

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 6	Term: 3	Year:
Inquiry / Wondering Question		
Strands: <div style="background-color: #a0c4ff; padding: 5px; text-align: center; margin: 5px 0;"> Beliefs Sacraments </div> <div style="background-color: #a0c4ff; padding: 5px; text-align: center; margin: 5px 0;"> Morality </div> <div style="background-color: #a0c4ff; padding: 5px; text-align: center; margin: 5px 0;"> Prayer </div>	Cross-curricular priorities:	
Class context/Learners: To be added by class teacher		
Key Inquiry Questions: What were some of the challenges to the Early Christian communities? What role did Saint Peter played in the establishment of the early Church? How can I continue the mission of Jesus in my community and in the world?	I Wonder: I wonder how the early Christian community was formed. I wonder what it was like for the early Christians in first century Palestine. I wonder how Saint Peter led the early communities.	
Knowledge & Understanding... The early followers of Jesus continued his message by spreading the Good News. (Pentecost) The Spirit of Jesus, who helped the disciples, is the same Spirit who lives in and empowers people today to continue Jesus' mission. The Spirit of Jesus helps people to act with courage and to respond to the Spirit of Jesus in their lives. The author of the Gospel according to Luke is also the author of Acts of the Apostles.	Skills... Describe times when the Spirit of Jesus gave courage to the followers of Jesus. Articulate how the disciples needed courage to spread the Good News. Describe the mission of Jesus in Luke 4:16-22 Identify situations when the disciples needed to speak and act with courage Recognise that the Acts of the Apostles is a major book in the New Testament. Listen, read, recount and locate the following scripture passages.	



<p>Acts of the Apostles is a major book in the New Testament and it tells about the life of the early Christian communities</p> <p>The early Christian community continued the ministry of Jesus by their witness and this continues in the church today as people are called to join this mission.</p> <p>Key figures in establishing the Church after Pentecost include: Peter</p>	<p>The Coming of the Holy Spirit Acts 2: 1-11 Matthew 28:19 John 20:19 The early Christian community Acts 2; 43- 47 ; 4:32-35</p>
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Identify Scripture to be interpreted:

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



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. 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
Formative Assessment for Learning	Brainstorm with the students what questions they have about the early church. Definition of Spirit-filled people and thoughts of people who show these qualities	Teacher observation and recorded questions from students. Spirit-filled people wall	Beginning of the Unit Beginning of the Unit.



<p>Summative Assessment <i>of</i> Learning</p>	<p>Students construct a story map to sequence the key events that occurred from the time of the Ascension up to Pentecost as recorded in the Acts of the Apostles 1: -14; 2: 1-13.</p> <p>Use the Peoplescape strategy to display (see A-Z teacher strategies) the many characteristics of Spirit-filled people.</p> <p>Newspaper advertisement for leadership position after looking at the qualities of St Peter and Papal Coat of Arms</p> <p>'Compare and Contrast' chart illustrating the differences between the early Christian Church and the local Christian Church today.</p> <p>Pamphlet/ newsletter article/ school assembly notice etc...this may include digital newsletter of how the school could continue this mission today in some sort of action plan.</p>	<p>Story map</p> <p>Peoplescape</p> <p>Newspaper article Papal coat of Arms</p> <p>Compare and contrast chart</p> <p>Pamphlet/ newsletter article/ school assembly notice etc...</p>	<p>During Unit</p> <p>During Unit</p> <p>During Unit</p> <p>During Unit</p> <p>At the end of the Unit</p>
<p>Affective Assessment <i>as</i> Learning</p>	<p>Pamphlet/ newsletter article/ school assembly notice etc...this may include digital newsletter of how the school could continue this mission today in some sort of action plan.</p> <p>Community Circle- have time as a class to reflect on the learning by asking such questions as: What surprised you? What did you like best about the learning? How did you feel about the learning? Was there anything you felt you could have done better?</p>	<p>Pamphlet/ newsletter article/ school assembly notice etc...</p> <p>Community circle</p>	<p>At the end of 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>Tuning In</p>	<p>Brainstorm with the students what questions they have about the early church. Keep these to refer to at the end of the Unit.</p> <p>After input on key information such as the political situation just after the death and resurrection of Jesus, the Jewish feast of Passover and the festival of Weeks</p> <p>Tell the story of the first Pentecost. Young Children and Worship p 209 Godly Play Vol 4 p 120</p> <p>Engage the students in Wondering with you. I wonder how those who received the Holy Spirit felt. I wonder how they knew that they were filled with the Holy Spirit. I wonder how they were able to speak in different languages. I wonder what the people did after listening to the disciples speak.</p> <p>Give students the opportunity to explore the story or some part of the story of their choices using a variety of materials and resources. Invite students to imagine that they are in the room on the day of Pentecost. Record what you may have seen or heard. The first thing you noticed.. What I heard... What I saw... How I felt about what was happening...</p> <p>Students construct a story map to sequence the key events that occurred from the time of the Ascension up to Pentecost as recorded in the Acts of the Apostles1: -14; 2: 1-13.</p>	<p>Young Children and Worship p 209 Godly Play Vol 4 p 120</p> <p>Story map</p>	<p>Assessment for Learning</p> <p>Assessment for Learning</p> <p>Assessment of Learning</p>
	<p>Finding Out</p>	<p>Divide the class into three of groups. Investigate using reliable internet sources, Biblical Atlas, Bible Commentary aspects of the following scripture passages: Acts of the Apostles 1: 1-14 Acts of the Apostles 2: 1-21 Each group is assigned a particular job in the production of a play describing the events in those scripture passages: One group to write a play based on these scripture passages Another group to read the readings and decide on props and costumes A third group to select appropriate actors Perform the play and allow the students to complete a peer assessment form to evaluate their participation and cooperation.</p>	<p>Teacher Background information on cultural, historical and political time just after the death, resurrection of Jesus.</p> <p>Class set of Bibles</p>	



		<p>As a class define the term Spirit –filled people. (A Spirit-filled person is one who manifests the qualities of peace, patience, faithfulness, gentleness, joy, self-control, love and kindness towards others. Spirit – filled people often devote themselves to service of others.)</p> <p>List people whom they consider to be Spirit-filled. Why these are people Spirit-filled? What qualities do they display? Look at the scripture Gal 5 22-23 – the fruits of the Spirit. List these, decorate them and display them around the classroom. Do they recognize these from their Confirmation? Create a Spirit-filled people board that can be added to as the unit progresses. Use the Peoplescape strategy to display (see A-Z teacher strategies) the many characteristics of Spirit-filled people. Compare them to the First Community in Jerusalem. What qualities of the Spirit were needed by this community? Confirmation</p> <p>Teacher Hints: <i>When the Apostles felt the power of the Holy Spirit inside them, they were changed. Suddenly, they could speak and be understood by people who spoke different languages (Acts 2:4–6)! This miracle proved to the Apostles that God was equipping them with the tools they needed for their mission. When we are confirmed, God changes us too. Confirmation is a sacrament of initiation, one of the seven sacraments of the Catholic Church. Through Confirmation the gifts of the Holy Spirit—wisdom, understanding, right judgment, courage, knowledge, reverence, wonder and awe in God’s presence—grow stronger within us. Just like the Apostles, we become better equipped to live our faith and share it with others.</i></p> <p>Acts 2:1–13 Jesus calls Peter to a leadership role. On Pentecost the Holy Spirit descended on the Twelve. Peter was Spirit –filled and took up his role of leader of the First Community in Jerusalem. Students are called to various positions of leadership too . Using their Bibles investigate the following passages concerning Peter: Acts 2; 14-42 Peter’s message about Jesus</p>	<p>Peoplescape strategy (see A-Z teacher strategies)</p> <p>Teaching Activities Manual for Break Through! P 247 Newspaper</p>	<p>Assessment for Learning This task will indicate students’ prior knowledge qualities of the Spirit.</p> <p>Assessment of Learning</p> <p>Assessment of Learning</p>
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		<p>Acts 3; 1-10 Peter heals a lame beggar Acts 4: 1-22 Peter and John before the Council Using this information write an employment ad for the local First Century in Palestine newspaper advertising for a leader of a new Christian movement. Include the list of qualifications, present and past work experience and salary expectations. Write the ad to fit Peter's profile.</p> <p>Extension activity could include writing a resume for Peter assuming he will apply for the position. Design a Papal coat of Arms for Peter – using the Vatican.va website look at the Coat of Arms used by Pope Francis, Pope Emeritus Benedict and Pope John Paul II – after finding out why they select the symbols on their own coat of Arms – design a coat of Arms for Peter.</p>	<p>advertisement for leadership position</p> <p>Teaching Activities Manual for Break Through! P 249 www.vatican.va and Pope page on the website</p>	
	<p>Sorting Out</p>	<p>Explore the term community. How do people in a community work together and share common interests and belongings? Identify what unites a community. Write a definition for the term 'community'.</p> <p>Locate and read Acts 2: 42-47; Acts 4:32-37; Acts 6: 1-7. Identify with students what united the early Christian community. Identify and list the activities of the early Christian community Use a retrieval sheet with the headings of: What did the early Christians do? What did they share? What did they believe? What do these passages teach us about living in community?</p> <p>Invite an active parishioner or member of the Parish Council to talk about the Parish as a community. Visit the foyer of a Church and collect pamphlets, information about the various ministries of the church.</p> <p>Working in pairs record 5 things that people in a Christian community should do to keep the mission of Jesus alive. Share these with two other groups and decide on the five best ideas.</p> <p>Write a summary paragraph on the characteristics of the early church Having established the characteristics of the local Church. Students create a poster or a 'Compare and Contrast' chart illustrating the differences between the early Christian Church and the local Christian</p>	<p>Church parishioner /member of the parish Council Church pamphlet</p> <p>Compare and Contrast Chart</p>	<p>Assessment as learning Students reflect upon how the early communities felt after the death and resurrection of Jesus.</p> <p>Assessment of Learning Compare and Contrast chart</p>



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	Communicating	<p>At the conclusion of this unit students nominate an important item or idea in the early Church that the modern world could learn from and how the school could continue this mission today in some sort of action plan.</p> <p>Creatively disseminate this information to the wider school community e.g. at assembly, in the school newsletter, around the classroom, in a pamphlet, role play etc.</p>	Pamphlet/ newsletter article/ school assembly notice etc...	Assessment of / Assessment as learning
	Evaluating and Reflecting	<p>Community Circle- have time as a class to reflect on the learning by asking such questions as:</p> <p>What surprised you?</p> <p>What did you like best about the learning?</p> <p>How did you feel about the learning?</p> <p>Was there anything you felt you could have done better?</p>	Assessment as learning	
	Teacher reflection and Evaluation	<p>What has been most successful about this unit?</p> <p>Were the chosen activities accessible to all students?</p> <p>How were you able to involve the students' families in the Unit of Work?</p> <p>Can you identify ways of improving this unit?</p> <p>What did you learn?</p> <p>How do you know?</p> <p>How can you improve?</p> <p>Where do you go for help?</p> <p>Three stars and a wish activity</p>	Assessment as Learning and for Learning	

