

Salesian College
Celbridge
Co Kildare

Communications & Languages

Social & Political Studies



**TRANSITION YEAR PROGRAMME
2024/2025**

Life Skills

Artistic & Cultural Studies

Mathematics & Science

Introduction

It is with great pleasure that we present this Transition Year Programme for the school year 2024/2025. This is a serious programme aimed at developing a more mature student, ready for the demands of the Leaving Certificate and later, work.

In keeping with our school motto, We care, we develop, we believe, together we achieve, Transition Year is a great opportunity for our students to develop their personal and social awareness skills and competence.

The Department of Education & Skills stresses that there must be a clear distinction between the Transition Year Programme and the Leaving Certificate Syllabus. However, we have taken great care in drawing up our programme to include sufficient content to provide a very solid foundation for the Leaving Certificate.

We look forward to an exciting and innovative year.

Brenda Kearns

Ms. Brenda Kearns
School Principal

Aims of the Transition Year Programme

- To provide opportunities for personal and social development.
- To help discover latent skills and talents in students.
- To improve students' self-esteem and self-motivation.
- To assist students to take responsibility for their learning and decision making.
- To provide opportunities for students to improve their academic progress.
- To provide students with an experience of the world of work and the work environment.
- To enable students to make an informed choice of subjects for the Leaving Certificate.

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(2.0) *Communications & Languages*

Aims:

1. To develop the students' practical skills of reading, writing, listening, and speaking.
2. To encourage autonomous learning and self-discipline by giving students' responsibility for their own work.
3. To help the students' awareness and appreciation of drama.
4. To develop planning and creative skills in devising short improvisations and a play.
5. To expose students to a broad range of creative activities that will foster the development of self-confidence, literacy, and their ability to articulate their own views.

Course Content: Module 1 – Drama

1. Literacy skills: Creative writing, Aural and Oral work.
2. Drama:
 - Techniques of dramatic expression: mime, role play and improvisation.
 - The art of script writing: planning, creating, and producing a script.
 - Group Radio Drama Project – Creation of a script and recording the material.
 - Functional Writing: Write a review of your Radio Drama.
 - Advertising: Create a poster, blurb or Radio advertisement to promote your Radio Drama.
 - Creative Writing: Write an alternative ending, a comic strip storyboard or write a detailed character sketch for your Radio Drama.

Methodology:

1. Chalk & talk.
2. Creative classwork and homework assignments.
3. Individual, pair and group work.
4. Drama improvisation, role play and mime.
5. Short oral presentation.

Resources:

1. Cassette player and audiotapes.
2. Dictaphone.
3. Amateur & Professional Radio Dramas.
4. Drama extracts.
5. Class library on Drama.
6. Handouts.
7. Whiteboard.
8. YouTube clips.

Assessment:

1. Class assignments and homework.
2. Production of a Group Radio Drama Project.
3. Participation and initiative.
4. It is an important requirement to meet all submission dates as continuous assessment is in operation.

Evaluation:

Students will complete an evaluation sheet on completion of this module.

Aims:

1. To introduce students to the world of film.
2. To introduce students to the concept of how to read a film, thereby understanding films as texts.
3. To encourage students' appreciation and awareness of film.
4. To encourage students to view film as Art, thereby adding to their enjoyment of film.
5. To nurture and develop critical life skills, such as self-confidence, public speaking, an ability to listen to different points of view and autonomous learning.
6. To encourage students to create, develop and express their opinions and ideas.
7. To prepare students for the study of film at senior level.

Course Content: Module 2 – Film Studies

1. Introduction to the history of film: The early days of film, black and white films, silent films, examples shown from film clips-Harold Lloyd, Laurel and Hardy and Buster Keating.
2. The language of film: Cinematography, camera shots, angles, sound effects, music, lighting, colour, opening, closing, sets, foreground, and background. Examples shown from film clips.
3. Film genre: Comedy, slapstick, thriller, action, horror, silent, musical, romantic comedy, documentary, true life, and parody. Examples shown from film clips to demonstrate each genre.
4. Film strategies: Time, setting, social setting, characters, theme and cultural context, aspects of plot, narrative, dramatisation such as tension, climax and resolution.
5. Review and conclusion.

Methodology:

1. Class discussion and debate.
2. Creative classwork and homework assignments.
3. Individual, pair and group work.
4. Oral presentation.
5. Explanation of research methods.

Resources:

1. Film.
2. Whiteboard.
3. DVD presentations.
4. Multi-media presentations.

Assessment:

1. Individual project and presentation.
2. Group project.
3. Attendance, participation and meeting all submission dates.
4. Homework assignments.

Course Content: Module 3 – Debating

Margaret Thatcher once famously said *“I love argument, I love debate. I don't expect anyone just to sit there and agree with me, that's not their job.”* Debating is the art of argument. It employs skills of persuasion, argument, and analysis. It develops literacy skills, command of the English language, communication, teamwork, and confidence. It requires opinion, engagement, and individual research.

Aims:

- The main aim is to provide students with the skills to argue their opinion in a controlled and articulate manner.
- To provide a platform for students to openly discuss subjects of interest and to hear the arguments of their peers.
- Allow students to build their confidence through the medium of public speaking.
- Building their knowledge and understanding of differing and current issues.
- Promoting the importance of personal research (at home) throughout the year.
- Requiring students to sharpen their analytical skills through critical examination of their peer's work. (e.g., Instant Rebuttal)
- Teaching students about the importance of the power of the language of persuasion.
- Positive communication within the class on a daily basis promoting teamwork and positive relationships within the class.

Methodology:

1. Debating
2. Walking Debates
3. Pair work
4. Group work
5. Competition

COMMUNICATIONS THROUGH ENGLISH - *Continued*

6. Oral Presentation
7. Speeches
8. PowerPoint Presentations
9. Communication and delivery skills
10. Open Opinion Forum

Assessment:

- Preparation through individual Research is very important for every debate. This must be carried out at home as a homework assignment.
- Group work will be given to help the teams to prepare through the use of teamwork.
- Speeches must be composed throughout the course generally every second week as a minimum.
- Participation and engagement is not only required but encouraged.
- Final assessment through two separate inclusive group debates in competitive debating surroundings.

Aidhmeanna (Aims)

1. Táimid chun diriú isteach ar labhairt, tuiscint agus scríobh na Gaeilge.
2. An caighdeán a choinneáil sách ard dóibh suid a thógfaidh Gaeilge ag an ardleibhéal.
3. Feabhas a chur ar chumas na ndaltaí maidir le Gaeilge labhartha go háirithe.

An Clár (Course Content)

Gaeilge Comhráiteach	Staidéar ar na Gearrscannáin	Cultúr na hÉireann
<p>Comhrá i bhfoirm rólghlacadh agus Gaeilge Ghasta ar na hábhair seo a leanas</p> <ul style="list-style-type: none"> - Mé Féin - Mo Theaghlach - Mo Cheantar - Mo Scoil - Caitheamh Aimsire - Sraith Pictiúr 	<p>Plé agus anailís ar na gearrscannáin seo a leanas ó thaobh téamaí, carachtair agus mothúcháin de</p> <ul style="list-style-type: none"> - Sylvia - El Toro - Buddy - Asal - Beirt le Chéile - Rubaí 	<p>Beidh an modúl seo ag díriú ar chultúr traidisiúnta na hÉireann ach pléifimid brí an chultúir i sochaí na hÉireann sa lá atá inniu agus gnéithe cultúrtha atá tagtha chun cinn sa réimse seo chomh maith.</p> <p>Beidh gníomhachtaí ranga bunaithe ar thopaicí cosuil leis an CLG, ceol, an Ghaeilge agus an Ghaeltacht.</p>

Modh Múinte (Teaching Methodology)

Gaeilge Comhráiteach	Staidéar ar na Gearrscannáin	Cultúr na hÉireann
<p>Comhrá/Labhairt – caint futhu féin agus Gaeilge Ghasta.</p> <p>Scríobhnoireacht – Ceachtanna Gramadaí, Trialacha Tuisceanna.</p> <p>Éisteacht – Cluastuiscint</p> <p>Obair ghrúpa</p> <p>Rólghlacadh</p>	<p>Ciorcal comhrá</p> <p>Obair bheirte agus obair ghrúpa</p> <p>Rólghlacadh</p> <p>Éisteacht- líon na bearnaí</p>	<p>Leitheoireacht – Irisí, leabhair</p> <p>Obair beirte</p> <p>Díospóireacht</p> <p>Scríobhnoireacht – Ceachtanna Gramadaí, Obair taighde</p> <p>Gearrscannáin / gearrthóg físe</p>

Measúnú (Assessment)

<p><u>Measúnú leanúnach/ foirmitheach:</u> - ceistiúcháin laethúil ó bhéal - cláir bán agus insint</p> <p><u>Measúnú suimitheach:</u> Scrúdú Béil nó Cur i láthair ar thopaic éigean a rinneadh sa téarma</p>	<p><u>Measúnú leanúnach/ foirmitheach:</u> -ceistiúcháin laethúil ó bhéal bunaithe ar ábhair na scannáin -cláir bán agus s insint chun stór focal nua a scrúdú</p> <p><u>Measúnú suimitheach:</u> -Scrúduithe foclóra -Tasc bunaithe ar gach scannán (píosa scríbhneoireachta cosúil le blag/ dán/ iontráil dialanna)</p>	<p><u>Méasúnú leanúnach/ foirmitheach:</u> -Ceistiúcháin laethúil ó bhéal. -Plé ranga -Obair bhaile -Gníomhaíocháí grúpa -cláir bán agus insint chun stór focal nua a scrúdú</p> <p><u>Measúnú suimitheach</u> -Scrúduithe foclóra - tionscadal bunaithe ar thopaic ábhartha.</p>
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Level: Mixed Ability

General Aims

The learner will enjoy a variety of aspects of French language and culture. Through his enjoyment of new subject material and new methods the learner's confidence will increase. This improved confidence will bring about more effective learning going forward into senior cycle.

The goal of French in TY is to give students a sense of fluency in the language. This is done by carefully selecting vocabulary and structures that are 'high frequency'. The language is "personalised" as much as possible: for example, if we are covering a verb we ask if the student does it, or a noun we ask if the students has it or wants it.

English is used only when necessary for the smooth running of class activities otherwise the class is conducted in the target language.

Some Topics and Themes

- La Francophonie: Overview of the French language globally. Research into Francophone countries and design an infographic to present on your chosen francophone country.
- Passé Composé blitz and study of 'Déjeuner du matin'.
- Les actualités: A regular discussion of current affairs in France using images, dictionary work and pair work to spark conversation.
- French music: Study of French/Francophone artists and their songs and lyrics... including Stromae and Maître Gims.
- French idioms.
- L'argot: Study of French slang, particularly 'verlan'. Linked with study of Stromae.
- French Film: Study of French films and actors including the film '*Les intouchables*' and '*Bande de filles*'.
- Paris et ses inégalités: Study of the Parisian suburbs and the social and economic problems that are often prevalent here. Linked with film and verlan studies.
- Le graffiti en France
- La légion étrangère.

French Novel - We read French because eventually it will improve our written French. We will study a short 60-page novel, "Le Nouvel Houdini". We will study key vocabulary, act out key scenes and write summaries.

Aims:

1. To improve pupil's oral, listening, and written skills in German
2. To provide an awareness of the way of life in Germany, culturally and socially.
3. To promote independent learning and increase use of target language.
4. To develop student's understanding of German history through media
5. To improve students understanding of grammar. To revise relevant Junior Cycle grammar and to prepare for an easy transition to Senior Cycle grammar.

Course Content

Written: The students will read a German novel and will write short summaries of each chapter in German. Items of grammar that emerge during the reading will be studied further.

Culture: The students will become familiar with German music and musicians and popular German films.

Methodology:

Pupils will work in groups for various activities, games, puzzles, songs etc.

They will work independently for their weekly chapter summaries.

We will read the novels as a class and will discuss as a class the themes.

They will revise grammar in the formal traditional learning environment.

Assessment

This mark will then be added to his continuous assessment grade. Each student will also be assessed in terms of his contributions in class and the quality of his homework.

(2.1) *Mathematics & General Sciences*

MATHEMATICS

Aims:

1. Contribute to the personal development of the students.
2. Helping them to acquire the mathematical knowledge, skills and understanding necessary for personal fulfilment.
3. Developing their problem-solving skills and creative talents and introducing them to ideas of modelling.
4. Developing their ability to handle abstractions and generalisations, and to recognise and present logical arguments.
5. Furthering their powers of communication, both oral and written, and thus their ability to share ideas with other people.
6. Fostering their appreciation of the creative and aesthetic aspects of mathematics, and their recognition and enjoyment of mathematics in the world around them.
7. Hence, enabling them to develop a positive attitude towards mathematics as an interesting and valuable subject of study.
8. Help to provide them with the mathematical knowledge, skills and understanding needed for the Leaving Cert, continuing their education, and eventually for life and work.
9. Promoting their confidence and competence in using the mathematical knowledge and skills required for everyday life, work and leisure.
10. Equipping them for the study of other subjects in school.
11. Preparing a firm foundation for appropriate studies later on, in particular, providing a basis for further education in mathematics itself.

Course Content:

1. 'Have you got maths eyes?' project.
2. Complex Numbers.
3. Patterns (Sequences & Series).
4. Trigonometry.
5. Financial Maths.
6. Performance Analysis GAA Future Leaders Program.
7. Algebra.
8. Problem solving including the annual IrMO Maths Olympiad & Peter's Problem.

Methodology:

Through a combination of class instruction individual tuition, there will be an emphasis on the students working problems out for themselves. It is intended that on a regular basis the students' understanding of mathematical ideas would be used to work out puzzles and practical problems. Where practical, pair work and group work will be encouraged depending on the topic and level of understanding. The students will be asked to help each other to solve problems.

Assessment:

Students will be tested orally on a daily basis in class. Student performance will be assessed on a continuous basis using class tests, homework assignments and end of term exams. Attendance, punctuality, class participation and co-operation will also be noted. Consistent effort and application will also be noted in any end of year report.

General Sciences consist of the following three modules:

1. Biology.
2. Physics.
3. Chemistry.

All students follow all the above modules.

Aims:

The aims of Transition Year are interrelated and interdependent and therefore are relevant to Science:

- Education for maturity with the emphasis on personal development including social awareness and increased social competence.
- The promotion of general, technical, and academic skills with an emphasis on interdisciplinary and self-directed learning.
- Education through experience of adult and working life as a basis for personal development and maturity.
- As part of the TY Science course, we wish to encourage students to study areas of science not heretofore encountered, such as Medical Physics.
- Transition Year Science stresses student activity, practical work, and investigations.
- The Transition Year Science course explores the links between science and society.
- To ensure students get a flavour of all three branches of science (i.e., Physics, Chemistry and Biology).

Course Content:

1. *Biology:*

- Microbiology (Food safety, Infectious diseases).
- Sports Nutrition.
- Food Science.
- Botany.

2. *Physics:*

- Medical Physics.
- Light and Optics.
- Electricity.
- Mechanical Physics.
- Physics in Music.

3. Chemistry:

- Mole concept.
- Gas laws.
- Acidity of Vinegar.
- Chemistry of Water.
- Reaction Rates in Chemistry.
- Hydrocarbons.
- Atomic structure.

Methodology:

- Deductive, discovery learning.
- Audio-visual materials through the use of a data projector.
- Group discussions.
- ICT and Science.
- Individual research and report writing.
- Presentation of projects/skills in presentation.
- Experiments.
- Field work and laboratory observations.

Assessment:

In accordance with the school's Transition Year Programme, continuous assessment is based on the following:

1. Attendance.
2. Classwork and Homework.
3. Behaviour.
4. Participation.
5. Progress, exam results, project results.

The above assessment profile culminates in an overall statement of student performance. This statement is based upon written, practical and oral assessment, as well as projects, portfolios, and exhibitions of work.

Overview

Over 16 weeks this course aims to introduce students to the study of Agriculture and Horticulture, and related industries in Ireland. Students are helped to develop an understanding and appreciation of the natural environment and of our relationship with it. Students will examine the quality of Irish produce and compare it to international standards. They are facilitated in developing an interest in and understanding of the uses of natural resources, agricultural and horticultural processes and their effects on the local environment and community. The Horticultural aspect of the module aims to provide students with a theoretical and practical understanding of the work processes involved in Horticulture and landscaping. It is designed to enable students to acquire skills, knowledge and understanding of plant growth, development, and sustainability.

Course Aims

Students will:

1. Acquire basic skills associated with agricultural processes.
2. Explore the contribution of the Agri-food sector to the Irish Economy.
3. Investigate industries involved in the exploitation of natural resources relevant to the area of study at a local or national level.
4. Be competent and committed to the implementation of good health and safety practices.
5. Develop an ability to investigate and report on chosen aspects of Agriculture i.e., Beef, Dairy, Sheep, Chicken, etc.
6. Demonstrate an appreciation and awareness of the knowledge and skills related to their chosen area of study.
7. Observe and experience actual work practices relating to chosen aspects of the course.
8. Explore common livestock diseases and the impact they can have on the wider economy i.e. BSE, Foot and Mouth disease, etc.
9. In conjunction with the ACRE Project, students will establish, grow and maintain a range of plants both in the greenhouse and on the grounds. There is a strong focus on teamwork and personal development throughout the course.
10. Students will cook some of the freshly grown produce.
11. Students will be involved in various landscaping projects.

School Outings

1. Travel to the Annual Ploughing Championships (Europe's largest outdoor exhibition) in September.

(2.2) Social Studies

HOLOCAUST STUDIES

Holocaust Studies is offered by the History Department and is a half year module and is repeated for each year group.

Aims:

- To extend and deepen an understanding of the event known as “The Holocaust”.
- To foster a sense of what life was like for Jewish people during the period 1933-1945.
- To learn and gain respect for survivors of the Nazi’s “Final Solution”.
- To develop a knowledge of the persecutors of the Nazi policy of mass extermination.
- To gain an insight into life in a Nazi concentration camp.
- To open the students to the possibilities for the future study of History, both as a subject of general interest, or as an academic subject.

Course Content:

1. The background to the Holocaust.
2. Anti- Semitism in Europe pre-1933.
3. Nazi Germany – a genocidal state.
4. Stages of the Holocaust - Identification, Humiliation, Segregation, Concentration & Extermination.
5. Auschwitz.
6. Survivors and Perpetrators.
7. Irena Sendler.
8. Establishment of the Israeli State.

Methodology:

1. Teacher Lectures.
2. Reading material from Irish Holocaust Museum.
3. Films
4. Field Trips- Jewish Museum, Portobello

Assessment:

Written History project: Project written about someone who survived the holocaust. 40% of total assessment mark.

Two written question sheets during half year term. 20% of total assessment mark.

Assessment also judged on factors such as attendance, discipline, and class participation.

Overview

The Environment course for Transition Year students consists of a term long course that will elaborate and develop the knowledge already gained in Geography and Science in the Junior cycle and further the students understanding of the main elements of weather, climate, soil, animal life, vegetation, and human interaction with the environment.

Aims

- That all students can identify the main characteristics of the weather, use weather instruments, and collate a weather forecast.
- All students will be able to describe the causes and consequences of extreme weather events.
- Explain the main causation factors of climate and identify and account for different climate zones.
- To develop a knowledge of Biomes and the interaction of the four main elements of any given Biome, namely, Climate, Soil, Vegetation and Animal life.
- Account for possible and probable causes of climate change.
- Discuss and develop a greater understanding of sustainable exploitation of the environment.

Course Content

- Introduction of Weather systems, the weather station and weather forecasting.
- Meteorology and extreme weather.
- Irish weather.
- Climatology and Global Climate zones.
- Biome formation and Ireland's climatic history.
- Climate Change.
- Sustainable development.
- Assisting with Environmental Awareness week (module1).

Methodology

Teacher presentation, student's work groups, development of class weather station, collating a weather log, student demonstrations, video samples, field walks, individual student and group research, trips to Geography Department (NUI Maynooth), Visit to Met Éireann, Project Work.

Assessment

Continuous weekly assessment, class discussion and feedback from research, project work and presentation, class debates, student and group self-assessment, class questioning and general research presentation.

Aims and Objectives:

- To focus on personal development and life skills
- To provide practical information regarding presentation for interviews, how we project ourselves.
- Preparation for independent living- practical skills that are required.
- Look at social issues – how we cope and learn from current issues, how we can contribute to society.

Course Content:

- Presentation of self – interviews / social occasions
- Personal attributes – CV in mind
- Health – physical, mental, spiritual
- Good diet, exercise, sleep, good routine, time management, friends etc
- Activities – importance of keeping busy, active
- Home Life – shopping, basic cooking skills
- Preparation for Flat life – cleaning skills, washing up v dishwasher, washing machine (reading labels), dryer v clothesline, ironing, polishing shoes, importance of shared chores, basic maintenance skills.
- Advertising and media + celebrity endorsements.
- Blood types – importance of blood donations, kidney transplant, organ donation
- Charities – fund raising, doing something for others, charity events/days
- Other issues of interest affecting daily living that may arise.

Methodology:

- Use of IT- PowerPoint
- Articles from Newspapers and Magazines
- Class discussion – open debate
- Research into topics e.g., food pricing comparisons, charities,

Evaluation:

- Presentation of a research topic
- Students will complete an evaluation sheet on completion of the module, to reflect on their learning.

(2.3) Artistic & Cultural Studies

Aims:

- To enhance student visual awareness of the world, through a range of media. Student will explore differed crafts in two and three dimensions.
- To encourage students to explore the creative are process and learn the visual language of Art and Design.
- Students will develop construction and modelling skills and present their learning to their peers as part of their coursework.
- To foster and encourage a love of Art and Design by instilling a solid grounding in all basic curricular disciplines, i.e. analytical drawing, new media drawing, craft skills, colour theory and the art elements.
- To introduce students to a range of works of artists both traditional and contemporary. Students will develop their awareness and knowledge of Art History and the Appreciation of Art through this module.

Transition Year Art offers great opportunities for exploring different ways of working. Students will often work in teams on group projects, and where possible, get involved with projects that take Art outside the Art room.

Students will have the option of completing three of the following projects:

1. Analytical Drawing.
2. Lino printing.
3. Puppetry Drawing and/or construction.
4. New Media Drawing.
5. Album Art Design.

Assessments/Examination Procedures:

Art, by its nature, does not lend itself well to the Examination System, but we do follow the curriculum and prepare students fully for the State Examinations in Art, Craft and Design.

We assess the students continuously, and often assess work in a group situation, where we have a discussion, or critique of the work with the students. Students gain a lot from this system of assessment for learning. We have observed through the years that their work improves dramatically from this kind of teacher and peer input.

We give grades and follow an art assessment rubric that assesses students on their visual comprehension of the art elements, creative engagement, artistic progress, group work, presentation, and attendance. At the end of the year students present their individual and group art projects.

MUSIC APPRECIATION

Aims:

- To develop a basic knowledge of music theory.
- Learn to perform simple pieces through song or an instrument.
- To identify personal musical preferences of students and enable them to articulate why they have preferences.
- To explore the origins of music, the importance of music, the role of music.
- To develop pupils' listening, performance and composition skills.

Course Content:

1. Introduction to music theory
2. Investigation of styles
3. Singing and playing music
4. Music Technology

Methodology:

Pupils will focus individually or in groups, on the following:

1. Practical work – Performance through song or instrument.
2. Project work - Production and presentation of project on influential artists/composers.
3. Theory – learning and applying basic music theory through practical work and project work.

Afternoon Activity:

Jembe – African drumming workshop.

Assessment:

- Influence in the Music Industry
- Composition using Music Technology

(2.4) Life Skills

Module 1: The Universe Story

Duration: 2 periods a week over 8- 9 Weeks. All 3 TY classes will engage with this module.

Rational: I

It is pertinent that we go through life with both a scientific AND a spiritual eye on reality. This module brings together the complimentary relationship between Religion and Science. As Einstein said, 'Religion needs Science so that it does not become fundamentalist. And Science needs Religion so that it does not become absolutist.

Lesson 1 (Week 1 -2)

The Story of the First Second in the Universe.

Both Science and Religion agree that the Universe came from **nothing**. We will unpack the meaning of this 'Nothing' and understand that we are referring to **Mystery** and the **Divine**. Creation is the second of three births of Christ (Birth One in the Trinity. Birth Two in Creation and lastly the Incarnation).

Lesson 2 (Week 3 – 4)

The Story of Evolution.

Not everything has evolved. The four fundamental forces are constant and never change. Only 'stuff' evolves. We will have a brief look at the evolution of human consciousness.

Lesson 3 (Week 5 – 6)

The human being therefore is part of the Universe. He is **from** and **of** the Universe not apart from it. **He is the highpoint of creation**. This brings responsibilities to our home – the planet. Both Science and Religion state that the life on this planet is a 'Miracle'. There is no life on any other planet despite the billions of dollars spent looking for it.

Lesson 4 (Week 7 – 8)

We look at the **human impact on the planet**. The need to find another way – one that is humanely just, spiritually fulfilling and economically equitable. 'The Story of Stuff'. Our World Model. Introducing a new paradigm.

Lesson 5 (Week 9)

Prayer and human consciousness.

Teaching and Learning Methodologies: Brainstorming and Socratic questioning. Discussion and the sharing of tacit understandings.

ICT: Online resources (there is a very rich resource of educational material on-line).

Assessment: Students will document all the info and learning as we progress through this module and then produce a project of a high standard.

Formative Assessment: Group work and paired learning. 3, 2, 1. Survey at the end of individual lessons and module.

Module 1

1. To look at the way's humanity has and continues to express its belief in the purposefulness and meaning of life.
2. To provide the students with opportunities to think critically and reflect on the way faith is found in people's lives.
3. To study New Religious Movements (NRM), sects and cults.
4. Explore Religious philosophical questions about the existence of God.
5. To look at why people have faith.

Course Content

Module 1

1. What is Religion?
2. Ask students why people believe?
3. Can we prove the existence of God?
 - Ontological
 - Cosmological
 - Teleological
4. What are NRMs?
 - World Accommodating
 - World Rejecting
 - World Affirming
5. Focus on Scientology

Students will have 1 class per week. Course is 8 weeks long approximately.

Students will complete a booklet project as part of the course.

They must pick 1 Religion, NRM, cults or sect to complete project. Students will be given 5 weeks to complete.

PHYSICAL EDUCATION

Aims:

1. To develop, through a range of physical activities an understanding of human performance.
2. To develop awareness of a healthy lifestyle, both physical and mentally and the role of physical activity in this.
3. To make students aware of the importance of safety in a sporting environment.
4. To provide where possible, opportunities for those interested to take coaching awards in their chosen activities.
5. To encourage a greater understanding of the environment and in particular the potential for activities in the outdoors.

Course Content:

The programme offers a varied and interesting approach to the subject, incorporating both on-site and off-campus activities. Students will have opportunities to examine the subject at both theoretical and practical levels. They will have a broad range of experiences including aquatics, outdoor activities, coaching awards, as well as the traditional game modules here in the school.

The groups will be divided on the basis of the class groupings of 24, except modules 2 and 3 when students rotate at the end of each module.

Module 1 – Circuit Training (4 weeks)

In conjunction with the rest of the school transition year students will have four weeks of intensive circuit training and in week 4 will have the school fitness test.

Module 2 – Swimming / Life Saving (5 weeks)

Students will travel to Clondalkin Leisure Centre and pursue a Swimming and Life Saving Programme with qualified instructors. This also includes swimming tuition for non-swimmers.

Module 3 – Games Module (5 weeks)

Students will take part in a coaching / introduction activity delivered in school in conjunction with the sports' governing body.

* Modules 2 and 3 operate on a rotational basis.

Module 4 – Golf (4 weeks)

Students will visit Carton House Golf Resort where the resident professional will work with the boys for five intensive lessons covering the components of the golf swing, putting, etiquette and basic rules. Depending on progress made in this module students may take part in the student's Annual Golf outing during last term.

Module 5 – Athletics (5 weeks)

Back in school the students will have five weeks of athletics covering the basic throws and jumps, in preparation for School Sports Day in May 2016 and the Regional Schools Championships.

Assessment

Students will be assessed on the basis of their attitude application attendance and levels of participation in all the activities. In addition, students will have one project to complete in a chosen area of interest related to sport and recreation.

Aims:

1. Know the different health-related fitness components and how each affect a person's physical body.
2. Introduce students to key concepts which are core modules in LCPE.
3. Expand student's knowledge surrounding crucial areas of performance such as nutrition, skill development, analysis and goal setting.
4. Introduce student's to HRF components which will contribute to their lifelong participation in physical activity.

Course Content

Physical literacy: Emphasis on nutrition, skill development, technical analysis and fundamental movements to encourage participation in life long physical activity. Particular attention will be placed on the stages of learning a new skill, use of supplements and principles of training. This information will be delivered in a manner which is aimed to guide and mentor students through a crucial phase in their physical development both emotionally and physically. Crucial elements to enhance physical activity such as motivation, confidence and tedium will also be discussed in order to develop strategies and methods to avoid the negative implications of these elements.

Assignments: The first of 2 assignments will be the creation of a skills card. This skills card will be on a chosen skill of the student's choice. The skill card will have to include key teaching points of this skill and a situation-based analysis. The second assignment will be the creation of a 3-week training plan which the student will implement in an attempt to improve their physical fitness.

Methodology:

An emphasis will be placed on the ability to present confidently and efficiently in a group or individual environment. Presentations will be frequent and informal in a manner to create a culture of respect and appreciation within the group. Presentations will be based on the key learnings from the module.

Pupils will work in pairs and groups on their skill cards.

Pupils will work in groups for various activities, games, analysis, tasks, etc.

Assessment

Each student will work in a group of 2 or 3 to create a skills card. The final assessment of the year will be the creation of a training programme over 3 weeks.

What is Guidance and Counselling in schools?

Guidance counselling and Guidance and counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised into three distinct but interlinked areas:

- Personal and social
- Educational
- Career

Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling may include personal counselling, educational counselling career counselling or combinations of these.

Guidance and Counselling in Salesian College

There are two guidance counsellors in Salesian College Ms. Harris and Ms. Dolan. The most important thing for you to know as a parent or guardian is that we are there to support your son vocationally, educationally, and personally and socially. If you have any concerns at any time or would like information on any of the work, we do in the school you can contact us at any time at the school.

Transition Year

Transition Year is a wonderful opportunity for students to develop educationally, vocationally as well as personally and socially. Development in these areas happens every day, in every class through the various subjects, workshops, talks, events, activities etc. Below is some of the work specific to the Guidance and Counselling Department throughout Transition Year.

Counselling	<ul style="list-style-type: none"> • Individual Request / Referral
Assessment	Appropriate testing and related guidance counselling. The SGC department link with the learning support team, school management, staff and outside resources.
Information	<p>Clear information to be given to students, parents, and staff. Gathering, receiving, and disseminating educational and vocational information.</p> <p>Students enabled to access and process educational and vocational information both in school and at home.</p> <p>Information Evenings for parents as appropriate including Subject Choice for TY parents.</p>

CAREER EDUCATION / PERSONAL DEVELOPMENT - *Continued*

Classroom Guidance	<ul style="list-style-type: none">• TY Induction Programme Module• Subject Choice Module• Work Experience Module
Referrals	To and from the School Guidance Counselling Service and outside agencies as appropriate
Vocational Preparation	<ul style="list-style-type: none">• Work Experience Module

Aims:

1. To introduce students to a computer programming language called Python.
2. To develop an awareness of the importance of computer programming in IT and its uses in the real world.
3. To develop students coding capabilities and help them learn how to program creatively.
4. To encourage students to work together co-operatively in solving coding related problems

Course Content:

This course has been based on a pilot computational thinking module designed by NUI Maynooth. The PACT programme (Programming + Algorithms ≈ Computational Thinking) is a partnership between researchers in NUI Maynooth's Department of Computer Science and teachers at selected post primary schools around the country. Initially the focus is on teaching programming to transition year students, but ultimately the goal is to move beyond programming and algorithms towards computational thinking for the Junior Certificate cycle. Starting September 2013, a number of Irish secondary schools are taking part in a pilot study of the new “Computational Thinking” Transition Year module.

Computational Thinking is about combining the creativity of human thinking with the power of computing machines to solve problems across a range of disciplines. It is a core skill which is crucial to many 21st century careers, not just in information technology, but also physics, finance, engineering and bioinformatics. As well as learning how to program in Python, Transition Year students taking this module learn how to apply their knowledge to model real-world problems. The focus of the module is not on learning facts about computers but on developing creative ideas and new ways of thinking. The course will run for approximately 13 weeks.

<http://www.nuim.ie/computer-science/pact-programming-algorithms-%E2%89%88-computational-thinking>

Programming Topics Covered:

- Getting started with Python - IDLE
- Variables
- Print and Types –casts, debugging
- Modulus and Division
- Reassignment and Precedence
- Modules, Objects and Methods through Turtle Graphics
- User Input
- String Methods
- Relational Operators and Selection
- Iteration - While Loops, For Loops
- Lists, Dictionaries and functions

Assessment:

Continuous assessment will be used throughout the module under the headings of attendance, participation, application, and classwork. In addition to these students will sit an end of module exam that will form part of their overall grade.

What is Python:

Python is a high-level general-purpose programming language that can be applied to many different problems.

Why Python:

- Python allows you to write the same program with much, much fewer lines of code. It is estimated that a typical Python program will require 5 times fewer lines of code than a corresponding Java code.
- Python is a good choice for the best programming language to learn first. A users can get started easily and immediately build something that is usable. This is the crucial factor in learning to program.
- Python was also chosen because it's simple and flexible syntax. It is very easy to run programs and test. It is a relatively simple syntax allows the novice to focus on programming concepts rather than fretting over semicolons and braces

TechRepublic: What are the top computer languages to learn for 2014?

“In 2014, recruiters will look for people who are more modern, iterative, and can quickly develop languages like Ruby, Python, Node.js, and such will continue to accelerate.”

“Other than native mobile languages, developers should learn JavaScript (and frameworks like Angular or Backbone) and Python. “This is a very dynamic area. The ability to learn new languages and have a good foundation in algorithms is critical. There are opportunities for filling the skill shortage in the big data market with Pig and Hive. Java and Python will continue to be popular, and Scala is certainly will be another interesting one.”

“High-level languages such as Python continue to be a popular choice. Python skills can be used for mobile application development, and scientific data analysis including big data number crunching. For web development, JavaScript is a good choice. JavaScript-based languages are seeing big gains in popularity using frameworks such as Node.js, Angular, Ember, and jQuery.”

<http://www.techrepublic.com/article/top-it-job-skills-in-2014-big-data-mobile-cloud/>

Aims:

- To develop cognitive skills associated with Computer Graphics & Design.
- To facilitate the development of a range of communication skills including freehand sketching, 3D Modelling and Computer Aided Design (CAD).
- To provide a foundation and an introduction to Design & Communication Graphics for lifelong learning.
- To develop an appreciation for, and understanding of, aesthetic principles and their importance in design and the human environment.

Course Content:

- Graphics in Design & Communication.
- Freehand Drawing & Rendering.
- Solid modelling of 3D objects.
- Creating 3D assemblies.

Learning Outcomes:

Students should be:

- Able to utilise a variety of rendering and presentation techniques in the solution of graphic design problems, in both two and three dimensions.
- Able to utilise freehand sketching, both two and three dimensional, as means of communication.
- Competent in the application of solid works in the modelling and presentation of graphic design solutions.

Assessment:

- Evaluation of homework and classwork will be carried out throughout the duration of the course.
- Students will be assessed on a selection of computer-generated drawings.
- Students will be required to produce a portfolio of freehand sketches.

Aims:

1. To understand essential concepts and develop skills relating to the use of devices, file creation and management, networks, and data security.
2. To develop skills to use technology tools to support them in their learning.
3. To demonstrate an understanding in word processing application to accomplish everyday tasks associated with creating, formatting, and finishing small-sized word processing documents, such as letters and other everyday documents.
4. To understand the concept of spreadsheets and to demonstrate an ability to use a spreadsheet to produce accurate work outputs.
5. To demonstrate competence in using presentation software.
6. To understand essential concepts and develop skills relating to web browsing, effective information search, online communication, and e-mail.
7. To examine concepts relating to the secure use of ICT in daily life and skills used to maintain a secure network connection, use the Internet safely and securely, and manage data and information appropriately.
8. To gain an understanding of the concepts and skills relating to the setup and use of online collaborative tools, such as storage, productivity applications, calendars, social media, web meetings, learning environments, and mobile technology.

Course Content:

- Computer Essentials
- Word-processing skills - Microsoft Word
- Spreadsheets - Excel
- Presentation - PowerPoint
- Online Essentials - Internet
- IT Security
- Online Collaboration

Methodology:

Students will engage in e-learning with online modules which teaches them to use IT software applications confidently and effectively. They will be required to undertake a project using PowerPoint or Microsoft Word or sit the ICDL Exams (See below).

ICDL

All students will be offered **the option** of doing the ICDL (International Computer Driving Licence). **There is an additional cost for this.** Students will complete up to seven modules with an exam in each module, with certification at the end on passing exams. ICDL is the global standard in end-user computer skills. It is a high-quality, internationally recognised certification designed, validated, and approved by international experts from around the world.

The new syllabus Version 5.0 is now recognised as level 4 FETAC Credits.

Assessment:

Each Student will be assessed on the following:

1. Continuous assessment.
2. One project or ICDL exams.

Note: It is envisaged that the students will use skills acquired in computing to aid their presentation in all other subjects.

Introduction:

The educational philosophy of the course will concern itself with developing the students understanding of contemporary technologies and other influencing factors which relate to buildings and the built environment. Students will be encouraged to pursue excellence in practical skills through the execution of a Leaving Certificate practical piece.

Aims:

- To provide an opportunity and a steppingstone for students, who may not have studied Materials Technology Wood to gain an understanding of a variety of construction concepts as well as practical experience. This may also help students, who may have thought otherwise, that choosing this subject at Leaving Certificate is a viable, worthwhile, and enjoyable option.
- To offer a meaningful progression from Junior Cycle education and provide a basis for further and advanced study at Leaving Certificate level.
- To stimulate the pursuit of excellence in practical skills, through the execution of a Leaving Certificate practical piece.
- To provide a learning environment in which students will explore the relationships between architecture, environment, technology, engineering, and craft, and how they combine to improve human conditions.

Learning Outcomes:

Students should:

- Have a knowledge of various technologies which combine to produce a building which is comfortable and safe for all users, and which will incorporate passive house design considerations.
- Understand a variety of building types and systems in the context of design architectural appropriateness, as well as their environmental and ecological impact.
- Develop the skills associated with processing wood materials.
- Appreciate the difference between minimum standards and good/best practice, in relation to the execution of a Leaving Cert practical piece.

Aims

1. To provide an opportunity for students to develop through practice, electronic circuits and Line follower robots.
2. To introduce students to electronic control.
3. To encourage students to develop their creative and problem-solving abilities through the modus of Digital Electronics.
4. To provide the opportunity for students to make an informed choice in respect of Engineering as a Leaving Certificate subject option.

Objectives

1. Students will be able to demonstrate the correct use of Circuit Wizard software.
2. Students will be able to demonstrate the correct programming procedures and skills in respect of completing the following robot tasks:
 - a. Three-point turn.
 - b. Parallel Parking.
 - c. Line following.
 - d. Boundary recognition.
3. Students will be able to perform accurately and safely the following bench working skills:
 - a. Hack sawing.
 - b. Filing flats and curves.
 - c. Soldering Electronic Components.
 - d. Vacuum Forming.
4. The students will be able to operate safely the following workshop equipment:
 - a. Pedestal drilling machine.
 - b. Electric Soldering equipment.
 - c. Vacuum former.
5. Students will be able to program BBC Microbit minicomputers to perform a number of tasks using the Microsoft make code editor.

Course Outline

The robotics and control programme consists of two distinct but inter-related elements. In the first element learn about electronic components and circuit building. Students are provided with an opportunity to explore various components, their operation, manufacture, and application within a circuit. On basis of their acquired appreciation of electronic circuits Students are shown how to program microcontrollers and design a number of self-designed tasks for their respective robots. Students will record their creative and problem-solving decisions in a design folder using

ROBOTICS

Microsoft One Note. This folder of design will allow student to transfer skills learned in other modules such as ICT.

In the second element of the programme, students are taught a variety of general manufacturing skills. Students develop and practice these skills as they manufacture in groups their robot. On completion of the module students will have contributed to manufacturing and programming their robot and produced an accompanying electronic work diary.

MINI-COMPANY

Aims:

- foster an enterprise culture among TY students
- challenge students to take a business from the idea stage, through market research to production, selling, record keeping, management and finally to writing a comprehensive report on the activity.
- To make links with local business and community and work with them co-operatively
- Develop leadership skills through working co-operatively in small groups

Course Content

Students engage in Mini Company for half the year and are time tabled for three class periods per week. The students will engage in one action cycles. The cycle will finish with a Trade Fair and a detailed report of the company.

Action Cycle Stages	Methodology
<ol style="list-style-type: none"> 1. Generating a Business Idea 2. Teamwork (structure, behaviours and recording minutes) 3. Market research 4. Intellectual Property 5. Production 6. Marketing 7. Social Media 8. Costing and Pricing 9. Finance 10. Trade Fair (Christmas and Easter) 11. Evaluation and Review 12. Writing the Report 	<p>Students must use Initiative</p> <p>Teachers' role as advisor and guide</p> <p>Students to learn from mistakes</p> <p>Students to learn from other members in the group</p> <p>Build an entrepreneurial mind-set</p> <p>Learn valuable lessons from the experience of working in a team</p> <p>Apply learning in a practical way</p> <p>Enhance Student creativity</p> <p>Improve your communication skills</p>

Students will also be required to study an entrepreneur of their choice, pin-pointing key characteristics/skills which helped them to become successful. This will take place early in the module as an insight to Entrepreneurship.

Assessment

On-going assessment in class on enthusiasm, leadership, attitude, work rate, ability to work as a member in a structured group. The mini company report will be formally assessed (50%). The students write in a reflective diary each week (20%). The Trade Fair exhibition is also graded (30%). Mini Company provides great opportunities for every student. Students will be challenged and face difficulties that help to build character. Positivity and openness are encouraged as risk taking is inevitable. The Mini company Programme creates a learning environment designed to help develop skills and abilities in students that will enhance the overall mission and aims of Transition Year.

(2.5) WORK EXPERIENCE

Each student will undertake three weeks work-experience, a two-week placement before Christmas and one week placement before February mid-term break. The pre-planning and follow-up to the time of work-experience will be co-ordinated by the Work Experience Co-ordinator and the TY Coordinator. Each student is required to investigate his own work placement as part of the learning process. Where possible the type of work-experience chosen should be related to the long-term interests and aspirations of the student. The Career Guidance Counsellor will work with the students to help them with CV's and letters of Application. The students will be encouraged to reflect on their work values in preparation for this work experience.

Each student will keep a folder detailing preparation of and follow-up to the experience. This folder in conjunction with the employer's report and work experience project will form the basis for assessment.

Many of the departments in all of the universities offer TY weeklong courses, as do large companies. These are too numerous, and parents may know of courses in their own employments designed for the Transition Year Student. Students interested in participating in these weeks are encouraged to do so. However, they must always find a placement for the school's scheduled work experience weeks, and they must always ask permission in advance, providing the TY Coordinator or Work Experience with all the details of the course and the dates

(2.6) ACTIVITY AFTERNOON

To augment the classroom experience and to facilitate experiential learning each subject area (in conjunction with co-ordinating team) has organised a series of activities to include field trips, seminars, workshops and visiting speakers. An activity will take place on one afternoon each week. Following each activity, the students undertake an analysis and provide a report on the same.

(3.0) ASSESSMENT AND CERTIFICATION

It is important that pupils undertaking the Transition Year Programme do not lose the pattern of regular study, revision etc. While homework will continue to be set, the nature of the work will be more varied with more projects, report writing, practical work etc. Students will be assessed on a continuous nature on all aspects of the programme. Each subject area has selected its assessment criteria and has developed appropriate assessment techniques. Students will receive reports at Christmas. At the end of the year each student (subject to having achieved a satisfactory standard of attainment) will be awarded a certificate by the school.

(4.0) CONCLUSION

It is envisaged that these studies will help students broaden their interests and that it will give them a chance to reach greater maturity for facing examinations and decisions about their future.

The success of the year is largely dependent on how much a student puts into the year and how they use their time both in and out of school. Parents also play a big part by supporting their young people, by showing interest in what they are doing, encouraging them to work on their own initiative and by keeping open communication.

Note: There may be changes made to this programme but the main structure will be the same.