

A Catholic School In The Edmund Rice Tradition

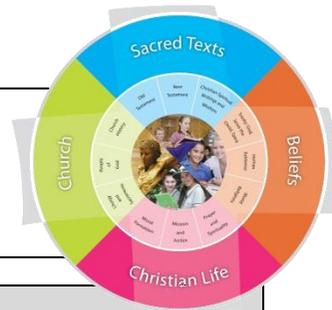
Year 7

2016

St Patrick's College

Term 1

Duration: 9 Weeks



Fertile Question

Why is The Identity of St. Patrick, Edmund Rice and Our Mother of Perpetual Help So Important To The Life of St. Patrick's College?

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. *St Patrick's College aspires 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>
<p><u>Religious Identity and Culture</u></p> <ul style="list-style-type: none"> Ethos and charism (ICE) [1.1, 1.3, 1.5, 3.1] Authentic Christian community (ICC) [1.2] Sense of the Sacred (ICS) [1.1, 1.3] <p><u>Social Action and Justice</u></p> <ul style="list-style-type: none"> Justice in the school community (SJS) [1.1, 2.1] Action for justice (SJA) [1.1, 3.1] Reflection on action for Justice (SJR) [1.1] <p><u>Evangelisation and Faith Formation</u></p> <ul style="list-style-type: none"> Living the Gospel (EFG) [1.2, 1.3, 3.1, 3.4] Spiritual Formation (EFF) [3.3] Witness to the wider community (EFW) [2.4, 4.1] <p><u>Prayer and Worship</u></p> <ul style="list-style-type: none"> Christian prayer (PWP) [1.1, 1.2, 2.1, 3.3] Celebration of liturgy and sacraments (PWL) [1.1, 2.4] Ritualising everyday life (PWR) 	<ul style="list-style-type: none"> <u>Literacy</u> – listening to, reading, viewing and responding to texts <u>Numeracy</u> – sequencing and ordering numbers .e.g timelines <u>Information and communication technology (ICT) capability</u> – integration of helpful and effective technologies <u>Critical and creative thinking</u> – generate knowledge, clarify concepts and ideas, seek possibilities and consider alternatives <u>Personal and social capability</u> – understanding themselves as a member of this community's charism <u>Ethical understanding</u> – understand our social responsibility as a member of this community 	N/A

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 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue.

Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.

Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.

Achievement Standard

By the end of Year 7, students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.

Students investigate the beginnings of the Christian faith (c.6 BCE – c. 650 CE) and explain the role of key people and events in its development. They explain some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place. They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

Class Context for Learning – Differentiated learning

- Students from a variety of faith (and non-faith) backgrounds
- Adjustment needs for learners – refer to Head of Exceptional Learners for support and relevant documentation
- Opportunities for extension – refer to Program Leader – Gifted and Talented for support
- See the [Embracing Diversity](#) document on Connect for useful strategies for a variety of needs

Learning Intentions

Learning Intention

By the end these learning experiences, students

- Explain the role of key people and events in relation to the Edmund Rice charism
- Describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present
- Participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father
- Explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith personally and communally

Success Criteria

Success Criteria

- Analyse and explain how the way of life of religious communities has been influenced by the writings and key messages of the founders
- Identify and locate some Church communities belonging to the Catholic Church in Australia (dioceses, archdioceses and provinces) and to the wider Oceania region
- Investigate the variety of roles and responsibilities within the leadership structure of the Catholic Church in Australia
- Explain how particular cultural and historical influences have led to differences across church communities (e.g liturgical practice, sacramental life, church architecture)
- Examine sources (e.g. Church teaching, Word of God, contemporary media, human wisdom) to explain the basic principle of acting according to a properly formed conscience
- Analyse the Church's teaching about the common good
- Investigate and present a variety of ways of protecting and promoting the common good
- Explore ways of serving the common good using personal gifts and talents
- Participate with respect in a variety of personal and communal prayer experiences

Assessment

A folio, comprising of three tasks due at various intervals (Week 4, 7 and 10) – visual/written response to the first Core Content Question, A4 colour flyer in response to the second Core Content Question and SWOT analysis on the effectiveness of the College in living the charism and demonstrating Touchstones.

Content Descriptions			
Sacred Texts Old Testament New Testament Christian Spiritual Writings and Wisdom 		Beliefs Trinity Human Existence World Religions 	
Religious Knowledge and Deep Understanding	Skills	Religious Knowledge and Deep Understanding	Skills
<p>The writings and key messages of the founders of religious orders influence the way of life of religious communities (e.g. prayer life, apostolate, dress, spiritual practices, beliefs, symbols, daily life)</p>  STCW8	<p>Analyse and explain how the way of life of religious communities has been influenced by the writings and key messages of the founders</p>	<p>The Decalogue (Exodus 20:1-20) affirms the relationship between God and humankind. It describes a way of life faithful to God's love.</p>  BEHE7	<p>Illustrate how the Decalogue describes a way of life faithful to God's love.</p> <p>Explain the relationship between God and humankind that is revealed in the Decalogue.</p>
Church Liturgy and Sacraments People of God Church History 		Christian Living Moral Formation Mission and Justice Prayer and Spirituality 	
Religious Knowledge and Deep Understanding	Skills	Religious Knowledge and Deep Understanding	Skills
<p>The Catholic Church in Australia comprises a number of geographical dioceses and archdioceses. There are a variety of roles and responsibilities within the leadership structure of the Catholic Church in Australia (i.e. deacon, priest, bishop, archbishop, cardinal). The Church in Australia is a member of a larger communion of churches in the Oceania region. Within the Australian Catholic Church, as well as across Oceania, local and regional churches are influenced by their different cultures and histories.</p>  CHPG8	<p>Identify and locate some Church communities belonging to the Catholic Church in Australia (dioceses, archdiocese and provinces) and to the wider Oceania region.</p> <p>Investigate the variety of roles and responsibilities within the leadership structure of the Catholic Church in Australia.</p> <p>Explain how particular cultural and historical influences have led to differences across church communities (e.g. liturgical practice)</p>	<p>Concern for the good of the community is a basic principle of Christian morality. According to Church teaching, personal gifts are meant to be at the service of others and of the common good. The good of the community can be protected and promoted in a variety of ways.</p>  CLMJ8	<p>Analyse the Church's teaching about the common good.</p> <p>Investigate and present a variety of ways of protecting and promoting the common good.</p> <p>Explore ways of serving the common good using personal gifts and talents. Participate with respect in a variety of personal and communal prayer experiences.</p>
<p>Prayer in the Christian tradition, including formal prayers such as Sign of the Cross, Our Father and Hail Mary, nurtures the spiritual life of believers  CLPS18</p>			

Scriptural Texts

Core texts: 1 Timothy 6:12. 2 Timothy 4:7.

Supplementary texts: Decalogue – Exodus 20:1-20

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– What Influences Have Shaped The Identity of St. Patrick’s College?		Resources Teacher Background Mandated Scriptural Texts
Tuning In  1 LESSON	Review prior learning (students since Year 5); introduce new concepts (new students in Year 7) <p style="text-align: center;">3 weeks</p> <ul style="list-style-type: none"> • Introduce the fertile question, ‘Why is The Identity of St. Patrick, Edmund Rice and Our Mother of Perpetual Help So Important To The Life of St. Patrick’s College?’ • Students brainstorm their initial response or answer to fertile question • Complete a KWL chart on Edmund Rice, St. Patrick, The Christian Brothers and Our Mother of Perpetual Help to check for prior knowledge/begin signposting concepts for new students • Develop a list of class questions that need to be answered this term – post these on a wall in the classroom – a question per student? • Establish a word wall in the classroom using coloured strips of paper – new words/concepts learned are recorded on paper and posted to the word wall 	BCE Yr7-10 Prayer Library BCE Ways To Pray Term 1 (Prayer resources above – prayer to be conducted at the beginning of each lesson – encourage student-led prayer. Focus on formal prayers such as the Our Father and Hail Mary; discuss the significance of the Sign of the Cross and the correct way to perform it) (CLPS18)
Finding Out  2-4 LESSONS	<ul style="list-style-type: none"> • Review Edmund Rice, St. Patrick, The Christian Brothers and Our Mother of Perpetual Help <ul style="list-style-type: none"> ○ Present PPTs with relevant information ○ View videos on YouTube ○ Explore the Oceania Edmund Rice Website – discuss religious orders and the difference between Diocesan priests and Religious Order priests (CHPG8) ○ Relevant information about Edmund Rice and the Christian Brothers in the College Diary (STCW8) ○ View the 10 Commandments – explain their significance or application within the Edmund Rice tradition (BEHE7) ○ Ask Br. Pritchard to speak to the class regarding Edmund Rice and his experience with the Christian Brothers (CHPG8) 	Edmund Rice ‘Dare’ St. Patrick The Christian Brothers Our Mother of Perpetual Help Edmund Rice Oceania Website

<p>Sorting Out</p>  <p>2-4 LESSONS</p>	<ul style="list-style-type: none"> ○ Complete a dual timeline to compare the lives of Edmund Rice and St. Patrick – use themes such as ‘vocation’, ‘organisation’ and ‘influence’. Complete using Tikitoki or Timetoast ○ Venn diagram comparing Edmund Rice and St. Patrick ○ Cause and Effect/Fishbone poster – map reasons for the creation of the Christian Brothers and the effect this had (STCW8) ○ Review quotes/sayings from both St. Patrick and Edmund Rice. Create two separate Wordles utilising these quotes. Explore findings in relation to values of College/College Mission Statement/College prayer – what relationships are evident? Explain (STCW8) 	<p>Tiki Toki</p> <p>Time Toast</p> <p>Digital Venn Diagram</p> <p>Digital Fishbone Diagram</p> <p>St. Patrick Quotes and Sayings</p> <p>Edmund Rice Quotes and Sayings</p> <p>Wordle</p>
<p>Communicating</p>  <p>PART 1 OF ASSESSMENT ITEM</p>	<p>Students create a visual/written/oral text to respond to the focus question: <i>“What influences have shaped the identity of St. Patrick’s College?”</i></p> <ul style="list-style-type: none"> ○ Include key people such as Edmund Rice, St. Patrick and Our Mother of Perpetual Help ○ Focus on discussion of how they have shaped the College/evidence of their influence, as opposed to writing biographies or reproducing basic knowledge 	

<p>Core Content Area Two</p> <p>Focus/Question– What Does It Mean To Be A Catholic School in the Edmund Rice Tradition?</p>		<p>Resources</p> <p>Teacher Background</p>
<p>Tuning In</p>  <p>1 LESSON</p>	<p style="text-align: center;">2 Weeks</p> <ul style="list-style-type: none"> ● Brainstorm with students what they might know about Catholic beliefs/what Catholics believe in – make clear delineation between Catholics and Christians ● Students could complete some pre-reading for Homework of the website to begin developing foundational knowledge ● Work through assessment task sheet, transfer draft and final dates into Student Diary 	<p>Prayer resources in first CC Area. Focus on formal prayers such as the Our Father and Hail Mary; discuss the significance of the Sign of the Cross and the correct way to perform it. (CLPS18)</p> <p>Archdiocese of Brisbane – Teachings of the Catholic Church</p>

<p>Finding Out</p>  <p>2 LESSONS</p>	<ul style="list-style-type: none"> Review the Nicene Creed: <ul style="list-style-type: none"> Discuss ‘creed’ – what is it? Can we have personal creeds? Provide preliminary background of the development of the Creed etc Break the Creed apart as a class and discuss the many Catholic beliefs illustrated in it PLEASE SPEND ONLY TWO LESSONS ON THIS – WE WILL GO INTO MORE DEPTH REGARDING CREEDS LATER IN THE YEAR 	<p>The Nicene Creed Illustrated With Pics PPT</p> <p>The Nicene Creed Student Copy PPT</p> <p>The Nicene Creed Retrieval Chart DOC</p> <p>The Nicene Creed DOC</p>
<p>Sorting Out</p>  <p>2 LESSONS</p>	<ul style="list-style-type: none"> Reflect on the College Mission Statement, College Prayer, College Hymn, War Cries, College motto, College sayings, the prevalence of religious symbolism and the actions of staff and students <ul style="list-style-type: none"> Discuss how these elements reflect not only the influence of Edmund Rice, but also the influence of Catholicism Students broken into small groups, given an element of the College (listed above) to analyse, create poster/mini presentation explaining how the element demonstrates links to both the Catholic and Edmund Rice tradition. Present to class. (STCW8) <i>Homework task: Review the following - 1 Timothy 6:12. 2 Timothy 4:7. What is the ‘good fight’ referred to in these Scriptures? What do we mean at St. Patrick’s when we refer to the ‘good fight’? Is it the same thing? Write a 100 word paragraph answering these questions.</i> 	<p>On A3 paper to analyse:</p> <ul style="list-style-type: none"> College Mission Statement College Prayer College Hymn/Song War Cries College Motto Social outreach <p>Highlighters</p>
<p>Communicating</p>  <p>PART 2 OF ASSESSMENT ITEM</p>	<ul style="list-style-type: none"> Students create a visual/written/oral response to the focus question: ‘<i>What Does It Mean To Be A Catholic School In The Edmund Rice Tradition?</i>’ (STCW8) <ul style="list-style-type: none"> Provide context: ‘You’ve been approached to produce a A5 colour flyer that responds to this question to be distributed at Open Day to prospective parents and students – use images, appropriate colour and Scripture references with a good balance between images and text’ Students could create this on Photoshop, Microsoft Publisher etc 	<p>Photoshop</p> <p>Microsoft Publisher</p> <p>Lucid Press</p> <p>Canva</p>

Core Content Area Three		Resources
Focus/Question– How Can We Fulfil The Charism and Original Vision of Edmund Rice?		Teacher Background
<p>Tuning In</p>  <p>1 LESSON</p>	<p>2 Weeks</p> <ul style="list-style-type: none"> • Develop a working definition of the word ‘charism’ – useful information on website • Review the Charter – website, physical copies provided or PDF on Connect <ul style="list-style-type: none"> ○ Read whole document as a class, may need to complete for Homework if unfinished 	<p>Prayer resources in first CC Area. Focus on formal prayers such as the Our Father and Hail Mary; discuss the significance of the Sign of the Cross and the correct way to perform it. (CLPS18)</p> <p>EREA – About Us</p> <p>EREA – Charter</p>
<p>Finding Out</p>  <p>2 LESSONS</p>	<ul style="list-style-type: none"> • Ask Selena Fisk to visit the class and discuss her work with Justice and Peace, ERA For Change and Work and Welcome Program – encourage the students to have questions prepared and to take notes in preparation for the next activity (1/2 lesson) • Ask Paul Corfield/Matt Hawkins to visit the class and discuss his work in Identity, the development and purpose of Paddies Van, the religious life of the school, work with Indigenous communities – encourage the students to have questions prepared and to take notes in preparation for the next activity (1/2 lesson) • Discuss the ‘common good’ and develop a working definition of the phrase – refer to the Caritas website for a good overview (CLMJ8) • Ask students to reflect on the discussion with Selena and Matt – how do we serve the common good here at St. Patricks? How are people encouraged to use their personal gifts and talents to work for the common good? (CLMJ8) 	<p>Caritas – Catholic Social Teaching</p>
<p>Sorting Out</p> 	<ul style="list-style-type: none"> • Charter Evaluation (STCW8) <ul style="list-style-type: none"> ○ Break class into 8 small groups ○ Hand out A3 copy of Charter (On Connect) ○ 2 groups will be focusing on each touchstone – divide the ‘Expressions’ in two and allocate half to each of the two groups 	<p>EREA Charter Analysis Activity DOC</p> <p>Highlighters</p>

<p>2 LESSONS</p>	<ul style="list-style-type: none"> ○ On the A3 paper, students are to analyse their 4-5 'Expressions' of their specific Touchstone and provide as many examples as possible for how the St. Patrick's community demonstrates these Expressions ○ Encourage students to reflect on their learning this term, discussions with Br. Chris, Selena and Matt and their own experience at the College to provide authentic examples (CLM18) ○ At the start of the second lesson, have groups feedback to the class regarding their findings – what are we doing well? Where are there some opportunities? ○ PART 3 OF ASSESSMENT ITEM = To consolidate learning, you could have students complete a SWOT analysis on how effectively the College demonstrates all four Touchstones and Expressions 	<p>Digital SWOT Analysis</p>
<p>Communicating</p>  <p>1 LESSON</p>	<p>The following Scripture references were written in the front of Edmund Rice's Bible – they apparently held particular significance for him.</p> <ul style="list-style-type: none"> ● Students review these Scriptures and write a 100 word reflective paragraph explaining how the influence of these Scriptures are evident in his ministry/establishment of the Christian Brothers. ● Students could also write a 100 word reflective paragraph explaining how the St. Patrick's community demonstrates the spirit of these Scriptures, giving explicit examples like Paddies Van, immersions etc <p>Discuss the importance of Easter and Lent – a variety of activities can be accessed for this</p>	<p>Exodus 22:25, Leviticus 25:35-64, Deuteronomy 23:19, Psalms 15:5, Psalms 55:11-12, Proverbs 22:16, Proverbs 28:8, Ezekiel 18:12-13, Ezekiel 18:13, 2 Ezra 5:11, Matthew 5:42, Luke 6:35</p>
<p>Reflecting and Evaluating</p>  <p>½ LESSON</p>	<ul style="list-style-type: none"> ● Students could complete a KWL chart ● Review class word/question wall ● Provide written feedback through Google Forms ● Written response to the fertile question to ascertain knowledge and understanding – formative assessment 	
<p>Brainstorm Ideas for Learning Experiences</p>		