



Mater Dei Academy

Junior Cycle Curriculum



Introduction

Liberal and classical education emphasises the joy of learning for the sake of understanding what is True, what is Beautiful and what is Good. It is an education which is formation for life, rather than formation for work. The curriculum at Mater Dei Academy benchmarks to international standardised examinations (e.g., IGCSE). However, this is never at the expense of time for learning, reading, praying and thinking, which are uniquely available to the student at this pivotal moment in his or her life. The four-year classical junior cycle paves the way to the two-year senior programme, culminating in the Irish Leaving Certificate examination.

A 'liberal' education is the defining formation in educators and great minds who have shaped western education in the preceding centuries. Foremost among these is Saint John Henry Newman, who noted that "certainly, a liberal education does manifest itself in a courtesy, propriety, and polish of word and action, which is beautiful in itself, and acceptable to others; but it does much more. It brings the mind into form,—for the mind is like the body."

The twin pillars of philosophy and theology frame the other subjects and provide the context for a holistic education where the work of God the Creator pervades every aspect of human life; language, science, culture and the arts. The study of language is therefore a natural form of expression in the liberal education, a means for the student to examine their own thinking process and slowly articulate those thoughts in meaningful written and spoken word. The capacity to do this in our native language as well as in the great languages of Europe is developed. The mathematical and scientific worlds are natural extensions of this liberal approach to learning, where the student observes and understands the order and beauty of creation in the context of God's infinite goodness and love for humanity. History provides the backdrop to understand the society and culture in which we find ourselves while the Fine Arts of Music and Art represent the high-points of human thanksgiving and expression to God the Creator. All is a continuum and each subject matter speaks easily with the other within this holistic understanding of why we learn.

Let us pray that this curriculum may inspire our young men and women to follow the wise words of Saint Paul;

*"Let your minds be filled with everything that is True,
everything that is honourable,
everything that is upright and pure,
everything that we love and admire,
with whatever is good and praiseworthy"*

Ph 4:8

Acknowledgements

The parents and students of Mater Dei Academy are deeply indebted to all those who provided meaningful input and feedback in the development of this curriculum. Ráth Dé orthu go léir.

Mrs. Derbhile Buckley
Dr. Pádraig Cantillon-Murphy
Mrs. Grace Cantillon-Murphy
Fr. Maurice Colgan
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Ms. Sorchá de Róiste
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I

Formation in Faith

Theology I

Course Description:

First year at Mater Dei Academy, the students embark on reading the bible, the written expression of the Word of God, and are guided through the story of salvation history from the Book of Genesis to the Period of Judges and the Wisdom Books. Catechesis combines the study of Scripture with the focal points in this year's programme; The Nature of God; the mystery of the Blessed Trinity and Creation; (ii) the origins and purpose of liturgy, ritual, and sacrament; (iii) the Ten Commandments; and, (iv) transcendence through worship and prayer. Reading the lives or the writings of the saints is a regular activity covering a selection of both Irish as well as universally-acclaimed saints. The students learn the beauty of spiritual reading within each year of the programme. Spiritual reading is different to studious reading and is done to aid prayer and contemplation.

Why we teach this:

Scripture is the soul of theology. Through encounter with Sacred Scripture, both in the liturgy and in studies, the student encounters the Living God. Ultimately, the Bible transmits the Word of God that saves. Study of the Bible also furnishes the student with an awareness of the development of culture in Western Civilisation and so helps the student to understand their own cultural milieu. Human sexuality and relationships education, such an important educational task in our time, is provided with a foundation through the Book of Genesis and the story of creation. A correct understanding of the God-given design of human sexuality helps the student in a time of physical changes to value the virtues of chastity, modesty, temperance and prudence, and will greatly assist the student in their own personal development.

At the end of this course you will be able to:

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| <ul style="list-style-type: none"> ❖ Read the bible prayerfully and integrate the spirituality of the Old Testament, especially that of the Psalms, into one's own spirituality and life of prayer. ❖ Know the overarching narrative of salvation history, with reference to places and dates, as traced in the Old Testament. ❖ Understand the key events of Salvation History; and characters and covenants of the Old Testament which prefigure Redemption in Christ. | <ul style="list-style-type: none"> ❖ Understand the origins of liturgy in its Hebraic setting. ❖ Understand what it means to interpret the bible with the mind of the Church, under the Magisterium, and aided by the commentaries of the Church Fathers. ❖ Know the relevant parts of the Catechism of the Catholic Church, in particular those relating to God, Liturgy and the Ten Commandments. ❖ Be familiar with the lives of important saints from the early Church. |
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Course Content and Topics

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| <ul style="list-style-type: none"> ❖ The Pentateuch ❖ The Historical Books: Joshua and Judges ❖ The Wisdom Books ❖ Introduction to the Psalms | <ul style="list-style-type: none"> ❖ Catechism of the Catholic Church: <i>Part One</i> ❖ Early Christian Saints; St. Paul, St. Peter, St. Thomas, St. Mary Magdalene, St. Anthony of the Desert, St. Patrick, St. Finbar etc. |
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Course text or reference: The Didache Bible, ISBN: 978-1939231147; The Catechism of the Catholic Church (2nd edition), ISBN: 9780385508193.

Theology II

Course Description:

In the second year of Theology, students are guided in reading the Historical Books of the Old Testament encompassing the period of Kings, Prophets and extending to the Maccabean Revolt, thus completing the Old Testament timeline. The various connections between the Old and New Testaments are studied with particular emphasis on how the Messianic prophecies are fulfilled in Christ. The bible timeline is presented with reference to world history so that the student may better appreciate how God's plan has interpenetrated human history. Catechesis will place the study of Scripture within the context of (i) The Incarnation, The Person of Christ; Redemption; (ii) The Sacraments; (iii) The Theological and Moral Virtues (including sexual ethics); and (iv) Types of Prayer; The Lives of the Saints; and the Spiritual Life.

Why we teach this:

This year's Theology programme equips the student with a biblical knowledge of the long-awaited Saviour, Jesus Christ, as He was anticipated in the Old Testament. Theoretical knowledge, coupled with prayerful meditation and contemplation, applied and put into practice in real life, leads the student into a real and personal encounter with Christ the Lord who leads us to God. This year's programme highlights the need to recognise legitimate authority in interpreting Sacred Scripture. The student comes to appreciate Sacred Tradition and the teaching authority of the Church as divinely-instituted authoritative guides for the correct interpretation of the biblical word. The virtues expounded, with examples provided from the biblical characters and lives of the saints, provide for the student's human and spiritual fulfilment, with the help of God's grace.

At the end of this course you will be able to:

- ❖ Have a good general knowledge of the Samuel I and II, Kings I and II, the Major Prophets and some of the Minor Prophets, Maccabees I and II, the Books of Tobit, Esther and Judith
- ❖ Describe how the passages throughout the scriptures were about the Christ.
- ❖ Identify, by name, the various theological and natural virtues and be aware of the responsibility, as Christians, to practice these virtues.
- ❖ Utilise a vocabulary pertaining to Christ as found in the Catechism of the Catholic Church: Incarnation, Redemption, Atonement, Sacrifice, Justification, Judgment and other such terms.
- ❖ Be familiar with the lives of important saints from the early and medieval period.
- ❖ Integrate the spirituality of the bible into one's daily prayers, meditations, participation in the liturgy and conduct.

Course Content and Topics

- ❖ The Historical Books: Ruth, Samuel, Chronicles, Kings, Ezra, Nehemiah, Tobit, Judith, Esther and Maccabees.
- ❖ The Prophets
- ❖ The Psalms
- ❖ Catechism of the Catholic Church: *Part Two*
- ❖ Lives of the Saints: St. Benedict, St. Scholastica, St. Augustine, St. Dominic, St. Joan of Arc, St. Aidan, St. Brigid, St. Colmcille etc.

Course text or reference: The Didache Bible, ISBN: 978-1939231147; The Catechism of the Catholic Church (2nd edition), ISBN: 9780385508193

Theology III

Course Description:

The Four Gospels are the primary focus of study in the third year programme, treated under the themes of The Annunciation and Infancy of Christ; The Sermon on the Mount; The Ministry of Christ; The Parables; End-of-Time Prophecies; The Passion, Death and Resurrection of Christ. Contrasts between the Synoptic (Matthew, Mark and Luke) and Johannine Gospels are explored and the Gospel of Mark will be read as a single narrative. In the area of Apologetics, students are taught methods of interpreting Sacred Scripture. A defence for key theological dogmas such as the Marian and Eucharistic doctrines, the existence of God, and the Resurrection of Jesus, are presented, mindful of the dialogue between faith and reason. The position of Christianity in relation to other religions, that is, its uniqueness and superiority, is also treated with reasons provided. Finally, in morality, the relationship between law, freedom and grace is treated and the movement, inaugurated by Christ, from the Old Law of Moses to the New Law of the Spirit is shown.

Why we teach this:

The Four Gospels together give testimony to the culminating events in Salvation History; the life, death and resurrection of Jesus Christ. The Gospels are the central books of the bible providing the student with the keys to unlocking the stories of the Old Testament as well as providing a witness to the Way, the Truth and the Life that the apostles and disciples of Jesus would later carry into the world. As a proclamation of God's kingdom, the Gospels bring about a personal encounter between the student and Jesus Christ, the Saviour of the World. The Gospels are not taught as museum pieces but as living documents, read and studied through the eyes of faith, overlapping with the liturgical services in which the students participate. Knowledge of the Gospel texts provides students with an understanding of the religious and social culture which they have inherited. The Apologetics section makes the student sensitive to misreading of Sacred Scripture and the need for criteria for interpreting the sacred text and instructs the students in how to dialogue with love and respect in the service of truth.

At the end of this course you will be able to:

- ❖ Know, in detail, the life and teachings of Jesus.
- ❖ Appreciate the literary beauty of the Gospels.
- ❖ Unlock the meaning of the Gospel parables.
- ❖ Defend the contested teachings of the Church and show how they are the logical consequences of the sacred texts.
- ❖ Engage in a conversation with a non-believer presenting the Christian positions.
- ❖ Engage in a conversation with a non-Catholic presenting the Catholic positions.
- ❖ Be familiar with the lives of many saints.
- ❖ Integrate the spirituality of the Gospels into one's daily prayers, meditations, participation in the liturgy and conduct.

Course Content and Topics

- ❖ The Four Gospels
- ❖ Introduction to Apologetics
- ❖ Lives of the Saints: St. Thomas Aquinas, St. Malachy, St. Bernard, St. Thomas More, St. Ignatius of Loyola, St. Francis Xavier, St. Claire, St. Elizabeth of Portugal, St. Rita of Cascia, St. Laurence O'Toole, St. Oliver Plunkett, Bl. Thaddeus McCarthy etc.

Course text or reference: The Didache Bible, ISBN: 978-1939231147 ♦ The Catechism of the Catholic Church (2nd edition), ISBN: 9780385508193 ♦ Saint Joseph Church History: The Catholic Church through the Ages, ISBN 978-0899422626.

Theology IV

Course Description:

This year's programme follows the narrative of Acts of the Apostles tracing the story of the fledgling Church from the Ascension of Our Lord to Pentecost and on to the apostolic missions. The Letters of the New Testament will be examined including moral teaching. The programme will trace the pivotal moments, crises and councils in the Church from the First Council of Jerusalem to the Second Vatican Council. Theological giants such as Pope St Leo the Great, St Augustine, and St Thomas Aquinas as well as important historical figures for ecclesiastical history are considered. The history of the Christian faith in Ireland and missionary initiatives in Europe that came from the Irish monasteries during the decline of the Roman Empire are highlighted. The legacy of the great Irish monastic foundations (Clonard, Clonfert, Clonmacnoise, Aran, Durrow and Kells, etc) in relation to liturgy, art, manuscript-copying and metallurgy is covered as well as the evolution of the Irish Church in the following centuries.

Why we teach this:

The Church by its nature has a universal and a local dimension. Therefore, by including the History of the Church in Ireland within the history of the Church Universal, giving students a knowledge of Irish saints, customs and devotions, the students attain a tangible sense of the Church to which they belong and, from this, enhance their own Catholic identity. The student sees how the History of the Church, with all of its ecclesial and political tensions, is merely a playing out of theological disagreement through which the Holy Spirit leads the Church into all truth (c.f. Jn 16:13). The section on the History of the Church, which follows seamlessly from the Acts of the Apostles and the Letters, confirms the nature of the Church as the People of God on pilgrimage, often difficult, towards its perfection which will be finally attained at the Second Coming of Christ.

At the end of this course you will be able to:

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| <ul style="list-style-type: none"> ❖ Know a general outline of the history of the Church from its origins in Jerusalem to its expansion over twenty centuries. ❖ Describe a general outline of the history of the Christianity in Ireland from the Fifth Century to the present day. | <ul style="list-style-type: none"> ❖ Be familiar with the lives of many saints. ❖ Integrate the spirituality of the New Testament Letters into one's daily prayers, meditations, participation in the liturgy and conduct. |
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Course Content and Topics

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| <ul style="list-style-type: none"> ❖ The Acts of the Apostles ❖ The Epistles of St. Paul ❖ Key events in Church history ❖ The Christianisation of Ireland ❖ The Irish monasteries in Europe ❖ Penal Laws and Emancipation ❖ Marian Devotion in Ireland (Knock) | <ul style="list-style-type: none"> ❖ Lives of the Saints: St. Maria Goretti, St. Therese, Venerable Nano Nagle, Blessed Edmund Rice, St. John Paul II, St. Maximillian Kolbe, St. Teresa of Calcutta, Saint Gianna Beretta Molla, The Children of Fatima. ❖ The Church in the Modern World |
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Course text or reference: The Didache Bible, ISBN: 978-1939231147 ♦ The Catechism of the Catholic Church (2nd edition), ISBN: 9780385508193 ♦ Saint Joseph Church History: The Catholic Church through the Ages, ISBN 978-0899422626.

Philosophy I

Course Description:

The first year's programme in philosophy will introduce the students to the discipline of philosophy and will identify to the students the distinguishing features and branches of the subject. It will be shown how philosophy relates to other subjects, with specific reference to Science and Theology. Year I will focus on the Pre-Socratic era of philosophy. The ideas of figures such as Thales, Democritus, Plato, Aristotle and their peers are outlined. Each of the four major branches of philosophy – Being, Knowledge, Logic and Ethics are presented. Through exploring the work of philosophy, students begin to formulate a response to the fundamental questions of human life. Moreover, they will learn the foundational principles of logic and the most common fallacies that are found in man's reasoning. Ultimately, philosophy is about the "love of wisdom." This course lays the foundation for students to be not only critical thinkers, but lovers of wisdom and searchers for Truth.

Why we teach this:

'The more human beings know reality and the world, the more they know themselves in their uniqueness, and with that there presses upon them the urgent desire to find out the meaning of reality and of our existence.' Our experience of the world awakens in us 'the fundamental questions which pervade human life: Who am I? Where have I come from and where am I going? Why is there evil? What is there after this life?... In fact, the answer given to these questions decides the direction which people seek to give to their lives.' (St. John Paul II, *Fides et Ratio*). The first year of Philosophy invites students to join the millennia long tradition in the search for truth. Students are invited to enter into this search, to learn not simply about philosophy but how to do it. They learn by asking these fundamental questions for themselves.

At the end of this course you will be able to:

- ❖ Understand the fundamental worldview of each of the Pre-Socratic philosophers
- ❖ Understand the relationship between faith and reason
- ❖ Understand the basic contributions of Plato and Aristotle to Western philosophical thought
- ❖ Understand basic philosophic terminology and the importance of grammar in philosophic debate
- ❖ Awaken to the wonder of philosophic thinking and questioning
- ❖ Cultivate a philosophic way of looking at the world and why this is important for human life
- ❖ Begin reasoning well according to sound logical principles and recognize the most common types of logical fallacies

Course Content and Topics

- ❖ *Being*: Philosophers as scientists; The Quest for the most basic element(s); The Four Causes; The concept of nature and teleology in species; Universals.
- ❖ *Logic*: The form of an argument; Drawing conclusions from premises.
- ❖ *Ethics*: The Cardinal Virtues; Happiness (Aristotle in contrast to the Epicureans and the Stoics); Friendship.
- ❖ *Knowledge*: Distinguishing Empirical Observation, Presupposition, Opinion, Belief and Truth; The Sceptics; The Sophists.

Philosophy II

Course Description:

Year II of Philosophy will have a focus on the Middle Ages and will highlight how Christian philosophers saw the wisdom of the ancient philosophers as useful and complimentary to the work of theology. St Augustine, Saint Severinus Boethius, Eriugena of Ireland, St Anselm and St Thomas Aquinas are the representatives of this period which continues to shape the philosophical positions of Christian thinking today.

Why we teach this:

Is the soul immortal? How should a human society be governed? What things actually exist? What is virtue? These questions and many more were first posed in recorded history by Socrates, Plato, and Aristotle and the world has never been the same since. This course invites students to enter the discussion in the quest for what is True, Good, and Beautiful. Indeed, the thought of Plato and Aristotle sets the stage for not only Roman and Medieval culture but all of Western civilisation. The monumental achievements of Aquinas in synthesizing this ancient understanding of nature and existence with the Christian tradition provides a window into the many ways in which the Ancient World anticipates the greatest event in history.

At the end of this course you will be able to:

- ❖ Understand the role of Greek philosophy in the development of Christian thought
- ❖ Read and understand primary philosophic texts.
- ❖ Understand Man's nature as body and soul
- ❖ Explain how medieval philosophy integrates faith and reason
- ❖ Explain the Natural Law and the nature of virtue
- ❖ Understand the foundational questions surrounding knowledge of the nature of justice, government, and virtue.
- ❖ Explain the basic proofs for God's existence
- ❖ Explain how Thomistic philosophy integrates faith and reason

Course Content and Topics

Being: Form and Matter; Substance and Accident; Potency and Act; Man as body and soul (Hylemorphism); Angels.

Logic: The role of authority and tradition in the presentation of a thesis (Scholastic Disputation). Recognising Fallacies.

Ethics: Free Will (Augustine); The Natural Law (and law generally) and Virtue in Aquinas;

Knowledge: Proofs for God's existence (Augustine, Anselm, Aquinas); Empirical knowledge and Intellectual Knowledge.

Philosophy III

Course Description:

Third year in Philosophy will have a focus on the Renaissance period with an emphasis on Philosophy's intersection with the practical and human experience of reality. This is explored in the context of historical developments in science, mathematics and politics which still impact our understanding of these disciplines today. The student explores the transcendental values of Goodness, Beauty and Truth in some depth. Finally, the student is exposed to the roots of humanism and the related philosophical developments from the Middle and later Renaissance periods, culminating in an exposition of hermeneutics and scientism. The relevance of these ideas to the world we live in today will be emphasised throughout.

Why we teach this:

'There is one thing stronger than all the armies in the world, and that is an idea whose time has come' (Victor Hugo). The impact of ideas on society is critical to understanding the world that we live in. At the intersection of philosophy and the human experience, particularly in the context of human experience in communal society, is a fascinating and enlightening confluence of Faith, reason and logic. This year's programme in philosophy explores this confluence which can often be at variance with the Christian ideal but which clearly enables the student to grasp the importance, the influence and the impact of ideas and philosophies on our modern society, for good or for evil.

At the end of this course you will be able to:

- ❖ Examine the most basic questions about existence itself
- ❖ Explain the importance of Scholasticism the Church's philosophical tradition
- ❖ Trace the decline of Scholasticism into nominalism, opening the door for modern philosophy
- ❖ Identify the contributions of science and mathematics to modern philosophical thought
- ❖ Understand why Machiavelli is the founder of modern political theory
- ❖ Identify Descartes as the founder of modern philosophy and why his introduction of systematic doubt helped give rise to modern scientific skepticism
- ❖ Understand the use of analogy and its importance in language

Course Content and Topics

Being: The Transcendentals (goodness, beauty, truth); Aesthetics; Advances in Cosmology and the Galileo Affair; The Newtonian worldview.

Logic: Modal Logic

Ethics: Humanism / Human Dignity (Machiavelli, Descartes, Erasmus and More).

Knowledge: Hermeneutics; the use of analogy in language; Scientism.

Philosophy IV

Course Description:

The culmination of the junior cycle philosophy programme has a focus on the modern period and will compare and contrast modern ideologies with representatives of classical philosophy such as Plato, Aristotle, Augustine and Aquinas. Modern 'norms' such as freedom, rights, and democracy are explored in the context of this wider historical perspective. In this capstone course students are asked to muster all the powers of their intellect as they navigate the dynamic and sometimes deep waters of political thought on the European continent as it emerges after the time of the Enlightenment. The modern impact of philosophers such as John Locke, Jean-Jacques Rousseau, Adam Smith, and Karl Marx are critically assessed in the light of Christian doctrine and God's plan of Salvation History.

Why we teach this:

Studying the origin of political thought and its implementation on a large scale allows us to develop an awareness of political philosophy's enormous influence in modern times. This adds both philosophical and historical depth to our understanding of past events and allows us to respond properly to the challenges that await us in the future. If there is any lingering doubt that philosophy is practical in the "real world," this course will dispel that doubt quickly. In fact, studying political philosophy allows modern politics to come into a new focus and can help enkindle a desire to engage the world and build the 'City of God' like never before.

At the end of this course you will be able to:

- ❖ Fruitfully examine the intellectual origins of monumental historical events and developments throughout the eighteenth, nineteenth and twentieth centuries
- ❖ Trace the formation of contemporary capitalist societies
- ❖ Identify the influence and impact of communism and the ideas lying behind it
- ❖ Compare and contrast the difference between realism and idealism
- ❖ Understand why the concept of a social contract is so important
- ❖ Understand the basic elements of Ireland's political system and constitution
- ❖ Explain the importance and impact of the philosophic concepts of Hume, Kant, and Nietzsche
- ❖ Articulate the Catholic response to the philosophic ideas of the main thinkers in the eighteenth, nineteenth and twentieth centuries

Course Content and Topics

Being: Aristotle's Hylemorphism in contrast to Marx's Materialism; Realism versus Idealism.

Logic: The art of persuasion: Application of Logic to Essays and Oral Presentations; How to make a point.

Ethics: Forms of Government; Foundations for Human Rights; The Common Good. Natural Law and Virtue Ethics in contrast to Utilitarianism and Pragmatism.

Knowledge: Subjectivism, Relativism.

II

Humanities

Gaeilge I

Cur Síos ar an gCúrsa:

IS é an príomhchuspóir don chúrsa seo ná go mbeadh na daltaí ábalta an teanga a labhairt agus a scríobh go cruinn is go líofa. Beidh béim faoi leith ar an ngné labhartha a shaorthú ó thosach báire. Spreagtar na mic léinn go rialta an teanga a fheiceáil mar thraidisiún beo, trí dhánta clasaiceacha, rainn agus amhráin. Tá béim láidir ar ghramadach cruinn a fhoghlaim agus a úsáid, mar aon le habairtí simplí agus cruinne a scríobh. Déantar é seo a threisiú trí chleachtaí scríofa agus deachtú ar scoil is sa bhaile. Faoi dheireadh thiar thall, is é máistreacht an ‘chomhrá’ atá mar phríomhfhócas ar chlár na bliana seo. Oibríonn mic léinn go minic i mbeirteanna agus i ngrúpaí beaga chun muinín a mhéadú ina gcumas teanga agus chun misneach a thabhairt dóibh an teanga a labhairt go poiblí.

Cén fáth a mhúintear í:

‘Tír gan teanga, tír gan anam,’ a dúirt an Phiarsach agus tá an ráiteas chomh fíor inniu is a bhí sé inné. Tá fréamhacha doimhne na Gaeilge fite fuaite le hoidhreacht agus cultúr Críostaí na hÉireann. Cuireann fiú na beannachtaí is simplí ar nós ‘Dia duit’ agus ‘Dia linn’ béim ar thionchar urghnách na Críostaíochta ar an nGaeilge agus ar thionchar dochreidte na Gaeilge ar fhoirmiú chreideamh mhuintir na hÉireann ar feadh na gcéadta bliain. Murab ionann agus a macasamhla Béarla, tá áilleacht, ceol agus ord uile a fhréamhacha Laidine sa Ghaeilge. Is í an Ghaeilge croí dosheachanta ár gcultúir, ár n-oidhreacht, ár staire agus ár náisiúin. Is mór an fhreagracht í a labhairt chomh cruinn agus is féidir. Ba mhór an cúnamh é chun líofacht a chothú an Ghaeilge a bheith mar theanga chaidrimh san Acadamh go coitianta. Mar a deirtear, ‘Is fearr Gaeilge bhriste ná Béarla cliste’

Ag deireadh an Chúrsa, beidh tú in ann:

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| ❖ Comhrá a dhéanamh ar théamaí simplí mar shampla an aimsir, caitheamh aimsire, mo theaghlach, mo dhúiche srl. | caite agus aimsir fháisteaneach a chomhcheangailt. |
| ❖ Gaeilge labhartha ó chanúintí éagsúla a thuiscint. | ❖ Codanna éagsúla cainte a aithint, mar shampla na haidiachtaí sealbhacha, na réamhfhocail simplí agus na forainmneacha réamhfhoclacha. |
| ❖ Dánta agus amhráin shimplí Ghaeilge a aithris nó a chanadh de ghlanmheabhair. | ❖ Píosa léitheoireachta nach bhfacthas riamh a fhuaimniú i gceart. |
| ❖ Na briathra Gaeilge rialta agus neamhrialta san aimsir láithreach, aimsir | ❖ An Modh Ordaitheach a úsáid i gceart. |

Ábhar an Chúrsa:

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| ❖ Comhrá beirte | ❖ Na briathra rialta is neamhriatlta san Aimsir Fháisteaneach |
| ❖ Cluastuiscint | ❖ An Modh Ordaitheach |
| ❖ Rogha dánta agus amhrán simplí | ❖ An Aidiacht Shealbhach |
| ❖ Na Ranna Cainte | ❖ An Réamhfhocail Simplí |
| ❖ Na briathra rialta is neamhrialta san Aimsir Láithreach | ❖ An Formainm Réamhfhoclach |
| ❖ Na briathra rialta is neamhriatlta san Aimsir Chaite | |

Téacsleabhair an Chúrsa: Buntús Cainte Part 1, ISBN: 978-1857910650 ♦ Buntús Gramadaí: Eagrán Nua, ISBN: 978-0861674589 ♦ Jimín Mháire Thaidhg

Gaeilge II

Cur Síos ar an gCúrsa:

Leannann an clár Gaeilge le béim láidir ar theanga labhartha chruinn. Déantar na míreanna gramadaí a mhúineadh i gcomhthéacs na n-ábhar agus na dtopaicí ón rang. Críochnaíonn na mic léinn foghlaim chórasach ar bhriathra na Gaeilge chomh maith leis an mbunsraith gramadaí atá riachtanach chun an teanga a labhairt agus a scríobh go cruinn. Tá béim láidir arís ar an teanga a léamh agus a labhairt trí amhráin, fhilíocht agus véarsaí. Úsáidtear gach seans chun an teanga labhartha a chleachtadh laistigh agus lasmuigh den seomra ranga. Faoi dheireadh, cuirtear cuid de na húrscéalta agus na scéalta clasaiceacha Gaeilge in aithne do na mic léinn trí shleachta roghnaithe a léamh sa rang.

Cén fáth a mhúintear í:

‘Indiaidh a chéile a thógtar na caisleáin.’ Le linn na bliana seo, leanaimid den obair mhall, shaotharach i dtreo mháistreacht na Gaeilge. Tógtar am, fuinneamh is foighne chun na naisc láidre idir rialacha Laidine agus rialacha na Gaeilge a thuiscint. Ach le tuiscint chumasach ar struchtúr agus ar chomhréir na teanga, eiríonn leis an mac léinn, diaidh ar ndiaidh, le misneach is muinín, teanga a sinsir a labhairt agus a scríobh. I ndeireadh na dála, bíonn an mac léinn in ann Gaeilge labhartha a thuiscint le toil agus bíonn sé réidh le bogadh ar aghaidh go dtí an chéad chéim eile; máistreacht na scríbhneoireachta..

Ag deireadh an Chúrsa, beidh tú in ann:

- ❖ Téamaí níos casta a chur i gcomhrá os comhair an ranga
- ❖ Caint os ard as Gaeilge ar feadh cúpla noiméad faoi ábhair shimplí éagsúla
- ❖ Roinnt dánta agus amhráin a aithris nó a chanadh de ghlanmheabhair
- ❖ Sleachta as gearrscéalta clasaiceacha Gaeilge a léamh agus a thuiscint
- ❖ Críoch a chur le tuiscint bhunúsach ar mhórphointí gramadaí na Gaeilge
- ❖ Struchtúr níos casta a thuiscint mar a bhaineann sé le haltanna léite

Ábhar an Chúrsa:

- ❖ Comhrá níos casta faoi ábhair éagsúla
- ❖ Cluastuiscint
- ❖ Rogha dánta agus amhrán
- ❖ Ceapadóireacht
- ❖ Sleachta roghnaithe as Pádraic Ó Conaire, Pádraig MacPiarais nó an Seabhac
- ❖ Siúl siar ar an ngramadach ón gcéad bhliain
- ❖ Briathra rialta agus neamhrialta sa mhodh coinníollach agus san aimsir ghnáthchaite
- ❖ An tAinmfhocal
- ❖ Inscne agus Tuisil
- ❖ An Fhoirm Ghuí, ‘Má’, ‘Dá’, is ‘Mura’
- ❖ Na Bunuimhreacha, na hUimhreacha Pearsanta is na hOrduimhreacha
- ❖ Claoninsint: Caint is Ceist Indíreach
- ❖ An tAinm Briathra agus an Aidiacht Bhriathra
- ❖ An Fhoirm Choibhneasta
- ❖ An Chopail ‘Is’

Téacsleabhair an Chúrsa: Buntús Cainte Part 2, ISBN: 978-1857910650 ♦ Graiméar Meánscoile: Cúrsa Gramadaí do Mheánscoileanna (D. Ó Tuama), ISBN: 978-0714416892 ♦ Briathra na Gaeilge (D. & A. Ó Murchú), ISBN: 9780861216499

Gaeilge III

Cur Síos ar an gCúrsa:

Cuireann clár na bliana seo béim ar scríbhneoireacht theicniúil agus ar léiriú. Oibrítear chun a stór focal a leathnú i dtéamaí, cosúil le grá agus dílseacht. Ina theannta sin, cuirtear béim ar ailt ina dtrialfear cumas an dalta in úsáid bhunstructúr na teanga, mar aon le cumas foclóra. Déantar iniúchadh ar théamaí stairiúla i nGaeilge. Léann na mic léinn gearrscéalta ó scríbhneoirí agus scéalaithe clasaiceacha Éireannacha, ach go háirithe scéalaíocht “An Seabhac”. Éiríonn siad compordach le bheith ag éisteacht leis na meáin chumarsáide as Gaeilge.

Cén fáth a mhúintear í:

De réir mar a éiríonn an mac léinn níos líofa agus níos muiníní sa teanga, feabhsaíonn a chumas scríbhneoireachta. Tá an mháistreacht seo ar an bhfocal scríofa rithabhachtach do ghrá fadtéarmach na teanga. Ligeann sé freisin don mhac léinn teagmháil a dhéanamh leis an domhan thart timpeall trína theanga dhúchais. Mar fhocal scoir, is buntáiste é a bheith ábalta cuid den mhórfhilíocht sa Ghaeilge a mheabharrú agus a aithris, a fhanfaidh leis an mac léinn go deo.

Ag deireadh an Chúrsa, beidh tú in ann:

- ❖ Scríobh go líofa agus i gceart ar ábhair éagsúla mar shampla mo theaghlach, mo cheantar, mo chuid staidéir, agus mo chuid laethanta saoire
- ❖ Gaeilge labhartha a thuiscint ó fhoinsí meáin mar shampla, an raidió agus teilifís
- ❖ Idirdhealú a dhéanamh idir canúintí labhartha éagsúla
- ❖ Máistreacht ar bhunchoincheapa gramadaí a thaispeáint ó bhlianta a haon agus a dó
- ❖ Anailís a dhéanamh ar íomhánna agus ar chrapadh teanga i sampla filíochta
- ❖ Léamh go soiléir agus i gceart as úrscéal Gaeilge nó gearrscéal
- ❖ Stór focal a leathnú in ábhair ar nós cultúr na hÉireann, stair, ceol agus ealaín. Caint os ard as Gaeilge ar feadh cúpla nóiméad faoi ábhair éagsúla

Ábhar an Chúrsa:

- ❖ Comhrá níos casta faoi ábhair éagsúla, mar shampla teaghlach, ceantar, staidéar, agus laethanta saoire
- ❖ Cluastuiscint ó na meáin chumarsáide (TG4, RnaG)
- ❖ Rogha dánta agus amhrán
- ❖ Ceapadóireacht le béim ar théamaí éagsúla agus bainteach leis na cúrsaí eile sa Stair, sa Bhéarla, srl.
- ❖ Sleachta roghnaithe as Pádraic Ó Conaire, Pádraig MacPiarais agus Mícheál Ó Siochrú mar shampla
- ❖ Siúl siar ar an ngramadach ón gcéad agus ón tarna bhliain
- ❖ Úrscéal: Jimín Mháire Thaidhg leis An Seabhac

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Gaeilge IV

Cur Síos ar an gCúrsa:

Sa bhliain dheireanach den chlár Gaeilge, cuirtear béim ar chumas an mhic léinn sa ghramadach agus sa tuiscint a dhoimhniú trí chleachtadh. Spreagtar an teanga labhartha trí dhíospóireacht agus rólghlacadh i gcásanna praiticiúla, laistigh agus lasmuigh den rang. I ndiaidh na bliana, tá an mac léinn in ann scríobh agus caint go cruinn ar ábhair éagsúla nua-aimseartha ar nós an oideachais, an spóirt, an cheoil, caitheamh aimsire an tsaoil laethúil agus an duine féin. Ina theannta sin, tosaíonn an mac léinn ag léamh sleachta roghnaithe ó úrscéalta clasaiceacha mar aon le húrscéalta nua aimseartha faoi théamaí stairiúla

Cén fáth a mhúintear í:

Is cuid nádúrtha den fhoghlaim teanga é botúin a dhéanamh agus is cinnte go dtagann deacrachtaí chun cinn le linn d'fhoghlaimoirí a bheith ag iarraidh an teanga a úsáid. Cabhraíonn straitéisí cumarsáide leis na mic léinn a bheith níos éifeachtaí agus iad ag caint, mar go mbíonn siad ag pleanáil na rudaí atá le rá acu. Coinneáiltear súil ar conas atá ag éirí leo agus glactar céimeanna le rudaí a cheartú nuair a thagann fadhbanna chun cinn. Cabhraíonn straitéisí cúitimh leo teacht slán nuair a bhíonn bearnaí ina gcuid eolais a chuirfeadh bac ar an gcumarsáid. Faoi dheireadh na bliana, beidh an mac léinn muiníneach leis an nGaeilge thar aon ábhar eile.

Ag deireadh an Chúrsa, beidh tú in ann:

- ❖ Snas a chur ar bhunús maith sa ghramadach scríofa agus labhartha
- ❖ Stór focal scríofa agus ó bhéal a leathnú i dtéamaí nua-aimseartha ar nós an oideachais, an spóirt, an cheoil, caitheamh aimsire an tsaoil laethúil agus an duine féin.
- ❖ Anailís a dhéanamh ar fhilíocht agus ar amhráin roghnaithe
- ❖ Taighde a dhéanamh ar ábhair roghnaithe le haghaidh díospóireachta poiblí
- ❖ Úrscéal nua-aimseartha Gaeilge a léamh
- ❖ Díospóireacht phoiblí a dhéanamh
- ❖ Rólghlacadh a dhéanamh i gcásanna praiticiúla ar nós cruinnithe agus coinní a eagrú, siopadóireacht agus suirbhéanna i nGaeilge

Ábhar an Chúrsa:

- ❖ Siúl siar ar an ngramadach trí cheapadóireacht
- ❖ Comhrá agus scríbhneoireacht faoi ábhair éagsúla ar nós an oideachais, an spóirt, an cheoil, caitheamh aimsire, mé féin srl
- ❖ Díospóireacht ar ábhair roghnaithe lena n-áirítear an eolaíocht, teicneolaíocht, cogadh, airgeadas, eitic agus an todhchaí
- ❖ Rogha dánta agus amhrán
- ❖ Sleachta roghnaithe as 'Peig' agus 'M'Asal Beag Dubh'
- ❖ Úrscéalta Nua Aimseartha: 'Capall Cogaidh' agus 'An Gasúr a Chaith Pitseámaí Stríocacha'

Téacsleabhair an Chúrsa: Graiméar Meánscoile: Cúrsa Gramadaí do Mheánscoileanna (D. Ó Tuama), ISBN: 978-0714416892 ♦ Briathra na Gaeilge (D. & A. Ó Murchú), ISBN: 9780861216499 ♦ Capall Cogaidh le Michael Morpurgo (CCEA) ♦ An Gasúr a Chaith Pitseámaí Stríocacha (CCEA)

History I: The Ancient World

Course Description:

In this sweeping programme which visits the foundations of Western civilisation, students trace the timeline of the Ancient World, covering over four millennia of ancient history across four key civilisations; Egypt, Greece, Rome and the Celtic peoples. During this long sweep of empires and epics, art and architecture, new inventions and social structures, students are introduced to the fundamental elements of history and culture, and accomplishments that have echoed over millennia. Beginning with ancient Mesopotamia, students are led through the meandering worlds of ancient Egypt, Greece, and Rome. This journey is juxtaposed with context from pre-Christian Celtic Ireland. This introductory course invites our students to enter an era which, while hugely different from their own, provides remarkable parallels to the post-modern era.

Why we teach this:

Modern society is shaped and formed by many of the events and systems which emerged in the Ancient World. Even today, the Ancient World influences our customs, laws, and forms of government in innumerable ways. It shapes the form and function of the buildings we live in, the writing we use to communicate on a day-to-day basis and the governments and institutions of western society. These civilisations and the questions they confronted remain as relevant today and teach us a great deal about our own culture. In the Irish context, an understanding of our Celtic and pagan forefathers provides a unique insight into the world and civilisation into which St. Patrick brought the Christian faith. Ancient history not only provides insight into human nature, but also provides a proper context for the most important event in history, the incarnation of Jesus Christ.

At the end of this course you will be able to:

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| ❖ Understand the meaning and development of civilisation | ❖ Understand the significance of the Hellenisation of the Mediterranean |
| ❖ Have a firm grasp of the different types of government and religions that developed in the Ancient World with particular emphasis on the Celtic world | ❖ Have a firm understanding of the development of Rome as a unifying power |
| ❖ Develop a deep appreciation for the advancements that happened in the ancient world that affect us still today | ❖ Appreciate the impact of ancient Celtic traditions and rites in European culture and religions |
| | ❖ Understand of the historical and cultural context at the time of Christ |

Course Content and Topics

- | | |
|-----------------------------|----------------------------|
| ❖ Mesopotamia | ❖ Early and Imperial Rome |
| ❖ Egypt and the Middle East | ❖ The Ancient Celtic World |
| ❖ Early and Ancient Greece | |

Course text or reference: The History of the Ancient World: From the Earliest Accounts to the Fall of Rome (Susan Wise Bauer) ISBN: 978-0393059748

Supplemental reading: The Usbourne Book of the Ancient World (J Chisholm) ♦ Famous Men of Greece / Famous Men of Rome, Cyndy Shearer and Robert Shearer ♦ Ancient Greece / Pyramid / Mesopotamia / Ancient Rome (DK Eyewitness) ♦ Herodotus and the Road to History, Jeanne Bendick ♦ Archimedes and the Door of Science, Jeanne Bendick ♦ Tales of Ancient Egypt, Roger Green ♦ Augustus Caesar's World, Genevieve Foster

History II: The Christian World

Course Description:

Second year history charts the trajectory of Western Civilisation from the end of the ancient era to the medieval world. The programme introduces the student to the world of early Christian Ireland, the era commonly referred to as Ireland's Golden Age. In a broader context, medieval history plays a vital role in our understanding of the world today. The Medieval period from the time of Christ through the high middle ages is a fascinating world of flourishing culture from art, politics, warfare, literature, education, and science. The programme covers the age of soaring cathedrals, new naval engineering, a grand synthesis of faith and reason, and the thriving of new arts and culture through to the close of the fifteenth century.

Why we teach this:

The early Christian era and Middle Ages are an organic continuation from the history of the Ancient World. This year's programme will allow students to deepen their understanding not merely of the period studied but the fascinating periods which follow. This era was pivotal in the history of Ireland when its monks rekindled the flames of learning throughout Europe. By studying the peoples and cultures that shaped Ireland's past, this year's programme provides the tools to properly interpret and understand the subsequent centuries of our nation's history. Students will discover that the historical events and people of the Middle Ages have much to teach us about how to live and flourish in our own contemporary society.

At the end of this course you will be able to:

- ❖ Appreciate the major persons and events which shaped Ireland's medieval history, in particular the Viking and Norman invasions
- ❖ Identify the results of the fall of the Western Roman Empire and its impact on the people of Western Europe
- ❖ Understand how Christianity spread in the northern territories of Europe in the medieval period and its significance on the culture of Western Europe.
- ❖ Explain the importance of the rise of Islam and the sources of its subsequent conflict with Christianity
- ❖ Understand the causes and developments of reform movements in the Church, feudal government, and the Crusades.
- ❖ Illustrate how the early and late medieval periods laid the foundation for Western Europe to evolve into the form we know today.

Course Content and Topics

- ❖ Early Christian Ireland
- ❖ The spread of Christianity in Europe, and the role of Irish monasticism
- ❖ The Viking and Norman invasions
- ❖ Henry II and Norman rule in Ireland
- ❖ The clash of Islam with the West

Course text or reference: Ireland One (M de Paor). Republished by Mater Dei Academy ♦ Light to the Nations Part 1: The Making of the Modern World, ISBN: 978-1935644002

Supplemental reading: St. Patrick: His Confession and Other Works, Fr. Neil X. O'Donoghue ♦ The King's Shadow, Elizabeth Alder ♦ The Boy Knight: A Tale of the Crusades, G.A. Henty ♦ The Merry Adventures of Robin Hood, Howard Pyle ♦ Joan of Arc, Mark Twain ♦ The Last Crusader, Louis de Wohl ♦ Heroes of the Middle Ages: Alaric to Columbus, Eva March Tappan ♦ The Compact History of the Catholic Church, Alan Schreck ♦ How the Irish Saved Civilisation, Thomas Cahill

History III: The Renaissance World

Course Description:

This year's history programme sets the stage for the entry to the Modern World. The course charts the course of Irish history in the wider European context. The era is dominated by the impact of the Elizabethan reign and the subsequent repercussions for Irish society, culture, language and Faith which culminated in the Battle of Kinsale and the Penal Laws of the sixteenth century. In the European context, the course explores the interconnected world of the Renaissance, the Reformation and its consequences for European society and culture. Students explore the historical ideas and concepts which have shaped the Modern World, including the roots of the upheavals of the subsequent centuries.

Why we teach this:

The sixteenth to eighteenth century presents a pivotal period in Irish and world history which provides a fundamental understanding of our nation's past. In this age, students meet and understand the pivotal figures of Anglo-Irish history such as the Hugh O'Neill, Queen Elizabeth I, Sarsfield, and Cromwell; figures who shaped and formed the history of subsequent centuries. The Renaissance and early Modern period continue the transformation and development of Western culture in Europe and help us to understand our own world and culture today. We also encounter the foundations of the modern nation-state and the political structures that we may take for granted as well as the religious ideas that still profoundly impact us today

At the end of this course you will be able to:

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| ❖ Explain the intricate governance and culture of Ireland prior to the Plantations | ❖ Explain the primary characteristics and sources of the Renaissance |
| ❖ Appreciate events of importance and impact on Europe including the Avignon Papacy, Crusades, Black Death, and Mongol invasions | ❖ Understand the context and consequences of the Battle of Kinsale and the end of the Gaelic kingdoms |
| ❖ Understand the causes and figures of the Reformation and Counter-Reformation. | ❖ Understand the rise of the nation-state and the causes of the 18 th century revolutions |

Course Content and Topics

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|---|---|
| ❖ The Gaelic Kingdoms and the Old English | ❖ The Great Explorers |
| ❖ The Reformation and Counter-Reformation | ❖ The Battle of Kinsale and its aftermath |
| ❖ The Renaissance | ❖ The Penal Laws and their impact |
| ❖ Islam and the clash of civilisations | ❖ Revolution in Ireland, France and the United States |

Course text or reference: Ireland Two (P. Holohan). Republished by Mater Dei Academy ♦ Light to the Nations Part 1: The Making of the Modern World, ISBN: 978-1935644002 ♦ Light to the Nations Part 2: The Making of the Modern World, ISBN: 978-1935644026

Supplemental reading: The Great O'Neill, Seán Ó Faoláin ♦ Seek the Fair Land, Walter Macken ♦ Graveyard of the Spanish Armada, T.P. Kilfeather ♦ Blackcock's Feather, M. Walsh ♦ The Singing Swordsman, J. Cabal ♦ The Hedge Schools of Ireland, P.J. Dowling ♦ The Rebel's Wife, R. Jacob ♦ Columbus and Cortez, John Eidsmoe ♦ A Tale of Two Cities, Charles Dickens

History IV: The Modern World

Course Description:

Fourth year sees the culmination of the historical journey from the Ancient to the Modern World. The pace of dramatic change is quickened in the nineteenth and twentieth centuries, which are reflected in the sweeping range of political, religious, technological, sexual, and cultural upheavals which mark this period. The curriculum charts Ireland's course through the rise of nationalism punctuated by cataclysmic events of the Great Famine and the two World Wars, which are examined in the wider European and global context. The Northern Ireland 'Troubles' are examined as a Depth Study. The course completes the IGCSE requirements for Modern World History (Option B).

Why we teach this:

A minimum understanding of modern history is a requirement to make sense of the world around us. In the Irish and European context, the exit of Britain from the EU placed a new focus on the enduring consequences of Ireland's troubled twentieth century. The Modern History programme places the last two centuries in the context of what has gone before. It is a period where often stark distinctions emerge between good and evil. Yet, it is only by in-depth study of these events and personalities from the past that we can we hope to assimilate the good and reject the evil in our Modern World.

At the end of this course you will be able to:

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| <ul style="list-style-type: none"> ❖ Understand the origins and consequences of Catholic Emancipation and the role of Daniel O'Connell ❖ Analyse the root causes of the Irish Famine and discuss its consequences ❖ Explain the principle events and characters of the Irish Revolution | <ul style="list-style-type: none"> ❖ Understand the key events leading up to the World Wars and their impact on subsequent decades ❖ Examine the Northern Ireland 'Troubles' as a depth study in major local conflict ❖ Discuss the prevailing ideologies and philosophies of the twentieth century with particular reference to the Irish context |
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Course Content and Topics

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| <ul style="list-style-type: none"> ❖ The Act of Union, Daniel O'Connell and Catholic Emancipation ❖ The Irish Famine and its consequences ❖ Home Rule, the cultural revival, and the Irish Revolution | <ul style="list-style-type: none"> ❖ The Irish Civil War ❖ Depth Study: Northern Ireland 1900-1998. ❖ The World Wars; their roots and consequences ❖ Ideologies of the 20th century |
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Course text or reference: Ireland Three (M.E. Collins). Published by Mater Dei Academy ♦ Light to the Nations Part 2: The Making of the Modern World, ISBN: 978-1935644026 ♦ Cambridge IGCSE Modern World History (History in Focus), ISBN: 978-1444164428

Supplemental reading: The Graves of Kilmorna, Canon Sheehan ♦ The Big Wind, B. Coogan ♦ The Silent People and The Scorching Wind, Walter Macken ♦ Captain Boycott, Philip Rooney ♦ The Great Hunger, Cecil Woodham-Smith ♦ The Freemantle Mission, Seán Ó Lúing ♦ The Felon's Track, Michael Doherty ♦ High Heroic, Constantine Fitzgibbon ♦ Strumpet City, James Plunkett ♦ The Walk of a Queen, Annie Smithson ♦ Guerrilla Days in Ireland, Tom Barry ♦ Recollections of Fenians and Fenianism, John O'Leary ♦ On Another Man's Wound, Ernie O'Malley ♦ Guests of the Nation and The Big Fellow, Frank O'Connor ♦ All Quiet on the Western Front, Erich Maria Remarque ♦ The Pity of War, Niall Ferguson.

English I: The Ancient World

Course Description:

The first year English programme places a strong emphasis on grammatical accuracy and writing. Students are systematically guided through English grammar and syntax with ample opportunities for exercising in descriptive prose, fantasy, and personal narrative. This is mixed with practical exercises in formal letters, how-to articles and research reports. The stories of ancient Greece and Rome have so captivated and formed the minds of western man that it is impossible to imagine Western Civilisation without it. This year's programme revisits that world in the context of modern and medieval English retellings of classical tales from Greece (Black Ships before Troy) and Rome (Julius Caesar). This is juxtaposed with exquisite retellings of tales of the great Celtic heroes such as Cúchulainn and Fionn MacCumhaill. Students are introduced to complex and contradictory characters which explore recurring themes of Truth, Wisdom and Loyalty. The programme is complemented with a selection of related poetry and an extensive supplemental reading list which provides a broad selection.

Why we teach this:

The nineteenth century Anglican Archbishop of Dublin and poet, Richard Trench, remarked that 'grammar is the logic of speech, even as logic is the grammar of reason.' It is inconceivable to embark on a programme of reading the great books and stories of Western Civilisation without the tools for the journey. This year's programme, not only provides the student with a solid basis for the subsequent years, but also provides the cornerstone on this all other narrative subjects, writings and discussions are founded. In literature, students encounter the great heroes and characters of the past as real-life personalities whose challenges and travails mirror those of our present time in more ways than we can possibly imagine. Ancient literature forms the foundation for Western literary and intellectual tradition that continues to our own day; it provides much of the essential framework for making sense of people, events, and movements throughout the following centuries.

At the end of this course you will be able to:

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| ❖ Identify the different parts of speech and their correct usage in context | ❖ Perform written composition in formal narrative formats |
| ❖ Analyse sentence structures and concepts | ❖ Recall and retell classical tales from the Ancient Greek, Roman and Celtic Worlds |
| ❖ Avoid common errors of punctuation, and syntax in both written and spoken English | ❖ Analyse and differentiate writing styles from different historical periods |
| ❖ Practice written composition in descriptive prose around common themes | ❖ Recite selected English poems from memory |

Course Content and Topics

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| ❖ Parts of Speech: nouns, adjectives, verbs, adverbs, prepositions and conjunctions | ❖ Play: Julius Caesar (William Shakespeare) |
| ❖ Punctuation and grammar | ❖ Selected short stories from Yonge (The Pass of Thermopylae), Yeats (The Stolen Child), O'Grady (The Coming of Finn) and Gregory (Cuchulainn of Muirthemne) |
| ❖ Narrative and descriptive writing | ❖ Selected poetry from Shakespeare, Frost, and Hopkins among others. |
| ❖ Novel: Black Ships before Troy (Rosemary Sutcliffe) | |

Course text or reference: Voyages in English Writing and Grammar 7 (2011 edition) ISBN: 978-0829428216

◆ Julius Caesar (Shakespeare, Ignatius Critical Edition) ◆ Black Ships before Troy (Sutcliffe)

English II: The Christian World

Course Description:

Second year English deepens the students' grammatical and verbal abilities through extensive written exercises and structured analysis of sentences. An emphasis on creative writing is extended to playwriting and drama culminating in the study of part one of Shakespeare's masterpiece, 'King Henry IV.' Narrative prose is deepened with practical examples. The literature programme extends historically through the Christian era and into the Middle Ages examining enduring themes of Beauty, Grace and Kingship, against the background of the philosophical and theological context. Early Christian giants such as Augustine, Ambrose and St. Patrick are read in conjunction Twain's masterpiece 'Joan of Arc' as well as a complimentary selection of poetry from various periods addressing the year's themes.

Why we teach this:

The great play has a pivotal role in the history and literature of the Western World. Understanding the context, construction and characters of the great plays furthers the students' in-depth dexterity with the English language in its varied forms of verbal. While building upon the previous foundational work, this year's programme places an emphasis on appreciation and understanding of different genres, periods and styles of writing across the centuries. The comparative analysis of different works is introduced and develops the individual's ability to form considered opinions of the works in their historical context and meaning. Finally, the influence of Christian thinking and writing is clearly evident across the works studied, emphasising the enduring influence of the Christian tradition on subsequent Western philosophy and thought.

At the end of this course you will be able to:

- ❖ Examine complex sentence structure and understand the various different elements which make language coherent
- ❖ Deepen your understanding of various writing styles with particular emphasis on playwriting
- ❖ Practice formal writing in practical contexts such as formal letters and technical reports
- ❖ Appreciate enduring themes of Beauty, Grace and Kingship against the darkness of paganism, our human frailty, and the role of nature and grace across different eras and historical backgrounds
- ❖ Read classical early Christian writers against their historical, philosophical and theological backgrounds.
- ❖ Recite selected English poems from memory

Course Content and Topics

- ❖ Further analysis of parts of speech
- ❖ Verb moods and verbal infinitives
- ❖ Sentence diagramming: gerunds, infinitives and clauses
- ❖ Argumentative Writing
- ❖ King Henry IV (Part One)
- ❖ Joan of Arc (Mark Twain)
- ❖ Selections from the Fathers of the Church
- ❖ Confessions (Saint Patrick)
- ❖ Selected poetry from Tennyson, Wordsworth, Yeats, Eliot and Kavanagh

Course text or reference: Voyages in English Writing and Grammar 8 (2011 edition) ISBN: 978-0829428407

- ◆ King Henry IV (Shakespeare) ◆ Personal Recollections of Joan of Arc (Mark Twain)

English III: The Renaissance World

Course Description:

The third year English programme invites the student to practice the firm grammatical foundation of the preceding years in the development of logical thought and speech. Each student works to develop the ability to communicate clearly, accurately and effectively when speaking and writing through a personal style and an awareness of the audience being addressed. Students are encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. The core texts and poetry explore the enduring themes of love, fortitude and youth. These are examined in Dicken's most important historical novel, 'A Tale of Two Cities' and in Shakespeare's masterpiece 'Romeo and Juliet' as well as a selection of poetry from Tennyson, Burns, Chesterton and Shakespeare.

Why we teach this:

The bridge from grammatical precision to articulate writing and speaking is a gradual transition. This year's programme is a catalyst to that transition where the foundational preparation of the preceding years is moulded into written and spoken form. Students grow in confidence and maturity of language as they address eternal themes of love and fortitude in the context of the great literary masterpieces. The poetry programme, in particular, offers the students a unique insight into the fascinating metaphysical understanding, bridging the students' understanding between the physical reality of God's creation and the metaphysical reality of His hand in action beyond the visible world.

At the end of this course you will be able to:

- ❖ Write expressively on a variety of creative themes of relevance to the experience of youth
- ❖ Use the full range of learned language techniques and tools for creative expression
- ❖ Write accurately and succinctly in argumentative discourse for media (e.g., online blogs, journal articles etc.)
- ❖ Speak publicly on topics related to course material
- ❖ Critically analyse and compare poetry from different poets and eras
- ❖ Appreciate the depth of theme and character development in the great plays and literary works of Western Civilisation

Course Content and Topics

- ❖ Creative Writing including themes of love, fortitude and youth
- ❖ Narrative and Formal Writing
- ❖ Argumentative and Media Writing
- ❖ Introduction to Public Discourse and Debate
- ❖ Introduction to Multimedia and Public Presentation
- ❖ A Tale of Two Cities (Dickens)
- ❖ Romeo and Juliet
- ❖ Selected poetry from Tennyson, Burns, Chesterton, Shakespeare, Browning, Hopkins and Vaughan.
- ❖ Poetry: Critical Analysis

Course text or reference: Romeo and Juliet (Shakespeare) ♦ A Tale of Two Cities (Charles Dickens)

English IV: The Modern World

Course Description:

Fourth year is the capstone year in the junior cycle English. It involves the student's dramatic encounter with the modern era as well as one of Shakespeare's most complex plays; Macbeth. Students read modern classical works which carry richly layered narrative, much of which is highly relevant to the student's experience. Animal Farm and Fahrenheit 451 are two modern classics with clear parallels to the Post-Modern relativistic era. The poetry course explores themes of conflict and loss in satire and realist verse. Finally, there is a strong emphasis on spoken discourse and students practice public speaking and debate a range of complex subjects related to the course material. The course completes the IGCSE requirements for First Language English.

Why we teach this:

As the culminating year of junior cycle English studies, this year's programme brings the student face-to-face with the Modern World. The student encounters new styles of written expression and explores enduring themes of conflict and loss. It is a study which challenges the student to examine closely the content presented and to look beyond the obvious to the hidden and the implied. The murky reality of man's fallen nature is explored in critical light. Through thoughtful examination and reasoned learning, the student is empowered to better understand man's potentiality to act with evil, despite his eternal call to goodness, in the context of rich literary characters; both modern and ancient.

At the end of this course you will be able to:

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| ❖ Demonstrate understanding of explicit and implicit meanings and attitudes | ❖ Present facts, ideas and opinions in a cohesive order which sustains the audience's interest |
| ❖ Analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text | ❖ Communicate clearly and purposefully using fluent language |
| ❖ Demonstrate understanding of how writers achieve effects and influence readers | ❖ Use register appropriate to context |
| ❖ Select and use information for specific purposes | ❖ Listen and respond appropriately in conversation and debate |
| ❖ Articulate experience and express what is thought, felt and imagined | ❖ Articulate and defend complex ideas in the public forum |

Course Content and Topics

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|---|--|
| ❖ Public Discourse | ❖ Macbeth |
| ❖ Advanced Narrative and Formal Writing | ❖ Modern classics from Orwell, Chesterton and Bradbury |
| ❖ The Art of Debate and Public Speaking | |
| ❖ Selected poetry from Kavanagh, Keats, Dickinson, Sassoon, Pierce and MacNiece | |

Course text or reference: Cambridge IGCSE First Language English Coursebook (Cox) ISBN: 978-

1108438889 ♦ Macbeth (Shakespeare) ♦ Animal Farm (Orwell) ♦ Orthodoxy (Chesterton) ♦ Fahrenheit 451 (Bradbury)

English: Supplemental Reading

To find joy in reading is fundamental to a well-formed mind. In addition to the prescribed texts, students will be actively encouraged to read extensively from the supplemental reading list which captures many of the great books from Western Civilisation and beyond.

Year 1

Black Beauty (Anna Sewell)
 Gulliver's Travels (Jonathan Swift)
 Journey to the Centre of the Earth (Jules Verne)
 King Arthur (Roger Lancelyn Green)
 Little House in the Big Woods (Laura Ingalls Wilder)
 Peter Pan (JM Barrie)
 Robinson Crusoe (Daniel Defoe)
 Shane (Jack Schaefer)
 The Adventures of Pinocchio (Carlo Collodi)
 The Chronicles of Narnia (CS Lewis)
 The Eagle and the Ninth (Rosemary Sutcliff)
 The Fellowship of the Ring (JRR Tolkien)
 The Hidden Earth (Jules Verne)
 The Hobbit (JRR Tolkien)
 The Jungle Book (Rudyard Kipling)
 The Wind in the Willows (Kenneth Graham)
 The Wizard of Oz (L. Frank Baum)
 Treasure Island (Robert Louis Stevenson)
 Tristan and Iseult (Rosemary Sutcliff)

Year 3

A Christmas Carol (Charles Dickens)
 A Man for All Seasons (Robert Bolt)
 Blackcock's Feather (Maurice Walsh)
 David Copperfield (Charles Dickens)
 Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson)
 Galileo's Daughter (Dava Sobel)
 Great Expectations (Charles Dickens)
 Hard Times (Charles Dickens)
 Jane Eyre (Charlotte Brontë)
 Lord Jim (Joseph Conrad)
 Master and Commander (Patrick O'Brian)
 Moby Dick (Herman Melville)
 Oliver Twist (Charles Dickens)
 Pride and Prejudice (Jane Austen)
 Sense and Sensibility (Jane Austen)
 Sherlock Holmes (Arthur Conan Doyle)
 Swallows and Amazons (Arthur Ransome)
 The Count of Monte Cristo (Alexandre Dumas)
 The Hound of the Baskervilles (Arthur Conan Doyle)
 The Mayor of Casterbridge (Thomas Hardy)
 The Prisoner of Zenda (Anthony Hope)
 The Screwtape Letters (CS Lewis)
 The Three Musketeers (Alexandre Dumas)
 Wuthering Heights (Emily Brontë)

Year 2

Around the World in Eighty Days (Jules Verne)
 Confessions (Saint Augustine)
 Early Christian Writings (Penguin Classics)
 Heidi (Johanna Spyri)
 Huckleberry Finn (Mark Twain)
 Ivanhoe (Walter Scott)
 St. Patrick: His Confession and Other Works (Fr. N. O'Donoghue)
 The Adventures of Robin Hood (Roger Lancelyn Green)
 The Call of the Wild (Jack London)
 The Desert Fathers: Sayings of the Early Christian Monks (Benedicta Ward)
 The Prince and the Pauper (Mark Twain)
 The Return of the King (JRR Tolkien)
 The Scarlet Pimpernel (Baroness Orczy)
 The Two Towers (JRR Tolkien)
 Tom Sawyer (Mark Twain)
 Water Ship Down (Richard Adams)
 White Fang (Jack London)

Year 4

1984 (George Orwell)
 All Quiet on the Western Front (Erich M Remarque)
 Animal Farm (George Orwell)
 Brave New World (Aldous Huxley)
 Empire of the Sun (JG Ballard)
 Fahrenheit 451 (Ray Bradbury)
 Frankenstein (Mary Shelley)
 Gone with the Wind (Margaret Mitchell)
 I Am David (Anne Holm)
 Life of Pi (Yann Martel)
 Orthodoxy (GK Chesterton)
 Pygmalion (George Bernard Shaw)
 Silas Marner (George Eliot)
 The 39 Steps (John Buchan)
 The Four Loves (CS Lewis)
 The Innocence of Father Brown (GK Chesterton)
 The Kite Runner (Khaled Hosseini)
 The Man Who Was Thursday (GK Chesterton)
 The Old Man and the Sea (Ernest Hemingway)
 The Pearl (John Steinbeck)
 The Red Badge of Courage (Stephen Crane)
 The Silver Sword (Ian Serrailier)
 The Third Man (Graham Greene)
 The Time Machine (HG Wells)
 To Kill a Mockingbird (Harper Lee)

English: Poetry

“All that is gold does not glitter,
Not all those who wander are lost;
The old that is strong does not wither,
Deep roots are not reached by the frost”. *JRR Tolkien*

Students will read and discuss a selection of poetry below in the context, the themes explored in each academic year and the student's lived experience of God and world which He created.

Year 1

The House Beautiful (Stevenson)
It is a Beauteous Evening, Calm and Free
(Wordsworth)
He Wishes for the Cloths of Heaven (Yeats)
Epic (Kavanagh)
The Daffodils (Wordsworth)
The Road Not Taken (Frost)
Down by the Salley Gardens (Yeats)
God's Grandeur (Hopkins)
Seascape (Auden)
Per Iter Tenebricosum (Gogarty)
Spring (Hopkins)
Ozymandias (Shelley)
Mater Dei (Colum)
The Donkey (Chesterton)
If (Kipling)
The Lake Isle of Innisfree (Yeats)
I see His Blood upon the Rose (Plunkett)
A Boy's Head (Holub)

Year 3

The Splendour Falls (Tennyson)
The Patriot (Browning)
Loveliest of Trees (Housman)
The Deserted Village (Goldsmith)
Miracles (Whitman)
My Love is Like a Red, Red Rose (Burns)
Lament for Thomas Davis (Ferguson)
Lepanto (Chesterton)
I Wake and Feel the Fell of Dark (Hopkins)
Fear No More the Heat O' The Sun (Shakespeare)
Not Marble, Nor the Gilded Monuments
(Shakespeare)
Hymne to God the Father (Donne)
O My Black Soul (Donne)
The Showre (Herbert)
The Retreat (Vaughan)
Peace (Vaughan)
Ode to the West Wind (Shelley)
The Charge of the Light Brigade (Tennyson)
The Planter's Daughter (Clarke)
Ode on a Grecian Urn (Keats)
Sailing to Byzantium (Yeats)
Charge of the Light Brigade (Tennyson)

Year 2

Coronach (Scott)
I Syng of a Maiden (Anonymous)
Kubla Khan (Coleridge)
Journey of the Magi (Eliot)
Forever in Joy (Browning)
The Kingfisher (Davies)
The Old Ships (Flecker)
Prologue to The Miller's Tale (Chaucer)
Prologue to The Canterbury Tales (Chaucer)
Choosing a Mast (Campbell)
Aire and Angels (Donne)
The Pilgrim (Boland)
When I Consider Everything that Grows
(Shakespeare)
Like as the Waves Make Towards the Pebbled
Shore (Shakespeare)
The Windhover (Hopkins)
A Song for Simeon (Eliot)
That Nature is a Heraclitean Fire (Hopkins)

Year 4

Soldier, Soldier (Kipling)
Elegy on the Death of a Mad Dog (Goldsmith)
The Ballad of Reading Gaol (Wilde)
A Poor Scholar of the 'Forties (Colum)
O What is that Sound (Auden)
The Fool (Pearse)
Snow (MacNiece)
The Stage Hunt (Scott)
In Memory of my Mother (Kavanagh)
Base Details (Sassoon)
Shancoduff (Kavanagh)
Dublin (MacNiece)
A Christmas Childhood (Kavanagh)
Going to Knock (MacCarthy)
Our Journey had Advanced (Dickinson)
This World is Not Conclusion (Dickinson)
Surprised by Joy (Wordsworth)
Terror of Death (Keats)
Thou Art Indeed Just, Lord (Hopkins)
No Second Troy (Yeats)
September 1913 (Yeats)
Advent (Kavanagh)

Latin I

Course Description:

Far from being a “dead language,” Latin is alive and well! Latin is alive and well! It lives in the Catholic Church through its liturgy, daily use, and official documents. It lives in the English language which draws major portions of its vocabulary from Latin. It lives in legal documents, scientific language, and countless other fields that rely on its precision and order. In fact, it can even be claimed that Latin is a foundational language for anyone who hopes to fully grasp Western culture and tradition. In this introductory course, students will begin to master the basics of Latin grammar and vocabulary using the first volume of the *Cambridge Latin Course*.

Why we teach this:

Latin is the language of Western civilization and of Our Holy Mother, the Church, and so many pivotal writings -- philosophical, theological, literary, and scientific -- were originally composed in Latin. Translations of these works exist of course, but even the most exquisite translations are unable to encapsulate the original in its entirety. Our goal then is not to produce translators, but readers of Latin who love the language. We want our students to understand the text on its own and to appreciate the truth, beauty, and goodness of Latin in its native form.

At the end of this course you will be able to:

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|---|---|
| ❖ Understand basic Latin phrases and sentences in active mood | ❖ Conjugate verbs in the present, imperfect, and perfect tenses active |
| ❖ Use a basic and foundational vocabulary | ❖ Understand the proper use of the “to be” verb and personal pronouns |
| ❖ Form nominative, accusative, and dative cases of nouns and adjectives of the 1st, 2nd and 3rd declensions | ❖ Ask direct questions |
| ❖ Distinguish between verbs of the 1 st , 2 nd , 3 rd and 4 th conjugations | ❖ Describe Roman daily life of first century AD |
| | ❖ Read and understand some basic Catholic prayers and Mass parts in Latin |

Course Content and Topics

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|---|----------------------------|
| ❖ The nominative case of 1st, 2nd and 3rd declension nouns and adjectives | ❖ The perfect tense active |
| ❖ The accusative case of 1st, 2nd and 3rd declension nouns and adjectives | ❖ The verb ‘To Be’ |
| ❖ The dative case of 1st, 2nd and 3rd declension nouns and adjectives | ❖ Personal pronouns |
| ❖ The present tense active | ❖ Intransitive verbs |
| ❖ The imperfect tense active | ❖ Latin word order |
| | ❖ Direct questions |
| | ❖ Roman daily life |

Course text or reference: Cambridge Latin Course Book 1 (Fourth Edition), ISBN: 978-0521635431

Latin II

Course Description:

Latin II builds upon the initial foundation of Latin I. Students transition from the Cambridge Latin Course to the first part of the two part introduction to Latin grammar by Cullen & Taylor in order to focus upon the rapid development of their Latin grammar.

Why we teach this:

In the second year of Latin study, the language becomes more alive as students develop the ability to read longer and more complex sentences using a greater variety of tenses and verbal forms.

At the end of this course you will be able to:

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|---|---|
| ❖ Fully decline all nouns and adjectives of the 1st, 2nd and 3rd declensions. | ❖ Understand the use of the imperative |
| ❖ Use an intermediate and expanded Latin vocabulary | ❖ Understand the use of the infinitive |
| ❖ Conjugate verbs in the future and pluperfect tenses active | ❖ Compose simple relative clauses |
| | ❖ Compose simple temporal clauses |
| | ❖ Read and understand more basic catholic prayers and Mass parts in Latin |

Course Content and Topics

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|---|-------------------------|
| ❖ The genitive case of 1st, 2nd and 3rd declension nouns and adjectives | ❖ The active infinitive |
| ❖ The ablative case of 1st, 2nd and 3rd declension nouns and adjectives | ❖ The imperative |
| ❖ The vocative case of 1st, 2nd and 3rd declension nouns and adjectives | ❖ Possessive adjectives |
| ❖ The future tense active | ❖ Relative clauses |
| ❖ The pluperfect tense active | ❖ Relative pronouns |
| | ❖ Temporal clauses |
| | ❖ Numerals |

Course text or reference: H. Cullen & J. Taylor, Latin to GCSE: Part 1. ISBN 978-1780934402.

Latin III

Course Description:

In this third-year course, students continue to deepen their knowledge and understanding of Latin grammar as they begin the second part of the basic Latin grammar book by Cullen & Taylor. The aim is to be able to begin to read some of the set-texts in prose or poetry by the end of this year..

Why we teach this:

While it is possible to achieve a basic working knowledge of Latin in only two years, it takes more study to reach the point of being able to read even the simplest classical Latin texts in their original form.

At the end of this course you will be able to:

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|---|---|
| ❖ Decline nouns of all five declensions | ❖ Compose purpose clauses |
| ❖ Use an expanded Latin vocabulary | ❖ Compose result clauses |
| ❖ Conjugate verbs in the passive mood | ❖ Read and understand more Catholic prayers and Mass parts in Latin |
| ❖ Understand the use of the participle | |
| ❖ Compose conditional clauses | |

Course Content and Topics

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|--|-----------------------|
| ❖ Nouns of the 4th and 5th declensions | ❖ Deponent verbs |
| ❖ Comparative and superlative adjectives | ❖ Participles |
| ❖ The present tense passive | ❖ Ablative absolute |
| ❖ The imperfect tense passive | ❖ Negative commands |
| ❖ The perfect tense passive | ❖ Conditional clauses |
| ❖ The future tense passive | ❖ Purpose clauses |
| ❖ The pluperfect tense passive | ❖ Result clauses |
| ❖ The passive infinitives | |

Course text or reference: H. Cullen & J. Taylor, *Latin to GCSE: Part 1* (ISBN 978-1780934402) ♦ H. Cullen & J. Taylor, *Latin to GCSE: Part 2* (ISBN 978-1780934419).

Latin IV

Course Description:

From the time of the Romans up to the 20th century, an enormous body of literature and thousands of important documents were written in Latin. Being able to read this vast corpus of writings in the original language is incredibly important if we hope to not only grasp their authentic meaning but also appreciate their artistic depth and beauty. In this capstone course, students complete their study of basic Latin grammar and begin reading the prescribed texts in both poetry and prose.

Why we teach this:

Continued and consistent use of Latin, or any language for that matter, is important if one hopes to retain and improve upon what has been learned during the previous years of study. This fourth-year course allows students to dive much deeper into primary texts that may have been studied earlier in English translation. By studying works in their original languages these texts take on new meaning as students are able to immerse themselves more fully into the culture and thought of the author.

At the end of this course you will be able to:

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| ❖ Use an expanded Latin vocabulary | ❖ Explain the social and historical context of the prescribed prose text |
| ❖ Understand advanced Latin grammatical concepts | ❖ Understand the use of poetic devices in Latin poetry |
| ❖ Explain the social and historical context of the prescribed poetry text | ❖ Understand the use of meter in Latin Poetry (particularly Dactylic Hexameter) |

Course Content and Topics

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|-----------------------|--------------------------|
| ❖ Indirect statements | ❖ Poetic metre |
| ❖ Indirect commands | ❖ Prescribed poetry text |
| ❖ Indirect questions | ❖ Prescribed prose text |

Course text or reference: H. Cullen & J. Taylor, Latin to GCSE: Part 1 (ISBN 978-1780934402) ♦ H. Cullen & J. Taylor, Latin to GCSE: Part 2 (ISBN 978-1780934419); Prescribed poetry text ♦ Prescribed prose text.

III

Mathematics and Science

Mathematics I: Algebra

Course Description:

Mathematics is the cornerstone of logical thought and reason. This year's programme introduces the student to algebra, one of the quadrivium of subjects in the classical liberal arts curriculum. The programme introduces the student to the nature of numbers; integers, natural, rational and mixed numbers. The principles of sets and graphical reasoning is important to develop. The programme culminates in students understanding, manipulating and solving one variable root equations and graphically representing solutions in the Cartesian plane. The 'spiral-method' of threshold concept reinforcement, which is uniquely covered in the Saxon series, reinforces student learning in a methodical way.

Why we teach this:

The Italian scientist, Galileo Galilei claimed that "mathematics is the language in which God has written the universe." The fundamental beauty, order and reasonableness of mathematical deduction is not simply critical for advanced mathematical and scientific understanding, but plays a foundational part in logical thought and deduction outside of the field of mathematics. As well as framing and forming the mind in logical deduction and reasoning, mathematics is the language which allows the student to deepen their understanding of the physical and chemical sciences in subsequent years. Ultimately, it is the goal of the mathematics programme to lead the student to a love of mathematics as a reflection of the order and perfection found in the Creator.

At the end of this course you will be able to:

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| ❖ Understand the fundamental nature of numbers | ❖ Simplify surds and understand the power relation |
| ❖ Identify mixed and signed numbers | ❖ Solve linear equations in one variable and graph solutions in the Cartesian plane |
| ❖ Continue a given number sequence | ❖ Substitute numbers for words and letters in complicated formulae |
| ❖ Learn the basic principles of sets and their application to real-life applications | ❖ Manipulate algebraic fractions and directed numbers |
| ❖ Transpose and manipulate one-variable equations | ❖ Identify some of the important men and women in the history of mathematics relevant to the course content |
| ❖ Simplify inequalities in one-variable | |
| ❖ Simplify indices and power relations | |

Course Content and Topics

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|--|---|
| ❖ Computation and measurement | ❖ Bases and Powers |
| ❖ Fractions, decimals, percentage | ❖ Inequalities |
| ❖ Natural numbers and integers | ❖ Patterns |
| ❖ Rational and irrational numbers | ❖ Surds |
| ❖ Mixed and signed numbers | ❖ Formation, interpretation and evaluation of algebraic expressions |
| ❖ Order of operations | ❖ Introduction to the Cartesian plane |
| ❖ Rate of change, distance, time, speed | ❖ Solutions and graphing the solution set for linear equations in one unknown |
| ❖ Sets, Venn diagrams and commutative properties | |

Course text or reference: SaxonMath 8/7 with Prealgebra (3rd edition), ISBN: 9781591413202

Mathematics II: Geometry

Course Description:

The second year of mathematics introduces the student to the field of geometry, building upon the first foundations of the previous year's work. Euclid's rudimentary proofs are presented and the students deepen their understanding of multi-variable linear algebra including solving and plotting in the two-dimensional space.

Why we teach this:

Geometry is a cornerstone in the understanding of beauty, symmetry and form in a wide range of disciplines. A clear understanding and perception of geometric principles introduces the student to the appreciation of form and order in the natural world of God the Creator, as well as the human fields of art, architecture, engineering, science, biology, chemistry and physics.

At the end of this course you will be able to:

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| ❖ Apply the foundation knowledge of the first year programme to more complex problems in two variables | ❖ Understand the geometrical and mathematical construction of the line |
| ❖ Expand products of algebraic expressions and solve two variable equations | ❖ Find the gradient of straight line, parallel and perpendicular lines |
| ❖ Factorise and simplify rational expressions. | ❖ Mathematically describe two-dimensional objects (e.g., parallelograms, line projections, circles) |
| ❖ Derive and solve quadratic equations by factorisation, completing the square and by use of the formula. | ❖ Solve problems involving the arc length and sector area as fractions of the circumference and area of a circle |
| ❖ Derive and solve linear inequalities, and simultaneous equations, involving one linear and one quadratic. | ❖ Use and interpret the geometrical terms: point, line, parallel, bearing, right angle, acute, obtuse and reflex angles, perpendicular, similarity and congruence. |
| ❖ Plot and solve using graphical approaches with two variable systems | ❖ Apply the skills of linear geometry to real-life applications in geometric properties of matter (e.g., areas, volumes etc.) |
| ❖ Convert between ratios, fractions and percentages | |

Course Content and Topics

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| ❖ Signed numbers | ❖ Unit conversions (SI/imperial) |
| ❖ Exponents | ❖ Linear geometry: construction and representation of a line |
| ❖ Simultaneous equations with two variables; solving and graphing | ❖ Parallelograms and parallel projections |
| ❖ Graphing a function | ❖ Translation and symmetry |
| ❖ Scientific notation | ❖ Perimeter, area and volume |
| ❖ Ratio, percentages and variation | ❖ Currency, simple and compound interest |

Course text or reference: Algebra 1: An Incremental Development, (Saxon) 3rd edition, ISBN: 9781565771345

Mathematics III: Trigonometry

Course Description:

Trigonometry is a natural progression from the introduction to geometry in the previous year. Students deepen their understanding of the geometric proofs and construction, as well as their application in the real-world of trigonometry. The course partially fulfils the requirements of the IGCSE Mathematics curriculum.

Why we teach this:

Through the tools of proof we are able to demonstrate the interior logic of a mathematical system and its correspondence to reality. This is particularly evident in trigonometry, where this logic find ample application in the fields of science, business, engineering, and medicine.

At the end of this course you will be able to:

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| <ul style="list-style-type: none"> ❖ Construct tables of values for functions ❖ Solve linear and quadratic equations approximately, including finding and interpreting roots by graphical methods ❖ Use correct function notation ❖ Use and interpret vocabulary of triangles, quadrilaterals, circles, polygons and simple solid figures including nets. ❖ Carry out calculations involving the perimeter and area of a rectangle, triangle, parallelogram and trapezium and compound shapes derived from these ❖ Carry out calculations involving the surface area and volume of a three-dimensional volumes (e.g., sphere, pyramid, cone, cylinder, prism etc.) | <ul style="list-style-type: none"> ❖ Use the basic congruence criteria for triangles ❖ Apply Pythagoras' theorem and the sine, cosine and tangent ratios for acute angles of a right-angled triangle. ❖ Recognise and demonstrate symmetry (rotational and line) in two and three dimensions ❖ Calculate unknown angles in triangles, semicircles, regular polygons and quadrilaterals ❖ Determine angles between the tangent and radius of a circle ❖ Demonstrate, construct and prove geometric constructs ❖ Recognise, sketch and interpret graphs of simple trigonometric functions |
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Course Content and Topics

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| <ul style="list-style-type: none"> ❖ Set of numbers, field axioms, polynomials and equations ❖ Functions, graphing and real-world applications ❖ Quadratic functions ❖ Mathematical modelling ❖ Introduction to complex numbers ❖ Exponents and logarithms ❖ Rational functions, polynomial factoring, fractional equations and variation functions | <ul style="list-style-type: none"> ❖ Irrational functions, multiple independent variable functions and higher degree functions ❖ Conic sections ❖ Quadratic relations and systems of quadratics ❖ Right triable and oblique triangle trigonometry ❖ Three figure bearings |
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Course text or reference: Algebra 2: An Incremental Development, (Saxon) 3rd edition, ISBN: 9781565771406

Mathematics IV: Pre-Calculus

Course Description:

The culmination of the junior cycle mathematics course introduces the student to a broader understanding of mathematical reasoning and computation necessary to approach physics, calculus, and statistics. The student learns advanced probability, vectors and transformations in the context of real-world application. This year's programme completes the requirements of the IGCSE examination in Mathematics.

Why we teach this:

The final year of the mathematics programme brings the student's understanding of Euclidian algebra and geometry to a mature understanding of mathematical reasoning in modern physics and mathematics. The basic understanding of sequences, series, limits, and mathematical induction transition seamlessly into both calculus and statistics requirements of the Leaving Certificate programme.

At the end of this course you will be able to:

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| ❖ Estimate gradients of curves by drawing tangents. | ❖ Addition, subtraction and multiplication of vectors |
| ❖ Understand the idea of a derived function. | ❖ Vector magnitude and the unit vector |
| ❖ Use the derivatives of functions of the form ax^n and simple sums of not more than three of these. | ❖ Describe translation, rotation and reflection of vectors |
| ❖ Apply differentiation to gradients and turning points (stationary points). | ❖ Calculate the probability of a single event as either a fraction, decimal or percentage |
| ❖ Discriminate between maxima and minima by any method. | ❖ Read, interpret and draw simple inferences from tables and statistical diagrams |
| ❖ Calculate simple and conditional probability as fraction, decimal or percentage | ❖ Construct and interpret data charts and scatter diagrams. |
| ❖ Calculate conditional probability using Venn diagrams, tree diagrams and tables | ❖ Calculate the mean, median, mode and range for individual and discrete data |

Course Content and Topics

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|---------------------------------------|---|
| ❖ Trigonometric functions | ❖ Sequences and series |
| ❖ Trigonometric algebra | ❖ Vectors |
| ❖ The unit circle | ❖ Probability and frequency |
| ❖ Polar coordinates | ❖ Venn and Tree diagrams |
| ❖ Complex numbers and complex algebra | ❖ Probability |
| ❖ Mathematical induction | ❖ Statistical analysis and applications |

Course text or reference: Cambridge IGCSE Mathematics Core and Extended (Hodder), ISBN: 978-1108437189

Science I: Earth and Space

Course Description:

Humans have always been gazing into the Heavens, captivated by an encounter with the infinite, the unknown, the Divine. Throughout history, mankind's fascination with the created universe has invariably led to dialogue and, sometimes, conflict, between science and Faith. This course aims to reconcile faith with physical science in the understanding that truth cannot contradict Truth (cf. Leo XIII, encyclical Providentissimus Deus). In this year, students enter into this dialogue, embarking on a journey of discovery that spans millennia, meeting scientific giants like Galileo, Kepler and Newton, who shaped our understanding, and engaging as active scientists in the world around them through group-based project work on themes of earth and space science.

Why we teach this:

The study of physical earth science, geography, geology and astronomy and its resulting discoveries have not only played a pivotal role in the realms of human thought and culture, but have also single-handedly paved the way for the modern physical sciences. Understanding the created world and the cosmos around them provide us with the unique context for the study of all the sciences, as well as an appreciation for our place within the infinite goodness of God's plan for creation. With a foundational understanding of the physical earth and space around us, students are not only prepared for further study in biology, chemistry and physics, but are better equipped to perceive and internalise this order in their own experience of the God's creation.

At the end of this course you will be able to:

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| ❖ Understand the fundamental purposes, methods, and limitations of scientific reasoning | ❖ Understand the physical composition of the earth and its dynamic nature |
| ❖ Apply skills of observation, questioning, inference, and experimentation to investigate the causes of phenomena | ❖ Understand the importance of oceans and atmospheric forces in nature |
| ❖ Apply basic skills of measurement, data collection, and graphical data analysis to test/evaluate hypotheses | ❖ Understand the history of discovery of the basic laws of physics applied to space |
| ❖ Develop and use models that aid in scientific inquiry and/or accurately represent phenomena | ❖ Analyse the major and minor celestial bodies |
| | ❖ Work in teams to apply learnings in earth science to a real-life scientific project |

Course Content and Topics

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| ❖ Introduction to scientific methods and earth science | ❖ Weathering, erosion, water and oceans |
| ❖ The composition and history of the earth including geological history and structure | ❖ Atmospheric forces including water, weather and climate |
| ❖ Earth movements and dynamics including plate movement, volcanoes and earthquakes | ❖ Space exploration, planets, the sun, moon and stars |
| | ❖ The beginnings of the universe |

Course text or reference: Holt McDougal Earth Science ISBN-13: 978-0547725055 / ISBN-10: 0547725051

Supplemental reading: The Language of God, Francis Collins ♦ A Brief History of Time, Stephen Hawking

Science II: Biology

Course Description:

Biology is introduced in the context of plant and animal systems. Nutrition, transportation and disease are explored in the plant context. The programme explores human biology, reproduction and genetics leading to basic understanding of human anatomical and physiological processes. Human disease and immunity is presented as well as the impact and influences of human interaction with biological and organic ecosystems. Students explore the living world of creation through a combination of observation and experimental methods as well as expanded understanding of principles. Finally, this programme fulfils the requirements of the IGCSE biology curriculum.

Why we teach this:

Santiago Ramón y Cajal, who won the Nobel Prize for his pioneering neuroscience, described his work as exploring “the poetry of Truth, the incomparable beauty of the work of God and the eternal laws established by Him.” Biology is a unique window into God’s creation. It enables the student to fully appreciate the perfection and order which is found in biological systems, fostering a reverence and true vision of the dignity of human life, from natural birth to natural death. Through experiencing the beauty of the Artist’s handiwork, students are brought into a deeper knowledge of both His nature as well as their place in the reality He has created.

At the end of this course you will be able to:

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| ❖ Understand the fundamentals of plant and animal biological systems | ❖ Analyse the principle concepts in genetics including inheritance, variation and selection. |
| ❖ Apply the skills of observation, questioning, and experimentation to investigate simple biological processes | ❖ Apply your knowledge of biological systems to real-life anatomical investigations. |
| ❖ Understand the fundamentals of nutrition, transportation and disease in biology. | ❖ Test your classroom hypotheses through hands-on experiments. |
| ❖ Develop a clear understanding of reproduction in the context of God’s loving plan for creation. | ❖ Appreciate human influence in biological processes and systems. |

Course Content and Topics

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| ❖ Characteristics and classification of living organisms including organisation and movement | ❖ Coordination and response |
| ❖ Biological molecules and enzymes | ❖ Introduction to genetics including inheritance, variation, selection and engineering |
| ❖ Nutrition and transport in plants and animals | ❖ Diseases, immunity and drugs |
| ❖ Respiration and excretion | ❖ Biotechnology and genetic engineering |
| ❖ Reproduction | ❖ Human influences on organisms, ecosystems and environments |

Course text or reference: Prentice Hall Science Explorer: Human Biology and Health, ISBN: 978-0132011471

Science III: Chemistry

Course Description:

Chemistry is the study of matter and energy at the scale of atoms and molecules. This course builds systematically upon the previous introduction to biological systems, moving from the macroscopic to the microscopic scales. In our chemistry programme, students learn the principles of physical and organic chemistry. Chemistry allows students to make sense of the physical materials and processes relevant to daily life and modern applications of science to technology and innovation. Chemistry also provides students with a fuller understanding of the chemical principles that underlie the marvellous phenomena witnessed in biological systems. The programme fulfils the requirements of the IGCSE chemistry curriculum.

Why we teach this:

The study of chemistry shows us that we live in an ordered and meaningful world, constructed by atoms and defined by simple ordered principles. Through an inquiry into the complexity and beauty of God's creation, the study of chemistry helps foster an appreciation of the organisation that underlies the material world. Although this inquiry seeks the accumulation of scientific knowledge about the principles of chemistry, it also seeks to foster an openness to the mystery of God's love for creation. Through experiencing the beauty of the Artist's handiwork, students are brought into a deeper knowledge of both His nature as well as their place in the reality He has created. With this knowledge, they will be able to more fully live out the call to be stewards of the Garden that God has entrusted to humanity.

At the end of this course you will be able to:

- ❖ Understand the fundamentals of particulate nature of matter as atoms, molecules, compounds and mixtures.
- ❖ Develop a clear understanding of the elemental nature of matter and the Periodic Table
- ❖ Investigate the experimental behaviour of matter in benchtop and field experiments
- ❖ Apply basic skills in analysis to describe and document experimental chemistry methods
- ❖ Work in teams to test hypotheses through experimental investigations
- ❖ Develop a clear understanding of fundamental chemical compositions such as metal, air, water, and carbonates
- ❖ Understand the basics of chemical energetics and chemical reactions
- ❖ Apply your knowledge of fundamental chemistry to real world applications and uses.

Course Content and Topics

- ❖ The particulate nature of matter
- ❖ Experimental techniques
- ❖ Atoms, elements, compounds and stoichiometry
- ❖ Electricity and chemistry
- ❖ Chemical energetics
- ❖ Chemical reactions
- ❖ Acids, bases and salts
- ❖ The Periodic Table
- ❖ Metals, sulfur and carbonates
- ❖ Air and water
- ❖ Introduction to organic chemistry

Course text or reference: Prentice Hall Chemistry, ISBN: 978-0131152625

Science IV: Physics

Course Description:

The physics programme is an introductory course in Newtonian physics, light, electricity and magnetism providing a foundation for all subsequent education in science, medicine, and engineering. The programme introduces the student to general physics, building upon fundamental principles from Mathematics. Thermal physics and processes are introduced from the molecular model standpoint. The study of waves includes analysis of light and sound. The spring semester formalises basic observations in electricity and magnetism, applying them to problems involving rudimentary DC and AC circuits. The course culminates in an introduction to atomic physics, radioactivity, and the atomic model. This programme fulfils the requirements of the IGCSE physics curriculum.

Why we teach this:

Classical physics is the culmination of the junior science programme presenting the basics of the most general scientific discipline from the universal to the atomic scale. Within the sphere of science, physics provides us with the unique capacity to analyse the full *breadth* of the universe, albeit within the limits of scientific understanding. Now, the full *depth* of mathematical reasoning behind these common physical processes are appreciated, and the relationship between mathematics and measurement; our tool for *knowing* the world; is explored. A clear understanding of physics is fundamental to further studies in all the technical disciplines, but particularly in the healthcare and technology sectors.

At the end of this course you will be able to:

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| <ul style="list-style-type: none"> ❖ Understand the basic principles of physical measurement and analysis applied to length, time, motion, and force ❖ Apply basic quantitative measure skills in physical experiments ❖ Develop a clear understanding of thermal properties of matter and how they are measured. ❖ Communicate the ideas of physical science to a wider audience | <ul style="list-style-type: none"> ❖ Understand the importance of waves as models to understand light and sound ❖ Analyse the principle concepts underlying the electromagnetic spectrum ❖ Apply your knowledge of magnetism and electricity to build simple working circuits and systems ❖ Appreciate the atomic nature of matter as well as the benefits and dangers of radioactivity |
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Course Content and Topics

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| <ul style="list-style-type: none"> ❖ General physics principles of measurement and analysis ❖ Forces, pressure and momentum ❖ Energy, work and power ❖ Kinetic models of matter ❖ Thermal properties and temperature ❖ Heat transfer by conduction, convection and radiation | <ul style="list-style-type: none"> ❖ Properties of waves ❖ Light and the electromagnetic spectrum ❖ Sound ❖ Electricity and magnetism ❖ Basic electric circuits ❖ Introduction to atomic physics and radioactivity |
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Course text or reference: Holt Physics, ISBN: 978-0030368165

IV

The Fine Arts

Music I

Course Description:

The course begins with an introduction to music. The students will experience performance, (singing in choir and playing instruments), listening and aural work, as well as theory and some composition writing. Historically, the most ancient music, folk music is presented, including music from around the world. How Classical music, sacred and secular developed in ancient times followed by medieval works and composers is studied. Irish Music from the Munster region is examined. Sacred music and songs will be learned for liturgies. There will also be some secular songs mixed with Irish religious songs for a Christmas concert and end of year performance.

Why we teach this:

Music is known to develop both sides of the brain (*"Music and the Brain"* Norman M. Weinberger, Neurobiologist). Studying songs and works and learning composition develops skills in critical thinking and analysis. Choir performance, on the other hand, encourages teamwork and inspires confidence. Instrument playing or solo singing encourages self-discipline. Practice is strongly encouraged. St. Augustine said, *"to sing is to pray twice"*. Music is a way to express ourselves. A subject which is a large part of everyone's life, increasing knowledge of Music will address the varying experiences of different students entering second level education, bringing them together to create something beautiful.

At the end of this course you will be able to:

- ❖ Demonstrate knowledge of folk music from around the world.
- ❖ Historically examine the development of ancient sacred and secular classical music.
- ❖ Demonstrate knowledge Medieval music and composers.
- ❖ Identify and perform Irish traditional music from the Munster region.
- ❖ Play basic tin-whistle and guitar.
- ❖ Sight sing, learning tonic sol fa.
- ❖ Understand elementary staff notation.
- ❖ Participate in aural exercises.
- ❖ Compose simple two bar melodies.
- ❖ Perform in liturgies and concerts: choir (including two parts) and/or solo voice/instrument.

Course Content and Topics

- ❖ Folk Music around the world. Songs and music from different countries.
- ❖ Ancient music and development of notation. Neumes to notes; plainchant; hymn; monophony and homophony.
- ❖ Medieval music. Composers: St. Hildegard, Leonin, Perotin. Organum; polyphony.
- ❖ Irish Traditional Music. Song and Dance tradition of Munster region. Religious Music.
- ❖ Notation. Staff, clefs, time signatures, notes, rhythm values, key signatures
- ❖ Learn basic tin-whistle and guitar.
- ❖ Aural work. Improving musical ear: Dictate two bar tunes
- ❖ Performance choir unison and 2 part
- ❖ Write composition. Two bars in length
- ❖ Sight singing - tonic sol fa

Course text or reference: The Larousse Encyclopaedia of Music (Ed: Geoffrey Hindley), ISBN: 978-600023968

Music II

Course Description:

Continue with next historical periods in music - music of the Renaissance and Baroque eras. In Irish music, the harp tradition will be focused on. Dance tunes will also be learned and used to introduce compound metre. Improve ability in sight singing, choral singing, instrumental playing and aural skills. Increase knowledge of music notation and composition skills.

Why we teach this:

To build on the knowledge gained in year one, notation, composition, performance (singing and instrumental), and aural work will continue this year. The knowledge and ability in each of these areas will be strengthened, increasing their confidence. The harp tradition is the nearest thing to classical music in Ireland (O'Carolan lived during the Baroque era). An historic line in classical music is continued so the development can be clearly understood. The study of folk songs continues to allow awareness that folk music was always present simultaneously with western art music.

At the end of this course you will be able to:

- ❖ Have an appreciation of Music from the Renaissance and Baroque era.
- ❖ Use appropriate terminology for Music from the above historical periods.
- ❖ Understand music of Palestrina, Byrd, Bach, and Handel.
- ❖ Sight sing more fluently.
- ❖ Demonstrate knowledge of harp tradition in Ireland and its continuing development.
- ❖ Compose tunes eight bars long. Using some of the knowledge gained from studying Music of Bach and Handel.
- ❖ Increase your ability in aural skills and knowledge of theory.
- ❖ Increase performance ability in choral singing, 3 part, and instrumental playing

Course Content and Topics

- ❖ Renaissance period. Palestrina, Byrd, Victoria. Terminology, chanson, motet, troubadour, polyphony. Sacred music.
- ❖ Baroque music. Bach, Handel, Vivaldi. Baroque orchestra, imitation, ostinato, figured bass.
- ❖ Notation up to 3 sharps and 2 flats. Compound time signatures. Quavers, semi quavers. Bass clef.
- ❖ Irish harp tradition. Belfast Harp Festival. Edward Bunting. Music of O'Carolan. Recent harp players and schools.
- ❖ Aural work. Incorporating what is learned in notation.
- ❖ Composition. 8 bars melodies. Correct structure. Some composition technique. sequence, climax.
- ❖ Tin-whistle and guitar.
- ❖ Continue learning folk songs.
- ❖ Choral singing in 3 parts.
- ❖ More Irish dance music in 6/8 9/8 12/8

Course text or reference: The Larousse Encyclopaedia of Music (Ed: Geoffrey Hindley), ISBN: 978-0600023968

Music III

Course Description:

This year we continue in a historical line, studying music from the classical and romantic eras. Time will be given to learn about the orchestral instruments since it was during this historical time that the orchestra of today was gradually developed. In Irish music we will compare regional styles and learn about the collectors and their methodologies. The improvement in musical skills will continue. Composition, aural work, notation, sight singing, choral and instrumental performance are included.

Why we teach this:

Most of our well known classical or western art music comes from these eras in music. Composers such as Mozart, Haydn, Beethoven, Schubert, Tchaikovsky, Bizet, and many more are familiar. Studying works of these composers opens a whole new world of entertainment as well as the ability to attend concerts and listen with an attentive ear. Such knowledge enhances all musical skills. Nationalism was present during this period, so it ties in well to a further study of Irish music and the attempts to preserve it.

At the end of this course you will be able to:

- ❖ Discuss music of the Classical era.
- ❖ Demonstrate knowledge of the Romantic era.
- ❖ Describe the development of the orchestra and have knowledge of instruments including sound recognition.
- ❖ Compare regional styles of playing and singing in Ireland. Discuss collectors of Irish music.
- ❖ Write guitar chords to a precomposed bar melody and compose a simple bass line.
- ❖ Continue melody writing, applying skills learned in history. Adding phrasing, dynamics, articulation, instrument choice.
- ❖ Improve aural and sight singing skills.
- ❖ Sing SATB (Soprano, Alto, Tenor Bass)
- ❖ Perform on chosen instrument with improved confidence.
- ❖ Interpret more difficult notation.

Course Content and Topics

- ❖ Classical music, composers Haydn and Mozart. Sonata form. Concerto and symphony.
- ❖ Development of instruments. Pianoforte and orchestral instruments.
- ❖ Romantic music, composers Beethoven, Schubert, Bizet, Tchaikovsky, Chopin. Lied, programme music, emotional expression in music, nationalism.
- ❖ Final orchestra. Introduction of conductor. Use works from above composers to study instruments of orchestra.
- ❖ Irish regional styles. Munster, Connemara, and Donegal.
- ❖ Following on from Edward Bunting's work, other collectors of Irish music and methods used
- ❖ Aural work dictation of 4 bar melodies. Recognition of dynamics articulation and major/ minor key differentiation.
- ❖ Composition. Continue with 8 bar melodies. Add dynamics, articulation, phrasing and choose instrument.
- ❖ Composition. Add simple bass line and guitar chords to melody.
- ❖ Notation major and minor keys. Apply to sight singing. Dotted rhythms, semi quavers and compound rhythm. Keys up to 3 sharps and flats with relative minors
- ❖ SATB choir for liturgies and concerts.
- ❖ Solo singing and/or instrumental performance.

Music IV

Course Description:

Fourth year music begins with revision of the history of development of Classical Music. Developments in the 20th century are explored. An Irish contemporary composer will be included. In Irish music, revision of previous three years followed by new developments since 1922 and the effects of broadcasting and the internet are considered. Folk music will be revised, and a modern folk song learned. Musical skills will be built further. Performance, choir SATB and instrumental playing. Aural skills, notation, and composition are again emphasised throughout.

Why we teach this:

This year is an important year to show students the knowledge gained from the first three year and how to apply it. They also need to continue the historical line up to the present in Classical and Irish music. Skills developed over the last three years in performance, composition and listening are now cemented and improved. Musical skills are acquired through integrated lessons including all elements of music: performance, listening, and composition.

At the end of this course you will be able to:

- ❖ Understand the fundamentals of music notation.
- ❖ Analyse the important events in development of Irish music since 1922.
- ❖ Apply basic skills in music composition. Melody and bass writing.
- ❖ Understand the history of Classical music from ancient to modern eras.
- ❖ Perform as a group and solo.
- ❖ Develop a clear understanding of how composers use the orchestra and how their music was influenced by the instrumental changes and societies attitude to performers and musicians.
- ❖ Understand the importance of discipline 90% work, 10% talent.

Course Content and Topics

- ❖ Folk music from around the world. Ancient music. Continues to today. Song *"The Streets of London"*.
- ❖ Irish music. Revisit song tradition and dance tradition. Regional styles, collectors, and the harp. How Irish music has changed since 1922.
- ❖ Trace development of classical music sacred and secular from ancient to modern music. Atonal and serialism, Schoenberg. Irish composer. Film music.
- ❖ Notation: 4 sharps and flats; relative minors; modulation; triplet and demisemiquaver rhythms.
- ❖ Aural work. 4 bar dictation building on last year.
- ❖ Improve bass line writing and use of guitar chords. Add melody to bass lines. Compose 12 bar melody with contrasting phrase.
- ❖ Performance: choir SATB for liturgies and concerts; group instrumental; Irish traditional and/or classical.
- ❖ Performance: solo instrument and/or singing.

Art I

Course Description:

The program will begin with introducing students to the all important task of drawing and the elements of art: line, form, shape, tone, texture, space etc. We will be using the Betty Edwards system of assimilating the main skills of observation and drawing from observation. We will also learn how to keep a sketchbook and drawing as a mode of thinking. In tandem with the English and History programs, we will explore the incredible art of the Ancient world: cave paintings, and the art of the Classical Greek and Roman Worlds. Students will learn how to see and how to draw from observation and then will make these skills "their own" in order to develop "their own way." By teaching the craft alongside of the history, students will gain an understanding of art that will remain with them throughout their lives. This programme will be giving them the tools and guidance necessary in developing their sense of taste and appreciation of the plastic arts.

Why we teach this:

Culture and Art are aspects of our society that have relevance and importance that may often get overlooked. The goal of the art programme at Mater Dei Academy is to introduce the students to not only the history and ideas behind great art but more importantly the practical knowledge and craft of how art is produced and understood. For centuries our faith was taught by using examples of art by producing pictures which illustrated salvation history and eternal truths. As time went on the craft became perfected and was utilized very effectively by the Church for teaching purposes. It also stood as a reminder to us of all the beauty that surrounds us and of the Creator whose work all art echoes. Hence art needs to be cultivated and appreciated. This will be the ultimate purpose of this program, to give the students the tools to confidently create art, and to develop their appreciation, knowledge, enjoyment and sense of taste in the arts.

At the end of this course you will be able to:

- ❖ 'See' and draw from life, using a variety of monochrome materials
- ❖ Understand and incorporate the basic elements of art in your work (line, tone, shape, form, space, texture).
- ❖ Keeping a sketchbook, drawing as a means of thinking, researching, planning & expression
- ❖ Interpret light and how it falls on form
- ❖ Draw and model a three- dimensional form
- ❖ Paint a three dimensional form (monochrome)
- ❖ Understand perspective and how to use it
- ❖ Draw a still life and create a composition
- ❖ Anatomical Proportion: the face/portrait
- ❖ Draw from your imaginations
- ❖ Putting new learned skills into producing own works of art

Course Content and Topics

- ❖ The Elements of Drawing:
- ❖ Developing Observational Skills in Drawing
- ❖ Making It Look 3D - Light and Shade
- ❖ Linear Perspective
- ❖ Tone and Value
- ❖ Facial Anatomy and the Portrait
- ❖ Various drawing and dry media technique
- ❖ Understanding the importance of transferring ideas into drawings

Art II

Course Description:

The focus of this year will be on colour: exploring colour theory through practical exercises and through creative studies. The aim of this course is to build on last year's achievements - understanding and confidence in the use of the basic elements of art and drawing. This will tie in with the study of Christian and Celtic art and Illuminated Manuscripts, which employed colour as a way of evoking spiritual realities. We will begin with colour theory: the colour wheel, primary, secondary and tertiary colours, and exploring the technical and creative aspects of painting. Various dry media will also be introduced: aquarelle pencils, pastels etc. Students will learn how to understand and confidently use colour in their own artistic work. This year we will also build on our knowledge of facial anatomy by learning about human anatomy and by undertaking cast drawing. We are blessed to have a great art gallery in Cork, the Crawford, where we can undertake cast drawing. We will also visit and learn how to make use of art book sections in local libraries. This course will more fully equip students with the knowledge needed to carry out their own finished artworks.

Why we teach this:

This year's course builds on the solid foundations of observation, drawing and the elements of art studied in year 1. Through this year's exploration of colour, we are building towards next year's focus on oil painting and completing their own paintings. Exercises based on study of Celtic and Christian art - illuminated manuscripts, high crosses, knotwork, mosaics and icons - will assist the students in contemplating the changes that took place when the Ancient world gave way to the Christian world, and artists began seeking to evoke spiritual realities.

This course will help the students to gain an understanding of the importance of art and imagination in the Christian tradition. As John Henry Newman tells us, man is more than just a 'reasoning animal'. The expression of beauty, goodness and truth in art helps to build our faith. Christianity, Newman says, addresses people 'both through the intellect and through the imagination' and in this way we come to faith through arguments that are 'too deep for words'.

At the end of this course you will be able to:

- ❖ Understand colour theory and use colour confidently in your artworks
- ❖ Know, use and be able to identify various dry media: pastel, aquarelle, etc.
- ❖ Understand anatomy and proportions of the figure
- ❖ Perform cast studies/drawing
- ❖ Conceive, layout, design and execute an Celtic art/ illuminated manuscript project
- ❖ Describe art with appropriate terminology and language

Course Content and Topics

- ❖ Colour theory
- ❖ Colour and value studies
- ❖ Cast studies
- ❖ Knowledge, identification and use of various media
- ❖ Study and exploration of Early Christian and Celtic Art
- ❖ Study and exploration of Early Medieval Byzantine and Gothic Art
- ❖ Preparation for oil painting techniques
- ❖ Use of local art resources, libraries, galleries etc.

Art III

Course Description:

In this year's course we will focus on the techniques and creative application of techniques of oil painting. We will build this year on last year's work on colour theory. We will link in with this year's art history focus, on the age of discoveries and genius that was the Renaissance, using Da Vinci's notebooks as a starting point for our own creative exploration of the natural world.

In this course, you will learn to use oil paints, manage studio time and care for your art materials. We will undertake studies in oil paints to build our knowledge of how to observe and paint light and form. This course will enable you to prepare you for completing finished paintings, as well as equipping you with a knowledge and appreciation of the Renaissance, a pivotal period in human and artistic development.

Why we teach this:

The knowledge and appreciation of colour and form assist us in appreciating the wonder of God's creation. The study of the Renaissance, that great era of discovery and human development, builds our appreciation of the dignity and capacities of man; God's greatest creation. Students learn about the potential of art to evoke the wonder of creation and the mysteries of the spiritual world. Learning about great works of this period - Michelangelo's Sistine Chapel ceiling, and the work of great masters such as Carravaggio, Velazquez, Franz Hals, Rembrandt and Vermeer will help us appreciate the critical contribution of the visual arts in the development of human civilisation and culture. This year's work opens the student to wonder before the beauty and perfection of God's creation and our part in continuing and echoing His work of Creation. In the words of St John Paul the Great, "Through his "artistic creativity" man appears more than ever "in the image of God"."

At the end of this course you will be able to:

- ❖ Recognise oil painting techniques and use correct terms to describe them
- ❖ Understand the care of artistic materials
- ❖ Manage studio time and the handling of artistic materials
- ❖ Undertake and complete colour and value studies
- ❖ Undertake and complete and study of your own hand or another artifact
- ❖ Understand the key eras of the Italian Renaissance, Mannerism, Baroque and Rococo
- ❖ Recognise artists, works and styles studied
- ❖ Know names and terms for historic periods
- ❖ Discuss characteristics, aims, and influences of the art periods studied
- ❖ Describe the great Art Academies in Europe in the high Middle Ages

Course Content and Topics

- ❖ Oil painting technique and creative application
- ❖ Care and management of materials and studio time management
- ❖ Painting own hand or artifact (technical study)
- ❖ Value scales and basic control (Grey & Brown studies)
- ❖ Study of composition, use of light and shade etc., of Renaissance painting
- ❖ Sculpture of the Renaissance period
- ❖ Renaissance Art history

Art IV

Course Description:

In this fourth year, we will consolidate everything we have learned in the other years, in order to undertake and complete self-directed paintings. We will look at the seismic shift that occurred in culture and art at the dawn of the Modern era. During this year we will bring all our previous learning together, and put it to use in the creation of self-directed artworks. In art history, we will look at the huge shifts and revolutions that occurred in the art of the modern era, looking at artists such as Manet, Degas, Monet, Van Gogh, Cézanne, Matisse, Picasso, Dalí and on to movements like Abstract Expressionism, minimalism, formalism and conceptualism. We will also look at the influence of the birth of photography on art. In this course we will engage, develop and synthesise everything we have learned so far, and we will engage in planning, problem-solving, executing and analysing our own art-work. We will explore and discuss the impact of the modern and postmodern eras on the world we live in, critically examining our own culture and our place in it.

Why we teach this:

The Modern era is one of great change in the world of art and culture. Through the birth of Cubism and photography, art was changed forever. Through learning about the game-changing artistic discoveries of Turner and Manet, and the explosion of diverse forms of artistic expression such as performance art, installation, sound based art and conceptual art, students will gain an understanding of the culture they have inherited, and how to engage with it.

As Christians and especially as Catholics, it is critically important to understand this era in which secular culture really began, and in which ideologies such as atheism, fascism and communism impacted world history in such far-reaching and often devastating ways. Students have the opportunity to consider and to understand the art and society of the contemporary world, and this will equip them to engage with and transform the culture, and to become, as John Paul said, the 'saints of the new millennium.'

At the end of this course you will be able to:

- ❖ Consolidate previous learning and complete an original painting or a copy of an old master.
- ❖ Practice creative freedom under guidance
- ❖ Nineteenth, Twentieth and Twenty-first Century Art History
- ❖ Understand changes in art and culture including Photography and Film
- ❖ Understand modern artistic genres in the context of historical artistic developments.
- ❖ Critically examine your own culture think about their role in shaping its developments

Course Content and Topics

- ❖ Consolidation of and use of everything learned so far, towards the creation of original art-works
- ❖ Completion of self-directed art-work
- ❖ Exploring, through art, the artistic techniques and discoveries of the Modern era, such as plein-air painting, collage (Matisse), formalism/minimalism etc.
- ❖ Look at the birth of photography and the effect it had on art.
- ❖ Understand the art movements of the modern and postmodern eras and of contemporary art.
- ❖ Gain understanding of the effects of the events of modern history, such as the World Wars, on art.
- ❖ Gaining a deeper understanding of and a critical approach to the culture and art of our time and how we can impact it.

V

The Body and Soul

Physical Education and Activities

Course Description:

The physical education programme at Mater Dei Academy emphasises fun and enjoyment over sporting achievement. The programme will take place at the Academy as well as other outdoor locations. Team games will emphasise the importance of concentration, participation, inclusion and peer support. Indoor activities will include games as well as stamina, strength and conditioning activities, with an emphasis on fun and enjoyment. Outdoor activities will include ball games, water sports, and hill walking.

Why we teach this:

I have fought the good fight, I have finished the race, I have kept the faith'. The relationship between the body, the mind and the soul are inextricably linked in Christian formation and theology. At Mater Dei Academy, we place strong emphasis on a healthy body, mind and soul. Physical education and activities are always inclusive and fun. Activities are aimed at fostering the moral characteristics and virtues which make the Christian growth of the soul analogous to the athletic growth and development of the body. A strong emphasis on team-based and collaborative activities underlines the importance of these values in wider society and in the growth of the body, mind and soul.

At the end of this course you will be able to:

- ❖ Understand the difference between competitive sports and games
- ❖ Appreciate the relationship between physical, mental and spiritual wellness
- ❖ Develop self-esteem and comfort in one's physical appearance
- ❖ Understand one's physical strengths and weaknesses
- ❖ Learn discipline to training exercises and routines
- ❖ Develop the virtues of perseverance, patience, humility, trust, and generosity in the context of team games and activities
- ❖ Understand the psychology of sport and its relevance to human development
- ❖ Enjoy physical recreation for pleasure
- ❖ Develop a personalised fitness and training plan

Course Content and Topics

- ❖ Team games
- ❖ Concentration tasks
- ❖ Ball games
- ❖ Water sports
- ❖ Hill walking and outdoor pursuits
- ❖ Team building and psychology
- ❖ Core strength and conditioning



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