

## Religious Studies NCEA Level 1 Sample Course Outline 1 – guide to aid teacher planning

### Purpose

This sample course outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices, and could be used to create year-long programmes of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level. This not Ministry endorsed, but rather a guide to aid teacher planning only.

### Context

*This programme has been produced to show how a Year 11 RE course in a Catholic school can both reflect the Bishop’s Curriculum and be assessed using the new achievement standards.*

### Teaching and Learning Programme Sequence

		Learning Focus	Connections to the Curriculum	Throughout the year assessment for learning happens often and evidence may be collated for summative assessment.	
			Big Ideas & Significant Learning	Learning Activity	Suggested Assessment Opportunities
Term 1	8 week	Te Atua God Images of God (Trinity)	<p>Te whakapono me te tikanga - Religious systems and cultures</p> <p>Religious traditions begin and develop in specific places at specific times. The beliefs, rules, tikanga, and rituals of religious groups adapt over time and through movement such as migration. The history and development of these communities can be explored through the concept of whakapapa. Religious systems and cultures develop ways of thinking and talking about place and space, both local and distant as well as physical and metaphorical.</p>	<p>Achievement Aims - Teachers will offer students the opportunities to gain and apply knowledge, skills, values and attitudes to understand:</p> <ul style="list-style-type: none"> <li>• That God cannot be confined to human concepts</li> <li>• That there are many and varied images which reveal aspects of God</li> <li>• That a choice not to believe in God may simply be a choice not to believe in flawed image/s.</li> </ul> <p>Achievement Objectives – Students will be able to:</p> <ul style="list-style-type: none"> <li>• Consider a range of scriptural, historical, and contemporary images of God</li> <li>• Formulate informed and/or critical responses to particular images</li> <li>• Describe how the Catholic Church teaches that God is always more than an image</li> <li>• Describe how images of God are prevalent in Church and secular life.</li> </ul>	<p>Draft AS 1.2 (external) - Describe a characteristic found in two religious traditions.</p> <p><i>Students would consider images of God from the perspective of both <u>secular</u> AND <u>Catholic</u> audiences, as they are evidenced in scripture and secular media. Compare with images of God in different religious traditions as well.</i></p> <p>Note: For this topic, the characteristic of focus is iconography or how the image of God differs between religious traditions.</p>

Term 1/2	8 weeks	<p>Te Rongopai Good News The New Testament (The Gospels, Acts &amp; Letters)</p>	<p>Kōrero pūrākau - Authoritative narratives and texts</p> <p>The construction of religious knowledge comes from prayers, karakia, hymns, songs, waiata, genealogies, whakapapa, parables, pūrākau, other narratives, theology, doctrine, dogma, creed, and recognise the religious use of metaphor, simile, poetry, religious experience, and imagination. These are authoritative sources and require a specific vocabulary and set of skills to interpret, read, and discuss.</p>	<p>Teachers will offer students the opportunities to gain and apply knowledge, skills, values, and attitudes to understand:</p> <ul style="list-style-type: none"> <li>• That Scripture is God’s revelation</li> <li>• How various books of the New Testament came to be written</li> <li>• The significant features of the four gospel accounts</li> <li>• The importance of Te Rongopai to Christians.</li> </ul> <p>Achievement Objectives – Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that the Scriptures present different types of truth that are expressed in various literary forms.</li> <li>• Investigate the composition of the New Testament, especially of the gospels.</li> <li>• Identify distinctive features of each of the four gospel portraits and understand reasons for their differing emphases.</li> <li>• Recognise that Te Aranga of Jesus Christ from the dead is the central event of the New Testament.</li> </ul>	<p>Draft AS 1.3 (I) - Describe a significant religious narrative within a religious tradition.</p> <p>The assessment of this Achievement Standard could require students to describe the purpose and significance of the <b>resurrection account</b> from one of the 4 Gospels. Students could then explore why this narrative was significant to the original audience and how it continues to hold significance, including how it is commemorated now</p>
Term 2/3	8 weeks	<p>Ā Tātou Kōrero Our Story The Church in Aotearoa (Beginnings – people &amp; places especially local to the school &amp; diocese. Through Vatican II to today)</p>	<p>Te Whakapono i roto i Aotearoa - Religion in Aotearoa New Zealand</p> <p>Understandings of, and relationships to, religion are affected by social and geographical contexts. This relationship is reciprocal as religion also affects natural and social environments over time. Aotearoa has a unique and diverse cultural landscape. To understand the communities we live in and with, we need to understand the beliefs and practices of these communities. The cultural and religious landscape of Aotearoa is also deeply influenced by its position in the Pacific and patterns of interaction and migration both past and present. All students bring their own unique cultural context and this Big Idea is broad enough so that students can engage with contexts that are most relevant to their local and personal context.</p>	<p>Achievement Aims - Teachers will offer students the opportunities to gain and apply knowledge, skills, values and attitudes to understand:</p> <ul style="list-style-type: none"> <li>• The beginnings and development of the Catholic Church in New Zealand</li> <li>• The significance of key persons in Aotearoa Catholic history.</li> <li>• The spiritual heritage of Catholics in Aotearoa</li> </ul> <p>Achievement Objectives – Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how Christianity arrived and developed in Aotearoa before the beginning of the Catholic mission in 1838.</li> <li>• Recognise the contribution of significant people, groups and events associated with the establishment and development of the Catholic Church in Aotearoa up to 1890.</li> <li>• Develop an understanding of Catholic involvement in Te Tiriti o Waitangi (the Treaty of Waitangi) and recognise the significance of this development.</li> </ul>	<p>Draft AS 1.1 (I) - Describe the development of a religious community within Aotearoa New Zealand</p> <p>The assessment of this Achievement Standard could require students to conduct an inquiry into the life, experiences and influence of a particular person associated with the development of early Catholic history of Aotearoa. Students would explore how the key events that led to the development of the Catholic church in Aotearoa had an impact on both the Catholic community and on Aotearoa.</p>

Term 3/4	8 weeks	<p>Kia Whānau Hāhi i te Ao Being Church in the World Morality and Moral Decision Making</p>	<p>Ngākau tapatahi - Religion and ethical issues in the contemporary world</p> <p>The beliefs and understandings of religious communities inform their responses to contemporary issues. People show respect for others when they make the effort to learn about what others take to be important in life, and how they approach ethical issues. Being good citizens does not require that all citizens share the same beliefs. This is where the idea of ngākau tapatahi (or impartial consideration of an issue, without taking sides; working together) becomes an integral part of relating to others.</p>	<p>Teachers will offer students the opportunities to gain and apply knowledge, skills, values and attitudes to understand:</p> <ul style="list-style-type: none"> <li>• The relevance of Catholic teaching on morality to contemporary living</li> <li>• The modelling of Jesus through his actions and words</li> <li>• The reality that all values are not equal.</li> </ul> <p>Achievement Objectives – Students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of what values are, reflect on important values in their lives, and recognise the importance of living according to a sound values system</li> <li>• Recognise that Christian values impact on personal lives and on society in general</li> <li>• Discuss the reasons why the Church often takes a particular ethical stance</li> <li>• Develop skills necessary for moral decision-making.</li> </ul>	<p>Draft AS 1.4 (external) - Describe an ethical principle within a religious tradition.</p> <p>The assessment of this Achievement Standard could require students to consider a range of scenarios and discuss the ethical position held, in our context, by the Catholic Church. Students would be required to give reasons for the position which include reference to authoritative texts and/or other formal Church Teaching.</p>
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