

TRANSITION YEAR PROGRAMME

2010 – 2011



Mission Statement

We in St. Louis Secondary School, Dundalk aim to educate the whole person and to encourage the qualities of respect, truth, responsibility, happiness and excellence in a caring Christian atmosphere.

ST. LOUIS SECONDARY SCHOOL, DÚN LUGHAIDH
DUNDALK, CO. LOUTH

WHY TRANSITION YEAR

In 1994 the Department of Education & Science made it possible for students to remain at second level for six years. Various options were suggested for this extra year but the Transition Year was promoted as being the most beneficial. Its purpose was to provide a different kind of school experience for the student and its main aims were as follows:

- Education for maturity with emphasis on personal development, social awareness and increased social competence.
- Promotion of general, technical and academic skills with emphasis on inter-disciplinary and self directed learning.

Here in Dún Lughaidh we are in our fifteenth year of the Transition Year Programme. Before the programme was started in September 1995, we spent two years planning and developing a curriculum which offers a valuable and worthwhile learning experience.

As a staff, we agreed on the following aims:

- To provide a learning structure that promotes maturity.
 - To provide breadth and balance in the curriculum
 - To develop life skills.
 - To be learning-led rather than exam-led.
-

OUTLINE SYLLABUS FOR TRANSITION YEAR

ART, CRAFT & DESIGN

AIMS/OBJECTIVES

To help create a feeling of well being and confidence for the student in their own ability to express themselves through the language and skills involved in art, craft and design.

COURSE CONTENT

Due to the fact that some of the students may be new to the subject, basics are covered or reviewed (e.g. drawing, painting and design skills).

The work varies from individual crafts to large scale group projects used to enhance the school environment like mural painting or garden sculpture projects.

There is more freedom to enter various Art based competitions, some of which are specifically aimed at Transition Year.

In addition, students interested in pursuing a career in Art will have the opportunity to begin Portfolio preparation.

CROSS CURRICULAR LINK

Any activities or learning experiences covered in other subject areas, which may feed ideas or methods into art project, for example:

Science

Home Economics

Mini Company

ASSESSMENTS

Students will be assessed continuously on their individual projects and will receive overall grade based on these assessments at the end of the year.

IRISH

AIMS

The aim of the course will be to make the language alive and relevant.

METHOD

To achieve this aim, an emphasis is put on speaking and listening skills while studying folklore and national media. A modular cross-curricular approach will be used.

CONTENT

- A modern drama.
- A study of Irish films, videos, T.V. programmes, Radio na Gaeltachta and newspaper extracts.
- Irish teachers will liaise with other departments in small modules in the following areas:
 - Irish games
 - Irish music and dance
 - Irish art

ACTIVITIES

- Visiting Speakers
- Debates and/or Quizzes – possibly with Transition Year classes from other schools
- Drama Production
- Trips – Táin Trail, for example

ENGLISH

AIMS

To give students a broader based approach to English with a wider variety of programmes.

To provide far more activity-based learning in areas such as communications, media and drama.

To develop a more mature appreciation of literature in its different forms – drama, poetry and novel.

SYLLABUS

Three core units to be studied:

- Literature – novel or drama. Students will study either a novel and or a selection of short stories by various authors. Poetry covering topics such as relationships, family life and others will be introduced. The emphasis will be on modern poetry from new Leaving Certificate Programme.
- Media: Students will learn about some aspects of film making using illustration from selected films. They will also learn some basic techniques involved in using a video camera. One day film course, students make their own short film.
- A publication or a mail-shot presentation for school magazine.

JOURNAL

Students keep a journal/diary of weekly activities which is regularly looked at by co-ordinator.

ASSESSMENTS

Continuous assessment/written exam at the end of the year/self assessment in relation to activities covered.

MATHEMATICS

AIM

To create interest in mathematics, to revise Junior Certificate Programme and to lay a foundation for Leaving Certificate Programme.

SYLLABUS

An attempt is made to cover parts of the Leaving Certificate Syllabus. The course content will be taken from some of the following areas:

- Algebra
- Trigonometry
- Patterns in Mathematics – Sequences and Series
- Statistics
- Probability, Permutations and Combinations
- Geometry/Enlargements/Tessellations/Transformations
- Linear Programming
- Consumer Mathematics
- History of Mathematics - project

OTHER AREAS OF INTEREST LIKE:

- Chess
- Logic Puzzles
- Sudoku
- Crosswords
- Orienteering
- Cryptography

ASSESSMENT

Continual assessment/end of year examination/maths projects

AREAS OF CO-OPERATION WITH OTHER SUBJECTS

Orienteering with Geography and P.E.

Information Technology

EUROPEAN LANGUAGES

CONTENT

There will be an emphasis on the spoken language, covering for example, talking about family, school, home, hobbies etc. Articles of interest to young people taken from a variety of French newspapers and magazines relevant to Leaving Certificate, develop vocabulary and increase confidence in oral, aural, comprehension and written skills.

Some of the following will be covered:

- French Video – cultural and linguistic content, programmes in French about France and the French way of life.
- French Film – such as “Jean de Florette”, “Manon des Sources”, “Cyrano de Bergerac”, and “Amélie”, “Les Choristes”.
- Music – traditional songs, carols, modern pop music etc.
- Drama – possible simple production of a French play or visit to school by French Theatre Group.
- Projects – could involve a study of a region, a product (e.g. wine), an historical figure, a painter/composer, a place (e.g. Versailles).

MATERIALS

Magazines, video, film and audio equipment and Carrefour – TY French textbook.

STUDENT EXCHANGES

Transition Year could be encouraged to do a language student exchange for three weeks of holiday time. Team exchange programme involves a period of approximately three months in France or Germany where the student would attend school with the host students. This period could include part of our school holidays (summer). Transition Year would be the ideal time for such an exchange – minimum disruption of the Leaving Certificate Course.

LOCAL/EUROPEAN STUDIES

AIMS

1. To make young people more aware of their own locality through primary research into topics related to the history and geography of the area.
2. To broaden the horizons of students by studying current social, economic and political issues in the context of Europe.
3. To develop the ability to do research, and to present work using the latest technologies, both as an individual and as a member of a team.

SYLLABUS

During the year we hope to cover most of the following:

Local Studies:

- Historical and geographical studies of Castletown, Dundalk and the surrounding area. This will involve research of primary sources and fieldwork.
- Students will present work both as individuals and as members of a team using a variety of media including ICT, film, local radio and oral presentation.
- Whenever possible, visits will be made to places of interest and guest speakers invited in to talk to students.

European Studies:

- Historical background to the E.U.
- How the E.U. works.
- The European Parliament.
- Emphasis will be placed on current European issues, e.g. the Reform Treaty,
- Enlargement, etc.
- Students will also spend time working on special European topics included in the Leaving Certificate Geography and History programmes

EUROPEAN STUDIES EXCHANGE PROGRAMME

We are involved in the Dept. of Education's European Studies programme. For this we are linked with schools in Ireland (North and South), Sweden, France and Italy. Projects on topics of common interest will be undertaken and exchanged using e-mail and websites. These topics vary from year to year but for 2008-2009 the following were selected:

- Profiles of individual students, the school and its locality.
- A young persons guide to the local area and its culture.
- What the EU means to me.
- Youth culture today.

ICT Information and Communications Technology

AIMS

To make the students aware of the capabilities of computers. To give students the skills to use computer applications. To use these skills in the communicating, research and presentation of their work in Transition Year and beyond. To give students a flavour of the new subject Technology, which will be introduced to Leaving Cert in September 2007.

SYLLABUS

Computer applications

- ICT Theory Hardware, Software, Communications and Society.
- Operating Systems and File Handling
- Spreadsheets
- Word-Processing.
- Database Management
- Presentation Software
- Use of Internet and E-mail

Students are tutored to European Computer Driving Licence Standard and depending on their aptitude and their inclination will be encouraged to sit the seven exams needed to obtain the ECDL qualification. Since we introduced ECDL to TY 5 years ago, 70% of the students have obtained the full ECDL qualification.

Applied ICT

All students will use ICT in the presentation of Projects, Artwork, Mini-Company Publicity and Mini-Company Promotion, Web Design, Desktop Publishing, E-mailing, Internet Research etc.

Design and Technology

Each student will design and make a working model project in one of the following fields of technology.

- Logical Control Systems e.g. Burglar Alarm, Automatic Cat flap etc..
- Electronic Control systems e.g. Night Light, Temperature sensor, Kitchen Timers
- Computer Sensing and Control / Simple Robotics e.g. Traffic lights, Buggy, Light controlled car, Wind Direction indicator etc

ASSESSMENT

The student's technology project and its accompanying design folder will be graded. The standard and use of ICT in all areas of TY will be monitored. ECDL examinations where applicable.

PHYSICAL EDUCATION

Health, Leisure and Recreation

The Transition Year Programme will be divided into four sections:

1. **Regular physical education programme** (games, dance, gym)
2. **Possible modules** (depending on time and cost)
 - Swimming and life-saving
 - Trampoline
 - Horse Riding (insurance cover to be determined)
 - Pitch and Putt and golf
 - Self Defence/Judo/Karate
3. **Specials** (depending on time and cost)
 - Outdoor pursuits
 - Residential
 - Full or half day i.e. hill-walking/orienteering etc.
4. **Others**
 - Health Education
 - First Aid
 - Project Work

Certification: Throughout the year there will be opportunities for the girls to achieve certificates of merit in many areas of PE i.e. swimming, life-saving, gymnastics awards, trampoline awards, first aid certificate. Completion of this programme is governed by availability of personnel and time-tabling and the cost and availability of facilities.

Coaching, Refereeing: In games of particular interest there may be extra coaching courses available and those of a good standard may have an opportunity of coaching younger pupils. Certification in umpiring and refereeing would also be expected (outside of normal school time).

We will co-operate with other Departments where the opportunity arises:

- Health Education – Home Economics
- Orienteering – Geography and Maths
- Dance, Gym – Music
- Hill Walking – Irish (Táin Trail)
- English – Media Studies

End of Year: Display of projects, certificates, dance, gym displays.

CAREER GUIDANCE

AIMS AND OBJECTIVES

To help the individual to explore, recognise and achieve her potential.

PROGRAMME CAREERS

Administer the Rothwell Millar test to help students pinpoint suitable career areas.

- Preparation for interviews
- Preparation of CV and formal letters
- Work experience (preceded by preparation)
- Project on work experience
- Visit places of work or career exhibitions
- Subject choice for fifth year
- Career talks by guest speakers
- Personal Development and Awareness Programme
- Series of talks by I.S.P.C.C.
- Yoga Classes

SCIENCE

Maximum number of students: 24

Time allocations: 3 periods

SYLLABUS OUTLINE

- Programme covers theoretical and practical aspects from each of the three sciences, Biology, Chemistry and Physics.
- Syllabus designed to cater for students who have or have not done J.C. Science.
- Topics chosen are a selection of those at senior level – chosen to give students a taste of senior science and hence assist them in their subject choices.
- The syllabus also incorporates, where appropriate, talks from outside speakers (e.g. forensic scientist, Gardaí), trips (e.g. ecology trip, Armagh Planetarium, Young Scientist, DKIT, W5), workshops and project work.
- Overall grade is given based on full years work and students receive certification accordingly.
- While a general course outline is detailed below, this course is highly flexible and can be changed at the discretion of the teacher.

Christmas:

Lab procedures and Safety (2-4 classes depending on number of students who did J.C. Science).

Simple Preparation Techniques - Chemistry:

Paper Chromatography: Water soluble markers (2 classes)

Extraction of chlorophyll and identification of pigments (2 classes)

Filtration/Evaporation: Filtration of muddy water; rock salt

Isolation of salt by evaporation (4 classes)

Identification of Salt: Flame tests (2 classes) & Halide tests (2 classes)

Identification of unknown salts (2 classes)

Identification of salt present from previous experiment (2 classes)

Distillation: Setup and separation

Use in coca-cola separation and red wine separation (2-4 classes).

Plant Propagation – Biology:

Planting of bulbs in pots: Left outdoors for winter (2 classes)

Volumetric Analysis – Chemistry:

Acid/Base Titrations: Setup and procedure (2 classes)
Neutralisation reaction with and without indicator (2 classes)
Identification of isolated salt (2 classes)

Organic Chemistry:

Making Soap: Setup and procedure (reflux)
Addition of colour and perfume (2 classes)
Isolation and collection of sample (2 classes)

Easter:

Food – Biology Theory
Food tests (protein, starch, fats, reducing sugars, vit. C) (4 classes)

Systems – Biology:

Skeleton: Parts and functions
X-rays
Experiment (organic and inorganic bone content) (3 classes)

Organs: Eye (Theory, dissection, experiments)
Heart (Theory, dissection) (6 classes)
Effect of exercise on heart rate

Project – Biology: On topic of choice
To be done in own time
2 class periods for presentations

Biology – Genetics: Monohybrid crosses including sex determination
Pedigree studies

Summer:

Electricity – Physics: Circuits in series/parallel
Drawing of simple circuits
Assembly of circuits (2 classes)

Project – Physics: On electronics
4-6 classes for practical work and presentations

Scientific Problem Solving 4 classes

Solutions – Chemistry: Making up solutions for use in all labs in following year
Reiteration of volumetric analysis theory and practicals 2-3 classes

MUSIC

AIMS

To broaden the students musical education by involving them in a wide variety of musical experiences

SYLLABUS

- Performance
- Vocal and/or instrumental, depending on the talents of the group. This could include choir, carol concert at Christmas, short musical production and instrumental ensemble.
- Guided listening to widen the student's aural perception.
- Project work involving studies of particular musical eras, styles and traditions.
- Music composition with the possibility of recording.
- Computer Skills.

ASSESSMENT

Self assessment of performance work, continuous assessment.

CHRISTIAN SOCIAL AWARENESS

AIMS

To develop in students an understanding of and commitment of the personal and social implications of the Gospel.

CONTENT

- A number of modules from the following:
- Personal Development
- Relationship and Sexuality
- Faith Development
- The wider world – Justice and Development
- Awareness of the social needs of the wider community

PROCESS

- Personal responsibility in learning
- Activity based learning
- Preparation and celebration of Liturgical Services
- Group work
- Discussion
- Art work
- Project work
- Visiting speakers

ASSESSMENT

- Oral reports
- Written reports and rating scales
- Student display book
- Projects

HOME ECONOMICS

AIMS

To allow for the development of each student so that they may be provided with the knowledge and skills to enable them to live full and independent lives. To enable them to identify, develop and utilise their own creativity and abilities. To develop self-esteem and confidence while working as individuals and as part of a team or group.

SYLLABUS

Modules from the following will be covered:

1. Nutrition and Health:

Dietary goals and nutrients: Special dietary needs – Coeliac, Vegetarian etc. Nutritional requirements for adolescents: preparation, cooking and serving some basic family meals: international cookery: cake icing and decorating: food hygiene and safety.

2. Food Product and Development:

The students are given a design brief in which they have to develop a new product for market. This also involves research into existing products and arrears such as food labelling, packaging and functions of ingredients are covered.

3. Interior Design:

Students are given an opportunity to design a room in the house. They will be given the opportunity to investigate various materials e.g. floorings, wall coverings, furniture, soft furnishings etc.

4. Child Care:

Care of babies and young children.
Module on child development.
Module on Special Needs.

5. Sensory Analysis:

The students will gain an understanding of the importance of sensory evaluation. Food choices are influenced by economic, social and cultural factors as well as nutritional and convenience. Sensory evaluation is important in determining the acceptability of food by the consumer.

6. HACCP and Hygiene:

Hazard Analysis Critical Control Point is a food safety system which identifies and controls hazards that could pose a threat to the safe production of food. Students are given the opportunity to set up and implement a HACCP system. This is of benefit to both on a personal level and for future career opportunities. They will also be awarded with the food hygiene certificate after completing a training course in this area.

7. Catering for Functions:

The student will investigate and make various dishes which they will serve at functions such as their TY Nights and 6th Year Graduation.

POSSIBLE TRIPS AND GUEST SPEAKERS

- A visit to Ella's Barn in Armagh for cake decorating.
- Visits to fabric, paint and furniture outlets.
- A speaker from the Health Board.
- A visit to a Food Production Plant.
- A speaker from Environmental Health.

ASSESSMENTS

Display of finished work, projects, worksheets, written test, development of practical skills is an ongoing assessment.

ENTERPRISE EDUCATION

AIMS

To foster in young people a spirit of enterprise, adaptability and initiative. To have a better knowledge of the world of work.

SYLLABUS

The setting up and running of a mini company. This is done in conjunction with the County Enterprise Board. Students develop and sell a product/service and participate in the Mini-Company Regional Finals. Every December students hold a Christmas Fair and invite other students, parents and members from the local community. It is always a fun day with a festive atmosphere. On completion of the mini-companies, students receive a certificate from the County Enterprise Board.

Also in Enterprise, students apply and interview for positions within the School Bank. These interviews are conducted by AIB and the successful candidates set up and run a School Bank. In addition, they complete a project on this and compete nationally. Students may also go on a company visit to see a firm in practice e.g. Intel.

A module of business, accountancy and economics will be undertaken to give students a taste of the Leaving Certificate Course and help them in deciding their subjects for next year.

ASSESSMENTS

- Participation in the Mini Company, Christmas Fair and Regional Finals organised by CEB and judged by business people in the area.
- Interviews by AIB Bank officials.
- Projects/Reports.
- Self Assessment..

HOMWORK POLICY

Students in TY will have at least as much homework as students in other fifth year classes. The nature of the homework may differ from normal homework but students will be expected to complete assignments on time and in full.

WORK EXPERIENCE

Students will do up to three weeks work experience during the year. We will expect the students to make every effort to find a suitable placement themselves, with advice from the Careers Teacher.

ASSESSMENT

Assessment is an integral part of the teaching and learning process. In Transition Year, assessment will include the following:

- An overall statement of student's performance by teachers
- Written, practical, oral and aural assessment
- Project, portfolios and exhibitions of work
- Student diary/log to record personal progress
- Report of Work Experience

The outcome of the assessment will be a student profile. This will include a statement of achievement in all areas of study and learning engaged in during the year and would incorporate a wide variety of personal qualities. Each student will be awarded a certificate of achievement. Certificates will be awarded at distinction, credit, merit and pass level.

The Transition Year Programme student profile could include:

- Statement of participation and level of award received.
- Statement of achievement in all subjects.
- Statement of achievement in extra-curricular activities.
- Statement of personal and social qualities.

- Contract of learning.
- Record of special achievements.
- Record of day trips.
- Report of projects completed by students.
- Student self-assessment statements.
- Employers report of work experience.
- Report of community service involvement.