**Studies in Catholic Thought**

**Year ? Course**

**To Be Fully Human**

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

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| School Name Year 11 Studies in Catholic Thought |
| COURSE : **SiCT** STAGE : **6** UNIT: **To Be Fully Human** APPROXIMATELY XXXXX LESSONS TERM:XXXX |
| **Content Focus:** Students explore the challenge of the new atheists and the arguments of postmodernity which present an understanding that the human is merely a rational being. Students engage with the question of what is allowable or what can occur when the dualist notion of a ‘soul’ or ‘personhood’ is removed from an understanding of being human, and the Catholic Church’s response to the consequences. |
| **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
* 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
* 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 theology of the principal teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church (SCT11-2)
* Explores 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)
* 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. What is the Catholic teaching on the human person?
2. How is free will understood in the Catholic context?
3. What is human freedom in the context of Christ’s sacrifice?
4. What are some challenges to being fully human?
5. What is the Christian response to the challenges of being fully human?
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| **Teacher Reference:*** Support Document for SiCT
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| **REFERENCES:** |
| **FORMAL ASSESSMENT TASK:**  |

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| 1. What is the Catholic teaching on the human person?
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| Students will:* Review the threefold understanding of the Catholic Church’s Teaching on the human person and the teaching of Imago Dei
* articulate the notion of body, soul and spirit as taught by St Thomas Aquinas
* appreciate the Christian teaching of Imago Dei - the human person made in the image and likeness 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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| 2. How is free will understood in the Catholic context? |
| Students will:* Develop an understanding of free will in the Christian context
* define the Catholic Church’s understanding of free will
* explore key Christian texts that name and describe an understanding of free will
* articulate how free will is a gift to humanity
* explore the relationship between free will, conscience and the Natural Law
 |
| 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.What is human freedom in the context of Christ’s sacrifice? |
| Students will:* Examine the challenge of humanity remaining free
* explore the Pauline understanding of the crucifixion and its implications for life in Christ and the Kingdom of God
* articulate the implications for adherents in living a life worthy of Christ and the Kingdom
* define the concept of ‘actual’ versus ‘potential’ capacity of the human person in the Christian context
* link actual and potential capacity to an understanding of human freedom
 |
| 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. What are some challenges to being fully human? |
| Students will:* Explore how the challenge of remaining free has been and might be lived by Christians through an investigation of each of the following approaches, Ideological: Nazism during the Holocaust, Situational: Surrogacy, Philosophical: New Atheism
* define each of the approaches
* investigate the example named for each approach
* recognise how actual capacity of the human person is emphasised
 |
| 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 Christian response to the challenges of being fully human? |
| Students will:* Critically appreciate the primacy of the Catholic perspective on the potential and dignity of the human person
* apply the Christian position to each of the approaches and examples explored; Ideological: Nazism during the Holocaust, Situational: Surrogacy, Philosophical: New Atheism
* articulate a clear understanding of the challenge of being human for a contemporary Catholic in light of Imago Dei, freewill, actual and potential capacity, and dignity of the human person
 |
| 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 \_\_:  **To Be Fully Human *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 \_\_: **To Be Fully Human *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 To Be Fully Human**

**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 To Be Fully Human**

**Student Evaluation –**

# COURSE: YEAR 11 Studies in Catholic Thought

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

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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

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