**Studies in Catholic Thought**

**Year ? Course**

**The Re-imagining of Creation**

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

##### Place

##### School logo

##### here

|  |
| --- |
| School Name Year 11 Studies in Catholic Thought |
| COURSE : **SiCT** STAGE : **6** UNIT: **The Re-imagining of Creation** APPROXIMATEL XXXX LESSONS TERM:XXXX |
| **Content Focus:** Students begin to explore how the Catholic understanding of the human person has shaped an understanding of the universe, creation, the human relationship with God, self and others, and how this led to early scientific thought. In addition, students explore the beginnings of the challenges to Catholic thinking that emerged as a result of the Enlightenment and the Catholic response in two key ages, the Post-Reformation Church and Vatican II. |
| **Stage 6 Objectives: A student will:*** develop knowledge and understanding of the teaching 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
* undertake the process of inquiry using Scriptural, theological and philosophical frameworks to examine the core teachings of the Catholic Church
* communicate an understanding of Catholic theology, exegesis, philosophy, ethics and practice
* 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
* value and appreciate the importance of active witness to the Catholic faith
 | **Stage 6 Outcomes: It is intended that students will:*** Explains the place of Scripture and other relevant Church documents in the Catholic tradition (SCT11-1)
* Describes the historical features and developments of Catholic Church (SCT11-3)
* Explore the importance of what is good, true and beautiful in the Catholic tradition (SCT11-4)
* Proposes ways the Catholic Church guides believers in facing the challenges of society (SCT11-5)
* Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology (SCT11-6)
* Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT11-7)
* Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT11-10)
 |
| **Key Inquiry Questions:**1. What are the characteristics of the human encounter with God?
2. How have Catholics sought an understanding of God in the universe and creation?
3. What are the challenges to the Catholic understanding of the human relationship with God and the evolving understanding of the human person?
4. Why is the Catholic Church reimagining its encounter with the divine and the human in the contemporary world?
 |
| **Teacher Reference:*** Support Document for SiCT
 |
| **REFERENCES:** |
| **FORMAL ASSESSMENT TASK:**  |

#

|  |
| --- |
| 1. What are the characteristics of the human encounter with God?
 |
| Students will:* Investigate the characteristics of the human encounter with God
* identify a process of the human encounter with God
* explore stories of human encounters with God that may include; Moses, King David, St Thomas the Apostle, St Francis of Assisi, Thomas Merton, Dorothy Day, Mother Theresa
* examine the Christian response that comes from an encounter with 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*** |  |  |  |
|  |  |  |
| **Teaching and Learning Adjustments** |

|  |
| --- |
| 2. How have Catholics sought an understanding of God in the universe and creation? |
| Students will:* Explore how Catholics have sought an understanding of God in the universe and creation
* identify the link between the encounter and the human need to know God more deeply
* name ways Catholic individuals and organisations have sought to know God in creation
* research Catholic individuals and organisations who have sought to know God through reason and science, for example; Copernicus, Descartes, Teilhard d’Chardin, Vatican Observatory
* explore one of St Thomas Aquinas *proofs* for the existence of God
* assess the contribution of Catholic individuals and organisations to understand the links between God and creation
* appreciate the eternal mystery 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*** |  |  |  |
|  |  |  |
| **Teaching and Learning Adjustments** |

#

|  |
| --- |
| 3.What are the challenges to the Catholic understanding of the human relationship with God and the evolving understanding of the human person? |
| Students will:* Examine the challenges faced by the post-Reformation Church
* outline the significant moments in the post-Reformation Church including; Council of Trent, The Enlightenment, Discovery of the New World
* describe the challenges posed by the significant moments in the post-Reformation Church
* identify the Catholic Church’s response to the challenges of the new ways of thinking that emerged post-Reformation
* name the ideals that emerged during periods of social and political upheaval for example, the French Revolution, the Industrial Revolution and the Secular State
* describe the Church’s experience in each of the periods of upheaval
* discuss how the Church clarified the concept of the dignity of the human person as a result of periods of upheaval, for example, Rerum Novarum
 |
| 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. Why is the Catholic Church reimagining its encounter with the divine and the human in the contemporary world? |
| Students will:* Investigate how the Catholic Church is reimagining its encounter with the divine and the human in the contemporary world
* explore the understandings of Church that emerged from the Second Vatican Council for example, pilgrim Church, herald, community, Church as sacrament, servant
* describe the Church's broadening engagement with the Eastern Orthodox Churches and other Christian Communions through ecumenism; with non-Christian religions through interreligious dialogue; and with the world through ongoing dialogue
* discuss the emergence of Catholic teachings regarding the human person as a result of engagement with the world for example, Theology of the Body, Evangelii Gaudium, Laudato Si
* appreciate the need to be a people of faith in the world today in light of people and contemporary issues
 |
| 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 \_\_: **The Re-Imagining of Creation *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 11 Studies in Catholic Thought** Term \_\_: **The Re-Imagining of Creation *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 \_\_:Core Module 3: The Re-Imagining of Creation**

**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?

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

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

**Term \_\_:Core Module 3: The Re-Imagining of Creation**

**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?

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