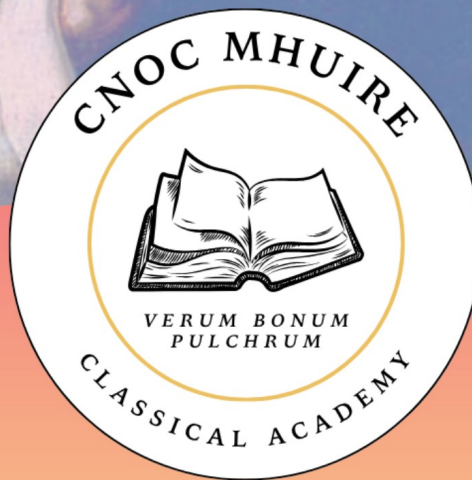


***Primary and
Secondary
Education in
Connacht***

***Seeking Truth,
Goodness and
Beauty***

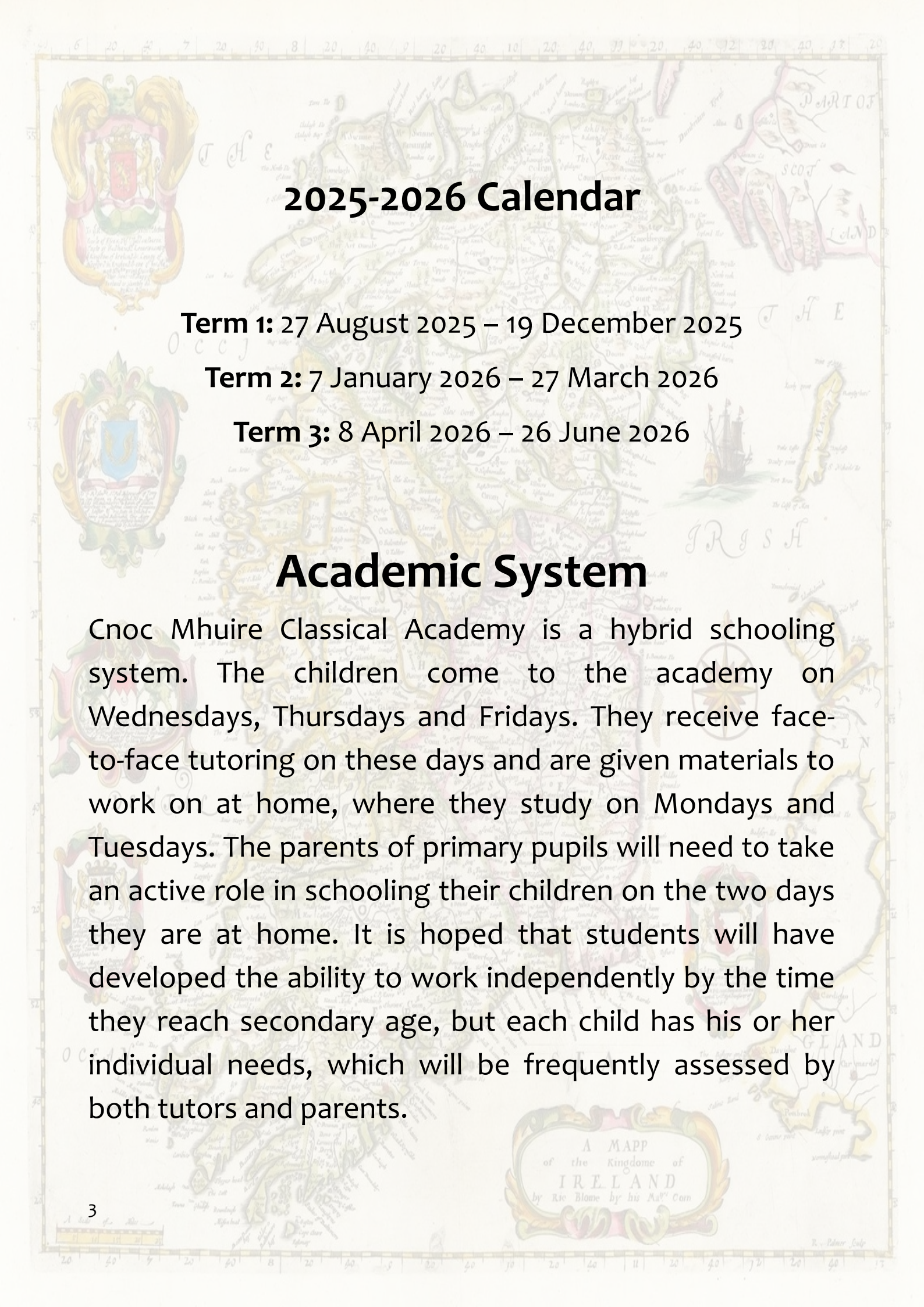


Syllabus 2025-2026

cnocmhuiireclassical.com

Table of Contents

2025-2026 Calendar.....	3
Academic System.....	3
PRIMARY SYLLABUS.....	4
.....	5
Primary Core.....	5
Ages 4-6 Grammar Stage.....	5
Ages 7-9 Logic Stage.....	7
Ages 10-12 Rhetoric Stage.....	9
Primary Complementary Subjects.....	11
Classical Studies.....	11
History.....	12
French.....	13
Art.....	14
Physics.....	15
Drama.....	16
Survival Skills.....	17
SECONDARY SYLLABUS.....	18
Maths.....	19
Junior Cycle.....	19
Leaving Certificate.....	19
English.....	20
Junior Cycle.....	20
Leaving Certificate.....	21
Irish.....	22
Junior Cycle.....	22
Leaving Certificate.....	22
Classical Studies.....	25
Junior Cycle.....	25
Leaving Certificate.....	25
Music.....	27
Junior Cycle.....	27
Leaving Certificate.....	28
Art.....	29
Junior Cycle.....	29
Leaving Certificate.....	29
Physics.....	31
Junior Cycle.....	31
Leaving Certificate.....	32
French.....	33
Junior Cycle.....	33
Leaving Certificate.....	34
Spanish.....	35
Junior Cycle.....	35
Leaving Certificate.....	36
Italian.....	37
Junior Cycle.....	37
Leaving Certificate.....	38
German.....	39
Junior Cycle.....	39
Leaving Certificate.....	40



2025-2026 Calendar

Term 1: 27 August 2025 – 19 December 2025

Term 2: 7 January 2026 – 27 March 2026

Term 3: 8 April 2026 – 26 June 2026

Academic System

Cnoc Mhuire Classical Academy is a hybrid schooling system. The children come to the academy on Wednesdays, Thursdays and Fridays. They receive face-to-face tutoring on these days and are given materials to work on at home, where they study on Mondays and Tuesdays. The parents of primary pupils will need to take an active role in schooling their children on the two days they are at home. It is hoped that students will have developed the ability to work independently by the time they reach secondary age, but each child has his or her individual needs, which will be frequently assessed by both tutors and parents.

PRIMARY SYLLABUS

The primary syllabus is separated into core and complementary subjects. The core subjects are Maths, English, Irish, Handwriting and Music, and the majority of teaching time is dedicated to them. The complementary subjects are Classical Studies, History, Physics, French, Art, Drama and Survival Skills. Our aim is to devote one period a week to each of these subjects. Please read on for further details.

Primary Core

Ages 4-6 Grammar Stage

Subject	Learning Objectives
<p>Maths</p> <p>The focus is on mastering arithmetic: adding, subtracting, multiplying, and dividing with whole numbers. The teacher also introduces more advanced concepts in a fun way by reading through the extensive Sir Cumference series over the course of the three years.</p>	<ul style="list-style-type: none"> • Become confident with adding and subtracting large numbers and a series of numbers (using borrowing and carrying). • Be able to multiply and divide simple expressions with whole number answers. • Count up to 100 in different patterns (skip counting) and up to a thousand by ones. • Learn the basic terms including for shapes and angles. • Use manipulatives to explore new mathematical concepts • Write the numbers up to 100 • Plot numbers on a number line and the Cartesian plane • Learn the basic rules of chess.
<p>English</p> <p>The focus is on memorising definitions and texts, learning the rules of language, expanding vocabulary, learning to read and write, speaking clearly and fluently, and comprehending oral words.</p>	<ul style="list-style-type: none"> • Develop the skills to become fluent readers using phonics--be able to read simple stories aloud with expression. • Master the basics of writing and be able to compose simple, short poems and prose texts. • Memorise 50 to 60 classic poems and be able to recite unaided as a group (10 to 20 in solo performance). • Learn the basic terms for grammar and literary devices and practice identifying examples. • Be able to answer questions about meaning after listening to texts. • Speak clearly and fluently when answering questions, making statements, and giving opinions.
<p>Handwriting</p> <p>Children develop the fine motor skills needed for writing through activities that build pencil control and coordination. They learn correct pencil grip, begin forming letters accurately, and gain confidence in expressing ideas through early writing.</p>	<ul style="list-style-type: none"> • Develop a correct tripod pencil grip and comfortable writing posture. • Practise fine motor skills such as tracing, drawing shapes, and forming patterns. • Form lowercase and capital letters correctly with consistent size and stroke direction. • Write own name and simple words legibly, using appropriate spacing between words. • Maintain consistent letter and word size, and begin joining simple letter pairs. • Build hand strength, stamina, and control for longer writing tasks.

Primary Core Ages 4-6 _ Grammar Stage

Subject	Learning Objectives
<p>Irish Focus: Listening, repetition and acquisition Children are introduced to the Irish language through play, songs, and stories that make learning natural and enjoyable. Emphasis is placed on listening, repetition, and early speaking, supported by exposure to simple written words. Cultural activities such as songs, dances, and performances build confidence and a sense of belonging, while daily prayers and hymns in Irish nurture faith and familiarity with the language in a meaningful context.</p>	<p>Language</p> <ul style="list-style-type: none"> • Children are introduced to the Irish language naturally through songs, stories, games and play. • Emphasis is on listening and repetition to develop familiarity with sounds and simple words. • Speaking is encouraged but not required; children join in when ready, using words and short phrases. • Early exposure to simple written words and letter-sound connections through rhymes and visual activities. <p>Culture (rhetorical foundations)</p> <ul style="list-style-type: none"> • Enjoyment of Irish nursery rhymes, songs, and traditional dances. • Use of props, actions and movement to bring stories and songs to life. • Participation in informal class performances to build confidence and a sense of community. <p>Catholic Faith and Tradition</p> <ul style="list-style-type: none"> • Listening to simple daily prayers in Irish and joining in with repeated phrases and songs. • Learning the Sign of the Cross and short prayers.
<p>Music Children are introduced to music through singing, movement, rhythm games, and hands-on exploration of sound. Activities develop listening, imitation, and coordination in a playful, creative way.</p>	<p>Piano/Keyboard</p> <ul style="list-style-type: none"> • Explore high/low sounds and simple rhythmic patterns on percussion or keyboard. • Play simple note patterns using 1-2 fingers. • Develop awareness of beat and rhythm through clapping and tapping games. <p>Singing (rhetorical foundations)</p> <ul style="list-style-type: none"> • Sing simple songs and rhymes with clear words and steady beat. • Match pitch through echo-singing and call-and-response games. • Use the voice creatively to express stories or moods <p>Example Activities</p> <ul style="list-style-type: none"> • Sing and move to nursery rhymes. • Copy short melodic or rhythmic patterns. • Combine simple singing with keyboard notes.

Primary Core Ages 7-9 Logic Stage

Subject	Learning Objectives
<p>Maths</p> <p>The focus is on taking the four basic operations to the next level: adding, subtracting, multiplying, and dividing fractions, decimals, surds and percentages. beginning to explore the higher branches of maths.</p>	<ul style="list-style-type: none"> • Draw 2D and 3D geometrical models and construct nets of different shapes. • Understand different types of sequences and be able to invent ones that have not been introduced. • Construct different types of coordinate planes and graph points and lines. • Participate in chess classes. • Perform mental arithmetic, focusing on speed and accuracy, with increasingly complex questions. • Complete the Saxon Algebra $\frac{1}{2}$ text. • Be able to identify whether a mathematical statement is true or false.
<p>English</p> <p>The focus is on questioning, responding, analysing, and imitating. By the end of this level reading should be effortless and writing should be an automatic response to thoughts.</p>	<ul style="list-style-type: none"> • Become fluent readers able to read aloud accurately and understand any non-specialist texts. • Use a dictionary and thesaurus easily to enhance writing and comprehension. • Compose original poems and prose using models and techniques learned. • Be confident diagramming sentences • Be able to scan poems and identify rhythms. • Master punctuation and grammar rules. • Think logically and be able to identify different types of fallacies. • Analyse texts from an ethical and moral standpoint, testing the truth of the explicit and implicit claims.
<p>Handwriting</p> <p>At this stage, children refine their handwriting by learning how letters connect and flow in cursive form. The focus is on fluency, accuracy, and control, helping students write with clarity and purpose while developing an appreciation for the order and beauty of well-formed writing.</p>	<ul style="list-style-type: none"> • Use joined handwriting for most writing tasks with fluency and rhythm. • Maintain consistent letter size, spacing, and alignment on the baseline. • Practise the main joins (diagonal and horizontal) and refine letter connections. • Develop a neat, legible, and even writing style at increasing speed. • Apply joined handwriting confidently across all subjects and purposes, forming a personal, clear and consistent handwriting style.

Primary Core Ages 7-9 _ Logic Stage

Subject	Learning Objectives
<p>Irish Focus: understanding and structured practice Children deepen their understanding of the Irish language through engaging lessons that build grammar, vocabulary, and conversation skills. Reading, writing, and cultural activities—songs, dances, and traditions—enhance comprehension and confidence, while regular prayers and hymns in Irish nurture both linguistic growth and connection to faith and heritage.</p>	<p>Language (Grammar and Logic)</p> <ul style="list-style-type: none"> • Continued immersion in Irish through interactive lessons and games. • Increasing focus on understanding sentence patterns, vocabulary groups, and simple grammar (e.g., nouns, verbs, adjectives). • Encouragement to form full sentences, ask and answer simple questions, and participate in short conversations. • Early reading and writing tasks based on familiar topics, with differentiated levels of support. <p>Culture (Rhetorical Foundations)</p> <ul style="list-style-type: none"> • Learning and performing Irish songs, rhymes and dances with more accuracy and understanding of meaning. • Simple discussions about cultural traditions, holidays, and regional Irish customs. • Preparing short performances for parents and peers that demonstrate both language and cultural learning. <p>Catholic Faith and Tradition</p> <ul style="list-style-type: none"> • Reciting key prayers such as the <i>Our Father</i> and <i>Hail Mary</i> in Irish. • Introduction to additional prayers and short Irish hymns. • Understanding the meaning of common religious words and phrases in context.
<p>Music Children build foundational piano and singing skills through structured practice and creative exploration. Lessons develop hand coordination, pitch recognition, and musical memory while encouraging confident participation.</p>	<p>Piano/Keyboard</p> <ul style="list-style-type: none"> • Recognise and play notes and melodies with one or both hands. • Explore rhythm, pitch (high vs. low), and dynamics (soft/loud). • Develop hand coordination, finger strength, and technical control. Begin reading simple notation or visual cues. <p>Singing (rhetorical foundations)</p> <ul style="list-style-type: none"> • Sing songs and rhymes with accurate pitch and rhythm. • Explore dynamics and expressive phrasing. • Sing individually and in small groups to build confidence. <p>Example Activities</p> <ul style="list-style-type: none"> • Rhythm echo and clapping games. • Play and sing simple two-hand melodies. • Perform short songs or duets for peers.

Primary Core Ages 10-12 Rhetoric Stage

Subject	Learning Objectives
<p>Maths</p> <p>The focus is on mastering the fundamentals of abstract maths: algebra, geometry, and probability.</p>	<ul style="list-style-type: none"> • Develop the skills to become fluent readers using phonics--be able to read simple stories aloud with expression. • Complete the Saxon Algebra I and II texts. • Participate in chess tournaments to develop analytical and calculative skills. • Master the concept of functions and be able to graph them. • Explore probability through various games of chance, including cards and dice. • Begin a coding course and examine the relationship between maths and coding. • Learn the symbols used in the various branches of mathematics. • Create maths puzzles and equations.
<p>English</p> <p>The focus is on composing original work, both written and oral in every genre. In depth analysis of texts leads to a confident original style able to engage with the best of what has been said and written. The student is now able to recognise ‘the good, the true, and the beautiful’ and reject whatever is not.</p>	<ul style="list-style-type: none"> • Write in a wide variety of different genres, including drama, biography, autobiography, science fiction, mystery, essay and formal letters. • Begin to read and understand specialist texts. • Use knowledge of Latin and Greek roots to guess meanings of complex vocabulary. • Explore the etymologies of words in English and learn about language family trees. • Annotate texts thoroughly during close reading. • Make arguments and engage in formal debate. • Compose speeches and engage in Socratic dialogue.
<p>Handwriting</p> <p>In the Rhetoric Stage, students refine their handwriting into a fluent and expressive personal style. They write with confidence, clarity, and purpose across varied tasks, adapting their script to suit form and function. Emphasis is placed on neatness, efficiency and graceful control.</p>	<ul style="list-style-type: none"> • Write fluently, legibly, and efficiently across a range of tasks and subjects. • Adapt handwriting for different purposes such as notes, presentations, and diagrams. • Develop an individual style while keeping handwriting clear and uniform. • Use pen confidently with smooth, controlled movements and appropriate speed. • Maintain neat presentation and accuracy in extended pieces of writing. • Demonstrate readiness for secondary-level writing through confident, expressive handwriting.

Primary Core Ages 10-12 _ Rhetoric Stage

Subject	Learning Objectives
Irish Focus: expression, fluency and connection Students refine fluency and expression in Irish, expanding grammar, vocabulary, and communication skills through conversation, writing, and storytelling. Cultural exploration of heritage, music, poetry, and drama enhances understanding, while performances showcase language and tradition. Regular prayers and hymns deepen connection to faith, identity, and Irish cultural heritage.	Language (Grammar, Logic and Rhetoric) <ul style="list-style-type: none"> Refining understanding of grammar, including sentence structure, tense, and gender. Expanding vocabulary for everyday and cultural topics. Developing fluency in speaking, reading, and writing simple passages in Irish. Engaging in guided conversations, storytelling, and short written compositions. Encouraged to express opinions and ideas clearly using Irish. Culture (Rhetoric) <ul style="list-style-type: none"> Deeper exploration of Irish heritage through stories, music, poetry and drama. Preparation of longer performances or presentations showing both cultural understanding and language skill. Reflection on how language expresses identity and tradition. Catholic Faith and Tradition <ul style="list-style-type: none"> Reciting all key prayers confidently and participating in group prayers or hymns in Irish. Learning prayers for special occasions and feast days, such as Christmas and Easter. Understanding the significance of prayer and worship in Irish culture and heritage.
Music Students refine piano and vocal skills, learning to read notation more fluently and perform with confidence. They explore expression, dynamics, and teamwork through performance and composition.	Piano/Keyboard <ul style="list-style-type: none"> Play two-hand pieces with independence and control. Understand and apply note values, tempo, and dynamic markings. Perform short solo and ensemble works with confidence. Experiment with harmonies and simple improvisation. Singing (rhetoric) <ul style="list-style-type: none"> Sing with accurate pitch, rhythm, and phrasing. Explore harmonies, rounds, and part-singing. Express emotion and character through performance. Example Activities <ul style="list-style-type: none"> Perform short solo or group pieces. Create short compositions or accompaniments. Participate in class performances of singing and piano skills.

Primary Complementary Subjects

Classical Studies

Age and Focus

Age 4-7

Introduction to Latin and Greek

Learning Objectives

The focus is on learning chant and hymns in Latin, learning the alphabet in Greek, and reading through the Little Latin Readers series.

- Become confident discussing grammar rules
- Be able match Latin words with their English cognates/derivatives.
- Learn poems and song in Latin
- Explore the differences between reading letter sounds in Latin and letter sounds in English
- Play games in Latin.
- Translate simple sentences from Latin into English
- Memorise the present tense verb endings and the main noun case endings

Age 8-12

Deepening Latin and Greek with addition of philosophy

Students begin using the Lingua Latina series (Book 1) and an introduction to Biblical Greek. All students take an introduction to philosophy. Carefully selected texts from the classical world are read in translation.

- Be able to sight read Latin texts written for students
- Memorise all the verb and noun endings
- Break down English words into their Latin and Greek components
- Compose simple sentences in Latin
- Speak common phrases used in the classroom in Latin
- Understand the gist of simple oral Latin selections
- Grasp the basics of Greek grammar and vocabulary

V. Con - gre - gá - vit nos in u - num Chri - sti a - mor.

V. Ex - sul - té - mus et in i - pso iu - cun - dé - mur.

V. Ti - me - á - mus et a - mé - mus De - um vi - vum.

V. Et ex cor - de di - li - gá - mus nos sin - cé - ro.

Primary Complementary Subjects – History

Age and Focus

Age 4–7

Visual learning
and repetition

Learning Objectives

The **grammar** stage of a classical education based on input and repetition. With a main focus on Irish and Roman history, the children are introduced to key concepts such as dates, historical artefacts and some important figures and events. As places, nations and cities form an important part of history, the primary curriculum will overlap with some aspects of geography, i.e. maps of countries and the names of major cities. To make learning more engaging and interactive, the children will draw or colour in something related to each class. By the end of year 3, children should have obtained a solid foundation in:

- Dating historical events and distinguishing between B.C. and AD*
- Basic Irish geography (counties, towns, rivers).
- Basic European geography (countries, cities, rivers).
- The names of some key figures and events in Irish and Roman history.
- Appreciating and identifying some significant works of art depicting key historical figures and events (e.g. paintings, sculptures).

Age 8–12

Listening and
repetition,
with
processing
and output.

The **grammar** stage is continued with a stronger focus on important dates and distinguishing the various “periods” or “eras” of history. While Irish history will still be the core focus, the scope will now broaden to include elements of European and Church history.

Also progressing into the **logic** stage, a key focus of the classes will now be the “turning points” of history and how specific people, political decisions and inventions changed history (and consequently, the present).

Memorisation will be assisted through taking notes and writing short essays. By the end of year 6, the children should be able to:

- Name and describe (orally and in writing) key figures and events from Irish, European and Church history.
- Distinguish between primary and secondary sources of history.
- Distinguish between the different historical ages (ancient, medieval, modern) and place events and figures into their correct timeframe.
- Identify and appreciate various artefacts and creative legacies (e.g. works of art, literature, inventions) and place them within their respective historical contexts.

* As we regard the Incarnation of Jesus Christ as a true historical event, we will use the B.C. (Before Christ) and AD (Anno Domini) dating system throughout this curriculum. The secular forms BCE (“Before Common Era”) and CE (“Common Era”) will be explained but not used.

Primary Complementary Subjects – French

Age and Focus

Age 4–7

Listening and repetition

Learning Objectives

This stage is all input and repetition, the **grammar** stage of classical education. The children are exposed to the language and hopefully learn to love it. They are asked to repeat words without any pressure to learn them off by heart. Specifically:

- Learn to love the sound and culture of the language through listening and looking at stories and comic books being read and simultaneously translated.
- Oral and written repetition of nouns, articles, verbs, pronouns and adjectives.
- Listening to grammar rules being explained without having to learn them or repeat them.

Age 8–12

Listening and repetition, with processing and output.

At this stage children continue input and repetition, the **grammar** stage of classical education. However, they also progress to the **logic** stage: they are asked to learn spelling and grammar rules; they then use the spelling rules to write out words correctly, and the words and grammar rules to build sentences, both orally and in writing.

- Continue learning to love the sound and culture of the language through listening and looking at stories and comic books being read and simultaneously translated.
- Continue the oral and written repetition of nouns, articles, verbs, pronouns and adjectives.
- Develop listening skills through set exercises, listening to native speakers.
- Learn nouns, articles, verbs, pronouns and adjectives off by heart.
- Learn grammar rules off by heart.
- Practice spelling by dictation (the teacher says words out loud and the pupils write them out.)
- Use the grammar and vocabulary to translate simple sentences from English into French, both orally and in writing.



Primary Complementary Subjects – Art

Age and Focus

Age 4–7

Exploration, fine motor skills, and creative confidence

Learning Objectives

At this stage, pupils are introduced to art through **hands-on** exploration and the joy of making. The emphasis is on discovery, sensory experience, and developing control and imagination.

Practical Art Skills

- Learn to hold and control basic art tools: pencils, brushes, clay tools.
- Experiment with a variety of materials (paint, collage, clay, recycled media).
- Explore colour, shape, pattern, and texture through play and guided projects.

Art and Creativity

- Explore colour, shape, pattern, and texture through play and guided projects.
- Express imagination and ideas through simple visual forms.
- Create craft-based projects (e.g. clay pinch pots, papier-mâché masks, collage animals).
- Begin to observe and talk about shapes and colours in the environment.

Age 8–12

Developing technique, personal expression, and understanding artistic tradition

Children will continue to develop the practical and creative skills they began at the earlier stage, as well as working on art appreciation and cultural and personal development:

Art Appreciation

- Observe early human art (e.g. Stone Age cave paintings) and respond creatively.
- Share opinions about their own and others' artwork with confidence.

Cultural and Personal Development

- Develop curiosity and enjoyment in creating art.
- Gain confidence in expressing individual ideas visually.



Primary Complementary Subjects – Physics

Age

Age 4–7

Being creative
and inquisitive

Learning Objectives

At this stage, the focus is to engage and motivate children, to ensure they enjoy and participate in activities that make physics a tangible science through physics experiments such as:

- Balloon Rocket – Use a balloon, string, and straw to explore how air pushes things forward (Newton's third law).
- Floating and Sinking – Test which household objects float or sink in water to learn about density and buoyancy.
- Ramp Races – Roll different balls down a ramp to observe speed, gravity, and friction.
- Magnet Hunt – Use a magnet to find which objects around the room are magnetic.
- Shadow Play – Shine a flashlight on toys to see how light and distance affect shadow size and shape.

Age 8–12

Being an active
learner and
attain skills

Students now build on their knowledge and understanding of fundamental principles of Physics, continuing to participate in experiments such as those mentioned above. In addition, they also:

- Apply this knowledge to analyse, solve basic problems and predict events related to the physical world.
- Demonstrate enquiry and practical skills consistent with principals of Physics.
- Understand how society and Science are interwoven.
- Recognise everyday relevance of Physics and wonder of God's creation.



Primary Complementary Subjects – Drama

Age

Age 4–7

Developing
Imagination,
basic
movement,
voice
expression, and
confidence in
collaborative
play.

Learning Objectives

In this course, children explore drama through playful activities, storytelling, and imagination. They learn to express ideas and feelings through movement, voice, and role-play, while building confidence and enjoying creative collaboration. Reading and acting out stories will help them bring characters and scenes to life.

- Explore characters, stories, and emotions through role-play and improvisation.
- Develop confidence and teamwork through group activities and small performances.
- Experiment with movement, voice, and gesture to express ideas and feelings.

Example concrete Activities

- Role-play short scenes or pretend scenarios to explore characters.
- Participate in improvisation games and storytelling exercises.
- Work in small groups to create mini-performances or tableaux.
- Use movement and voice to express emotions or tell a story.

Age 8–12

Building
characterisation,
improvisation,
storytelling, and
expressive
performance
skills.

In this course, children explore drama through play, storytelling, and creative activities. They develop confidence, teamwork, and basic performance skills while learning to express ideas and emotions through movement, voice, and character. The focus is on having fun while building foundational drama skills.

- Explore characters, stories, and emotions through role-play and improvisation.
- Develop confidence and teamwork through group activities and small performances.
- Experiment with movement, voice, and gesture to express ideas and feelings.

Example Concrete Activities

- Role-play short scenes or pretend scenarios to explore characters.
- Participate in improvisation games and storytelling exercises.
- Work in small groups to create mini-performances or tableaux.
- Use movement and voice to express emotions or tell a story.

Primary Complementary Subjects – Survival Skills

At Cnoc Mhuire Classical Academy, we believe that learning practical skills is an integral part of the formation of the whole person. We have developed an age-appropriate program that will enable both boys and girls to become excellent home-makers, wherever God calls them.

Category	Ages 4–6	Ages 7–9	Ages 10–12
Sewing	Thread large plastic needles, sew simple shapes on felt, sort fabrics	Hand-stitch small projects (pillowcases, bags), sew on buttons, basic embroidery	Simple hemming, repair small tears, use basic sewing machine with supervision
Woodwork	Sand wood blocks, paint pieces, hand over tools safely	Hammer small nails, assemble simple wooden kits, measure/mark wood with guidance	Use hand saw under supervision, make small shelves, birdhouses, or toys
Cleaning	Tidy toys, dust low surfaces, wipe tables, help set/clear table	Sweep, vacuum small areas, wash dishes/rinse plates, make beds, wipe counters	Mop floors, clean bathrooms, wash windows with supervision, organize cupboards
Cooking	Wash vegetables, stir, pour ingredients, set table	Measure ingredients, crack eggs, peel vegetables, make simple sandwiches/salads	Use oven/stovetop with supervision, bake simple recipes, prepare full meals, follow recipes independently
Gardening	Water plants, pull small weeds, collect leaves	Plant seeds, prune small plants, rake leaves, harvest vegetables/herbs	Dig/plant larger plants, use garden tools safely, compost, plan garden layouts
Wood Collection & Storage	Collect small sticks, carry light pieces	Gather medium logs, stack wood safely, keep pile organized	Split small logs with supervision, move heavier pieces, maintain tidy, protected storage





SECONDARY SYLLABUS

The classical education is continued into the junior cycle. Although our students do not sit the Junior Cert, they are given options to sit other exams if they so wish. Full preparation is then given for the Leaving Certificate. Read on for more details.

Maths

Junior Cycle

Age and focus

Age 12-15

At this stage, the focus is on mastering trigonometry, calculus, and statistics as well as beginning to develop proofs. The different types of logic will be introduced and studied.

• Learning Objectives – Maths Junior Cycle

- Complete the Saxon Advanced Math and Saxon Calculus texts.
- Prepare for the SAT exam (Mathematics modules).
- Develop different ways of solving one question.
- Learn the history of mathematics and famous mathematicians.
- Examine famous maths puzzles and equations.
- Use maths in practical applications, accessing elements from the applied maths syllabus.
- Explore how maths is used in other subjects such as physics and astronomy.

Leaving Certificate

Age and focus

Ages 16-18

The standard leaving cert syllabus is followed. All students will be prepared for the higher level exam but may choose to sit the ordinary level if they wish. At this stage, a minimum of two different maths teachers will offer classes to prepare all students for the exam so that students may benefit from different styles of teaching.

Learning Objectives – Maths Leaving Cert

- Algebra
- Complex Numbers
- Differentiation
- Financial Maths/ Arithmetic
- Functions
- Indices and Logs
- Integrations
- Number
- Proof by Induction
- Sequences and Series
- Probability
- Statistics and Data
- Coordinate Geometry (Including Constructions and Theorems)
- The Line
- The Circle
- Trigonometry
- Transformations and Enlargements
- Length, Area and Volume

English

Junior Cycle

Age and focus

Age 12-15

At this stage, the focus is on mastering trigonometry, calculus, and statistics as well as beginning to develop proofs. The different types of logic will be introduced and studied.

Learning Objectives – English Junior Cycle

- Learn about the history of English beginning with Old English and continuing through Middle English and Early Modern English, reading original texts from all periods.
- Prepare for the SAT exam (Reading and Writing modules).
- Make comparisons between English and classical languages as well as between English and modern languages.
- Write macaronic texts and incorporate primary sources in the original languages.
- Translate other languages into beautiful but accurate English.
- Engage with the public during canvassing, events, street sessions, and letters to the editor to articulate social, political, and moral positions.
- Write a full-length book in any genre.
- Research and gather evidence from written, oral, and material sources.
- Create text that is also a work of art (for example, illumination, calligraphy and lyrics to music)

Leaving Certificate

Age and focus

Ages 16-18

The standard leaving cert syllabus is followed but set texts (including any films) studied will be selected carefully for authenticity and moral viewpoint. All students will be prepared for the higher level exam but may choose to sit the ordinary level if they wish.

Learning Objectives – English Leaving Cert

As a minimum requirement students should demonstrate the ability to: comprehend a range of challenging texts. This means analysing in depth, inferring at sophisticated levels, speculating and questioning assumptions evaluate and critically respond to texts identify and analyse the form, structure and style of a text and show an understanding of how all these elements constitute its genre, compare and contrast a range of texts under a variety of abstract categories. These include but are not limited to cultural and historical contexts, authors viewpoint, and literary form and period. Students learn to compose effectively, with style and precision, in straightforward and complex genres, such as discursive essays, arguments and reports.

- Students will be required to study a representative selection from the work of eight poets: a representative selection would seek to reflect the range of a poet's themes and interests and exhibit his/her characteristic style and viewpoint. Normally the study of at least six poems by each poet would be expected
- From a prescribed list of texts, students at will be required to study at least four texts in the following manner: One text to be studied on its own and a comparative study of three or more texts; the emphasis in this study area will be on attitudes, values, structures and styles. At Higher Level the texts can be compared on the basis of the following: a theme or issue; a historical or literary period; a literary genre; the cultural context; the general vision and viewpoint. One or two of the texts will be authored by Shakespeare.
- Preparation for the composition component of the exam will be a separate but parallel course of study to the general leaving cert English course.
- Extensive reading outside the syllabus will be assigned, both to prepare students for the unseen texts in the exam and to broaden their contact with the literary world.
- Workshops in rhetoric and debate will supplement the leaving cert syllabus and participation in formal debating settings will be strongly encouraged. This component will be expanded when the oral exam is added to the English leaving cert syllabus.

Irish

Junior Cycle

Age and focus

Age 12-15

Aim: To focus on developing accuracy and fluency in reading, writing, listening and speaking *as Gaeilge*.

Reading, writing, listening and speaking.

Fluency and accuracy.

Pronunciation and intonation.

Learning Objectives – Junior Cycle Irish

- Students will formally study Irish grammar through the medium of Irish as much as possible.
- Students will build upon their ability to read in Irish and vocabulary range through comprehensions, stories and articles, and will be encouraged to read aloud in class to practice pronunciation.
- Students will focus on writing in Irish using a *creative writing* approach, composing stories, poems, songs, dramas, etc.
- Students will build upon their ability to speak in Irish through oral classes. Students will be expected to ask the teacher and other students questions in Irish and to converse in Irish as much as possible. Oral classes will focus on fluency in Irish and building the confidence to use it efficiently.
- Students will be tested regularly on their progression in reading, writing, listening and speaking, and will receive feedback from the teacher on ways to improve.

By the end of Junior Cycle, students will have developed and acquired the ability to read, write and speak in Irish. They will understand almost all instruction and commands in Irish and will have the ability to ask questions. They will understand how the Irish language works, with a thorough understanding of grammar concepts, tenses and components of the language.

Leaving Certificate

Age Group: 16-18 years old
Senior Cycle Irish
Higher and Ordinary Level

Students will prepare for the State Examinations Irish exam following the curriculum set out by the National Council for Curriculum and Assessment (NCCA). Two levels are offered at Cnoc Mhuire, higher level and ordinary level.

Students will use their knowledge and understanding of Irish to study Irish prose, short stories, poetry and literature. They will continue to develop and build on their grammar and vocabulary through reading comprehensions, aural activities and composition pieces.

Students will also prepare for the Leaving Cert Oral Exam (*Béaltrial*), worth 40% of the overall exam.

Higher/Ordinary Levels

(as taken and translated from the NCCA Curriculum)

<u>Ardleibhéal (Higher)</u>	<u>Gnáthleibhéal (Ordinary)</u>
Learning Objectives:	Learning Objectives:
<p>A) Understanding</p> <p>i) Spoken Language (Listening Comprehension)</p> <ul style="list-style-type: none"> - That advanced learners will be fully capable of understanding everyday Irish conversations at a normal pace. - That they will be able to understand news items and reports. - That they will be able to understand radio and television reports relating to everyday life, current events, and politics. - That they will be able to understand Irish plays and series. - That they will be able to understand pieces of text related to literature and culture. - It is expected that they will have a good understanding of: pronunciation and rhythm of the language, the dialects, language patterns. <p>ii) Written Texts (Reading Comprehension)</p> <ul style="list-style-type: none"> - That they will be able to confidently deal with: <ul style="list-style-type: none"> • journalistic texts • literary texts • critical review texts - That they will be able to identify and distinguish certain types of texts and certain types of style. <p>iii) Literature</p> <ul style="list-style-type: none"> - It is intended that work should be carried out on Irish literature, both prose and poetry. <p>B) Speaking</p> <ul style="list-style-type: none"> - It is expected that students will have the following skills upon completing this course: <ul style="list-style-type: none"> - They will be able to take a fully 	<p>A) Understanding</p> <p>i) Spoken Language - (Listening Comprehension)</p> <ul style="list-style-type: none"> - That the students will be able to understand conversations based on ordinary everyday topics according to the prescribed topics. - That they will be able to understand news items and reports/excerpts appropriate from radio/television programs. - That they will be able to understand advertisements/messages, etc. <p>ii) Written Texts (Reading Comprehension)</p> <ul style="list-style-type: none"> - That students will understand written texts that closely relate to their experiences and interests and will be graded accordingly (e.g., magazine or newspaper articles; excerpts from personal texts; diaries, etc.). - That students will understand suitable literary excerpts, both prose and poetry. <p>iii) Literature</p> <ul style="list-style-type: none"> - It is intended that work should be done on Irish literature, both prose and poetry. <p>B) Speaking</p> <ul style="list-style-type: none"> - That the students will be able to take an active part in conversation on the prescribed topics: <ul style="list-style-type: none"> - <ol style="list-style-type: none"> 1. An Scoláire féin agus a T(h)impeallacht 2. Cúrsaí Scoile agus Oibre 3. An Ghaeilge Timpeall Orainn 4. Saol an Duine Óig 5. Na Meáin Chumarsáide, TFC san áireamh 6. Ábhair eile a gcuireann an scoláire spéis iontu <p>C) Writing</p> <ul style="list-style-type: none"> - That students will be able to complete writing tasks, e.g., article, letter, story,

interactive role confidently in personal and formal conversation.

- They will be able to speak and read the language according to the norms and pronunciation of Irish.

C) Writing

- It is expected that students will have the following skills upon completion of the course:

- That they will be able to express themselves with accuracy and linguistic precision.
- That they will be able to write drafts of various types of composition.
- That they will be able to convey opinions confidently through writing.
- That they will be able to gradually develop a personal style.

D) Literature Review (Prose and Poetry)

- It is intended that students at this level will work on:

- (i) the common literature course between prose and poetry
- (ii) an additional literature course including 5 prose texts and 5 poems, with a choice between them

E) History of Literature

- When studying the entire literature course, attention should constantly be paid to the works and authors in the context of the history of Irish-language literature.

(online) conversation, report, etc.

D) Literature Review (Prose and Poetry)

- It is intended that students at this level will work on:

- (iii) the common literature course between 5 prose and 5 poetry pieces.

Classical Studies

Junior Cycle

Age and focus

Age 12-15

The Great Books course (in translation) begins at this level. All students continue their studies of philosophy. Students continue through the Lingua Latina series. Students may choose to continue their Greek studies if they wish.

Learning Objectives – Classical Studies Junior Cycle

- Read biblical passages in Latin and Greek.
- Take the ELEX and/or EGEX exams.
- Be able to sight read passages from Vergil and other standard Latin texts.
- Learn all the Latin paradigms.
- Study the differences between classical, medieval, and modern ecclesiastical Latin.
- Continue studies of polyphony and plain chant in Latin.
- Explore maths, history, and science texts in Latin.

Leaving Certificate

Age and focus

Ages 16-18

The standard leaving cert syllabus is followed. Students can choose to take the classical studies, Latin and/or Greek exams.

Learning Objectives – Classical Studies Leaving Cert

For students who excel in classical languages, the teacher will encourage them to sit the Latin leaving certificate exam. For exceptional students who wish to pursue a relevant career, the Greek exam could also be taken. Classical studies can be offered as an option for all students with the necessary maturity to grapple with the immoral aspects of Greek and Roman culture.

- explore a range of authentic, adapted and confected Latin texts in a variety of genres and formats.
- recognise a range of lexical items at the level of words, expressions and collocations in context.
- pronounce Latin words, phrases and sentences accurately enough to be understood, with appropriate intonation and rhythm.
- explore vocabulary and grammatical rules by completing and transforming phrases and sentences in Latin.
- create accurate and idiomatic translations of Latin sentences and passages.
- evaluate information contained in Latin texts for a particular purpose.
- describe the content and structure of Latin texts in a range of ways.
- evaluate different translations of a Latin text.
- appreciate distinctive features and aims of Latin texts.
- make sense of unfamiliar Latin words and word forms by

considering the constituent parts of the word and the immediate and wider context.

- recognise a range of linguistic patterns and structures in Latin and explain their use in context.
- explain the reasoning that led them to a specific interpretation of a Latin phrase or sentence.
- effectively use Latin language resources, to establish the meaning of words, phrases and sentences.
- monitor and assess their own language confidence, language learning strategies and utilisation of learning resources,
- recognise similarities and differences in the way concepts are expressed and understood across different languages.
- compare and contrast the languages they know to support their comprehension of Latin texts
- investigate the etymology of words derived from Latin in other languages they know
- assess how Latin word choice, syntax, grammar and text structure may vary with genre, purpose, context, and period.
- give a response to Latin texts in a range of ways.
- research the context of Latin texts and their authors.
- explain specific aspects of a Latin text with reference to the text's various contexts.
- employ close reading to support their interpretation of a Latin text with reference to the words of the text.
- consider the significance a literary text has for its audience.
- examine examples of reception of a Latin literary text.
- appreciate the continued importance of Latin as a language of literature, learning, science and religion over time, across the world and in Ireland
- research and discuss aspects of the regions, communities and cultures who have used Latin.
- examine aspects of the diverse cultural heritage and daily life of ancient Rome and the Roman world
- examine what we can learn from Latin texts about Roman values and attitudes.
- critically discuss aspects of Roman society, history, politics and culture.
- use Latin texts to examine Roman cultural identity and self-representation and critically reflect on how their own perceptions, biases and assumptions inform their understanding of Roman society.

Music

Junior Cycle

Age and focus

Age 12-15

Developing music reading, rhythm, pitch, theory knowledge, singing, and aural skills.

Learning Objectives – Music Junior Cycle

In this course, students explore music theory, solfege, and singing to build a solid foundation in reading, writing, and performing music. Lessons focus on rhythm, pitch, notation, and listening skills, helping students apply theory practically through singing and vocal exercises. Students gain confidence in musical knowledge while developing expression, accuracy, and creativity.

- Read and write music notation, including note names, durations, and rests.
- Develop rhythm and timing skills through clapping, tapping, and vocal exercises.
- Apply solfege to identify pitches, sing scales, and sight-read melodies.
- Sing with accurate pitch, rhythm, and expression, applying theoretical knowledge.
- Develop listening skills to recognise intervals, melodies, and rhythmic patterns.
- Explore dynamics, phrasing, and articulation in singing.

Example Concrete Activities

- Sight-sing short melodies using solfege or note names.
- Clap, tap, or vocalise rhythm patterns from notation.
- Identify notes and intervals on the staff in treble and bass clefs.
- Compose simple rhythm or melody exercises applying theory knowledge.
- Perform short songs individually or in small groups, demonstrating pitch, rhythm, and expressive skills.
- Combine singing with solfege and rhythm exercises to reinforce musical understanding.

Leaving Certificate

Age and focus

Ages 16-18

Developing advanced music theory, solfege, aural skills, and expressive singing.

Learning Objectives – Music Leaving Cert

In this course, students deepen their understanding of music through advanced theory, solfege, and singing practice. Lessons focus on reading, writing, and analysing music, while applying theoretical knowledge practically through vocal exercises and performance. Students develop confidence, precision, and musical expression, preparing them for Leaving Cert assessment and lifelong musicianship.

- Read, write, and analyse complex music notation, including key signatures, rhythms, intervals, and harmony.
- Apply solfege to sight-sing melodies and reinforce pitch accuracy.
- Develop advanced aural skills, including recognizing intervals, rhythms, and harmonic structures.
- Sing with accurate pitch, rhythm, dynamics, and expressive phrasing.
- Apply theoretical understanding to vocal performance and musical interpretation.
- Explore compositional ideas and improvisation using learned theory concepts.

Example Concrete Activities

- Sight-sing more complex melodies using solfege or note names.
- Analyse music excerpts for rhythm, pitch, intervals, and harmonies.
- Practice vocal exercises emphasizing dynamics, phrasing, and articulation.
- Compose short melodic or rhythmic exercises applying theoretical knowledge.
- Perform songs individually or in groups, demonstrating both technical accuracy and expressive interpretation.
- Combine singing with rhythmic exercises or solfege drills to reinforce theory and aural skills.

Art

Junior Cycle

Age and focus

Age 12-15

Independent creativity, visual research, critical thinking, and portfolio development.

At this stage, students refine their technical skill, deepen their understanding of art history, and explore their own artistic voice.

Learning Objectives _ Art Junior Cycle

Practical Art Skills

- Develop **drawing and observation** skills with attention to proportion, perspective, tone, and accuracy.
- Study **form and value**, learning how light and shadow create depth and realism.
- Apply **colour theory** (hue, tint, tone, shade) to produce balanced, expressive work.
- Experiment with **mixed media** (graphite, charcoal, ink, watercolour, acrylic, collage).
- Work in **3D materials** — clay, wire, and mixed media — to explore structure, texture, and form.
- Use **sketchbooks** to plan, research, record, and reflect on progress.

Art History and Appreciation

- Study key periods and movements, from the **Stone Age** to the **Modern era**, understanding how artistic styles evolved.
- Examine the work of major artists (e.g. Leonardo da Vinci, Michelangelo, Raphael, Caravaggio, Rembrandt).
- Recognise how art reflects social, spiritual, and cultural contexts.

Personal Creativity and Expression

- Develop an individual style informed by observation and imagination.
- Create work inspired by personal interests, memories, or social themes.
- Communicate ideas, emotions, and viewpoints visually with purpose.

Critical Thinking and Evaluation

- Reflect critically on their own and others' artwork.
- Use appropriate vocabulary to describe media, technique, and meaning.
- Understand assessment criteria: **composition, use of media, and expression.**

Leaving Certificate

Age and focus

Ages 16-18

Irish Leaving Certificate.

At Senior Cycle, students consolidate their artistic

Learning Objectives – Art Leaving Cert

Practical Art and Visual Research

- Demonstrate independent investigation of themes through drawing, experimentation, and media exploration.

skills and personal expression through focused project work. They develop an understanding of art as both a creative process and a means of communication, preparing for assessment in Practical Coursework, Art History and Appreciation, and Visual Studies.

- Develop original concepts for a final realised work, showing evidence of research, idea development, and refinement.
- Apply advanced techniques in drawing, painting, printmaking, sculpture, photography, or digital media.
- Maintain a sketchbook / visual journal to record ideas, evaluate progress, and document influences.
- Explore the relationship between form, composition, texture, and light to communicate ideas effectively.
- Select and manipulate appropriate materials and techniques to express a clear artistic intention.

Design and Creative Problem Solving

- Apply design thinking to plan, test, and resolve visual ideas.
- Produce design work that demonstrates awareness of audience, function, and purpose (e.g. graphic, textile, or environmental design).
- Evaluate the effectiveness of design outcomes using critical reflection and peer feedback.

Art History and Appreciation

- Develop a broad understanding of Irish and European art traditions, from prehistoric to contemporary periods.
- Examine art movements and styles (e.g. Renaissance, Impressionism, Modernism, and Contemporary Art) and their cultural and social contexts.
- Study a range of Irish artists, designers, and craftspeople, understanding their contribution to visual culture.
- Analyse works of art using appropriate terminology — considering composition, technique, meaning, and historical context.
- Make connections between artworks, time periods, and ideas, showing an informed personal response.

Personal Expression and Thematic Development

- Develop a personal response to a given theme (as in the Leaving Certificate Coursework Brief).
- Show creativity and originality in interpreting and expressing ideas visually.
- Integrate primary and secondary source material effectively to support the development of the final piece.

Physics

Junior Cycle

Age and focus

Age 12-15

At the junior cycle phase, students explore physical patterns, technological applications, and impacts, measure key quantities, use instruments, and design energy-transforming devices while analysing energy changes and improving efficiency.

Learning Objectives – Physics Junior Cycle

- Investigate patterns and relationships between physical observables.
- Research and discuss a technological application of physics in terms of scientific, societal and environmental impact.
- Identify and measure/calculate length, mass, time, temperature, area, volume, density, speed, acceleration, force, potential difference, current, resistance, electrical power.
- Select and use appropriate measuring instruments
- Design, build, and test a device that transforms energy from one form to another in order to perform a function; describe the energy changes and ways of improving.

Leaving Certificate

Age and focus

Ages 16-18

At the Leaving Certificate level, students deepen their understanding of physics principles, apply quantitative reasoning, develop inquiry and laboratory skills, use ICT safely, analyse and communicate data, and evaluate physics' ethical, environmental, and societal implications.

Learning Objectives – Physics Leaving Cert

- Enable learners to build on their existing knowledge and understanding of physics terminology, facts, principles and methods and to develop the skills needed to apply this knowledge and understanding to familiar and unfamiliar situations
- To develop an understanding of the quantitative nature of physics and how mathematical expressions relate to physics principles
- Develop skills in scientific enquiry including the ability to interpret and analyse qualitative and quantitative data from different sources and to consider the validity and reliability of data in presenting and justifying conclusions
- Develop skills in laboratory procedures and techniques, including the use of ICT, carried out with due regard for safety, together with the ability to assess the uses and limitations of these procedures through engagement in a wide variety of practical activities
- Develop the ability to explain, evaluate and communicate the results of their experimental and investigative activities in verbal, graphical and mathematical form, using ICT where appropriate
- Encourage learners to develop a deeper understanding of the ethical, historical, environmental, and technological aspects of physics, and how physics contributes to the social and economic development of society
- Develop in learners' qualities that enable them to make informed conclusions about contemporary physical and environmental issues, including those that raise ethical questions.

French

Junior Cycle

Age and focus

Age 12-15

Listening and repetition; processing and output; originality and spontaneity; Catholic France.

Learning Objectives – French Junior Cycle

Students continue input and repetition, the **grammar and logic** stages of learning the language, but now the **rhetoric** stage is added, with major emphasis on speaking. They are encouraged to speak as much as possible and consolidate the spoken class work with written exercises for homework. They are asked to “invent” their own texts, thus finally conveying their own thoughts in the foreign language.

- All the exercises practised in primary will be continued.
- More complex grammar is introduced: past participles, future and conditional tenses. Direct and indirect object pronouns; subjunctive.
- Speaking skills to be developed so that students can answer and pose questions without being warned in advance of the content – emphasis on spontaneity.
- Major emphasis also on listening comprehension exercises.
- Cultural awareness, specifically of Catholic France – the France of Jean d’Arc, the Vendée and the Sacred Heart. The Leaving Certificate will portray a secular and uninspiring France so it is vital that junior cycle years are spent discovering the country’s true history and culture.

Leaving Certificate

Age and focus

Ages 16-18

At the Leaving Certificate level, French students refine listening, reading, speaking, and writing skills, expand grammar and vocabulary, explore cultural themes, develop language awareness, apply learning strategies, and demonstrate fluency, accuracy, and cultural understanding across varied communicative contexts. Students may choose the Ordinary or Higher pathways.

Learning Objectives – French Leaving Cert

The four language skills:

- Listening: Understand spoken French in everyday and formal contexts.
- Reading: Comprehend written texts (articles, letters, stories) and infer meaning.
- Speaking: Communicate effectively in conversation and discussion.
- Writing: Produce written French with accuracy, variety, and appropriate tone.

Grammar and Vocabulary

- Master key grammatical structures (tenses, pronouns, agreements, sentence order).
- Build a wide vocabulary for familiar and abstract topics.
- Apply correct spelling, punctuation, and syntax in all skills.

Themes and Cultural Context

- Engage with themes such as family, education, leisure, environment, media, and society.
- Develop cultural awareness of life in French-speaking countries.
- Discuss social and global issues using relevant vocabulary and expressions.

Language Awareness

- Understand how French works as a system — structure, register, and style.
- Recognise differences between spoken and written French.
- Reflect on similarities and differences between French and English (or Irish).

Learning and Communication Strategies

- Use strategies for learning independently (note-taking, using dictionaries, practising listening).
- Employ communication techniques to manage conversation and overcome gaps in knowledge.
- Develop confidence and fluency through regular practice and exposure.

6. Assessment Focus

- Demonstrate accuracy, fluency, and clarity across all skills.
- Use appropriate style and register for task and audience.
- Show coherence, range, and control of language in both spoken and written forms.

Spanish

Junior Cycle

Age and focus

Age 12-15

Students are assumed to begin learning Spanish as complete beginners, and therefore a more consolidated approach to learning the language is taken.

Learning Objectives – Spanish Junior Cycle

In the first year, students begin the **grammar stage** of learning Spanish — a time of input and joyful repetition.

- They listen, look, and repeat without pressure to memorise perfectly, building familiarity with the language's rhythm and sound.
- Through stories, songs, prayers, and simple comic books read and translated aloud, they start to love both the Spanish language and its rich Catholic culture.
- They practise saying and writing simple words: nouns, articles, verbs, pronouns, and adjectives.

As they progress into the second year, the **logic stage**, students grow in understanding, accuracy, and appreciation of the beauty of the language and its faith-filled heritage. They begin:

- Learning and applying basic grammar and spelling rules, using them to build short, accurate sentences.
- Listening to native speakers.
- Dictation.
- Translating simple phrases between English and Spanish.

By year three, the **rhetoric** stage is added, with major emphasis on speaking.

- They are encouraged to speak as much as possible and consolidate the spoken class work with written exercises for homework.
- They are asked to “invent” their own texts, thus finally conveying their own thoughts in the foreign language.
- Learn about the rich Catholic culture, such as *Las Posadas*, *Semana Santa*, and *El Camino de Santiago* and the many shrines in Spain.

Leaving Certificate

Age and focus

Ages 16-18

At the Leaving Certificate level, Spanish students refine listening, reading, speaking, and writing skills, expand grammar and vocabulary, explore cultural themes, develop language awareness, apply learning strategies, and demonstrate fluency, accuracy, and cultural understanding across varied communicative contexts. Students may choose the Ordinary or Higher pathways.

Learning Objectives – Spanish Leaving Cert

The four language skills:

- Listening: Understand spoken Spanish in everyday and formal contexts.
- Reading: Comprehend written texts (articles, letters, stories) and infer meaning.
- Speaking: Communicate effectively in conversation and discussion.
- Writing: Produce written Spanish with accuracy, variety, and appropriate tone.

Grammar and Vocabulary

- Master key grammatical structures (tenses, pronouns, agreements, sentence order).
- Build a wide vocabulary for familiar and abstract topics.
- Apply correct spelling, punctuation, and syntax in all skills.

Themes and Cultural Context

- Engage with themes such as family, education, leisure, environment, media, and society.
- Develop cultural awareness of life in Spanish-speaking countries.
- Discuss social and global issues using relevant vocabulary and expressions.

Language Awareness

- Understand how Spanish works as a system — structure, register, and style.
- Recognise differences between spoken and written Spanish.
- Reflect on similarities and differences between Spanish and English (or Irish).

Learning and Communication Strategies

- Use strategies for learning independently (note-taking, using dictionaries, practising listening).
- Employ communication techniques to manage conversation and overcome gaps in knowledge.
- Develop confidence and fluency through regular practice and exposure.

6. Assessment Focus

- Demonstrate accuracy, fluency, and clarity across all skills.
- Use appropriate style and register for task and audience.
- Show coherence and control of spoken and written forms.

Italian

Junior Cycle

Age and focus

Age 12-15

Students begin learning Italian as complete beginners, following a gradual, classical approach.

Learning Objectives – Italian Junior Cycle

Year 1 – Grammar Stage

Students start the **grammar stage** — a time of input and joyful repetition.

- They listen, look, and repeat without pressure, building familiarity with Italian's rhythm and sound.
- Through stories, songs, prayers, and simple comic books read and translated aloud, they grow to love the language and its Catholic culture.
- They explore Italian culture through folklore and literature.
- They practise saying and writing simple words: nouns, articles, verbs, pronouns, and adjectives.

Year 2 – Logic Stage

Students move into the logic stage, developing understanding, accuracy, and appreciation of Italian and its faith-filled heritage. They:

- Learn and apply grammar and spelling rules to build short sentences.
- Listen to native speakers and practise dictation.
- Translate simple phrases between English and Italian.
- Begin engaging with classic Italian literature, including *Pinocchio*.

Year 3 – Rhetoric Stage:

In the rhetoric stage, there is an emphasis on speaking and creativity.

- Students speak as much as possible, consolidating spoken work with written exercises.
- They “invent” their own texts, expressing personal thoughts in Italian.
- They explore Catholic culture, including papal history, *Settimana Santa*, and famous shrines and basilicas.
- They deepen cultural understanding through literature, folklore, and the *Divine Comedy* of Dante and *Pinocchio*.

Leaving Certificate

Age and focus

Ages 16-18

At the Leaving Certificate level, Italian students refine listening, reading, speaking, and writing skills, expand grammar and vocabulary, explore cultural themes, develop language awareness, apply learning strategies, and demonstrate fluency, accuracy, and cultural understanding across varied communicative contexts. Students may choose the Ordinary or Higher pathways.

Learning Objectives – Italian Leaving Cert

The four language skills:

- Listening: Understand spoken Italian in everyday and formal contexts.
- Reading: Comprehend written texts (articles, letters, stories) and infer meaning.
- Speaking: Communicate effectively in conversation and discussion.
- Writing: Produce written Italian with accuracy, variety, and appropriate tone.

Grammar and Vocabulary

- Master key grammatical structures (tenses, pronouns, agreements, sentence order).
- Build a wide vocabulary for familiar and abstract topics.
- Apply correct spelling, punctuation, and syntax in all skills.

Themes and Cultural Context

- Engage with themes such as family, education, leisure, environment, media, and society.
- Develop cultural awareness of life in Italy.
- Discuss social and global issues using relevant vocabulary and expressions.

Language Awareness

- Understand how Italian works as a system — structure, register, and style.
- Recognise differences between spoken and written Italian.
- Reflect on similarities and differences between Italian and English (or Irish).

Learning and Communication Strategies

- Use strategies for learning independently (note-taking, using dictionaries, practising listening).
- Employ communication techniques to manage conversation and overcome gaps in knowledge.
- Develop confidence and fluency through regular practice and exposure.

6. Assessment Focus

- Demonstrate accuracy, fluency, and clarity across all skills.
- Use appropriate style and register for task and audience.
- Show coherence and control of spoken and written forms.

German

Junior Cycle

Age and Focus

Ages 12–15

Students begin learning German as complete beginners, following a gradual classical approach.

Learning Objectives

Year 1 – Grammar Stage

Students start the grammar stage – a time of input and joyful repetition.

1. They listen, look and repeat without pressure, building familiarity with German's rhythm and sound.
2. Through stories, songs, prayers and poems read and translated aloud, they learn to love the language and its literary legacy.
3. They explore German, Austrian and Swiss culture through folklore and literature.
4. They practice saying and writing simple words: nouns, articles, verbs, pronouns and adjectives.

Year 2 – Logic Stage

Students move into the logic stage, developing understanding, accuracy and appreciation of German and its poetical heritage.

They:

5. Learn and apply grammar and spelling rules to build short sentences.
6. Listen to native speakers and practice dictation.
7. Translate simple phrases between English and German.
8. Begin engaging with classic German literature, including the Grimm Brothers' fairy tales and Goethe's *Erlikönig*.

Year 3 – Rhetoric Stage

In the rhetoric stage, there is an emphasis on speaking and creativity.

9. Students speak as much as possible, consolidating spoken work with written exercises.
10. They “invent” their own texts, expressing personal thoughts in German.
11. They explore Germanic history and culture, including the lives of German saints (Hildegard von Bingen, Albert the Great) and the German-Swiss-Austrian contribution to music and literature.
12. They deepen cultural understanding through poetry and literature, in particular in the works of Goethe, Hermann Hesse and Michael Ende.

Leaving Certificate

Age and Focus

Ages 16-18

At the Leaving Certificate level, German students refine listening, reading, speaking and writing skills, expand grammar and vocabulary, explore cultural themes, develop language awareness, apply learning strategies, and demonstrate fluency, accuracy, and cultural understanding across varied communicative contexts. Students may choose the Ordinary or Higher Level pathways.

Learning Objectives – German Leaving Cert

The four language skills:

13. Listening: Understand spoken German in everyday and formal contexts.
14. Reading: Comprehend written texts (articles, letters, stories) and infer meaning.
15. Speaking: Communicate effectively in conversation and discussion.
16. Writing: Produce written German with accuracy, variety and appropriate tone.

Grammar and Vocabulary

17. Master key grammatical structures (tenses, pronouns, agreements, sentence order).
18. Build a wide vocabulary for familiar and abstract topics.
19. Apply correct spelling, punctuation, and syntax in all skills.

Themes and Cultural Context

20. Engage with themes such as family, education, leisure, environment, media and society.
21. Develop cultural awareness of life in Germany, Austria and Switzerland.
22. Discuss social and global issues using relevant vocabulary and expressions.

Language Awareness

23. Understand how German works as a system – structure, register and style.
24. Recognise differences between spoken and written German.
25. Reflect on similarities and differences between German and English (or Irish).

Learning and Communication Strategies

26. Use strategies for learning independently (note-taking, using dictionaries, practising listening).
27. Employ communication techniques to manage conversation and overcome gaps in knowledge.
28. Develop confidence and fluency through regular practice and exposure.

Assessment Focus

29. Demonstrate accuracy, fluency and clarity across all skills.
30. Use appropriate style and register for task and audience.
31. Show coherence and control of spoken and written forms.

Cnoc Mhuire Classical Academy

Seeking Truth, Goodness and Beauty

Primary and secondary education in Connacht

Catholic Teachers

Our ethos comes from the Magisterium of the Catholic Church and all our teachers are committed Catholics.



Classical Education

Our curriculum is based on the Trivium: grammar, logic and rhetoric; and the quadrivium: geometry, music, arithmetic and astronomy.

Leaving Certificate

The Leaving Certificate is an integral part of our senior cycle curriculum. We mentor our students to choose subjects adapted to their interests and strengths, and give them all the necessary formation to sit the exams.



In-person teaching

All our teachers live locally and travel to the academy to give face-to-face classes. Our small classes enable teachers to closely follow the progress of each student.

Practical life skills

From woodwork and cooking to gardening, housework, and sewing, students also learn the hands-on skills that build confidence and independence.



www.cnocmhuireclassical.com