Transition Unit Ramsgrange Community School

1. Title of Transition Unit (The title clearly describes the unit. Should be short)

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1. Area of Study (TU’s generally fall within one of eight areas of study eg: Creativity - See fig 3 on page 17 of NCCA Developing Transition Units Draft Handbook for schools)

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1. Overview (Describes clearly and concisely what the TU is about and can be used to inform students, parents and other teachers. It uses short statements describing the Transition Unit, expressing the essence of the TU, describing the features that will interest the student and the knowledge and skills the student will develop by taking the unit and how this unit will help students build on their existing learning and progress to the next stage)

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1. Related Learning (Describes links back to Junior Cycle and forward to Leaving Certificate and with other TY units and TY modules. Links with world of work and the community should also be mentioned)

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1. Summary Outline (This is a description of what the students will actually do in the unit and in what order they will do it)

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1. Breakdown of the Unit (Assigns an approx. length in class periods/hours to each activity/element of the unit) A TU must be 45 hours and may be broken eg:Class contact time = 30 hours, Out of Class visit = 5 hours, Independent research = 5 hours, Preparing report = 5 hours OR the unit could comprise of timetabled periods, guest speakers, independent research, project work, group activities outside the CR)

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| Timetable Periods |

1. Aims (Describes in about 3 statements, the broad impact that the unit will have on the students’ learning )

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1. Learning Outcomes (are brief, clear, specific statements of knowledge, understandings, skills, values and attitudes, which it is expected students will be able to demonstrate as a result of the learning. They act as a guide for the teaching and assessment and give students clear info about what they can expect to learn – They MUST focus on the student

Use words like - : recall, identify, investigate, define, describe, list, summarise, interpret, explain, demonstrate, analyse, write, plan, design, formulate, evaluate, measure, present, operate, perform, construct, listen with respect) Inclusion of about eight learning outcomes is recommended.

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| On completion of this transition unit the student should be able to:- |

1. Key Skills (A list of the key skills the students will encounter in the TU and how each of these skills will be evidence – The 5 key skills are: Being Personally Effective, Information Processing, Critical and Creative Thinking, Communicating, Working with Others)

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1. Teaching Approaches (These describe the wide range of learning methodologies and teaching approaches that will feature in the TU. Use a range of active learning methodologies is recommended – Eg: negotiated learning, activity based learning, making cross curr links, team teaching approaches, group work, pair work, discussion, debate, project work and research, visiting speakers, seminars, use of ICT, use of digital cameras, field trips and work experience, work simulation and community service)

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1. Assessment Approaches (Describes the assessment approaches that will be used in the unit. They should be clearly linked to the aims and learning outcomes )

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1. Evaluation (Describes how the teacher and students will evaluate the success of otherwise of the TU, with a view to improving the learning experience in future)

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1. Resources (Lists all the main resources to support the teaching of the TU. Examples include texts, websites, audio-visual material, local amenities and guest speakers)

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