

Trinity College Religion Program – Scope and Sequence

YEAR 7	YEAR 7 TERM 1	YEAR 7 TERM 2
TOPIC/FOCUS/ INQUIRY	BEING CHRISTIAN: WHAT DOES THIS MEAN?	WHERE IT ALL BEGAN
SYNOPSIS OF UNIT	<p>Students will investigate the Creeds of the apostolic and ancient Churches, including the Apostles Creed and Nicene Creed examining the ways that they express the central Christian beliefs and the Christian understanding of God. Students will participate in and learn about a variety of personal and communal prayer experiences with a specific emphasis on the Amen, The Lord's Prayer, The Hail Mary and Meditative Prayer practices including Silence and stillness. Deepening their understanding of what it is to be Christian students will further explore what it means to be Marist in the tradition of St Marcellin Champagnat. reflecting on how not only the Trinity College community gives life to these characteristics but how they themselves might do so. Students will also be engaged in an examination of the common ancestry of the three Abrahamic religions, Christianity, Judaism and Islam, in order to determine the commonly held beliefs and practices of these three religions, whilst noting where there is difference</p>	<p>In this unit students will learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), They will explore the structures of the Australian Catholic Church community. Students will investigate cultural and historical influences on these communities and how they changed and continued over time. They gain insights into the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. Students will 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.</p>

Year 7	YEAR 7 TERM 3	YEAR 7 TERM 4
TOPIC/FOCUS/ INQUIRY	SACRA WHAT? SACRAMENTS!	DOING GOOD: WHAT IF EVERYBODY DID THAT?
SYNOPSIS OF UNIT	<p>Students will investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers. They will examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They will have the opportunity to develop their understanding of meditative prayer in the Christian tradition including an exploration of Lectio Divina and Ignatian Meditation.</p>	<p>Students are exploring the ways in which believers express their understanding of the human persons relationship with God, in particular the Decalogue. In this unit students will also examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith as individuals and community.</p>

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Year 8	YEAR 8 TERM 1	YEAR 8 TERM 2
TOPIC/FOCUS/ INQUIRY	HOW ARE CHRISTIANS CHALLENGED TODAY?	WHAT IS SCRIPTURE AND ITS MESSAGES ALL ABOUT?
SYNOPSIS OF UNIT	<p>Students begin this unit by exploring the Christian understanding of the Holy Trinity. They then move to explore how this understanding can be given life in our everyday lives through love and outreach towards others. They will explore scriptures of the New Testament, specifically the Acts of the Apostles in order to learn about the challenges and teachings of the early Church as the early Christians sort to live their life like Jesus. Students will explore how believers past, and present continue the mission of Jesus in the world, in times of challenge and change. An exploration of Catholic Social teaching and Catholic Social Justice agencies will further deepen student's understanding of the challenge of being Christian today.</p>	<p>Students will examine and interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets. They will explore and select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ. They explain the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers. Students will have the opportunity to participate in a variety of prayer experiences.</p>

Year 8	YEAR 8 TERM 3	YEAR 8 TERM 4
TOPIC/FOCUS/ INQUIRY	MISSION MATERS: JESUS MISSION TODAY – MISSION POSSIBLE?	MOVERS AND SHAKERS ... WHO ROCKED THE CHURCH?
SYNOPSIS OF UNIT	<p>Students will be engaged in learning about Jesus' vision, mission and message and how Christians are called through baptism to live out this mission. Students will investigate ways in which the Church is present and active in the world today and how this work of the Church continues the mission of Jesus. Students will look at the possibility of this mission for individuals and how they themselves might get involved and active in Jesus mission in the world.</p>	<p>Students investigate significant Church history, events, groups and individuals from the Middle Ages beginning with the conversion of Constantine in 312 C.E and ending with the fall of Constantinople in 1453 C. E. Significant events explored include The Crusades and the Black Death with consideration given as to how the Church responded to these events. Students will continue their investigation of Church history exploring the contributions of key figures during the time of the Protestant Reformation and Renaissance.</p>

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Year 9	YEAR 9 TERM 1	YEAR 9 TERM 2
TOPIC/FOCUS/ INQUIRY	HOW CAN JESUS HAVE MEANING IN OUR LIFE TODAY?	HOW CAN WE LEARN FROM THE PAST?
SYNOPSIS OF UNIT	In this unit students learn how to analyse text structures and language features of selected miracle stories and parables of Jesus using form criticism and narrative criticism. Student will explore the foundational beliefs of Christianity as expressed across a range of core Christian texts, including scripture. Students will have the opportunity to express ideas about the relevance and consequences of these foundational beliefs of Christianity for believers today. They will also have the opportunity to participate in a variety of meditative prayer practices, namely, Christian Meditation and praying with Labyrinths.	Students will explore the authorship and main themes of the first five books of the bible. This work will see students develop their understanding of the experience of sin throughout human history. They will explore the Church's response to the presence of good and evil as it has found expression in the world from 1750 CE - 1918 CE. Students will learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They will consider the inspirational writings of various lay and religious leaders and the strength and guidance that such writings offer believers today. A comparison of the beliefs and practices of the three monotheistic religions that reflect their understanding of God particularly in relation to sin and the existence of good and evil in the world will be carried out.

Year 9	YEAR 9 TERM 3	YEAR 9 TERM 4
TOPIC/FOCUS/ INQUIRY	LET THERE BE LIGHT: TO ERR IS HUMAN, TO FORGIVE IS DIVINE.	RESTORING THE BALANCE: WHY SHOULD I CARE?
SYNOPSIS OF UNIT	Students will have opportunities to explore the imperfection of the created world and the place of human beings in that world. They will have opportunities to investigate the core beliefs about sin and suffering and the power of love and forgiveness in the monotheistic traditions (Christianity, Judaism and Islam) and explore the ways that understandings about God influence beliefs and behaviours. Students will have the opportunity recognise examples of good and evil co-existing throughout human history and express their own ideas about the experience of sin and human weakness in the world using evidence from a variety of sources.	Students begin to explore the imbalance between the rich and the poor in the world and ponder the reasons why people should and do care about this. Students examine the call to action associated with Christian vocation and complete an analysis of some of the issues surrounding poverty.

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Year 10	YEAR 10 TERM 1	YEAR 10 TERM 2
TOPIC/FOCUS/ INQUIRY	THE MYSTERY OF GOD WHY ALL THE MYSTERY?	RESPONDING TO THE SIGNS OF THE TIMES DO I HAVE THE COURAGE TO CARE?
SYNOPSIS OF UNIT	<p>Students explore personal, religious and cultural understandings and perceptions about God and life. Students will be engaged in critical analysis of biblical texts to explain how different representations of God reflect the different historical, social and cultural contexts of their human authors. Students will explore God as represented in the visual Arts and will be invited to experience God in nature through contemplative prayer practices.</p>	<p>Students will explore the Churches philosophical and theological response to significant world events some of which have seen unprecedented threats to both human ecology and environmental ecology from science, technology, materialism, consumerism and political ideologies that have marked the 20th and 21st century (c.1918 CE to the present)</p> <p>Students will critique and evaluate Christian Spiritual Writings in their efforts to search for the mystery of God in the midst of world events and the course of human history (c.1918CE to the present):</p>

Year 10	YEAR 10 TERM 3	YEAR 10 TERM 4
TOPIC/FOCUS/ INQUIRY	HOW DO WE MAKE AMENDS AND MOVE FORWARD?	HOW DO WE MAKE PEOPLE HEAR MY RELIGIOUS VOICE?
SYNOPSIS OF UNIT	<p>In this unit students develop an understanding of indigenous spirituality and how this spirituality is central to the identity of the aboriginal people. Students will then explore the issue of The Stolen Generations, the Churches Involvement and how the contemporary Church has responded to the events in its past and those of the Indigenous peoples of Australia. Students will then consider the indigenous land rights issue as it has evolved in Australia. They will consider the guidance that Catholic Social Teaching offers around this issue as well as those offered by other Christian churches to the issue. They will consider the teaching of the Catholic Church on Conscience along with the Sacrament of the Eucharist and how this calls all people to reconciliation.</p>	<p>Students will explore the writings of St Paul, and other Christian Spiritual writings in order to determine the moral and ethical positions they present. Students will evaluate these positions in terms of the relevance and the application for today's issues. To this end students will have the opportunity to trace the plight of a refugee group caused to flee their homeland at some point between 1918 – present. An exploration as to how Catholic Social Teaching might also inform our Religious Voice in relation to such issues will be undertaken. Students will also explore the prayers of the Church that pertain to such justice issues.</p>

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Year 11	YEAR 11 RELIGION AND ETHICS UNIT 1 MODULE 1	YEAR 11 RELIGION AND ETHICS UNIT 1 MODULE 2
TOPIC/FOCUS/ INQUIRY	THE AUSTRALIAN SCENE	SACRED STORIES
SYNOPSIS OF UNIT	In this unit students explore Australian culture in all its diversity and how Australia handles such diversity. Students will consider who calls Australia home with a focused exploration into the facts surrounding refugees and asylum seekers coming to this country. They will have the opportunity to investigate Australia’s religious diversity from its beginnings with the spirituality of Indigenous Australians to the many world religions now represented within Australian culture. Students will consider how such religious diversity impacts on Australian culture and likewise how Australian culture interacts with religion.	The purpose of story and storytelling is to help shape who we are, where we have come from and who we might become. In this unit, students will have opportunities to explore and appreciate the power of story and how it captures, recalls and preserves the life experiences of people no matter what age, period, culture or belief. This unit focuses on how, throughout the ages religion and in particular the Catholic Christian religion, has fulfilled the innate need of humans to hear and tell stories and to have a story to live by.

Year 11	YEAR 11 RELIGION AND ETHICS UNIT 2 MODULE 3	YEAR 11 RELIGION AND ETHICS UNIT 3 MODULE 4
TOPIC/FOCUS/ INQUIRY	HEROES AND ROLE MODELS	WAR, PEACE AND WHAT ELSE?
SYNOPSIS OF UNIT	Students will explore the concepts of Heroes and Role Models and the influence that Role Models and Heroes can have in our lives. Students will explore the characteristics of Australian Heroes and Role Models and how Australia remembers its Heroes. They will consider and draw conclusions about the responsibility that Role Models and Heroes have in toward their community. Students will undertake an investigation into the heroes and role models of different religious groups and the spiritual values and beliefs that they espoused.	Conflict is ever-present in the lives of our students, through global news networks and social media, to their personal and burgeoning professional lives. In this unit students will explore the key ideas of war and peace and study the motivations and causes of war. Students will examine a range of religious perspectives on war and utilise ‘just war theory’ in case studies.

Year 12	YEAR 12 RELIGION AND ETHICS UNIT 3 MODULE 5	YEAR 12 RELIGION AND ETHICS UNIT 4 MODULE 6
TOPIC/FOCUS/ INQUIRY	ETHICS	MEANING AND PURPOSE
SYNOPSIS OF UNIT	In this unit students will explore some classic ethical frameworks and be presented with moral dilemmas and analyse how the process of ethical decision making is influenced by personal, cultural, historical and religious factors. Students will examine the concepts of right and wrong that underpin all human communities and seek to understand the beliefs, assumptions and values that underpin different moral positions.	Students will explore a range of worldviews and religious traditions to understand how people make meaning in their lives. Students will investigate if and how people find meaning by contributing to the greater good. Students will reflect on their own lives and analyse how their goals and relationships offer meaning and purpose in their own lives inform their decisions and provide a sense of hope for the future.

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Year 11	YEAR 11 STUDY OF RELIGION UNIT 1 TOPIC 1	YEAR 11 TERM 2 STUDY OF RELIGION UNIT 1 TOPIC 2
TOPIC/FOCUS/ INQUIRY	SACRED TEXTS	ABRAHAMIC TRADITIONS
SYNOPSIS OF UNIT	In this topic, students are introduced to Judaism, Christianity, Islam, Hinduism, Buddhism and Australian Aboriginal spiritualities. Students identify sacred texts belonging to each religious tradition, recognise features of sacred texts and consider the influence of sacred texts on people, society and culture.	In this topic, students specifically focus on the sacred texts of Judaism, Christianity and Islam, i.e. the Abrahamic traditions. They investigate how sacred texts become authoritative, the ways texts are interpreted, and the influence these texts have on people, society and culture.

Year 11	YEAR 11 STUDY OF RELIGION UNIT 2 TOPIC 1	YEAR 11 STUDY OF RELIGION UNIT 2 TOPIC 2
TOPIC/FOCUS/ INQUIRY	LIFECYCLE RITUAL	CALENDRICAL RITUALS
SYNOPSIS OF UNIT	In this topic, students will identify, analyse and interpret religious lifecycle rituals within and across religious traditions. Students will also consider how some rituals have remained unchanged for centuries, while others have incorporated cultural practices.	In this topic, students will identify, analyse and interpret religious calendrical rituals within and across religious traditions. Students will investigate the significance of calendrical rituals in the lives of individuals and examine the influence that culture may play in these rituals.

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Year 12	YEAR 12 STUDY OF RELIGION UNIT 3 TOPIC 1	YEAR 12 STUDY OF RELIGION UNIT 3 TOPIC 2
TOPIC/FOCUS/ INQUIRY	SOCIAL ETHICS	ETHICAL RELATIONSHIPS
SYNOPSIS OF UNIT	In this topic, students consider how ethical principles and theories in Judaism, Christianity, Islam, Hinduism and Buddhism are understood and applied to social–ethical issues. They analyse issues from a religious–ethical perspective and evaluate the extent to which religious ethics influence decisions made	In this topic, students use their understandings of religious ethics, ethical teachings, ethical terminology and approaches to ethical decision-making developed in Topic 1 of this unit. These understandings are applied to at least one contemporary ethical issue from the perspective of one of the five major world religions. Students identify how a variety of views may be evident and the extent to which religious ethics influence an adherent’s decision-making process.

Year 12	YEAR 12 STUDY OF RELIGION UNIT 4 TOPIC 1	YEAR 12 STUDY OF RELIGION UNIT 4 TOPIC 2
TOPIC/FOCUS/ INQUIRY	RELIGION AND THE NATION STATE	RELIGION AND HUMAN RIGHTS
SYNOPSIS OF UNIT	In his topic students identify and examine relationships between and religious and the Nation State. They investigate and analyse the interactions of religion with the nation-state in order to evaluate the effects of religion-state relationships, groups and societies.	In this topic students consider how religions shape perspectives on rights, including human rights. They examine perspectives on Human rights by using their understanding of rights traditions and the insights that these provide on issues at a local and global level.

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Year 11	YEAR 11 CERTIFICATE III AND IV IN CHRISTIAN MINISTRY AND THEOLOGY MODULE 1	YEAR 11 CERTIFICATE III AND IV IN CHRISTIAN MINISTRY AND THEOLOGY MODULE 2
TOPIC/FOCUS/ INQUIRY	COMMUNITY	THE STORY
SYNOPSIS OF UNIT	The module is framed by this question, ‘what makes your school Catholic?’ as a context for exploring key tenets of Christian faith (the key tenets of the ecumenical creeds: faith in God as trinity and in Jesus as God incarnate) and some Catholic distinctives (church, sacraments and sacramentality as a way of perceiving life).	<p>Stories shape us. Generations of Jews and Christians have been shaped by the narratives of the Bible, have found in these Scriptures wellsprings of life, have learnt in the telling of these stories who they are and to whom they belong.</p> <p>This module explores the Bible. Students gain an overview of the Old and New Testaments and learn skills for biblical interpretation. There are opportunities to dig deep into the texts and to explore how they are used today.</p>

YEAR 12	YEAR 12 CERTIFICATE III AND IV IN CHRISTIAN MINISTRY AND THEOLOGY MODULE 3	YEAR 12 CERTIFICATE III AND IV IN CHRISTIAN MINISTRY AND THEOLOGY MODULE 4
TOPIC/FOCUS/ INQUIRY	CHOICES	THE EDGE
SYNOPSIS OF UNIT	This module introduces students to ethics and Catholic Social Teaching. Consideration of moral/ethical issues and case studies will provide the opportunity to reflect on what both scripture and the Catholic Church say in relation to these issues and the guidance that is offered as we make our own choices regarding these issues. As importantly, students will consider how the choices we make impact our lives.	This unit concludes four semesters worth of work which have explored a variety of topics: Spirituality, Catholicism, Ethics and Morality, Scripture and Life Visions. As their formal compulsory schooling life draws to a close this unit presents students the opportunity to spend time exploring their own worldview and the worldview of others. Where do you want to go? What is their vision? What is important for them? This module allows them to think about the big things, so all the smaller things in their life go in the right direction.