



Coláiste Chú Chulainn
Cúram. Forbairt. Feabhas.



lmetb

Bord Oideachais agus
Oiliúna Lú agus na Mí
Louth and Meath Education
and Training Board

Coláiste Chú Chulainn

Curriculum Plans 2020 – 2021

Transition Year

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Introduction

This information booklet outlines the programme of study being followed by your son/daughter for this academic year, 2020-21.

It provides an outline for each subject in the Transition year programme. This includes the topics, learning outcomes and the skills that will be developed during each term. We trust that this information will assist you, as parents/guardians to support your son/daughter in their studies this year.

Each curriculum plan is broken down into the three terms of the academic year. For your information the three terms are as follows:

- Term 1: From August 28th to December 22nd
- Term 2: From January 6th to March 26th
- Term 3: From April 12th to June 4th.

English

Level (H/Ord/Common)	Common
Teachers Involved	Ms. McEntegart, Mr. Glendon, Ms. Henning

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • Reading comprehension module. • Frayer Model • Film Studies • End of term exam 	<ul style="list-style-type: none"> • Students will be asked to read Leaving Cert OL reading comprehension to introduce them to the demands of the Leaving Cert Curriculum. • Students will be introduced to the Frayer model, a literacy and vocabulary strategy. Students will be taught how to use this in the English classroom so that they may transfer this skill across to their other subjects. • Students will use their researching and presenting skills to convey their favourite film to the classmates. Students will create an A3 poster, a presentation and give a speech in class about their chosen film. • Students will be assessed in an exam that examines the work completed throughout term 1.
Term 2	<ul style="list-style-type: none"> • Sports Journalism • Cultural Context • Cultural Context of a novel 	<ul style="list-style-type: none"> • The English module will link in with their GAA Leadership module. Students will be taught about the language and the style of sports journalism which will be assessed as part of the GAA Leadership module. • Students will be taught about the 3 modes of comparison that you can be asked about at Leaving Cert with a particular focus paid to Cultural Context. • Students will read a novel picked by the teacher and assess it through the lens of Cultural context.
Term 3	<ul style="list-style-type: none"> • Cultural Context - Play • Cultural Context – Film • Summer Exam 	<ul style="list-style-type: none"> • Students will read a Play picked by the teacher and assess it through the lens of Cultural context. • Students will read a Film picked by the teacher and assess it through the lens of Cultural context. • Students will assessed on the work completed throughout the full transition year program.

Maths

Level (H/Ord/Common)	Common
Teachers Involved	Mr. Curran, Ms. McLaughlin

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • History of maths • Probability • Complex numbers • Statistics 	Students will be able to: <ul style="list-style-type: none"> • express numbers using ancient numerical systems • research a famous mathematician and present to the class • calculate the likelihood of an event • Decide whether a game is fair and the expected value of a game • Develop their own probability game • Add/subtract, multiply and divide complex numbers • Find the conjugate of a complex number • Find the modulus of a complex number • Conduct a statistical investigation (Collect, Analyze and display data)
Term 2	<ul style="list-style-type: none"> • Trigonometry • Functions and Calculus (Intro to leaving cert) • Real life maths 	Students will be able to: <ul style="list-style-type: none"> • Apply theorem of Pythagoras to find missing sides • Make and use a clinometer • Calculate the height of various buildings around Dundalk • Understand what a function is • Apply calculus to find first and second derivatives • Investigate the level of maths needed for their future career • Plan a full holiday • Solve problems that involve calculating household bills, income, interest and discounts/tax
Term 3	Algebra – leaving cert maths	<ul style="list-style-type: none"> • Add, subtract, multiply expressions • Factorise expressions • Solve linear and quadratic equations • Solve simultaneous equations

Gaeilge

Level (H/Ord/Common)	Common
Teachers Involved	In. Ní Channan, In. Ní Chonluain

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • The Irish all Around Me • Oral preparation and practice once per week • Halloween • My Local Area • Place names • Reading Irish literature • Christmas 	<ul style="list-style-type: none"> • Be proficient in the following: • Grammar – Past Tense, Conditional Tense, the article, the copula • Extend vocabulary – countries, continents, Halloween, place names, Christmas and through reading • Understand laws & regulations relating to the language in Ireland and in EU • Oral preparation – Greeting, Myself, My Family, My Area & Place names
Term 2	<ul style="list-style-type: none"> • Oral preparation and practice once per week • Irish music & culture • Folklore • Seachtain na Gaeilge • Irish in Social Media 	<ul style="list-style-type: none"> • Be proficient in the following: • Grammar – Present Tense, contextual grammar arising through reading folklore • Extend vocabulary – music, culture, social/digital media • Helping to organise and run Seachtain na Gaeilge in the school • Oral preparation – My School and My Hobbies
Term 3	<ul style="list-style-type: none"> • Oral preparation and practice once per week • Irish short films • Reading Irish literature 	<ul style="list-style-type: none"> • Be proficient in the following: • Grammar – Future Tense, contextual grammar • Extend vocabulary – review writing • Writing reviews on Irish short films • Reading Beatha le Bua biography of choice • Oral preparation – practicing for end of year oral

Art

Level (H/Ord/Common)	Common
Teachers Involved	Mr. Loughran

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • Philatelic Design Project • Clay Modelling 	Students will: <ul style="list-style-type: none"> • Develop an ability to use the expressive potential of Visual Art media • Utilise a variety of pottery skills to create glazed and fired work.
Term 2	<ul style="list-style-type: none"> • Theme Park Design (Drawing skills, digital media, 3D modelling) 	<ul style="list-style-type: none"> • Be able to construct a digital actuated armature • Develop story-telling techniques using visual culture
Term 3	Switch to Home Economics	

***Please note, Students spend half the year studying Art and half the year studying Home Economics.**

Home Economics

Level (H/Ord/Common)	Common
Teachers Involved	Mr. Duffy

	Topics we will cover	Learning Outcomes & Skills Involved LWBAT:
Term 1	<ul style="list-style-type: none"> • Factors affecting food choice • Eating disorders • Meal planning – healthy eating guidelines • Cookery 	<ul style="list-style-type: none"> • Design a Cover Page for your Home Economics work • Design a booklet that discusses the factors affecting food choices • Record a food diary for 5 days and list the changes which can be made to help ensure current healthy eating guidelines are adhered to. • Evident of research completed on a celebrity who has suffered from anorexia. • Design a Leaflet with helpful information for a teenager who is suffering from bulimia in Ireland.
Term 2	<ul style="list-style-type: none"> • Analyze food packaging • Special diets • Meal planning • Cookery 	<ul style="list-style-type: none"> • actively engage in cookery lessons showing evaluations for all dishes and photographs of each dish cooked • Do a display showing the amount of sugar in 5 common soft drinks • Completed research on cooking for individuals on a low budget. Dished cooked and evaluated. • Completed research on cooking for an individual with osteoporosis. Dished cooked and evaluated. • Completed research on cooking for individuals who are overweight/obese. Dished cooked and evaluated.
Term 3	Switch to Art	

***Please note, Students spend half the year studying Home Economics and half the year studying Art.**

Business, Economics and Accounting

Level (H/Ord/Common)	Common
Teachers Involved	Ms. Goring, Mr. Liston

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<p><u>Business</u></p> <ul style="list-style-type: none"> • Introduction to Marketing • Sales Agent Pitch • Market Research • Debating • Marketing Activities – YouTube adverts, selling, print adverts. • Exploring how company's use advertising to enhance their business 	<ul style="list-style-type: none"> • Niche market and give examples • List the different elements in a marketing strategy • Explain the need for a product to have a USP understand the reason businesses make decisions about packaging • The functions and benefits of branding for a product • The Product life cycle and describe each stage using examples • Apply their knowledge of the product life cycle to a real life scenario • Functions & benefits of branding for a company launching a new product • Identify the advantages for Retailers, Consumers and producers of using own brands
Term 2	<p><u>Economics</u></p> <ul style="list-style-type: none"> • Introduce economic indicators to students • Inflation and apply their knowledge to the housing crisis • To calculate inflation rates for costs of living using a formula • Explore the impact of employment levels in households businesses and the economy 	<ul style="list-style-type: none"> • The 6 economic indicators used to analyse an economy • Explain what is meant by inflation and calculate inflation rates using a formula • The effect inflation has on the property market in Ireland leading to the housing crisis • Explain how employment levels are an economic indicator • Effect unemployment levels on households • Effect unemployment levels on businesses • The impact of Interest rates in households businesses and the economy
Term 3	<p><u>Accounting</u></p> <ul style="list-style-type: none"> • Equity & shares • Introduction to accounting 	<ul style="list-style-type: none"> • Select shares to invest in and monitor throughout the accounting module • Benefits of a business trading on the stock exchange • Outline how the stock exchange works • Identify reasons why share prices change • Introduction to the double entry bookkeeping system.

		<p>Explain relevant accounting terms using examples of each including:</p> <ul style="list-style-type: none">• Asset• Liability• Expense• Gain/ Income• Capital• Drawings
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Chinese

Level	Transition Year
Teachers Involved	Ms. Reynolds

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none">• Introduction to China• Chinese Food and Tea	<ul style="list-style-type: none">• To learn greetings and common phrases in Chinese• To learn to use chopsticks and develop awareness of Chinese regional food
Term 2	<ul style="list-style-type: none">• Chinese Festivals• Chinese Animals	<ul style="list-style-type: none">• To become familiar with a variety of Chinese festivals and the Chinese calendar
Term 3	<ul style="list-style-type: none">• Chinese Economy• Chinese History and Calligraphy	<ul style="list-style-type: none">• To gain an appreciation of China's history and economic growth

GAA Future Leaders

Level (H/Ord/Common)	Common
Teachers Involved	Mr. Nicks, Ms. McLaughlin

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • Introductory module • Nutrition • Wellbeing 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define leadership and list qualities of a good leader • Set up an online reflective journal and submit tasks online • The benefits of a good nutrition plan • The benefits of certain nutrients in our diet • The importance of a food diary and how to complete one • The daily requirement of each food group as per the Food Pyramid • The importance of food labelling & understanding the traffic light system • Defining wellbeing while exploring its holistic nature • Understanding how individual and societal factors influence wellbeing • Recognising some of the major health issues affecting Ireland and your school.
Term 2	<ul style="list-style-type: none"> • Performance analysis • Coaching 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Realise the importance of Analytics in Sport • Take statistics from different sports • Be able to analyse and present their data • Develop communication skills required for coaching • Breakdown key teaching points of a skill and deliver it to a small group
Term 3	<ul style="list-style-type: none"> • Sports journalism • Event management • Refereeing 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the role and effects of the media • Develop their research skills • Write a match report or newspaper article • Plan an event in the school • Design an event management document • Referee a GAA match • Recognize the qualities of a good referee

LIFT Ireland Student Leadership Programme

Level	Common
Teachers Involved	Mr. Reynolds

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1 only	<p>Students complete 8 leadership modules</p> <p>On completion of the programme, students will receive a certificate from LIFT Ireland acknowledging their achievement</p>	<p>Modules focus on developing</p> <ul style="list-style-type: none"> • Listening • Positive Attitude • Respect • Resilience • Determination • Empathy and Understanding • Innovation and Adaptability • Honesty and Integrity

Physical Education

Level (H/Ord/Common)	Common.
Teachers Involved	Mr. Nicks & Mr. Byrne.

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • Fitness Testing • Planning a programme. 	<ul style="list-style-type: none"> • Students participate in a range of fitness tests comparable to national averages. • They then plan and adapt a fitness programme highlighting areas to improve. • They carry this out and evaluate once complete.
Term 2	<ul style="list-style-type: none"> • Learning new games. • Tag Rugby • Olympic Handball 	<ul style="list-style-type: none"> • Students learn and participate in two new games. • Tag Rugby in conjunction with Leinster Rugby development officer, basics of skills and rules covered into small sided games. • Olympic Handball, rules, skills and tactics into full court games. • Development of skills and knowledge of each game.
Term 3	<ul style="list-style-type: none"> • Summer games. • Softball/rounder's • Tennis 	<ul style="list-style-type: none"> • Students adapt and adjust these traditional summer games to account for numbers and playing ability to make them inclusive. Students play in game situations building on skills through competition. • Emphasis on improving hand eye co-ordination.

Social Studies

Level (H/Ord/Common)	Common
Teachers Involved	Ms. Goring, Mr. Cumiskey

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • Team Building Jigsaw • Photography • Social week challenge 	<ul style="list-style-type: none"> • Teamwork skills – creation of jigsaw & social mural • Build up a photography portfolio – <ul style="list-style-type: none"> ✓ Food ✓ Travel ✓ Sunset / Sunrise ✓ Winter/ Autumn ✓ Light ✓ Darkness ✓ Space ✓ Nature ✓ Portrait ✓ Black and white ✓ Reflection ✓ Focus ✓ Vintage • To develop an idea for a product or service that will help solve an issue facing our society
Term 2	<ul style="list-style-type: none"> • Road Safety • Section 1: About Road Safety • Section 2: Behaviour on the road 	<ul style="list-style-type: none"> • On completion of this unit students should be able to: <ul style="list-style-type: none"> • identify the key causes of road accidents in Ireland • explain the factors that contribute to road safety • identify the role of different stakeholders who have a remit for road safety • work collaboratively towards an agreed set of goals through a group project
Term 3	<ul style="list-style-type: none"> • Road Safety • Section 3: The Emergency Services • Section 4: Getting Ready to Drive 	<ul style="list-style-type: none"> • Practice basic first aid skills • practice safe conduct on the road (as pedestrians, cyclists, passengers) • show an appreciation of their rights and responsibilities in keeping the roads .safe • demonstrate skills of research and information processing • creatively communicate a message about road safety to the wider school community

Student Enterprise Programme

Level (H/Ord/Common)	Common
Teachers Involved	Mr. Cumiskey and Mr. Liston

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<p>What is Enterprise?</p> <p>Idea Generation</p> <p>Teamwork</p> <p>Market Research</p> <p>Production/Service Provision</p> <p>Intellectual Property</p>	<p>The Local Enterprise Office Student Enterprise Programme is a National initiative targeted at all levels in secondary schools.</p> <p>The objective of the programme is to enable students to engage in a real life experience of setting up and running their own small business.</p> <p>The Aims of the Student Enterprise Programme:</p> <ul style="list-style-type: none"> • To provide the students with a real insight into self-employment and what is involved in running your own business. • To encourage students to set goals and targets for themselves. • To encourage students to work in teams. • To provide students with a sense of ownership and achievement. • To give students an insight into the role of the Local Enterprise Office Dundalk and the role it plays in enterprise creation in Co. Louth.
Term 2	<p>Marketing Mix and Promotion</p> <p>Finance and Pricing</p>	
Term 3	<p>Adaptability to Working in the COVID-19 Era/Personal Development</p>	

Study and Life Skills

Level (H/Ord/Common)	Common
Teachers Involved	Ms. Goring, Ms. Kelly

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • Study Skills • Academic Writing 	<ul style="list-style-type: none"> • Memory techniques • Learning styles • Creation of mind maps • Referencing • Academic writing • Topic sentences • Paragraph structure • Bibliography • How to research • Differentiating appropriate sources of research • Using Word to format & layout the academic assignment • Time management
Term 2	<ul style="list-style-type: none"> • Job preparation 	<ul style="list-style-type: none"> • Complete a: <ul style="list-style-type: none"> ✓ CV ✓ Cover letter ✓ Application form ✓ Mock interview ✓ Formal email ✓ Formal phone conversations • Use of formal language • Role Play in a workplace
Term 3	<ul style="list-style-type: none"> • Career Guidance & future planning 	<ul style="list-style-type: none"> • Plan for the next 5 years, 10 years, etc. • Expectations & dreams • Subject choices for next year • Summer jobs • Colleges • CAO applications • PLC • Apprenticeships • Budget planning for the future (rent, buses, books, etc.) • Financial support available

Woodwork

Level (H/Ord/Common)	Common
Teachers Involved	Mr. McKeown, Mr. White

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • Phone Holder <ul style="list-style-type: none"> - Trenching Wood. - Sawing. - Wood Burning. • Jigsaw (Group Project) <ul style="list-style-type: none"> - Marking out. - Machines – Band saw, Sander. - Sketching onto piece. - Painting. 	<ul style="list-style-type: none"> • Awareness of Health & Safety • Safety procedures when using hand tools. • Hand skills. • Measurements. • Sketching. • Safety when using machines in wood technology room.
Term 2	<ul style="list-style-type: none"> • Letter Holder <ul style="list-style-type: none"> - Mortice and Tenon joint. - Halving Joints. - Dovetail Joints. - Hand Tools. • Model Making (Construction Studies) <ul style="list-style-type: none"> - Foundations - Cavity Walls - Planning and Building 	<ul style="list-style-type: none"> • Hand skills and measurements • Marking out • Importance of Hand Joints • Building of a house from start to finish. • House components – insulation, electrics etc. • The planning permission process. • Understanding of Leaving Cert Construction project (25%)
Term 3	<ul style="list-style-type: none"> • Solidworks (DCG – Computer Lab) <ul style="list-style-type: none"> - Main Commands – Extrudes Cuts and sketches. - Surfaces. - Mock Leaving Cert Project. 	<ul style="list-style-type: none"> • Computer skills • Ability to draw 3D components on computer. • Understanding of leaving cert DCG project (40%)

Information and Communications Technology

Level (H/Ord/Common)	Common
Teachers Involved	Mr. Sheelan, Mr. Caraher

	Topics we will cover	Learning Outcomes & Skills Involved
Term 1	<ul style="list-style-type: none"> • Typing Skills and typing speed. • Use of emails and sending attachments. • Personal file storage (OneDrive) • Extra-curricular time (once a fortnight) 	Be proficient in the following; <ul style="list-style-type: none"> • Basics of typing on a keyboard. • Keyboard shortcuts in various programs. • Word count per minute. • Creating and sending a professional style email. • Adding attachments to an email. • Introduction to saving files on OneDrive
Term 2	<ul style="list-style-type: none"> • Microsoft Teams and Office 365. • Extra-curricular time (once a fortnight) 	Be proficient in the following; <ul style="list-style-type: none"> • Logging onto and navigation of Microsoft Teams. • Editing a word document • Creating and editing a PowerPoint. • Manipulation of spreadsheets via excel.
Term 3	<ul style="list-style-type: none"> • Coding and w3schools • Extra-curricular time (once a fortnight) 	Be proficient in the following; <ul style="list-style-type: none"> • HTML coding • CCS Coding