

# Religion Planning

Year 5

2016

School St. Patrick's College

Unit 1 (6 Weeks)



## Fertile Question

Who was Edmund Rice and why is he important to St Patrick's?

### VISION for Religious Education

The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith formation.

*The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.*

<u>Religious Life of the School</u>	<u>General Capabilities</u>	<u>Cross-Curricular Priorities</u>
<u>Religious Identity and Culture</u> <ul style="list-style-type: none"> <li>Ethos and charism (ICE)</li> <li>Authentic Christian community (ICC)</li> <li>Sense of the Sacred (ICS)</li> </ul> <u>Social Action and Justice</u> <ul style="list-style-type: none"> <li>Justice in the school community (SJS)</li> <li>Action for justice (SJA)</li> <li>Reflection on action for Justice (SJR)</li> </ul> <u>Evangelisation and Faith Formation</u> <ul style="list-style-type: none"> <li>Living the Gospel (EFG)</li> <li>Spiritual Formation (EFF)</li> <li>Witness to the wider community (EFW)</li> </ul> <u>Prayer and Worship</u> <ul style="list-style-type: none"> <li>Christian prayer (PWP)</li> <li>Celebration of liturgy and sacraments (PWL)</li> <li>Ritualising everyday life (PWR)</li> </ul>	<ul style="list-style-type: none"> <li><u>Literacy</u></li> <li><u>Numeracy</u></li> <li><u>Information and communication technology (ICT) capability</u></li> <li><u>Critical and creative thinking</u></li> <li><u>Personal and social capability</u></li> <li><u>Ethical understanding</u></li> <li><u>Intercultural understanding.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Aboriginal and Torres Strait Islander histories, cultures and spiritualities</u></li> <li><u>Asia and Australia's engagement with Asia in a multi-faith context</u></li> <li><u>Sustainability and ecological stewardship.</u></li> </ul>

### Year Level Description

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts.

In Year 5, students begin to appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE - c.1900 CE). Using a range of Biblical tools, they begin to see how the Gospel writers shaped their Gospels for particular communities. They learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation. They develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present. They broaden their appreciation of the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers); and the wisdom of the Saints (including St Mary of the Cross MacKillop) for communities of believers. They learn about the significance of Marian prayers (including the Hail Mary, the Rosary and the Litany of Mary of Nazareth) in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church.

### ***Achievement Standard***

By the end of Year 5 students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers. They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

### ***Class Context for Learning – Differentiated learning***

Class Needs

Individualised Learning Needs

Catholics/non-Catholics – other faiths – practising/non-practising

ASD – ADHD (abstract concepts may need further unpacking – visuals etc...)

### ***Learning Intentions***

## Learning Intention

By the end these learning experiences, students

- Will analyse the character, actions and origins of Edmund Rice
- Will explore the touchstones of St. Patrick's
- Will determine the connection between Edmund Rice and St. Patrick's

## Success Criteria

### Success Criteria

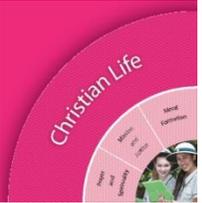
- Students are able to recite the College Prayer
- Students are able to describe the importance of the EREA touchstones
- Students are able to highlight the significant events in Edmund Rice's life
- Students are able to establish connections between Edmund's journey and the religious life of St. Patrick's.

## Assessment

### Assessment Background

**Students are new to the college. This assessment gives them the opportunity to explore the College's fundamental beliefs, as well as, describe the important individuals who helped establish it.**

**They are to create a brochure for future students and parents of St. Patrick's College. In the brochure they must describe who Edmund Rice was and how his life inspired the religious life of St. Patrick's.**

<b>Content Descriptions</b>			
<b>Sacred Texts</b> Old Testament New Testament Christian Spiritual Writings and Wisdom			
<b>Beliefs</b> Trinity Human Existence World Religions			
<b>Religious Knowledge and Deep Understanding</b>	<b>Skills</b>	<b>Religious Knowledge and Deep Understanding</b>	<b>Skills</b>
		BETR7 Faith is shared and strengthened in the community of believers. The central and primary sharing of faith within the community of believers is the celebration of Eucharist.	Identify ways in which people share faith within a community of believers (e.g. family, parish, school).  Communicate an understanding of how the faith of people strengthens the faith of the community of believers.
<b>Church</b> Liturgy and Sacraments People of God Church History			
<b>Christian Living</b> Moral Formation Mission and Justice Prayer and Spirituality			
<b>Religious Knowledge and Deep Understanding</b>	<b>Skills</b>	<b>Religious Knowledge and Deep Understanding</b>	<b>Skills</b>
CHPG6 Pioneering Catholics overcame challenges to preserve the faith of their fathers and mothers. Catholics took their place in colonial Australian society (c.1850 CE - c.1900 CE). Being Catholic in a new, free society raised challenges.	Locate information about the contribution or significance of Catholics (laity, clergy, religious) to the shaping of particular communities, including Indigenous communities (c.1850 CE - c.1900 CE).	CLPS14 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'.	Participate respectfully in meditative prayer, including The Rosary and mantras.

## Scriptural Texts

Core texts

Supplementary texts

## Significant Days and Celebrations

27 January – Welcome Assembly  
5 February – Opening Mass and Commissioning of Year 12 Students  
10 February – Ash Wednesday  
12 February – Coffey House Mass  
19 February – Kennedy House Mass  
22-26 February – Men of Action Week

26 February – Mooney House Mass  
4 March – O'Rourke House Mass  
11 March – Quane House Mass  
17 March – St Patrick's Day Mass  
24 March – Easter Liturgy

## Learning Experiences

### Core Content Area One

Focus/Question– Where do I go to school and what is important here?

### Resources

Teacher Background

Mandated Scriptural Texts

### Meditative Prayer

This should occur at least once a week for at least 10 minutes. Students can choose a spot around the classroom that is free from distractions. There are a number of clips available with or without instructions.

You can choose to do your meditative prayer in a number of ways. It could be a reflection of a fertile question (Why did God send down His Son to die?) or appreciation for the things around us.

Guided Meditation

<https://www.youtube.com/watch?v=CvXb2GlpeCY>

<https://www.youtube.com/watch?v=FDrejk15V8U>

(use this at the start of the day)

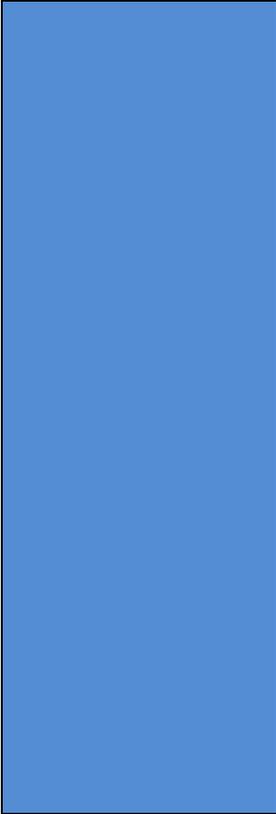
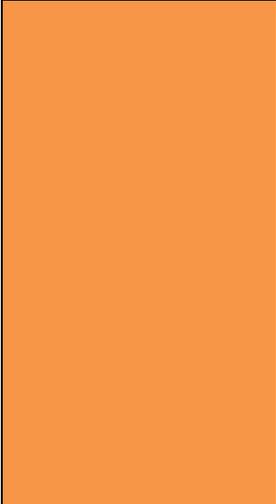
<https://www.youtube.com/watch?v=08eHYhJYST8>

Meditative Music

[https://www.youtube.com/watch?v=pzLhO\\_XZjwk](https://www.youtube.com/watch?v=pzLhO_XZjwk)

<https://www.youtube.com/watch?v=xPPNElcxHZE>

		<a href="https://www.youtube.com/watch?v=R4-eL3ldhE">https://www.youtube.com/watch?v= R4-eL3ldhE</a>
	<p><b>Week 1</b></p> <p><b>Title Page – Edmund Rice and St. Patrick’s</b></p> <p><b>Introduction to Prayer, History and Crest of St. Patrick’s Discussion</b></p> <p>Who Prays?  Where do we Pray?  What happens during Prayer?  Why do we Pray?  Who do we Pray to?  Why is it significant/important to take time to Pray?  Students read the College Prayer individually and then as a class</p> <p>Students are to copy this prayer into their books (project on whiteboard – attached)</p> <p>Read the History of St. Patrick’s to the students (project on whiteboard – attached)  Discuss - Were any House names mentioned?  Who were the important early figures of St. Patrick’s?  What stands out for you in that passage?</p> <p>Print for students to glue into their books</p> <p>College Crest</p> <p>Have different students read each description of the College Crest.  Discuss each description as you go along. You can then choose to either print for the students or get them to draw the crest and write the definitions.</p>	<p>College Prayer</p> <p>History of St. Patrick’s</p> <p>College Crest</p>

	<p><b>Week 2</b> <b>Edmund Rice</b></p> <p>Script - Edmund was an inspirational person who overcame a terrible tragedy to truly make a difference in the world.</p> <p>Have the students watch two videos which outline the tremendous contribution Edmund Rice made to the Catholic Church.</p> <p>Students are to look up Page 7 in their diaries and copy the passage into their books. Discuss the importance of this passage to St. Patrick's</p> <p>Brother Chris will also visit each class during this week to give some valuable insights into the life of Edmund Rice.</p> <p>Print out the annotated diagram of Edmund Rice. Read and discuss each point. Students are then to colour in this icon using the correct colours (completed icon is attached)</p> <p>If time permits there is another blank icon that can be coloured in other colours.</p>	<p><a href="http://www.youtube.com/watch?v=4_u7AjkFc8">http://www.youtube.com/watch?v=4_u7AjkFc8</a></p> <p><a href="http://www.youtube.com/watch?v=ZwXiyR0HF1A">http://www.youtube.com/watch?v=ZwXiyR0HF1A</a></p> <p>Icon with information</p> <p>Completed icon</p> <p>Blank Icon</p>
	<p><b>Week 3</b></p> <p>Retreat will occur this week. One of the activities will be a message stick where the students are required to put a variety of symbols on a message stick that they feel represent their personality.</p> <p>Go to <a href="http://cuddie-cuddie.wikispaces.com/October+23rd+Wiradjuri+Art">http://cuddie-cuddie.wikispaces.com/October+23rd+Wiradjuri+Art</a> to give some examples of how the aboriginals used symbols to show different objects. Have the students come up with a number of symbols that represent their lives. They could be soccer balls or waves etc. Have them draw and label their symbols in their books.</p>	

	<p>Explain to the students what a Charter is and how a number of schools across Queensland and Australia all abide by the EREA Charter.</p> <p>Project the 4 Touchstones of the Charter onto the whiteboard - found at <a href="http://www.erea.edu.au/about-us/charter">http://www.erea.edu.au/about-us/charter</a></p> <p>Students use a retrieval chart to outline the important words or phrases from the four touchstones. They can also draw the associated pictures.</p> <p>In their religion books students are to pick one of the touchstones and explain how they think St. Patrick's displays it. They can share these with the class.</p>	Retrieval Chart
	<p><b>Week 4</b></p> <p><b>St. Patrick</b></p> <p>Students are to read "The (Kinda Crazy) Life of St. Patrick.</p> <p>Discuss the similarities between the life of St. Patrick and the Life of Edmund Rice.</p> <p>Students complete a Venn Diagram between the two men</p>	Venn Diagram
<p>Reflecting and Evaluating</p> 	<p><b>Assessment</b></p> <p>Students are to connect all the information learnt in this unit to produce a brochure for prospective students and parents of St. Patrick's. They are to include information on Edmund Rice, St. Patrick and how their lives shaped the formation of the religious life of St. Patrick's College.</p>	<b>Assessment Unit 1</b>