## YEAR 7 RELIGIOUS EDUCATION
Teaching Learning Programme 2015

### TOPIC ONE
**Created Individually By God: Penance**
**(WEEKS 1.1 – 1.5)**

**Driving Question:** Can sin ever be stopped?

**Scripture:** Matthew 9:2-8

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>In this topic you will be required to understand:</strong></td>
<td>For this chapter these resources are available. Others may be included.</td>
</tr>
<tr>
<td>A Original sin affects all of humanity</td>
<td>• Student Resource Booklet (Topic One)</td>
</tr>
<tr>
<td>B Jesus came to restore relationships in humanity</td>
<td>• Schoology (LMS)</td>
</tr>
<tr>
<td>C Jesus showed that no sin is too great for the power of Christ’s forgiveness</td>
<td>• Quizard (Vocabulary)</td>
</tr>
<tr>
<td>D Catholic’s celebrate renewed relationship with God and the Church through the Sacrament of Penance</td>
<td>• Diigo (internet curating tool)</td>
</tr>
</tbody>
</table>

### TOPIC TWO
**Freed To Live Like Jesus: Lent And Easter**
**(WEEKS 1.6 – 2.1)**

**Driving Question:** How can people be truly free?

**Scripture:** John 8:31-38

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<td><strong>In this topic you will be required to understand:</strong></td>
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<tr>
<td>A Freedom is the ability to choose to act, or not act in a way that is good and just</td>
<td>• Student Resource Booklet (Topic Two)</td>
</tr>
<tr>
<td>B Jesus is the Messiah who demonstrated true freedom</td>
<td>• Schoology (LMS)</td>
</tr>
<tr>
<td>C Lent &amp; Easter celebrate the freedom Jesus demonstrated</td>
<td>• Quizard (Vocabulary)</td>
</tr>
<tr>
<td>D Jesus gave his followers the Holy Spirit to empower freedom</td>
<td>• Diigo (internet curating tool)</td>
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**ASSESSMENT ONE:** Topic Test
**GENERAL CAPABILITIES SELF ASSESSMENT**

**ASSESSMENT TWO:** Topic Test
**GENERAL CAPABILITIES SELF ASSESSMENT**
### TOPIC THREE
**Gifted By The Spirit: Confirmation**  
(WEEKS 2.2 – 2.6)

**Driving Question:** Is goodness inside or outside of a person?

**Scripture:** Acts 2:1-47

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<td><strong>In this topic you will be required to understand:</strong></td>
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<tr>
<td>A Conscience is a person’s most secret core and sanctuary</td>
<td>• Student Resource Booklet (Topic Three)</td>
</tr>
<tr>
<td>B Holy Spirit helps Catholics to be and do good</td>
<td>• Schoology (LMS)</td>
</tr>
<tr>
<td>C The Holy Spirit empowers followers to be good with seven gifts</td>
<td>• Quizard (Vocabulary)</td>
</tr>
<tr>
<td>D Through confirmation Catholics celebrate the fruits of the Holy Spirit</td>
<td>• Diigo (internet curating tool)</td>
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### TOPIC FOUR
**Spirit Of Truth: Confirmation**  
(WEEKS 2.7 – 2.11)

**Driving Question:** What is truth?

**Scripture:** John 14: 1-31

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<td><strong>In this topic you will be required to understand:</strong></td>
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<tr>
<td>A Catholics find the meaning of truth in Jesus</td>
<td>• Student Resource Booklet (Topic Four)</td>
</tr>
<tr>
<td>B The Sacrament of Confirmation empowers Catholic’s to live in truth</td>
<td>• Schoology (LMS)</td>
</tr>
<tr>
<td>C To live the Spirit of Truth, Catholics are called to celebrate the ‘Four Pillars of Faith’</td>
<td>• Quizard (Vocabulary)</td>
</tr>
<tr>
<td>D The First Commandment leads Catholic’s to a deeper truth</td>
<td>• Diigo (internet curating tool)</td>
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ASSESSMENT THREE: Final Production  
GENERAL CAPABILITIES SELF ASSESSMENT

ASSESSMENT FOUR: Topic Test  
GENERAL CAPABILITIES SELF ASSESSMENT
**TOPIC FIVE**

**Lord Of Life: Baptism**

**(WEEKS 3.1 – 3.5)**

Driving Question: How does religion maximise life?

Scripture: Matthew 3:13-17

### Catholic Content

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<table>
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<tbody>
<tr>
<td>A</td>
<td>Teenagers go through puberty which causes them to experience awe towards the God who created human life</td>
</tr>
<tr>
<td>B</td>
<td>Jesus called people to respect and appreciate life</td>
</tr>
<tr>
<td>C</td>
<td>Catholics through the Sacrament of Baptism share in the life offered by Jesus</td>
</tr>
<tr>
<td>D</td>
<td>Baptism initiates Catholic’s to being reflectors of God</td>
</tr>
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### RESOURCES

For this chapter these resources are available. Others may be included.

- Student Resource Booklet (Topic Five)
- Schoology (LMS)
- Quizard (Vocabulary)
- Diigo (internet curating tool)

**ASSESSMENT FOUR: Essay**

**GENERAL CAPABILITIES SELF ASSESSMENT**

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**TOPIC SIX**

**No Greater Love: Prayer**

**(WEEKS 3.6 – 3.10)**

Driving Question: Why do people pray?

Scripture: Matthew 6:5-15

### Catholic Content

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<table>
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<tbody>
<tr>
<td>A</td>
<td>Love is to will the good of another person</td>
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<tr>
<td>B</td>
<td>Jesus’ actions showed that God’s love is all powerful</td>
</tr>
<tr>
<td>C</td>
<td>One of the greatest experiences of love is found in prayer</td>
</tr>
<tr>
<td>D</td>
<td>Jesus taught that prayer should lead to charity</td>
</tr>
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### RESOURCES

For this chapter these resources are available. Others may be included.

- Student Resource Booklet (Topic Six)
- Schoology (LMS)
- Quizard (Vocabulary)
- Diigo (internet curating tool)

**ASSESSMENT FIVE: Topic Test**

**GENERAL CAPABILITIES SELF ASSESSMENT**

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**TOPIC SEVEN**  
**We Wonder We Praise: Church**  
(WEEKS 4.1 – 4.4)

Driving Question: What is the role of the Church in the world?

Scripture: 1 Corinthians 12:12-31

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| A  One of the most powerful forces in the universe is the Church | - Student Resource Booklet (Topic Seven)  
- Schoology (LMS)  
- Quizard (Vocabulary)  
- Diigo (internet curating tool) |
| B  Jesus established the Church to draw people closer to God | |
| C  The Holy Spirit stirred the spread of the Church | |
| D  The Catholic Church is a sacrament | |

**ASSESSMENT SEVEN: Final Production**  
GENERAL CAPABILITIES SELF ASSESSMENT

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**TOPIC EIGHT**  
**Called To The Common Good: Bible**  
(WEEKS 4.4 – 4.8)

Driving Question: How does the Bible promote the Common Good?

Scripture: 2 Timothy 3:10-17

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| A  Catholics are called to promote the common good — to provide for the basic needs of all people | - Student Resource Booklet (Topic Eight)  
- Schoology (LMS)  
- Quizard (Vocabulary)  
- Diigo (internet curating tool) |
| B  The Bible is a collection sacred writings that teach God's commands | |
| C  Jesus gave examples of promoting the common good | |
| D  Advent is a season in the Church that calls Catholic’s to focus on the common good | |

**ASSESSMENT EIGHT: Topic Test**  
GENERAL CAPABILITIES SELF ASSESSMENT
General capabilities in the Australian Curriculum

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the Religious Education learning area.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content mandated by the Catholic Education Office and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Early Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. For further details regarding the general capabilities follow the hyperlinks below to the ACARA website.

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.
Literacy Outcomes

Comprehending texts through listening, reading and viewing

Listen and respond to learning area texts
- listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, including audio-visual texts, and respond to and interpret information and opinions presented

Students will listen to an audio presentation of the key concepts along with a visual representation of these concepts and take notes summarising this information. They will view and listen to digital resources in an online environment and then respond to this information by participating in an online discussion.

Interpret and analyse learning area texts
- interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies

Students will undertake comprehension exercises using Catholic Resource Sheets interpreting and analysing the information and ideas presented in these sources. They will compare this information and ideas with other sources.

Navigate, read and view learning area texts
- navigate, read and view subject-specific texts with some challenging features and a range of graphic representations

Students will read and view the Catholic Resource Sheets and a variety of graphic representations of data relevant to the study of religion in society.

Composing texts through speaking, writing and creating

Compose spoken, written, visual and multimodal learning area texts
- compose and edit learning area texts

Students will compose a text predicting their findings of the driving question and then edit the text incorporating their learning. They will create various products communicating the findings of their investigations.

Use language to interact with others
- use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts

Students will contribute to an online discussion and classroom discussions around the driving questions for each investigation. They will use the insights gained through these discussions in order to create the text of their findings and to create various products to communicate these insights.
Deliver presentations

- plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences

Students will plan, research and deliver presentations on the driving questions they investigate in each topic. They will justify their choice of media in terms of the target audience. Presentations will be shared with a real world audience via the internet and direct presentation.

Text knowledge

Use knowledge of text structures

- use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes

Students will develop a knowledge of textsa specific to the Religious Education learning area, in particular these will include; Scripture, Catechism of the Catholic Church, Ecclesial documents and publications and social research documents and publications.

Use knowledge of text cohesion

- use knowledge of how cohesive links can be made in texts through omitting and replacing words

Students will compose historical texts (for example information reports, expository texts, persuasive texts, recounts, biographies)

Grammar knowledge

Use knowledge of words and word groups

- expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses

Students will develop the use of proper grammar when composing answers to driving questions.

Use knowledge of sentence structures

- use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events

Students will use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events in response to the driving questions and utilising information gathered from Catholic and secular sources.
Express opinion and point of view

- use subjective, objective and evaluative language, and identify bias

Students will use subjective, objective and evaluative language, and identify bias in their own and other texts.

Word Knowledge

Understand learning area vocabulary

- use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning

Students will master vocabulary specific to the study of religion by means of tools such as Quizard and will use this vocabulary in the composition of texts.

Use spelling knowledge

- spell topic words and use word origins, base words, prefixes and suffixes when spelling new words

Students will master the spelling of words specific to the study of religion by means of tools such as Quizard and will use this vocabulary in the composition of texts.

Visual Knowledge

Understand how visual elements create meaning

- explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts

Students will develop charts, graphs, tables, digital presentations, written and oral presentations to explain the findings of the driving questions for each investigation using ICTs.
ICT Outcomes

Applying social and ethical protocols and practices when using ICT

Identify the impacts of ICT in society
• explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives

Students will discuss the main uses of ICT as they use digital tools to gather, analyse and communicate ideas.

Recognise intellectual property
• identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions

Students will follow legal obligations in acknowledging ownership of intellectual property through the use of referencing conventions.

Apply digital information security practices
• independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments

Students will apply digital security practices as they manage digital accounts such as Schoology, Diigo and Youtube.

Apply personal security protocols
• identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts

Students will apply personal security practices as they manage digital accounts such as Schoology, Diigo and Youtube.

Investigating with ICT

Locate, generate and access data and information
• locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways

For each investigation students will locate information relevant to the topic and collect information in the Diigo curating for classification and analysis.
Select and evaluate data and information
• assess the suitability of data or information using a range of appropriate given criteria

Students will assess the suitability of data and information using criteria provided in the investigation task sheets.

Define and plan information searches
• use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information

Students will use the structure provided in investigation sheets to identify and represent patterns in information and to pose further questions.

Creating with ICT

Generate ideas, plans and processes
• use ICT effectively to record ideas, represent thinking and plan solutions

Students will use various ICT tools such as Schoology (LMS), Diigo, Evernote and PDF annotation software to record ideas, represent thinking and plan solutions

Generate solutions to challenges and learning area tasks
• independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes

Students will complete different aspects of the investigations independently and collaboratively both online and face to face. Each investigation will include a product which communicates findings and suggests an application for particular audiences.

Communicating with ICT

Collaborate, share and exchange
• select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others

Students will select and use appropriate ICT tools such as Schoology discussion pages, Evernote, Diigo and Youtube safely to share and exchange information and to safely collaborate with others.

Understand computer mediated communications
• understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications

Students will use different digital tools to effect different types of communication as they gather, analyse and communicate information relevant to the driving questions. Examples may include synchronous tools such as facetime or skype, asynchronous tools such as online discussion forums or twitter.
Managing and operating ICT

Manage digital data
- manage and maintain data on different storage mediums – locally and on networks

Students will manage and maintain the following online storage mediums; Schoology, personal cloud based workspace (accessed via webDav application), Diigo and Youtube (course account).

Understand ICT systems
- identify, compare and classify basic ICT system components

Students will understanding the uses of standard input, processing, output and storage components such as, input – keyboard, microphone; process – central processing unit; output – monitor, speakers, projector; storage – cloud, USB, hard drive; understanding the use and role of system and application software as they gather, analyse and create information using ipads and possibly computers.

Select and use hardware and software
- select from, and safely operate, a range of devices to undertake specific tasks and use basic troubleshooting procedures to solve routine malfunctions

Students will select specific graphics software or graphic tools such as; Pages, Keynote, Visualize, Puppet Pals, Prezi, imovie, Explain Everything, etc. They will be required to use a variety of software tools but will be given choice as to which tools are used. Students will predominantly use the ipad as a tool but will have opportunity to use other tools such as PC.