

## Religion Curriculum Inquiry Unit



**School:**

<b>YEAR LEVEL: Ten</b>	<b>Term:</b>	<b>Year:</b>
<b>Inquiry Question: What are the Sacraments at the service of Communion and what is my understanding of their meaning in life today?</b>		
<b>Strands:</b> <div style="text-align: center; margin-top: 10px;"> <p><b>Beliefs</b></p> <p><b>Sacraments</b></p> <p><b>Morality</b></p> <p><b>Prayer</b></p> </div>		
<b>Class context/Learners:</b> To be added by class teacher		
<b>Key Inquiry Questions:</b> What does the word sacrament mean to me? What do I understand by the term Vocation? What do I understand about the sacrament of Holy Orders? What do I understand about the sacrament of marriage?	<b>I Wonder:</b> I wonder about the word sacrament and what it means to me I wonder what I understand by the term Vocation. I wonder about the sacrament of Holy Orders. I wonder about the sacrament of Marriage.	
<b>Knowledge &amp; Understanding...</b> Marriage and Holy Orders – Sacraments at the Service of Communion. Matrimony celebrates freedom and commitment. Holy Orders celebrate the paradox of service and leadership. Other world religions value and celebrate marriage.	<b>Skills</b> Critique some of the challenges that flow from the celebration of the Sacraments, politically, ethically, spiritually. Describe and analyse the meaning of vocation in the Christian context. Justify an appreciation of the dignity and purpose of work and leisure. Critically reflect on issues that arise out of the human right to engage in	



	<p>meaningful work and leisure.  Identify the value and use of the Scriptures and Catholic Tradition in understanding vocation.  Evaluate what is meaningful work and leisure.  Outline the history and nature of the sacraments of Matrimony and Holy Orders.  Explain how the married, single and ordained states of life are expressions of service.</p>
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## Assessment Plan

Year Level Achievement Standards:

*By the end of Year Ten* students communicate that God reaches out to us through experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition. Students identify a range of visual texts in different mediums to explain how they are used to reveal an understanding of God as Trinity. Students ask the question ‘who is Jesus’ in light of the Paschal Mystery, scripture, the Incarnation and the resurrection of Christ.

*By the end of Year Ten* students ask and respond to relevant questions about how the sacraments are an invitation to engage in the Christian quest for meaning and purpose. They particularly focus on the vocational options including matrimony and holy orders. They select a range of tools and techniques to communicate the complexity of sacraments, exploring the notions of service and leadership.

*By the end of Year Ten* students identify, analyse and communicate a clear understanding of the principles of Catholic Social Teaching. Students demonstrate as awareness of our responsibility to protect the dignity of the human person.

*By the end of Year Ten* students actively participate and lead Christian meditation and other styles of prayer. Students investigate the Eucharist as source and summit of Christian Life for the individual and the community. Students investigate a particular spiritual tradition.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative</b>  Assessment <i>for</i> Learning	Pre-assess what the students know and want to know about the sacraments of Holy Orders and Matrimony by having them play a matching game that provides a broad overview of the two sacraments.	Pre-assessment game	At the beginning of the Unit



<b>Summative Assessment of Learning</b>	<p>In pairs, students create a Mind Map outlining the role of Bishops, Priests, and Deacons,</p> <p>Use De Bono's Six Thinking Hats strategy, discuss the value and understanding of the ordained priesthood within the Catholic Community.</p> <p>This sample teaching strategy could be used in a similar way to discuss the value and understanding of Marriage.</p> <p>Write and design a vocational guide for Priesthood and Marriage that is aimed at helping teenagers begin to look seriously at possible future vocations.</p>	<p>Mind map strategy</p> <p>De Bono's Thinking Hats</p> <p>De Bono's Thinking hats</p> <p>Brochure</p>	<p>During the Unit</p> <p>At the end of the Unit</p> <p>At the end of the Unit</p> <p>At the end of the Unit</p>
<b>Affective Assessment as Learning</b>	<p>Watch the Video on the Melbourne RE Source website to initiate a conversation that has them reflect on an experience of their own (apart from the Sacraments themselves) in which they have encountered God. What circumstances contributed to this experience? How has it affected your life and your faith? What parallels are there with your experience of the sacraments of the Church?</p>	<p>Discussion and reflection</p>	<p>Beginning of the unit</p>

## Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	<b>Tuning In</b>	<p>Introduction to Sacraments</p> <p>Pre-assess what the students know and want to know about the sacraments of Holy Orders and Matrimony by having them play a matching game that provides a broad overview of the two sacraments. This activity can be completed in groups of four. Print out the resource – pre-assess my knowledge of Holy Orders and matrimony – enough for each team. Cut the handout into strips that separate the question from the answers.</p> <p>Teacher to read the answer and the teams are to identify the question that goes with the answer.</p> <p>At the completion of the task ask students:</p> <ul style="list-style-type: none"> <li>• Did you learn anything today that you did not know?</li> <li>• Are there any topics that we mentioned or even a topic that we did</li> </ul>	<p>Pre- assess my knowledge handout. See resources attached to this unit on the religion curriculum website. <a href="http://www.newreligioncurriculum.com/sample-units8.html">http://www.newreligioncurriculum.com/sample-units8.html</a></p>	<p>Assessment for learning</p> <p>Assessment as learning</p>



		<p>not mention that you would like to know more about?</p> <p>What is a Sacrament? The Catholic imagination sees the goodness of God reflected in the unfolding of human life and love, in the grandeur and fragility of nature, the simplicities of bread, oil, wine and water, in word and gesture and most extraordinarily in the life of Jesus of Nazareth, the Word made flesh. It is him we hear, see with our own eyes, watch and touch with our hands in the sacramental life of the Church. It is his life we share when we participate in the sacraments of the Church. <a href="http://www.resourcemelb.catholic.edu.au/object.cfm?o=133">http://www.resourcemelb.catholic.edu.au/object.cfm?o=133</a> Watch the Video on the Melbourne RE Source website to initiate a conversation that has them reflect on an experience of their own (apart from the Sacraments themselves) in which they have encountered God. What circumstances contributed to this experience? How has it affected your life and your faith? What parallels are there with your experience of the sacraments of the Church?</p> <p>The importance of Relationships Focus on self-esteem and the essence of human beings as relational. Lead in with some television/film/song, e.g. <i>Modern Family</i>, <i>The Simpsons</i>, Simon &amp; Garfunkel's <i>I am a rock</i>, John Marsden <i>Letters from the inside</i>. Students may be able to give suggestions of TV shows, Music etc. Students are invited to explore personal experience and meaning of: friendship, family relationships, loneliness, longing, self-esteem, desire to be needed, and experience of not being needed. What makes for your deepest happiness? Do others complete you? What does choice and commitment mean for you?</p> <p>Across a page in your religion books write your name and around your name write the names of as many different people in your life as you can, Underneath each name, write what relationship that person has to you. Next to this write five things that are necessary for relationships to work</p>	<p><a href="http://www.resourcemelb.catholic.edu.au/object.cfm?o=133">http://www.resourcemelb.catholic.edu.au/object.cfm?o=133</a></p> <p>Examples: Song - Simon and Garfunkel: I am a rock TV series – Simpsons TV series – Modern Family Movies – The Lord of the Rings Book – John Marsden: Letters from the inside</p> <p>Religion books</p>	<p>Assessment for/as learning</p> <p>Assessment as learning</p>
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		<p>well. Circle the relationships that are most important to you at this moment. Share some of this work with others in the class.</p> <p>Think of television programs and films you watch, the advertisements that are on our screens and in newspapers and magazines, the music of our contemporary culture. Individually list some of the ways in which love and relationships are shown through these media? Complete a <b>Plus, Minus, Interesting</b> (PMI) chart showing the minus or negative ways love is often presented in our media the positive ways love is presented the interesting ways love is presented. Use specific examples of songs, films, television shows and advertisements to make your points.</p>	<p>PMI chart See A-Z teaching strategies <a href="http://www.newreligioncurriculum.com/teaching-strategies.html">http://www.newreligioncurriculum.com/teaching-strategies.html</a></p>	
	<p><b>Finding Out/Sorting Out</b></p>	<p>What is a vocation? Vocation 101: What is Vocation? <a href="http://www.youtube.com/watch?v=ihnzFH2L818">http://www.youtube.com/watch?v=ihnzFH2L818</a></p> <p>Read the calling of some biblical characters, e.g. Old Testament prophets Jeremiah (Jeremiah 1:4-10) and Isaiah (Isaiah 6), and Paul (Paul: Acts 26), and note their responses. Consider this passage from the Gospel: Mark (10:17-27). Why did the young man come to Jesus? Was Jesus inviting him to something? How did the young man respond? Why did he respond this way and how did he feel afterwards?</p> <p>What are some different kinds of callings that a person could have in life? Think of someone you know who is doing something good with their life.</p> <p>Why would you want to know your vocation in life? Why would you want to fulfil it? Are there any reasons that you would not want to know or fulfil it? If you do not follow God's plan for you, whose plan will you follow?</p> <p><b>Holy Orders</b> Holy Orders: This is a sacrament that expresses a person's call to religious life. The ordination to the priesthood or diaconate commits a</p>	<p>What is a vocation? <a href="http://www.youtube.com/watch?v=ihnzFH2L818">http://www.youtube.com/watch?v=ihnzFH2L818</a></p> <p>Bibles</p>	



		<p>person for life to their calling to the people of God as a servant in both cases, but also as the “Alter Christus” (another Christ), who offers the sacrifice at mass on our behalf, in the case of the priesthood.</p> <p><a href="http://www.youtube.com/watch?v=q904xlwxnSc">http://www.youtube.com/watch?v=q904xlwxnSc</a></p> <p>Read John 13:1-15, Jesus washes the disciples’ feet, and compare with the role and life of the High Priests at the time of Jesus’ ministry.</p> <p>Students explain what Jesus expected of his disciples after his death and resurrection.</p> <p>Print out the handout “Statements from the <i>Catechism</i> on the sacraments at the Service of Communion”, one for each group of four students. Cut apart the statements for the <i>Catechism of the Catholic Church</i> and their questions so that each group will have four statements and questions, one set for each student.</p> <p>Read the statement and answer the questions that follow. Share responses with other group members.</p> <p>Have students write a brief explanation of how the Sacraments at the Service of Communion are gateways to service in the Church and for the common good of humanity. Ask each group to share its statement when all have completed them.</p> <p>Ask students whether they have thought of these Sacraments as vocations of service. Invite them to ask questions or make comment.</p> <p>Students view an excerpt of <i>Molokai</i> (the story of Fr Damien) as an extraordinary example of the role of a missionary priest. This can be found on YouTube. Select segments of the movie to view.</p> <p>Or the film <i>Romero</i> which concerns the service of the late Oscar Romero of El Salvador. Choose a five minute clip that depicts the priestly ministries of consoling, teaching, preaching etc.</p> <p>Write a review of this film/s for other young adults.</p> <p>Students watch either the video <i>Priests 24/7</i> to provide them with a collage page of information from trailer:</p> <p><a href="http://www.youtube.com/watch?v=XTk5gENpaYU">http://www.youtube.com/watch?v=XTk5gENpaYU</a></p> <p>In pairs, students create a Mind Map outlining</p> <ul style="list-style-type: none"> <li>the role of Bishops, Priests, and Deacons, (<a href="http://www.stjosephct.org/sacraments/holy-orders/43-holy-orders-">http://www.stjosephct.org/sacraments/holy-orders/43-holy-orders-</a></li> </ul>	<p><a href="http://www.youtube.com/watch?v=q904xlwxnSc">http://www.youtube.com/watch?v=q904xlwxnSc</a> Bibles</p> <p>Statements from the <i>Catechism</i> on the Sacraments at the service of Communion <a href="http://www.newreligioncurriculum.com/sample-units8.html">http://www.newreligioncurriculum.com/sample-units8.html</a></p> <p><i>Molokai</i> (the story of Fr Damien) <i>Romero</i> (the story of Oscar Romero)</p> <p><a href="http://www.youtube.com/watch?v=XTk5gENpaYU">http://www.youtube.com/watch?v=XTk5gENpaYU</a></p> <p>Mind Map strategy <a href="http://www.wikihow.com/Make-">http://www.wikihow.com/Make-</a></p>	<p>Assessment of learning</p>
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	<p><b>Finding Out /Sorting Out</b></p>	<p><a href="#">bishop-priest-deacon</a> )</p> <ul style="list-style-type: none"> <li>• their ministry in the service of the Church community</li> <li>• Personal qualities needed to fulfil the role</li> <li>• and share their Mind Map with another pair.</li> </ul> <p>Invite a Parish Priest to talk to the students outlining his role in service to the community and about vocations to the priesthood.</p> <p>The following questions may be helpful:</p> <p>When and how did you experience a calling to the priesthood?</p> <p>What aspect of the priesthood vocation attracted you the most?</p> <p>What are some of the special graces you have received in our life as a priest?</p> <p>What is one of your challenges or frustrations as a priest?</p> <p><b>Marriage</b></p> <p>Individually, students respond to the statement: Marriage is...</p> <p><a href="http://www.sacraments.com.au/relationship_marriage.htm">http://www.sacraments.com.au/relationship_marriage.htm</a></p> <p>Opening discussion for the class: What is marriage? Why marriage? Why does marriage matter? Why does it make a difference to society? What is the attitude to marriage in society? Do you hope to marry?</p> <p>Marriage: A man and a woman consecrate themselves to be committed to one another until parted by death in this sacrament. They promise to be true to each other, called to the unity that their love leads them into, and to procreate, to be open to children as a gift from God.</p> <p><a href="http://www.youtube.com/watch?v=uq2RDYIOLrs">http://www.youtube.com/watch?v=uq2RDYIOLrs</a></p> <p>The scriptural foundations of marriage:</p> <p>Reading selected passages from both Hebrew and Christian scriptures eg Genesis 1 and 2, Hosea 2:19-20; Ephesians 5:21-23, 1 Corinthians 13:1-13, Romans 12:9-21; Matthew 19:4-6.</p> <p>Examine the Judaic/Christian understanding of marriage.</p>	<p><a href="#">a-Mind-Map</a></p> <p>Parish Priest</p> <p><a href="http://www.sacraments.com.au/relationship_marriage.htm">http://www.sacraments.com.au/relationship_marriage.htm</a></p> <p><a href="http://www.youtube.com/watch?v=uq2RDYIOLrs">http://www.youtube.com/watch?v=uq2RDYIOLrs</a></p>	
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		<p>Examination of the Wedding Industry through websites, magazines and bridal fares. What does it reflect about our society's attitude to marriage? How does this compare with the Christian perspective? Is marriage and family life still recognised as essential to the well-being of society?</p>		
		<p>Explore with students the notion of the Sacrament of Matrimony being a covenant of equal partners:          Divide the class into small groups of three or four. Distribute the handout 'Equal Partners in marriage: are Women and Men really equal in our society?' ask students to choose a leader and a scribe. Discuss each question on the handout with the intention of arriving at a consensus. Summarise each point so it can be shared with the class.</p> <p>Read through the Catholic Rite of Marriage (<a href="http://contemporarycatholics.org/Marriage_Ceremony.html">http://contemporarycatholics.org/Marriage_Ceremony.html</a> ) and identify what it teaches about marriage as a sacrament. Suggest some ways that a husband and wife can be sacraments to each other and the rest of the Church. How can they be a sign of Jesus' presence?</p> <p>In the Nuptial blessing of the Sacrament of Matrimony , the priest prays for the married couple with these words:</p> <p style="text-align: center;">             May her husband entrust his heart to her,              So that, acknowledging her as his equal              And his joint heir to the life of grace,              He may show her due honour              And cherish her always              With the love that Christ has for his Church              (Roman Missal, Nuptial Blessing A)         </p> <p>Does this blessing sound like a radical statement to you?</p> <p>Have each section of the Rite recorded on a large sheet of display paper</p>		





		<p>and allow students' comments and suggestions to be recorded.</p> <p>Prepare a brief homily that a priest might give who is witnessing the marriage of a couple in a Catholic Church. Base this on Scripture and the Ritual for Marriage.</p> <p>Discuss what should be included in a marriage education course to assist couples in creating a marriage that is truly sacramental. Create a brochure to advertise this course, Pastoral Preparation for Marriage; if possible, have a recently married person describe their preparation</p> <p>Invite the school chaplain or Parish Priest to address the students about the way he and others help a couple prepare for marriage, and the documentation that needs to be completed. Examples of documentation can be found at Centacare. Centacare has many brochures on Marriage and Marriage preparation for you to borrow and use,</p> <p>Invite 2 married staff members to share with the class their recollections of marriage preparation. Ideally one should have been married for a much longer time than the other to illustrate the changes in approach that have occurred over the past 30 years.</p>		
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	<b>Communicating</b>	<p>Discuss why the Catechism of the Catholic Church describes Marriage and Holy Orders as "Sacraments at the Service of Communion"</p> <p>Explain the three dimensions and purposes of the sacrament of Holy Orders: bishop, priest and deacon.</p> <p>Use De Bono's <i>Six Thinking Hats</i> strategy, discuss the value and understanding of the ordained priesthood within the Catholic Community.</p> <ol style="list-style-type: none"> <li>1. Identify question for discussion: Imagine one of your friends, in a few years time, indicates that they feel called to become a priest. That they will find meaning in life through service to others in the priesthood. What are some of the possible responses to this news?</li> </ol>	De Bono's Thinking Hats Holy Orders	Assessment of learning
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		<p>2. Define the “Hat” categories. Remind students they will be playing a role.</p> <ul style="list-style-type: none"> <li>▪ Red Hat: Emotional – expresses feelings without fear of reprisal</li> <li>▪ Black Hat: The Negatives – tends to be a “wet blanket” - looks at downside</li> <li>▪ Yellow Hat: Supreme Optimist – everything is positive – looks on bright side</li> <li>▪ Green Hat: Lateral Thinker – imaginative and creative – ideas and possibilities</li> <li>▪ White Hat: Logical Thinker – looks at reality of situation – specific examples</li> <li>▪ Blue Hat: Teacher – controls flow of discussion</li> </ul> <p>3. Divide class into five groups and allocate each group a Hat type.</p> <p>4. Give each group a list of people from the Catholic community – friends, family members, Parish Priest, Bishop, etc. The group brainstorm possible responses of each of those people from that particular perspective.</p> <p>5. A representative shares the responses with the whole class.</p> <p>This sample teaching strategy could be used in a similar way to discuss the value and understanding of Marriage. In step 4, the group could be made up of a teenager, a single adult, a happily married couple, a priest, a marriage counsellor.</p>	<p>De Bono’s thinking hats – Marriage</p>	<p>Assessment of learning</p>
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		<p>Write and design a vocational guide for Priesthood and Marriage that is aimed at helping teenagers begin to look seriously at possible future vocations. Your task in creating your vocational guide is twofold. You must first create a guide that will help someone our age to responsibly consider the vocations of the priesthood and marriage by helping them to know what to expect.</p> <p>The second task of your guide is to promote the positive benefits of each vocation, and show the respective importance of each.</p> <p>Be creative! You may add colour, images, and creative design.</p>	Brochure	Assessment of learning
	<p><b>Evaluating and Reflecting</b></p> <p><b>Teacher reflection and Evaluation</b></p>	<p>Personal reflection in Journals</p> <p>Respond to three selected scripture passages in terms of what they say to you about how God challenges them to live a life of faith characterised by compassion, love and service. Reflect on decisions you have made and how you felt about your choices. How do the Scriptures challenge you?</p> <p>What was your favourite learning experience in this unit and why? Do you usually enjoy this type of learning experience?</p> <p>What was your least favourite learning experience and why? So you usually find this type of learning experience challenging?</p> <p>How did your understanding of the unit's subject matter change throughout the unit?</p> <p>Was anything you learned particularly interesting? Why?</p> <p>Write any other observations you have.</p>	Assessment as learning	

