

# YEAR 9 - SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION

## ACHIEVEMENT STANDARD

By the end of Year 9:

U1	U2	U3	U4	
✝				Students evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers.
✝			📖	They consider and decide how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.
			📖	They analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam).
✝				They examine three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus.
		🕯		Students demonstrate an understanding of the co-existence of good and evil in the world throughout human history.
		🕯		They propose their own interpretation about the experience of sin in the world.
	🕊			They 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 in the writings of various religious and lay leaders at that time.
		🕯		They evaluate the impact of Catholic social teaching on an individual's moral behaviour and on the Church's response to emerging moral questions.
✝	🕊	🕯	📖	Students consider ways in which believers live their Christian vocation.
		🕯		They evaluate and draw conclusions about the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick), in the lives of believers past and present.
✝				They distinguish between the participation of believers in the priestly, prophetic and kingly work of Jesus Christ.
✝	🕊	🕯	📖	Students differentiate ways in which 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 and meditative prayer practices, especially praying with labyrinths.
✝	🕊	🕯	📖	They participate respectfully in a variety of these prayer experiences.

UNIT	UNIT 1	UNIT 2	UNIT 3	UNIT 4
TOPIC	<b>IN HIS IMAGE</b> ✝	<b>IN THE WAY OF MARY</b> 🕊	<b>IN THE LIGHT</b> 🕯	<b>IN ONE STORY</b> 📖
FOCUS	This unit focuses on the foundational beliefs of Christianity, in particular, the Incarnation, Resurrection and Ascension of Jesus. Students will explore the parables of Jesus, the hidden meanings of these and how they relate to our world today. Students will also learn about the participation of believers in the priestly, prophetic and kingly work of Jesus Christ	This unit focuses on the effects of events and developments in the Church from c. 1750 CE – c. 1918 CE through exploring the religious and lay leaders during this time period. They will explore how these leaders demonstrated Marian values and compare their lives and actions to those of Mary the mother of Jesus.	This unit focuses on the co-existence of good and evil in the world throughout human history. Students will explore the concept of sin and responses to it through the Catholic Social Teachings. Students will learn about the Sacraments of Healing and the Church's response to emerging moral questions.	This unit focuses on the monotheistic religions (Judaism, Christianity and Islam) perspectives and understanding of God. Students will learn about how these religions understand God through exploring their sacred texts and shared beliefs.
ACHIEVEMENT STANDARD: FOCUS	By the end of Year 9, students evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers. They consider and decide how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts. They analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam). They examine three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus. Students demonstrate an understanding of the co-existence of good and evil in the world throughout human history. They propose their own interpretation about the experience of sin in the world. They 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. 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CONTENT DESCRIPTIONS	<b>STNT19:</b> The Church teaches that application of Biblical criticism (including form criticism and narrative criticism) helps the reader better understand the purpose and message of Biblical texts. The miracle stories and parables have historical and cultural settings, as well as well-defined structures. The intention of the human author is important in determining the	<b>CHCH8:</b> In a time of great challenge and change (c.1750 CE - c.1918 CE), the Church had to respond to many internal and external threats to its physical existence, cultural influence, political influence, social structure, roles and relationships and economic power. Recurring broad patterns of historical change (namely Construction: Searching for Unity, Order and	<b>CLMJ10:</b> Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living tradition to respond to emerging moral questions about scientific and technological advances. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. The principles of Catholic social teaching, especially promotion	<b>STOT14:</b> Four sources combined to form the Pentateuch. They are: the Priestly source (P), Deuteronomist (D), the Elohist (E), and the Jahwist (J). Key themes of the Pentateuch include: creation, sin, covenant, law and promise, worship, and Chosen People.

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	<p>nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). Understanding, interpretation and use of Biblical texts by Christians have evolved over time.</p> <p><b>BETR12:</b> The Incarnation, Resurrection and Ascension of Jesus are foundational beliefs of Christianity. The Incarnation teaches that Jesus is fully human and fully divine. The resurrection of Jesus confirms his divinity and reveals God's gift of eternal life to all. The Catholic Church teaches that Jesus' risen body, bearing the marks of crucifixion, ascended into heaven.</p> <p><b>CHPG10:</b> All lay people, through their baptism, share in a Christian vocation (Latin 'vocatio' - 'calling'). A Christian vocation calls all people to develop to their fullest potential, so that they may be able to share their own individual gifts, talents, abilities and blessings as fully as possible, for the sake of others. Lay people witness to Jesus Christ by participating in his priestly, prophetic and kingly roles, and therefore bear responsibilities for mission and service.</p>	<p>Authenticity; Deconstruction: Challenges to Unity, Order and Authenticity; Reconstruction: Restoring unity, order and authenticity) are evident in the story of the Church in a time of challenge and change (c.1750 CE - c.1918 CE) as it was forced to question its nature and role in the world.</p> <p><b>CLPS22:</b> Believers pray, drawing on the richness of scripture, the Catholic tradition and the wider Christian tradition, including the prayers and writings of Christian spiritual fathers and mothers (e.g. Catherine McAuley, Nano Nagle, Edmund Rice, Don Bosco, Mary MacKillop) to nurture their spiritual life. Believers pray for forgiveness and healing, including the Penitential Act.</p> <p><b>STCW10:</b> The inspired writings of various religious and lay leaders (e.g. Catherine McAuley, Nano Nagle, Edmund Rice, Don Bosco, Elizabeth Seton and Mary MacKillop) responded in new ways to the needs of the faithful, especially through education, works of charity, and health care (c.1750CE-c.1918CE).</p>	<p>of peace, stewardship, and common good, provide guidelines for scientific and technological advancement.</p> <p><b>BEHE9:</b> God created a world in a state of journeying to its ultimate perfection. The experience of sin throughout human history points to the presence of good and evil in an imperfect world.</p> <p><b>CHLS14:</b> The Sacraments of Healing (Penance and Anointing of the Sick) call believers to conversion and loving trust in God's healing grace. Through the Sacraments of Healing, the Christian community continues Jesus' healing, care and compassion. Celebration of the Sacrament of Penance has changed over the centuries but has retained the same basic elements. In the Christian life, there are three forms of penance (prayer, fasting and almsgiving) which assist believers to reconcile themselves with God and others. Prayer, fasting and almsgiving encourage and strengthen believers and turn their hearts towards God and the needs of others.</p> <p><b>CLMF13:</b> Respect for each person, as created in the image of God and as a reflection of God, is expressed through moral behaviour towards oneself and others. Two key principles of Catholic social teaching, namely respect for the dignity of the human person and human rights and responsibilities, provide guidelines for developing a healthy understanding of one's personal identity and of human relationships.</p>	<p><b>BEWR10:</b> Christianity, Judaism and Islam are monotheistic religions that share a belief in the one God (Allah, God, G*d). The three monotheistic religions have divergent understandings of God that are reflected in their beliefs and practices.</p>
<b>CORE TEXTS</b>	<ul style="list-style-type: none"> <li>- The Feeding of the 5000 – Mark 6:30-44</li> <li>- The Feeding of the 4000 – Mark 8:1-10</li> <li>- Resurrection of Jesus – Luke 24:1-12; John 20:1-31</li> <li>- Raised from Death – 1 Corinthians 15:1-11</li> <li>- Promise of Spirit, Ascension of Jesus – Acts 1:1-12</li> <li>- Jesus foretold by the Prophets – Romans 1:1-7</li> <li>- The Weeds Among the Wheat- Matthew 13:24-30, 36-43</li> <li>- Last Judgement/Sheep and Goats - Matthew 25:31-36</li> </ul>	<ul style="list-style-type: none"> <li>- Hannah's Song – 1 Samuel: 2:1-10</li> <li>- Mary's Magnificat prayer – Luke 1:46 – 56</li> <li>- The Calling of the Disciples – Mark 3:13- 19</li> <li>- Women supported Jesus' Ministry through their own resources – Luke 8:1-3</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus heals many people – Mark 1:29-45</li> <li>- Jesus cleanses a leper – Mark 1:40-45; Luke 5:12-16</li> <li>- Cure of a Paralysed Man – Mark 2:1-12</li> <li>- Jesus heals a man born blind – John 9:1-39</li> </ul>	<ul style="list-style-type: none"> <li>- Creation /Sabbath - Genesis 1:1-2:4</li> <li>- Creation/Sin – Genesis 2:4b-3:24</li> <li>- The Flood (uncreation/recreation) Genesis 6:10-22; 7:11-16, 18-21, 24: 8:1-5, 7, 13, 14-19.</li> <li>- Covenant with Abraham - Genesis 15:1-21</li> <li>- Passover/Worship - Exodus 12:1-30</li> <li>- Exodus from Egypt - Exodus 13:17-14: 31</li> </ul>
<b>EXPLICIT PRAYER</b>	<p>Meditative Prayer Practices</p> <ul style="list-style-type: none"> <li>• Christian Meditation</li> <li>• Praying with labyrinths</li> </ul>	<p>Prayers for forgiveness and healing, including the Penitential Act</p>	<p>Prayers for forgiveness and healing, including the Penitential Act</p>	<p>Meditative Prayer Practices</p> <ul style="list-style-type: none"> <li>• Christian Meditation</li> <li>• Praying with labyrinths</li> </ul>
<b>ASSESSMENT</b>	<p><b>Modern Reinterpretation of a Parable</b></p> <p><b>TASK A: Deconstruction of a Chosen Parable</b> Students deconstruct a chosen parable using the Worlds of the text. They explain the meaning of the story and how it relates to today's society.</p> <p><b>TASK B: Modern Interpretation</b> Rewrite a chosen parable to reflect a modern interpretation of the story and how the message applies to us in today's society. Create a visual interpretation of the modern interpretation.</p>	<p><b>Profile on Contemporary Christian Woman</b></p> <p>Students write a nomination for one contemporary Christian woman for the MMCP "In the Way of Mary Award." They will research one of the women from the list below. They will explain how their chosen person showed Marian values throughout their life and work.</p> <ul style="list-style-type: none"> <li>• Saint <b>Mary Mackillop</b></li> <li>• Saint <b>Louise de Marillac</b></li> <li>• Catherine McAuley</li> <li>• Nano Nagle</li> <li>• Elizabeth Seton</li> <li>• Caroline Chisholm</li> </ul>	<p><b>Social Justice Awareness Campaign</b></p> <p>Students create an awareness campaign on a social justice issue. They will research one of the issues from the list below and link this to the Catholic Social Teachings.</p> <ul style="list-style-type: none"> <li>• Climate Change</li> <li>• Child Labour</li> <li>• Modern Slavery</li> <li>• Fast Fashion</li> <li>• Displaced Persons</li> </ul> <p>The awareness campaign will need to include at least 2 of the following; infographic, website, poster, social media post, vlog, blog post, advertisement, podcast.</p>	<p><b>Multiple Choice &amp; Short Response Exam</b></p> <p>Students undertake a multiple choice and short response exam on the three monotheistic religions and their divergent understandings of God that are reflected in their beliefs and practices.</p> <ul style="list-style-type: none"> <li>• 10 multiple choice questions</li> <li>• 2 short response questions</li> </ul> <p>The short response questions will be a source analysis on prayers of the three monotheistic religions.</p> <ul style="list-style-type: none"> <li>• The Shema – Deuteronomy 6:4-9</li> <li>• Our Father – Matthew 6:9-13</li> <li>• al-Fatihah - The Qur'an 1:1-17</li> </ul>
<b>RLOS</b>	<ul style="list-style-type: none"> <li>- Opening College Mass</li> <li>- Class Prayer</li> <li>- Community Outreach (Breakfast Club)</li> </ul>	<ul style="list-style-type: none"> <li>- Class Liturgy and Prayer</li> <li>- Champagnat Day Mass and Activities</li> </ul>	<ul style="list-style-type: none"> <li>- Year 9 Camp – Aboriginal and Torres Strait Islander Immersion Camp</li> <li>- Liturgy at Camp</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Advent</li> </ul>
<b>NOTES</b>				