**Studies in Catholic Thought**

**Year 12 Course**

**Virtue, Vice and Salvation**

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: **Virtue, Vice and Salvation** APPROXIMATEL XXXX LESSONS TERM:XXXX |
| **Content Focus:** Students investigate the challenge of evil and suffering in the world. Students consider where God is in both ‘the good’ and ‘the evil’. Students explore the works of St Paul and other theologians and encyclicals, which developed a Christian framework for understanding what is the good, how to be good and the gift of grace. |
| **Stage 6 Objectives: A student will:*** develop knowledge and understanding of Divine Revelation and of the relationship between Scripture and Tradition
* 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 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:*** Analyses how Scripture and other relevant Church documents, with the integration of faith and reason continues to guide the Church (SCT12-1)
* Describes the theology of the principal teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church’s response to a range of issues (SCT12-2)
* 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)
* Explains and evaluates developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding (SCT12-7)
* Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms (SCT12-10)
 |
| **Key Inquiry Questions:**1. What is the ‘good’ life and some of its challenges?
2. What did original goodness look like and how was it disrupted?
3. How do faith and reason contribute to the path back to the good life?
4. What are the rewards for the good life?
 |
| **Teacher Reference:*** Support Document for SiCT
 |
| **REFERENCES:** |
| **FORMAL ASSESSMENT TASK:**  |

#

|  |
| --- |
| 1. What is the ‘good’ life and some of its challenges?
 |
| Students will:* Investigate what is meant by the ‘good life’ and examine its challenges
* discuss contemporary understandings of the good life
* explore a range of contemporary global challenges to the good life
* outline a Judeo-Christian understanding of the good life
 |
| 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 did original goodness look like and how was it disrupted? |
| Students will:* Develop an understanding of original goodness and how it was disrupted by ‘The Fall’
* examine the good of creation and humanity as Imago Dei
* explain the harmony that existed within relationships for example; God and humanity, within humanity with humanity and creation
* outline God’s plan of law and life for humanity
* articulate how free-will is a gift to humanity to follow God’s plan
* describe The Fall as expressed in Genesis 3 and explain how this illustrates a misuse of freedom
* analyse the consequences of The Fall for humanity including, estrangement from God, disruption in human relationships, disharmony with nature
* discuss the brokenness of humanity due to Original Sin
 |
| 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.How do faith and reason contribute to the path back to the good life? |
| Students will:* Examine how faith and reason contribute to the path back to the good life
* clarify the need to appreciate the contribution of Greek philosophy as foundational concepts in Catholic theology
* outline the Greek philosophical understanding of the good life as articulated by Socrates, Plato and Aristotle
* outline the emerging Christian understanding of the good life as articulated by St Paul, St Augustine and St Aquinas
* explore the synthesis of faith and reason in understanding the good life
* outline how God initiates the restoration of relationships with humanity through the Redemption
* discuss how humanity is able to know the good life through the person and teachings of Jesus Christ
* identify the role of the Church, sacraments and prayer in leading the good life
* examine how grace restores the human person and assists in leading the good life
 |
| 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. What are the rewards for the good life? |
| Students will:* Develop a deeper awareness of the rewards for the good life
* clarify God’s offer of eternal good life to humanity
* define salvation and the meaning of the ‘Four Last Things’
* explain the nature and purpose of heaven, hell and purgatory
* discuss humanity’s role in determining its final destiny
* appreciate how Christ offers humanity the fullness of life in the here and now
 |
| 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 \_\_:  **Virtue, Vice and Salvation *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 \_\_: **Virtue, Vice and Salvation *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 1: Virtue, Vice and Salvation**

**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 1: Virtue, Vice and Salvation**

**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?

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