

Curriculum Map – St Vincent de Paul Society

General Capabilities



Literacy



Numeracy



ICT



Intercultural Understanding



Critical and Creative Thinking



Personal and Social Capability



Ethical Understanding

Year 5

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) ✓ Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) ✓ Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705) ✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707) 	
HASS	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ The role that a significant individual or group played in shaping a colony (ACHASSK110) ✓ How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118) 	<ul style="list-style-type: none"> ✓ Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097) ✓ Evaluate evidence to draw conclusions (ACHASSI101) ✓ Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)
GEOGRAPHY	<ul style="list-style-type: none"> ✓ Pioneering Catholics overcame challenges to preserve the faith of their fathers and mothers. Catholics took their place in colonial Australian society (1850-1900). Being Catholic in a new, free society raised challenges (CHCH4) ✓ Charity is the source and goal of Christian practice. Christian charity calls people to go beyond existing laws to care for the wellbeing of others (CLMJ6) 	
ACTIVITIES	<ul style="list-style-type: none"> • Year 5 Jesus' New Commandment Activity • Year 5 Reflection Activity • Year 5 Refugee Children Activity • Year 5 Timeline and Journal Activity 	



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Year 6

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) ✓ Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) ✓ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1717) 	
RELIGIOUS EDUCATION	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ Spiritual and corporal works of mercy are foundational for understanding the Church’s teaching about concern for the common good. Works of mercy are charitable actions at the service of others. The spiritual works of mercy are: instructing, advising, challenging injustice, consoling, comforting, forgiving, bearing wrongs patiently and praying for the living and the dead. The corporal works of mercy are: feeding the hungry, giving drink to the thirsty, sheltering the homeless, visiting the sick and imprisoned, clothing the naked and burying the dead (CLMJ7) 	<ul style="list-style-type: none"> ✓ Identify expressions of the spiritual and corporal works of mercy. Reflect on and express their personal responses to the challenge to serve others through the works of mercy (CLMJ7)
ACTIVITIES	<ul style="list-style-type: none"> • Year 6 Action Plan Activity • Year 6 Works of Mercy Activity 	



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Year 7

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) ✓ Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) ✓ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) ✓ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources (ACHCS055)
RELIGIOUS EDUCATION	<ul style="list-style-type: none"> ✓ The writings and key messages of the founders of religious orders influence the way of life of religious communities (e.g. prayer life, apostolate, dress, spiritual practices, beliefs, symbols, daily life) (STCW8) ✓ Analyse and explain how the way of life of religious communities has been influenced by the writings and key messages of the founders (STCW8) 	
ACTIVITIES	<ul style="list-style-type: none"> • Year 7 SVDP Activity 	



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Year 8

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733) ✓ Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736) ✓ Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738) ✓ Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810) 	
RELIGIOUS EDUCATION	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ The writings and key messages of significant reformers (c.650CE-c.1750CE), such as Catherine of Siena, Clare of Assisi and Thomas Aquinas, challenged the Church to question its nature and role in the world (STCW9) ✓ Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living Tradition to respond to emerging moral questions. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. A consistent theme in Catholic social teaching is that the good of people be the criterion in making moral judgments about social and economic structures (CLMJ9) 	<ul style="list-style-type: none"> ✓ Identify the motives and actions of some significant reformers (c.650CE-c.1750CE) and the impact of their writings and key messages on the Church (STCW9) ✓ Define Catholic social teaching. Identify ways in which the Church communicates its social teaching (e.g. encyclicals, weekly teaching, social media, websites, pastoral letters, parish and school newsletters, homilies). Analyse and evaluate judgements about social and economic structures (e.g. scientific and technological advances, social communication, globalisation), informed by the Church's social teaching (CLMJ9)
ACTIVITIES	<ul style="list-style-type: none"> • Year 8 SVDP Activities 	



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Year 9

SUBJECT	CONTENT DESCRIPTORS	
ENGLISH	<ul style="list-style-type: none"> ✓ Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) ✓ Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) ✓ Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746) ✓ Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748) 	
CIVICS AND CITIZENSHIP	KNOWLEDGE AND UNDERSTANDING	SKILLS
	<ul style="list-style-type: none"> ✓ How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) 	<ul style="list-style-type: none"> ✓ Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083)
RELIGIOUS EDUCATION	<ul style="list-style-type: none"> ✓ Lay people participate in the prophetic work of Jesus Christ when they speak out against injustice, act to have human dignity respected and work for authentic freedom and mutual respect within family, workplace and in wider society. Lay people participate in the kingly work of Jesus Christ when they see whatever power and influence they have as an opportunity for Christian service and strive for social structures and processes that respect human dignity and promote authentic freedom. The kingly work of Jesus Christ is also enacted through lay participation in the leadership and governance structures of the Church (CHPG10) ✓ In a time of great challenge and change (c.1750 CE - c.1918 CE), the Church had to respond to many internal and external threats to its physical existence, cultural influence, political influence, social structure, roles and relationships and economic power. Recurring broad patterns of historical change (namely Construction: Searching for Unity, Order and Authenticity; Deconstruction: Challenges to Unity, Order and Authenticity; Reconstruction: Restoring unity, order and authenticity) are evident in the story of the Church in a time of challenge and change (c.1750 CE - c.1918 CE) as it was forced to question its nature and role in the world (CHCH8) ✓ The inspired writings of various religious and lay leaders (e.g. Catherine McAuley, Nano Nagle, Edmund Rice, Don Bosco, Elizabeth Seton and Mary MacKillop) responded in new ways to the needs of the faithful, especially through education, works of charity, and health care (c.1750CE-c.1918CE) (STCW10) 	<ul style="list-style-type: none"> ✓ Explain why lay people bear responsibilities for mission and service. Examine different ways that lay people participate in the priestly, prophetic and kingly work of Jesus Christ, providing contemporary examples of how they live their Christian vocation (CHPG10) ✓ Sequence significant events and developments in the Church (c.1750 CE - c.1918 CE) within a chronological framework. Pose different kinds of questions to frame an historical inquiry about significant events or developments in the Church (c. 1750 CE - c.1918 CE). Explain, discuss and compare different historical interpretations (including their own) about the Church's past (c. 1750 CE - c.1918 CE), using historical terms and concepts and acknowledging sources of information (CHCH8) ✓ Explain how the writings and key messages of various religious and lay leaders (c.1750 CE-c.1918CE) inspired and empowered others to respond to the needs of the faithful (STCW10)
ACTIVITIES	<ul style="list-style-type: none"> • Year 9 SVDP Activities • Year 9 Research Task 	

