**Studies in Catholic Thought**

**Year 12 Course**

**The Good Works**

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

##### Place

##### School logo

##### here

|  |  |
| --- | --- |
| School NameYear 12 Studies in Catholic Thought | |
| COURSE : **SiCT** STAGE : **6** UNIT: **The Good Works** APPROXIMATELY XXXX LESSONS TERM:XXXX | |
| **Content Focus:**  Students engage with the ethical principles that underpin the Catholic tradition and inform the Catholic decision making process, and look to the understanding of the redemptive power of faith in Christ. Students investigate various people through history who have embodied faith and good works and have left an indelible mark on the theology and practice of the Catholic Church. | |
| **Stage 6 Objectives: 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 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 * the contribution of the Catholic Church to the lives of believers and wider society * the importance of active witness to the Catholic faith | **Stage 6 Outcomes: It is intended that students will:**   * Analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church (SCT12-1) * Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues (SCT12-3) * Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples (SCT12-4) * Analyses the role of the Catholic Church in guiding believers in facing the challenges of society (SCT12-5) * Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT12-6) * Explains and evaluates the human expression of Catholic faith in culture (SCT12-8) * Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources (SCT12-9) * Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10) |
| **Key Inquiry Questions:**   1. What ethical sources guide Catholics and what is the context in which they developed? 2. What calls people to a life of service and self-sacrifice? 3. Who are the people and groups within the church who live a life of faith and good works? 4. How do the sources of Catholic ethical teaching apply in the context of our lives? | |
| **Teacher Reference:**   * Support Document for SiCT | |
| **REFERENCES:** | |
| **FORMAL ASSESSMENT TASK:** | |

# 

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. What ethical sources guide Catholics and what is the context in which they developed? | | | | | | |
| Students will:   * Examine ethical sources that guide Catholics and reflect on the context in which they developed * identify the sources that inform the ethical tradition of the Church including: Natural Law, The Ten Commandments, Beatitudes, Greatest Commandment, The Catechism of the Catholic Church (Part Three: Life in Christ) * reflect on the context in which these sources were developed * discuss the common message contained within these sources | | | | | | |
| 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** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2. What calls people to a life of service and self-sacrifice? | | | | | | |
| Students will:   * Explore what calls people to a life of service and self-sacrifice * examine how Jesus’ disciples responded to the call of Christ including Matthew 4:18-22, Luke 5:1-11 and Early Church community in Acts 4:32-37 * explain the relationship between faith and good works as shown through the life and teachings of St Paul including Galatians 5: 6, Colossians 3:14 and 1 Corinthians 13:1-3 * appreciate how St Mary MacKillop’s philosophy of “never seeing a need without doing something about it” is an Australian model of service and self-sacrifice | | | | | | |
| 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** | | | | | | |

# 

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3.Who are the people and groups within the church who live a life of faith and good works? | | | | | | |
| Students will:   * Investigate the people and groups within the church who live a life of faith and good works * discuss how The Joy of the Gospel (2012, 273) frames a life of faith and good works * explore key people/organisation who have taken in the notions of faith and good works in different periods of history and used it in various forms. These may include significant people within your local charism and context. * assess how these people/groups live the joy of the Gospel * map the understanding of faith, good works and sources of ethical principles | | | | | | |
| 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** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 4. How do the sources of Catholic ethical teaching apply in the context of our lives? | | | | | | |
| Students will:   * Evaluate how the sources of Catholic ethical teaching apply in the context of our lives * identify contemporary social issues in the local, national and/or international context that invite a Catholic witness * apply the principles of Catholic ethical teachings to the area investigated * explore the implications of Catholic ethical teachings on individuals and the challenges of living a faithful life in contemporary society * name opportunities for individuals to be an active witness to the Catholic faith | | | | | | |
| 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 12 Studies in Catholic Thought** Term \_\_:  **The Good Works *Page 1***

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *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 12 Studies in Catholic Thought** Term \_\_: **The Good Works *Page 2***

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

2. What impacted on the student achievement of outcomes?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Term \_\_: Year 12 Core Module 2: The Good Works**

**Student Evaluation –**

# COURSE: YEAR 12 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?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Term \_\_: Year 12 Core Module 2: The Good Works**

**Student Evaluation –**

# COURSE: YEAR 12 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?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_