

AEP Teaching Resource Years 7-10

The following table maps key curriculum topics from the *P-12 Religious Education Curriculum* for Years 7-10. These descriptions have been drawn from the *Learning Progression* maps for each year level (7-10). This may be helpful if you are looking for some quick resource links to key content from the RE Curriculum. Also included are the core and complementary scripture texts for each year level and some suggested pedagogical strategies.

This is not a scope and sequence document and does not cover all areas of the curriculum but is a selection of ideas that might support the teacher.

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KEY:

ST – Sacred Text; **B** – Belief; **CH** – Church; **CL** – Christian Life.

[Year 7](#)

[Year 8](#)

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Year 7	Curriculum Content description drawn from <i>Learning Progressions</i> .	Resource Link	Core and Complementary texts	Pedagogical strategies
CH	Investigate the beginnings of the Christian faith (c. 6 BCE – c. 650 CE)	Church and Community , RESource, Melbourne The Early Church Religion of the Empire	Core Overview of Matthew 1-13 The Golden Rule - Matthew 7:12 Jesus	Dot-to-dot connections The teacher identifies 6-8 meaningful words from the upcoming learning. Students record these words next to a

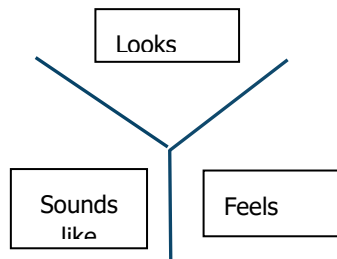
	<p>Differentiate ways in which the faith of believers is expressed, professed and lived out in different communities past and present.</p> <p>Propose reasons for change and continuity in the life of the Church and religious communities over time and place</p> <p>Explain the role of key people and events in its development of the Christian faith (c. 6 BCE – c. 650 CE)</p>	<p>Teacher Background - Church</p>	<p>draws on his Jewish tradition - the Torah and the prophets - Tobit 4:1-5;</p> <p>Introduction to Leviticus</p> <p>Leviticus 19:18</p> <p>The Shema - Deuteronomy 6:4-5</p> <p>Overview of Exodus 19-40</p> <p>Decalogue - Exodus 20:1-20</p> <p>Overview of John 13-21</p> <p>Greatest Commandment - John 13:34-35</p>	<p>dot, spacing them apart on the paper.</p> <p>Students predict connections between the words by drawing a connecting line between the dots and writing the connections on the line. Remember to review these predictions after learning</p>
ST	<p>Evaluate and draw conclusions about the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers personally and communally.</p> <p>Consider how sacred texts reflect the audience, purpose and context of the human authors</p> <p>Consider and draw conclusions about the significance of sacred texts for the faith journey of believers.</p> <p>Evaluate how sacred texts influence the lives of believers.</p>	<p>Commentaries for Year 7 Scripture Texts</p> <p>Scripture and Jesus, RESource, Melbourne</p> <p>Teacher Background - Sacraments</p> <p>Introducing the Gospels</p> <p>Bible Project: Scripture resources including videos, posters and study notes</p>	<p>Complementary</p> <p>Ways to live -Romans 12:9-21 Temptation of Jesus - Matthew 4:1-11;</p> <p>Overview of Luke 1-9</p> <p>Luke 4:1-13;</p> <p>Overview of Mark</p> <p>Mark 1:12-13</p> <p>Overview of Luke 3-9</p>	<p>Seesaw strategy</p> <p>In pairs, students take turns giving answers to questions posed by a teacher or peer. Students may seesaw after reading or viewing texts to recall facts, observations and opinions.</p> <p>Fishbowl (circle within a circle) Think, pair, share</p> <p>Teacher would need to adapt for online use:</p> <p>Students sit in two circles, one circle inside the other. Students in the inner circle discuss what they have discovered about a specific topic.</p> <p>Students in the outer circle take notes from the discussion. They then ask the inner group questions before contributing to the</p>
B	<p>Determine ways in which Christianity shares common beginnings of faith with other monotheistic religions (Judaism and Islam).</p>	<p>God, Religion and Life, RESource, Melbourne</p> <p>Teacher Background - Beliefs</p>		

CL	<p>Participate respectfully in a variety communally. of prayer experiences including: • Lectio Divina • Ignatian Meditation • Meditative prayer practices especially silence and stillness, and praying with icons and images</p> <p>Participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and the Our Father.</p> <p>Examine the basic principles of Christian morality for the ways believers live out their faith personally and communally</p> <p>Explain the significance of Church teaching and basic principles of Christian morality for the ways believers live out their faith personally and communally.</p> <p>Examine the significance of Church teaching for the ways believers live out their faith personally and communally.</p>	<p>Teacher Background – Prayer and Ritual</p> <p>Prayer, Liturgy and Sacraments, RESource, Melbourne</p> <p>Teacher Background – Morality and Social Justice</p> <p>Morality and Justice, RESource, Melbourne</p>	<p>Jesus' interpretation of the Law - Luke 6:27-36; Matthew 5:17-20 Beatitudes - Matthew 5:1-12; Luke 6:20-3</p>	<p>discussion. The process can then be repeated with another topic and the two groups swap roles.</p>
Year 8	Curriculum Content description drawn from <i>Learning Progressions</i> .	Resource Link	Core and Complementary texts	Pedagogical strategies
B	<p>Explain how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.</p> <p>Identify the unique relationship between God and God's people.</p> <p>Describe how words and images are used to represent the mystery of the Trinity.</p>	<p>God, Religion and Life, RESource, Melbourne</p> <p>Paschal Mystery</p> <p>Teacher Background - Beliefs</p>	<p>Core</p> <p>Overview of Matthew 1-13</p> <p>Jesus' healing work - Matthew 12:15-21</p> <p>Overview of Romans 1-4</p> <p>A letter from Paul - Romans 1:1-7</p>	<p>The language of summarising</p> <ul style="list-style-type: none"> • The most important thing to know about <p>Is ____</p> <ul style="list-style-type: none"> • Some important facts included in the text <p>are ____</p> <ul style="list-style-type: none"> • The key point the author is making is ____
CH	<p>Explore how believers past and present continue the mission of Jesus in the world in times of challenge and change.</p> <p>Evaluate and draw conclusions about ways in which the Church is present and active in the world today.</p>	<p>Church and Community, RESource, Melbourne</p>	<p>Complementary</p>	

	<p>Evaluate and draw conclusions about ways in which the Church is present and active in the world today by the participation of believers in liturgy and other personal and communal prayer experiences.</p> <p>Identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers.</p> <p>Consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time</p>	<p>Teacher Background - Church</p> <p>Prayer, Liturgy and Sacraments, RESource, Melbourne</p> <p>Liturgical Seasons</p> <p>Teacher Background - Sacraments</p> <p>Teacher Background – Prayer and Ritual</p> <p>Sacraments of Initiation</p> <p>Abrahamic Faiths RESource, Melbourne</p> <p>Church in the Middle Ages</p> <p>Council of Trent</p>	<p>God's saving for creation Luke 1:67-80;</p> <p>Overview of Luke 1-2</p> <p>Luke 2:39-56; Luke: 2:22-38</p> <p>Overview of Luke 10-24</p> <p>Luke 24:44-49; Ephesians 1:4-11 Galatians 4:4-7;</p> <p>Overview of John 1-12</p> <p>John 4:7-15; Ephesians 2:13-21; Hebrews 1:1-2</p> <p>Overview of 1Corinthians</p> <p>1 Corinthians 15:1-11; Acts 1:1-12</p> <p>Overview of Luke 3-9</p> <p>The woman's act of defiance to anoint Jesus - Luke 7:36-50</p>	<ul style="list-style-type: none"> • In my own words, the text is about ____ • Another name for this text could be ____ • Who? When? Where? What? How? • The whole point of this text is ____ • Key words used in the text are ____ • So far I have learned ____ • The text is mostly about ____ <p>Jigsaw</p> <p>Teachers arrange a class in groups. Each group member is assigned a different piece of information in which to identify the most important ideas.</p> <p>Group members then join with members of other groups assigned the same piece of information, to share ideas that were identified.</p> <p>Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand.</p> <p>3, 2, 1 Strategy</p>
ST	<p>Consider and organise evidence from Scriptural texts to explain how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.</p> <p>Consider and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets.</p> <p>Consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church</p>	<p>Scripture and Jesus, RESource, Melbourne</p> <p>Commentaries for Year 8 Scripture Texts</p> <p>Bible Project: Scripture resources including</p>		

		videos, posters and study notes		<p>3 things I learnt.....</p> <p>2 things I found</p> <p>Interesting</p> <p>1 question I still have</p>
CL	<p>Evaluate and draw conclusions about ways in which the Church is present and active in the world today by: • responding to emerging moral questions • practising the cardinal virtues • giving witness to the ecumenical spirit.</p> <p>Participate respectfully in a variety of prayer experiences: • The Liturgy of the Hours • praying with scripture • meditative prayer including Augustinian Prayer and Franciscan Contemplative Prayer • meditative prayer practices, especially centred breathing and attending to posture.</p>	<p>Morality and Justice, RESource, Melbourne</p> <p>Teacher Background – Morality and Social Justice</p> <p>Prayer, Liturgy and Sacraments, RESource, Melbourne</p> <p>Teacher Background – Prayer and Ritual</p>		
<u>Year 9</u>	Curriculum Content description drawn from <i>Learning Progressions</i>.	Resource Link	Core and Complementary texts	Pedagogical strategies
B	<p>Evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers</p> <p>Demonstrate an understanding of the co-existence of good and evil in the world throughout human history</p> <p>Analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism Christianity, Islam)</p>	<p>God, Religion and Life, RESource, Melbourne</p> <p>Teacher Background - Beliefs</p>	<p>Core</p> <p>Overview Genesis 1-11</p> <p>Creation/sabbath - Genesis 1:1-2:4a Creation/sin - Genesis 2:4b-3:24 The flood (uncreation/recreation) -</p>	<p>Mnemonic</p> <p>This is a memory technique. For example, to remember the number of days in the months the following mnemonic may help:</p> <p><i>30 days hath September, April, June and November,</i></p>

	Propose an interpretation about the experience of sin in the world		Genesis 6:10-22; 7:11-16a.	<i>all the rest have 31, except for February alone, which hath 28 days clear, and 29 in each leap year.</i>
CL	<p>Consider ways in which believers live their Christian vocation</p> <p>Differentiate ways in which believers nurture their spiritual lives through personal and communal prayer experiences</p> <p>Differentiate between ways 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 Penitential Act • Christian Meditation • meditative prayer practices, especially praying with labyrinths.</p> <p>Participate respectfully in a variety of the above prayer experiences.</p>	<p>Morality and Justice, RESource, Melbourne</p> <p>Teacher Background – Morality and Social Justice</p> <p>Prayer, Liturgy and Sacraments, RESource, Melbourne</p> <p>Teacher Background - Sacraments</p> <p>Teacher Background – Prayer and Ritual</p>	<p>Overview Genesis 12-50</p> <p>Genesis 18-21, 24; 8:1-5, 7, 13a, 14-19</p> <p>Covenant with Noah - Genesis 9:17</p> <p>Covenant with Abraham - Genesis 15:1-21</p> <p>Overview Exodus 1-18</p> <p>Passover/worship - Exodus 12:1-30</p> <p>Exodus from Egypt - Exodus 13:17-14:31</p> <p>Complementary</p> <p>Overview of Genesis 12-50</p> <p>Promise to Abram/Abraham and Sarai/Sarah (Chosen People) – Genesis 17:1-8, 15-19, 21-22</p> <p>Passover/Worship - Exodus 13:1-16</p>	<p>Students could create their own for certain subject matter they need to memorise.</p> <p>Story Map</p> <p>Students draw a graphical representation as a record of the important events and elements in a story. Story maps can be used to assist students to retell a story in written or oral form.</p> <p>Y-Chart</p> <p>Purpose: A three-part chart to help organise what the student knows about the topic, what it looks like, feels like and sounds like. The</p>
ST	Consider and decide how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.	<p>Scripture and Jesus, RESource, Melbourne</p> <p>3 World's of the Text Commentaries for Year 9 Scripture Texts</p> <p>Bible Project: Scripture resources including videos, posters and study notes</p>		
CH	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 the perspectives of the writings of various religious and lay leaders at that time • evaluate the impact of Catholic social teaching on an individual's moral behaviour • evaluate the impact of Catholic social teaching on the Church's response to emerging moral questions.	<p>Church and Community, RESource, Melbourne</p> <p>Teacher Background - Church</p>		

	<p>Distinguish between the participation of believers in the priestly, prophetic and kingly works of Jesus Christ.</p> <p>Evaluate and draw conclusions about the significance of the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present.</p> <p>Evaluate and draw conclusions about the significance of the three forms of penance (prayer, fasting and almsgiving).</p>	<p>Teacher Background – Morality and Social Justice</p> <p>Reconciliation (Penance), RESource, Melbourne</p> <p>Introduction to the Sacraments, RESource, Melbourne</p> <p>Teacher Background – Sacraments</p> <p>Teacher Background – Prayer and Ritual</p>		<p>students use their senses of sight, hearing and touch and record their writing or drawing in the Y-Chart.</p> 
Year 10	Curriculum Content description drawn from <i>Learning Progressions</i> .	Resource Link	Core and Complementary texts	Pedagogical strategies
B	<p>Describe how the mystery of God can be named, encountered and better understood.</p> <p>Differentiate between core beliefs and practices of the major world religions: Judaism, Christianity, Islam, Hinduism and Buddhism.</p> <p>Describe and identify how the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) reflect the human understanding of God or the 'Other'.</p>	<p>God, Religion and Life, RESource, Melbourne</p> <p>Teacher Background – Beliefs</p>	<p>Core</p> <p>The Shema - Deuteronomy 6:4-5</p> <p>The Shema Israel - Deuteronomy 6:4-9, 11:1-27 Creator and provider –</p> <p>Overview of Psalms</p>	<p>T-Chart</p> <p>Purpose: To analyse or compare two aspects of a subject. For example: Pros and Cons Chart associated with a decision, or Fact vs. Opinions Chart about what is presented in a newspaper article.</p>

	Describing how humans express an understanding of God or the 'Other' as revealed in creation		Psalm 104:1-25 Righteous King - Psalm 97:1-7	Pros	Cons
ST	<p>Identify different representations of God from a range of sacred texts.</p> <p>Consider the significance of various sources that nourish the spiritual life of believers.</p> <p>Analyse perspectives in a range of Christian spiritual writings searching for the mystery of God in the midst of world events and the course of human history.</p> <p>Use evidence from Old Testament and New Testament texts to differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context</p>	<p>Scripture and Jesus, RESource, Melbourne</p> <p>Commentaries for Year 10 Scripture Texts</p> <p>Bible Project: Scripture resources including videos, posters and study notes</p>	<p>Overview of Revelation 12-22</p> <p>Apocalyptic literature (symbolic narratives for a hope filled future) God who comforts and provides for people –</p> <p>Revelation 21:1-4 Allow students to select some other Scripture representations of God from the complementary texts.</p>		
CL	<p>Participate respectfully in a variety of personal and communal prayer experiences: • Prayer of St Francis • Magnificat • Cantic of Creation • contemplative prayer • centering prayer • meditative prayer, prayers for justice, peace and the environment • meditative prayer practices including praying with the help of nature.</p> <p>Consider the significance of various sources that guide the Church's action in the world including: • the teaching of Jesus and the early Church • the principles of Catholic Social Teaching • the reasoned judgements of conscience.</p> <p>Create responses to a contemporary moral question using evidence from these various sources to support their responses including: • the teaching of Jesus and the early Church • the principles of Catholic Social Teaching • the reasoned judgements of conscience.</p> <p>Consider how the following sources nourish the spiritual life of believers: • Eucharist • Prayer of St Francis, • Magnificat • Cantic of Creation, • contemplative prayer, • centering prayer • meditative prayer especially Lectio of Nature and evaluate their relevance for a modern Australian context</p>	<p>Prayer, Liturgy and Sacraments, RESource, Melbourne</p> <p>Various Christian Prayers, RESource, Melbourne</p> <p>Teacher Background – Prayer and Ritual</p> <p>Catholic Social Teaching RESource, Melbourne</p> <p>Morality and Justice, RESource, Melbourne</p>	<p>Complementary</p> <p>Overview of Job</p> <p>Creator - Job 38; Isaiah 40:12; Wisdom 13:5</p> <p>Overview of Ecclesiastes</p> <p>Lord, Divine Wisdom - Ecclesiasticus 42:21.</p> <p>Overview Romans 5-16</p> <p>Romans 11:33-36</p> <p>Overview of Deuteronomy</p> <p>Avenger - Deuteronomy 32:35-36, 41-43; Romans</p>	<p>Elevator Pitch</p> <p>A short, pre-prepared persuasive speech that explains an idea clearly and succinctly. It can be used to spark interest in an idea whilst conveying the important information.</p> <p>Socratic Seminar</p> <p>A Socratic Seminar is a powerful technique that encourages students to think critically whilst co-constructing a deeper understanding of a text or issue.</p> <p>1) A seminar begins with a teacher or student posing an open-ended question. E.g. What is the meaning of this film?</p> <p>2) Time is provided for students to prepare their ideas before contributing to the seminar. In conjunction with the teacher, students prepare a list of ground</p>	

		Teacher Background – Morality and Social Justice Eucharist , RESource, Melbourne Together at One Altar Overview of the Mass	12:19; Overview of Hebrews Hebrews 10:30-31 Judge - Wisdom Overview of Jeremiah 17:1; Jeremiah 7:20, 44:6; Lamentations 2:4, 4:11; Nahum 1:6; 2 Timothy 4:7-8 Rescuer, Search of Hearts - Psalm 139; 1 Chronicles 28:9; Isaiah 40:17-31; Ecclesiasticus 42:18-20 Supreme Governor - Ecclesiasticus 42:17 Being eternal, immutable, invisible, incomprehensible – Job 11:7-11; Ecclesiasticus 42:16-17; Isaiah 55:89; Psalm 102:25-28 Faithful companion - Genesis 26:2-5; 31:3; 48:21; Exodus 3:12; Deuteronomy 31:7-8,23; Overview of Joshua ; Joshua 1:5, 3:7; Overview of Judges Judges 6:16 (Gideon); Overview of Isaiah 40-66 Isaiah 43:2, Overview of Amos	rules for the discussion. E.g. Don't interrupt others, don't put down your peers' ideas, etc. 3) Students then engage in a discussion, responding to the question, explaining their thinking, justifying their ideas and sharing their point of view.
CH	Evaluate and draw conclusions about ways in which the Church has responded to a range of emerging threats to human and environmental ecology.	Church and Community , RESource, Melbourne Teacher Background - Church		why

			<p>Amos 5:14</p> <p>Overview of Matthew 14-28</p> <p>Matthew 28:20; 2 Corinthians 3:11</p> <p>Overview of Philippians</p> <p>Philippians 4:9 Omniscient - Isaiah 40:13-14 All Holy –</p> <p>Overview of Hosea</p> <p>Hosea 11:9b-11</p>	
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