

<b>1</b>	<b>Title of Transition Unit</b>	Classical Studies
<b>2</b>	<b>Area of study</b>	Top-up and tasters
<b>3</b>	<b>Overview</b>	<p>This Transition Year (TY) Unit encourages students to engage with and explore the culture of ancient Greece and Rome thematically, and to draw and discuss connections with the modern world, thereby allowing students to question their own place in the world and their connections with others. The Unit is suitable both for complete beginners and for those who took Classical Studies for the Junior Cycle. The Unit is divided into four main sections, each of which has five subsections with lesson plans and ideas for extending the lessons, from which teachers may pick and choose which they would like to pursue – it is not necessary to complete all (sub)sections. Students will be given the opportunity to further research a topic of interest (either as individuals or in groups of 2–3) and present a creative project to their classmates on the same (projects ideas are given for each subsection).</p> <p>The Unit is intended to be an immersive experience for the students to encourage their creativity and curiosity about other cultures and to highlight how ancient culture and ideas still impact us today. To facilitate this, key words and phrases in Greek or Latin are included throughout to encourage students to interact with and view language as an integral aspect of culture (these can be excluded if teachers are uncomfortable with the languages).</p>
<b>4</b>	<b>Related Learning</b>	<ul style="list-style-type: none"> <li>• Classical Studies is a multidisciplinary subject encompassing, for example, literature, history, geography, art, architecture, language, archaeology and philosophy. As such, it complements numerous subjects taken at both Junior Cycle and Senior Cycle level, most notably English, History, Art, Geography and modern languages.</li> <li>• As the Unit asks students to consider their own political, social, religious and cultural institutions and practices, it also complements Religion and CSPE and incorporates certain Indicators of Wellbeing, most notably 'responsible', 'connected' and 'respected'.</li> <li>• For those students who took Classical Studies at Junior Cycle, it allows them to view the culture from a different</li> </ul>

		angle by pursuing less common aspects, and it also serves as a taster for those intending to take up Classical Studies for the first time at Senior Cycle.
<b>5</b>	<b>Summary outline</b>	<p>This Unit introduces students to the culture of ancient Greece and Rome, or, for those who have completed the Junior Cycle, consolidates their knowledge and allows them to explore issues which are not central to the Junior or Senior Cycle offerings. It comprises one introductory section, which is based on Ancient Cyprus, and three thematic sections with five subsections each, of which the teacher can use as many or as few as they wish. Each (sub)section is accompanied by lesson plans and resources. The sections and subsections are as follows:</p> <p><b>1. What is Classical Studies? A case study of Ancient Cyprus</b></p> <ul style="list-style-type: none"> <li><b>1.1</b> Language</li> <li><b>1.2</b> Art and artefacts: Mosaics in the House of Dionysus</li> <li><b>1.3</b> Mythology: Aphrodite</li> <li><b>1.4</b> History</li> <li><b>1.5</b> Literature: <i>The Cypria</i></li> </ul> <p><b>2. People and the world around us</b></p> <ul style="list-style-type: none"> <li><b>2.1</b> Travel in the ancient Roman world</li> <li><b>2.2</b> People on the edge of the world</li> <li><b>2.3</b> The natural world</li> <li><b>2.4</b> Food in the ancient world</li> <li><b>2.5</b> Sport in the ancient world</li> </ul> <p><b>3. Knowledge and advancements in the ancient world</b></p> <ul style="list-style-type: none"> <li><b>3.1</b> STEM in the ancient world</li> <li><b>3.2</b> Mechanisms in the ancient world</li> <li><b>3.3</b> Art and sculpture in the ancient world</li> <li><b>3.4</b> Medicine in the ancient world</li> <li><b>3.5</b> Wellbeing in the ancient world</li> </ul> <p><b>4. The past in the present</b></p> <ul style="list-style-type: none"> <li><b>4.1</b> Keeping ancient languages alive – Greek and Latin</li> <li><b>4.2</b> The ethics of artefacts in museums</li> <li><b>4.3</b> The past in art</li> <li><b>4.4</b> The past in our expressions</li> <li><b>4.5</b> The past in our political systems</li> </ul>
<b>6</b>	<b>Breakdown of unit</b>	Class contact time: approx. 30 hours

		<p>Independent research: 10 hours</p> <p>Presenting research: 5 hours</p>
<b>7</b>	<b>Aims</b>	<p>1. To introduce students to the culture and languages of ancient Greece and Rome;</p> <p>2. To encourage students to think critically about the past and its relation to the present;</p> <p>3. To promote inquisitiveness in different cultures, leading to increased social awareness;</p> <p>4. To help students recognise and understand the importance of independent learning and group work;</p> <p>5. To facilitate students in identifying interdisciplinary aspects of the Unit;</p> <p>6. To invite students to consider their own wellbeing through engagement with aspects of wellbeing in the ancient world.</p>
<b>8</b>	<b>Learning outcomes</b>	<p>On completion of this Unit, students should be able to:</p> <ul style="list-style-type: none"> <li>✓ Discuss and analyse different aspects of ancient Greek and Roman culture;</li> <li>✓ Identify different themes and topics related to the ancient world;</li> <li>✓ Discuss connections between the ancient and modern worlds;</li> <li>✓ Plan, produce and present a project on a chosen topic.</li> </ul>
<b>9</b>	<b>Key skills</b>	<p><b>Information processing:</b> Students will analyse, evaluate and record a significant amount of data from diverse sources, such as historical and literary works, language, art and architecture.</p> <p><b>Critical and creative thinking:</b> Critical thinking lies at the heart of Classical Studies as students are asked to evaluate the reliability of sources and think creatively in connecting diverse pieces of information and filling in gaps. Students are encouraged throughout this Unit to both place</p>

		<p>themselves in the position of those in the ancient world and to draw connections with the modern world.</p> <p><b>Communicating:</b> Students will have the opportunity to present their research to their classmates and to listen to and offer constructive feedback on others' work. The range of possible methods of communicating their research presents the students with the opportunity to engage with numerous effective methods of communication.</p> <p><b>Working with others:</b> The lessons for each subsection heavily encourage group work and discussion. The Unit also encourages group projects, whereby groups of 2–3 students will be asked to pick one of the key topics and present on this through a number of different means. This will involve sharing of responsibility and working effectively together on an agreed outcome and to a specified deadline. (Group as opposed to individual projects are not compulsory but are encouraged.)</p> <p><b>Being personally effective:</b> This Unit encourages students to evaluate their own world, decisions and identity through considering and discussing important topics such as wellbeing, power, political systems, technology, advancements, the natural world, food and sport in the ancient world, and the relationship between the modern globalised world and the ancient world.</p>
<b>10</b>	<b>Teaching approaches</b>	<p>The subsections for this course are centred on discussion and debate, with some role-play and group-teaching opportunities. Each section will be accompanied by teaching resources which ask students to debate the issues and made cross-cultural links with the modern world. The Unit also makes use of activity-based learning, group work, and ICT for research and presentations. Guest speakers can be facilitated by the University College Dublin (UCD) Access Classics outreach programme, which has created this Unit, and there is the opportunity for a field trip to UCD, particularly to the UCD Classical Museum.</p>
<b>11</b>	<b>Assessment approaches</b>	<p>Self-assessment using a personal learning journal to evaluate learning across the course and an individual/group project.</p>

<b>12</b>	<b>Evaluation</b>	<p>Student evaluation sheet at the end of the Unit:</p> <ol style="list-style-type: none"> <li>1. Was the Unit enjoyable?</li> <li>2. What aspect was your favourite?</li> <li>3. What would you change about the Unit?</li> <li>4. Were the topics interesting and suitable?</li> <li>5. Were the learning journals and individual/group project a suitable way to assess learning?</li> </ol>
<b>13</b>	<b>Resources</b>	<p>This TY Unit was created by the UCD Access Classics outreach programme, which is run by the UCD School of Classics. Access Classics would be happy to accommodate teachers as much as possible in terms of extra resources, guest lectures or trips to UCD. Please see our webpage for additional information and contact information (<a href="https://www.ucd.ie/classics/study/accessclassics/">https://www.ucd.ie/classics/study/accessclassics/</a>).</p> <p>Additional resources are outlined in the individual (sub)sections of the Teachers' Manual.</p>