

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 4	Term:	Year:
Inquiry / Wondering Question: I wonder how the Church follows Jesus example and responds to those who are poor, needy and marginalised?		
Strands: <div style="text-align: center;"> <p>Beliefs</p> <p>Sacraments</p> <p style="background-color: #cccccc; padding: 2px;">Morality</p> <p>Prayer</p> </div>	Cross-curricular priorities:	
Class context/Learners: To be added by class teacher		
Key Inquiry Questions: How did Jesus show he cared for all people? Who was St Francis of Assisi?	I Wonder: I wonder how I can be loving like Jesus wants me to be. I wonder how Jesus treated people.	
Knowledge & Understanding... Jesus loves all people. Jesus calls all people to live the law of love. "Love God , love others as yourself" Living Jesus' way of life is discipleship. Jesus' commandment is to love one another. Jesus identified with the poor, the lonely, the sick, and the outcast. St Francis of Assisi cared for the poor, the outcast and the environment.	Skills... Recall stories from Scripture where Jesus showed love for others. Wonder about scripture: Parables: Articulate ways that Jesus exercised his mission and identified with the poor , the lonely and the outcast. Identify those who are outcasts and treated unfairly in today's society and suggest ways Christians are called to affirm the dignity of every human being. Investigate attributes in the life of St Francis of Assisi and how he showed dignity to all people. Identify the Franciscan Spirituality and how it can be implemented today.	



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 Four, students will demonstrate ways of living in harmony with and caring for God’s creation: themselves, others and the environment. Students locate texts within the Bible by book, chapter and verse. Students identify and reflect upon key parables from the New Testament.

By the end of Year Four, students explore lived celebrations and compare them to the structure of a religious ritual. Students compare the celebration of the Eucharist to the structure of a religious ritual.

By the end of Year Four, students recall ways Jesus reached out to the poor, the lonely and the outcast. Students identify ways Christians can reach out to those in need.

By the end of Year Four, students can understand and say, in unison a number of traditional prayers including the Prayer of St Francis and a decade of the Sorrowful Mysteries of the rosary. Students compose, read and pray different forms of Christian prayer.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	Display large sheets of paper around the room. In the middle of each sheet write key words from the scriptural text on paper, e.g. Jesus, love, disciples, new command. Love one another, I have loved you, etc. students write or draw any ideas that are sparked by the words. Leave these sheets up for the duration of the unit and add changes as the students’ ideas grow and develop.	Graffiti Board	At the beginning of the Unit
	Brainstorm what students know about the teaching of Jesus. This brainstorm could be organised as a ‘hot potato’ where sheets are passed on to be added to by other groups.	Hot potato brainstorming	During the unit
Summative Assessment <i>of</i> Learning	Mostly True/mostly false activity on the social and cultural aspects of first century Palestine	Video/ scripts/ photos	Beginning of the unit
	Devise television interviews between an interviewer and Bartimaeus whose life has been changed by Jesus. Create a T- chart (A-Z teaching strategies) on ways to treat others	Interview questions	During the unit



	<p>as Jesus would.</p> <p>Through different eyes activity – from BCE module – Teaching and Actions of Jesus p 34</p> <p>Present messages of the Peace prayer of St Francis using art, music or drama. An example can be seen on this YouTube clip. http://www.youtube.com/watch?v=ZC9ZAYkH8ys</p>	<p>T-Chart</p> <p>Through different eyes activity – from BCE module – Teaching and Actions of Jesus p 34</p> <p>Creative response</p>	<p>During the Unit</p> <p>During the unit</p> <p>During the unit</p>
<p>Affective</p> <p>Assessment as Learning</p>	<p>Throughout the unit students are invited to use a journal to reflect on and monitor their leaning</p> <p>2 stars and a wish -</p>	<p>Journaling</p> <p>2 stars and a wish -</p>	<p>Throughout the Unit</p> <p>At the end of the Unit</p>

Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Read John 13: 34-35. “A new command I give you: Love one another. As I have loved you, so you must love one another. 35 By this everyone will know that you are my disciples, if you love one another.”</p> <p>Lectio Divina prayer strategy; Invite students to choose a word or short phrase from the reading. Invite them to close their eyes and be still, aware of their breathing, and introduce the word or short phrase silently into their meditation. Allow a few minutes of silence for this. Conclude by rereading the text from John’s Gospel.</p> <p>In their journals students record their reflection in response to the prayer and Scripture.</p> <p>Graffiti Board</p>		<p>Assessment as learning Throughout the unit students are invited to use a journal to reflect on and monitor their leaning</p>



		<p>Display large sheets of paper around the room. In the middle of each sheet write key words from the scriptural text on paper, e.g. Jesus, love, disciples, new command. Love one another, I have loved you, etc. students write or draw any ideas that are sparked by the words. Leave these sheets up for the duration of the unit and add changes as the students' ideas grow and develop.</p> <p>Complete a KWL on life in first century Palestine. Imagine you lived in Palestine 2000yrs ago. What would it have been like if you were wealthy? Poor? Sick? From another part of the world? Who would have been significant people for you? Family? Villagers? Religious leaders? Who would have been a threat to you? Roman soldiers? Diseased people? How would you have spent your day? Working in fields or home?</p> <p>Divide into groups and using the jigsaw strategy (A_Z teaching strategies) have a group take one aspect of life and then tell the group Research the life of men and women in the time of Jesus. See Teacher Background Information on the www.newreligioncurriculum.com</p> <p>Research clothing worn during the time of Jesus. Design costumes for Jesus and the people he met. Sketch costume designs showing how men and women dressed in the time of Jesus.</p> <p>Explore the clean/unclean framework with the children and invite them to consider who would be in each section today.</p>	<p>Teacher background information can be found on the teacher background – scripture page of the http://rokreligiouseducation.com website. Biblical atlas Biblical encyclopaedia Illustrated Bibles.</p> <p><i>Into the desert – Cultural snapshots to unlock scriptures</i> by Dan White and Kate O'Brien</p> <p><i>The time of Jesus</i> By Loris Rock</p> <p><i>Food at the time of the Bible</i> by Miriam Feinberg Vamosh</p> <p>http://www.womeninthebibble.net/food.htm - food</p> <p>http://www.womeninthebibble.net/index.htm - information and images from the Bible.</p>	<p>Assessment for learning These tasks will indicate students' understanding, perceptions, experiences of friendship and love.</p>
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	<p>whose life has been changed by Jesus. If possible video these interviews. Keep the scripts as assessment evidence.</p> <p>Create a story ladder for the story of Blind Bartimaeus (Mark 10:46-52)</p> <p>Identify in the story the words and actions of Jesus, the social place of the characters in the story using the pure/impure information.</p> <p>Create a T- chart (A-Z teaching strategies) on ways to treat others as Jesus would.</p> <p>Through different eyes activity – from BCE module – Teaching and Actions of Jesus p 34 Students use a character map strategy to show how different people may have viewed Jesus: I wonder what the Pharisee is thinking/feeling/ saying/doing I wonder what the crippled man is thinking/feeling/saying/doing</p>	<p>Story ladder strategy (A-Z teaching strategies)</p> <p>T- Chart (A-Z teaching strategies)</p> <p>Through different eyes activity – from BCE module – <i>Teaching and Actions of Jesus</i> p 34</p>	<p>Assessment of Learning</p> <p>Assessment of Learning</p>
Sorting Out	<p>Using Godly Play tell several stories about Jesus reaching out to others. A new teaching (Mark 1:21-28; Luke 4: 31-37)– <i>Following Jesus</i> p. 65 Ask wondering questions: I wonder who the people think Jesus is. I wonder how the scribes feel about Jesus when the people say Jesus teaches in a new way with authority and not like the scribes. I wonder what Jesus taught that was different from the scribes.</p> <p>Re-tell Lk 9: 1-2, 6, “The mission of the Twelve”. Write a diary entry as a disciple. Re-read Lk 9: 1-2, 6 (The Mission of the Twelve). Using ‘Think Pair Share’ explore what you think the disciples did to bring the Good news to the community. Complete a cloze exercise based on Luke 9: 1-6 “The Mission of the twelve’. Identify some of the features and challenges of mission as Jesus’ disciples. – use a character outline to collate this information.</p> <p>Throughout the Christian story, there have been those who responded to the call to discipleship, some of whom the Church has named as saints</p>	<p>Following Jesus p. 65</p> <p>Think Pair Share activity GN4L teaching strategies</p> <p>Character outline.</p>	<p>Assessment for learning</p> <p>Assessment for learning</p>



		 <p>Discuss the logo of Catholic mission. Using IT design a logo to depict the saying: "You are the hands to reach out and touch my people".</p>		
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	<p>Communicating</p>	<p>Debate : Actions speak louder than words.</p> <p>Daily during prayer build up a mantra about how we can show God's hospitality to all those we meet. E.g. to those who feel rejected...Let us show God's hospitality as Jesus did. To those who hunger for love...Let us show God's hospitality as Jesus did. To those who are bullied...Let us show God's hospitability as Jesus did.</p> <p>At the conclusion of the unit invite students to take part in the Litany of Blessing in <i>Just Imagine</i> by Rina Wintour</p>	<p><i>Just Imagine</i> Book 1 by Rina Wintour</p>	
	<p>Evaluating and Reflecting</p> <p>Teacher reflection and Evaluation</p>	<p>Complete the two stars and a wish activity: Identify two things that went really well (the stars) and one thing that might be improved (the wish) OR What did you learn? How do you know? How can you improve? Where do you go for help?</p> <p>Teacher Reflection: What has been most successful about this unit? Were the chosen activities accessible to all students? How were you able to involve the students' families in the Unit of Work? Can you identify ways of improving this unit?</p>	<p>Assessment as learning</p>	

