



Year 7 2022 Religious Education

Teaching and Assessment Map Unity College

	Term 1A <i>Inside Out, Welcome to Unity</i> (5 Weeks)	Term 2 <i>THE STORY</i> (10 Weeks)	Term 3 <i>Where it all began</i> (10 Weeks)	Term 4 <i>The Church alive in the world today</i> (10 Weeks)
Title				
General Summary	Students are introduced to the life, symbols, identity and culture of Unity College. Students will understand the College's Celtic charism and review the liturgical calendar, prayers, and sacraments of our ecumenical communities,	Students consider the story of Jesus of Nazareth, as it is revealed in the Gospel stories. Students evaluate the significance of sacred texts.	Students investigate key historical moments of early Christianity: the origins and sharing of the Christian faith.	Students examine how the Christian Church works in the modern world. Students explain conscience, social justice and decision-making in a Christian context.
Deep Learning	Evaluate and draw conclusions about the significance of prayer, ritual, sacraments and Sacred Texts for the faith journey of believers, personally and communally.	Evaluate how the Sacred Texts influence the lives of believers.	Differentiate ways in which the faith of believers is expressed, professed and lived out in different communities past and present.	Explain the significance of Church teaching and basic principles of Christian morality for the ways believers live out their faith personally and communally.
Surface Learning	Participate respectfully in a variety of prayer experiences including: Lectio Divina, Ignatian meditation, meditative prayer experiences especially silence and stillness and praying with icons and images, participate respectfully in formal prayers such as the Hail Mary, Our Father	Consider and draw conclusions about the significance of the Sacred Texts for the faith journey of believers. Consider how Sacred Texts reflect the audience, context of human authors.	Determine ways in which Christianity shares common beginnings of faith with other monotheistic religions (Judaism and Islam). Investigate the beginnings of the Christian faith (see 6 BCE – c. 650 CE) Explain the role of key people and events in the Christian faith, (see 6 BCE – c. 650 CE) Propose reasons for change and continuity in the life of the Church and religious communities over time and place.	Examine the basic principles of Christian morality for the ways believers live out their faith personally and communally. Examine the significance of Church teaching in the ways believers live out their faith personally and communally,

Religion Learning Concept Map

THE WAYS IN WHICH BELIEVERS LIVE THEIR FAITH

Year 7

DEEP LEARNING

Differentiate ways in which the faith of believers is expressed, professed and lived out in different communities past and present.

Evaluate how sacred texts influence the lives of believers.

Evaluate and draw conclusions about the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers personally and communally.

Explain the significance of Church teaching and basic principles of Christian morality for the ways believers live out their faith, personally and communally.

SURFACE LEARNING

Determine ways in which Christianity shares common beginnings of faith with other monotheistic religions (Judaism and Islam).

Investigate the beginnings of the Christian faith (c. 6 BCE – c. 650 CE).

Propose reasons for change and continuity in the life of the Church and religious communities over time and place.

Explain the role of key people and events in the development of the Christian faith (c. 6 BCE - c. 650 CE).

Consider how sacred texts reflect the audience, purpose and context of the human authors.

Consider and draw conclusions about the significance of sacred texts for the faith journey of believers.

Examine the basic principles of Christian morality for the ways believers live out their faith personally and communally.

Participate respectfully in a variety of prayer experiences including:

- Lectio Divina
- Ignatian meditation
- Meditative prayer experiences especially silence and stillness and praying with icons and images.

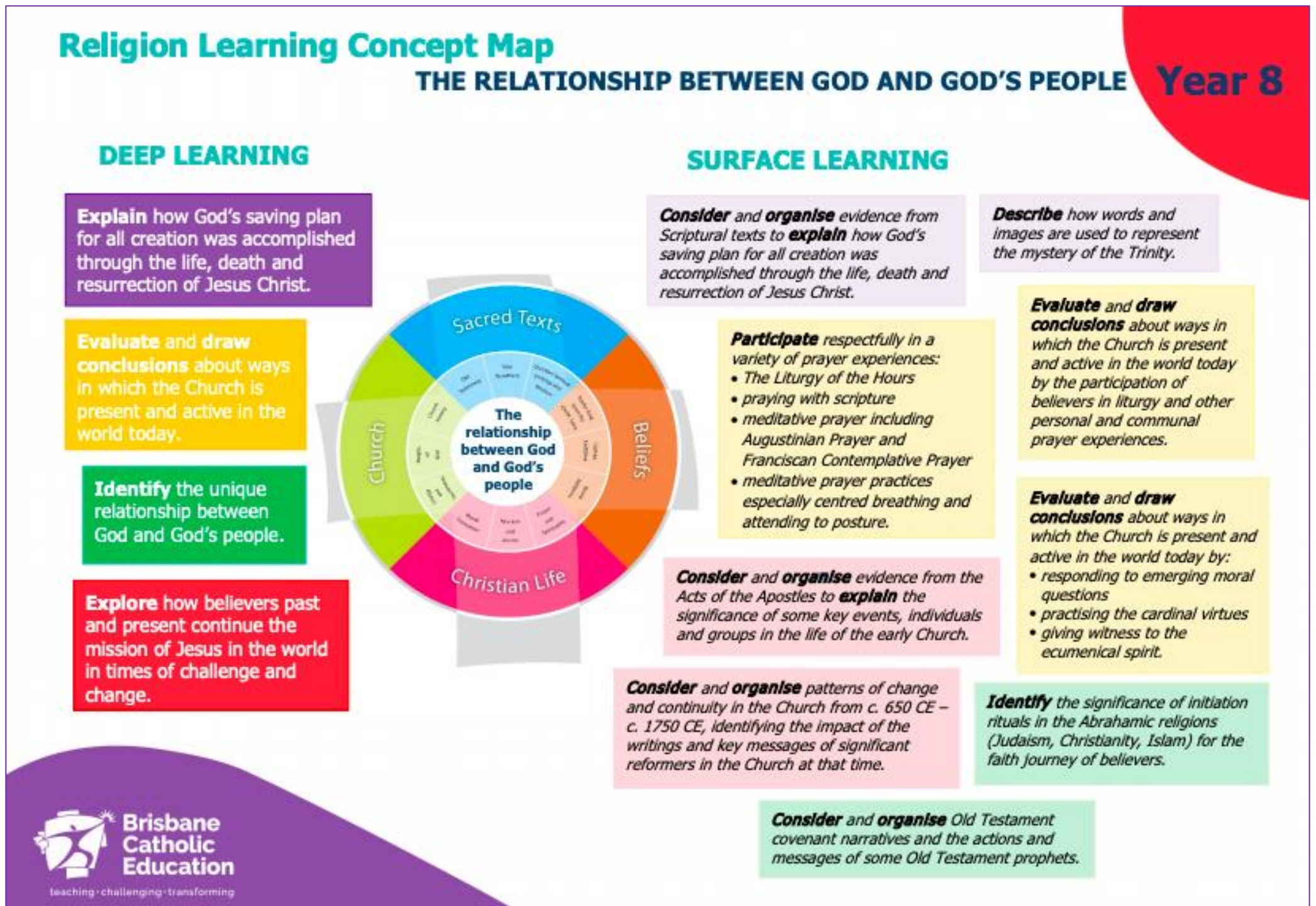
Examine the significance of Church teaching for the ways believers live out their faith personally and communally.

Participate respectfully in a variety of prayer experiences including formal prayers such as the Hail Mary and Our Father.





	Term 1A	Term 2	Term 3	Term 4
Title	Wanted: Jesus (10 Weeks)	A Church Wrecking ball (10 Weeks)	The subversive prophets (10 Weeks)	In a world of suffering, what can I do? (10 Weeks)
General Summary	Students consider how words and images are used to represent the images of the Trinity. Students explain God's plan was achieved through Jesus' death and resurrection.	Students explore the lives of past and present of believers in the life the church. Students consider the Acts of the Apostles in the life of the early church. Students consider significant reformers in the Church in the patterns of change and continuity from 650 to 1750CE.	Students identify Old Testament Covenant narratives and consider the actions and messages of the prophets. Celtic Spirituality: St Patrick's story of change, challenge, and transformation.	Students evaluate and draw conclusions about how their spiritual mind and body helps them be active and present in the world today. Participation in prayer and liturgy. Students investigate mission and virtue.
D	Explain how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.	Explore how believers past and present continue the mission of Jesus in the world in times of challenge and change.	Identify the unique relationship between God and God's people	Evaluate and draw conclusions about ways in which the Church is present and active in the world today.
Surface Learning	Consider and organise evidence from Scriptural texts to explain how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ. Describe how words and images are used to represent the mystery of the Trinity.	Consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time. Consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church.	Identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers. Consider and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets.	Evaluate and draw conclusions about ways in which the Church is present and active in the world today by the participation of believers in liturgy and other personal and communal prayer experiences. Evaluate and draw conclusions about ways in which the Church is present and active in the world today by responding to emerging moral questions, practising the cardinal virtues, giving witness to the ecumenical spirit. Participate respectfully in a variety of prayer experiences: The Liturgy of the Hours, praying with scripture, meditative prayer including Augustinian Prayer and Franciscan Contemplative Prayer, meditative prayer practices especially centred breathing and attending to posture.





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Teaching and Assessment Map Unity College

	Term 1	Term 2	Term 3	Term 4
Title	<i>The baddies vs the goodies</i> (10 Weeks)	<i>THE Book for dummies</i> (10 Weeks)	<i>The Sand Gospel</i> (10 Weeks)	<i>How to heal a broken heart</i> (10 Weeks)
General Summary	Students investigate how the co-existence of good and evil in human history impacts their view of the world.	Students investigate how the foundational beliefs of Abrahamic traditions provide meaning and purpose.	Students explore how the actions and rituals of Christian believers impact their spiritual lives.	Students explore how personal and communal prayer nourish their spiritual life
Deep Learning	Demonstrate an understanding of the co-existence of good and evil in the world throughout human history.	Evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers.	Consider ways in which believers live their Christian vocation.	Differentiate ways in which believers nurture their spiritual lives through personal and communal prayer experiences.
Surface Learning	Propose the interpretation about the experience of sin in the world. Analyse the causes and effects of events and developments in the Church from c. 1750 CE – c. 1918 CE and draw conclusions about their importance. They analyse perspectives of the writings of various religious and lay leaders at that time, evaluate the impact of Catholic social teaching on an individual's moral behaviour, evaluate the impact of Catholic social teaching on the Church's response to emerging moral questions.	Analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam). Examine three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus Consider and decide how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.	Distinguish between the participation of believers in the priestly, prophetic and kingly works of Jesus Christ Evaluate and draw conclusions about the significance of the three forms of penance (prayer, fasting and almsgiving). Evaluate and draw conclusions about the significance of the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present	Differentiate the ways believers nurture their spiritual lives through personal and communal prayer experiences including: the prayers and writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing especially the Penitential Act, Christian Meditation, meditative prayer practices especially praying with labyrinths. Participate respectfully in a variety of the above prayer experiences.

Religion Learning Concept Map

FAITH IN THE LIVES OF BELIEVERS

Year 9

DEEP LEARNING

Evaluate and **draw conclusions** about the significance of foundational beliefs in the lives of believers.

Consider ways in which believers live their Christian vocation.

Differentiate ways in which believers nurture their spiritual lives through personal and communal prayer experiences.

Demonstrate an understanding of the co-existence of good and evil in the world throughout human history.



SURFACE LEARNING

Analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam).

Consider and **decide** how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.

Distinguish between the participation of believers in the priestly, prophetic and kingly works of Jesus Christ.

Analyse the causes and effects of events and developments in the Church from c. 1750 CE – c. 1918 CE and **draw conclusions** about their importance. They

- **analyse** perspectives of the writings of various religious and lay leaders at that time
- **evaluate** the impact of Catholic social teaching on an individual's moral behaviour
- **evaluate** the impact of Catholic social teaching on the Church's response to emerging moral questions.

Examine three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus.

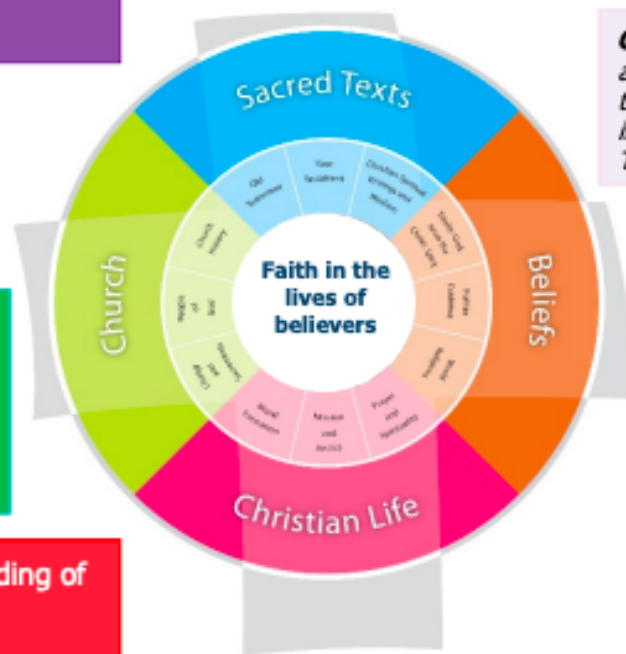
Evaluate and **draw conclusions** about the significance of the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present.

Evaluate and **draw conclusions** about the significance of the three forms of penance (prayer, fasting and almsgiving).

Differentiate the ways believers nurture their spiritual lives through personal and communal prayer experiences including:

- the prayers and writings of Christian spiritual fathers and mothers
- prayers for forgiveness and healing especially the Penitential Act
- Christian Meditation
- meditative prayer practices especially praying with labyrinths.

Participate respectfully in a variety of the above prayer experiences.



Propose their own interpretation about the experience of sin in the world.



Year 10 2022 Religious Education

Teaching and Assessment Map Unity College

	Term 1A <i>Eco-Spirituality</i> (5 Weeks)	Term 1B <i>Eucharist</i> (5 Weeks)	Term 2 <i>Courage to Care</i> (2+8 Weeks)	Term 3 <i>Mystery of God</i> (10 Weeks)	Term 4 <i>World Religions</i> (10 Weeks)
Title	<i>Eco-Spirituality</i> (5 Weeks)	<i>Eucharist</i> (5 Weeks)	<i>Courage to Care</i> (2+8 Weeks)	<i>Mystery of God</i> (10 Weeks)	<i>World Religions</i> (10 Weeks)
General Summary	Students use the <i>Uniting Church and Catholic Spirituality</i> frameworks to respond to the environmental crisis.	Students study the Catholic calendrical ritual of <i>Eucharist</i> and how it is the source and summit of life for Catholic Adherents	Students study the good and evil of the Holocaust. They use conscience and social analysis to draw conclusions about the role of God in human suffering.	Students investigate how adherents have named God and how this shapes their understanding of the Divine, with a focus on Celtic spirituality.	Students study the sacred texts of Christianity, Islam and Judaism. Students use and understand the Worlds of the Text to contextualise sacred texts.
Events		Class Masses Wk 9	Courage to Care Visits Wk 8		Excursion to Buddhist Temple at Eudlo Wk 3
Deep Learning	Evaluate and draw conclusions about ways in which the Church has responded to a range of emerging threats to environmental ecology	Consider the significance of various sources that nourish the spiritual life of believers.	Evaluate and draw conclusions about ways in which the Church has responded to a range of emerging threats to humanity.	Describe how the mystery of God can be named, encountered and better understood.	Identify different representations of God from a range of sacred texts.
Surface Learning	Create responses to a contemporary moral question using evidence from these various sources to support their responses including: • the teaching of Jesus and the early Church • the principles of Catholic Social Teaching • the reasoned judgements of conscience Describe how humans express an understanding of God or the 'Other' as revealed in creation.	Participate respectfully in a variety of personal and communal prayer experiences: • Prayer of St Francis • Magnificat • Canticle of Creation • contemplative prayer • centering prayer • meditative prayer, prayers for justice, peace and the environment • meditative prayer practices including praying with the help of nature. Consider how the following sources nourish the spiritual life of believers: • Eucharist • Prayer of St Francis, • Magnificat • Canticle of Creation, • contemplative prayer, • centering prayer • meditative prayer especially Lectio of Nature and evaluate their relevance for a modern Australian context.	Consider the significance of various sources that guide the Church's action in the world including: • the teaching of Jesus and the early Church • the principles of Catholic Social Teaching • the reasoned judgements of conscience.	Analyse perspectives in a range of Christian spiritual writings searching for the mystery of God in the midst of world events and the course of human history. Use evidence from Old Testament and New Testament texts to explain differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context.	Differentiate between core beliefs and practices of the major world religions: Judaism, Christianity, Islam, Hinduism and Buddhism. Describe and identify how the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) reflect the human understanding of God or the 'Other'.

Religion Learning Concept Map

THE MYSTERY OF GOD – NAMED, ENCOUNTERED AND BETTER UNDERSTOOD IN TODAY'S WORLD

Year 10

DEEP LEARNING

Identify different representations of God from a range of sacred texts.

Describe how the mystery of God can be named, encountered and better understood.

Evaluate and draw conclusions about ways in which the Church has responded to a range of emerging threats to human and environmental ecology.

Consider the significance of various sources that nourish the spiritual life of believers.

SURFACE LEARNING

Differentiate between core beliefs and practices of the major world religions: Judaism, Christianity, Islam, Hinduism and Buddhism.

Describe how humans express an understanding of God or the 'Other' as revealed in creation.

Describe and identify how the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) reflect the human understanding of God or the 'Other'.

Analyse perspectives in a range of Christian spiritual writings searching for the mystery of God in the midst of world events and the course of human history.

Participate respectfully in a variety of personal and communal prayer experiences:

- Prayer of St Francis
- Magnificat
- Canticle of Creation
- contemplative prayer
- centering prayer
- meditative prayer, prayers for justice, peace and the environment
- meditative prayer practices including praying with the help of nature.

Use evidence from Old Testament and New Testament texts to explain differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context.

Consider how the following sources nourish the spiritual life of believers:

- Eucharist
- Prayer of St Francis,
- Magnificat
- Canticle of Creation,
- contemplative prayer,
- centering prayer
- meditative prayer especially Lectio of Nature

and evaluate their relevance for a modern Australian context.

Consider the significance of various sources that guide the Church's action in the world including:

- the teaching of Jesus and the early Church
- the principles of Catholic Social Teaching
- the reasoned judgements of conscience.

Create responses to a contemporary moral question using evidence from these various sources to support their responses including:

- the teaching of Jesus and the early Church
- the principles of Catholic Social Teaching
- the reasoned judgements of conscience.





Years 11 and 12 2022 Religious Education

Teaching and Assessment Map Unity College

Unity College offers the following subjects in senior religious education. These subjects are designed to align with the Religious Education Curriculum, Archdiocese of Brisbane (2020).

There is an emphasis on study from the 'home tradition' (Catholic and Uniting Church traditions) and Christian Scripture as a first preference.

Study of Religion

[QCAA Syllabus \(2019\)](#)

Religion and Ethics (Applied)

[QCAA Syllabus \(2019\)](#)

Certificate III in Christian Ministry and Theology

Institute of Faith Education, Catholic Archdiocese of Brisbane

[Overview](#)