****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year: 5** 2014

**School:** St Francis College **Duration: 5 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) **/ Topic Catholic Church in the Land Down Under** |
| How has the Catholic Church contributed to the shaping of Australia? |

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| ***Learning Context* - Significant Days and Celebrations** |
| This class has Mormon, Muslim, Buddhist, Seventh Day Adventist students as well as Catholic and other Christian students. One student has autism, 6 EALD students and five other students with learning difficulties who aren’t verified. A teacher aide assists the student with autism 4 days per week including RE sessions and EALD support is offered to students two days a week. Between the two classes there are twice as many boys as girls. Learning activities must be hands on engaging and relevant to the interests of the students. Large amounts of computer, online web 2.0 tools are necessary. |

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| ***Year Level Description*** |
| The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.  In Year 6, students are introduced to the Christian understanding of faith and the term ‘communion of saints’. They develop their understanding of the many ways in which faith is lived out and celebrated in the lives of believers past and present. They learn about the contexts and key messages of some Old Testament prophets and the contribution of some key people (laity, religious and clergy) to the shaping of the Church in Australia (c. 1900 CE to present). They understand the significance of Jesus’ New Law for the way believers live their faith, including an exploration of the spiritual and corporal works of mercy. They develop their understanding of the role of celebrations in the faith life of believers, including the commemoration of High Holy Days by Jewish believers and the Church’s liturgical celebrations (including the Eucharist). They develop their understanding of prayer in the Christian tradition through an exploration of the Our Father, The Examen, and meditative prayer practices including prayer journaling.  They are introduced to the Church teaching that the Holy Spirit guided the formation of the New Testament. Using a range of Biblical tools, they engage with a variety of Scriptural texts that describe Jesus’ relationship with God the Father and with humanity and proclaim Jesus as fulfilling all of God’s promises in the Old Testament. |
| ***Achievement Standard*** |
| By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus’ relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God’s promises in the Old Testament.  Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus’ New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers, the Church’s liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term ‘communion of saints’. They explain the significance of personal and communal prayer (including the Our Father and The Examen) and the use of meditative prayer practices (including prayer journaling) for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experiences and meditative prayer practices. |

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| **Content Descriptions**  Cluster strands and sub-strands that make connections with the Unit topic. | |
| **Sacred Texts**  **Christian Spiritual Writings and Wisdom  STCW7**  ***Religious Knowledge and Deep Understanding*** The wisdom of Australian Catholic Christians, including lay people and religious orders (c.1900 CE to the present), helps people understand the work and movement of the Holy Spirit in this land (e.g. concern for the common good; works of mercy; challenging injustice; developing new ways of living the Catholic faith in Australia).  ***Skills*** Analyse and explain how some Australian Catholic Christians help people understand the work and movement of the Holy Spirit in this land through diverse expressions of wisdom (e.g. Koa Do - film; George Mung Mung - art; Donna Mulhern - peaceful activism). | **Beliefs**  **Human Existence BEHE6**  ***Religious Knowledge and Deep Understanding*** Christians believe that faith is a virtue freely gifted by God. Faith is a free and personal response to God that is lived out in the life of the believer, including Jairus’ daughter (Matthew 9:18-26//Mark 5:21-43//Luke 8:40-49).  ***Skills*** Identify and describe some characteristics of Christian faith as a gift of God (e.g. initiated by God (gift), the work of the Holy Spirit, conversion). Identify ways in which faith is lived out in the life of believers, personally and communally. |
| **Church**  **Church History CHCH5**  ***Religious Knowledge and Deep Understanding*** Catholics helped form the new Australian nation (c.1900 CE to present). Catholics initially set themselves apart. A uniquely Australian Church emerged. New ways of being both Catholic and Australian were encouraged.   ***Skills*** Sequence some key people and events (religious and secular) that contributed to the development of Australia as a nation (c.1900 CE to present). Locate information about the contribution or significance of Catholics to the shaping of the Church in Australia (c.1900 CE to present). Develop historical narratives and descriptions about some key events and people’s experiences in the Church in Australia after Federation using source materials and appropriate historical terms and concepts. Identify and describe some examples of significant change and continuity in Australian Catholic identity and relationships with the wider society (c. 1900 CE to present). | **Christian Living**  **Mission and  Justice  CLMJ7**  ***Religious Knowledge and Deep Understanding*** Spiritual and corporal works of mercy are foundational for understanding the Church’s teaching about concern for the common good. Works of mercy are charitable actions at the service of others. The spiritual works of mercy are: instructing, advising, challenging injustice, consoling, comforting, forgiving, bearing wrongs patiently and praying for the living and the dead. The corporal works of mercy are: feeding the hungry, giving drink to the thirsty, sheltering the homeless, visiting the sick and imprisoned, clothing the naked and burying the dead.  ***Skills*** Identify expressions of the spiritual and corporal works of mercy. Make connections between the spiritual and corporal works of mercy, their scriptural foundations (including Matthew 25:31-46), and the Church’s teaching about concern for the common good. Reflect on and express their personal responses to the challenge to serve others through the works of mercy.  **Prayer and Spirituality CLPS17**  ***Religious Knowledge and Deep Understanding***  Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices for preparing the body and the mind for meditative prayer and engaging in the ‘work of meditation’, including prayer journaling. The Examen is a meditative prayer in the Christian tradition.  ***Skills*** Participate respectfully in meditative prayer, including The Examen. Identify and use practices that assist in preparing for and engaging in meditative prayer, including prayer journaling. |

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| **Learning Intentions** |
| * Investigate the contribution of key Catholic Christian people and groups, to the shaping of Australian society since Federation * Develop their understanding that the  works of mercy are foundational for understanding the Church's teaching about concern for the common good * Understand and participate in an experience of The Examen. |

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| **Success Criteria** |
| Students identify and describe the many ways in which faith is lived out in the lives of believers, past and present Students make connections between the works of mercy and the Church's action for the common good Students investigate and communicate their findings about the contribution of key Catholic Christian people and groups to the shaping of Australian society Students participate respectfully in a variety of personal and communal prayer experiences and meditative prayer practices. |

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| **Assessment** |
| Formative: Students select and research or interview an Australian Catholic and create a [trading card](http://bighugelabs.com/deck.php)for the individual that they would place in the twenty-fifth box for their contribution to the shaping of Australia. They must include their justification for their selection, which should be based on the established criteria, as information on the card.  Summative: Use the website Twenty- five of the best to research an Australian Catholic past or present whose faith has been a significant part of their lives. Investigate and record information based on questions and display information in a Brochure format. Completed brochures are uploaded to the Padlet [www.padlet.com/kandzue/brochure](http://www.padlet.com/kandzue/brochure) |

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| **Connections**  **What connections can be made with other Curriculum areas (eg History, Geography, English)?** | | |
| **Historical knowledge ACHHK116 contribution of individuals and groups including Aboriginal Torres Strait Islanders to the development of Australian society. Eg ecomony, arts, education, science, sport**  **Historical Skills ACHHS118 Use historical terms and concepts.** | | |
| [**Religious Life of the School**](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx) | [**General Capabilities**](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx) | [**Cross-Curricular Priorities**](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx) |
| [Social Action and Justice](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)  **Social Action & Justice: SJR** **Reflection on action for justice**  [Evangelisation and Faith Formation](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/EFF/Pages/default.aspx)  **Evangelisation & Faith Formation: EF *Living the Gospel  EFG*** Students access the ["Twenty-fifth box"](http://resource.fraynework.com.au/object.cfm?o=209&pid=1523&showrm=true&uptam=false)on the website and read the information. They reflect on their learnings from this learning byte about how and why Catholic groups and individuals have contributed to the shaping of Australia. They select and research or interview an Australian Catholic and create a [trading card](http://bighugelabs.com/deck.php)for the individual that they would place in the twenty-fifth box for their contribution to the shaping of Australia. They must include their justification for their selection, which should be based on the established criteria, as information on the card.   [Prayer and Worship](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx)  **Prayer & Worship: (PW)** **Christian Prayer (PWP)** *Providing opportunities for students to engage with different approaches to meditation e.g. Ignatian Mediation (PWP3.2)* Students reflect on their actions over the course of the day or week and whether or not they have performed works of mercy in their lives by participating respectfully in an experience of [The Examen.](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/_layouts/WordViewer.aspx?id=/re/REC/RLS/PW/ChristianPrayer/Examen.doc&Source=http%3A%2F%2Fextranetportal%2Ebne%2Ecatholic%2Eedu%2Eau%2Fre%2FREC%2FRLS%2FPW%2FPages%2FChristianPrayer%2Easpx&DefaultItemOpen=1) | Literacy  Interpret and analyse learning area texts  Use language to interact with others  Deliver presentations  ICT  Locate, generate and access data and information  Collaborate, share and exchange  Critical and Creative Thinking  Apply logic and reasoning | **Cross Curriculum Priorities in this Learning Byte**  Aboriginal And Torres Strait Islander People  OI.9 Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander peoples locally and globally ([Twenty-five of the best](http://www.resourcemelb.catholic.edu.au/object-container.html)) |

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| **Recommended Resources** | | | | | | |
| Learning Byte  <http://lb6holyspiritchurch.weebly.com/>  Prayer of the Examen  The Prayer of Examen is a form of prayer that was developed by Ignatius of Loyola in the 15th Century, the founder of the Jesuit Order of priests. During his personal conversion Ignatius jotted down those exercises that helped him in his faith journey. Ignatius named The Examen as the central exercise of Ignatian spirituality which is to help find God in all things.  Through The Examen we come to know God’s love for us more deeply, gradually becoming more aware of God’s presence in everything. The Examen provides a mirror which reflects God’s active presence in our everyday lives.  The Examen may be prayed at the end of the day, at the end of the week or at the end of a term. Students participate in the ‘Prayer of the Examen’, a reflective prayer with a particular structure. Students could focus on a lighted candle that may be used as a symbol of God’s presence in the group, while being guided through the following prayer of the Examen.  **Steps of the Examen**   * 1. Become aware of your feelings at this moment. * 2. Be thankful to God for your gifts and your life. * 3. Tell God that you want to see yourself more and more as God sees you. * 4. Go over the events of your day so far and reflect on one of these when you really noticed God was with you and loving you. * 5. Thank God for the good times. * 6. Tell God that you are sorry and ask for help if you need to change in some way. * 7. Look forward with hope and reflect on how you need to grow in your love for God by being more helpful to others in the days to come.Pray for the living and the dead   Read Write Think Trading Card generator, Read Write Think Timeline generator.  Padlet | | | | | | |
| **Mandated Scripture and Prayer** | | | | | | |
| **Core Texts** for this unit: Matthew 25:31-46  **Core Prayer** for this unit The Examen | | | | | | |
| **Learning Experiences -** | | | | | | |
| Tuning In   * What is the topic? * Why should we study this topic? * Frame manageable questions. * What do I already know about this topic? I think I know x,y,z. * How is this relevant to me? | | Finding Out   * Identify possible sources of information * Identify skills necessary for the investigation. * How did it happen? * Who was there and what were the facts? | Sorting Out   * What do we want to find out? * How can we do this best? * How will we gather the information? * Does what I knew before still apply? * Does my first idea still make sense? | Communicating   * Extend and challenge students’ understandings * Offer more information * Is there something else I need to deepen my knowledge understandings? * What difference does this make to me? | Reflecting and Evaluating   * So what have I learnt? * If I know this, how can I connect it with my world? | |
| **Teaching and Learning Sequence**  Focus/Question–  How has the Catholic Church contributed to the shaping of Australia? | | | | | | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)  [**Adjustments for Learners**](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/DisabilityDiverseNeeds/Pages/default.aspx) |
| **Week 1** Tuning in  Finding Out    Sorting out | **Explore the organisation of the Australian Catholic Church Today?**  The Catholic Church in the land down under and the fertile question How has the Catholic Church contributed to the shaping of Australia? They are asked to predict and share what they think they will be learning about.  Students contribute to a class discussion about what they know about the different organisations of the Catholic Church and what they do in Australia today. They conduct a search using a resource such as the White pages, the Brisbane Archdiocesan website or the Catholic Leader to find out about the different activities that the Catholic Church is involved with. They create a class concept web on a wall or digitally using Bubbl.us or similar and group the organisations and services under Worship and Faith, Education, Health and Welfare/charity.  Students view Census data from 2011 to find out the extent of the Catholic Church in Australia today. They complete a retrieval chart or create an infographic using easel.ly to record the following information: Population of Australia, percentage of Catholics in Australia, percentage of Catholic schools in Australia. Percentage of population attending Catholic schools. They keep this data for use during the learning byte.  **Investigate Teachings that underpin the actions of believers in the Catholic Church today.**  Students suggest reasons why the Catholic and other Christian churches do more than worship and pray. They recall stories from the Bible about looking after others.  Students access and read Matthew 25:31-40. They listen as the teacher explains that this reading from the Gospel of Matthew forms the basis of a call to all Catholic Christians to help others through what the Church describes as corporal and spiritual works of mercy. In other words, all Catholic Christians are called to work for the common good. Students complete a variety of activities as outlined in the worksheet activity to help them to identify the corporal works of mercy in scripture and to introduce them also to the spiritual works of mercy.  Students read the story of the origins of the St Vincent de Paul society as a demonstration of how Catholics are called to do 'works'. Students make connections with the core text of Matthew  Students re-examine the class concept web of the organisation of the Catholic Church in Australia and identify which groups are performing corporal and spiritual works of mercy. | | | | | <http://lb6holyspiritchurch.weebly.com/1-the-australian-church.html>  Scaffolding for students with learning difficulties. Work in small groups with teacher  Core text taught here **Matthew 25:31-46** |
| Week 2-3  Tuning in and Finding out    Finding out | http://lb6holyspiritchurch.weebly.com/2-helping-build-a-nation.html  Help Building a Nation  **Examine the major events in Catholic Education since federation**  Students view the BCE YouTube Clip Little did we dream (26min:48) to identify key events in Catholic education from Federation to today. They work in small teams and are allocated one of the following topics to focus on as they watch the film: religious orders, funding, staff and teacher training, numbers of students, numbers of schools, facilities and resources and record the times when significant changes occurred.  Students use this information to create and annotate a paper or online class timeline sequencing changes according to the following eras:  •1900-1930s Federation to Depression  •1939-1950s World War II – Post war immigration  •1960 – 1980s Includes Vatican II + Social change in Australian society  •1990 onwards includes internet -Technology advances – Social media  **Examine the ways in which the Australian Catholic Church and its other organisations have changed since federation**  Students recall other Catholic organisations who have contributed to the educational, health and welfare needs of Australians.  Some useful resources: Caritas, St Vinnies, Centacare, Mater Hospital, Knights of the Southern Cross, Catholic Women’s League, Good Samaritan Sisters, Sisters of St Joseph, Sisters of Mercy, The Australian Catholic Historical Society  Students work in groups using a variety of sources to investigate and describe the history and contribution of one of the Catholic groups to Australian society.  Students use a retrieval chart to identify:  •Founder/inspiration, key people  •Date and where founded (or time of arrival in Australia)  •Area of contribution in Australia: Education, Health,Welfare  •Examples of the corporal and/or spiritual works of mercy by the group or key individuals  •Ways in which the group has changed over time and how it has stayed the same. A timeline maybe used to sequence significant changes.  Students work individually to create a summary statement based on the information gathered and recorded in the retrieval chart about the group’s activities and how the group has changed over time.  Students share their summary statements with the class. They discuss as a class the impact and effects that these Catholic organisations have had on the shaping on Australian society.  **Reflect on the significance of the contribution of various Catholic groups to the shaping of Australia**  Students review the summary statement and the retrieval chart for their particular Catholic group/organisation. They identify two or three major/significant contributions (including approximate dates) that the group or individuals in the group have made to the shaping of Australian society. They use this information to annotate the original class timeline. | | | | | [Read Write Think Timeline generator](http://www.readwritethink.org/files/resources/interactives/timeline_2/)  [www.padlet.com/jlitzow/averyryh80n5h](http://www.padlet.com/jlitzow/averyryh80n5h) |
| Week 4 | <http://lb6holyspiritchurch.weebly.com/3-the-twenty-fifth-box.html>  the twenty-fifth box  Investigate ways that individuals have contributed to the shaping of Australia  Students are asked to think about the word "great" and discuss the following questions:  •What does great really mean?  •What does it mean when we talk about great people?  •What does it mean to be a great Australian?  Students are asked to name great Australians, both past and present, and list these. Students are asked to justify their reason/s for selecting each person – list these justifications.  Students explore the Australian of the year website and examine the criteria that are used for the Australian of the Year Awards  Students briefly investigate some of the recipients from a variety of time periods in relation to those criteria.  Explore ways that individuals have contributed to the shaping of Australia  Students are asked once again to consider the word “great” but this time in relation to Australian Catholics. They use knowledge and understandings gained from this learning byte about the spiritual and corporal works of mercy and the works of various Catholic Church organisations to reflect on their answers to the following questions:  •What does it mean when we talk about great Catholics?  •What does it mean to be a great Australian Catholic?  Students are asked to name great Australians Catholics, both past and present, that they know of and list these. They think about people who they know and people who they know about. Students are asked to justify their reason/s for selecting each person – list these justifications and whether these reasons reflect any of the spiritual and corporal works of mercy.  Students compare and contrast their list of great Australian Catholics with the class list of great Australians and list similarities and differences. They are asked to determine three or four distinct criteria that would be used if there was to be an annual award for Australian Catholic of the Year. They use this criteria to predict who might have received the award already and who might be nominated to receive the award in the future.  Identify and describe the many ways in which faith is lived out in the lives of believers, past and present.  Students use website ‘Twenty-five of the Best!’ to begin researching Australian Catholics, past and present, whose faith has been a significant part of their lives and has been lived through their contributions to the Church and/or wider community. Further research from a variety of sources may be required to depth understanding. They select one of the twenty-four people to investigate and record information based on the questions below or on their own questions developed individually or collaboratively.  •When was this person born? What was happening in Australia at this time?  •What are the major achievements and actions of this person?  •What values did/does this person aspire to live?  •What are the key characteristics of the Australian Catholic you have chosen?  •Did this person write or speak about their faith? What did they have to say?  •How did they draw on their faith in their approach to life?  •What difference did it make to their actual day-to-day decisions and actions?  •How did/does this person share their faith with others?  •What aspects of the background of this person supported their efforts?  •Was there anything new about what this person undertook?  •What unexpected outcomes resulted from this person’s efforts?  •What are four or five keywords you would use to describe this person’s spirituality?  •In what ways would you like to be like him or her? | | | | | [The Twenty Fifth Box website](http://www.resourcemelb.catholic.edu.au/object.cfm?o=209) |
| Communicate | <http://lb6holyspiritchurch.weebly.com/3-the-twenty-fifth-box.html>  **Demonstrate understanding about the ways Catholic Individuals have contributed to the shaping of Australia**  Students create a trading card to present the key characteristics of their allocated great Australian Catholic from the Twenty-five of the best" list. They present their trading cards to the class so that students hear about all twenty-four people. Students discuss the diversity of the contributions made by these Catholic individuals.  Students revise and reflect on the criteria that they developed earlier for an Australian Catholic of the year award after hearing about the "Twenty- five of the best" and discuss and make any changes to the list.  Students access the "Twenty-fifth box" on the website and read the information. They reflect on their learnings from this learning byte about how and why Catholic groups and individuals have contributed to the shaping of Australia. They select and research or interview an Australian Catholic and create a trading card for the individual that they would place in the twenty-fifth box for their contribution to the shaping of Australia. They must include their justification for their selection, which should be based on the established criteria, as information on the card.  Students present their trading card to the group. Teachers might consider setting up a Weebly similar to the "Twenty-five of the best" to display student selections for the twenty fifth box.  Summative: Use the website Twenty- five of the best to research an Australian Catholic past or present whose faith has been a significant part of their lives. Investigate and record information based on questions and display information in a Brochure format. Completed brochures are uploaded to the Padlet | | | | | [Read Write Think trading card](http://www.readwritethink.org/files/resources/interactives/trading_cards_2/)  Formative Assessment Task  Summative Assessment Task  [www.padlet.com/kandzue/brochure](http://www.padlet.com/kandzue/brochure) |
| Reflection | **Students complete a reflection questionnaire to evaluate their learning experiences in this unit. They identify areas for improvement in their learning and the unit itself and how they make meaning in their own lives.** | | | | | **Reflective questionaire** |