

## Religion Curriculum Inquiry Unit



**School:**

<b>YEAR LEVEL: 8</b>	<b>Term:</b>	<b>Year: 2014</b>
<b>Inquiry Question: What are the Sacraments of Initiation?</b>		
<b>Strands:</b>		
<b>Beliefs</b> <b>Sacraments</b> <b>Morality</b> <b>Prayer</b>		
<b>Class context/Learners:</b> To be added by class teacher		
<b>Key Inquiry Questions:</b> What are some symbolic rituals in my life? What do Christian rituals of initiation mean to me? How can I be of service to others in my school community?	<b>I Wonder:</b> I wonder about symbols and rituals in my life. I wonder what being initiated into a community means to me. I wonder how I can be of service to others in my school community.	
<b>Knowledge &amp; Understanding...</b> Initiation into the Christian community is accompanied by the sacramental rituals of Baptism, Confirmation and Eucharist. – Sacraments of Christian initiation. Other faith traditions celebrate initiation rituals e.g. Bar mitzvah/Bat mitzvah, Sacred Thread (Hinduism).	<b>Skills...</b> Identify and explain signs and symbols in everyday life and in religion. Examine how rituals mark special moments in human experience. Explain the significance of the symbols, actions and words used in the Sacraments of Initiation. Name and explain the combination of elements which comprise the structure of various rituals. Outline how Baptism, Confirmation and Eucharist are Sacraments of Initiation. Outline the symbols and ritual structure of the Sacraments of Initiation	



## Assessment Plan

### Year Level Achievement Standards:

*By the end of Year Eight* students research people from the Old Testament who have been transformed by their encounter with God. Students can outline the covenant relationship between the people of the Hebrew Scriptures and their God. Students name and recall the parables and miracles of Jesus. They articulate some key features of the world –in-right-relationship with God. Students describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present.

*By the end of Year Eight* students investigate and identify how the Sacraments of Initiation nourish Christian life and reveal something of the mystery of God. Students explain the relationship between Eucharist, Baptism and Confirmation. Students explore the ritual and purpose of initiation in the Christian faith.

*By the end of Year Eight* students critique what it means to be a disciple or saint. Students present an understanding of how Mary and the disciples are models for Christian life.


*By the end of Year Eight* students participate in a variety of prayer forms and lead mediative prayer. Students recognise symbols, rituals, and different ways of praying as very human experiences.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative</b>  Assessment  <i>for</i>  Learning	This unit lends itself to the development of an ongoing portfolio of work that combines elements of self, peer and teacher assessment.  Teacher observation of brainstorming activity  Observation of student examples and explanation of signs and symbols  This is a critical component of portfolio assessment, as it requires students to review their progress throughout the unit as well as at its conclusion. Formative assessment occurs with each item chosen for inclusion in the portfolio. Questions that can be the	See Teacher strategies resource on <a href="http://www.newreligioncurriculum.com">www.newreligioncurriculum.com</a> website – Teacher Resources for Brainstorming activities.  Student explanations  Reflective exercise	At the beginning of the unit and throughout the unit  At the beginning of the unit  At the beginning of the unit  During the unit



	<p>basis of formative assessment include:</p> <ul style="list-style-type: none"> <li>– What did I learn from completing this task?</li> <li>– What did I do well?</li> <li>– How well does my item meet the criteria for this section?</li> <li>– How can I improve this item before I hand in my completed portfolio?</li> <li>– How do I feel about my performance?</li> <li>– How do I feel about my performance? What problems were encountered in completing this task? At the conclusion of the unit students complete a cover letter describing their progress in this unit.</li> </ul>		
<b>Summative Assessment of Learning</b>	<p>Portfolio of work The portfolio is a selection of work that showcases the students' developing understanding of this topic. Therefore, students will be required to submit a wide range of activities. Students will also need a medium for presenting the pieces of work developed specifically for the portfolio. This could be a folder that students make and illustrate with images reflecting the content of this unit. It could also be a more creative format of student choice.</p> <p>Students choose a work sample relating to symbols for inclusion in their portfolio. An explanation of why they chose the piece of work should also be included.</p> <p>Students investigate symbols, signs actions of the 3 Sacraments. Look at you tube clips on each sacrament from the Teacher background information on Sacraments – <a href="http://www.newreligioncurriculum.com/sacraments.html">http://www.newreligioncurriculum.com/sacraments.html</a> Compare/contrast.</p> <p>Prepare using ICTs a Sacraments Facts Information resource for each of the three sacraments of Initiation indicating:</p> <ol style="list-style-type: none"> <li>1. Type: e.g. – Initiation, Healing, Service</li> <li>2. What the Sacrament celebrates</li> <li>3. Its focus</li> <li>4. Primary words and symbols</li> <li>5. How does the Sacrament link the past, present and the future?</li> </ol> <p>Choose one of the concepts listed on the Together at One Altar</p>	<p>Creative task – symbols and their meaning</p> <p>Compare and Contrast chart</p> <p>ICTs in the classroom – e.g. Prezi, Wordle, weebly, wiki, Video, Glogster, Comic life, Voki</p> <p>Brainstorm, choose 10 images</p>	<p>Ongoing throughout the unit</p> <p>During the unit</p> <p>During the unit</p> <p>During the unit</p> <p>During the unit</p>



	<p>website and have it for your focus for one week. In groups or as a class, brainstorm how you can live in this way. Choose 10 pictures of different people behaving as Jesus wants us to and sort them based on the concepts described above.</p> <p>Create an artwork using mixed media to illustrate the central symbols of the sacraments of initiation and how they celebrate Christian initiation.</p> <p>OR</p> <p>Students design and present a brochure for parents showing the signs, symbols and words used in celebrating a Baptism or Confirmation ritual and provide a written explanation of their brochure which includes reference to the importance of this Sacrament in the life of the Christian community.</p> <p>OR</p> <p>Create board games, wonder words and/or crosswords to recall details about the Sacraments of Initiation.</p>	<p>Visual Arts</p> <p>Brochure</p> <p>Board game</p>	<p>At the end of the unit</p> <p>At the end of the unit</p> <p>At the end of the unit</p>
<p><b>Affective</b></p> <p>Assessment <b>as</b> Learning</p>	<p>Students work in pairs to review each other's completed portfolio, using a simple criteria sheet.</p> <p>Journaling/Individual reflection</p> <p>Students complete a reflection: What did I learn about my understanding of the term initiation?</p> <p>Students complete a reflection: What did I learn about the sacraments of initiation? Why did I choose this item to include in my portfolio?</p> 	<p>Criteria sheet</p> <p>Journaling</p> <p>Self-reflection -Pros Cons Questions (PCQ) strategy</p> <p>Self-Reflection</p> <p>Self-Reflection</p>	<p>At the end of the unit</p> <p>At the beginning of the unit and during the unit</p> <p>During the unit</p> <p>At the end of the unit</p>



## Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	<p><b>Tuning In</b></p>	<p>Brainstorm how events in people's lives are recognized and celebrated. Follow this with individual reflection/journaling, and/or small group discussion.</p> <p>Do a media search identifying expressions of people celebrating significant events in their own or a community's life? Look at a variety of cultures and how they celebrate festivals unique to their culture. Select cultures that are present in the class or school. Have students comment on key symbols that they observe or identify and discuss their significance to the people.</p> <p>Identify the key symbols that speak to Australians about their inner self, e.g. Uluru, the beach, the bush. Use the book <i>Why I love Australia</i> by Bronwyn Bancroft from the ABC bookshop .</p> <p>Signs, symbols and rituals can help people to learn about the community and share its life.</p> <p>If the local situation is appropriate, take students for 'a walk around the block to record their observations of signs and symbols.</p> <p>Students work on their own to complete a sign and symbol retrieval chart identifying the name(or drawing) of the sign/symbol and where it was seen. List up to three signs and symbols. Represent them visually and also write a description showing your understanding. Students then form small groups to choose the most significant example from each category and present these to the class, explaining the reasons for their choices using these questions as a guide: Why is it a good symbol? Is it necessary?</p>	<p>Brainstorm strategies can be found in Teaching Strategies on <a href="http://www.newreligioncurriculum.com/teaching-strategies.html">http://www.newreligioncurriculum.com/teaching-strategies.html</a></p> <p><i>Why I love Australia</i> by Bronwyn Bancroft ISBN 9781921541780</p> <p>Local or school environment</p> <p>Creative task – symbols and their meaning</p>	<p><i>Assessment for learning</i> Teacher observation of brainstorming activity <i>Assessment as learning</i> Journaling/Individual reflection</p> <p><i>Assessment for learning</i> Observation of student examples and explanation of signs and symbols.</p>



		<p>Describe the events that human beings celebrate through rituals.          What human needs are met through the use of ritual?          How do rituals mark special moments in human experience?          What makes the difference between a religious and a social ritual?          Allocate various social and religious rituals (e.g. birthday party, graduation mass, Opening School Year Mass, school assembly, Olympic Games, Australian of the Year, ANZAC Day etc.) to groups for discussion of their purpose and meaning.          Record the symbols, actions, roles of particular people and order of events of the ritual.</p> <p>Form small learning teams and using the Frayer Concept Model in the A-Z Teaching Strategies develop their ideas and understandings of the word, Initiation.</p> <p>Students consider some of the definitions of Initiation described from various sources e.g. dictionary,</p> <ul style="list-style-type: none"> <li>• To admit into membership, as with ceremonies or ritual.</li> <li>• Initiated or admitted, as to membership or a position of authority.</li> <li>• Introduced to something new.</li> <li>• One who has been introduced to or has attained knowledge in a particular field.</li> <li>• the process of being formally accepted as a member of a group or organization : the process of being initiated</li> <li>• a ceremony or series of actions that makes a person a member of a group or organization</li> <li>• the act of starting something : the beginning of something</li> <li>• the rites, ceremonies, or instructions with which one is made a member of society or is invested with a particular function or status</li> <li>• basically initiate means to begin or start.</li> </ul> <p>Being initiated into a club or social group is simply to start being a member. Also you can investigate the meaning by discovering its source – the word - Initial.</p> <p>In groups complete a PMI (Plus Minus Interesting) sheet on their thoughts about the various definitions. Discuss their thoughts as a class.</p> <p>Student reflection to be completed in their journal:          Students complete a reflection: What did I learn about my understanding of the term initiation?</p>	<p>Frayer Concept proforma- A-Z Teaching Strategies on <a href="http://www.newreligioncurriculum.com/teaching-strategies.html">http://www.newreligioncurriculum.com/teaching-strategies.html</a></p> <p>PMI – teacher Resources <a href="http://www.newreligioncurriculum.com/teaching-strategies.html">http://www.newreligioncurriculum.com/teaching-strategies.html</a></p> <p>Journal</p>	<p><i>Assessment of learning</i>          Students choose a work sample relating to symbols for inclusion in their portfolio. An explanation of why they chose the piece of work should also be included.</p> <p><i>Assessment for learning</i>          Observation of student participation in discussion.</p> <p><i>Assessment for learning</i></p> <p><i>Assessment as learning</i>          Students complete a reflection: What did I learn</p>
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				about my understanding of the term initiation?
	<b>Finding Out</b>	<p>Introduce the 3 Sacraments of Initiation Baptism, Confirmation and Eucharist are the Sacraments of Initiation – the beginning, development and nourishment of a life. In Baptism we are born into a new life in Christ, in Confirmation we are strengthened in faith and in the Eucharist we receive the food of eternal life. See Teacher background information on Sacraments for more information on these sacraments. <a href="http://www.newreligioncurriculum.com/sacraments.html">http://www.newreligioncurriculum.com/sacraments.html</a></p> <p>Make a personal or whole class glossary of terms used for the Sacraments of Initiation to be added to as understandings and questions develop.</p> <p>Form into groups of three. Each member of the group investigates one of the Sacraments of initiation according to how it is described in the Catechism of the Catholic Church which can be found on <a href="http://www.vatican.va">www.vatican.va</a> or under teacher resources on the <a href="http://www.newreligioncurriculum.com">www.newreligioncurriculum.com</a> website. Use a retrieval chart to record the main points discovered in their research. Headings such as: Sacrament Description Preparation Celebration Transformation.</p> <p>Students investigate symbols, signs actions of the 3 Sacraments. Look at You Tube clips on each sacrament from the Teacher Background information on Sacraments and complete a Compare and Contrast activity. <a href="http://www.newreligioncurriculum.com/sacraments.html">http://www.newreligioncurriculum.com/sacraments.html</a></p> <p>Use Bibles to examine the scripture links to the early Christian Church and the Sacraments of Initiation. <b>Baptism</b></p>	<p>Teacher Background Information /Sacraments <a href="http://www.newreligioncurriculum.com/sacraments.html">http://www.newreligioncurriculum.com/sacraments.html</a></p> <p>Catechism of the Catholic church <a href="http://www.vatican.va">www.vatican.va</a> Teacher Resources on <a href="http://www.newreligioncurriculum.com/teaching-strategies.html">http://www.newreligioncurriculum.com/teaching-strategies.html</a> Retrieval chart: Sacrament Description Preparation Celebration Transformation.</p> <p>Sacraments YouTube clips <a href="http://www.newreligioncurriculum.com/sacraments.html">http://www.newreligioncurriculum.com/sacraments.html</a> Compare and contrast chart A-Z teaching strategies <a href="http://www.newreligioncurriculum.com/teaching-strategies.html">http://www.newreligioncurriculum.com/teaching-strategies.html</a></p> <p>Bibles</p>	<p><i>Assessment of Learning</i></p> <p>Assessment for and of learning- Compare and Contrast Chart</p>



		<p>Mark 1: 9-11, Matthew 3; 13-17, Luke 3: 21-22 (Baptism of Jesus)  Matthew 28: 18-20 (Command by Jesus for the disciples to baptise)  Acts 8: 26-39; 16:16-34; 19:1-7 (Baptism in the early church)  Romans 6: 3-11 (Paul's teaching on baptism)</p> <p><b>Confirmation</b>  Acts 8:14-17; 9:17-19; 19:1-7 (the disciples and the reception of the Spirit)  Titus 3: 4-8 (Paul's teaching on the Holy Spirit)</p> <p><b>Eucharist</b>  Exodus 12:1-28 (Foundations in Jewish Passover)  Mark 6:30-44; 8:1-10. Matthew 14:13-21; 15:32-39, Luke 9:12-17, John 6:1-15 (Feeding the multitudes in the wilderness)  Matthew 26:26-28, mark 14:22-25, Luke 22:7-20 (The Lord's Supper)  Luke 24; 13-53 (the disciples on the road to Emmaus)  1 Corinthians 10:16-18 (Paul's teaching on Eucharist)</p> <p>Prepare using ICTs a Sacraments of Initiation Facts Information resource using the information gained during the unit, indicating:</p> <ol style="list-style-type: none"> <li>1. The name of the Sacrament</li> <li>2. What the Sacrament celebrates</li> <li>4. Primary words and symbols</li> <li>5. How the three sacraments are linked in the understanding of Initiation</li> <li>6. Aspects of Jesus' and the early church's ministry which relate to the Sacraments of Initiation</li> <li>7. An understanding of what the Sacraments of Initiation ask of us today.</li> </ol> <p>Students complete a reflection in their journal:  What did I learn about the sacraments of initiation? Why did I choose this item to include in my portfolio</p> <p><b>Optional activities:</b>  Investigate the Initiation ceremonies of other faiths.  <i>Jewish</i>  Reaching the age of Bar or Bat Mitzvah signifies becoming a full-fledged member of the Jewish community with the responsibilities that come with it.  <a href="http://www.jewishgateway.com/library/rituals/">http://www.jewishgateway.com/library/rituals/</a>  <i>Hinduism</i> – the sacred thread initiation ceremony  <a href="http://hinduism.iskcon.org/practice/602.htm">http://hinduism.iskcon.org/practice/602.htm</a></p>	<p>ICT's in the classroom – e.g. Power Point, Prezi, weebly, wiki, Video, Glogster, Comic life, Voki</p> <p>Journal</p> <p><a href="http://www.jewishgateway.com/library/rituals/">http://www.jewishgateway.com/library/rituals/</a></p> <p><a href="http://hinduism.iskcon.org/practice/602.htm">http://hinduism.iskcon.org/practice/602.htm</a></p>	<p>Assessment of learning  Sacraments Fact Sheet – ICT</p> <p>Students choose the piece of work which best illustrates their understanding of the words, symbols and actions of each of the sacraments of Initiation for inclusion in their portfolio.</p> <p>Students complete a reflection: What did I learn about the sacraments of initiation? Why did I choose this item to include in my portfolio</p>
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	<p><b>Sorting Out</b></p>	<p><i>Make a difference through service:</i> An adult Christian commitment involves trying to become more like Christ by responding to the call to serve others.</p> <p>Go to the Together at one Altar website and examine the Ten Concepts for living an Eucharistic life <a href="http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51">http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51</a> Explore how living a Eucharistic life is showing God's love. Choose one of the concepts listed on this website and have it for your focus for one week. In groups or as a class, brainstorm how you can live in this way. Choose 10 pictures, from a variety of resources e.g. Google Images, magazines, newspapers, photos, art work of different people behaving as Jesus wants us to and sort them based on the 10 concepts described above.</p> <p>On your own: list 5 potential acts of service you could do by giving just 1 hour a week. In pairs: Compare lists and decide on the best 3 ideas Join with another pair, compare lists and decide on the best 3 Join two of these groups (4 pairs) compare lists, decide on the 3 "best" ideas Present these 3 to the class As a class vote for the best idea Develop an action plan to put the idea into practice.</p>	<p><a href="http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51">http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51</a></p> <p>Visual summary showing their understanding of Sacraments of initiation.</p>	<p><i>Assessment of learning</i> Students choose the piece of work which best illustrates their understanding of the sacraments of Initiation for inclusion in their portfolio.</p> <p>Assessment of learning. Action plan for being of service in the school</p>
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	<p><b>Communicating</b></p>	<p>Create an artwork using mixed media to illustrate one of the Concepts of Living a Eucharistic Life from <a href="http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51">http://www.togetheratonealtar.catholic.edu.au/live/dsp-content.cfm?loadref=51</a> Include in the artwork reference to Jesus' ministry and how they can continue Jesus' mission to be of service today. <b>And/or</b> Students design and present a brochure for parents showing the signs, symbols and words used in celebrating the Sacraments of Baptism, Confirmation and Eucharist and provide a written explanation of their brochure which includes reference to the importance of these Sacraments in the life of the Christian and wider community today.</p>	<p>Creative arts – visual arts</p> <p>Brochure</p>	<p><i>Assessment of learning</i> Mixed media artwork</p> <p>Brochure</p>
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	<p><b>Evaluating and Reflecting</b></p>	<p>This is a critical component of portfolio assessment, as it requires students to review their progress throughout the unit as well as at its conclusion. Formative assessment occurs with each item chosen for inclusion in the portfolio. Questions that can be the basis of formative assessment include:</p> <ul style="list-style-type: none"> <li>– What did I learn from completing this task?</li> <li>– What did I do well?</li> <li>– How can I improve this item before I hand in my completed portfolio?</li> <li>– How do I feel about my performance?</li> <li>- What problems did I encounter in completing this task?</li> </ul> <p>At the conclusion of the unit students complete a covering letter describing their progress in this unit.</p>	<p>Assessment as learning</p>
	<p><b>Teacher reflection and Evaluation</b></p>	<div data-bbox="450 531 728 963" data-label="Diagram"> <p><b>A Taxonomy of Reflection</b></p> <ul style="list-style-type: none"> <li>Creating: What should I do next?</li> <li>Evaluating: How well did I do?</li> <li>Analyzing: Do I see any patterns in what I did?</li> <li>Applying: Where could I use this again?</li> <li>Understanding: What was important about it?</li> <li>Remembering: What did I do?</li> </ul> </div> <p>Reflective questions that can be used for personal reflection at the end of the unit. Toowoomba Catholic Education Office</p>	<p>Assessment as learning.</p>

