**Studies in Catholic Thought**

**Year ? Course**

**Title of Unit**

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

##### Place

##### School logo

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##### YEAR 7

###### RELIGIOUS EDUCATION

**B7-1 SCHOOL AND CHURCH COMMUNITIES**

TERM \_\_\_ - 2012

Starting Date:\_\_\_\_\_\_\_\_\_\_\_\_\_ Finishing Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| School Name Year 11 Studies in Catholic Thought |
| COURSE: **SiCT** STAGE: **6** UNIT: **Core Module 1: Who is a Human Person?** APPROXIMATELY XXXX LESSONS TERM:XXXX |
| **Content Focus:** Students break open the Catholic Church’s understanding of what it is to be human through an exploration of Scriptural texts and the work of early philosophers. Students develop an understanding of the links between early Greek thought and the Christian notion of being human, both in the person of Jesus Christ and the writings of St. Paul and the New Testament. |
| **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 teaching of the Catholic Church
* 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
 | **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)
* Describes the historical features and developments of Catholic Church (SCT11-3)
* 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 does it mean to be a human person?
2. What can we learn from the Hebrew Scriptures about being human and being in a relationship with God?
3. How does the person of Christ bring a renewed understanding of being human and in a relationship with God?
4. What are the implications of the early Christian understanding of what it means to be a human person?
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| **Teacher Reference:*** Support Document for SiCT
 |
| **REFERENCES:** |
| **ASSESSMENT:**  |

# Term \_\_: Core Module 1: Who is a Human Person?

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| 1. What does it mean to be a human person?
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| ● Investigate what it means to be a human person in Catholic thinking* discuss contemporary understandings of what it is to be human
* define philosophy
* name the key Ancient Greek philosophers including Socrates, Plato, Aristotle and the context of the world of Ancient Greece
* identify the philosophers’ understandings of the human as soul, body/substance, will, intellect, and perfection, and how these were new ideas and language
* clarify the need to appreciate the contribution of Ancient Greek philosophy as foundational concepts in Catholic theology
* identify the implications of a God-centred understanding of being human
 |
| 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** |

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| 2. What can we learn from the Hebrew Scriptures about being human and being in a relationship with God? |
| ● Discuss what the Hebrew Scriptures reveal about being human and being in a relationship with God* explore what Genesis 1 & 2 and selected Church documents reveal about being human for example; Imago Dei, male and female, called to relationship with God, creation, self and others
* define the understanding of covenant
* describe the covenants made with Noah, Abraham, Moses and King David
* appreciate how in the early Biblical tradition being human is understood as being faithful in relationship 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*** |  |  |  |
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| **Teaching and Learning Adjustments** |

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| 3.How does the person of Christ bring a renewed understanding of being human and in a relationship with God? |
| * Appreciate how the person of Christ brings a renewed understanding of being human and in a relationship with God
* discuss responses to the question asked by Jesus, “Who do you say I am?” in Scripture and the arts through time
* explore examples of how the Gospel of John portrays Jesus as the Word made flesh
* define the teaching of the Incarnation
* articulate the importance of the Incarnation in relation to the story of creation and the relationship between humans and God
* appreciate how Jesus embodies how sacrificial love is a part of being fully human
 |
| 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 the implications of the early Christian understanding of what it means to be a human person? |
| * Explore the implications of the early Christian understanding of what it means to be human
* outline the conversion of Saul to Paul
* examine selected Pauline writings relating to the question of what it means to be human
* articulate how Paul explored with and for communities, the practical implications of faith in Christ
* appreciate the implications of what it means to be human following Christ in the emerging Church and today
 |
| 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 11 Studies in Catholic Thought** Term \_\_:  **Core Module 1: Who is a Human Person?**  ***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 |  |

**PROGRAM EVALUATION YEAR 11 Studies im Catholic Thought** Term \_\_: **Core Module 1: Who is a Human Person?**  ***Page 2***

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

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 \_\_:Core Module 1: Who is a Human Person?**

**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 \_\_:Core Module 1: Who is a Human Person?**

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# COURSE: YEAR 11 Studies in Catholic Thought

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