

# Religion Curriculum Inquiry Unit



School:

<b>YEAR LEVEL: 6</b>	<b>Term:</b>	<b>Year:</b>
<b>Inquiry / Wondering Question</b>		
<b>Strands:</b>  <div style="text-align: center;"> <p><b>Beliefs</b></p> <p style="background-color: #ADD8E6; padding: 2px;"><b>Sacraments</b></p> <p><b>Morality</b></p> <p><b>Prayer</b></p> </div>	<b>Cross-curricular priorities:</b>	
<b>Class context/Learners:</b> To be added by class teacher		
<b>Key Inquiry Questions:</b> What is a Liturgical calendar? What are the liturgical seasons? What symbols are used to celebrate special times of the liturgical year?	<b>I Wonder:</b> I wonder about the liturgical seasons. I wonder what we celebrate in the Liturgical year. I wonder about the colours, symbols and celebrations that are part of the liturgical seasons.	
<b>Knowledge &amp; Understanding...</b> God's faithfulness and goodness is celebrated through the liturgical seasons. The Church celebrates Jesus' life death and resurrection in the many feasts and seasons of the liturgical year.	<b>Skills...</b> Name the liturgical seasons and the liturgical colours used by the Church Purple /Violet – Advent and Lent White-Christmastide and Eastertide Red – Pentecost Green – Ordinary Time	
<b>Identify Scripture to be interpreted:</b>    		



<b>World Behind the Text</b>	<b>World of the text</b>	<b>World in Front of the Text</b>
<ul style="list-style-type: none"> <li>• Who might have authored, edited and/or translated this text?</li> <li>• Is it the work of an individual or a community?</li> <li>• What can be learned about the prevailing religious world of the text (e.g. rituals, laws, traditions, religious roles, different sects in Second Temple Judaism)?</li> <li>• Where in the world is the text set?</li> <li>• What can be learned about the cultural world of the text (e.g. cultural codes, language, customs, beliefs, values, festivals, heroes)?</li> <li>• Around what time is the text set?</li> </ul> <p>What is happening at this time in history in the community for which the text was written (e.g politics, Roman occupation, economy)?</p>	<ul style="list-style-type: none"> <li>• What type of text is this?</li> <li>• Why has the author chosen this text type?</li> <li>• What is the author trying to communicate through the characters' voices?</li> <li>• How do the characters use social language/codes/protocols to their advantage?</li> <li>• What key words or phrases, or interesting, new or difficult ideas need further exploration?</li> <li>• What text features are in the text (e.g. imagery, metaphor, simile, repetition, contrast, symbol)?</li> <li>• Is this text fair?</li> <li>• Who speaks and who is silenced?</li> <li>• What happens in this text?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some of the messages from or about God that contemporary believers can take from this text in their time and place?</li> <li>• For whom might this text be relevant today (e.g. refugees, school communities, marginalised)?</li> <li>• How can this text be re-contextualised to resonate in today's world?</li> <li>• How might gender, culture or life experience, including experiences with religion of religious groups, affect the way a contemporary reader might respond to the text/</li> <li>• How do personal events or feelings shape meaning for the reader?</li> <li>• How might this text be used in contemporary contexts (e.g. to inspire for justice, in prayer)?</li> </ul>



## Assessment Plan

### Year Level Achievement Standards:

By the end of Year Six, students can express an understanding of various Biblical images of the Holy Spirit. Students describe and explain how the Holy Spirit gives courage to the disciples and to people today. They listen, read, and recount key scripture that tells of the early Christian communities. Students compare different understandings of Mary in scripture, images and titles.

By the end of Year Six, students explain the meaning of and how they experience the gifts and fruits of the Holy Spirit. Students creatively communicate information on Spirit-filled people. Students communicate ways they can be signs of life, hope, healing, nourishment, reconciliation, and service. **Students demonstrate understanding of symbols, seasons and feasts of the liturgical year.**

By the end of Year Six, students research key figures in the Bible, for example, Peter and Paul. Students demonstrate ways to respond to those in need. Students explain the implications of and give suggestions for the continuation the mission of Jesus today.

By the end of Year Six, students can understand and say, in unison and individually, a number of traditional prayers including Hail Holy Queen and a decade of the Glorious mysteries of the Rosary. They identify, explore and compose various kinds of psalms – psalms of lament, thanksgiving and praise.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
<b>Formative</b>  Assessment <i>for</i> Learning	See, think and wonder activity.  What do you already know about the Liturgical Year	Students responses: I see I think I wonder  Huddle activity	Beginning of the Unit  During the Unit.
<b>Summative</b>  Assessment <i>of</i> Learning	Continue to work with the Godly play story by creating a word web for each liturgical season. This should include all the knowledge they currently have. (In groups of 4, students are required to write as many words as they can that can be associated with a liturgical season. Each student uses a different coloured pencil/texta to write down their responses.)  Research and write about one of the liturgical seasons; include information on its symbols, colour, celebrations and ceremonies, significant events, the gospel readings used, personal experiences, etc.	Word web  Research project	During the unit  During the Unit



	<p>Construct and illustrate a chart or poster of the Church liturgical year that identifies the liturgical seasons and its colours adding to this poster the secular seasons and some significant school activities in the school year.</p> <p>Design a visual representation (e.g. class prayer mat, altar cloths, banners or lectern drapes) for a particular liturgical season and sacred rituals, incorporating use of appropriate symbols, colours that help individuals and groups make meaning of the liturgical season and writing a justification for their choices</p>	<p>Liturgical year chart or poster</p> <p>Visual representation</p>	<p>A the end of the Unit</p> <p>A the end of the Unit</p>
<p><b>Affective</b></p> <p>Assessment <b>as</b> Learning</p>	<p>Research and write about one of the liturgical seasons; include information on its symbols, colour, celebrations and ceremonies, significant events, the gospel readings used , personal experiences, etc.</p>	<p>Research presentation</p>	<p>During the Unit</p>

## Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	<p><b>Tuning In</b></p>	<p>The Church's liturgical year is told through a framework of different seasons (Advent, Christmas, Lent, Easter, Pentecost, and Ordinary Time), revealing the story of salvation and drawing inspiration from Jewish tradition.</p> <p>Calendars – What is the purpose of calendars? Participate in a See Think and Wonder activity where students look at images and descriptions of various calendars and they respond the following questions: What do you see? What do you think about that? What does it make you wonder? Have examples of different kinds of calendars- Add more examples that may reflect the culture and context of the students in your class.</p>	<p>See, think and wonder activity.</p>	<p>Assessment for learning</p>



		<p>Talk about the celebration of events at the same time every year.  Can the students brainstorm events that happen regularly on a cycle?  E.g. the seasons of the year  The moon cycles  The tides  Migration of birds  Planting crops/flowers  Talk about the indigenous understanding of cycles in regards to country.  E.g.  The flowering plants  The burning of grass  The weather patterns</p> <p>The notion of time helps us to celebrate life by marking and recalling the important dates and events in our lives e.g. birthdays, graduations  Students draw up a chart of seasons and events of significance in their school, leisure and sporting year.  Students' name and list significant events that occur through the school year, for example, camp, sports carnival, Sacraments, captain's induction, and so forth. Place these events on flash cards and get the students to put them in chronological order.  Have a classroom calendar where events known can be noted (birthdays, school sporting events, school feast day, graduation, holidays etc.) and special events can be added to as the year progresses. The students can decide what needs to be added.</p> <p>Questions  Why do we celebrate these days each year?  How do we celebrate these days?  Who do you celebrate these days with?</p> <p>Have students draw a circle shape and label each quadrant with a season of the year – summer, autumn, winter and spring then have them individually or in groups add the dates these seasons start and finish, a symbol for each season, images for each season, words that describe the season, events that they associate with each season.</p> <p>Another important feature of following a calendar is that it helps us to remember crucial events that have shaped our history. For example, on ANZAC Day we remember the sacrifices of those who have gone to war and the value of peace. Setting aside this same day every year helps us to focus on the significance of the event. Symbols associated with such</p>	<p>Brainstorm</p> <p>Class calendar</p> <p>Put events in chronological order.</p> <p>List important events in the school year –if the school has a calendar then use this as a resource,</p> <p>Circle shape divided into quadrants</p>	
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special days are easily recognised and reveal something of the deeper meaning of the day. E.g. the slouch hat on Anzac day.

Have students identify other community events that occur on the same day every year and also identify a symbol that helps us to recognise the day.

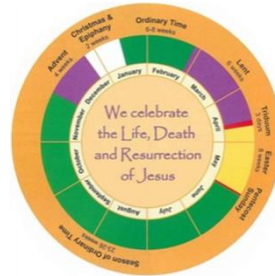
The Church has her own yearly cycle – called the Liturgical year. It starts in early December and runs to the end of November. This calendar gives the Church a regular pattern of celebrations, worship and remembrance. The liturgical year is made up of a number of seasons .The longest is called Ordinary Time. One of the most recognisable seasons is Lent. Scattered throughout the seasons are a number of special days such as All Saints day which is celebrated on November 1 every year. The liturgical year helps us to celebrate the life, death and resurrection of Jesus it is known as the Paschal mystery.

The Paschal mystery is celebrated through specific seasons  
There are five specific seasons in the Church's calendar: Lent, Easter, and Ordinary Time ,Advent Christmas  
(Information taken from To Know Worship and Love Year 7 student book p 139-140)

Find an appropriate diagram of the liturgical year to show the students. One similar to this one would be good as it shows the cyclical aspect of the liturgical year.

The booklet 'Learning about the Liturgical Seasons and Days' is also helpful

<http://rokreligiouseducation.com> Teacher background information / Liturgical Year



A Liturgical Year Journey Staff activity:  
Many of our ancestors in faith made many journeys. While these ancestors were traveling, they carried journey staffs. They used the staffs to probe unknown ground or to support themselves as they walked.  
Celebrating the liturgical seasons each year can seem like making a journey of faith in understanding the life, death and resurrection of Jesus.

Make a liturgical year journey staff. Use a stick, branch or an old mop or

List event and identify symbol

Learning about the Liturgical Seasons and Days  
See teacher background information / Liturgical Year

		<p>broom handle.</p> <p>Colour each liturgical season's card with the colour shown on the liturgical chart. Cut out the cards, and write a prayer for the season on the back of each card. At the beginning of each season, tie the card to the staff. Pray the prayer often during the season. Have this on display throughout the year.</p> <p>See Resource No 2 for examples.</p>	<p>Resource No 2 The liturgical staff activity.</p>	
	<b>Finding Out</b>	<p>Each season of the Liturgical year :</p> <ul style="list-style-type: none"> <li>• celebrates an important aspect of Christ's life</li> <li>• has a particular theme</li> <li>• has a particular liturgical colour.</li> <li>• concentrates on different parts of the Bible.</li> <li>• has different religious practices and symbols.</li> </ul> <p>What do you already know about the liturgical year of the Church? Brainstorming activity <b>Huddle</b> to have students identify all that they know. Students huddle together in groups of 2, 3 or 4 to formulate responses (speed is a factor). Each member of the huddle contributes to the discussion before the group addresses the class. Group responses are shared. The role of speaker is rotated around the group ensuring full participation of all group members.</p> <p>Themes – <i>Advent</i> -awaiting the Messiah, preparing for Christmas , the final judgement <i>Christmas</i> – the birth of Christ , the Incarnation <i>Ordinary Time</i> – the public ministry of Jesus Lent - Repentance, conversion, penance <i>Easter</i> - New life, resurrection , witnessing</p> <p>Select and watch videos from RE Source – Melbourne Catholic Education Office during varying times of the Unit to extend students' understandings.</p> <p><a href="http://www.resourcemelb.catholic.edu.au/">http://www.resourcemelb.catholic.edu.au/</a> Go to the Website and look under the Worship title in the Banner there you will find videos on:</p>	<p>Huddle activity Good News for Learning teaching strategies booklet on the resources page under Teaching Strategies: <a href="http://rokreligiouseducation.com">http://rokreligiouseducation.com</a></p> <p><a href="http://www.resourcemelb.catholic.edu.au/">http://www.resourcemelb.catholic.edu.au/</a></p>	<p>Assessment for learning</p>





Advent Prayer

Godly Play  
Young Children and Worship p 126 How the Church tells time (Leviticus 23:1-3)  
Godly Play Vol 2 The circle of the Church year p23

Continue to work with the Godly play story by creating a word web for each liturgical season. This should include all the knowledge they currently have. (In groups of 4, students are required to write as many words as they can that can be associated with a liturgical season. Each student uses a different coloured pencil/texta to write down their responses.)

Students identify which season in the current the current liturgical year they are currently in and locate the readings of the day from an **Ordo** or use the site of the Brisbane Archdiocesan Liturgical Commission **[www.litcom.net.au](http://www.litcom.net.au)**.

*The official ORDO for Australia and New Zealand is an indispensable reference for liturgy planning, that is a requirement in every sacristy and church office. Your APRE should be able to provide you with a copy of the ORDO for 2017.*

Select from the Ordo a number of readings from different times throughout the year.

Students use these readings to find commonalities between the bible readings and the liturgical season.

The Bible readings should highlight aspects of Jesus life, death and resurrection.

Advent -awaiting the Messiah, preparing for Christmas , the final judgement

Christmas – the birth of Christ , the Incarnation

Ordinary Time – the public ministry of Jesus

Lent - Repentance, conversion, penance

Easter - New life, resurrection , witnessing

Young Children and Worship p 126  
Godly Play Vol 2 The circle of the Church year p23

Word Web




<http://liturgybrisbane.net.au/this-weeks-ordo/>


<http://liturgybrisbane.net.au/liturgical-calendars/year-2017-daily/>

Assessment of learning





		<p>Form learning groups of 4. Using readings from each of the liturgical seasons allocate a selection to each group. Have the students on a retrieval chart categorise their readings into the appropriate liturgical season.</p> <p><b>Symbols:</b> The events of the liturgical year are also associated with many symbols. Two examples are the cross and the Crown of thorns as symbols for good Friday and Easter candle for Easter.</p> <p>Can the students identify symbols for the other liturgical seasons? This can include the colours: e.g. Lent – ashes Christmas – the nativity, Advent – Jesse tree, advent wreath, Ordinary Time – tree growth,</p> <p>Allow them to draw, paint or use photos to show their symbols. Have them displayed creatively and have students justify their selection.</p> <p>Research and write about one of the liturgical seasons; include information on its symbols, colour, celebrations and ceremonies, significant events, the gospel readings used , personal experiences, etc. Resources that could assist include:</p> <p>Together at one Altar <a href="http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=35">http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=35</a></p> 	<p>Categorizing readings into the correct liturgical year.</p> <p>Creative response to identifying the symbols for the Liturgical seasons</p> <p>Together at one Altar <a href="http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=35">http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=35</a></p> <p>Learning about the Liturgical Seasons Booklet: <a href="http://rokreligiouseducation.com">http://rokreligiouseducation.com</a> Teacher Background</p>	<p>Assessment of learning</p>
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	<p>Learning about the Liturgical Seasons Booklet:  <a href="http://rokreligiouseducation.com">http://rokreligiouseducation.com</a> teacher Background Information/          Liturgical Year.</p> <p><a href="http://www.catholic.org/clife/lcolors.php">http://www.catholic.org/clife/lcolors.php</a></p> <p>A Columban Calendar</p> <p>Their presentation can take the form of          A brochure for parents, or children, parishioners, those who are new to the          Catholic Religion.          A PowerPoint or Prezi Presentation          An app          An interview          A video          A Voki <a href="http://www.voki.com">www.voki.com</a></p> <p>To assist in the research the following retrieval chart may be useful for the          organisation of data:          Using a retrieval chart, locate information related to the sounds, sights and          sentiments for liturgical seasons.          Sounds:          What words will I hear?          What songs will be sung?          What are the names of some key Biblical characters from the readings of          this season?          Sights:          What will I see in churches, parishes and schools?          Sentiments:          What is the special 'feeling' or atmosphere of this season?</p> <p>See BCE module Making Meaning through Prayer and Ritual p17-18 for          examples of responses in each category.          Students in five learning teams use the information in the above retrieval          charts on the Liturgical seasons, namely Advent, Christmas, Ordinary          Time, Lent and Easter Season to design a sacred space for their chosen          Liturgical season. Students explore and use liturgical symbols, banner,          prayers, practices, labels and charts appropriate to their chosen liturgical          year.</p> <p>Have the students complete the crossword puzzle – liturgical year          Resource No 3</p>	<p>Columban calendar.</p>  <p>Research of one of the          liturgical seasons</p> <p>BCE module – making          meaning through Prayer          and Ritual p 17-18</p>	
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		<p><b>Feast Days:</b></p> <p>Scattered throughout the liturgical Year are a series of celebrations marking significant events in the life of Jesus, Mary, the Church and the saints. These are called feast days</p> <p>Choose a few dates throughout the year at random. In learning teams or individually give the students some random dates and have them investigate: What liturgical season does each date belong to? See if one or some of those dates is a saint's feast day.</p>	<p>Resource No 3 Crossword puzzle</p> <p>Christian calendar such as the Columban calendar</p>	
	<p><b>Sorting Out</b></p>	<p>Lent to Easter</p> <p><a href="http://www.resourcemelb.catholic.edu.au/">http://www.resourcemelb.catholic.edu.au/</a> Go to the Website and look under the Worship title in the Banner there you will find videos on:</p> <div data-bbox="450 743 869 922" data-label="Image"> </div> <p>The season of Lent</p> <div data-bbox="450 1007 869 1198" data-label="Image"> </div> <p>A prayer for Lent</p> <p>Students can be encouraged to develop some skills of biblical interpretation. It is suggested that the strategies focus on the Gospel readings for Lent (Year A, B or C as appropriate) see Resource No 4 and draw on the KITE methodology K – know the text I - Inspire the imagination</p>		

		<p>T - Translate to life E – Express the heart</p> <p>Using a computer program such as Inspiration or pen and paper, develop a concept map over the weeks of Lent that reflects the themes of the Gospel readings. (Individual Task)</p> <p>Read and reflect on one of the Lenten Readings, (for the appropriate year). Through the medium of visual arts identify and depict ways in which Jesus gave hope to, and transformed, someone's life,.</p> <p>Discuss the significance of the colour purple used in the Church during Lent.</p> <p>Pray for those who are poor. Refer to Project Compassion material from CARITAS. <a href="http://www.caritas.org.au/">http://www.caritas.org.au/</a> This is excellent material to help us focus during Lent on great need in our world and great injustices that we can help address, by following a Lenten plan of action related to Prayer, Fasting and Almsgiving.</p> <p>The Easter Triduum is the central event of the Church year.</p> <p>Students use the following scripture passages to develop a series of posters or a triptych on the Easter Triduum</p> <p>Lord's Supper – Exodus 12:1-8. 11-14; 1 Corinthians 11:23-26, John 13:1-15</p> <p>Lord's Passion – Isaiah 52:13-53: 12 Hebrews 4:14-16 Matthew 27 Mark 15 Luke 23</p> <p>Easter Vigil- Romans 6:3-11 Matthew 28: 1-10 Mark 16:1-17 Luke 24:1-12</p>	<p>Easter Triduum Resource No 5.</p> <p><a href="http://www.resourcemelb.catholic.edu.au/">http://www.resourcemelb.catholic.edu.au/</a></p>	
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Complete the Easter Triduum activity on Resource No 5

Display the symbols of water, oil and the Paschal candle.  
Pose the question: how do these symbols from the Easter liturgy fit in with the ideas we have been learning about symbols of the liturgical year?  
Change the Prayer Space with the children. Ask them to explain why white is being used and to suggest what Easter symbols could now be placed on/in the prayer Space and why.

<http://www.resourcemelb.catholic.edu.au/>

Go to the Website and look under the Worship title in the Banner there you will find videos on:



The symbols of Easter

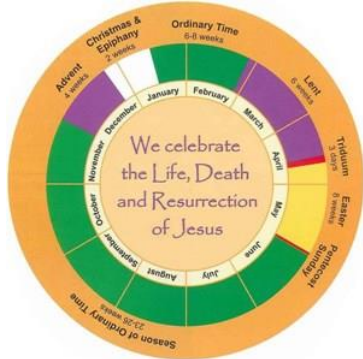
and



A prayer for Easter

Discuss the lighting of the Paschal candle at the Easter Vigil and how each person present also lights a small candle. Remind them of the candle each baptised person receives.  
Make a class Paschal Candle as a reminder of the candle in the Church. Allow the children to choose an appropriate symbol for the candle. Add the current year. You may be able to use a computer program e.g. Paintshop'

**Communicating**



Construct and illustrate a chart or poster of the Church liturgical year that identifies the liturgical seasons and its colours adding to this poster the secular seasons and some significant school activities in the school year.

Design a visual representation (e.g. class prayer mat, altar cloths, banners or lectern drapes) for a particular liturgical season and sacred rituals, incorporating use of appropriate symbols, colours that help individuals and groups make meaning of the liturgical season and writing a justification for their choices.

Design a pocket calendar that highlights the seasons of the liturgical year, and significant feasts.  
The calendar should incorporate the appropriate colours and symbols for each season.

Write a Haiku for Ordinary time  
Using Resource No 6 encourage the student to write a Haiku to creatively show an understanding of Ordinary Time.  
<http://www.resourcemelb.catholic.edu.au/>  
Go to the Website and look under the Worship title in the Banner there you will find videos on:

Assessment of Learning

Assessment of Learning

Resource No 6



