**Studies in Catholic Thought**

**Year ? Course**

**Faith, Reason and Science**

School to insert name, crest and other relevant information on the title page

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| School NameYear 11 Studies in Catholic Thought | |
| COURSE : **SiCT** STAGE : **6** UNIT: **Faith, Reason and Science** APPROXIMATEL XXXX LESSONS TERM:XXXX | |
| **Content Focus:**  Students explore the “religion versus science” debate that is prevalent in society today. Students investigate the rich history of the contribution of the Catholic Church to science as well as engage in an understanding of the Catholic view of the world and creation. Students will respond to the questions ‘Can a scientist be a person of faith?’ ‘Can a religious person accept a scientific worldview?’ | |
| **Stage 6 Objectives: A student will:**  *A student will:*   * develop knowledge and understanding of the teachings of the Catholic Church * develop an understanding of the relationship between the Catholic Church and the world * develop an understanding of the richness of the Catholic tradition and its contribution to the cultural life of adherents * develop an understanding of the contribution of the Catholic Church to the challenges of society and the guidance it offers to adherents * communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice * value and appreciate the nature of Divine Revelation and the role of faith and reason in the Catholic tradition and lives of Catholics * value and appreciate the contribution of the Catholic Church to the lives of believers and wider society | **Stage 6 Outcomes: It is intended that students will:**   * Describes the theology of the principal teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church (SCT11-2) * Describes the historical features and developments of Catholic Church (SCT11-3) * Explores the importance of what is good, true and beautiful in the Catholic tradition (SCT11-4) * Identifies and describes the human expression of Catholic faith in culture (SCT11-8) * Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT11-9) * Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT11-10) |
| **Key Inquiry Questions:**   1. How do faith, reason and science seek to know truth? 2. Can we know the deepest truths of reality? 3. How did Christianity nurture the rise of modern science? 4. Are faith and science friends or enemies? 5. What is the Catholic view of the world and creation? | |
| **Teacher Reference:**   * Support Document for SiCT | |
| **REFERENCES:** | |
| **FORMAL ASSESSMENT TASK:** | |

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| 1. How do faith, reason and science seek to know truth? | | | | | | |
| Students will:   * Investigate the purpose and practice of faith, reason and science * suggest how faith tries to answer questions about life, love and beauty and why the universe exists and spiritual realities like love and beauty, and suffering and death * discuss how nothing that is contrary to reason can be contrary to faith or truth * explore how science tries to answer questions about visible and material reality and how the universe works * describe how faith grows through spiritual experience, discernment, insight, theology and practice * describe how science grows through experience, observation, insight, theory and practice | | | | | | |
| Time allocated | Teaching and learning strategies | | | **Resources** | Assessment for learning/of learning | Registration |
| **Week**  ??lessons | *Teaching & Learning for Special Needs* | ***Core Teaching and Learning*** | ***Teaching & Learning for Extension*** |  |  |  |
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| **Teaching and Learning Adjustments** | | | | | | |

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| 2. Can we know the deepest truths of reality? | | | | | | |
| Students will:   * Explore the limitations and possibilities of scientific truth * express how the experimental method means science is constantly revising its findings * how some scientific theories are often at first unproven and rest as much on insight as on evidence * articulate how the deep truths such as the Incarnation or the Trinity, whether in science or theology, are mysteries * explore how these deep truths require complex descriptions, including metaphors * explain how religious truths and scientific truths must ultimately converge, because what is true must be of God | | | | | | |
| Time allocated | Teaching and learning strategies | | | **Resources** | Assessment for learning/of learning | Registration |
| **Week**  ??lessons | *Teaching & Learning for Special Needs* | ***Core Teaching and Learning*** | ***Teaching & Learning for Extension*** |  |  |  |
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| **Teaching and Learning Adjustments** | | | | | | |

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| 3.How did Christianity nurture the rise of modern science? | | | | | | |
| Students will:   * Draw out the nature of the rise of modern science in Christian Europe * explain the growth of the medieval schools of Theology as the first universities * articulate how the interest in the world as God’s creation which bears traces of the divine, drew scientists into an exploration of the world * describe the increased respect for the human intellect * appraise the influence of Muslim learning in the areas of philosophy, mathematics and science * outline the movement in some cultures from magic and alchemy to science and the Royal Society | | | | | | |
| Time allocated | Teaching and learning strategies | | | **Resources** | Assessment for learning/of learning | Registration |
| **Week**  ??lessons | *Teaching & Learning for Special Needs* | ***Core Teaching and Learning*** | ***Teaching & Learning for Extension*** |  |  |  |
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| **Teaching and Learning Adjustments** | | | | | | |

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| 4. Are faith and science friends or enemies? | | | | | | |
| Students will:   * Study the dynamic of conflict to coherence in the relationship between Christianity and science * describe the cases of Copernicus, Galileo, and Darwin * explain the authority of the Church and the Bible, and the authority of science, through a case study of creation - Genesis and the Big Bang * explore the perceived conflict between the new atheists the understandings of both science and theism in regard to the human person and nature * discuss the harmony of faith and science today through case studies of Christians who are notable scientists for example; Georges Lemaître, José Gabriel Funes, Gregor Mende[l](https://en.wikipedia.org/wiki/Gregor_Mendel) and Jerome LeJeune | | | | | | |
| Time allocated | Teaching and learning strategies | | | **Resources** | Assessment for learning/of learning | Registration |
| **Week**  ??lessons | *Teaching & Learning for Special Needs* | ***Core Teaching and Learning*** | ***Teaching & Learning for Extension*** |  |  |  |
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| **Teaching and Learning Adjustments** | | | | | | |

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| 5. What is the Catholic view of the world and creation? | | | | | | |
| Students will:   * Consider the teaching in Pope Francis’ encyclical *Laudato Si’* on the Catholic view of the world and creation * articulate how the universe is a place of God’s presence * describe how nature cannot be regarded as something separate from ourselves * explain how the interplay of time and space and the physical, chemical and biological components of our world, form a harmonious network * assess how this interdependence obliges us to think of one world with a common plan | | | | | | |
| Time allocated | Teaching and learning strategies | | | **Resources** | Assessment for learning/of learning | Registration |
| **Week**  ??lessons | *Teaching & Learning for Special Needs* | ***Core Teaching and Learning*** | ***Teaching & Learning for Extension*** |  |  |  |
|  |  |  |
| **Teaching and Learning Adjustments** | | | | | | |

School Name

**PROGRAM EVALUATION YEAR XXXX Studies in Catholic Thought** Term \_\_:  **Faith, Reason and Science**  ***Page 1***

**Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Circle the number which best corresponds with your evaluation (1 = strongly disagree, 2 = disagree, 3= agree, 4 = strongly agree)* | | | | | *Give details about any points with which you disagree / strongly disagree:* |
| 1. The unit was structured effectively in terms of time and sequence. | 1 | 2 | 3 | 4 |  |
| 2. The syllabus outcomes for this unit have been satisfactorily addressed. | 1 | 2 | 3 | 4 |  |
| 3. The teaching strategies catered for a variety of student needs and ability levels. | 1 | 2 | 3 | 4 |  |
| 4. The learning experiences were interesting and relevant. | 1 | 2 | 3 | 4 |  |
| 5. Cross-curriculum content and gospel values were satisfactorily addressed. | 1 | 2 | 3 | 4 |  |
| 6. The assessment tasks suited the content and outcomes of this unit. | 1 | 2 | 3 | 4 |  |
| 7. There were adequate resources to teach this unit. | 1 | 2 | 3 | 4 |  |

**Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PROGRAM EVALUATION YEAR 11 Studies in Catholic Thought** Term \_\_: **Faith, Reason and Science**  ***Page 2***

1. To what extent have the students achieved the outcomes of this unit? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What impacted on the student achievement of outcomes?

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3. How will this inform future teaching practice (i.e. what / how have the students learnt and how will you adapt this in future units / topics?

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| ***Teacher’s signature*** | ***Date*** |
| *Coordinator’s signature* | ***Date*** |

**Term \_\_:2unit Faith, Reason and Science**

**Student Evaluation –**

# COURSE: YEAR 11 Studies in Catholic Thought

*Circle the number which best corresponds with your evaluation – (1= weakest, 5=strongest)*

1. Did you find this unit to be interesting and worthwhile? 1 2 3 4 5

2. Did you feel that you learnt something new in this unit? 1 2 3 4 5

3. Did you find the assessment tasks interesting and worthwhile? 1 2 3 4 5

4. Did you experience a variety of learning activities? 1 2 3 4 5

5. Do you have any other comments to make about this unit?

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**Term \_\_:2unit Faith, Reason and Science**

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# COURSE: YEAR 11 Studies in Catholic Thought

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