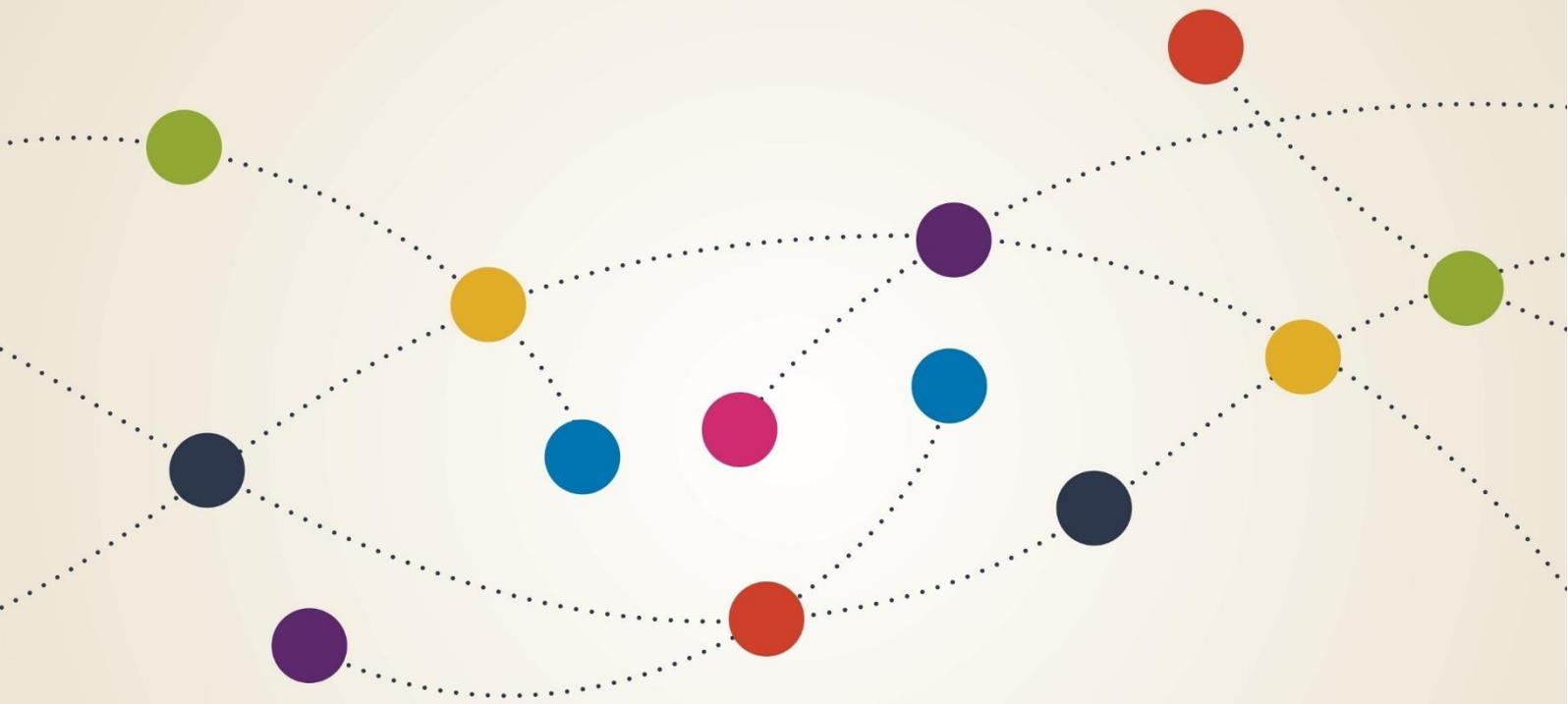


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Leaving Certificate Applied Draft English and Communications

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Introduction

Senior cycle

Senior cycle students are approaching the end of their time in school and are focusing on the directions they would like to take in their future lives. Senior cycle plays a vital role in helping students to address their current needs as young adults and in preparing them for life in a changing economic and social context.

Senior cycle is founded on a commitment to educational achievement of the highest standard for all students, commensurate with their individual abilities. To support students as they shape their own future there is an emphasis on the development of knowledge and deep understanding; on students taking responsibility for their own learning; on the acquisition of key skills; and on the processes of learning. The broad curriculum, with some opportunities for specialisation, supports continuity from junior cycle and sets out to meet the needs of students, some of whom have special educational needs, but who all share a wide range of learning interests, aptitudes and talents.

The curriculum at senior cycle promotes a balance between knowledge and skills, and the kinds of learning strategies relevant to participation in, and contribution to, a changing world where the future is uncertain.

Assessment in senior cycle involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for students through a differentiated curriculum, to identify specific areas of difficulty or strength for a given student and to test and certify achievement. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

The experience of senior cycle

The vision of senior cycle sees the learner at the centre of the educational experience. That experience will enable students to be resourceful, to be confident, to participate actively in society, to build an interest in learning, and to develop an ability to learn throughout their lives.

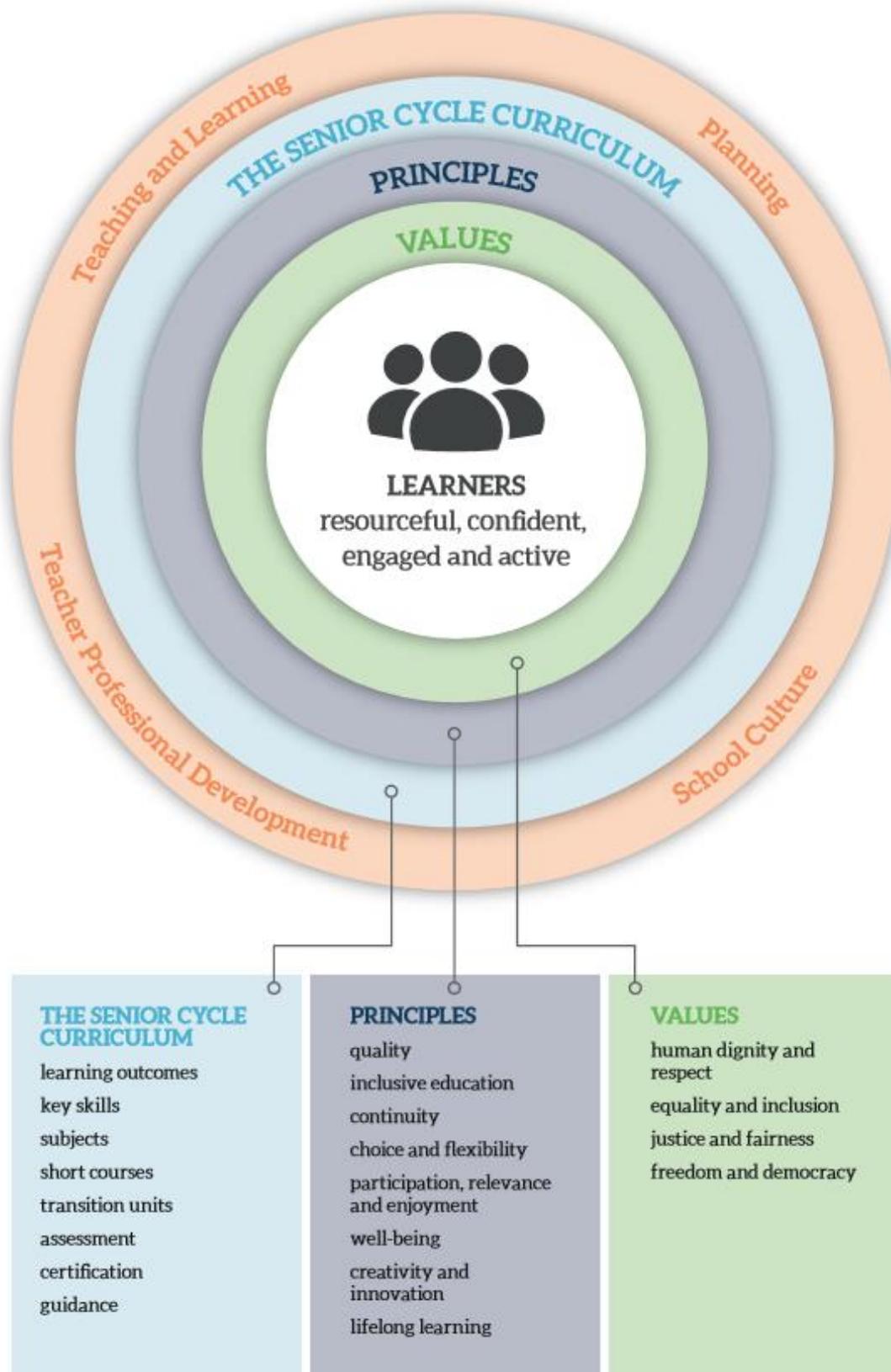
This vision of the learner is underpinned by the values on which senior cycle is based and it is realised through the principles that inform the curriculum as it is experienced by students in schools. The

module descriptor has embedded key skills, clearly expressed learning outcomes, and is supported by a range of approaches to assessment; it is the vehicle through which the vision becomes a reality for the learner.

At a practical level, the provision of a high-quality educational experience in senior cycle is supported by:

- effective curriculum planning, development, organisation and evaluation
- teaching and learning approaches that motivate and interest students, that enable them to progress, that deepen and apply their learning, and that develop their capacity to reflect on their learning
- professional development for teachers and school management that enables them to lead curriculum development and change in their schools
- a school culture that respects students, that encourages them to take responsibility for their own learning over time, and that promotes a love of learning.

Senior cycle education is situated in the context of a broader education policy that focuses on the contribution that education can make to the development of the learner as a person and as a citizen. It is an education policy that emphasises the promotion of social cohesion, the growth of society and the economy, and the principle of sustainability in all aspects of development.



RESOURCEFUL

they show their imagination, intelligence, intuition and other talents through

curiosity
enquiry
open-mindedness
reflection
connecting learning
innovation
problem solving
creativity

CONFIDENT

they develop their physical and mental well-being and

become self-aware
have high self-efficacy
engage with ethics, values and beliefs
welcome opportunities
can cope with setbacks
can effect positive change



LEARNERS

resourceful, confident,
engaged and active

ENGAGED

they participate in the social, community, national and international dimensions of their lives by

showing respect for others
forming and sustaining caring relationships
making informed decisions
building practical know-how
taking interest in and responsibility for their social and physical environment
developing moral/ethical and political understanding
making lifestyle choices that are sustainable
contributing to their own material well-being and the material well-being of society

ACTIVE LEARNERS

they pursue excellence in learning to the best of their ability and develop a love of learning by

seeking and using knowledge, and understanding how knowledge is created
experiencing passion for, rigour in and commitment to learning
developing intellectual and critical thinking skills
exercising autonomy and independence in learning
managing their learning and making learning choices
setting and achieving learning goals
pursuing learning qualifications

Rationale

This course is designed as a follow on from the Framework for Junior Cycle in general and the specification for English in particular. It seeks to support and build on the key skills of junior cycle of being creative, being literate, being numerate, communicating, managing information and thinking, managing myself, staying well and working with others. But also as a senior cycle programme English and Communications also incorporates the senior cycle skills of communicating, being personally effective, working with others, critical and creative thinking and information processing. It further emphasises the practicality of the working world and seeks to provide students with the necessary communication and literacy skills to navigate life after post primary. This module descriptor focuses on reading, writing and oral communication skills while incorporating ICT skills. Oral communication builds on the expectations for students in the oral language strand of the junior cycle specification. In addition, it acknowledges the role of both speaking and listening skills in the student's active participation in the course. It uses active teaching and learning methodologies while emphasising enquiry based learning. This course recognises the responsibility of a senior cycle student while acknowledging the need for active, differentiated teaching methods.

Number and sequence of modules

There are four modules to be completed sequentially in English and Communications in the Leaving Certificate Applied. The suggested time allocation for delivery is 4 classes of 40 minutes or equivalent per week.

The modules are:

Module 1:	Personal and Social Communication	September to January, Year 1
Module 2:	Communication and the Digital World	February to May, Year 1
Module 3	Communication in Media	September to January, Year 2
Module 4	Express Yourself	February to May, Year 2

Description of modules

Module 1 focuses on communication skills in the context of personal and social situations. A novel, short stories or graphic novel are used as a critical literacy focal point from which to teach these skills. Focus should be placed upon literacy and communication skills of reading, writing, listening and speaking. Reflection on learning as a skill should be emphasised.

Module 2 focuses on the literacy, IT and communication skills of the student to navigate digital media. It focuses on awareness of online identity and safety. It strives to enable students to be critically aware and reflect upon their online presence. It explores digital media rights and responsibilities in the workplace and on a global platform.

Module 3 explores the relevant world of media and film. It focuses on recognising, analysing and creating media. Audio and visual literacy are emphasised. The mode of film is studied in an in-depth manner. Creativity and aesthetic appreciation is promoted in this module.

Module 4 focuses on expression, with emphasis on song, poetry and drama. Each genre is analysed and the creative process explored. The focus is on creating original work individually, in pairs or groups. Reflection is a critical component of learning and students are actively encouraged to reflect on their learning.

General Recommendations

This course aims to build upon the junior cycle emphasis on oral language, reading, writing and listening. The student focus is on building the communication skills needed in modern society. The aim is to build skill levels in order for each student to engage with and enjoy texts. The learning experiences of the student should utilise opportunities to integrate reading, writing, listening and oral elements of the course. Texts chosen should be relevant, engaging and challenging and a broad understanding of what constitutes a text is envisaged.

Teacher guidelines provide suggestions and strategies for active teaching methodologies. These are not exhaustive. The focus should be on visits, speakers, real life examples, role plays, writing workshops, audio, visual and IT exemplar material. Group and pair work are key to teaching and learning on this course. Reflective practice and the use of reflective journals (in any mode) is encouraged. Assessment for learning techniques such as self-assessment and peer assessment are recommended.

Success Criteria should be clearly outlined at the beginning of lessons and differentiation applied. Students should present work in portfolios or e-portfolios if possible.

Note: Throughout the module descriptor the word 'text' refers to a broad selection of materials including, but not limited to: novels, short stories, films, advertisements, newspapers, dramas, radio documentaries, short features, animation, biographies, travel writing, graphic novels, poetry, lyrics, blogs, vlogs, print and social media, etc.

In line with the specification for English at junior cycle, the student encounters language as an 'integrated' experience where oral language, reading, writing and listening take the form of a continuous and overlapping thread.

A scheme of reasonable accommodations, operated by the State Examinations Commission, is currently in place to accommodate candidates with special educational needs in taking their state examinations.

Reasonable accommodations are designed to remove as far as possible the impact of a disability on a candidate's performance, so that he or she can demonstrate in an examination his or her level of achievement. They are not designed to compensate for a possible lack of achievement arising from a disability. Teachers of Leaving Certificate Applied English and Communications should ensure, to the best of their ability, that the achievement of students is not negatively impacted by a disability.

Course Overview: Modules and Learning Outcomes

Learning Outcomes and Key Assignments demonstrate skills in reading, writing and oral language.

Reading and Listening are integral literacy skills embedded throughout all modules.

Module	Unit	Learning Outcomes
Module 1: Personal and Social Communication	Unit 1: Identity	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend information, ideas and language from everyday contexts. 2. Explore the theme of identity in response to written, oral and digital texts. 3. Create written and oral texts appropriate for audience and purpose in everyday contexts such as letters, blogs, interviews and applications.
	Unit 2: Relationships	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Use strategies to comprehend information and communication. 2. Read and explore a variety of texts for understanding and appreciation of character, identity and relationships. 3. Reflect on their learning and write a reflective entry into a journal.
	Unit 3: Journeys - Setting out	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Examine openings of texts and discuss their significance.

		<ol style="list-style-type: none"> 2. Identify and discuss different characteristics of text covers using visual literacy skills. 3. Read text for understanding and appreciation of setting and plot structure.
	Unit 4: Journeys – Meeting new characters	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Identify characters and analyse their motivations. 2. Explore differences between characters and engage in role play scenarios. 3. Identify and understand the writing skills needed for dialogue and write dialogue entries as a character.
	Unit 5: Journeys – Finding our way	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand and recognise the importance of the mechanics of communication 2. Map the plot and resolution of the text 3. Examine techniques used to develop suspense in the text. 4. Draft, edit and redraft a written piece of text.
	Unit 6: Destinations	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Reflect on the process of reading a novel or short stories.

		2. Present an opinion of the text.
Module 2: Communication and the Digital World	Unit 1: Digital Identity	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Examine different digital identities including those relevant for the workplace. 2. Recognise and critically reflect on the responsibilities of employees and employers with regard to digital media in the workplace. 3. Understand that websites may contain bias. 4. Research a topic online. 5. Employ criteria for analysing web sites.
	Unit 2: Digital Safety	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand how to guard information online and how to manage a social network identity. 2. Understand and recognise cyberbullying and be able to implement strategies to address the issue. 3. Evaluate safety risks and ethical issues when creating a digital safety charter for their class/school. 4. Demonstrate consumer awareness when accessing goods or services online.

	Unit 3: Digital Citizenship and Global Communication	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Recognise and reflect upon the personal and ethical responsibilities of being a digital citizen. 2. Conduct enquiry-led research into a global digital communication platform. 3. Understand, comprehend and analyse multi-modal texts.
Module 3: Communications and the Media	Unit 1: Introduction to the Media	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Examine the different types of media forms and evaluate the appropriate audience for each form. 2. Identify and reflect on bias and balance in a media text.
	Unit 2: Audio, Visual and Print Media	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Explore various formats of communication media such as radio, podcasts, television, film, video games, streaming, newspapers, magazines, brochures, posters and billboards. 2. Describe and differentiate between different types of media. The students will understand the purpose and function of each medium. 3. Analyse and compare the topic, purpose and audience evident in three contrasting forms.

		4. Reflect on skills and processes discussed in this unit.
	Unit 3: Media and Advertising	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Investigate and use a range of advertising techniques. 2. Examine the methodologies used in media and critically analyse an advertisement. 3. Identify a real-life scenario that requires advertising in school or community and create a suitable advertisement.
	Unit 4: Film Studies	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and explore different genres of film including adventure, horror, westerns, comedy, action, war, historical, crime and gangster, musicals, documentaries and propaganda. 2. Connect and compare the art of storytelling through different genres by linking critical terminology of plot, setting, theme, characterisation, dialogue, conflict and visual qualities, with the text used in Module 1. 3. Identify and use vocabulary specific to film genre: close-up, mise-en-scene, zoom, panning, panorama, sequence, sound effects, lighting and motif.

		<ol style="list-style-type: none"> 4. Compare and analyse how these techniques are used for effect in different genres. 5. Create a text through the voice of a character.
Module 4: Express Yourself	Unit 1: Song	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and explain song/poetry techniques such as rhythm, beat, music, repetition, sound effects, alliteration, assonance, internal rhyme, imagery, symbolism. 2. Apply critical vocabulary to exploring themes and emotions. Students will infer meaning from themes and critique songs. 3. Compare and contrast song and poetry.
	Unit 2: Poetry	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply critical terminology of theme, mood, atmosphere, imagery, symbolism, figurative language to a selection of poetry. 2. Critically analyse a selection of poetry using a structured approach. 3. Respond personally to a poem. 4. Compare and contrast poems using poetic devices. 5. Individually, in pairs or groups compose a poem, song or rap.

	Unit 3: Drama	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define and characterise critical vocabulary such as theme, plot, characterisation, setting, dialogue, gestures, costumes, props, scenery, makeup, special effects. 2. Explore the features of drama through the study of an entire drama text, a dramatic performance or a series of extracts. 3. Compare and evaluate drama on stage and film using the above guidelines. 4. Appreciate and critique a live performance. 5. Create a performance.
	Unit 4: Reflection	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognise and reflect on skills learnt over the LCA course. 2. Evaluate their strengths and areas for development. 3. Review and recognise their greater understanding of how they learn. 4. Take responsibility for their learning.

Module One: Personal and Social

Communication

Purpose

The purpose of this module is to explore, develop and apply the communication skills needed to communicate in personal and social situations. An emphasis is placed on reading, writing and oral skills. This module serves to enable students to learn, appreciate and create effective communication in personal and social situations. It focuses on exploring verbal and nonverbal communication, reading, writing and oral communication skills while exploring a wide variety of texts. It focuses on working with others, being creative and IT skills.

Aims

This module aims:

- 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.

Unit 1	Identity
Unit 2	Relationships
Unit 3	Journeys -Setting Out
Unit 4	Journeys- Meeting New Characters

Unit 5	Journeys- Finding Our Way
Unit 6	Destinations

Unit 1: Identity

Learning Outcomes

The student will be able to:

1. Comprehend information, ideas and language from everyday contexts.
2. Explore the theme of identity in response to written, oral and digital texts.
3. Create written and oral texts appropriate for audience and purpose in everyday contexts such as letters, blogs, interviews and applications.

Teacher Guidelines

- Start with warm ups for identity. Use name tags, people bingo, throw the ball etc. Explore ideas of identity through different genres.
- Students should read different short, contemporary, student-driven texts that reflect a variety of perspectives. Use different reading comprehension strategies before, during and after reading to ensure comprehension (scanning for key points, SQ3R, working in pairs to predict endings, mind mapping characters to explore identity).
- Generate ideas from reading material for potential writing tasks. Show and explore reflection techniques.

Unit 2: Relationships

Learning Outcomes

The student will be able to:

1. Use strategies to comprehend information and communication.
2. Read and explore a variety of texts for understanding and appreciation of character, identity and relationships.
3. Reflect on their learning and write a reflective entry into a journal.

Teacher Guidelines

- Use film and short video clips to explore the idea of relationships and communication. Demonstrate how to identify important information. (Before you listen and watch this what do you think it will be about.) In pairs, discuss and write down what relationships mean to you. Demonstrate how to actively listen to and watch film clips using note-making skills. List three main points in the clip. In groups, decide what is the most important, argue why. Use walking debates.
- Use examples from written texts to explore relationships and communication using the same techniques as above.
- In groups, discuss identity and relationships. Use as a springboard into creating an entry into a reflection journal.
- Model reflection journals, (explore all modes of journals). Explore techniques such as writing, proofreading, editing. Start a reflective journal to be continued throughout the LCA course.

Note:

The next 4 units are connected as a novel, short stories or graphic novel will be used as an anchor text to support learning outcomes. Choose a text(s) that incorporates the theme of Journeys. The journey may be literal or metaphorical. Some suggested texts are listed at the end of the module descriptor but keep in mind that some texts suggested on the prescribed list for Leaving Certificate English may also provide suitable material for this group. If a novel is chosen as a central text it may be read in its entirety or as a series of extracts.

Unit 3: Journeys - Setting Out

Learning Outcomes

The student will be able to:

1. Examine openings of texts and discuss their significance.
2. Identify and discuss different characteristics of text covers using visual literacy skills.
3. Read text for understanding and appreciation of setting and plot structure.

Teacher Guidelines

- Use different novel covers to display settings, plot and characterisations. Discuss expectations. Divide students into pairs or groups and analyse covers and openings under headings (Think, pair, share).
- Use placemat technique to analyse different areas. Show use of colour, imagery, symbolism, plot and characterisation etc.
- Read/watch/listen to the opening scene/paragraph/chapter of a text to explore how setting, character, relationships, plot, etc. are established by an author.

Unit 4: Journeys - Meeting New Characters

Learning Outcomes

The student will be able to:

1. Identify characters and analyse their motivations.
2. Explore differences between characters and engage in role play scenarios.
3. Identify and understand the writing skills needed for dialogue and write dialogue entries as a character.

Teacher Guidelines

- Use graphic organisers and ICT tools to analyse characters. Lead students with strategies for analysing who? why? how do they feel? Using walking debate and hot seat strategies to discuss character differences.
- Look at different portrayals of the same character and discuss. Role play different scenarios guiding dialogue and situations. Use conflict resolution strategies and restorative justice practice as guidelines for characters (see resources).
- Research examples of suitable dialogue. Discuss what the characters in the short story/novel would say. Model structured examples.

Unit 5: Journeys- Finding Our Way

Learning Outcomes

The student will be able to:

1. Understand and recognise the importance of the mechanics of communication.
2. Map the plot and resolution of the text.
3. Examine techniques used to develop suspense in the text.
4. Draft, edit and redraft a written piece of text.

Teacher Guidelines

- Using the text, highlight examples of mechanics impacting upon communication. In pairs, research difficult spellings. Focus on writing, drafting and editing. Discuss importance of meaning. Use techniques such as the RIP marking technique from *The Lazy Teacher's Handbook* by Jim Smith, to encourage responsibility for own work. For details and other ideas see the PDST handbook *Active Learning Methodologies*.
- Use Kahoot as a fun tool to assess knowledge, encourage teamwork.
- Discuss storylines and suspense. Ask what makes a story exciting? Brainstorm using carousel method (see resources) to elicit responses. Read and analyse vocabulary, description and link to plot and resolutions.
- Use YouTube to show editing and redrafting methodologies.

Unit 6: Destinations

Learning Outcomes

The students will be able to:

1. Reflect on the process of reading a novel or short stories.
2. Present an opinion of the text.

Teacher Guidelines

- Using reflection journals that have been kept through the process, enable students to recognise their learning through the process. Identify strategies and concepts that have been acquired and learned. Enable students to present their authentic voice and opinion. Use short excerpts from the text to promote responses. Guide discussion and debate.
- Guide students through structured writing to present their opinions of the text. Use exemplar material to model authentic voice and opinion. Use graphic planners, transition vocabulary and scaffolded-writing models. Compare and discuss endings and their impact.

Module 1 Key Assignments

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, short story and graphic novel.
3. In pairs or groups, write dialogue as characters from the text or role play character dialogue, be able to identify your contribution.
4. Draft, proof and edit a range of written pieces of text.
5. Reflect on novel/short story in the reflection journal using the strategies identified in the module.

Module 2: Communication and the Digital

World

Purpose

The purpose of this module is to follow on from the junior cycle emphasis on using technology and media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. This module extends these skills into the senior cycle framework and places emphasis on information processing, communication, being personally effective, working with others and becoming critically aware and creative.

Aim

The aim of this module is to extend and refine media skills used by students to communicate. Texting, posting, linking and sharing media are everyday activities for students. The purpose of this module is to explore how to access information online, critically appraise and challenge the validity of sources, understand their rights and responsibilities online and learn how to communicate effectively and creatively online. The skills taught in this module will include reading, writing and oral communication skills in an online setting.

Unit 1	Digital identity
Unit 2	Digital Safety
Unit 3	Digital Citizenship and Global Communication

Unit 1: Digital Identity

Learning Outcomes

The student will be able to:

1. Examine different digital identities ¹such as personal digital identity and those relevant for the workplace.
2. Recognise and critically reflect on the responsibilities of employees and employers with regard to digital media in the workplace.
3. Identify bias in digital texts.
4. Research a topic online and employ criteria for analysing digital texts such as authenticity, authorship, bias, objectivity, accuracy and purpose.

Teacher Guidelines

- Using the WASH technique (We All Speak Here) brainstorm digital identity and its relevance in today's society. Ask students to rank ideas in order of most relevant. Place students in pairs to promote discussion, in pairs they can express their agreement or not with list.
- Use Hypothesis testing method: provide a provocative statement related to identity, divide students in groups and ask them to find evidence online for or against the statement. Model information literacy research techniques. Students must then draw a conclusion. Have a walking debate to show the diversity of opinion.
- Using this exercise and information sourced, discuss how websites can have bias etc. Using the template adapted from Information and Communication Technology in the Primary School Curriculum - Guidelines for Teachers- page 110, (see resources), guide pairs to complete this template. Discuss relevance of findings and encourage analysis of all websites

¹ Digital identity is an online or networked identity that comprises of attributes projected by the individual, organisation or device.

Unit 2: Digital Safety

Learning Outcomes

The student will be able to:

1. Understand how to guard information online and how to manage a social network identity.
2. Understand and recognise cyberbullying and be able to implement strategies to address the issue.
3. Evaluate safety risks and ethical issues when creating a digital safety charter for their class/school.
4. Demonstrate consumer awareness when accessing goods or services online.

Teacher Guidelines

- Start discussion on Digital safety and a Digital Safety charter using carousel brainstorming technique. Keyword - Charter, see resources.
- Collate and rank information to show areas of main concern. Refer to Charter: what are the areas to be included. Start a Charter Model on a large poster sheet in classroom. Allow students to put post-its in areas they feel are most relevant.
- Assign each student an area of interest 1. How to guard information 2. How to manage a social network identity, 3. Strategies against digital bullying. 4. Ethical concerns. Use the Jigsaw technique to elicit information and encourage peer learning. Reflect on Charter and change if necessary.
- Collaboratively write the charter as a class.
- Examine the rights of consumers online and common safety concerns such as phishing, secure payment systems, returning faulty goods. Extensive knowledge of consumer rights law is not required but students should be able to demonstrate awareness of best practice when carrying out transactions online.
- Explore ways to evaluate the authenticity of a website and the warning signs for less reputable sites.

Unit 3: Digital citizenship and global communication

Learning Outcomes

The student will be able to:

1. Recognise and reflect upon the personal and ethical responsibilities of being a digital citizen.
2. Conduct enquiry-led research into a global digital communication platform.
3. Understand, comprehend and analyse multi-modal texts.

Teacher guidelines

- Building upon Unit 2, consolidate personal safety and ethical issues. Broaden horizons to a global scale. Use mind mapping techniques to illustrate.
- Introduce Twitter as an example of global communication and use a research template tool to investigate a global digital communication platform.
- Multimodal texts include the combination of a variety of forms of communication such as print text, digital text, visual images, audio (e.g., a performance or event) and spoken word.

Module 2 Key Assignments

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.

Module 3: Communication and the Media

Purpose

The purpose of this module is to develop communication and analytical skills needed to understand media texts in the context of the modern world. It will focus on the skills of understanding media conventions, interpreting data and creating media texts for different purposes. It follows on from the junior cycle emphasis on using technology and media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. This module will also focus on communication skills needed in the workplace.

Aims

This module aims to introduce a variety of multimodal media. It aims to give students an understanding of media forms, conventions and techniques and how these are used to create meaning. It aims to enable students to apply critical literacy skills to the modern social media age and explore ideas such as bias and verification of sources. Students will understand and explore how media is used as an advertising tool. Students will create a variety of media texts exploring different purposes and audiences. Students will reflect and identify their strengths and challenges as media interpreters.

Suggestion: It is encouraged at this point to teach a film or excerpts from films (for suggestions of suitable material for this age and stage of learning see prescribed list of English material from Department of Education).

Unit 1	Introduction to Media
Unit 2	Audio, Visual and Print Media
Unit 3	Media and Advertising
Unit 4	Film Studies

Unit 1: Introduction to Media

Learning Outcomes:

The student will be able to:

1. Examine the different types of media forms and evaluate the appropriate audience for each form.
2. Identify and reflect on bias and balance in a media text.

Teacher guidelines

- Investigate a variety of forms of media such as audio, visual, advertising, print, newspapers, magazines, film, television, documentaries, streaming, radio, podcasts, social media, internet, youtube, emails, blogs, vlogs, video games and media influencers.
- Identify audience and purpose for each form discussed. Discuss bias and ability to influence meaning within forms. Revise importance of sources and the idea of bias.

Unit 2: Audio, Visual and Print Media

Learning Outcomes

The student will be able to:

1. Describe and differentiate between different types of media. The students will understand the purpose and function of a range of media (audio/visual/print).
2. Explore various formats of communication media such as radio, podcasts, television, film, video games, streaming, newspapers, magazines, brochures, posters and billboards.
3. Analyse and compare the topic, purpose and audience evident in three contrasting forms.
4. Reflect on skills and processes discussed in this unit.

Teacher Guidelines

- Use examples of print, audio and visual and devise a rubric to compare and contrast the material.
- Discuss topic, purpose and audience of each medium.
- Examine the impact of colour, imagery, sound effects, font, typography etc.
- Use exemplar material to show how to contrast media.
- Give time for reflection journals to reflect on the skills and processes discussed in this unit.

Unit 3: Media and Advertising

Learning Outcomes

Students will be able to:

1. Investigate and use a range of advertising techniques.
2. Examine the methodologies used in media and critically analyse a range of advertisements.
3. Identify a real-life scenario that requires advertising in school or community and create a suitable advertisement.

Teacher Guidelines

- Discuss advertising techniques such as sensationalism, product endorsement, testimonials, lifestyle products, repetition.
- Compare and contrast how the advertising message is conveyed in a variety of media such as newspapers, billboards, radio and online. In groups, have students examine what is being sold, what techniques are being used and give an opinion if it is successful or not.
- Use open ended questioning format to facilitate discussion. Encourage students to lead the discussion and guide conversation into enquiry based learning. Highlight the process of learning to students and clarify that they are leading the questioning and learning. Encourage creativity and questioning.
- Create a suitable advertisement for a school scenario such as the enterprise project, a school show, a charity fundraiser, a safety awareness campaign, school council elections.

Unit 4: Film Studies

Learning Outcomes

Students will be able to:

1. Identify and explore different genres of film including adventure, horror, westerns, comedy, action, war, historical, crime and gangster, musicals, documentaries and propaganda.
2. Connect and compare the art of storytelling through different genres by linking critical terminology of plot, setting, theme, characterisation, dialogue, conflict and visual qualities, with the text used in Module 1.
3. Identify and use vocabulary specific to film genre: close-up, mise-en-scene, zoom, panning, panorama, sequence, sound effects, lighting and motif.
4. Compare and analyse how these techniques are used for effect in different genres.
5. Create a text through the voice of a character.

Teacher Guidelines

- Connect the art of storytelling from the text in Module 1 to Film in this unit.
- If suitable, a film version of the novel/short story or graphic novel or a comparative method of teaching would be very appropriate at this stage.
- Focus on activities to learn critical vocabulary, use pair work, graphic organisers, semantic maps, word wizard, word connect etc.
- Use YouTube clips to illustrate terminology and to compare and contrast themes, genre, characterisations, camera angles etc.
- Use a class created rubric (guide students to evaluate headings) to compare films under appropriate headings.
- Brainstorm the art of storytelling from a film perspective. Focus on social setting, theme and relationships. Reflect on setting, costumes, props as guides to form opinions.
- Analyse the opening scene, regard music, lighting, props characters etc.
- Explore and track the plot, from exposition, climax and denouement.

- Explore the voice of a character through creating texts such as diary entries, a vlog/blog, a continued dialogue, a monologue.
- Use reflective journals to explore opinions on characters.

Module 3 Key Assignments

1. Reflective journal update: document your reading journey, where details of a wide variety of textual material is referenced and reflected upon.
2. Examine the coverage of an event through the three different media channels and compare and contrast the coverage.
3. Identify a real-life scenario that requires an advertisement and create an advertisement in media.
4. Compare and contrast a film and a related text. Critically analyse and display or present findings.

Module 4: Express Yourself

Purpose

The purpose of this module is to examine and develop the skills necessary for expression and communication in the new world that students will face. This module embeds skills from junior cycle of communicating effectively, creating, appreciating and critically interpreting a wide range of texts. It also emphasises the senior cycle skills of critical and creative thinking. Literacy skills are embedded throughout this module with emphasis on the spoken word and critical literacy. The focus is on appreciating creative texts, having opinions on texts and finally creating texts.

Aim

The aim of this module is to introduce song, poetry and drama as creative art forms, explore meaning and interpret the creative process. The student will appreciate the forms and conventions of song, poetry and drama. The student will be encouraged to become more reflective, thoughtful and develop their own personal response to aesthetic forms. The student will be encouraged to delve into their own creativity and have the confidence to express themselves.

Note: As with the novel in module one, it is advisable to select material that has not been previously experienced by the students and is relevant to this age and stage of learning.

Unit 1	Song
Unit 2	Poetry
Unit 3	Drama
Unit 4	Reflection

Unit 1: Song

Learning Outcomes

Students will be able to:

1. List and explain techniques such as rhythm, beat, music, repetition, sound effects, alliteration, assonance, internal rhyme, imagery, symbolism found in both poetry and song.
2. Apply critical vocabulary to exploring themes and emotions. Students will infer meaning from themes and critique songs.
3. Compare and contrast song and poetry.

Teacher Guidelines

- Use Youtube clips of rap/song/slam poetry to spark interest and enjoyment of the form.
- Define critical terminology and link to effect on meaning. Use visual and audio clips to demonstrate.
- Invite a poet/composer/rapper into the class to discuss the process of creating a song form.
- In pairs or groups brainstorm ideas, style, structure, rhythm, beat etc. Give roles to different students.
- Using exemplar material and examples model and guide how to write a song allowing creativity to flow.

Unit 2 Poetry

Learning Outcomes

Students will be able to

1. Apply critical terminology of theme, mood, atmosphere, imagery, symbolism, figurative language to a selection of poetry.
2. Critically analyse a selection of poetry using a structured approach.
3. Respond personally to a poem.
4. Compare and contrast poems using poetic terminology and techniques discussed.
5. Individually, in pairs or groups compose a poem, song or rap.

Teacher Guidelines

- Use a thematic approach, focus on broader themes, love, war, humour and reflection etc.
- Apply a systematic approach to answering questions.
- Use audio and visual material to support poems and teaching of poetic devices.
- Invite a guest speaker a local poet to discuss the craft of writing poetry.
- Encourage personal response, in pairs or groups, using Youtube or audio collate a group response. Use phrases such as, this made me think, this made me feel, this reminded me of...
- Connect with previous unit and link ideas. Show comparisons and differences. Compare poems within the same genre, contrast songs and poetry.
- Using fun exercises start with examples of alliteration and build to creating poetry. Use limericks, raps, look at the shapes of poems, emphasise humour. In pairs or groups work on composing poetry.
- Using exemplar material and examples model and guide how to write a poem, song or rap allowing creativity to flow.

Unit 3: Drama

Learning Outcomes

Students will be able to:

1. Define and characterise critical vocabulary such as theme, plot, characterisation, setting, dialogue, gestures, costumes, props, scenery, makeup, special effects.
2. Explore the features of drama through the study of an entire drama text, a dramatic performance or a series of extracts.
3. Compare and evaluate drama on stage and film using the above guidelines.
4. Appreciate and critique a live performance.
5. Create a performance.

Teacher Guidelines

- Use visual and audio aids to explain drama vocabulary, use film and music videos to illustrate material.
- If possible, take class to a live performance otherwise use video clips. Pre-teach vocabulary, create exercises to complete after performance.
- Use prompts to guide class response to performance: did you notice this technique? What impact did it have on the performance? What did you think of the performance? Use a template to build opinion.
- Select a topic, purpose and audience for the performance they wish to create. Use stimulus material to provoke ideas. Brainstorm ideas as a class, using graphic organisers build ideas and confidence. Create suitable roles for all students.
- Using exemplar material, encourage students in groups to create a performance. Give roles, writer, performers, camera (if relevant) etc. Work on scripts or improvisations. Utilise the strengths of the class in this area. The performance could take the form of a puppet show, a voiced animation, an improvised role play, a radio play (complete with sound effects), a mime or a series of monologues. The emphasis should be on the experience of the art form rather than the pressures of performance.

Unit 4: Reflection

Learning Outcomes

Students will be able to:

1. Recognise and reflect on skills learnt over the LCA course.
2. Evaluate their strengths and areas for development.
3. Review and recognise their greater understanding of how they learn.
4. Take responsibility for their learning.

Teacher Guidelines

- Use reflection journals to show knowledge learnt and skills acquired. Revise and reflect upon practical skills learnt for the workplace. Divide into written and oral skills. Highlight the practicality of the skills in the world of work.
- Using templates show students how to evaluate their own strengths and areas for development.
- Show students how they will be lifelong learners within the world of further study or work. Brainstorm and discuss responsibility for learning. Show progress so far and encourage students to continue learning after second level.

Module 4 Key Assignments

1. Compare a song, rap or poem on a common theme. This assignment can be done in groups, but you must identify your contribution.
2. Compose a poem, song or rap on a topic that means something to you.
3. Engage with a staged performance and present a review or report on the experience.
4. Update reflective journal to reflect on learning in English and Communications over the two years of the course.

Assessment Guidelines

Assessment for English and Communications is based on the aims, objectives and learning outcomes in this module descriptor and developed in accordance with consultation between the NCCA and the SEC. There are three assessment components:

1. Credits achieved due to attendance and completion of the key assignments for each module (4 credits).
2. Oral examination (4 credits).
3. Written examination (8 credits).

The written examination will examine the skills, knowledge and aptitude of the student on completion of the course. The written examination will be two hours long and will have five sections, arranged as follows:

TOPIC	OPTIONS	RESPONSE FORMAT	WEIGHTING
AUDIO VISUAL	Set number of questions	Complete on paper	25%
PERSONAL AND SOCIAL COMMUNICATION	Set number of questions	Complete on paper	18.75%
COMMUNICATION AND THE DIGITAL WORLD	Set number of questions	Complete on paper	18.75%
COMMUNICATION IN MEDIA AND FILM	Set number of questions	Complete on paper	18.75%
EXPRESS YOURSELF	Set number of questions	Complete on paper	18.75%

Suggested resources

For access to the most up to date resources please visit the LCA page on Scoilnet.ie.

Module One: Personal and Social Communication

- Check Youtube for videos on: How to use Reflective Journals.
- <https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Listening-to-Young-People-and-Promoting-Dialogue/Restorative-Justice.pdf>
- Use Kahoot as a fun tool to assess knowledge, encourage teamwork.
- Discuss storylines and suspense. Ask what makes a story exciting? Brainstorm using carousel method (for details see: https://nau.edu/uploadedFiles/Academic/CAL/History/History-Social_Studies_Education/Carousel%20BrainstormSTEM.pdf) to elicit responses. Read and analyse vocabulary, description and link to plot and resolutions.
- Use YouTube to show editing and redrafting methodologies
- Seomra ranga 34 things to do with a novel <http://www.seomraranga.com/2013/11/34-things-to-do-with-a-novel/>
- TES website 101 Novel ideas, inspiration for the tired teacher <https://www.tes.com/teaching-resource/101-novel-ideas-inspiration-for-the-tired-teacher-6030659>
- PDST resource: Guiding Comprehension Teaching for Meaning <http://www.pdst.ie/sites/default/files/Guiding%20Comprehension%20-%20Teaching%20for%20Meaning.pdf>
- O'Brien Press for comparing front covers <http://www.obrien.ie/all-resources>
- How to teach a novel blog <http://howtoteachanovel.blogspot.ie/>
- 10 Ways to teach literature New York Times http://www.nytimes.com/learning/issues_in_depth/10TeachingLiteratureIdeas.html
- Edutopia, 11 Essentials for Excellent ePortfolios <https://www.edutopia.org/blog/11-essentials-for-excellent-eportfolios-vicki-davis>

- Edpuzzle to create class content and create personalised summative assessment and feedback tools <https://edpuzzle.com/>
- Google classroom to create class content and facilitate collaboration with other teachers
- Kahoot as a fun activity to assess knowledge and build atmosphere within a new class. <https://create.kahoot.it/login>
- YouTube, Writing opinion pieces <https://www.youtube.com/watch?v=-sVRgdmHGIU>
- Editing and redrafting techniques <https://www.youtube.com/watch?v=V1pnpl8295E>
- <https://www.youtube.com/watch?v=oAp5w-ZKeXk>

Suggestions for Novels

Teachers should be cognisant of the abilities, interests and prior reading experience of their class and select relevant texts that have not been previously covered. Teachers may find that some of the suggested reading (or extracts thereof) from the Department Circular on prescribed lists for Leaving Certificate English may be useful in this decision making. Some texts that have been successfully utilised by teachers at this level include:

- *The Kite Runner* by Khaled Hosseini
- *Brooklyn* by Colm Toibin
- *Skellig* by David Almond
- *Wilderness* by Roddy Doyle

Further suggestions:

- *The Spinning Heart* by Donal Ryan
- *Room* by Emma Donoghue
- *Foster* by Claire Keegan
- *Touching the Void* by Joe Simpson
- *The Ocean at the End of the Lane* by Neil Gaiman
- *Persepolis* by Marjane Satrapi (Graphic memoir)
- *The Fault in our Stars* by John Green
- *The Secret Life of Bees* Sue Monk Kidd
- *Lies of Silence* Brian Moore

- *Shadows on our Skin* Jennifer Johnston

Books from the Open Door series from New Island Books:

- *Mad Weekend* by Roddy Doyle
- *Dead Man Walking* by Roddy Doyle
- *Midsummer Miracle* by Claudia Carroll
- *Not a Star* by Nick Hornby

Module 2: Communications and the Digital World

- Broadcasting Authority of Ireland Media Literacy Policy: http://www.bai.ie/en/media/sites/2/dlm_uploads/2016/12/BAI_media_literacy_policy_EN1.pdf
- Using the Powerpoint provided, discuss safety concerns. Use Scoilnet.ie template <https://docs.google.com/file/d/0BzoOi1a8UpioSDdwSVJiUVN2UnM/edit>
- How to check online sources <https://eduscapes.com/tap/topic32.htm>
- <https://www.edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html?tab=4>
- Child Friendly Charter of Human Rights as exemplar material <https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf>
- www.mindmeister.com for mind mapping tools.
- Sample template for assessing digital media:

Source:	Is the website hosted by a reputable source? Is there a header or footer showing to whom it is affiliated?
Content:	Does the website present error free, accurate information? How in-depth is the information?

	Is the language level suitable/ appropriate for the audience?
Currency:	What is the website publication date? When was the information last updated? Is it still current/relevant? Are any of the links out of date or broken?
Authorship:	Who is responsible for the site? Has the author provided his/her contact information (e-mail, phone or mail)?
Bias/Intention:	Is the information presented unbiased? Can you distinguish facts from opinion?
Site design:	Is the site easy to navigate? Are links clearly labelled? Do they serve a purpose? Does the site contain non-functioning links? Are graphics helpful?
Access:	Does the website provide access to information for all users? Is the information presented in multiple formats (text, audio, graphic)? Are text alternatives available for pictures and graphics?

Module 3: Communication and the Media

- <http://www.rte.ie/radio1/doconone/education/>

Suggested Films to use for comparisons. Please use Department of Education prescribed list for suggestions for studied film.

- Holmes, Alex (Dir.) Stop at Nothing: The Lance Armstrong Story
- Cuarón, Alfonso (Dir.) Children of Men

- Salvatores, Gabriele (Dir.) I'm Not Scared
- Abrahamson, Lenny (Dir.) Garage
- Scott, Ridley (Dir.) Blade Runner
- Reitman, Jason (Dir.) Juno
- Hitchcock, Alfred (Dir.) Rear Window
- Eastwood, Clint (Dir.) Unforgiven
- Crowley, John (Dir.) Brooklyn
- Luhrmann, Baz (Dir.) Strictly Ballroom
- O'Donnell, Damien (Dir.) Inside I'm Dancing
- Documentaries
- Cowperwaite, Gabriela (Dir.) Blackfish
- Kapadia, Asif (Dir.) Amy
- James, Steve (Dir.) Hoop Dreams
- Marsh, James (Dir.) Man on Wire
- Gast, Leon (Dir.) When we were Kings
- Moore, Michael (Dir.) Bowling for Columbine
- Fulman, Ari (Dir.) Waltz with Bashir

(This list is not exhaustive.)

- <http://freshfilmfestival.net/category/resources/study-guides/>
- <http://ifi.ie/study-guides>
- How to check online sources <https://eduscapes.com/tap/topic32.htm>
- <https://www.edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html?tab=4>

- To help teach vocabulary www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary
- How to teach social media <https://blog.hootsuite.com/teach-social-media-university-classroom/>
- YouTube for film excerpts and advertising <https://www.youtube.com/>
- To teach media (please be aware that it may be necessary to log in as a member to TES website) <https://teachers.theguardian.com/teacher-resources/5853/Camerawork-Static-vs-Moving-Cameras-----BTEC-Media-Student-Task>
- Edpuzzle as a tool to access suitable film clip material <https://edpuzzle.com/>
- <http://www.thefilmSPACE.org/thinking-film/>

Module 4: Express Yourself

- <http://brianmooney.com/2015/08/18/10-tips-for-teaching-hip-hop-and-spoken-word-poetry/>

Teachers can use poetry that they feel works well in their context. Some poets who have proven of interest to LCA students include:

- Carol Ann Duffy, Merrill Glass, Derek Mahon, Vernon Scannell, Seamus Heaney, Patrick Kavanagh, John Cooper Clarke, Maya Angelou, Andrew Hudgins

The following poetry anthologies may provide interesting material:

- *Real Cool* by Niall MacMonagle
- *The Rattle Bag* by Seamus Heaney and Ted Hughes
- *Staying Alive* by Neil Astley

Suggested resources for drama in addition to the list of film in the film studies section:

- Sean O'Casey *Juno and the Paycock, The Plough and the Stars*
- John B. Keane *Big Maggie*
- Martin McDonagh *A Skull in Connemara, The Lonesome West*

- J.M. Synge *The Playboy of the Western World*
- Arthur Miller *The Crucible, All my Sons*
- YouTube for song/poetry/drama clips <https://www.youtube.com/>
- To teach song/rap <https://paulcarl.com/teaching-poetry-through-rap/>
- Drama lessons <http://dramaresource.com/>
- Poetry ideas <https://www.poets.org/national-poetry-month/tips-teaching-poetry>
- Edpuzzle as a resource bank and as a summative assessment tool <https://edpuzzle.com/>
- Kahoot as a fun activity to assess knowledge <https://create.kahoot.it/login>