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| **STUDIES OF RELIGION - HSC COURSE - 201** |
| Insert School Logo here  **CHRISTIANITY**   * **PERSON:** * **ETHICS: Environmental** * **PRACTICE:**   **The focus of this study is the contribution of significant people, ideas, practices and ethical**  **teachings to an understanding of Christianity as a living religious tradition.**  **SOR I: *Term 1 Weeks 5-11 and Term 2 Weeks 1-3 2014***  **SOR II: *Term 4 Weeks 9-11 2013 and Term 1 Weeks 1-5 2014*** |
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| **Teacher:** |

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| **STUDIES OF RELIGION - HSC COURSE - CHRISTIANITY** | |
| **Rationale for Studies of Religion in the Stage 6**  **Curriculum**  Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.  The Stage 6 Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Religion is generally characterised by a worldview that recognises a supernatural dimension – belief in divinity or powers beyond the human and/or dwelling within the human.  The Studies of Religion syllabus acknowledges that there are many ways of studying religion. It investigates the significance of the role of religion in society and, in particular, within Australian society. It recognises and appreciates the place and importance of Aboriginal belief systems and spiritualities in Australia. This syllabus enables students who live in a multifaith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates religion’s place within the global community.  The syllabus is designed for students in all schools and ensures students study more than one religious tradition. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society. It endeavours to assist in the provision of a context within which schools have the opportunity to foster students’ academic, affective and spiritual development.  Studies of Religion emphasises the development of skills of analysis, independent  research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners.  Studies of Religion provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society. | **Aim**  The aim of the Stage 6 Studies of Religion syllabus is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.  **Objectives**  **Knowledge, understanding and skills**  Students will develop knowledge and understanding about:  • the nature of religion and belief systems in local and global contexts  • the influence and expression of religion and belief systems in Australia  • religious traditions and their adherents  and skills relating to:  • effective gathering, analysing and synthesising of information about religion  • effective evaluation and application of findings from research about religion  • communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts.  **Values and attitudes**  Students will value and appreciate:  • ethical and socially responsible behaviours which are brought about through empathy for, and acceptance of, religious diversity  • fundamental rights of religious believers, rules and laws that promote fairness, justice and equality in society. |

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| **STUDIES OF RELIGION - HSC COURSE - CHRISTIANITY** | |
| Christianity: *22 Indicative Hours*  The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Christianity as a living religious tradition. The study of Christianity is to be of the WHOLE tradition where applicable.  The purpose of this section is to develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. Elements of a religious tradition raised in the Preliminary course are covered in greater depth in the HSC study. In a Religious Tradition Depth Study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence. The study of a particular religious tradition enables students to demonstrate an appreciation of the diversity of expression within, and the underlying unity of, the whole religious tradition. | **Incorporating a Catholic emphasis:**  In approaching the teaching of this unit within the context of a Catholic Religious Education program it is expected that:   * 1. Each lesson would begin with prayer that is meaningful for students and pertinent to current local and global occurrences. Where possible prayer should incorporate references to Church teachings and lived experience that relates to the content of the unit.   2. At some stage in this unit Catholic teaching regarding the innate human response to the transcendent will be incorporated.   3. Catholic teaching on the dignity of all people should be a foundational principal in approaching this unit.   ***Catechism of the Catholic Church:***  A number of relevant articles can be found under ‘Matrimony’ in the subject index of the Catechism with reference to the Marriage section of the unit as well as article numbers 2331-2391 when teaching the Bio Ethics section of the unit. |
| **Syllabus Outcomes:**  **H1** explains aspects of religion and belief systems  **H2** describes and analyses the influence of religion and belief systems on individuals and society  **H4**  describes and analyses how aspects of religious traditions are expressed by their adherents  **H5** evaluates the influence of religious traditions in the life of adherents  **H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias  **H7** conducts effective research about religion and evaluates the findings from the research  **H8** applies appropriate terminology and concepts related to religion and belief systems  **H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.  **Life Skills Outcomes:**  **SRLS6** investigates aspects of a variety of religious traditions  **SRLS7** investigates interactions between religious traditions and culture and society  **SRLS9** uses strategies to gather, investigate and communicate information about religion and belief systems | **Benedictine Values:**  Community  Hospitality  Stewardship  Discipline  Stability  Prayer  Obedience  Love of Christ and Neighbour  Humility  Conversatio |
| Christianity: BIBLIOGRAPHY | |
| Texts and Teacher Background *Bible* (NRSV Version)  *Catechism of the Catholic Church*  Coleman, N. *Spotlight Studies of Religion Preliminary*, Science Press, 2006  Lovat, T. et al, *Studies Of Religion,* 3rd Ed., *S*ocial Science Press, Victoria, 2005 | **Film** |
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| Multimedia Resources *See Program as listed in areas* | |

| **Stage 6 – Year 12 Studies of Religion – 201\_**  ***Religious Tradition Study: CHRISTIANITY – ETHICS –ENVIRONMENTAL ETHICS*** | | | | | | | |
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| **Outcomes** | **Students learn about:** | **Students learn to:** | **Suggested Teaching and Learning Experiences** | **Learning Enhancement suggested strategies.**  **(Special Needs and Gifted & Talented)** | **Evidence of Learning & Feedback** | | **Register** | |
| H1  H8  H9  H4  H6  H7  H8  H9  H5  H6  H7  H8  H9 | ONE of the following areas of ethical teaching in Christianity:   * bioethics * environmental ethics * sexual ethics | ***describe* and *explain*** Christian ethical teachings on bioethics OR environmental issues OR sexual ethics | **ETHICS: ENVIRONMENTAL ETHICS**  **1: Introduction**   * BOARDWORK: Ss to complete the questions on their awareness of current environmental issues. Ss share their responses with the class. * HO: As a class read through the **HO**: Syllabus. * Ss suggest what they believe the Christian response would/should be   **2: Biblical Basis of Christian Environmental Ethics**   * POWERPOINT: Using the PPP: Christian Environmental Ethics Ss take notes. * Ss review and make note of biblical references to environment * Review and make note of other important sources of teaching eg Papal statements, influential Saints eg Francis etc * Note taking on the six key principles that underlie Christian beliefs about ecology and the environment   **3: Focus study of current environmental issue(s) eg climate change, deforestation, pollution etc**   * Students research these areas to gain understanding and contemporary examples. * Students include Kiribati and the Pacific Island Communities   **4-5: Christian response to these issues and application of Christian ethical teaching**   * Pacific Partners Calling and the Australian Council of Bishops * Research examples of grass roots action to show how the ethical teaching can instruct the everyday lives of believers.   **6: Bringing it all together**   * TR/SB: Using research, the T and class go through the results of the research. * MINDMAP/GROUPWORK: As a class, complete a mindmap of the topic. * EXERCISE: As a class, deconstruct a sample question and prepare a response.   **7: Practice Question**   * Ss complete a practice question under exam conditions. | (GT/SN) – Ss will contribute according to their own ability  (SN) – Ss are given a copy of the PPT and highlight and make extra notes where appropriate  (SN) – Ss are given a copy of the PPT and highlight and make extra notes where appropriate  (SN) – Ss research worksheet is adapted and specific sites are given  (GT/SN) – Ss will contribute according to their own ability  (SN) – Ss complete their writing task with a scaffold |  |  | |