. Practical work
3. Group work
4. Pair work
5. Use of DVDs
6. Role –play
7. Classroom discussion

Content

- a. Japanese stereotyping
- b. Geography of Japan- physical & social
- c. The language-basic Japanese
- d. Japanese writing- focus on Katakana
- e. Japanese food
- f. Japanese history-The role of the Geisha, the role of the Samurai

Assessment

Exhibition of work

Resources

- g. Transition Year Japanese Pack-Ursula Zimmermann, Post-Primary Languages Initiative, Marino Institute of Education, Griffith Avenue, Dublin 9.

- h. Text book- Katakana Kantan, Ursula Zimmermann
- i. DVDs- Memoirs of a Geisha, The Last Samurai, The Simpson's in Japan (Eighty Dohs Around the World)
- j. Suishi- Tesco

Links with other subjects

Geography
Home Economics
History

Evaluation

Final questionnaire after 10 weeks completed by the students.

2.15 PERFORMING ART MODULE

Ten Weeks

Within this module I plan to cover the following areas of performing arts:

1. Dance
2. Acting
3. Mime

Aims:

- To introduce the pupils to a variety of areas within the Performing Arts.

- To develop the pupils appreciation of dance, acting and mime.
- To develop the pupils understanding of the techniques involved in the performing arts.

Objectives:

- The pupils will gain an awareness of different styles of dance, storytelling and acting by examining and interpreting the work of others.
- The key aim is for the pupils to gain an appreciation, understanding and awareness of cultural diversity through the media of dance, storytelling and acting and to identify common themes throughout.
- Ultimately I envisage that this will promote self confidence and mutual respect amongst the group while fostering team work.
- The pupils will explore the areas of dance, mime and acting through group activities and individual performances.
- To organise professional teachers to teach dance to the group.

Content

Dance

WEEK 1: The pupils will be introduced to 3 pieces of music (classical and contemporary). After listening to each piece they will be asked to record what the music meant to them by use of the worksheet and the use of art media to interpret the mood of the music. The pupils will be asked to consider what kind of dance moves might be appropriate to each particular piece of music. The pupils will be encouraged to show these moves and rhythms.

Costumes may encourage the pupils to be more creative and versatile in their movements.

WEEK 2 &3: Introduce the pupils to a recording of a performance dance piece by the Artist in Residency for the county in 2006. Discuss the music, theme, movements, costumes and overall piece in order to gain an appreciation for dance.

To further enhance this experience I have organised a professional dance instructor to teach numerous types of dance to the pupils such as, waltz, jive and contemporary dance. This has encouraged the pupils to do a dance routine for their parent's night.

Acting

Introduce the pupils to a short variety of movie clips showing the different genres, e.g. mime, action, horror, comedy, drama. Following this the pupils will complete a worksheet based on each movie clip. Headings include; characters, mood, special effects, location, props, music etc.

Week 4: brainstorm the important factors associated with acting. Continue the class with a warm up exercise in the form of a story telling game. The pupils must form a circle and I start of a by saying a sentence and the pupils must develop this story as it moves around the circle.

The next exercise starts by a pupil telling a story and when a bell is rung the next pupil will start a completely new story and so on.

The pupils must be encouraged to use body language, voice modulation and eye contact during the story telling.

To develop this further the pupils are instructed to act out the particular emotions for example angry lazy, sad, and stressed etc without telling the rest of the group who must guess the emotion been portrayed. These are all written on the board and change every year.

The pupils to a short variety of movie clips showing the different genres, e.g. mime, action, horror, comedy, drama. Following this the pupils will complete a worksheet based on each movie clip. Headings include; characters, mood, special effects, location, props, music etc.

WEEK 5: the class begins with warm up exercises (see above). Recap on the important factors to do with acting. Develop the class by writing a number of professions on the board for example teacher, doctor, model, policeman etc. The pupils must use body language, voice modulation, eye contact and props if necessary.

Week 6; the pupils will be instructed to divide into two groups in which they will work on a short performance. The theme of this play is changed on a yearly basis for example bullying, the doctors surgery etc. The pupils must decide on a plot, characters, props and costumes. Within each group the pupils must write a script and make decisions on the development of the play. The pupils are encouraged to bring in costumes to get into character.

WEEK 7; the pupils will continue working in groups on the play and practice within their group. Having done this the pupils will then perform their play in front of the other group while they record their performance under specific headings. Feed back is given both by me and the other group.

Mime

WEEK 8; give the pupils written information on Buster Keaton. Show the pupils two short movies by Buster Keaton and instruct the pupils to fill in a work sheet based on this.

WEEK 9 & 10; The pupils will do a short mime on the following; sports mime, detailed mime (e.g. eating an apple quickly), touch mime (e.g. lifting a heavy

rock or petting a dog), mixed reactions (e.g. being angry, shouting at a football match etc.) and body reactions (e.g. being excited, bored, embarrassed and annoyed).

Teaching and Learning Strategies

I intend to use a variety of warm up exercises at the beginning of the acting class to motivate the pupils and to encourage expression.

By discussing how to write a short script, plot, individual characters and incorporating props, the pupils will have the basic tools to perform and write a short play.

With the use of DVDs showing mime, general acting and a dance performance the pupils will gain an insight in to the techniques of each.

The pupils will write notes on the important elements of dance, mime and acting and develop critical thinking in relation to each.

Assessment

Through the module each pupil will be assessed on their individual input and also their ability to work as a team. This is then recorded in my diary followed by school reports.

Every pupil must keep a folder for the module in which to hold notes, scripts, worksheets and information on actors etc. This will be assessed at the end of the module.

Resources

Buster Keating DVD

A selection of films

Classic film sound tracks

Kila

Performance dance piece on DVD

A selection of props

Professional dance/acting instructors (artscope)

Links with other subjects

Links with the music department helped in selecting some interesting music for the dance lessons, drumming and help in organising a performance at the end of the year

Evaluation

When the module is completed I intend to write an evaluation on the overall content and outcomes of the dance and acting lessons. An evaluating sheet will be given to each pupil where they can write their opinions on the module.

2.16 STEER CLEAR

Duration of Subject/Module

A module of 3 classes per week (1 double, 1 single) over 10 weeks

Aims

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">- To empower pupils, who are future road users, with the vital knowledge and understanding they require for safe, competent driving in today's mobile world- To educate pupils with the knowledge and understanding they require to make informed decisions, before bad habits are formed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- To instil in pupils knowledge and behavioural development so as to enable them to reduce and manage the risks of driving more effectively
- To empower pupils to cope in the very complex arena of road use, learning how to survive on the road and understanding how people, the road and the vehicles that travel on them all have to work together to stay safe

Objectives

- Pupils will acquire and retain knowledge through study and classroom participation and this knowledge will be instilled by applying it to driving situations
- Through role modelling and interacting with other pupils, pupils will adopt beliefs and values that will affect the choices they make when they begin to drive
- Pupils will acquire knowledge of motor skills (changing gears, avoiding skids), traffic related skills (interacting with other road users) and journey related skills (using the information and skills to accomplish tasks)
- Pupils will develop an understand of the risks associated with driving
- Pupils will examine and gain an understanding of the forces that affect you and your vehicle while driving
- Pupils will appreciate the importance of alertness and attention distribution while driving the vehicle
- Pupils will learn the importance of using perceptual skills to gather relevant information from the environment around you whilst you drive
- pupils will learn the techniques that are needed to maintain a safety margin and they will appreciate the need to maintain and modify your safety margin to fit the circumstances that you encounter as you drive

- Pupils will develop an awareness of the many responsibilities that they face as a driver
- Pupils will learn the importance of managing risk on the roads. They will appreciate that to effectively manage risk, they must recognise it and adjust their driving accordingly
- Pupils will develop an awareness of the decision-making process that must be undertaken when choices must be made as a driver, both before facing a hazard and when one arises

Teaching and Learning Strategies

Brainstorming, discussion, games (see specific details below), group work, reading, DVD clips, cooperative group learning, internet, OHP, visiting speakers, quizzes, formal input by teacher, Power Point, Textbook/student manual, Logbook, mentors guide, student quiz and exam book, instructor manual, Animated DVD clips, role play, discussion, visiting speakers, class games, a car, quizzes, magazines, trip to NCT centre

Content

Module 1: Motivation and Attitude

- Driving risk
- Risk taking behaviours
- Drink and driving
- Drugs and driving
- Emotion
- Resisting negative learning

Module 2: Understanding the road

- Driver co-operation
- Limitations as a novice driver
- Physical principles governing driving
- Momentum – Braking, slowing, stopping
- Road design
- Vital signs: road signs, signals, markings
- Law enforcement

Module 3: Understanding the car

- How your car works
- Routine checks
- Basic maintenance
- Vehicle modifications
- Appropriate and inappropriate modifications
- Breakdowns and personal safety
- Managing breakdowns

Module 4: Attention

- Alertness
- Information filtration
- Attention distribution
- Task fixation and switching attention
- Tunnel attention
- Fatigue and drowsiness

Module 5: Hazard Perception

- Sensory awareness
- Visual acuity
- Field of vision
- Blind spots

- Scanning
- Anticipating and managing driving hazards
- The SIDE rule and multiple hazards

Module 6: Evaluation

- Risk assessment
- Expectations of other road users
- Your expectations of other road users

Module 7: Making decisions

- Risk acceptance
- Benefit to risk and response selection
- Review, retry and abort

Module 8: Motor skills

- Acceleration and speed control
- Handling characteristics
- Controlling deceleration
- Steering
- Lane position
- Error correction

Module 9: Safety margin

- Your safety margin
- Stopping time and distance
- Speed limits
- Following distance
- Tailgating
- Lateral space
- Maintaining your safety margin

Module 10: Responsibility

- Sharing the road
- Aggression and driving
- keeping your cool
- Considerate road use
- Communication
- Self monitoring
- Safety belts and restraints
- The cost of road traffic incidents
- Energy and the environment

Module 11: Risk management

- Different road types and challenges
- Ice, snow, fog
- Sunshine
- Night driving
- Loading and towing
- Driving in unfamiliar areas and internationally
- Emergency procedures

Module 12: The road ahead

- Learning for life
- First aid
- Buying a vehicle
- Choosing a car
- Finance and regulations
- Driving tests

Assessment

Progress will be assessed on an ongoing basis by asking questions on previously learned material or by asking students to execute skills learned. Upon completion of each module, students will complete knowledge reviews at the end of each chapter. In addition, at the beginning of each lesson, a review quiz will be completed so as to recap on the previous lesson. At the end of the 10 weeks, a final exam will be undertaken and assessed.

Resources

Road atlas

Car buyers guide

Auto trader

Steer Clear Drivers Education Manual

The following resources will be used in each specific module:

Module 1 – Beer goggles, Juggling balls

Module 2 – Paper, group work, Tennis and ping pong balls, sock, skittles

Module 3 – Car owner’s manual, car

Module 4 – pen, paper

Module 5 – blindfold, car

Module 6 – group work, chair

Module 7 – Sweets

Module 8 – glass of water

Module 9 – Quiz

Module 10 – role playing

Module 11 – NRA website, first aid kit, calculator

Module 12 – Buy and sell, car buyers guide

Links with other subjects

Geography – identification of geographical areas both nationally and internationally, the reading and interpretation of road maps, recognising road types and signs

Maths and Science (Physics) – Momentum, Inertia, Distance, speed, braking time, stopping distance

Business Studies and Home Economics – choosing and purchasing a car, car finance

Evaluation

On going evaluation is central to the success of this subject. At the end of the module, students will be presented with an evaluation form. Assessment of students will provide feedback to the teacher which she will use to critically analyse if the outcomes have been successful in achieving the learning objectives as set out. The purpose of this feedback is to improve and enhance the subject, if necessary, over time. The final exam will also provide feedback in order to examine if objectives have been achieved.

2.17 COOKERY MODULE

Duration of Subject/Module

1 double class per week
3 Groups, 10 weeks each

Aims

- To enable students to be efficient and competent managers in the kitchen

- To provide opportunities for students to develop and reinforce creative , manipulative and decision-making skills in relation to the preparation, cooking and service of food
- To enable students to apply safe and hygienic work practices in the kitchen and at home
- To illustrate to students the importance of considering meal planning guidelines such as budgeting, special diets, facilities, etc. when planning meals for themselves and other people

Objectives

- To identify and use the **equipment** in the Home Economics kitchen
- To gain an understanding of **weights and measures** and their application to cookery
- To understand the importance of **temperature control** and **oven management** while cooking food
- To enable students to **follow a recipe** on their own in logical order
- To follow **safety and hygiene** procedures in relation to safe food practices
- To introduce students to a variety of **cooking methods** (e.g. Boiling, roasting, stir frying, steaming, stewing, frying, grilling, Rub in method, whisking, creaming, pastry) and the **underlying principles** involved in each
- To develop an awareness of the different **cuts of meat, types of fish** available to the consumer
- To learn how to plan meals and **modify recipes** for those with a **special diet(see content section)** for example, a lacto-vegetarian, a vegan, coeliac, lactose intolerant, low fat/low cholesterol diet

- To introduce to students to a variety of ***Ethnic*** dishes such as tortilla wraps (Mexico), chicken curry (India), Pizza (Italy), French breakfasts (France), Sushi (Japanese), German cookery
- To show the relevance of planning meals for those on a variety of ***budgets***, such as those with large families/at school/at college, etc
- To ***plan, prepare, cook and serve*** a selection of menu items (in conjunction with Tourism Awareness) To become competent in evaluating dishes under colour, flavour, texture, nutritive value, cost in comparison to similar convenience foods, cooking methods, recommendations for next time and modification of dishes

Teaching and Learning Strategies

Practical work, Class demonstrations, co operative group learning, digital camera, spot demonstrations, brainstorm, handouts, worksheets, group work, leaflets/brochures from local supermarkets, Classroom discussion, costings, research work in the supermarket/online, Over head projector, free materials and booklets in shops

Content

- Students will **research the various pieces of kitchen equipment** and their uses in carrying out a variety of dishes
- Students will learn **oven management skills**. This will form a concurrent part of each practical class during the ten week module
- The majority of double classes each week will be dedicated to cookery of various dishes. Such classes will allow pupils to plan, prepare, cook, and serve a wide variety of popular dishes commonly served in hotels, restaurants and at home today.

- Students will prepare and make a variety of **Ethnic Cookery dishes** to suit a budget and using value cuts of meat if appropriate, for example, spaghetti bolognese (Italy) , tortilla wraps/chicken fajitas/chilli tacos (Mexico), Quiche/French Breakfast/French apple tart (France), pizza (Italy), lasagne (Italy), chicken stir fry (Chinese), fish pie (Ireland), chilli con carne (Indian), Sushi (Japan)
- Students will link the theory learned in French, Japanese, Irish and German classes and apply it in the making of a variety of ethnic cookery dishes
- Students will research and investigate meal planning guidelines in compiling suitable menus for cookery class. This will be carried out in conjunction with the Hotel, Catering and Tourism module.
- Dishes will include a **selection of starters, dinners and desserts** to include: soup and melba toast, scones, dinners such as lasagne, spaghetti bolognese/chilli con carne, chicken stir fry and boiled/fried rice, tortilla wraps, desserts such as apple tart, chocolate cake, cheesecake
- This allows students to be efficient and competent managers in the home and kitchen as well as developing basic **food preparation skills** which will be of paramount importance and relevance in their future lives whether at home, school, at college, etc
- Each practical class will highlight the importance of adhering to appropriate **safety and hygiene** procedures
- Each dish presented will be tasted and evaluated following an appropriate format – evaluation of both self, product and implementation of the dish

Ethnic Cookery Suggestions

France

Quiche Lorraine

Croissants

Pord du normande

Crepes

French wine

Breads

French Apple Tart

French pastries

Mille feuille

Italy

Pizza

Garlic bread

Bruschetta

Matriciana

Pastas

Pasta (tomatoes, garlic, olives)

Ratatouille

Spagheetti Bolognese

Lasagne

Japan

Sushi

Tampura

Thai

Indonesian

Satay

kebabs

Hungary

Goulash

India

Chicken/beef curry

Pitta bread

Naan bread

Poppadum (Indian fried bread)

Spices

Chilli con carne

China

Stir fry

Rice

Noodles

Chow mein

Lemon chicken

Irish

Full Irish Breakfast

Ulster fry

Brown soda bread

Irish stew

Bacon and cabbage

Farmhouse cheeses

American

Hamburger and fries

Muffins

Scotland

Shortbread

Spanish

Frittata

Paella

Greece

Tzatziki

moussaka

Assessment

Assessment will take the form of a folder compiling each week's recipe and written evaluation worksheets and handouts based on each practical class and country investigated

Resources

The Principles of Cookery, by Deridre Madden

www.Bordbia.ie

www.cert.ie

www.failteireland.ie

Classic Italian Recipes, by Bugg et al.

The Best of Italy, Kelly, S

Smart Cooking 1&2, by Marita McGeady and Martina Cribben

Live and Learn, by Folens

Ballymaloe Cookery Course, by Darina Allen

Links with other subjects

Maths for the costing of ingredients

Computers – menu planning – clip art, word art, creativity

Art – creativity in menu planning, serving and presenting food

Hotel Catering and Tourism – menu planning guidelines, food safety and hygiene procedures, courses, types of menus, critical evaluation of the finished product

Geography – Ethnic cookery

Evaluation

Ongoing critical evaluation is the key to successful teaching and learning throughout this cookery module. From a student perspective, both self evaluation and product analysis at the end of each lesson will enable students to critically analyse their implementation of the recipe and to critically evaluate the recipe itself. This will provide students with initial feedback in forming recommendations in relation to their work sequence and if needs be, recipe modification. Ongoing teacher evaluation is critical in ensuring that the module overall is addressing each objective as set out. Each cookery class will be evaluated from a teaching perspective and a learning perspective where strategies used and selection of dishes cooked will be evaluated to ensure that the learning outcomes for each lesson are achieved in the best possible manner for a mixed ability class.

2.18 WEB DESIGN MODULE

Duration of Subject/Module

10 Weeks

Aims

- encourage the development of design skills through practical activities that foster investigation and imagination.
- Encourage the pupils to develop a new form of communication.
- Develop an understanding of the internet and the www and the reasons behind its development.

Objectives

Pupils should be able to:

- Display knowledge of html.
- Present their work in a way that is appealing visually.
- Understand how pages are uploaded to the web and linked together.

Teaching and Learning Strategies

This module will be practical based with pupils designing a website to learn the basics of html.

Content

Basic structure of a simple webpage in html.
Adding simple styles to a webpage.
Linking web pages.
Designing a heading for a webpage using www.cooltext.com.
Adding tables to a web page.
Using a web authoring package to produce a webpage (NVU)

Assessment

There will be no formal assessment in this module. Pupils will develop a three page website on an area of their choice

Resources

Real text editor.
NVU (free web authoring package)
www.cooltext.com
www.w3schools.com
Paint shop pro.

Links with other subjects

Computer studies

Evaluation

Pupils will be given a questionnaire at the end of the module to assess the progress of the module.

2.19 ART MODULE

Duration of Subject/Module

10 Weeks

Aims

- The pupils will develop a sense of personal identity and self esteem through the practical achievements in art.
- They will gain an insight into aspects art history.
- The pupils will develop their aesthetic sensibilities and powers of critical appraisal.
- To promote good communication in the group via structured activities.
- To develop the pupils understanding of art and design in our society, by visiting galleries and talking to visiting artists during the year.

Objectives

- The pupils will gain an insight into the many areas of art and design.
- They will develop their skills by using a variety of materials, tools and equipment.
- They will learn to evaluate their own work and that of others.
- The pupils will develop their awareness of the historical, social and economic role and value of art in our environment and contemporary culture.

- They will develop their communicative skills while working together on group projects.

Teaching and Learning Strategies

Activity based learning
Demonstrations
Group work
Visiting speakers
Visiting exhibitions
Personal responsibility in learning
Individual work

Content

- Possible areas of study
- the form and fusion fashion competition
 - mosaic pictures
 - designing and making mirrors
 - t- shirt painting
 - an art exhibition of their junior cert' art projects
 - improving an area of the school for example garden design
 - puppetry
 - garden sculptures

This content can change on a yearly basis.

T- Shirt Painting and Tye Dyeing (5 wks)

A demonstration is given to show the pupils how to mix up dyes for the tie dyeing process. The pupils are then shown how to use the elastic bands pebbles etc in order to the required effect. Leave the t- shirts in the dye for 15 mins. The pupils will then design an image for the front and the back of their t- shirts. They will sketch it on to their t- shirt and paint it with fabric paint. Accessories can then be added to further personalise the finished piece.

Mosaic Mirrors (5 weeks)

The pupils must firstly research a design for their mosaic and decide in the overall composition where best to place the mirror. Colour theory and design play an important role in the process. Selections of tiles are then selected for their colour and size and with the aid of tile adhesive the pupils arrange the tiles on to a board on which their design is drawn.

On completion the pupils must grout the overall design and wipe with a damp cloth.

Gloves must be worn at all times.

Other items such as glass beads can be added to the piece.

Refer to A. Gaudi

Puppetry

This is another option to do with a transition year group. Based on a theme the pupils must design and make a glove puppet.

Art Exhibition

The pupils could organise an art exhibition of their junior certificate art projects in the school.

Development of an area of the school.

A courtyard area was developed into a garden area in 2008 within the school. Sponsorship was received from the student council, Woodies and Homemakers to buy benches shrubs and flowers. The pupils were responsible for the planting, the location of the containers and the general care of the area.

This garden will need regular maintenance, addition plants and garden sculptures in the future.

Assessment

After every finished piece a grade is given this is based on the overall finished work and the preparation work. This is then recorded in my diary. Written school reports give an overall account of the pupil class work and homework. Every pupil must have a folder of notes and handouts that refer to specific areas of the module. These are also assessed.

Resources

A selection of art books (see art planning)

A selection of videos (see art planning)

Paint, brushes and 3d material.

The Arts office, Cavan.

Art Galleries

Guest Speakers

Links with other subjects

Many of the areas in the art module can be linked with areas in Home Economics such as sewing, pattern cutting and designing which aids the making of a puppet. At times art can link with the mini – company in making crafts to sell and help with designing and specific techniques.

In the construction of the futurist fashion costume areas of the construction can be aided by the technology department.

Evaluation

On the completion of the module the pupils will complete an evaluation sheet based on the content of the module and their input.

2.20 MUSIC APPRECIATION MODULE

Duration of Subject/Module

10 weeks

Aims

It is designed for beginners and introduces students to the main topics within music.

Over the next 10 weeks, my aim is to engage pupils in the enjoyment of listening, performing and musical analysis. By the end of the 10-week course, the aim is that pupils will be able to differentiate between different styles and genres of

music, and to discover, recognise and appreciate their uniqueness. Also to focus to a large extent on the area of musical performance, whereby pupils will be taught to play the Tin Whistle. They will also engage in singing.

Objectives

Pupils will engage in the enjoyment of music making.
They will develop their listening skills.
They will develop their performance skills.
Pupils will be enabled to use their imagination in describing what the music sounds to them.
Pupils will express how the music helps them feel.
Pupils will become sensually aware of the music.
Pupils will develop and deepen their appreciation for music.
They will express themselves through performance i.e. singing.
Pupils will be enabled to respond to music.

Teaching and Learning Strategies

My method and rationale for teaching will involve both higher order and lower order questioning and to engage in an active learning environment as much as possible rather than a textbook orientated learning environment. Most of their learning will be through discovery and analysis of

various types of music under headings such as Melodic layout, structure, form, tempo, timbre, texture, dynamics, instruments used, mood, genre, special effects if any, images conveyed from listening to music, Their own opinion on music. I encouraged pupils to think about music in a different way, to become critical thinkers of music. I expose pupils to various genres of music beginning from 800AD to 20 Century. This enables pupils to be exposed to music that they have generally never heard before and to see how music today is influenced by music of centuries ago. I also ask pupils to bring in music of their own choice and encourage them to analyse their own music in a way they would have never done before.

I aim to cognitively challenge my pupils rather than engage in a lesson that is based on recall of information.

I believe it's necessary for my pupils to experience and engage in the affective domain and psychomotor domain also.

Content

10 lessons over 10 weeks where pupils are exposed to the various musical periods.

Lesson 1. Tin whistle and/or singing.

Introduction to the Orchestra and orchestral Instruments.

Listening and identification.

Lesson 2. Tin Whistle and /or singing.

Irish Music.

Folk songs and dances differentiate and distinguish between

them.

Lesson 3. Tin Whistle and/or singing.

Fusion of various styles i.e. Irish vs. jazz, Irish vs. Orchestral, Irish vs. Ethnic, Irish V's Rock, Irish V's Pop,

Lesson 4. Tin Whistle and/or singing.

Irish Music and video of documentary on Chieftains- their journey and fusion with artists such as Sting, Tom Jones, Ry Cooder, Marianne Faithful, Mark Knopfler, Sinead O' Connor.

Discussion afterwards.

Lesson 5. Tin Whistle and/or singing.

Introduction to Medieval period in terms of musical analysis, a historical perspective, features and characteristics of that period.

Students own analysis of their own music where a different pupil brings in a CD each week and discusses it. In class performance.

Lesson 6. Tin whistle and/or singing.

Baroque period- introduction to features and characteristics, composers,

Principal instruments,

Historical perspective of baroque period.

Students own analysis of their own music where a different pupil brings in a CD each week and discusses it. In class performance

Lesson 7. Tin Whistle and/or singing.

Classical Period: introduction to features and characteristics, composers,

Principal instruments,

Historical perspective of baroque period.

Students own analysis of their own music where a different pupil brings in a CD each week and discusses it. In class performance

Lesson 8. Tin Whistle and/or singing.

Romantic Period: introduction to features and characteristics, composers,

Principal instruments,

Historical perspective of baroque period.

Students own analysis of their own music where a different pupil brings in a CD each week and discusses it. In class performance

Lesson 9. Contemporary Music. Music broadcasted today

Analysis and discussion.

In class performance and revision

Lesson 10: Watch DVD of the Opera 'Tosca'

Assessment

Pupils are assessed within class through analysis, in class assignments and discussion.

Links with other subjects

Occasionally Music links up with Art where there is a fusion between both subjects. Music and Art teacher collaborate on different music that suits certain dances in relation to

performance art. These subjects intend to merge for the end of year presentation where by some Art/Music pupils will perform a dance and some Music/Art pupils will play music to accompany that dance.

Resources

Pupils listen to examples of every genre and style discussed in class. Books are available from music room for pupils to build on their information. Pupils have access to the internet

Evaluation

At the end of the course each student will be asked to fill in an evaluation form on this module.

2.21 Design and Communication Graphics

Duration of Subject/Module

10 Week Module of one double period

Aims

- to facilitate the development of a range of communication skills, which will encourage students to express their creativity in a practical and imaginative

way, using a variety of forms: verbal, graphic, model, etc.

- to develop the capacity and ability of students in the area of visuo-spatial reasoning
- to promote and awareness and appreciation of CAD systems in the area of design and communication
- to develop pupils file management skills

Objectives

Pupils will be

able to model, in two and three dimensions, graphic design problems and solutions, utilising a range of appropriate techniques and media with confidence and discernment.

competent and confident in the application of CAD and other appropriate Information and Communication Technologies (ICT) in the solution, modeling and presentation of graphic design solutions, in two and three dimensions.

appreciative of the broad vocational relevance of Design and Communication Graphics.

able to manage files and folders

produce a folio of completed work

Teaching and Learning Strategies

Pupils will engage in hands on activities in the use of solid works and other IT programs.

Pupils will complete a number of exercises in producing part and drawings of everyday objects.

Pupils will be encouraged to explore alternative solutions to completing the problems.

Pupils will produce a folio of completed work.

Content

Work produced will include real life objects. Materials to complete will be taken from T4 resources and also NCTE resource materials.

Ideas and suggestions from pupils will be included where practical

Assessment

Module assessment will be based on the production of a folio of work presented at module end.

As per transition years assessment grades will be awarded for class work and for effort.

Resources

DCG room with PC's and Solid works program

T4 and NCTE resource material

Links with other subjects

This subject provides a link from Technical Graphics to the new Senior Level DCG.

As all pupils will not have followed this subject path, module material is at a level to engage pupils with no previous experience.

Evaluation

This is a new module and will be evaluated at the end of the school year.

2.22 Career Guidance

Duration of Subject/Module

One Class per week

Aims

1. To assist pupils in developing management skills which will lead to effective choices and decisions about their lives.
2. To develop in the pupils an awareness of their talents and abilities.
3. To make informed choices about their future career options.

Objectives

Pupils at the end of Transition Year should be able to:

1. Make an informed choice with regards to subjects at Leaving Certificate level.
2. Have developed confidence from activities such as work experience and mock interviews as part of their guidance programme.
3. Develop good background knowledge of software packages such as qualifax, which will enable them to access the most up-to-date career information via the internet.

Teaching and Learning Strategies

Formal input by teacher
Group work and discussions
Independent learning
Pupil's experiences

Content

Subject content and subject choices at Cavan Royal School
Study Skills
Preparation for Work Experience
Third Level colleges
Career choices and pupil's aptitudes

Resources

www.skool.ie
Qualifax website
Canadian government website
I.T. Teacher
Business Teacher
English Teachers
TY Coordinator

Links with other subjects

I.T
English
Business Studies
S.P.H.E.

Evaluation

An end of year evaluation sheet is given to each pupil to complete.

3. Organisational Details.

3.1 Co-ordinator: Padraic Corley

3.2 Core Team: Padraic Corley
John Crotty (Deputy principal)
Ivan Bolton (Headmaster).

Planning Team: Padraic Corley
Aisling Hoare
John Galligan

List Of pupils In Transition Year

Trans R

1.	Adams Julie
2.	Callan Jack
3.	Compton Jack
4.	Eccleston Aaron
5.	Eccleston David
6.	Eniola John
7.	Fannin Lucinda
8.	Hamill Rebekah
9.	Hardiman Cian
10.	Jennings Victor
11.	John-Ogbonna Charles (Left Oct)
12.	Kettye Jonathan
13.	Lowry Ruth
14.	Marsden Jamie
15.	Nuga Dami
16.	Ridley William

Trans S

1.	Arneill Gavin
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2.	Carleton Darren
3.	Clail Valerie
4.	Dewart Andrew
5.	Florence Louise
6.	Fuentes Alvaro
7.	Grogan Colleen
8.	Heaslip Mark
9.	Heaslip Robert
10.	Magee Emma
11.	Mayne Ivan
12.	Mayne Andrew
13.	Millington Jane
14.	Morton Marilyn
15.	Pollock Alastair
16.	Pratt Richard
17.	Saleh Fatima (Arrived 3 rd Nov)
18.	Stoddart Rachel
19.	Tubman Gary

Outline of Transition Year Subjects/Modules 2008/2009

Subject	Period
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Irish	4
English	4
Mathematics	4
French	3
Science	3
History	3
Geography	3
Business	3
Guidance	1
PSHE	1
Religion	1
Computers	3 [^]
P.E.	2
Visiting Speakers	2
Co-ordinating Class	1
Tourism Awareness*	1*

[^]Two taught classes and one supervised

*This will be team taught.

Module 1 (Mon)	Module 2 (Thurs)	Module 3 (Friday)
Cooking	Music	Performing Arts
Japanese Culture	Art	D.C.G
German	Web Design	Steerclear

Commitment to modules for three years.

Transition Year Modules and Groups 2008-2009

Group A	Group B	Group C
Adams Julie	Eccleston Aaron	Callan Jack
Arneill Gavin	Carleton Darren	Clail Valerie
Saleh Fatima	Compton Jack	Eccleston David
Dewart Andrew	Florence Louise	Fannin Lucinda
Grogan Colleen	Eniola John	Fuentes Morante Alvaro
Hamill Rebekah	Hardiman Cian	Heaslip Robert
Magee Emma	Heaslip Mark	Jennings Victor
<i>John-Ogbonna Charles</i>	Kettye Jonathan	Lowry Ruth
Marsden Jamie	Mayne Andrew	Mayne Ivan
Millington Jane	Morton Marilyn	Pollock Alistair
Pratt Richard	Nuga Dami	Ridley William
	Stoddart Rachel	Tubman Gary

Module 1: Cookery/Japanese Culture/German

Module 2: Music/Art/Web Design

Module 3: Performing Arts/D.C.G./Steer clear

Term	Group A	Group B	Group C
1 25 th Aug. – 14 th Nov.	Cookery Music Performing Arts	Japanese Culture Art D.C.G	German Web Design Steer clear
2 24 th Nov. – 15 th Feb.	Japanese Culture Art D.C.G	German Web Design Steer clear	Cookery Music Performing Arts
3 23 rd Feb. – 15 th May	German Web Design Steer clear	Cookery Music Performing Arts	Japanese Culture Art D.C.G

Weekly Timetable for Trans R

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:35	Module 1	Geography	History	French	Irish
9:35 – 9:40	Roll Call				
9:40 – 10:15	Module 1	Computers	Irish	PSHE	English
10:15 – 10:55	French	English	Maths	Irish	Mini Co.
10:55 – 11:10	Break				
11:10 – 11:50	Science	History	Speaker	Module 2	Guidance
11:50 – 12:30	Science	P.E.	Speaker	Module 2	Religion
12:30 – 1:10	Geography	P.E.	TY Diary	Science	Maths
1:10 – 2:10	Lunch				
2:10 – 2:45	Computers	Tourism	Geography	English	Module 3
2:45 – 3:25	History	Irish	Mini Co.	Maths	Module 3
3:25 – 4:05	English	Maths	Mini Co.	History	French

Module 1: Cookery/Japanese Culture/German

Module 2: Music/Art/Web Design

Module 3: Performing Arts/D.C.G./Steer clear

Weekly Timetable for Trans S

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:35	Module1	Irish	English	Religion	Mini Co.
9:35 – 9:40	Roll Call				
9:40 – 10:15	Module 1	French	Irish	Irish	Mini Co
10:15 – 10:55	Computers	English	Maths	Science	Geography
10:55 – 11:10	Break				
11:10 – 11:50	Guidance	History	Speaker	Module 2	Science
11:50 – 12:30	English	P.E.	Speaker	Module 2	Science
12:30 – 1:10	Irish	P.E.	TY Diary	English	Maths
1:10 – 2:10	Lunch				
2:10 – 2:45	French	Tourism	Mini Co	Geography	Module 3
2:45 – 3:25	History	Computers	French	Maths	Module 3
3:25 – 4:05	PSHE	Maths	Geography	History	Computers

Module 1: Cookery/Japanese Culture/German

Module 2: Music/Art/Web Design

Module 3: Performing Arts/D.C.G./Steer clear

The Transition Year Calendar

<i>August/September</i> WEEK 1		
M	25	
T	26	Induction Morning 9:00 – 1:10
W	27	Mary Yore - Gaisce
T	28	
F	29	
WEEK 2		
M	1	
T	2	
W	3	Swimming
T	4	
F	5	
WEEK 3		
M	8	
T	9	
W	10	Swimming
T	11	
F	12	
WEEK 4		
M	15	
T	16	
W	17	Swimming
T	18	
F	19	
WEEK 5		

M	22	
T	23	
W	24	Swimming
T	25	
F	26	
<i>October</i> WEEK 6		
M	29	Trans R First Aid Course
T	30	Trans R First Aid Course
W	1	Psycho Spaghetti – Ramor Theatre Virginia
T	2	
F	3	
WEEK 7		
M	6	Trans S First Aid Course
T	7	Trans S First Aid Course
W	8	Samaritans
T	9	
F	10	
WEEK 8		
M	13	School Funday
T	14	
W	15	Cavan Wheelchair Association
T	16	Irish Trip
F	17	
WEEK 9		

M	20	English Trip
T	21	
W	22	Mental Health Ireland (Michael Mc Ginn)
T	23	
F	24	<i>Halloween Break</i>
<i>November</i> WEEK 10		
M	3	
T	4	Sponsored 10km Walk for Antarctica
W	5	Cavan Institute
T	6	
F	7	
WEEK 11 (Exams)		
M	10	Cavan Enterprise <i>Meet employers after 2:10pm</i>
T	11	
W	12	
T	13	
F	14	
WEEK 12		
M	17	Work Experience
T	18	
W	19	
T	20	
F	21	
WEEK 13		
M	24	
T	25	

W	26	Cavan Enterprise
T	27	
F	28	Drive for Life – Full Day
WEEK 14		
<i>December</i>		
M	1	
T	2	
W	3	Self Defence
T	4	
F	5	
WEEK 15		
M	8	
T	9	
W	10	Self Defence
T	11	
F	12	
WEEK 16		
M	15	
T	16	
W	17	Self Defence
T	18	
F	19	
WEEK 17		
M	22	
T	23	<i>Christmas Holidays</i>
W	24	

T	25	
F	26	
<i>January</i>		WEEK 18
M	5	
T	6	<i>Boarders Return</i>
W	7	
T	8	
F	9	
WEEK 19		
M	12	
T	13	
W	14	
T	15	
F	16	
WEEK 20		
M	19	
T	20	
W	21	
T	22	
F	23	
WEEK 21		
M	26	Dance Workshop
T	27	
W	28	
T	29	
F	30	

<i>February</i>		WEEK 22
M	2	
T	3	
W	4	
T	5	
F	6	
WEEK 23 (Exams)		
M	9	
T	10	
W	11	
T	12	
F	13	<i>Mid-term Break</i>
WEEK 24		
M	23	
T	24	
W	25	
T	26	
F	27	
<i>March</i>		WEEK 25
M	2	
T	3	
W	4	
T	5	
F	6	

WEEK 26		
M	9	
T	10	
W	11	
T	12	
F	13	
WEEK 27		
M	16	
T	17	
W	18	
T	19	
F	20	
WEEK 28		
M	23	
T	24	
W	25	
T	26	
F	27	
WEEK 29		
M	30	
T	31	<i>April</i>
W	1	
T	2	
F	3	<i>Easter Holidays</i>
WEEK 30		

M	20	
T	21	
W	22	
T	23	
F	24	
WEEK 31		
M	27	
T	28	
W	29	
T	30	<i>May</i>
F	1	
WEEK 32		
M	4	<i>Bank Holiday</i>
T	5	
W	6	
T	7	
F	8	
WEEK 33 (Exams)		
M	11	
T	12	
W	13	
T	14	
F	15	
WEEK 34		
M	18	

WORK EXPERIENCE		
F	22	
WEEK 35		
M	25	
T	26	
W	27	Presentation Evening
T	28	
F	29	

Assessment

The methods of assessment carried out during the Transition Year include:

1. Written exams at the end of each subject and for some modules.
These results along with a rating for each pupil on a 0-4 scale are posted to parents/guardians at the end of each module.
2. Ongoing assessment for each pupil by the teaching Staff.
3. Project work and oral presentations.
4. Portfolio of work for some modules.
5. Assessment of work experience during November and May.
6. Self assessment at the start of the programme and at the end of the programme, assessment of their work experience to be compared with the employer's assessment of their performance.
7. Each pupil keeps a diary for visiting speakers, trips and activities and also a diary of their work experiences.
8. Exhibitions of pupils work and performance of new skills.
9. Practical assessment.

10. Level of pupil participation in mini-company, Gaisce, fundraising, charity work etc...

Certification

1. Department of Education & Science Certificate
2. The School's Certificate for completion of the programme. This certificate is given at three levels: Pass (40-54), Merit (55-69) and Distinction (70 – 100).
3. Certificates that the pupils can be awarded during the year: First Aid, P.A.L, Tourism Awareness, Steer Clear etc...

Special awards are given to pupils in the following areas:

1. **Geography:** for completion of a project.
2. **Attendance:** these awards are given to pupils who miss 3 or fewer days throughout the programme.
3. **Mini Company:** Best Display, Best Business plan and overall winners.
4. **Sporting** achievements in the year are also presented.

Major awards are sponsored by Cavan Credit Union and are presented by a member of the Credit Union. These include:

1. Best attendance award
2. Spirit of Transition Year award (awarded to the pupil who embraces the ethos of Transition Year, it is voted on by all the teaching staff).
3. Student of the Year award (heavily based on academic performance and achievements during the year).

Finances

The running of our Transition Year programme is expensive for parent(s)/guardian(s) we are conscience of this and we try to spread the activities out over the year. At the start of each year the cost for each pupil is forecasted. The P.A.L. is funded using the Transition Year grant, this money is also used to subsidise some trips as well. The following is the forecasted cost of the programme for each pupil:

Trip/Activity	Cost
Swimming (4 @ €6 each)	€24
First Aid Course	€65
P.A.L	€20
Study Skills	€15
Self Defence (3@3)	€9
Artscope	€18
Steer Clear	€50

Cost €200

All TY pupils are encouraged to take part in the four day adventure trip which is planned for 24th February to 27th February.

Evaluation

The programme is constantly been evaluated by the pupils who keep diaries of various activities, trips, visiting speakers, workshops etc...

At the end of the programme pupils are given evaluation sheets and asked to evaluate their experiences within Transition Year.

An evaluation sheet is also posted home to each parent in Transition Year and they are encouraged to complete the evaluation form and return it in the stamped addressed envelope.

The programme is also evaluated by the teaching staff. Any concerns or ideas that teachers may have about the programme are discussed with the co-ordinator who will then pass these onto the Headmaster and deputy principal at the Transition Year meetings.

Work Experience providers are also encouraged to evaluate our work experience.

Members of the public who take part in our mock interviews are also encouraged to critically evaluate the process.

In-service Training for Transition Year

Teacher	Date	Course
Padraic Corley	May 2005	Induction Day for new coordinators
Padraic Corley	Oct 2006 – Jan 2007	Promotion, Development and Management of the Transition Year.
John Galligan	Nov 2006 – March 2007	Teaching Science in Transition Year.
Aisling Hoare	March 2007	Teaching Maths in Transition Year.
Padraic Corley	Nov 2007 March 2008	Work Experience at Senior Cycle.

Isla Poyntz Lynn Stewart	October2007	Tourism and Awareness
John Galligan	February 2008	Transition Year Science
Davina Trenier	Sept. '08	Tourism and Awareness