



Religion Curriculum Inquiry Unit

School:

YEAR LEVEL: 5		Term:	Year:
Inquiry / Wondering Question: I wonder about Jesus' mission and ministry			
Strands:		Cross-curricular priorities:	
<p style="text-align: center;">Beliefs Sacraments Morality Prayer</p>			
Class context/Learners:			
To be added by the teacher			
Key Inquiry Questions:		I Wonder:	
<p>Who did Jesus reach out to in compassion? What were the social and cultural customs in first century Palestine? Who were included in Jesus' ministry? How can we continue in our lives today the outreach that Jesus showed us in his actions towards those in need? How can I use the Bible to find out about Jesus? What do I know about the Bible?</p>		<p>I wonder about Jesus response to those who are marginalised. I wonder about the healing miracles Jesus performed. I wonder about the people Jesus reached out to in compassion. I wonder if we can be like Jesus today and reach out to those in need and who are marginalised. I wonder what I know about the Bible. I wonder if I can find stories about Jesus in the Bible.</p>	



Knowledge & Understanding...

Through the New Testament we discover Jesus was truly human; we learn of his ministry on earth.

Jesus identified with many groups e.g. the poor, the sick and the outcast and he healed many people.

CCC 544

Jesus lived and preached a message of hope.

CCC 1818

The structure of the Bible.

There different parts of the Bible - Old Testament and New Testament.

The New Testament is a collection of text types e.g. Gospels, the Acts of the Apostles, and Letters.

The geographical, social, and religious elements in first –century Palestine help to gain an understanding of Jesus’ life on earth.

Skills...

Explain how Jesus responded to people who experienced difficulty and rejection. Recount and wonder about the healing miracles.

The blind man

Jn 9:1-12

Luke 18: 35-43

Mark 8: 22-26

Blind Bartimaeus

Mark 10: 46-52

Jesus heals two blind men

Matthew 9: 27-31

Matthew 20: 29-34

Jesus heals the paralytic

Matthew 9: 2-8

Mark 2:1-12

Luke 5:17-26

Name the two testaments of the Bible.

Become familiar with typical structural stages and language features of various texts in the new Testament. E.g. narratives, letters, parables, miracles.

Locate geographical places associated with Jesus and the Holy Land. e.g Jerusalem, Sea of Galilee, Samaria, Judea, Nazareth, Capernaum, Jericho

Recognise groups of people who were considered outcasts in Jesus time

E.g.

Tax collectors Mark 2: 15-17

Shepherds because their jobs kept them away from worship and community life

Samaritans John 4: 5-10

Lepers Mark 1:42-45

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 Five, students identify and demonstrate ways of being reconciling with others and the world. Students read, recall and wonder about key healing miracles and how Jesus responded to people in need in first century Palestine. Students examine the Bible and identify Biblical texts such as narratives, parables and miracles. They locate the lands of the Bible and name some significant geographical locations in Jesus' time. Students recognise aspects of Marian spirituality through liturgical feast days, Marian prayers and images.

By the end of Year Five, students identify and describe the parts of the Mass. Students examine ways Jesus is present in the Eucharist.

By the end of Year Five, students use a variety of tools and techniques to explore and communicate how Jesus gives us the Beatitudes as a guide to service and justice. They research ways the Church and its organisations reach out to others with justice e.g. Catholic Earthcare, Caritas, Children's Mission, the St Vincent de Paul Society.

By the end of Year Five, students can understand and say, in unison and individually, a number of traditional prayers including The Confiteor, Apostles' Creed and a decade of the Luminous mysteries of the rosary. Students engage in and experience various forms of meditation. They prayerfully and creatively respond to God through art, poetry, movement, word, and silence.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	What Do You Know About The Bible? Bible Brainstorm	Brainstorming activity – Retrieval chart	At the beginning of the Unit
	Have all the books in the New Testament written on small cards and have the learning teams try to put them into a correct linear order.	Ordering books of the Bible	During the Unit
	Students use their knowledge of Scripture, to retell one other story that shows Jesus concern with the poor, the outcast, the sick, etc.	Retell of Scripture stories.	During the Unit
Summative Assessment <i>of</i> Learning	Students research one of the characters in the Bible. (New Testament)	Research	During the Unit
	Bible Skills Activity- locating scripture in the Bible.	Focussed activity	During the Unit
		Focussed activity	During the Unit



	<p>Chapter and verse activity</p> <p>Students answer the following questions after reading and analysing one of the above Gospel texts to identify the cultural code of 'honour and shame' and to provide evidence of Jesus' capacity to turn the existing social order around by honouring and shaming opposing people and actions to those widely accepted by the existing cultural group.</p> <p>Purity System Scripture: Historical, Social and Cultural Contexts BCE Module p 27-28 Explore the clean/unclean framework with the children and invite them to consider who would be in each section today. Using Resource No 4 complete the retrieval chart to identify some of the Purity codes from the First Century.</p> <p>Using the learnings from this unit, students working alone, on pairs or small groups choose one strategy to present to an audience e.g. parents, Principal, parish priest and rest of class whole school assembly, prayer celebration for Project Compassion. Students to ensure that their presentation shows link to their lives and bringing Christ's love to those who are least loved:</p> <ul style="list-style-type: none"> • Plan, script and present a radio interview with a person organisation working for justice. • Perform Lk: 16-22 using liquid pictures or express artistically the messages of this passage. Present photos/drawings in PowerPoint or moviemaker. • Choreograph a movement to a song about justice and peace e.g. <p>'Hands' – Jewel, 'God has chosen me'- Bernadette Farrell, 'Touch my life' – Monica Brown, 'Justly, Tenderly, Humbly'- Michael Mangan, 'This is the Time'- Michael Mangan, 'We are Called'- David Haas, 'Heal the World'- Michael Jackson, 'Saltwater'- Julian Lennon, 'My Own Two Hands'- Ben Harper's 'Diamonds on the Inside'.</p>	<p>Response to Questions</p> <p>Response to stimulus activity.</p> <p>Creative response</p>	<p>During the Unit</p> <p>During the Unit</p> <p>At the end of the Unit</p>
--	--	---	---

<p>Affective</p> <p>Assessment as Learning</p>	<p>Inquiry Questions: True/False What is the Bible? What do we learn about God and God's people in the Bible? These responses are recorded on Sentence Strips for repeated revisiting and analysis as the development of the unit progresses.</p> <p>3 star and a wish</p>	<p>Sentence Strips</p>	<p>At the beginning of the Unit</p> <p>At the end of the Unit</p>
--	--	------------------------	---

Learning and Teaching Sequence

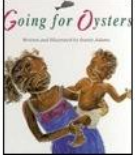
WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>The teacher tunes in the class to the importance of family history to one's own identity by sharing a significant story from his/her own background.</p> <p>Students investigate significant and influential stories of people and events in their own family history to share with the class.</p> <p>Students discuss:</p> <ul style="list-style-type: none"> • people or events • qualities displayed/values expressed in significant people and events • impact on family today <p>The above activities set the stage for posing the big question: Who are the sacred people in our Christian faith, where do we find stories about them, and what are the stories of Jesus in our Christian tradition that impact on our faith today?</p> <p style="background-color: yellow;">Students undertake a general orientation of their Bible prior to revisiting their understanding of how chapter and verse referencing of scriptural text works.</p> <p>What Do You Know About The Bible? Bible Brainstorm In small groups students record on butcher paper as many people, events, places, images of God and books in the Bible as they possibly can in a ten-minute time span. Once the time is up, each group categorises their responses on a classroom data chart.</p>	<p>Students will need their Bible for this Unit.</p> <p>Suggested Bibles Breakthrough Bible New Revised Standard Version</p> <p>Brainstorm activities</p> <p>Classroom data chart</p>	<p>Assessment for Learning This activity will highlight the insights and gaps in the class's knowledge of the Old and New Testaments.</p>



		<table border="1"> <tr> <td></td> <td>Old Testament</td> <td>New Testament</td> </tr> <tr> <td>PEOPLE</td> <td></td> <td></td> </tr> <tr> <td>PLACES</td> <td></td> <td></td> </tr> <tr> <td>EVENTS</td> <td></td> <td></td> </tr> <tr> <td>BOOKS</td> <td></td> <td></td> </tr> </table>		Old Testament	New Testament	PEOPLE			PLACES			EVENTS			BOOKS			<p>Each group will take turns at justifying their choices before the class. The teacher clarifies/confirms the students' understandings of the characters and their respective stories, and then records on the classroom data chart.</p> <p>Knowledge of OT and NT Students: State anything else they know about the Bible, and list their wonderings and questions.</p> <p>Teacher records what students would like to find out. These Wonderings and Questions could be displayed around the room.</p> <p>Inquiry Questions: True/False Teacher asks pairs of students to consider the key questions: What is the Bible? What do we learn about God and God's people in the Bible? These responses are recorded on Sentence Strips for repeated revisiting and analysis as the development of the unit progresses. Students label their strips either True or False as they gain new insights into the two key questions in the Orientation above.</p> <p>Who Is In The Bible? Teacher to provide strips of card naming specific characters from the Old and New Testaments, i.e. Moses, Sarah, Elizabeth, Paul, Peter, James, Martha, King David, Noah, Joseph, Jacob, Abraham, Isaac. Students sort strips into Old and New Testaments. Invite students to sort further into the books of each Testament, if they can. They can use their Bible to help. The Breakthrough Bible has images inserted throughout the Bible that may help students find the characters and know a little of their story. Students research one of these characters of the New Testament to find out: Biblical reference – locate the scripture and also them identifying the scripture.</p>	<p>Wonderings</p> <p>Sentence strips</p>	<p>Assessment as learning</p> <p>Assessment as Learning Over the course of the unit students will revisit these Sentence Strips, deciding whether the content is true or false, as a means of ongoing self-assessment.</p>
	Old Testament	New Testament																		
PEOPLE																				
PLACES																				
EVENTS																				
BOOKS																				



		<p>What significant event was this character involved in? What other characters were involved? What kind of choices did this character have to make? What were the consequences of these choices? How did this situation affect his/her relationship with Jesus? What were the strengths and weaknesses of this character? Would this character be admired in today's world? Present in a variety of forms – PowerPoint, oral presentation, series of illustrations, comic strip, dramatic representation etc.</p> <p>Students pair into learning teams to locate and identify the following parts of their Bible: Have all the books in the New Testament written on small cards and have the learning teams try to put them into a correct linear order. When they think they are correct they can go and look at other learning teams order and then go back and make any changes they feel necessary to their own order. Then allow all teams to check if they are correct by using their bibles to self-correct.</p> <p>Bible Skills Activity – Bible Tools Module p. 19 and 20 see relevant Resource 3 at the end of the Unit. Worksheet for student to complete – this can be done in learning teams of 2 or more.</p> <p>Chapter and verse activities – Bible Tools Module p 21 see Task cards at the end of the Unit. Resource 4 These 6 tasks can be divided amongst the class by creating 6 groups and having each group complete one task or you could have all the tasks completed by all groups in Learning centres and timed to be completed.</p>	<p>Good News Bible App for iPad is a useful resource.</p> <p>Bible Books of the New Testament written on separate cards for sorting</p> <p>Bible Skills Activity Bible Tools BCE Module p 19-20 Resource No 3</p> <p>Chapter Verse Activity Bible Tools Activity p21</p>	<p>Assessment of Learning Through the presentation students will demonstrate their knowledge and understanding of Old Testament and New Testament characters and events.</p> <p>Assessment for Learning – this activity will help guide the teacher in ascertaining the knowledge of the students in using the Bible.</p> <p>Assessment for/of Learning – this task is designed to develop skills in using biblical referencing to locate scripture texts and to reference scriptural texts for different contexts.</p>
	<p>Finding Out</p>	<p>Focusing Activity: A mosaic of Jesus. An outline of Jesus is placed on the noticeboard. Throughout the unit, details about Jesus' life and person are added to the mosaic.</p> <p>Gather a variety of texts (fax, letter, magazine, advertisement, notice, etc.) and ask students to identify similarities, differences, and the purposes of each. Relate this to the different text types within the New</p>	<p>An Outline of Jesus for the noticeboard and to be added to as the Unit progresses.</p>	

		<p>Testament e.g. the Gospels, Acts of the Apostles and the Letters of Paul (Epistles) and the Old Testament – Law, Prophets, Writings.</p> <p>To establish the contexts the gospels were written in, New Testament times, show students slides or pictures of the Holy Land. Excerpts from Jesus of Nazareth (video or photos) or bibles containing photographs may be suitable for this.</p> <p>Introduce students to sources such as Bible Atlas, Bible Dictionary, Biblical Commentaries, Concordance, Biblical Encyclopaedia and to websites which make similar material available.</p> <p>Read a story such as “Going for Oysters”, Jeanie Adams. Explore the difficulties we experience when we do not understand cultural features. We therefore often need some background to appreciate a story from another culture.</p> <p>Discuss with the students how the Jewish people were waiting for a Messiah, someone who would save the people. Jesus did come to save the people, but which people? Read Mt 5:1-10 and Mt 25:31-46. From these two readings, list the people that Jesus was particularly concerned with. Students use their knowledge of Scripture, to retell one other story that shows Jesus concern with the poor, the outcast, the sick, etc. This can be done in pairs or learning groups of four. The retell can also be recorded as a story map or comic strip.</p>	<p>Google Images</p> <p>Bible Atlas, Bible Dictionary, Biblical Commentaries, Concordance, Biblical Encyclopaedia</p> <p>“Going for Oysters” by Jeanie Adams</p>  <p>Mt 5:1-10 Mt 25:1-46</p> <p>Scripture retell</p>	
--	--	---	--	--

		<p><i>Resource: Daily Life at the Time of Jesus by Miriam Feinberg Vamosh</i></p> <p>In small groups explore the social structure of Jesus' time and attitudes to either the sick, women, foreigners, tax collectors or other marginalised people:</p> <p>Lk 10: 38–42 (women) Mt 20: 29–34 (healing of the blind) Mk 10: 46–52, Lk 18: 35–43 (the blind beggar) Lk 19: 1–10 (Zacchaeus the tax collector) Lk 10: 25–37 (the Good Samaritan)</p> <p>Or look at other relevant gospel passages to explore how Jesus responded to the marginalised of his time.</p> <p>Students choose read and analyse a gospel story from the references provided to identify the cultural code of Honour and Shame prevailing in the time of Jesus. Students record their analysis of the honour dimension of each passage on a <i>Frayer Concept Model</i> (A-Z Teaching Strategies). They then record their analysis of the Shame dimension of a chosen Gospel story</p> <p>Students answer the following questions after reading and analysing one of the above Gospel texts to identify the cultural code of 'honour and shame' and to provide evidence of Jesus' capacity to turn the existing social order around by honouring and shaming opposing people and actions to those widely accepted by the existing cultural group.</p> <ul style="list-style-type: none"> • Who are the main characters in the story? What is the conflict in the story? • Whose honour is being questioned? Why? By Whom? • Who is being honoured? Why? By whom? • How does Jesus challenge the cultural code of 'honour and shame'? • Why do you think he does this? • What is or could be the reaction of the audience? <p>Purity System Scripture: Historical, Social and Cultural Contexts BCE Module p 27-28</p>	<p>Resource: Daily Life at the Time of Jesus by Miriam Feinberg Vamosh</p> <p>Lk 10: 38–42 (women) Mt 20: 29–34 (healing of the blind) Mk 10: 46–52, Lk 18: 35–43 (the blind beggar) Lk 19: 1–10 (Zacchaeus the tax collector) Lk 10: 25–37 (the Good Samaritan)</p> <p>Frayer Concept strategy A-Z Teaching Strategies www.newreligioncurriculum.com</p> <p>Resource No 5. Scripture: Historical,</p>	<p>Assessment as learning – to ascertain students' knowledge of scripture.</p> <p>Assessment of Learning – Frayer Concept</p> <p>Assessment of Learning</p>
--	--	--	--	---



		<p>Explore the clean/unclean framework with the children and invite them to consider who would be in each section today. Using Resource No 5 complete the retrieval chart to identify some of the Purity codes from the First Century.</p>	<p>Social and Cultural Contexts BCE Module p 27-28</p>	
	<p>Sorting Out</p>	<p>Story Map: Children choose one of the miracle stories and represent it graphically using arrows to indicate the story's progression. (Teaching Strategies Resource Book)</p> <p>The blind man Jn 9:1-12 Luke 18: 35-43 Mark 8: 22-26</p> <p>Blind Bartimaeus Mark 10: 46-52 Godly Play – Young Children and Worship p 180 I wonder how it feels to be blind I wonder how it feels to see for the very first time I wonder why Jesus would listen to Bartimaeus when others wouldn't bother with him. I wonder why the first thing Bartimaeus did after he could see was to follow Jesus on the way?</p> <p>Jesus heals two blind men Matthew 9: 27-31 Matthew 20: 29-34</p> <p>Jesus heals the paralytic - Following Jesus p 69 Matthew 9: 2-8 Mark 2:1-12 Luke 5:17-26 I wonder why the people praised God. I wonder how the scribes felt. I wonder what the people said of did as they praised God. I wonder how this person felt when he was paralysed. I wonder what this person will do now that he can walk.</p>	<p>Blind Bartimaeus Godly Play – Young Children and Worship p 180</p> <p>Godly Play Following Jesus p 69</p>	<p>Assessment for /as learning Wonderings</p> <p>Assessment for/as learning Wonderings</p>



		<p>Use a retrieval chart, with these headings: <i>Healing Story</i> Who needs healing? Type of healing? Result? Place?</p> <p>Process these healing stories by one of the following methods:</p> <ul style="list-style-type: none"> • Set groups to read and write a recount of these stories; • Draw cartoons of these stories; • Write news reports on these healing stories. <p>Questions for guided reflection:</p> <ol style="list-style-type: none"> 1. What do these healing stories tell us about Jesus? 2. What do they tell us about how we should act? <p>Participate in group discussion about the meaning of particular miracles in Jesus' time and in our time. Use the information you have learnt about the Honour /Shame system and the Purity Code to make inferences about the actions of Jesus and how they were received by the people in first century Palestine. Record these inferences using a concept web to share with the class .</p> <p>Brainstorm children's definitions of respect, love and compassion. Compile a list of different ways respect, love and compassion can be demonstrated. Read Lk 18:18-25 In groups, role-play a scene to depict a situation where respect, love or compassion needs to be demonstrated.</p> <p>From these role plays create a litany about respect, love and compassion e.g. Compassion is helping your friend when they are sad, respect is accepting someone who is different. Students locate stories in Luke where respect, love and compassion were demonstrated by Jesus. These stores include:</p>	<p>Concept web</p> <p>Role –play</p>	<p>Assessment for Learning This report will demonstrate the students' understanding of justice issues in Jesus' time and his response to them. This is necessary in order for students to relate this learning to the issue under investigation.</p> <p>Assessment for/of Learning</p> <p>Assessment of Learning</p>
--	--	--	--------------------------------------	---

		<p>Luke 4:38-40, Jesus Heals many people Luke 5:17-26, Jesus heals a paralysed man Luke 7:1-10, Jesus heals a Roman Officer's Servant Luke 7:36-50, Jesus at the home of Simon the Pharisee Luke: 17:11-19. Jesus heals ten men</p> <p>Use a retrieval chart to indicate story, Who was in need, Type of help given-respect, love and/or compassion? Result, Place.</p> <p>Ask students the following questions as part of a guided reflection. What do these stories tell us about Jesus? What do they tell us about how we should act? Elicit key words from reflection and add to mosaic on Jesus that has been set up at the beginning of the unit.</p> <p>Create an opportunity for students to experience society's reaction to someone who is marginalised. Look at local issues – the homeless, local groups of Aboriginals, those who are disabled, refugees. Others role play possible reactions. Reflect on how they would react Discuss Jesus' reaction. Write words to illustrate his reaction e.g. compassion, love, acceptance add to mosaic on Jesus.</p> <p>Read Acts 4:32-37. The believers share their possessions Students then work in groups to identify the work of Caritas See Caritas website - caritas at a glance http://www.caritas.org.au/about/at-a-glance Students are to present findings to whole class using specific headings on a retrieval chart:</p> <ul style="list-style-type: none"> • Our global network • Our structure 	<p>Luke 4:38-40, Jesus Heals many people Luke 5:17-26, Jesus heals a paralysed man Luke 7:1-10, Jesus heals a Roman Officer's Servant</p> <p>Retrieval chart</p> <p>Role play and discussion</p> <p>http://www.caritas.org.au/about/at-a-glance</p>	<p>Assessment as learning</p> <p>Assessment of Learning</p>
--	--	---	---	---

		<ul style="list-style-type: none"> • Our history • Our mandate • Our strategic directions <p>As a whole class, use the information gathered on the retrieval chart to list/or complete a Venn diagram noting differences and similarities between actions/work of Jesus and the work of Caritas who share Jesus' commitment to service and commitment to justice e.g. Jesus ministry was localized whereas some of the agencies today work on a global scale.</p> <p>Use the learnings from the Venn diagram to draw conclusions and make generalisations about the mission of Jesus, the characteristics and features of missionaries and their work e.g. selfless and compassionate, work with the poor and marginalised.</p> <p>Create a character sketch on Jesus (A-Z teaching Strategies) <i>A Character Sketch enables students to record their ideas, word pictures and images of a particular character in a story or film. It relies on the students' capacity to comprehend, reflect, interpret, synthesise and imagine characters.</i> <i>Process for Character Sketch:</i> <i>Decide on the character to be analysed and sketched.</i> <i>Use a standard profile outline of a male or female head and write the name of the character at the top of the sketch.</i> <i>Teachers and students negotiate the type of character sketch they are going to create. The character sketch could record one or more dimension/s of the character. For example students could choose some or one of the following dimensions of character:- values; actions; relationships; physical, emotional, spiritual, mental attributes; shortcomings, social contribution; personality etc.</i></p>	<p>Venn Diagram</p> <p>Character Sketch</p>	
--	--	--	---	--



	<p>Communicating</p>	<p>Using the learnings from this unit, students working alone, on pairs or small groups choose one strategy to present to an audience e.g. parents, Principal, parish priest and rest of class whole school assembly, prayer celebration for Project Compassion. Students to ensure that their presentation shows link to their lives and bringing Christ's love to those who are least loved:</p> <ul style="list-style-type: none"> • Plan, script and present a radio interview with a person organisation working for justice. • Perform Lk: 16-22 using liquid pictures or express artistically the messages of this passage. Present photos/drawings in PowerPoint or moviemaker. • Choreograph a movement to a song about justice and peace e.g. 'Hands' – Jewel, 'God has chosen me'- Bernadette Farrell, 'Touch my life' – Monica Brown, 'Justly, Tenderly, Humbly'- Michael Mangan, 'This is the Time'- Michael Mangan, 'We are Called'- David Haas, 'Heal the World'- Michael Jackson, 'Saltwater'- Julian Lennon, 'My Own Two Hands'- 'Ben Harper's 'Diamonds on the Inside'. (From Canberra Goulbourn CEO– Treasures Old and New) 	<p>Choice of response</p> <p>Some suggested Music 'Hands' – Jewel, 'God has chosen me'- Bernadette Farrell, ' Touch my life' – Monica Brown, 'Justly, Tenderly, Humbly'- Michael Mangan, 'This is the Time'- Michael Mangan, 'We are Called'- David Haas, 'Heal the World'- Michael Jackson, 'Saltwater'- Julian Lennon, 'My Own Two Hands'- 'Ben Harper's 'Diamonds on the Inside'.</p>	<p>Assessment of Learning A presentation showing link to their lives and bringing Christ's love to those who are least loved:</p>
--	-----------------------------	--	---	--



	Evaluating and Reflecting	<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>	Assessment as learning
--	----------------------------------	---	------------------------

