

# CHRISTIAN CHURCH

## LEARNING STATEMENTS: CONTENT KNOWLEDGE AND WAYS OF KNOWING

## Key Idea 1: Christians believe the Bible is God's word

Learning Statement		Band A	Band B	Band C	Band D	Band E
<p><b>CC 1.1</b> Children tell what they learn about God and his story in the Bible</p> <p>Stories are significant means of communicating and transmitting truths held by communities from one generation to the next. The Bible is Christians' authoritative source on matters of faith, belief and life. Biblical stories tell people who God is, what he is like and what he does.</p>	<p><b>CC 1.1</b> Students investigate and explain significant features of the Bible and its importance for Christians</p> <p>The Bible contains many narratives written by different authors in various forms. The Bible is the story of God and his relationship with people, having Jesus as the central focus. Each author tells the message God has revealed in people's lives, community and history. Christians believe the Bible tells them what to believe and how to live.</p>	<p><b>CC 3.1</b> Students recognise and analyse biblical textual features and investigate the purpose of the Bible</p> <p>Literary forms of the biblical narrative are recognised by their textual features, use of language and literary conventions. Knowledge of these is key to understanding the message and purpose of the Bible. God's relationship with people and his saving plan is the common thread which links the biblical narratives, inviting a response from listeners and readers.</p>	<p><b>CC 4.1</b> Students develop skills to examine scripture and analyse its cultural and historical contexts</p> <p>The Bible is an ancient text written in and for a world removed from the experience of contemporary readers. Uncovering the culture of writers and listeners of the original text gives insights into the meanings of the text for those people. It also assists current readers to make meaning for their context.</p>	<p><b>CC 5.1</b> Students examine the nature and purpose of the Bible as God's inspired word and critically discuss its relevance to contemporary contexts</p> <p>Christians believe the Bible is the human documentation of divine action in the world. Although a message given to specific people, the Bible has relevance for all people, for all time. Christians base their beliefs in God on the whole canon of the Bible. They understand the purpose of the Spirit-inspired message is to bring people to faith in Jesus.</p>	<p><b>CC 6.1</b> Students justify their responses to challenges presented by different ways in which biblical text is read and interpreted</p> <p>Christians believe the Bible is God's truth set within a community of faith which offers guidelines and safeguards, yet its interpretation is not static. Contexts, different modes of reading the text and a variety of perspectives (eg. cultural, social, historical and gender) offer rich and different insights into meaning. The message of Jesus is central to interpretation.</p>	<p><b>CC 6.1</b> Students justify their responses to challenges presented by different ways in which biblical text is read and interpreted</p> <p>Christians believe the Bible is God's truth set within a community of faith which offers guidelines and safeguards, yet its interpretation is not static. Contexts, different modes of reading the text and a variety of perspectives (eg. cultural, social, historical and gender) offer rich and different insights into meaning. The message of Jesus is central to interpretation.</p>
<p>scope statements</p> <p>The Bible has many stories telling people</p> <ul style="list-style-type: none"> <li>• God loves them and all people</li> <li>• about Jesus and his life</li> <li>• God made the world and cares for it</li> </ul> <p>The Bible is God's word</p> <p>Christians believe the Bible reveals the truth about God</p> <p>The Bible is God's way of telling people about him</p> <p>God gave the Bible to people</p> <p>What the Bible says about God is true</p> <p>The Bible is set in a time and place different to today</p>	<p>Significant features of the Bible</p> <ul style="list-style-type: none"> <li>• a collection of stories by different authors</li> <li>• contains different forms of writing</li> <li>• stories and style of writing reflect the different times in which people lived</li> <li>• organised into books and chapters and verses</li> <li>• contains many stories about God's people</li> <li>• there are two distinct sections of the Bible – Old Testament, New Testament (the written word)</li> <li>• the Old Testament is about God's journey with his people, up to Jesus' birth</li> <li>• the New Testament tells about God's people after Jesus was born</li> </ul> <p>Bible's importance for Christians</p> <ul style="list-style-type: none"> <li>• through it God reveals himself and his love for people in Jesus Christ</li> <li>• teaches about God</li> <li>• can guide Christians in their living</li> </ul> <p>The Bible is published in different formats, versions and presentations</p> <p>Bible stories can be told in different ways and the key messages remain the same</p> <p>The Bible does not tell everything about God and the world</p>	<p>Biblical textual features</p> <ul style="list-style-type: none"> <li>• recounts – components (eg. setting, events, conclusion), point of view, characters, events</li> <li>• parables – language (eg. allegory, metaphor, simile, symbolism), purpose and messages, fictional and unnamed characters</li> <li>• miracle stories – threefold structure (problem or need, action, reaction), types (eg. healing, exorcism, nature), symbolic action</li> <li>• psalms – types (eg. praise/lament, faith/struggle, trust), poetic structure, imagery, repetition, purpose</li> <li>• letters</li> <li>• history</li> <li>• proverbs – wise sayings</li> </ul> <p>The Bible is God's word</p> <ul style="list-style-type: none"> <li>• God communicates with people through the Bible, progressively revealing himself and his plan for salvation through Jesus and his will for people (purpose)</li> <li>• written by people whom God inspired in different places and times</li> <li>• people have had access to God's word in different ways at different times – oral tradition, scroll, individual books, collection of books, electronic, Braille</li> </ul> <p>Overview of Bible's story, the key people, events, God's will for people</p>	<p>Contexts of the Bible</p> <ul style="list-style-type: none"> <li>• authors, dates, purposes, key themes, key ideas of books of the Bible</li> <li>• cultural and social background to biblical stories</li> <li>• historical development of the Bible (eg. oral, written, printing, translation)</li> <li>• the history of how the biblical canon was agreed upon</li> </ul> <p>Examining scripture to learn about God's message for his people</p> <ul style="list-style-type: none"> <li>• people use a range of tools to investigate biblical passages</li> <li>• biblical reference materials (eg. handbooks, concordances, encyclopedias, dictionaries, commentaries) as aids to biblical interpretation</li> <li>• maps, diagrams, timelines and charts</li> <li>• Bible translations – variety, accuracy, purpose</li> <li>• different interpretations of scripture (eg. liberal, literal)</li> <li>• the Bible is interpreted in light of Jesus and the gospel</li> </ul>	<p>Nature and purpose of the Bible</p> <ul style="list-style-type: none"> <li>• God's word to people</li> <li>• leads people to God through the Holy Spirit</li> <li>• ultimate authority for what Christians believe, teach and how Christians should live</li> <li>• informs doctrines of the church</li> <li>• scripture informs scripture</li> <li>• law and gospel in the Old and New Testaments and its continuing relevance today</li> </ul> <p>Differences between Protestant, Orthodox and Catholic canons</p> <p>Authenticity of the Bible</p> <ul style="list-style-type: none"> <li>• documentation</li> <li>• knowledge of oral and written traditions</li> <li>• non-biblical sources (eg. Tacitus, Josephus, Jewish Talmud)</li> <li>• historical and archaeological evidence</li> </ul> <p>Relevance to Christians in a contemporary context</p> <ul style="list-style-type: none"> <li>• authority of Bible (inspired by God, testifies to Jesus)</li> <li>• types of truth (eg. historical, literal, scientific, metaphorical, religious, moral with reference to biblical interpretation)</li> <li>• application of scripture in contemporary social scenarios (politics, media, social behaviour)</li> </ul>	<p>The biblical text (both Old Testament and New Testament) is God's revelation to people and is the basis for Christian doctrine and belief</p> <p>Canonical context and acceptance of biblical text</p> <p>Literary style, forms and structures of the Bible (eg. genealogy, law codes, history, wisdom literature, proverbs, mythical, apocalyptic)</p> <p>The historical context of the biblical text (Old Testament and New Testament)</p> <p>Range of approaches to reading and interpreting biblical text eg.</p> <ul style="list-style-type: none"> <li>• author centred</li> <li>• text centred</li> <li>• historical-critical</li> <li>• source criticism</li> <li>• redaction criticism</li> <li>• form criticism</li> <li>• Bible as sacred text</li> </ul> <p>Christian individuals and denominations have different approaches to reading and interpreting the Bible (eg. Lutherans read the Bible through the lens of law and gospel, Lutherans believe the Bible is revealed word of God)</p>	<p><b>students know... (knowledge and elaborations)</b></p>

<p><b>students can... (ways of knowing)</b></p>				
<ul style="list-style-type: none"> <li>• identify a Bible using some familiar characteristics (eg, pictures, the word Bible)</li> <li>• name and relate some information about people in the Bible (eg, Jesus, Mary, Noah, Abraham, Joseph)</li> <li>• retell some Bible stories</li> <li>• sequence pictures of Bible stories</li> <li>• observe and explore a range of different Bible formats (eg, children's Bibles, different languages, size, covers)</li> <li>• compare and contrast Bible times to 'here and now'</li> </ul>	<ul style="list-style-type: none"> <li>• discuss their understandings about the Bible</li> <li>• analyse similarities and differences between the Old and New Testaments (eg, using a graphic organiser)</li> <li>• identify and classify people, places and things from scriptural texts</li> <li>• describe images of God using verses from the Bible</li> <li>• compare different presentations of the Bible and identify how they are different or the same</li> <li>• identify aspects of the Bible that guide our lives (eg, ten commandments, Jesus' commandments)</li> <li>• retell Bible stories using their own words</li> <li>• retell Bible stories and identify messages about God and how to live to Christians</li> <li>• describe the importance of the Bible</li> <li>• recognise biblical content in songs and poems</li> <li>• discuss and describe the differences between various forms of the Bible and the merits of each eg book, picture books, video</li> <li>• make a list of what the Bible tells people about God</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and differentiate between the various textual features in the Bible</li> <li>• use textual features in the Bible to collaboratively construct various texts for contemporary purposes (eg, psalms)</li> <li>• explore the message and purpose of parables and other stories that are allegories (eg, write a parable to portray a Christian message)</li> <li>• analyse the purpose and structure of miracle stories</li> <li>• identify and research the people God inspired to write the Bible (eg, create a gallery of portraits, including descriptions and significant writings of these people)</li> <li>• dramatise a recount from the Bible showing knowledge of the setting, characters and events</li> <li>• describe the purpose of the Bible (eg, develop a class book of similes such as the Bible is like a map)</li> <li>• develop a list of similarities and differences in the gospel accounts of the nativity</li> <li>• construct a time line of the Bible</li> </ul>	<ul style="list-style-type: none"> <li>• use biblical references to investigate the author, date, purpose, key themes and ideas from books of the Bible</li> <li>• examine and use a range of reference tools to aid interpretation and analysis of Bible stories (eg, handbooks, concordances, maps, encyclopedias)</li> <li>• analyse how different translations of the same passages can broaden, narrow or enlighten meaning</li> <li>• examine key stories about Jesus to contrast the different gospel presentations of Jesus and identify the gospel writer's message</li> <li>• investigate the intended audience for each of the gospels and examine stories to consider the message to the audience</li> <li>• compare and contrast the different gospel accounts of the passion</li> <li>• describe and record the historical development of the Bible (eg, timeline, chart)</li> <li>• analyse the impact the discovery of the Dead Sea Scrolls had on people's views about the accuracy of the Bible</li> <li>• discuss and evaluate the criteria used for the selection and inclusion of books in the Bible</li> <li>• research and explain the historical changes that led to a wider audience having access to the Bible (eg, printing press, translations, Reformation)</li> <li>• map and describe the process of translation for different language groups</li> <li>• report on current translation projects (eg, Indigenous language groups) (language and cultural groups)</li> </ul>	<ul style="list-style-type: none"> <li>• analyse Bible passages from different perspectives such as history, story, myth, metaphor and consider truth in these passages</li> <li>• critically examine fundamentalist interpretations of scripture that have been used to justify political purpose (eg, apartheid, Ku Klux Klan, status of women)</li> <li>• examine Bible passages that have shaped the doctrine of different Christian denominations, making the links between denominational teachings and practices</li> <li>• develop a student guide to biblical interpretation which considers issues such as literalism and liberalism</li> <li>• present a documentary which explores the belief that the Bible is God's inspired word, rewrite a Bible passage for contemporary readers and/or issues, taking into consideration the historical, social and political contexts to recognise relevance to contemporary settings</li> <li>• identify and compare different interpretations of a passage, giving reasons for the interpretations and variations</li> </ul>
	<ul style="list-style-type: none"> <li>• outline the interrelationship between author, use of language, historical events, purpose, message and the effect on a reader in biblical texts</li> <li>• compare and contrast the emphasis and structure of how the four gospels tell the story of Jesus</li> <li>• summarise a range of methods Christians use to read and interpret biblical texts and apply to a specific passage (eg, Genesis 1 - 11)</li> <li>• apply the Lutheran understanding of law and gospel to a range of situations</li> <li>• examine and identify the biblical foundation for the mission statements of various Christian organisations and/or denominational statements on a range of life issues (eg, social justice, homosexuality, women's ordination)</li> <li>• research and report on how the Bible has been used at various times to justify a particular structure for society (eg, political)</li> <li>• contrast Christian and Muslim approaches to the Bible as sacred text</li> <li>• present the results of reading of biblical texts from several perspectives (eg, male and female perspectives, Christian and non-Christian perspectives, different denominational perspectives)</li> </ul>			

Achievement standards for each band comprise concepts and content drawn from Learning Statements and Scope Statements with evidence of student learning demonstrated through ways of knowing.



## Key Idea 2: The Christian community is shaped by and shapes its cultural and historical contexts

learning statement		Band A	Band B	Band C	Band D	Band E
<p><b>CC 1.2</b> Children identify different Christian churches in their community</p> <p><b>scope statements</b></p> <p>The Christian church comprises gatherings of people who meet to celebrate their common faith in God. The buildings in which they meet reflect significant aspects of their beliefs, culture and individuality. Buildings change and even disappear, but people continue to congregate to worship God.</p> <p>↑</p>	<p><b>CC 1.2.2</b> Students draw conclusions about the purpose of the Christian church in the local community</p> <p>↑</p> <p>Christian communities share many characteristics of families. They share a common identity and belief. They encourage and help one another grow in faith. They look after one another, giving practical help where needed. This care extends to the rest of the community. They believe God has called them to share his message of love and forgiveness.</p>	<p><b>CC 3.2</b> Students research key events in the history of Christianity and reflect on their significance over time and place</p> <p>↑</p> <p>The Christian church has undergone significant growth since its creation by the Holy Spirit, recorded in the book of Acts. The gospel message quickly spread to peoples of different lands, cultures and languages and continues to do so. Historical events, social structures and new discoveries have effected change in both the influence and expression of Christianity over time and place.</p>	<p><b>CC 4.2</b> Students examine the development of Christian communities to compare how beliefs and practices of these communities reflect their social and historical contexts</p> <p>↑</p> <p>Christian communities are both human and divine. Christians believe God's presence is revealed in the message, practices and lifestyle of each community. The manner in which each community expresses itself reflects its time and cultural identity. A rich diversity of Christian communities over time and place are joined in their common faith in the lordship of Jesus.</p>	<p><b>CC 5.2</b> Students critique the interaction of the Christian church with society, past and present</p> <p>↑</p> <p>Christians believe the chief task of Christian communities is 'to make disciples of all nations', through proclamation of the gospel, modelling of transformed lives, worship, service to all people and continued meeting and support of one another. Christian communities – human, flawed, limited – are continually forgiven and renewed by God.</p>	<p><b>CC 6.2</b> Students assess various contexts and challenges facing the Christian church today and propose possible future paths for the church</p> <p>↑</p> <p>The Christian church has experienced much change – supremacy, rejection, indifference, persecution – and survived. The challenge has always been to faithfully live out the gospel. Each generation of Christians has to consider afresh how to use the gifts it has been given to communicate the good news and hope of God in ways that are relevant and meaningful for its community.</p>	
<p><b>students know... (Knowledge and elaborations)</b></p> <p>Christians are people who love Jesus</p> <p>There are many church buildings in a community</p> <p>Church buildings have certain features</p> <p>People make choices about the church community they wish to belong to</p> <p>Purpose of church buildings</p> <p>Christian worship</p> <ul style="list-style-type: none"> <li>one place in which Christians worship is church buildings</li> </ul>	<p>Community of believers</p> <ul style="list-style-type: none"> <li>people who believe in Jesus are in God's family</li> <li>the Christian church is the community of believers created by the Holy Spirit</li> <li>church buildings are special places where Christians meet to worship God</li> <li>the two meanings of church as building and community of believers</li> </ul> <p>The church is active in worship</p> <ul style="list-style-type: none"> <li>Christians meet together to worship God</li> </ul> <p>witness</p> <ul style="list-style-type: none"> <li>sharing the faith with the community (eg, carols by candlelight, vacation Bible school)</li> </ul> <p>nurture</p> <ul style="list-style-type: none"> <li>growing in understanding of God (eg, Sunday school, family devotions)</li> </ul> <p>fellowship</p> <ul style="list-style-type: none"> <li>Christians meet together as a church to help and encourage each other</li> <li>service</li> <li>servicing the community (make connections with <b>CL2</b>)</li> </ul>	<p>The broad overview of the historical development acts as a structure for future band levels)</p> <p>The history of the Christian church</p> <ul style="list-style-type: none"> <li>definition of Christianity</li> <li>Old Testament roots of the church</li> <li>the early church – Holy Spirit and the day of Pentecost</li> <li>Paul's missionary journeys</li> <li>persecutions</li> <li>freedom to worship</li> </ul> <p>Communities of believers living in different times and places</p> <ul style="list-style-type: none"> <li>the disciples – martyrs and missionaries' role in spreading the Good News</li> <li>the Reformation – Luther and the rise of Protestant Christianity</li> <li>development of Christian denominations</li> <li>Christianity in Australia today</li> <li>communities of believers who share the good news of Jesus with others</li> </ul> <p>Different worship practices in the Christian church</p> <ul style="list-style-type: none"> <li>changes in worship practices</li> <li>different denominational worship practices</li> </ul> <p>The significance and application of the development of the Christian church for the contemporary context</p>	<p>How social and historical contexts shape the church</p> <ul style="list-style-type: none"> <li>early and medieval church</li> <li>Spanish inquisition</li> <li>influence of Constantine</li> <li>split between Orthodox and Roman Catholic Church</li> </ul> <p>Three main branches of Christianity – Eastern Orthodox, Roman Catholic, Protestant</p> <p>Significant events, movements and people that shaped the church</p> <ul style="list-style-type: none"> <li>Reformation, Renaissance</li> <li>important historical Christian figures (eg, St Francis, Luther, Calvin)</li> <li>pilgrim fathers, Lutheran Church in Australia</li> <li>proliferation of Christian denominations</li> <li>persecuted church today</li> <li>priesthood – apostles – ordained ministry</li> </ul> <p>How practices reflect social contexts of different Christian communities – urban, rural, Indigenous, overseas, internet</p> <ul style="list-style-type: none"> <li>how beliefs/history have shaped expression of sacraments, rituals</li> <li>artefacts, icons</li> <li>hierarchical structures of organisation</li> <li>physical structures (eg, fonts, altars)</li> <li>architecture</li> <li>means of communication</li> </ul>	<p>Revisit development of the Christian church</p> <ul style="list-style-type: none"> <li>from Pentecost to the present day</li> <li>community of people with diverse backgrounds</li> <li>survival of the church – past, present and future</li> </ul> <p>Interaction with local and global community</p> <ul style="list-style-type: none"> <li>religious wars (eg, Ireland, crusades)</li> <li>Luther's influence on education</li> <li>Henry VIII</li> <li>fall of communism</li> <li>popes' encyclicals</li> <li>positive and negative interactions between church and society (eg, political parties and lobbying, working for peace, aid organisations)</li> <li>inner-city ministry</li> <li>youth ministry</li> <li>Christian education</li> <li>aged care</li> <li>schools, hospitals</li> <li>international aid agencies</li> </ul> <p>Mission of the church as described in the Bible</p> <p>The church functions and is active in: worship witness, nurture, fellowship and service</p>	<p>The Christian church</p> <ul style="list-style-type: none"> <li>the Holy Spirit works through the institution of the church to create Christian community as a blessing to the world</li> <li>biblical images of the church as community</li> <li>biblical, historical and contemporary examples of Christian communities (eg, Corinthians, Calvin's Geneva)</li> </ul> <p>Relationship between the Christian church and its context</p> <ul style="list-style-type: none"> <li>society's perceptions (positive and negative) of the Christian church</li> <li>the reality of worldwide trends in the Christian church (eg, growth in Africa, church in China)</li> <li>relationship between changes in society and changes in the Christian church</li> </ul> <p>Issues and pressures facing the Christian church and how it responds</p> <ul style="list-style-type: none"> <li>the changing spiritual climate in society</li> <li>lack of denominational loyalty</li> <li>demographics, money, political/economic conditions</li> <li>challenge of relevance</li> </ul> <p>The ways various Christians and Christian denominations deal with the changing nature of society (eg, Amish, home church, Methodism, Internet Church)</p> <p>Essential Christian beliefs which may draw criticism and rejection from society (eg, divinity of Jesus, sanctity of life, social justice)</p> <p>Relevance of five functions of the church for a changing society: worship, witness, nurture, fellowship and service</p>	

<ul style="list-style-type: none"> <li>observe and comment on church buildings</li> <li>design and create a model of a church building using a range of materials</li> <li>locate the presence of Christian churches in the local community</li> <li>cooperate as a group to discuss and share their ideas about churches</li> <li>identify church building characteristics (eg, altar, cross, arches, stained glass windows)</li> <li>talk about the churches children attend or know about</li> <li>talk about why people might go to church</li> <li>talk about the functions of key features in the interior of a church (eg, the baptismal font, cross, altar)</li> </ul>	<ul style="list-style-type: none"> <li>express the Christian understanding that people who believe in Jesus are in God's family, the church</li> <li>identify churches in the local community</li> <li>collect evidence to show the features of different church buildings and compare how they are different and/or similar</li> <li>retell the Pentecost story and explain what this means for people today</li> <li>explore Bible stories of people in the early Christian church</li> <li>explain ways the church acts as a family and cares for people</li> <li>interact with members of the local church and identify their roles or responsibilities</li> <li>record ways people hear about Jesus today</li> <li>present findings of what Christians do as Christian church</li> </ul>	<ul style="list-style-type: none"> <li>present and explain the important contribution of Paul's missionary journeys (as recorded in Acts) in the spread of the Christian church</li> <li>identify and present significant events that have occurred in the history of Christianity (eg, a timeline)</li> <li>investigate and display information from various sources about life in the early church (eg, the role of early martyrs and missionaries)</li> <li>discuss reasons why Christians experienced persecution and explore if persecution still occurs today</li> <li>explore stories about Martin Luther and the Reformation and sequence key events</li> <li>read Luther's small catechism and identify key teachings</li> <li>gather information and present findings about the different Christian denominations represented in the class, the school (eg, conduct a survey, compare celebrations)</li> <li>explain ways Christians have witnessed throughout history</li> </ul>	<ul style="list-style-type: none"> <li>describe roles played by cultural contexts, church traditions and the authority of the Bible in practices and beliefs of various denominations</li> <li>describe, record and sequence the historical development of the Christian church, using various techniques</li> <li>examine historical religious reformers and present findings about the impact of their beliefs on the church (eg, Luther, Calvin, St Francis)</li> <li>investigate and compare the internal and external physical features of various denominational buildings (eg, spires, shape, baptismal fonts, cathedrals, altar arrangements) and what those differences mean</li> <li>compare how practices of the early Christian church have changed over time and place (eg worship practices, baptism, communion, fellowship, liturgy)</li> <li>create a set of rituals for a specific school worship event</li> <li>examine and draw conclusions about the impact of martyrs for the people of their time and today</li> </ul>	<ul style="list-style-type: none"> <li>research and evaluate ways the church has interacted with and influenced political parties in Australia</li> <li>critique the youth ministry outreach of Christian churches within the local area and their effectiveness (eg, design a web page for young people)</li> <li>compare and contrast examples of positive and negative interactions between the church and the community – both local and global (eg, religious wars)</li> <li>analyse the advantages and disadvantages of Christian education as opposed to public education and assess its contribution to the community</li> <li>create a visual display that expresses and acknowledges the church as a community of people from diverse backgrounds, with a rich past and a promising future</li> <li>examine the religious education program in the state system and/or own school and justify its inclusion</li> <li>create an exhibit which defines and explains each function of the church, giving examples within the community (school and church)</li> <li>outline a rationale for the church's involvement in education, aged care, welfare, overseas aid and celebrate its contributions</li> <li>analyse Bible passages that describe the mission of the church and evaluate the mission of the church today (eg, create and present an advertising campaign)</li> <li>report on the lives of early Christians and their interactions with their communities</li> <li>compare and contrast difficulties faced by Christians in different times and places</li> </ul>	<ul style="list-style-type: none"> <li>examine and present the impact of persecution on the Christian church in both the past and present</li> <li>compare and contrast the current situation of the church in Australia with the church in Africa, Asia or Latin America</li> <li>critically analyse contemporary media reports relating to the church</li> <li>survey how various Christian groups have responded to the changing nature of society and identify unchanging aspects</li> <li>assess the contribution that the Christian church makes to society in areas of service, justice, peace and the public arena</li> <li>critically assess various contentions about the contemporary situation and future of the Christian church (eg, ordination of women, sanctioning same sex marriages)</li> <li>propose ways the Christian church can make a difference to society</li> <li>assess the strengths and limitations of the Christian church being involved in politics</li> <li>summarise Paul's teaching, in his letters to Corinth, on what builds up and what destroys a Christian community</li> <li>survey, examine and report on a range of Christian communities to assess the link between organisation, purpose and meeting the church's and the world's needs</li> <li>debate to what extent the church is God in the world</li> </ul>
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## Key Idea 3: Christians pray, worship and celebrate the sacraments

Learning Statement	Band A	Band B	Band C	Band D	Band E
<p><b>CC 1.3</b> Children share their experiences of Christian prayer, worship and celebrations</p>	<p><b>CC 2.3</b> Students research and describe key Christian practices and celebrations</p>	<p><b>CC 3.3</b> Students investigate and describe the purposes and significance of worship and sacramental practices of the Lutheran church</p>	<p><b>CC 4.3</b> Students compare and contrast the origins, intention and diversity of Christian worship practices</p>	<p><b>CC 5.3</b> Students analyse worship, the sacraments and prayer as vital to the Christian experience</p>	<p><b>CC 6.3</b> Students explore and discuss Christian beliefs about the meaning and mystery of sacrament for Christians</p>
<p><b>scope statements</b></p> <p>The relationship Christians have with God is expressed in their worship practices. Christians join together to hear and respond to God's loving acts. Prayer is a way that Christians can tell God their appreciation and share their needs.</p>	<p>Christians believe that God is present in a special way in their worship and prayer. In baptism they receive God's Spirit, the gift of faith and forgiveness. The symbols and rituals that accompany worship and significant celebrations point to God's life-giving actions.</p>	<p>Forgiveness of sin and new life in Jesus are central truths celebrated by all Christians. Christians in the Lutheran church are reminded of these truths in their liturgical worship. They believe that God acts in and through the concrete elements of water, bread and wine. These are the means whereby God provides his blessings.</p>	<p>Christian worship has its roots in the Old Testament symbols, rituals and sacred places which have played a significant role in worship, providing stability and continuity in changing environments. Worship practices reflect people's beliefs and response to God, infused with people's individuality and creativity. Christians celebrate significant events in God's dealings with people and important moments in life.</p>	<p>Private and corporate worship are two significant dimensions of a Christian's relationship with God. Private prayer is not bound by time or place. It allows a person to express his/her personal sense of awe and need. Christian public worship and sharing in the sacraments unites and supports people in their faith. It becomes a source of witness to others of their devotion to God.</p>	<p>Christians believe the sacraments of baptism and holy communion contain the mystery of God's presence, creative power and redeeming action. Through faith Christians are linked to the baptism, death and resurrection of Jesus, which unites them with all of God's people past, present and future. God speaks, God acts and God gives life – recurrent themes in the Bible.</p>
<p><b>students know... (knowledge and elaborations)</b></p> <p>Prayer is a response to God's love Prayer is talking to God People can talk to God any time, anywhere Worship is a time when people hear about and respond to Jesus' love Worship/chapel/devotion is special time with God Christmas, Easter and specific events (eg. end-of-term service, marriage, baptism, birthdays) are celebrations</p>	<p>Christian prayer</p> <ul style="list-style-type: none"> <li>prayer is talking to God (praising, asking, confessing, thanking – PACT)</li> <li>God listens to and answers prayers in various ways</li> <li>Jesus taught people about prayer and how to pray – the Lord's prayer</li> <li>people can pray anywhere, any time</li> </ul> <p>One of the functions of the Christian church is worship</p> <ul style="list-style-type: none"> <li>in worship people respond to God's love and hear God's message</li> <li>Christians worship in a variety of ways</li> </ul> <p>Key Christian celebrations – rituals, meanings, symbols, practices, events</p> <p>Baptism</p> <ul style="list-style-type: none"> <li>God gives people new life through baptism</li> <li>baptism brings people into God's family</li> <li>denominations practise baptism differently</li> </ul> <p>Christmas and Easter – significant festivals in God's saving plan</p>	<p>Prayer</p> <ul style="list-style-type: none"> <li>together in worship people communicate with God in prayer</li> <li>an individual's prayer life has its roots in corporate prayer</li> </ul> <p>Context in which worship takes place</p> <ul style="list-style-type: none"> <li>church buildings; the ordained ministry</li> <li>community of believers</li> <li>the whole of life as an act of worship</li> </ul> <p>In worship God acts</p> <ul style="list-style-type: none"> <li>worship is when God reveals himself by his word and actions</li> <li>the Holy Spirit is present in worship – in the sacraments and God's word</li> <li>people receive God's love and forgiveness</li> </ul> <p>People respond by</p> <ul style="list-style-type: none"> <li>honouring and praising God</li> <li>sharing in the sacraments of baptism and the Lord's supper</li> <li>sharing their faith</li> <li>living life as a response to God</li> </ul> <p>Sacramental practices of the Lutheran church – baptism, Lord's supper and how these are the same and different in other Christian churches</p> <p>Features of a church community</p> <p>Seasons and symbols of the Lutheran church year</p>	<p>Christian worship has grown and developed throughout history</p> <ul style="list-style-type: none"> <li>places and features of worship throughout history (eg. temple, gothic cathedrals, chanting, incense, confession)</li> <li>historical development of the elements of corporate worship and impact on Christians today (eg. sermon, confession, prayer)</li> <li>Bible references about private forms of worship, especially prayer (eg. God promises to hear and answer prayer, Jesus' teachings)</li> </ul> <p>In worship God acts in word and sacraments and people respond in a variety of ways</p> <ul style="list-style-type: none"> <li>praise and celebrating as community and God's family</li> <li>God speaks through the word</li> <li>in baptism, the gift of the Holy Spirit and new life (inspiration, encouragement) is given</li> <li>in holy communion, confession, forgiveness, renewed life is experienced</li> <li>sacraments help build community</li> <li>prayer</li> <li>expressive worship (eg. music, songs, dance, writings, paintings)</li> </ul> <p>Ritual in worship</p> <p>Diversity in worship practices within the LCA and the Christian church (eg. informal, formal, home church, internet church)</p>	<p>Worship, the sacraments and prayer are a vital part of the Christian experience</p> <ul style="list-style-type: none"> <li>prayer – natural outcome of an ever-growing relationship between God and his people</li> <li>worship brings God's action into people's lives and is a response to God's action in people</li> <li>God's worth is proclaimed and acknowledged</li> <li>Jesus comes to people through word and sacrament in worship</li> <li>the Holy Spirit helps and guides all people through word and sacraments</li> <li>benefits of the sacraments</li> </ul> <p>Worship involves all aspects of life</p> <ul style="list-style-type: none"> <li>worship is more than just rituals – it involves all facets of life</li> <li>many forms of worship and prayer</li> <li>value of prayer and worship in people's lives</li> </ul> <p>Beliefs and practices of different Christian denominations in relation to the sacraments</p>	<p>Humans are created as spiritual beings and seek to find meaning in and for their lives</p> <p>Divine encounter in the sacraments</p> <p>The communal and liturgical aspects of Christian worship give shape and direction to people's lives and communities</p> <p>Christian rituals – tangible enactments of what Christians believe that embody what is ultimately mysterious</p> <p>Use of the concrete to communicate the spiritual (eg. bread, wine, water)</p> <p>Christian responses to the sacramental experience</p>

students can... (ways of knowing)					
<ul style="list-style-type: none"> <li>experience and talk about various worship forms (eg, devotion, Sunday church service, chapel)</li> <li>listen to and talk about people praying</li> <li>participate in preparations for prayer and worship</li> <li>talk about rituals such as lighting and blowing out the candles and what they mean</li> <li>talk about and demonstrate prayer postures such as folding hands, closing eyes and why people do them</li> <li>talk about how people pray at different times and occasions and in different ways</li> <li>prepare for celebrations meaningfully and discuss what is happening and why</li> <li>describe why people might worship</li> <li>illustrate or describe a personal worship experience</li> </ul>	<ul style="list-style-type: none"> <li>recognise that prayer is being with God in a special way and can be experienced alone or with others</li> <li>identify things Christians can pray about and formulate simple prayers</li> <li>practise techniques to enhance prayer (eg, listening, stillness, visualising and attentiveness)</li> <li>investigate and retell biblical accounts of Jesus praying (eg, the Lord's prayer, Jesus in the garden)</li> <li>design a prayer space (eg, a garden within the school)</li> <li>identify objects commonly used in Christian worship (eg, Bible, altar, candles) and investigate their significance</li> <li>identify parts of worship to plan and present a class/school worship</li> <li>explore Bible stories about baptism</li> <li>explore the Christian teaching that through baptism people become members of God's family</li> <li>explore the rituals, events, symbols and practices related to Christmas and Easter</li> </ul>	<ul style="list-style-type: none"> <li>describe and investigate the various spaces, areas and features within a church building (eg, plan an ideal church building)</li> <li>investigate and explain the elements of worship and activities that take place during worship with particular emphasis on the sacraments and prayer (eg, prepare a worship service)</li> <li>identify the significance of and differentiate between the seasons of the Lutheran church year (eg, visually represent the seasons)</li> <li>gather and share information about the purposes of worship</li> <li>explore and record symbols evident in the local Lutheran church and explain their significance</li> <li>produce a song, dance, artwork, prayer, service formats, for a worship service in a specific church season or for an event of significance such as a baptism</li> </ul>	<ul style="list-style-type: none"> <li>gather information about historical places of worship and identify significant aspects (eg, temple, cathedral)</li> <li>research why people value community worship and summarise their findings</li> <li>investigate the elements of worship and identify why each aspect is important (eg, Bible readings, prayers, confession)</li> <li>interpret the Lord's prayer in his/her own personal way (eg, words or images)</li> <li>discuss and compare different worship experiences in Christian denominations</li> <li>reflect on how the arts can enhance people's worship experiences (eg, music, art, dance)</li> <li>respond to the Christian message through various means (eg, words, songs, pictures, actions)</li> <li>identify Lutheran means of grace (God's word, baptism, holy communion) and examine their impact on people for daily living</li> <li>explore the sacraments of baptism and holy communion to identify what they reveal about God and his people</li> <li>critique the school's worship practices</li> <li>explore different forms and traditions of Christian prayer and meditation</li> </ul>	<ul style="list-style-type: none"> <li>present various forms of prayer and identify what they demonstrate about the place of prayer in a person's relationship with God</li> <li>identify the place of baptism in the lives of the early Christians and explain its importance in current Christian practices</li> <li>examine different rituals of worship and describe their significance</li> <li>use ritual and drama to communicate God's message for a worship service (eg, interpret a Bible passage through tableau, freeze frame, mime, dance)</li> <li>describe and share different forms and experiences of worship, assessing the purpose and validity of each form of worship</li> <li>analyse denominational differences in belief and practice of the sacraments</li> <li>analyse the significance of the sacraments to the different denominations</li> <li>compare and contrast the worship practices of the school and local congregation and consider reasons for similarities and differences and any challenges this creates</li> <li>provide arguments for and against the practice of the sacraments in school worship</li> </ul>	<ul style="list-style-type: none"> <li>explain how the use of rituals in various denominations communicates key beliefs and promotes hope, affirmation, belonging and community</li> <li>identify the need for and the use of rituals in their own lives and create a ritual that endeavours to meet a particular need for themselves or the community</li> <li>represent the meaning Christians draw from their experiences of the sacraments</li> <li>reflect on their response to rituals in the school community (worship, graduation, stillness exercises), their family (birthdays, weddings, funerals, Christmas) and the wider community (ANZAC dawn service, Australia day)</li> <li>research the key events linked to the sacraments as described in the gospels, demonstrating the relationship between the events and the meaning the sacraments have for Christians</li> <li>make recommendations to enhance the worship experience of the school community</li> <li>critique school's worship and design rituals that reflect students' understandings and struggles of faith to include in future worship</li> <li>participate in the creation of a school worship event, recording and explaining the significance of the chosen rituals, words and order of the worship event</li> </ul>

Achievement standards for each band comprise concepts and content drawn from Learning Statements and Scope Statements together with evidence of student learning demonstrated through ways of knowing.



