

Religious Education Scope and Sequence 7-10



Year 7 Level Description

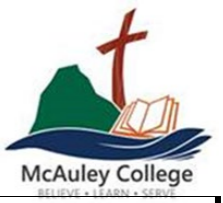
The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue. Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally. Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.

Year 7 Achievement Standards

By the end of Year 7, students evaluate how sacred texts influence the life of believers. They consider how sacred texts reflect the audience, purpose and context of their human authors. They consider and draw conclusions about the significance of sacred texts for the faith journey of believers. Students examine and explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally. Students differentiate ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They investigate the beginnings of the Christian faith (c. 6 BCE – c. 650 CE) and explain the role of key people and events in its development. They determine some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). They propose reasons for change and continuity in the life of the Church and religious communities over time and place. Students evaluate and draw conclusions about the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices especially silence and stillness and praying with icons and images.

Year Level	Unit Name/ Inquiry Question	Learning Intention(s)	Content Descriptors	Evidence of Learning Task(s)
7 Term 1	<i>Our College Foundations</i>	<ul style="list-style-type: none"> Students differentiate ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They investigate the beginnings of the Christian faith and explain the role of key people and events in its development. They participate respectfully in a variety of prayer experiences including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina 	<ul style="list-style-type: none"> The writings and key messages of the founders of religious orders influence the way of life of religious communities (e.g. prayer life, apostolate, dress, spiritual practices, beliefs, symbols, daily life). (STCW8) Analyse and explain how the way of life of religious communities has been influenced by the writings and key messages of the founders. Prayer including Our Father Catherine McAuley and the Mercy Tradition McAuley College values 	<p>Multi-modal presentation on Prayer</p> <p>Extended writing using PEEL</p>
	<i>Apostles Creed</i>	<ul style="list-style-type: none"> Students examine and explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally. They propose reasons for change and continuity in the life of the Church and religious communities over time and place 	<ul style="list-style-type: none"> There are a variety of ways to pray with scripture, including Lectio Divina (Benedictine tradition) (CLPS19) Participate respectfully in meditative prayer, including praying with scripture The Creeds of the ancient Churches, including the Apostles Creed and Nicene Creed, expressed the Christian understanding of God. Through the Creeds, Christians are linked with the faith of believers throughout history. (BETR9) 	Research booklet
7 Term 2	<i>Heroes of the Bible</i>	<ul style="list-style-type: none"> students evaluate how sacred texts influence the life of believers. They consider how sacred texts reflect the audience, purpose and context of their human authors. They consider and draw conclusions about the significance of sacred texts for the faith journey of believers. They determine some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). 	<ul style="list-style-type: none"> Contextual information (literary form, historical and cultural context and human author's intention) assists the reader to gain deeper awareness of texts. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). (STOT12) Three Worlds of the Text and Literary forms The monotheistic religions (Christianity, Judaism and Islam) share common beginnings of faith which are found in the patriarchs, Moses and the prophets. (BEWR8) Geographic areas of the HT Abrahamic Covenant 	<p>Task sheets for both secular text and scripture for the 3 Worlds of the Text</p> <p>Research booklet/report</p>
7 Term 3	<i>Touchstones of Catholicism</i>	<ul style="list-style-type: none"> Students evaluate and draw conclusions about the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally They participate respectfully in meditative prayer practices especially silence and stillness and praying with icons and images. 	<ul style="list-style-type: none"> The Church's liturgical year is told through a framework of different seasons (Advent, Christmas, Lent, Easter, Pentecost, Ordinary Time) that help believers reflect on Christ's Paschal mystery (the life, death and of Jesus). Each season focuses on a particular aspect of Christ's Paschal mystery and its meaning for believers today. (CHLS10) The Church recognises seven Sacraments as drawn from the life of Jesus and continuing his ministry: Baptism, Confirmation, Eucharist, Penance, 	Extended response assignment

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			<p>Anointing of the Sick, Marriage, Holy Orders. The Church specifies the rituals, ministers and norms for celebrating each Sacrament. All Sacraments, as celebrations of the worshipping community, express and support the journey of faith. Initiation into the Christian community is accompanied by the sacramental rituals of Baptism, Confirmation and Eucharist (CHLS11)</p> <ul style="list-style-type: none"> • New Testament Literary forms • Stages of the Bible formation • Synoptic Gospels • Liturgical colours • Sacraments • Parable skits • Group prayer task • Smiling minds meditation 	
<p>7 Term 4</p>	<p>No Person is an Island</p>	<p>examine and explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally</p>	<ul style="list-style-type: none"> • The Decalogue (Exodus 20:1-20) affirms the relationship between God and humankind. It describes a way of life faithful to God's love. (BEHE7) • Moral choice involves both discernment and judgement and acting according to that judgment. Doing good and avoiding evil is the basic principle of acting according to a properly formed conscience. Sin is a personal act with personal accountability. Sin also has a social dimension as each individual's sin in some way affects others. (CLMF11) • Examine sources (e.g. Church teaching, Word of God, contemporary media, human wisdom) to explain the basic principle of acting according to a properly formed conscience • Concern for the good of the community is a basic principle of Christian morality. According to Church teaching, personal gifts are meant to be at the service of others and of the common good. The good of the community can be protected and promoted in a variety of ways. (CLMJ8) • Format of prayer 	<p>Short response applying information to scenarios</p> <p>Individual multi-modal on prayer</p>

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Year 8 Level Description

The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity. Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

Year 8 Achievement Standards

By the end of Year 8, students consider and organise evidence from Scriptural texts to explain how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ. They describe how words and images are used to represent the mystery of the Trinity. They consider and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets; . Students identify the unique relationship between God and God's people. They identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers.

Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change. They consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church. They consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time. Students evaluate and draw conclusions about the ways in which the Church is present and active in the world today: participation of believers in liturgy and other personal and communal prayer experiences; responding to emerging moral questions; practising the cardinal virtues; and giving witness to the ecumenical spirit. They participate respectfully in a variety of prayer experiences including prayers from The Liturgy of the Hours; praying with scripture; meditative prayer including Augustinian Prayer and Franciscan Contemplative Prayer and meditative prayer practices, including centred breathing and attending to posture.

Year Level	Unit Name/ Inquiry Question	Learning Intention(s)	Content Descriptors	Evidence of Learning Task(s)
8 Term 1	<i>Worlds of the Text</i>	<ul style="list-style-type: none"> Review of Year 7 content on the formation of the Bible and 3 worlds of the text. Explain the ways religious texts become authoritative within the Abrahamic traditions, including- stages of development (lived, oral, written)- authorship - canon 	<ul style="list-style-type: none"> Formation of the Bible 3 Worlds of the Text 	<p>Short answer examination knowledge test</p> <p>Extended response examination</p>
	<i>Catholic Social Teaching</i> <i>The Rohingya Crisis</i>	<ul style="list-style-type: none"> Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change. Students evaluate and draw conclusions about the ways in which the Church is present and active in the world today... responding to emerging moral questions 	<ul style="list-style-type: none"> Investigate ways in which the Church is present and active in the world today (e.g. at a local, regional and global level) and how this work of the Church continues the mission of Jesus and the action of the Holy Spirit. BETR10 Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. A consistent theme in Catholic social teaching is that the good of people be the criterion in making moral judgments about social and economic structures. Praying with scripture is a form of meditative prayer in the Christian tradition. There are a variety of ways to pray with Scripture (Beatitudes) (CLPS21) 	<p>Investigation inquiry method group work</p> <p>Multimodal weebly development and presentation</p>
8 Term 2	<i>What is God like and how do we know?</i>	<ul style="list-style-type: none"> They consider and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets; . Students identify the unique relationship between God and God's people. Students consider and organise evidence from Scriptural texts to explain how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ. 	<ul style="list-style-type: none"> The theme of covenant, as unique relationship between God and God's people, is central to understanding the Old Testament. Old Testament prophets used dramatic actions and challenging messages to call God's people to be faithful to the Covenant. (STOT13) 	Extended Writing
	<i>Lifecycle rituals</i>	<ul style="list-style-type: none"> They identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers. 	<ul style="list-style-type: none"> Examine how Baptism makes a difference to the way in which a person is called to live their life. Identify and explain the significance of the words, actions and symbols used in Baptism (e.g. immersion/pouring of water symbolises the gift of God's saving action in the lives of people). (CHLS12) 	Examination response to stimulus
8 Term 3	<i>Journals</i> <i>Acts of the Apostles</i>	<ul style="list-style-type: none"> They describe how words and images are used to represent the mystery of the Trinity. practising the cardinal virtues; and giving witness to the ecumenical spirit They consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church. 	<ul style="list-style-type: none"> Analyse ideas and images of the Trinity that communicate the fundamental Christian belief of Trinity as expressed in Church teachings (e.g. Scripture, Creeds). Evaluate images of the Trinity and explain how these images express the interrelatedness of Father, Son and Holy Spirit. BETR11 	<p>Short response - Journals</p> <p>Short response Acts of the Apostles worksheets</p> <p>Extended Writing essay</p>

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		<ul style="list-style-type: none"> identifying the impact of the writings and key messages of significant reformers in the Church 	<ul style="list-style-type: none"> In Christian teaching, the cardinal (pivotal) virtues are prudence, justice, fortitude and temperance. Living a virtuous life - 'doing good' – requires knowledge and understanding, practice and perseverance. (CLMF12) Identify and describe some key events in the life of the early Church as related in the Acts of the Apostles, including the birth of the Church at Pentecost (Acts 2:1-13). Identify examples of Jewish practices continued by the early Christians as described in the Acts of the Apostles. (STNT18) 	
		<ul style="list-style-type: none"> They participate respectfully in a variety of prayer experiences including prayers from The Liturgy of the Hours; praying with scripture; meditative prayer including Augustinian Prayer and Franciscan Contemplative Prayer and meditative prayer practices, including centred breathing and attending to posture. 	<p>Participate with respect in a variety of personal and communal prayer experiences, including prayers from The Liturgy of the Hours. CLPS20</p> <p>Develop Ignatian Contemplation prayers using scriptures</p>	<p>Multimodal</p> <p>Journal entry – Ignatian Contemplation</p> <p>Presentation to class</p>
8 Term 4	<i>Jesus' Mission</i>	<ul style="list-style-type: none"> students consider and organise evidence from Scriptural texts to explain how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ 	<ul style="list-style-type: none"> Scripture recounts God's saving plan for all creation. Christians believe that God's saving plan was accomplished through the life, death and resurrection of Jesus Christ. Believers become part of God's saving plan through their faith and actions. 	<p>Inquiry task</p>
		<ul style="list-style-type: none"> participation of believers in liturgy and other personal and communal prayer experiences 	<ul style="list-style-type: none"> Participate with respect in a variety of personal and communal prayer experiences, including prayers from The Liturgy of the Hours. CLPS20 	<p>Multimodal prayer presentations</p>

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Year 9 Level Description

The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths. Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

Year 9 Achievement Standards

By the end of Year 9, students evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers. They consider and decide how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts. They analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam). They examine three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus. Students demonstrate an understanding of the co-existence of good and evil in the world throughout human history. They propose their own interpretation about the experience of sin in the world. They analyse the causes and effects of events and developments in the Church from c. 1750 CE – c. 1918 CE and draw conclusions about their importance. They analyse perspectives in the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual's moral behaviour and on the Church's response to emerging moral questions.

Students consider ways in which believers live their Christian vocation. They evaluate and draw conclusions about the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick), in the lives of believers past and present. They distinguish between the participation of believers in the priestly, prophetic and kingly work of Jesus Christ. Students differentiate ways in which believers nurture their spiritual lives through personal and communal prayer experiences including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing especially the Penitential Act; Christian Meditation and meditative prayer practices, especially praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

Year Level	Unit Name/ Inquiry Question	Learning Intention(s)	Content Descriptors	Assessment Task(s)
9 Term 1	<i>The truths of Sacred Text</i>	<ul style="list-style-type: none"> They consider and decide how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts 	<ul style="list-style-type: none"> Research and examine the different textual features of the four primary sources for the stories and traditions in the Pentateuch (J, E, D, P). Analyse and examine selected texts from the Pentateuch. (STOT14) Investigate the main features of form criticism (classification of texts into text types, structure of texts, function of text in terms of intended audience) and narrative criticism (the story aspect of the text e.g. plot, setting, characters, literary techniques). Analyse text structures and language features of selected miracle stories and parables using form criticism and narrative criticism. (STNT19) 	<p>Short response worksheets</p> <p>Inquiry task – Report.</p>
	<i>Faces of Faith - Prayer</i>	<ul style="list-style-type: none"> Participate with respect in a variety of personal and communal prayer experiences, including prayers for forgiveness and healing. Analyse and explain the features of prayers from the Catholic and wider Christian traditions, (e.g. language, vocabulary, images, purpose, context, structures, patterns, style). Identify and discuss the relevance of prayers from the Catholic and wider Christian traditions for people today. 	<ul style="list-style-type: none"> Participate with respect in a variety of personal and communal prayer experiences, including prayers for forgiveness and healing. Analyse and explain the features of prayers from the Catholic and wider Christian traditions (e.g. language, vocabulary, images, purpose, context, structures, patterns, style). Identify and discuss the relevance of prayers from the Catholic and wider Christian traditions for people today.(CLPS22) 	<p>Multimodal prayer presentations</p>
9 Term 2	<i>Forgiveness and Healing</i>	<ul style="list-style-type: none"> Students consider ways in which believers live their Christian vocation. They evaluate and draw conclusions about the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick), in the lives of believers past and present. 	<ul style="list-style-type: none"> Examine and explain the significance of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers. Describe how Jesus' healing, care and compassion (Mark1:29-31; Mark1:40-50; Luke 5:12-16) are continued today through the Sacraments of Healing. Identify patterns of change and continuity over time in the celebration of the Sacrament of Penance. Examine and explain the significance of the three forms of penance in the lives of believers. CHLS14 	<p>Short response worksheets</p>
	<i>Justice for some</i>	<ul style="list-style-type: none"> Students demonstrate an understanding of the co-existence of good and evil in the world throughout human history. They propose their own interpretation about the experience of sin in the world. They analyse perspectives in the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual's moral behaviour and on the Church's response to emerging moral 	<ul style="list-style-type: none"> Analyse and evaluate different perspectives on the dignity of the human person and human rights and responsibilities Make judgements about behaviour towards one self and others, based on two key principles of Catholic social teaching, namely respect for the dignity of the human person and human rights and responsibilities. (CLMF13) Identify examples of good and evil co-existing throughout human history. Make connections between the experience of sin throughout human history, God's gift of free will to humanity and the imperfect 	<p>Extended Writing – comparative essay</p>

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		questions.	nature of God's created world. Express ideas about the experience of sin in the world, using evidence identified in sources. BEHE9	
9 Term 3	<i>G-d, God and Allah</i>	<ul style="list-style-type: none"> Students analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam). They examine three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus. 	<ul style="list-style-type: none"> The Incarnation, Resurrection and Ascension of Jesus are foundational beliefs of Christianity. Express ideas about the relevance and consequences of these foundational beliefs of Christianity for believers today. Explain why Christianity, Judaism and Islam can be defined as monotheistic religions. Examine and discuss the understanding of God/Allah/G*d in the monotheistic traditions that is reflected in the core beliefs and practices of the religion. BEWR10 	Short answer and response to stimulus exam for Christianity and also for Islam
9 Term 4	<i>Priest, Prophet and King</i>	<ul style="list-style-type: none"> They distinguish between the participation of believers in the priestly, prophetic and kingly work of Jesus Christ 	<ul style="list-style-type: none"> Examine different ways that lay people participate in the priestly, prophetic and kingly work of Jesus Christ, providing contemporary examples of how they live their Christian vocation. CHPG10 	Workbook and short answer response.
	<i>Why do they do that?</i>	<ul style="list-style-type: none"> They analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam). students evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers as demonstrated in initiation rituals 	<ul style="list-style-type: none"> Explain why Christianity, Judaism and Islam can be defined as monotheistic religions. Examine and discuss the understanding of God/Allah/G*d in the monotheistic traditions that is reflected in the core beliefs and practices of the religion. BEWR10 	Inquiry Research Report

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Year 10 Level Description

The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God). Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Cantic of Creation; and meditative prayer practices, including praying with the help of nature.

Year 10 Achievement Standards

By the end of Year 10, students describe how the mystery of God can be named, encountered and better understood. They describe how humans express an understanding of God or the 'Other' as revealed in creation. They differentiate between the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) and describe and identify how these reflect the human understanding of God or the 'Other'. Students identify different representations of God from a range of sacred texts for a modern Australian context. They use evidence from Old Testament and New Testament texts to differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context. They analyse perspectives in a range of Christian spiritual writings searching for the mystery of God in the midst of world events and the course of human history. Students evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to human and environmental ecology. They consider the significance of various sources that guide the Church's action in the world, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience. They create responses to a contemporary moral question using evidence from these various sources to support their responses. Students consider the significance of various sources that nourish the spiritual life of believers including; the Eucharist, the Peace Prayer of St Francis, The Magnificat, the Cantic of Creation, contemplative prayer, centering prayer and meditative prayer including Lectio of Nature and individual and communal prayer for justice, peace and the environment. They participate respectfully in a variety of personal and communal prayer experiences including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices including praying with the help of nature.

Year Level	Unit Name/ Inquiry Question	Learning Intention(s)	Content Descriptors	Assessment Task(s)
10 Term 1	<i>The nature of God and Religion 1</i>	<ul style="list-style-type: none"> students describe how the mystery of God can be named, encountered and better understood. They describe how humans express an understanding of God or the 'Other' as revealed in creation. They differentiate between the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) and describe and identify how these reflect the human understanding of God or the 'Other'. Students identify different representations of God from a range of sacred texts for a modern Australian context 	<ul style="list-style-type: none"> Identify and explore the message of the prophets (including Isaiah 49:1-7, 8-13) that revealed God's unending love and mercy to the people of Israel. Select appropriate textual evidence from New Testament writings (including Ephesians 2:4-10, 1 John 4:4-12, Colossians 3:12) that reveal God's unending love and mercy. Use scriptural references (including Matthew 9:35-36 // Mark 6:32-34) to provide a reasoned explanation of the Christian belief that God's mercy and love is expressed fully through the person of Jesus. BETR13 Identify the core beliefs of the major world religions and the religious practices that reflect these beliefs. Interpret how the importance of the founding figures is reflected in the celebrations of the world religions, including Islam, Buddhism or Hinduism. Explain how the diversity of the beliefs and practices of the major world religions reflects the human understanding of God or the 'Other'. BEWR11 Identify and explain how the mystery of God can be named and understood through the experience of the created world. Evaluate the possibilities and limitations of human language and concepts in expressing the mystery of God. BEHE10 	<p>Response to Stimulus Exam – Christianity/Judaism</p> <p>Research task - Islam</p>
	<i>Prayer</i>	Students analyse how the nature of the Christian God is presented in Art.	<ul style="list-style-type: none"> They continue to develop their understanding of prayer in the Christian tradition 	Small Group presentations
10 Term 2	<i>Church – life and language</i>	<ul style="list-style-type: none"> Students consider the significance of various sources that nourish the spiritual life of believers including; the Eucharist 	<ul style="list-style-type: none"> Analyse and summarise some of the key historical and scriptural foundations for the Eucharist. Explain some ways in which those who share the Eucharist commit themselves to carry on Jesus' mission in the world. Explore the prayers and actions in the Mass that express reconciliation and forgiveness. Prepare a case for the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers. CHLS15 Describe the nature of the Church's authority as based on its scriptural origins, including Matthew 18:15-20. Explain different ways in which the Church's authority is exercised. CHPG11 	Short Essay – Apply concepts/models of 'church' to McAuley College
	<i>The nature of God and Religion 2</i>	<ul style="list-style-type: none"> They differentiate between the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) and 	<ul style="list-style-type: none"> Identify the core beliefs of the major world religions and the religious practices that reflect these beliefs. Interpret how the importance of the founding figures is reflected in the celebrations of the world 	Response to Stimulus Exam – Buddhism

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		describe and identify how these reflect the human understanding of God or the 'Other'.	<p>religions, including Islam, Buddhism and Hinduism. Explain how the diversity of the beliefs and practices of the major world religions reflects the human understanding of God or the 'Other'. BEWR11</p> <ul style="list-style-type: none"> Identify and explain how the mystery of God can be named and understood through the experience of the created world. Evaluate the possibilities and limitations of human language and concepts in expressing the mystery of God. BEHE10 	
		<ul style="list-style-type: none"> Students participate in the Peace Prayer of St Francis, The Magnificat, the Canticle of Creation, contemplative prayer, centering prayer and meditative prayer including Lectio of Nature and individual and communal prayer for justice, peace and the environment. 	<ul style="list-style-type: none"> Participate with respect in a variety of personal and communal prayer experiences, including prayers for justice, peace and the environment. Analyse and explain the features of prayers from the Catholic and wider Christian traditions, including The Prayer of St Francis, The Magnificat, and The Canticle of Creation (e.g. language, vocabulary, images, purpose, context, structures, patterns, style). CLPS24 	N/A
10 Term 3	<i>Do I have the courage to act?</i>	<ul style="list-style-type: none"> Students analyse perspectives in a range of Christian spiritual writings searching for the mystery of God in the midst of world events and the course of human history. Students evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to human and environmental ecology. They consider the significance of various sources that guide the Church's action in the world, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience. Students create responses to a contemporary moral question using evidence from these various sources to support their responses. 	<ul style="list-style-type: none"> Explain how the formation of conscience for Christians is guided by prayer and reflection on the Word of God, the life and teaching of Christ, the witness and advice of others, and the authoritative teaching of the Church. Articulate and justify a response to a contemporary moral issue, guided by key considerations in the formation of conscience for Christians. CLMF14 Explain different viewpoints, attitudes and perspectives about particular examples of economic order and structure (e.g. access to employment, conditions of labour, discrimination in the workforce) through the development of cohesive and logical arguments, informed by the principles of Catholic social teaching. Articulate their own understanding of the nature and purpose of human work, informed by the principles of Catholic social teaching. CLMJ11 	Choice – Extended Essay OR short written responses to questions and ebook creation regarding ethical decisions.
	<i>The nature of God and Religion 3 - Hinduism</i>	<ul style="list-style-type: none"> Students participate in the Peace Prayer of St Francis, The Magnificat, the Canticle of Creation, contemplative prayer, centering prayer and meditative prayer including Lectio of Nature and individual and communal prayer for justice, peace and the environment. 	<ul style="list-style-type: none"> Participate respectfully in meditative prayer, including Lectio of Nature. Identify and use practices that assist preparing for and engaging in meditative prayer, including praying with the help of nature. Explain how Centering Prayer nurtures the spiritual life of believers in a contemporary context. CLPS25 	Response to Stimulus Exam – Hinduism
10 Term 4	<i>Sacred Texts</i>	<ul style="list-style-type: none"> students describe how the mystery of God can be named, encountered and better understood. They differentiate between the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) and describe and identify how these reflect the human understanding of God or the 'Other'. Students identify different representations of God from a range of sacred texts for a modern Australian context. They use evidence from Old Testament and New Testament texts to differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context. 	<ul style="list-style-type: none"> Three worlds of the text Use a range of Biblical tools to analyse the social, cultural and historical contexts of some Old Testament prophets, including Samuel (1 Samuel 3:1-4:1a). Communicate an understanding of some key messages of Old Testament prophets, taking into account their context. Use Biblical tools (e.g. concordance of the Bible, Biblical dictionary, Biblical commentary) to search for and locate relevant New Testament references to the role of the Holy Spirit in guiding the formation of the New Testament. Locate evidence in some New Testament texts showing that the human authors used their own voice, knowledge and skills to reveal God's nature and teaching. STNT14 	A series of written responses to short answer and extended writing questions and stimulus material.