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Teacher Name:

Timetable periods per week:

Aims

The fundamental goal of the Leaving Certificate Applied in our school is to prepare LCA participants for transition from the world of school to that of adult and working life. To encourage and aid this transition, the English and Communications programme delivers to our students the opportunity to grow in their creative, literate and workplace dimensions. The course provides opportunities for our students to examine and explore communication and media, self-expression and the rights and responsibilities of the workplace for both employees and employers in terms of use of IT and social media.

The English and Communications programme gives students a chance to develop their own conclusions, opinions and judgements. Students can also recognise where their opinions come from. They get the opportunity to participate in group discussions about contemporary issues, allowing them to become more empathetic, compassionate and resilient young adults.

In Senior Cycle, there are five key skills identified as central to teaching and learning across the curriculum: information processing; being personally effective; communicating; critical and creative thinking; and working with others.

Assessment

Key Assignments – 4 credits

In English and Communications there are four modules to be completed over the two years of the programme. At the end of each of the modules, there are four Key Assignments that must be completed before students can be awarded credits. In some modules, teachers have the autonomy to choose which Key Assignments students will complete, as there are more than four. However, in other modules there are only four, and all must be completed. The awarding of these credits is dependent on completion of four Key Assignments while also achieving 90% attendance in the English and Communications classes. A Reflective Journal should be continually updated by individual students to develop their writing skills, self-awareness and ways to improve going forward.

Oral Assessment Task – 4 credits

The Oral Assessment task is completed in the fourth session of Social Education (January–May of Sixth Year), and the interview takes place in May (usually). The purpose of the Oral Assessment is show how students can communicate effectively and how they can highlight the key components they have learned in the English and Communications programme over the previous two years.

Students will be required to answer all questions asked. There will be questions that are asked on each module of the course, as well as reflection about their development as an LCA student. Students are encouraged to prepare for this exam by addressing what they have learned, which areas they have improved, which areas they will continue to work on and what they have enjoyed about LCA.

The interview does not require students to bring in any material with them. It is a conversation-focused interview.

The following areas will be examined in the oral:

(a) Personal and Social Communication

(b) Communication and the Digital World

(c) Communication in the Media

(d) Express Yourself

(e) General Communicative Ability

Final Exam – 8 credits

Students will complete a State exam at the end of Sixth Year during the Leaving Cert Applied exam period. This exam will be 2 hours in duration.

It consists of an audio/visual section and then four sections of written questions on the four modules of the English and Communications programme.

**Integration with other subjects in LCA**

* Social Education
* General Education: Art and Design
* INT
* ICT
* Maths
* Vocational Preparation and Guidance
* Junior Cycle English/History/CSPE/SPHE

Using the Scheme of Work

Planning is an important element of English and Communications and, as such, a Scheme of Work is required to ensure that course content, key assignments and exam preparation are covered at the relevant times. This Scheme of Work is devised to be a working document teachers are recommended to follow.

The sequence the modules are taught in is important to follow, as it allows the progression and development needed to move on to the next module.

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| **Module** | **Time Completed** |
| Personal and Social Communication | Fifth Year: September–January |
| Communication in the Digital World | Fifth Year: February–May |
| Communication in the Media | Sixth Year: September–January |
| Express Yourself | Sixth Year: February – May |

The layout of the Schemes of Work is designed for ease of use and adaptation to class needs. Each column has been chosen to address the learning needs of students and accurately plan to meet these needs. It also addresses what Department of Education Inspectors expect to see in terms of planning.

Learning Outcomes: These are the outcomes or objectives we want for the students in terms of their knowledge and understanding. They do not have to be completed within one class. They are module-based so should be completed in the timeframe allotted for the completion of each module.

Aims: These are the aims that are set out in the module descriptors. They address the skills each module is designed to develop in the students.

Resources/Activities: These are a list of resources that can be used by both teacher and student to enhance their learning experience in the classroom.

Literacy/Numeracy Link: This addresses the ways in which students can promote and use their literacy and numeracy skills throughout each of the modules. It is important that students are aware that they are developing these skills.

Assessment/Evaluation of Key Assignment: These are tasks that can be used to examine students’ understanding of the coursework. It is important to note that four Key Assignments must be completed for each of the six modules. Students will be awarded 1 credit for each module on completion of their Key Assignments and on condition that they achieve a 90% attendance rate in class. The standard of the Key Assignment is not nationalised. It is your expectation of a student completing the Key Assignment to the best of their ability.

Cross-Curricular Link: This refers to the other subjects that can help students’ learning experience. It is important for students to be able to identify these connections, as this will aid in their understanding of coursework and allow them to see how it can be learned through a variety of subjects.

Module Title: Personal and Social Communication (Sept–January of Fifth Year)

| Learner Outcomes | Aims | Resources | Literacy/Numeracy Link | Activities/Assessment | Cross-Curricular Link |
| --- | --- | --- | --- | --- | --- |
| Students will engage with a variety of texts and understand information, ideas and language from everyday contexts.  Students will be able to identify elements of identity in written, oral and digital texts.  Students will be able to plan, draft and redraft a variety of functional writing pieces.  Students will develop their evaluation skills by reviewing a variety of texts.  Students will further their evaluation skills by reviewing the importance of book covers, openings and endings of books.  Students will engage in role-plays to develop empathy for characters and will complete written dialogue pieces as a result of this task.  Students will be able to identify the importance of mechanics in communication.  Students will be able to use a variety of text and understand how to map a plotline, create suspense in a story and character relationships.  Students will begin to develop their reflective writing skills. | To develop the skills and knowledge to read text for enjoyment  To give students the skills to identify the purpose and audience of a text  To ensure students comprehend the text and identify views underlying a text  To develop skills needed to write a personal text  To teach the skills of drafting, redrafting and editing, focusing on the mechanics of writing  To enable students to give an oral presentation to an audience. | LCA Today Student Guide:  English & Communications  **PowerPoints**   * Theme of identity * Letters, emails, blogs, articles, diaries, reviews, interviews & applications * Comprehension skills * Active communication * Relationships * Significance of the opening of texts * Dialogue skills * Visual literacy and characteristics of book covers * Characters, plot lines, settings, book structure * Creating suspense * Role-play scenarios * Mechanics of communication   YouTube Clips: How to write a reflective journal  Ted Talks:   * Identity * Overcoming an obstacle * Perseverance * Healthy and unhealthy relationships   Eason’s website to analyse book covers  Novel ideas:   * Room by Emma Donoghue * Foster by Claire Keegan * The Fault in Our Stars by John Green * Lies of Silence by Brian Moore * The Spinning Heart by Donal Ryan * The Keeper of Secrets by Sally Page   Frank O’Connor/Liam O’Flaherty short stories  Film ideas:   * Foster * The Truman Show * Lion * Freedom Writers * Billy Elliot * When a Man Loves a Woman   Newspaper articles  Magazines  Teacher Notes | **Literacy**   * Reading, writing, redrafting * Mind maps * Understand questions * Key concepts * Model answers * Explaining vocabulary * Debate * Games * Quotations   \*\*\*  Numeracy   * Timelines in texts * Sequence of stories Statistics and graphs relating to books/relationships Plotting a journey * Questioning information and analysing data * Recognising patterns * Chapters, page numbers, index use | * Oral questioning: Higher and lower order * Key concept worksheet: Fill in the blanks * Peer assessment (self-correct) * Peer discussion * ‘Just a minute’ task: After revision, students must talk for one minute without hesitation, deviation or repetition * Explain story/film in own words * 5 W’s game:  Who? Where? Why? What? When? * Individual and group work * Graphic organisers * Walking debates * ‘Hot seat’ questions * Think–Pair–Share * Class test * Exam papers, including audio/visual exam section * Completion of Key Assignments | * Social Education: making judgements * Addressing healthy and unhealthy relationships * Maths: plotting timelines, analysing data * ICT: Typing skills * Art: creating book covers * JC English – writing tasks, functional writing, etc. |

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| Key Assignment for Module 1   * 1. Start an ongoing reflective journal and complete one entry about identity and starting the LCA programme. * 2. Design a front cover for a novel, a short story and a graphic novel. * 3. In pairs or groups, write dialogue as characters from the text or role-play character dialogue, and be able to identify your contribution. * 4. Draft, proof and edit a range of written pieces of text. * 5. Reflect on a novel/short story in the reflection journal using the strategies identified in the module. |

Module Title: Communication in the Digital World (February–May of Fifth Year)

| Learner Outcomes | Aims | Resources | Literacy/Numeracy Link | Activities/Assessment | Cross-Curricular Link |
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| Students will explore the digital world and their identity within this realm.  Students will be able to understand digital identities such as their own personal one and the role this has in the workplace.  Students will identify the rights and responsibilities of employers and employees with regards to digital media.  Students will build research skills online and be able to recognise bias in texts.  Students will be able to define cyber bullying and ways to address this.  Students will be able to learn how to be safe online and on social networks.  Students will create an internet safety charter and state the ways to be safe online to share with the school/class.  Students will work with and evaluate multi-modal texts.  Students will show consumer awareness. | To extend and refine media skills used by students to communicate.  To explore how to access information online, critically appraise and challenge the validity of sources.  To understand their rights and responsibilities online.  To learn how to communicate effectively and creatively online.  To develop their writing, reading and oral communication skills. | LCA Today Student Guide:  English & Communications  **PowerPoints**:   * Personal and workplace digital identity * Rights and responsibilities for digital identities in the workplace * Analysing Key Terms of digital texts/websites * Information literacy techniques * Cyber safety * Cyber bullying * Safety risks for digital world * Consumer awareness * Digital citizenship * Global communication platforms * Multi-modal texts   Newspaper/magazine articles to show bias  Webwise.ie – Internet safety  BAI.ie – Broadcasting Association of Ireland for media literacy policy  Variety of websites to evaluate  Checklist to create a charter  EECE.ie – World Consumer Day  CCPC.ie – Competition and Consumer Protection Commission  Citizens Information – Consumer, Employee Rights and Responsibilities | **Literacy**   * Reading, writing, * Evaluate language * Mind maps * Understand questions * Key concepts * Model answers * Explaining vocabulary * Debate * Charter * Multi-modal texts * Making judgements on fake/reliable news   \*\*\*  **Numeracy**   * Sequence of news articles * Statistics and graphs relating to information * Questioning information and analysing data * Recognising patterns * Consumer Acts * Problem solving – coming up with solutions * Cross-checking data | * Oral questioning: Higher and lower order * Key concept worksheet: Fill in the blanks * Cross-checking information with a range of sources and presenting information * Peer discussion on bias in the news * ‘Just a minute’ task: After revision, students must talk for one minute without hesitation, deviation or repetition * Individual and group work * Graphic organisers * Walking debates * Vox pop * ‘Hot seat’ questions * Think - Pair - Share * 2 Truths, 1 lie * Fact vs opinion activities * Comic strips * Class test * Exam papers – including audio/visual exam section * Completion of Key Assignments | * Social Education – Researching tasks and evaluating sources * Maths – analysing data * ICT – Researching online and being safe * LCA Tasks – Research, evaluation of websites |

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| Key Assignment for Module 2   * 1. Research a subject of interest to you and, using a template, analyse the websites consulted. * 2. As a class, create a digital safety charter for your class or school and identify your contribution. Explain why you think this inclusion is important. * 3. Research a global communication platform using online resources and present your findings. * 4. Update the Reflective Journal with reflections on the key points of this module and how your experience in the workplace has influenced your thoughts. |