



# St Joachim's Catholic School, Holland Park

## Year 4 - Religion Unit Descriptions

*During the year, the students will engage in the following units of work.  
Class teachers will advise which units are being covered each term.*

<b>Focus Areas</b>	<b>Description</b>	<b>Achievement Standard Element Assessed</b>
<b>What does it mean to live in a Christian community?</b>	Students explore the concept of community and investigate what <i>living in community</i> means to Christians. They become aware of the variety of text types contained in the New Testament and examine the language features that parables, such as the <i>Good Samaritan</i> , use to assist readers in making meaning. The students make connections between the messages of the parables and Christian teaching around morality involving free choice. They explain how they would apply the teachings of Jesus, from the parables, to experiences in their own lives. They use an appropriate structure to create prayers of petition and intercession about living peacefully with God, others and all creation.	Students explain the significance of community for Christians. They use the Bible's referencing system to locate books, people, places and things in the Bible. Students connect ideas about living in community from different texts and from the experiences of different communities (including Jewish communities in first century Palestine. They explain how free choices result in actions that affect the individual and their community. Students use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities.
<b>Why read an old book like the Bible?</b>	In this unit, students explore the books of the Old Testament, discovering that it contains a variety of text types including historical narratives and sacred myths. As they become familiar with the type of truth these stories might contain, students use knowledge about the stages and structure of the different test types to better understand God's Word. In continuing to explore the concept of community, they investigate how the Decalogue or ten commandments, provided the Jewish community with their moral obligations to God, to each other and all of God's creation. They explain some ways that members of Christian communities might act as stewards of God's creation today.	Students explain the significance of community for Christians. Students' use the Bible's referencing system to locate books, people, places and things in the Bible. They identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word.
<b>What do Christians believe about God?</b>	Students explore the idea of community and relationship through listening to, reading, viewing and interpreting scriptural passages that express God as Father, Son and Holy Spirit, to learn about the Christian belief that God, as Trinity, is relational in nature. They compare the story of Jesus' Baptism from the perspective of different Gospel writers. They are introduced to and participate in the meditative prayer practice of <i>praying with colour</i> .	Students recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit. They participate respectfully in a variety of prayer experiences, including meditative prayer (praying with colour) and prayers of blessing, petition and intercession.



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<b>Focus Areas</b>	<b>Description</b>	<b>Achievement Standard Element Assessed</b>
<b><i>How do Christian communities live the mission and ministry of Jesus?</i></b>	In this unit, students investigate the cultural and social context of Jewish/Christian communities in first century Palestine, in order to better understand the wisdom and writings of St Paul, contained in the New Testament. They explore the text types, key messages and language features used in the sacred texts from the <i>Acts of the Apostles</i> and <i>Letters of St Paul</i> and make connections between the messages of St Paul to the early of believers and how contemporary church communities live the mission and ministry of Jesus. They participate in a variety of prayer experiences, including prayers of petition and blessing and praying with colour.	Students explain the significance of community for Christians. They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities). They participate respectfully in a variety of prayer experiences, including meditative prayer (praying with colour) and prayers of blessing, petition and intercession.
<b><i>How does the Word of God and prayer nurture communities of believers?</i></b>	Students investigate how the Word of God and prayer nurtured the spiritual lives of believers and in particular, the early Church communities in Australia (c1788CE-c.1850CE). They explore the experiences of different Catholics at this time and recognise the significance of these people in responding to the impact of European settlement on the Aboriginal people. Students examine the structure and features of psalms and prayers of blessing, including Psalm 148, and how these types of prayer acknowledge and praise God's presence and pray for God's gifts for self and others. They create their own prayers of blessing and are introduced to praying with mandalas to God, through meditative prayer.	They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities). Students use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession.
<b><i>When the going gets tough, where do Christian communities turn?</i></b>	Students investigate the practices and characteristics of contemporary parishes and dioceses and how these are modelled on the mission and ministry of Jesus. In particular students explore how sacraments accompany the life journey of each believer and strengthen their faith. Students learn about the Sacraments of Healing in the church: <i>Anointing of the Sick</i> and the <i>Sacrament of Penance</i> . They identify the words, actions and symbols used in these rites to communicate God's love, forgiveness and healing. Students make connections between Jesus' words and actions in New Testament stories, such as the <i>Healing of the Blind Man</i> and the Church's healing ministry.	Students describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus. Students use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession.