**European Studies Scheme of Work**

**Portumna Community School Transition Year class 26th-08-2014**

**Rationale**

* The programme in Portumna Community School promotes continuity, sustainability, and active links with local education authorities, schools, teachers, ongoing curriculum development that respond to new educational initiatives.
* Provides an opportunity for our school to have access to a range of competitions that are backed by the E.U. for example gradu8.ie online quiz, Euroscola competition.
* Gives teachers an opportunity to use the wealth of resources available from the European Union.
* Provides an international dimension to education.
* European Studies provides a cross-curricular theme in Transition Year.

  **Mission Statement:**

Our school's Mission Statement states, "that we are a Community School committed to a community of learning, providing a comprehensive educational experience to all. We recognise the development of each students' social, intellectual, physical and spiritual potential, while all the time supportive of the partnership between school, home and community."

**Vision Statement:**

Our vision is that we provide a balanced education programme for all our students enabling them to acquire the life skills necessary to lead active and fulfilled lives. We recognize that the qualities of respect, natural justice is at the core of all our policies. Our Transition Year programme is promoted in a collaborative spirit within the school itself and the wider community. We are aware that the students in our care are unique and require different needs but we provide an understanding and appreciation to the young adult of the importance of a balanced and enterprising broad education.

Core Values**:**

1. Education for maturity with emphasis on social competence and increased social skills.
2. We value the personal enrichment of the student through developing personal and social skills and encouraging positive attitudes and values in interaction with others.
3. We value the self-esteem, assertiveness, teamwork and critical judgement of our students by actively engaging in teamwork and especially interacting with our counterparts in our cluster group.
4. In the programme we place emphasis on technical and academic skills of various subjects as the student’s progress from the Junior Cycle to the Senior Cycle, thereby giving the students the opportunity to select key areas where they can become proficient in.
5. Learn about leadership and co-operation.
6. Our Transition Year programme aims to facilitate a maturing process so that students develop skills and social graces to help them cope with third level education and foster a competitive spirit in their lives.

**European Studies:**

* Is a subject on the programme and is assessed as a subject. It can be enhanced by a study of culinary skills in various different countries. Here there is a link with Home Economics. Fashion in Home Economics has also a direct link with this subject. Culture, customs and regional Geography is also linked with European Studies.
* Post Primary school curriculum project funded by the Department of Education in Ireland and N. Ireland.
* Aims to link schools North-South, East-West and in wider Europe
* Programme promotes strength continuity, sustainability, active links with local education authorities, schools, teachers, ongoing curriculum development responding to new education initiatives

**What are the benefits for the students?**

**Gives students a wider perspective of the world**

* Students can take part in the Christmas competition.
* Students can have their work produced on the World Wide Web.
* Our students have won Euroscola on four occasions in 06, 07, 08 and 10.
* There are several other competitions the students can access.
* Graduate quiz.
* European Speak Out.
* e Twinning
* Mock Council Debate
* Concern Debating
* Production of a Newsletter.
* (Ethnic Theme)

**What are the benefits for parents?**

* Students are using ICT in a meaningful way.
* It promotes peer learning.
* It promotes tolerance of other cultures and greater understanding.
* Prepares students for greater mobility.
* Gives students an opportunity to set up e-mail with a foreign counterpart and help in language development. This provides students with the opportunity of developing exchanges for language development during the summer months.

**How is it done?**

* At the Conference the cluster group plans the agreement and the work that has to be exchanged for the following academic year.
* The agreement consists of three core activities with a preliminary activity of personal profiles exchange.
* Plan a virtual trip around Europe calling with each of your partner schools. This should include methods of transport with costs to partner schools and accommodation and type of activities and places of interest. This should be done as a power-point.
* Pupils appreciate/learn about partner schools, their country/currency and things to do. October start and finish by September. The work to be completed in a leaflet like a brochure.
* A power-point presentation detailing part time jobs of students/family combining school and social life. Start date, February.

 **Issuing of student certificates of participation**

 Students are issued with Certificates of participation and provide valuable additions to any C.V.

## Benefits for teachers in our school

* It gives teachers an opportunity to develop professionally.
* It promotes collegiality.

 **Cross-Curricular Planning**

Our European Studies provides a cross-curricular link to all our subjects and modules where possible. Every effort is made in planning to ensure that European studies are our guiding theme to link up the programme in a way that makes the overall programme more cohesive.

European Studies is also linked to Business Studies when students study budgeting and how to plan a cheap foreign trip. It links up with Maths, when studying different time zones.

 Physical Education links up with E.U. studies by studying comparative P.E. and the Danish game of handball.

Art can act as a link with the study of European artefacts and comparative sculptor.

**Resources**

* We have a rich archive of resources from previous Transition Year students.
* Full complement of E.U. material.
* PowerPoint’s.
* A fully equipped resource room comprising of computers and printers with broadband.
* A demonstration room with a big screen.

**Class Organisation**

Every effort is made to provide tasks for the students without a gender bias and this is something that we would be very much aware of and this is reflected in our distribution of projects regardless of gender and ability.

**Literacy**

The students complete an extended essay on a European country, providing such detail as geographic location, population, imports and exports, famous food, landmarks and culture and ethnic background. The students are graded on the essay and feedback is provided to the students regarding literacy.

Students engage in a mock European Council debate and each student in the class represents a country in the E.U. where the role of Minister for Transport is played out. Students research and write their contribution which adds to their literacy skills.

Students also write an extended essay on, “What the E.U has done for me”.

**Numeracy**

In our European study course, we examine different time zones within the E.U. and this study provides an opportunity for students to engage in numeracy up skilling.

During the study we examine bar charts and voting trends in different countries which contributes to numeracy up skilling.

**Subject Plan**

At the end of this scheme of work the subject plans for each week are shown progressively.

**Programme Assessment**

**Homework**: In each class homework is given both in the theory and the project work; the ethic of constant homework reflects our homework policy that we are currently working on.

**Assessment procedures**: Assessment is carried out in October, November and December. The students sit a final examination in European studies in May.

**Record keeping**: The class teacher keeps records of students’ homework, the module also feeds into the credit system of assessment at Portumna Community School for Transition year.

**Reporting procedures**: The results of the credit system and their final examinations are sent home at summer. The results of monthly assessments are noted for parent teacher meetings. Students are monitored carefully during the year and if students are not performing, then contact is made with home so that performance can be restored.

**Week 1 and week 2 2 classes**

The implications for Europe regarding world war one and world war two and how it lead to the Schuman declaration that heralded a new Europe.

**Content covered in E .U. studies**

**Week 1 and week 2 2 classes**

The implications for Europe regarding world war one and world war two and how it lead to the Schuman declaration that heralded a new Europe. Power point on the devastation that World War 1 and 2 brought to Europe

**Homework**

Google the following memorial parks, Tynecot, Zillabecka, Langamark and Essex Farm that are near Ypres. Write out the information concerning the memorial parks.

**Week 3-4**

How the E.U. began and the various institutions and agreements that were put in place over the decades to establish what it is today.

 **Homework**: What were the implications for the fall of the Iron Curtain for communist countries? (Questions on week 1)

**Week 3**

**Movement of people**

The Treaty of Rome gave its member the right to travel which was fundamental to the rights of a citizen. How the E.U. began and the various institutions and agreements that were put in place over the decades to establish what it is today. “The Four Freedoms.”

**Homework:** What were the advantages for the individual countries as they worked together to create the E.U.

**Week 4**: Revision of work completed in the first four weeks.

**Week 5**

Present a E.U. film on the movement of goods, services, money and people in Europe.

**Homework**: Summarize the content of the film.

**Week 6**

Introduction of the E.U. citizens pack

**Homework:**

**Task 1**

 Each student design postcard around the statement: what it means to be Irish. This could be a sketch, a picture, the words of a poem, the lyrics of a song, a photograph. The students combine their work to make a booklet.

**Task 2**

E mail a list on the topic of what it means to be Irish, French, Danish.

**Task 3**

How are we different?

How are we alike?

What have we to offer each other?

**Task 4**

Explore the stereotypes and prejudices that can exist about one’s culture.

**Week 7:** Power point students begin their profiles with their cluster group.

Identity: How are you identified as a student in this school?

What is meant by the school crest?

**Week 7**

Begin the profiles with our E.U. partner schools. The students type one page about themselves and e mail it to a student in the class. That student edits the profiles and e mails them to the teacher who e mails the profiles to all of the partner schools.

**Homework**: Prejudices and stereotypes.

**Week 8**

**Power point on capital , landmark, language and the famous European.**

**Homework:** Each student selects a country and researches aspects of it.

1. Each student will be given a European country at random.
2. From the power-point make notes on each country.
3. Prepare a project that includes the country and its flag, the capital of the country and a famous building in the city. Provide a short history of the city.
4. Provide information regarding the population, exports and land mass.
5. What language is spoken?
6. Is the country associated with any special food?
7. Is there a famous landmark in the city that you as a tourist can visit?
8. Is the country famous for any important European? Give details of the famous European?
9. We will as a group produce a European booklet concerning important information that the average tourist could use when visiting that country.
10. The final product will be archived as class work from the cohort 2014-2015.

**Week 9**

Project (computer room)

**Week 10**

**Design an information leaflet about your own country. Each student takes an aspect.**

**European Studies Programme**

Opportunities for Collaboration with partner schools

Task1: Design an information leaflet or brochure on your own country under the following headings:

Language

Food

Cities

Landmarks

Famous people

Major exports

Landmass.

This could be done using a power point presentation and exchanged with your partner schools.

Task 2

Complete a joint project with your partner schools entitled, Our Countries in Europe. Students can research different aspects of their own countries and those of their partner schools and compile the information on a joint website or on the European website at [www.europeanstudies-org](http://www.europeanstudies-org).

**Week 12**

Task 3

Complete a project using images only on your country or your partner schools; include flags, landmarks, symbols, major trading products.

Task 4

Colour a blank map of Europe according to the languages spoken in Europe. The map will visually change and give students an insight into the various languages spoken in Europe. Students will write on the various languages spoken in Europe and provide an argument why languages are so important in the context of Europe.

Task 5

Design a menu for your country outlining the food commonly eaten for breakfast, lunch and dinner. Exchange a national dish or a recipe with your partner schools.

Task 6

Choose a person in your country who is famous; write an essay on what made him/her famous and exchange the project with your partner school. Include some of the famous person’s work.

**Week 13**

**Power point on the Capitals, famous people, landmarks and food of the E.U.**

**History of the E.U.**

**Task 1**

**Imagine that you are Robert Schuman. In 1950 you proposed that French German coal and steel industries be pooled. Belgium , France, Germany Italy, Luxembourg and the Netherlands began to work on this and in 1951, they signed the treaty establishing the European Coal and Steel Community which is a forerunner of the E.U.**

**Task 2**

**Imagine that you are a reporter and you are preparing to interview Robert Schuman. Write down all the reasons that you can think of for cooperation of the European countries.**

**Week 14**

**Task 3**

Make a list of questions that you would ask Robert Schuman.

Task 4

What did it mean to a seventeen year old in 1973 when Ireland joined the E.E.C.?

Task 5

What has it meant to Bulgarian student joining the E.U.?

**Week 15**

* E.U. Timeline
* The process of building the E.U began in the aftermath of the Second World War with the aim of building prosperity and ensuring security in Europe.

1946

* In the aftermath of the Second World War, the aim is to build peace among Europe’s countries.
* 1987 The Single European Act is adopted and this sets a timetable for creating the single European Market by 1993.
* Improved structural funds.
* Single market.
* Fall of Communism
* 1989: Iron Curtain falls leading to the re-unification of Germany on the 3rd Oct 1990. Brandenberg Gate

**Week 16**

Begin the exchange with our European

Counterparts.

**Week 17 (Revision)**

**What is the role of the various institutions?**

* The Institutions of the E.U. have a direct influence on the lives of E.U. citizens
* European Council guides.
* European Commission proposes and executes policy.
* E.U. parliament legislates in co decision with the council.
* Council of the E.U. decides and legislates with the parliament.
* European parliament implements decisions taken by parliament and the Council.
* Court of Justice interprets E.U. law.

**Week 18**

Work in pairs using a resource to find out information about each country.

European Studies.

1. Each student will be given a European country at random.
2. From the power-point make notes on each country.
3. Prepare a project that includes the country and its flag, the capital of the country and a famous building in the city. Provide a short history of the city.
4. Provide information regarding the population, exports and land mass.
5. What language is spoken?
6. Is the country associated with any special food?
7. Is there a famous landmark in the city that you as a tourist can visit?

**Power point on countries as a spring board to project**

**Week 19**

**Power point on the Capitals, famous people, landmarks and food of the E.U.**

**History of the E.U.**

**Task 1**

**Imagine that you are Robert Schuman. In 1950 you proposed that French German coal and steel industries be pooled. Belgium , France, Germany Italy, Luxembourg and the Netherlands began to work on this and in 1951, they signed the treaty establishing the European Coal and Steel Community which is a forerunner of the E.U.**

**Task 2**

**Imagine that you are a reporter and you are preparing to interview Robert Schuman. Write down all the reasons that you can think of for cooperation of the European countries.**

**Week 20**

**Task 3**

 Make a list of questions that you would ask Robert Schuman or any famous European

**Task 4**

What did it mean to a seventeen year old in 1973 when Ireland joined the E.E.C.? Ask your parents and grandparents what life was like in Ireland prior to 1973.

**Task 5**

What has it meant to Bulgarian student joining the E.U.?

**Week 21**

**E.U. Timeline**

**Week 22**

**The Institutions**

**Week 23**

**1992 The Maastricht Treaty**

**The Euro**

**Week 24**

**So what happened in Europe?**

**Week 25**

**The Commission**

Begin the exchange with our European Counterparts.

**Homework**

Interview your grandparents and produce a project about the history of their local area 20-50 years ago. Cover such topics as food, music, traditions, religion transport, customs, games and dress. Give reasons why life has changed so much today.

**Week 26**

**European Parliament**

**Week 27**

**Council of Ministers**

**Week 28**

Travelling within the E.U.

Learning outcomes

Students will learn about travelling within the E.U. They will discuss and complete relevant necessary documents, a passport application for the European Health Insurance Card.

Brainstorming

1. What rights does E.U. citizenship give us when we are travelling to another E.U. member state.
2. What documents do we need to travel within the E.U.
3. Why is it useful to know the contact details of the Irish Embassy in the country where you are travelling?
4. Show students an example of a European Health Insurance Card.
5. Apply to your Local Health Board Office.

Give students a sample of the Passport Application Form and The European Health Insurance Card Application.

**Task 1**

 Plan a trip to another country. Draw up an itinerary, investigate how you will get there, where you will stay and travel documents needed.

**Task 2**

Create a one page advertisement for your country including places to go and things to see.

**Week 29**

 **General Knowledge 50 questions**

**Prague is the capital of this country. CZ -----------------------------**

**Week 30**

**The Euro**

**Harpo’s journey**

**Week 31**

Our Lives are affected by what takes place in the E.U.

**Week 32**

New Energy Policy for Europe

**Week 33**

**How decisions are made in the E.U.**

**Divide the class into the following groups**

**The Commissioners**

**MEP’s of the European Parliament**

**The Council of the European Union (uneven number for voting purposes).**

**The Oireachtas Committee**

**Irish Minister for the Environment**

**Reporters**

**Courier Toby**

**Week 34**

**Homework**

**The E.U. should make sure that young people’s voices are heard in the E.U.**

**European Studies should be a compulsory subject in all schools.**

**Write a report on what happened in your aspect of the role you played.**

**Role play**

**Pictures**

* Next fifty - Globalisation
* Role of the E.U. that we prosper in a globalised world.
* E.U. investment in high technology and scientific research will be crucial.

**Euroscola**

The E.U. Reform Treaty agreed to reform the institutions at the European Council in Brussels on the 23rd of June 2007. The Charter of Fundamental Rights became legally binding. Earlier the Council of Europe agreed to the establishment of the European Convention for the protection of human rights and fundamental freedoms. It is widely accepted that the European Convention is the most advanced experiment in the field of human rights. I would like to applaud the work of the Convention for helping my fellow human beings less fortunate than myself to a better world. Each E.U. state has signed up to protect the rights of its citizens.

Millennium Goals

Globalisation

Is globalisation good for us?

European Quiz

**James J. Coughlan**

**Date: 1st September 2014**

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