

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 8	Term: 2	Year: 2014
<p>Inquiry / Wondering Question</p> <p style="text-align: center;">I wonder why Jesus taught using parables. How can we understand the teaching of Jesus today? How did the saints live out the teaching of Jesus?</p>		
<p>Strands:</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;">Beliefs</div> <div style="background-color: #cccccc; text-align: center; padding: 2px;">Sacraments</div> <div style="background-color: #cccccc; text-align: center; padding: 2px;">Morality</div> <div style="background-color: #cccccc; text-align: center; padding: 2px;">Prayer</div>	<p>Cross-curricular priorities:</p>	
<p>Class context/Learners: To be added by class teacher</p>		
<p>Key Inquiry Questions:</p> <p>What is a parable? How can I interpret Jesus' parables for living today? What is my understanding of being a disciple of Christ? How was Mary a disciple of Christ? Who are disciples of Christ today?</p>	<p>I Wonder:</p> <p>I wonder about parables. I wonder why Jesus taught using parables. I wonder if we can learn from parables today. I wonder about Mary in the Gospels. I wonder what being a disciple means today. I wonder who could be called a disciple of Christ today.</p>	



Knowledge & Understanding...

Jesus Christ offers hope to the world and calls his followers to discipleship.
Jesus proclaimed the Reign of God through parables: stories meant to challenge and transform.
As disciples, we are called to cooperate with God in making the world more compassionate and just.
Stories from other traditions can also challenge people to be transformed.
God is a relationship of love and Christian life is about growing right in relationship.
Jesus' teaching on holding together rights and responsibilities for all of us is deeply counter-culturally.
Jesus subverts the status-quo for all of us which led people to crucify him.
The changing understanding of sainthood (e.g. all Christians)
Contemporary heroes.

Skills...

Articulate some key features of the world-in-right-relationship.
Identify times when Jesus used parables to challenge people to change their lives.
Discuss how Jesus, challenging and giving hope, is a sign of the Reign of God.
Identify and critically reflect on aspects of their own lives and society that need to be transformed
Examine parables and the challenges they pose.
Investigate the life stories of people striving to follow Gospel values in their particular time and circumstances.
Compare how Mary, the disciples and contemporary role models are models for Christian life.
Recognise and reflect on some of the challenges and opportunities for living as disciples in our world today.

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 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 reveal something of the mystery of God nourishing Christian life in mission and service. Students explain the relationship between Eucharist, Baptism and Confirmation. Students explore the ritual and purpose of initiation in Christian and other faiths.

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
Formative Assessment for Learning	Finding out about Jesus: Assessment for Learning – this activity is useful in finding out how much the students know about Jesus. Assessment for learning – this task will give you feedback on students ability to use the bible looking up scripture references. Have students locate and read each of the following passages in their Bible: John 8:1–11; Luke 19:1–10; John 9:1–16; Matthew 8:5–13;15:21–28; Mark 11:15–19; Luke 7:11–17 Think, pair, share a definition for ‘parable’. Brainstorm with students images and perceptions they have of Mary.	Individual Bibles to locate scripture passages. Think, pair and share strategy Brainstorming strategy	At the beginning of the Unit At the beginning of the Unit. During the Unit During the Unit
Summative Assessment of Learning	Create a <i>Before and After Postcard</i> (see Resource No 1) about: <ul style="list-style-type: none"> • who Jesus met • the effect that Jesus had on these people. Assessment of Learning –this task will show students ability to identify the challenges to being a follower of Christ as outlined in scripture: Mark 8:34-38 Rewrite the parable in a modern day setting ensuring the message stays the same. List attributes of Mary that are identified in the list in Resource No 3 – attributes of a Christian disciple. In pairs, students produce a ‘wanted’ advertisement for a Christian person living today who exemplifies the teachings of Jesus as illustrated in a variety of parables.	Before and After Postcard strategy Retrieval chart – Verse Key words Message. Identify and list attributes of Mary from scripture references Wanted Poster	At the beginning of the Unit During the Unit During the Unit. During the Unit At the end of the Unit



Affective	John 8:3–11	Personal reflection	During the Unit
Assessment as Learning	In a Nutshell:	Personal reflection	At the end of the Unit.

Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Finding out about Jesus: Group work: Read the following Scripture references: Luke 1:26–33; 2:1–7; 2:22–24; 2:41–52; 22:7–13 and Matthew 1:1–17; 2:1–6; 13–18; 17:24–27. Record two pieces of information about Jesus' life from each story. Prepare a short presentation to the class with points about Jesus' background. This presentation can take the form of a TV program 'This is your life' with the character of Jesus. Students can use the "This is your Life Questionnaire" from Learning Links to Jesus by Maurice Ryan p. 21 See Resource No 1 listed with this unit on http://www.newreligioncurriculum.com/sample-units8.html Students' response can also be completed as a storyboard, a song, a rap, or a game of knowledge such as 'Millionaire Hot Seat'.</p>	<p>Individual Bibles to locate scripture passages.</p> <p>Resource No 1 Learning Links to Jesus by Maurice Ryan Lumino Press</p>	<p>Assessment for Learning – this activity is useful in finding out how much the students know about Jesus.</p>
	Finding Out	<p>Jesus showed us love by the way he lived his life and he continually challenged people to become better. Have students locate and read each of the following passages in their Bible: John 8:1–11; Luke 19:1–10; John 9:1–16; Matthew 8:5–13; 15:21–28; Mark 11:15–19; Luke 7:11–17 for each passage create a <i>Before and After Postcard</i> (see Resource No 2) about:</p>	<p>Bibles</p> <p><i>Before and After</i> Postcard activity. Resource No 2</p>	<p>Assessment for learning – this task will give you feedback on students ability to use the bible looking up scripture references.</p> <p>Assessment of Learning – this task will show students</p>



		<ul style="list-style-type: none"> • who Jesus met • the effect that Jesus had on these people. <p>Read Mark 8:34-38 "The Condition of Following Christ" Describe your initial response to this Scripture passage Determine the key words for each of the verses and provide a brief explanation of what the verse is saying. Use this retrieval chart to record information:</p> <p>Verse Key words Message.</p> <p>Summarize the challenge that Jesus puts to all Christians in this passage. (taken from KWL yr 8 p 199)</p> <p><i>Investigate Parables:</i></p> <p>Think, pair, share a definition for 'parable'. After discussion come to a class definition for parable. As a class, brainstorm as many parables as you can in a short space of time and then using the List of Parables in the Gospels -Resource No 3 check to see which parables are not on the class list. In learning teams take some time to look up in your Bibles some of the parables you have not listed and give a short summary of each one to the whole class.</p> <p>Using Resource 3 – Parables in the Gospels, group some of the themes of the parables that you can identify e.g. agricultural images, images of nature, feasts and celebrations etc.</p> <p>Think about which of the following items is the most important in making a parable interesting? Length Language Characters Relevance Message Other things Give reason for your answer.</p>	<p>Bibles</p> <p>To Know , Worship and Love, yr. 8 p 199</p> <p>Resource No 3 – Parables in the Gospels</p> <p>Resource No 3 – Parables in the Gospels</p>	<p>understanding how Jesus challenged people and the results of these challenges</p> <p>Assessment of Learning –this task will show students ability to identify the challenges to being a follower of Christ as outlined in scripture</p> <p>Assessment for Learning to ascertain students understanding of Parables.</p>
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		<p>Jesus used parables to challenge the thinking and behaviour of his audience. He used everyday experiences to make sure they understood what he was saying. This website has links to many visual images of various parables that may assist in illustrating the story. http://www.textweek.com/art/parables.htm</p> <p>Sort class into groups giving each group a different parable. Select one of the 'kingdom parables'. In pairs, write out the message you think Jesus is teaching about the kingdom in one of the following:</p> <p>Mark 4:26–29 – Parable of the Growing Seed. Luke 18:9–14 – Parable of the Pharisee and the Tax Collector. Luke 14:15–24 – Parable of the Great Banquet. Mark 4:30-32 – Parable of the Mustard Seed.</p> <p>Rewrite the parable in a modern day setting ensuring the message stays the same. Encourage students to use an everyday occurrence or experience of their own to construct a parable which illustrates an aspect of the reign of God as they understand it. Students can also create a modern day parable using ICT's such as "Make Believe Comix" strips using http://www.makebeliefscomix.com/Comix/ Keep in mind when writing modern day parables that parables are characteristically:</p> <ul style="list-style-type: none"> • Minimalist in plot and character • Not 'true' stories but believable ones • Either positive or negative in tone • Illustrative of a conflict in values. <p>What vision do these parables give us of the kingdom? How does their view of life fit in contemporary society?</p>	<p>http://www.textweek.com/art/parables.htm</p> <p>Bibles</p> <p>A free online tool to create a comic strip. http://www.makebeliefscomix.com/Comix/</p>	<p>Assessment of Learning – this task will allow students to demonstrate their understanding of parables and also how to relate this type of scriptural genre to a modern day scenario.</p>
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	<p>Sorting Out</p>	<p>Have some students prepare the reading of John 8:3–11 using ‘The Dramatized Bible’. At the conclusion of the reading allow for a period of personal reflection. How were people’s lives changed in this encounter? What areas of my life need to be changed? Identify people in contemporary society who could be compared with people in the Gospel.</p> <p>Students define the term ‘disciple’. Develop a list of the qualities of a disciple of Jesus. See Resource No 4 – A list of attributes of a Christian disciple to assist students in their understandings.</p> <p>Brainstorm with students images and perceptions they have of Mary. Develop a character map for Mary that would seek to explore some of the following: How do students ‘see’ Mary? What do they think of her? What have they heard about her? What do people say about her? What do they feel about her? How does Mary show us the path to Christian discipleship?</p> <p>Divide the class into small groups. Groups locate and read the following references from the Scripture passages they have been allocated: Matthew 1:16–25, 2:11–23, 12:46–50, 13:55–57, 28:1–10 Mark: 3:21, 3:31–35, 6:1–6 Luke: 1:26–56, 2:1–52, 8:19–21, 23:55–56, 24:1–11. John 2:1–12, 19:25–27 Acts 1:14, 2:1–4 List attributes of Mary that are identified in the list in Resource No 4 – attributes of a Christian disciple.</p> <p>Recall the life journey of a well-known Christian disciple. Show where each of these characteristics of discipleship was present in his or her life. Add any more characteristics that appear from this person’s life.</p>	<p>Dramatised Bible - Can be borrowed from the Joe McCorley Resource Centre</p> <p>Resource No 4 – List of attributes of a Christian disciple. From KWL yr 9 p 222</p> <p>Bible</p> <p>Resource No 4</p>	<p>Assessment as Learning – personal reflection.</p> <p>Assessment for Learning – this task will show you how much the Students understand Mary and her role as a disciple of Christ.</p> <p>Assessment of learning – can students identify the attributes of Mary as a disciple.</p>
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		<p>“25 of the Best “ http://www.resourcemelb.catholic.edu.au/object.cfm?o=209 this website form the Catholic Education Office in Melbourne has a list of 25 of the best Australian Catholics for information and research purposes. Naturally Twenty-five of the Best! isn't making a judgment about who the 25 best Australian Catholics really are - how could anyone know? It is simply an attempt to identify some people in Australia's history and in the present time for whom faith is, or has been, significant. They have left the twenty-fifth box without an image so that students can nominate someone they know, or know of, to fill this spot. Don't forget to check behind the buttons on the right side of each page for a hyperlinked version of each article plus further ideas for the classroom.</p>	<p>25 of the Best http://www.resourcemelb.catholic.edu.au/object.cfm?o=209</p>	
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	<p>Communicating</p>	<p>In pairs, students produce a ‘wanted’ advertisement for a Christian person living today who exemplifies the teachings of Jesus as illustrated in a variety of parables.</p> <p>Students present their poster to the class, explaining their reasons for choosing particular qualities that they feel are important in being a disciple of Jesus. And also explaining how we can be a disciple in our own community?</p> <p>Students are to consider: Relevant parables and how they are relevant in a modern day society What challenges do the words and works of Jesus present to us today? What particular characteristics would define a disciple?</p>		<p>Assessment of learning – Wanted Poster illustrating an understanding of the necessary attributes of a modern day disciple and an understanding of the challenges to living this way of life today.</p>
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