****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 4 “Ancient Voices”**

**Jubilee Primary School Duration: 10**

|  |
| --- |
| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **Where do we find God in the text?** |

**VISION for Religious Education**

**The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith formation.**

***The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.***

|  |  |  |
| --- | --- | --- |
| [**Religious Life of the School**](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx) | [**General Capabilities**](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx) | [**Cross-Curricular Priorities**](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx) |
| [Religious Identity and Culture](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/RIC/Pages/default.aspx)* + [Ethos and charism (ICE)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ethos-and-charism-%28ICE%29.aspx)
	+ [Authentic Christian community (ICC)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Authentic-Christian-community.aspx)
	+ [Sense of the Sacred (ICS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Sense-of-the-Sacred-%28ICS%29.aspx)

[Social Action and Justice](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)* + [Justice in the school community (SJS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Justice-in-the-school-community-%28SJS%29.aspx)
	+ [Action for justice (SJA)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Action-for-justice-%28SJA%29.aspx)
	+ [Reflection on action for Justice (SJR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Reflection-on-action-for-Justice.aspx)

[Evangelisation and Faith Formation](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/EFF/Pages/default.aspx)* + [Living the Gospel (EFG)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Living-the-Gospel-%28EFG%29.aspx)
	+ [Spiritual Formation (EFF)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Spiritual-Formation-%28EFF%29.aspx)
	+ [Witness to the wider community (EFW)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Witness-to-the-wider-community-%28EFW%29.aspx)

[Prayer and Worship](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx)* + [Christian prayer (PWP)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Christian-prayer-%28PWP%29.aspx)
	+ [Celebration of liturgy and sacraments (PWL)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Celebration-of-liturgy-and-sacraments-%28PWL%29.aspx)
	+ [Ritualising everyday life (PWR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ritualising-everyday-life-%28PWR%29.aspx)
 | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy)
* [Numeracy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy)
* [Information and communication technology (ICT) capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability)
* [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking)
* [Personal and social capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability)
* [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding)
* [Intercultural understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding).
 | * [Aboriginal and Torres Strait Islander histories, cultures and spiritualities](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Aboriginal-and-Torres-Strait-Islander-histories-cultures-and-spiritualities.aspx)
* [Asia and Australia’s engagement with Asia in a multi-faith context](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Asia-and-Australia%27s-engagement-with-Asia-in-a-multi-faith-context.aspx)
* [Sustainability and ecological stewardship.](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Sustainability-and-ecological-stewardship.aspx)
 |
| ***Year Level Description*** |
| The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. In Year 4, students develop their understanding of God’s Word in Scripture as they use the Bible’s referencing system to locate books, people, places and things in the Bible, and engage with a variety of books and text types in the Old Testament and New Testament. They listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit to learn that Christians believe that God, as Trinity, is relational in nature. They begin to appreciate the significance of community for Christians; of living in loving relationship with God, others and all of creation. They develop their understanding of community through an exploration of different texts, including the Decalogue and the wisdom of St Paul, and the experiences of different communities, including Jewish communities, early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary parishes and dioceses. They examine how free choices result in actions that affect the individual and their community. They broaden their understanding of the significance of the Sacraments for Church communities through an exploration of the Sacraments of Healing: Anointing of the Sick and Penance. They examine prayers of blessing and adoration, and prayers of petition and intercession, to facilitate an appreciation of the significance of these forms of prayer for Christian communities.  |
| ***Achievement Standard*** |
| By the end of Year 4, students identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God’s Word. They use the Bible’s referencing system to locate books, people, places and things in the Bible. They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining Scriptural passages that express God as Father, Son and Holy Spirit. They explain the significance of community for Christians; of living in loving relationship with God, others and all of creation. They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary Church communities). They explain how free choices result in actions that affect the individual and their community; their loving relationships with God, others and all of creation. They explain how and why the worship of Jewish communities has changed since the time of Jesus and identify aspects that remained the same. They describe practices and characteristics of contemporary parishes and dioceses (including the celebration of Sacraments of Healing: Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus. They use an appropriate structure to create prayers of blessing and adoration, and prayers of petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer prayers of blessing and adoration, and prayers of petition and intercession. |

|  |
| --- |
| ***Class Context for Learning***  |
| Differing faith traditions – Catholic, Anglican, Uniting and Apostolic membersPractising and non-practising membersModified assessment tasks |

|  |
| --- |
| **Learning Intentions** |
| By the end these learning experiences, students* investigate the referencing system and text organisation of the Bible and use some features of the text organisation to locate books,people, places and things in the Bible.
* engage with a variety of text types in the Old Testament and the New Testament to explore how a reader uses knowledge about the Bible to better understand God's Word
* understand that Scripture speaks of God in many ways but most significantly for Christians as Father, Son and Holy Spirit. Christians name this understanding of God as Trinity
 |

|  |
| --- |
| **Success Criteria** |
| Students:* locate and identify a variety of books and text types in the Old Testament and New Testament.
* explain how a reader uses knowledge about the Bible to better understand God's Word.
* identify and explain Scriptural passages that express God as Father, as Son and as Holy Spirit.
* use an appropriate structure to create prayers of petition and intercession.
 |

|  |
| --- |
| **Assessment**  |
| **[Focus Area 1](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Assessing%20learning.aspx)**[: Students complete a](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Assessing%20learning.aspx)[[series of tasks](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Assessing%20learning.aspx)](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/testing_bible_referencing_skills.docx)[designed to develop skills in using biblical referencing to locate and reference scriptural texts.](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Assessing%20learning.aspx)**[Focus Area 2:](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Assessing%20learning.aspx)** [Students demonstrate their understanding of the structure and purpose of parables by rewriting their own short parable for a year four audience. They use](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Assessing%20learning.aspx)[Voki](http://www.voki.com/%22%20%5Ct%20%22_blank)[to record and share their parable.](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Assessing%20learning.aspx) [Students create a class list of individuals or groups of people they would like to pray for and construct several prayers of petition using the You Who Do Through process.](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Assessing%20learning.aspx)**Focus Area 3:** Students create a set of three "Trinity" cards by selecting three images, one to represent God as Father, one as Son and one as Spirit and writing three prayers of intercession on the back using an app such as [Instaquote](https://itunes.apple.com/au/app/instaquote-add-text-to-photos/id551012097?mt=8" \t "_blank) or [Big Huge Labs](http://bighugelabs.com/deck.php%22%20%5Ct%20%22_blank) Trading Card.  |

|  |
| --- |
| **Content Descriptions**  |
| **Sacred Texts** Old Testament New TestamentChristian Spiritual Writings and Wisdom  | **Beliefs** TrinityHuman ExistenceWorld Religions  |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **STOT7 -** The books of the Old Testament contain a variety of text types including historical narratives, sacred myths, poetry, legal codes and wise sayings. God’s Word is revealed through an understanding of the books and text types of the Old Testament. The human author’s choice of text type is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). | Identify typical stages and language features of various types of text in the Old Testament (e.g. historical narratives, sacred myths, poetry, legal codes and wise sayings).Explain how knowledge of the typical stages and language features of an Old Testament text affects a reader’s understanding of its message.  | **BEWRS5 -** Judaism is a dynamic religion: the ways in which Jewish people worship have changed since the time of Jesus.  | Identify some features of Jewish worship in first century Roman Empire. Compare and contrast some significant features of Temple Judaism and Rabbinic Judaism.  |
| **STOT8 -**The Bible’s referencing system is structured according to book, chapter and verse. The contents and index of the Bible assist the reader to locate books, people, places and things.**STNT11 -**The Bible’s referencing system is structured according to book, chapter and verse. The contents and index of the Bible assist the reader to locate books, people, places and things. | Identify some features of text organisation namely book, chapter, verse, Table of Contents, Index, headings and subheadings used to order and present information in the Bible.Use some features of text organisation to locate books, people, places and things in the Bible.Identify some features of text organisation namely book, chapter, verse, Table of Contents, Index, headings and subheadings used to order and present information in the Bible. Use some features of text organisation to locate books, people, places and things in the Bible. | **BETR6 -** Scripture speaks of God in many ways but most significantly for Christians as Father, Son and Holy Spirit. Christians name this understanding of God as Trinity. | Identify and explain Scriptural passages that express God as Father, God as Son and God as Holy Spirit. |
| **STNT9 -** Understanding God’s Word is aided by an awareness of the books and text types of the New Testament. There are a variety of text types in the New Testament, each with particular textual features. | Identify typical stages and language features of various types of text in the New Testament (e.g. narratives, letters, parables, miracle stories).Explain how a knowledge of the typical stages and language features of a New Testament text affects a reader’s understanding of its message. |  |  |
| **STNT10 -** The use of different language features (images, characters, setting, and vocabulary) in retelling key parables from the New Testament (e.g. Lost Sheep, Lost Coin, Two Sons) can assist the reader to make meaning of Scriptural teachings. | Identify and explain language features of parables, namely images, characters, vocabulary and settings. Experiment with changing particular aspects of key parables namely images, vocabulary, setting and characters. Explore their own experiences and imagining to retell key parables from the New Testament and apply the teaching to their lives. |  |  |

|  |
| --- |
| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Jesus is baptized by John[Matthew 3:13-17](http://www.biblegateway.com/passage/?search=Matthew%203:13-17&version=NRSVCE)[Mark 1:9-11](https://www.biblegateway.com/passage/?search=Mark+1:+9-11&version=NRSVCE) [Luke 3:21-23](http://www.biblegateway.com/passage/?search=Luke%203:21-23&version=NRSVCE) | **Supplementary Texts**Father, Son and Holy Spirit[2 Corinthians: 13:13](http://www.biblegateway.com/passage/?search=2%20Corinthians%2013:13&version=NRSVCE)[Acts 7:54-56](http://www.biblegateway.com/passage/?search=Acts%207:54-56&version=NRSVCE) [Luke 1:35](http://www.biblegateway.com/passage/?search=Luke%201:35&version=NRSVCE)[John 14:26-28; 15:26](http://www.biblegateway.com/passage/?search=John%2014:26-28%3b%2015:26&version=NRSVCE)[Matthew 28:18-19](http://www.biblegateway.com/passage/?search=Matthew%2028:18-19%20&version=NRSVCE)  |

|  |
| --- |
| **Significant Days and Celebrations**  |
| Pentecost |

|  |
| --- |
| **Learning Experiences** |
| **Core Content Area One**Focus – **The Bible and It’s Structure** | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)[**Teacher Background**](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx)[**Mandated Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| Tuning In | * Discuss the various features of a story book including: title, author, illustrator, contents, chapters and headings in order to introduce the features and purposes of particular texts. They listen as diverse short texts are read.
* Examine a Bible and individually or in pairs use a Compare and Contrast Strategy to compare the features of the Bible with the features of the previously examined texts. Write at least one question that they have about the Bible. Students share findings with the class and share and answer each other's questions.
* Identify use of images and symbols in imaginary texts (myths) e.g. Noah story, poetic language (rhythm, repetition, imagery) e.g. Psalms, Wisdom Literature) and some language features (e.g. doing verbs, Thou shalt not …. Must/ must not … do/do not) and structural features (e.g. lists, short, sharp precise statements) of laws / codes in the Old Testament (e.g. Decalogue)
 | ***Creation Story***Genesis 1-2***Noah Story***Genesis 6 *onwards****Moses provides water from rock***Exodus 17:1-7***The Decalogue***Exodus 20:1-17Deuteronomy 5:1-22 |
| Finding Out | * Work in pairs or small groups to complete a [**Bible Treasure Hunt**](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/bible_treasure_hunt.docx) using an online or print version of the NRSV Bible. Share with the class how they located the different stories, bible figures and events on the Bible Treasure Hunt sheet.
* Participate in a discussion about why stories about Jesus are only found in the New Testament. Students listen as teacher explains the following: For Christians, the Bible is divided into the **Old Testament** (containing 46 books) and the **New Testament** (containing 27 books). The word testament means covenant or agreement. The Old Testament was put together by the Hebrews and the New Testament was collected and preserved by early Christians after the time of Jesus Christ. Most of the Old Testament forms the sacred text for the followers of Judaism and is the scripture that Jesus knew (because Jesus was a Jew).
* Complete a [**sequencing activity**](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/the_structure_of_the_bible.docx) in order to familiarise themselves with the general structure and contents of the Bible. They compare their answers and discuss any differences.
* Complete a Bible Skills [**worksheet**](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/bible_skills_page_of_bible.docx) to identify the various features of a page from the Bible. They compare and discuss their answers.
* Investigate how gospel writers have recorded the same event in different ways. At the preliminary stage of their investigation, students consider how different people frequently tell and record the same event in their own way. Students recall, for example, an event in which the class participated some time ago. Students compare and contrast the recollections of different students about this event. Students discuss reasons why there can be so many different points of view about the same event.
* Listen to a telling of the story of Zacchaeus the Tax Collector (Luke 19: 1-10). Students are advised that three of them will be randomly selected to retell the story shortly. Three students are selected and asked to wait in the next classroom. One by one they are called into the room to retell their memory of the Zacchaeus story. Students as a class complete a three column Graphic Organiser recording the key events retold by the selected student. Students compare and contrast the accounts. Students suggest reasons why the re-tellings varied in detail and suggest how the tellings might have changed if the audience had been different e.g. prep children.
* Investigate in pairs how gospel writers have recorded the same event differently by exploring the healing of Peter's (also called Simon) mother in-law as it appears in Matthew, Mark , and Luke's gospels using Synoptic parallels [online](http://www.utoronto.ca/religion/synopsis/meta-syn.htm%22%20%5Ct%20%22_blank) or in the Bible: Matt 8:14-15, Mark 1:29-31, Luke 4:38-39. Students read and analyse the three texts either individually or as a class. Students in groups complete a three circle Venn Diagram either on paper or online using Classtools.net **[Venn Diagram](http://www.classtools.net/education-games-php/venn_intro%22%20%5Ct%20%22_blank)** to identify those features unique to each account, those features shared by two accounts and those features shared by all three accounts. Students discuss findings as a class and suggest reasons for the similarities and differences as a class and why all three versions are recorded for believers to read.
 | **Selection of Old Testament*****Jacob’s dream***: Genesis 28***Joseph’s coat***: Genesis 37***10 Commandments***: Deuteronomy 5***Fall of Jericho***: Joshua 6***Birth of Samson***: Judges 13***David defeats Goliath***: 1 Samuel 17***Longest Psalm***: Psalm 119***Daniel in the pit of lions***: Daniel 6***Zacchaeus the Tax Collector***Luke 19: 1-10***Healing of Simon’s Mother-in-Law***Matthew 8: 14-17Mark 1: 29-34Luke 4: 38-41 |
| Sorting Out |
| Communicating  | ***Focus Assessment 1*:** Students complete a [series of tasks](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/testing_bible_referencing_skills.docx) designed to develop skills in using biblical referencing to locate and reference scriptural texts. |  |
| Reflecting and Evaluating  |  |  |

|  |  |
| --- | --- |
| **Core Content Area Two**Focus/Question– **How do we find God’s voice in the text?** | **Resources****Teacher Background** |
| Tuning In | * Brainstorm what they know about the **Creation** story in the Christian tradition.
* Where do we find the story of Creation?
* What are the different parts of the story?
* How many Creation stories are there in the Old Testament?
* Students view a **[short clip](http://www.youtube.com/watch?v=dpb2AAv2r7M" \t "_blank)** to review their understanding of the Creation story. In pairs or individually, students access an online or print version of one of the Creation stories in Genesis and record what happens in the beginning, middle and end of the story, and how they think God's voice is heard in the story of Creation.
* Students complete a [**Story Probe**](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/story_probe_strategy.docx) to examine the textual features of the Creation stories, for example repetition of phrases, imagery, and symbols.
* Compare and contrast creation stories across different faith traditions and cultures, for example Indigenous Creation stories such as the **[The Butchulla Creation Story](http://www.youtube.com/watch?v=lGsLb7g_GM4" \t "_blank)** of Fraser Island or the Taigai from the Torres Strait.
* Introduce students to the story of **Moses** by viewing the short [**movie clip**](http://safeshare.tv/w/IvQhOcqicH) that shows the opening scenes of the movie Prince of Egypt. They discuss the clip as a class identifying which Bible story the movie clip is about and what they know about this story. Students locate the story Ex 1:8-22; 2:1-10 in the New Revised Standard Version Catholic edition (NRSV Cath ed.) using [Bible Gateway](http://www.biblegateway.com/). They read the text either individually or as a class identifying the text type or literary form as a narrative. They compare the text with the movie clip to identify and propose reasons that the movie clip about the birth of Moses is not exactly the same as that in the book of Exodus.
* Read as a class Ex 3: 1-14 (and/or complete activities about the importance of Moses on page four of Kathryn Robinson's big book if available). They complete a class Biblical [**retrieval chart**](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/biblical_retrieval_chart.docx) to identify the text types, the meaning and the way God's voice is heard in the Exodus story. Students record the retrieval chart as a guide for future tasks.
* Students are allocated either **Jonah** 1 or Jonah 2 from the Book of Jonah in the Old Testament to read. They complete a [**biblical retrieval chart**](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/biblical_retrieval_chart_3.docx)to identify the literary form, message and meaning of the text. Students who were allocated chapter one compare their chart with a student who was allocated chapter two. They complete a two circle **[Venn diagram](http://www.classtools.net/education-games-php/venn_intro%22%20%5Ct%20%22_blank)** to show similarities and differences between the two chapters. Students explore the story of Jonah is a visual text such as the **[Yom Kippur](http://www.youtube.com/watch?v=LsAcI4dXK48&feature=c4-overview-vl&list=PLE02F3A8DF1FBC336" \t "_blank)** song, and compare the song to the written texts they have read.
* Collaborate to create an artistic representation of the main scenes of the Jonah story using **[Flockdraw](http://flockdraw.com/%22%20%5Ct%20%22_blank)**or similar. They construct a class artist's statement to add to their drawing that describes what the story reveals about God.
* Listen as the teacher explains that parables are a particular ancient narrative form used by Jesus in the New Testament as a teaching device. They listen as the teacher explains that the simplest parables are metaphors or similes drawn from nature or everyday life with a message that unsettles the listener and the structure of the parable often follows the rule of three; three characters, three actions, etc. Students recall fairy tales and other writings that also use the rule of three. Students view an **[animation](http://www.youtube.com/watch?v=guDeSYcwRYg" \t "_blank)** of the parable of the sower and the seed and or read the parable in [**Matthew 13:1-9**](http://www.biblegateway.com/passage/?search=Matthew%2013%20&version=NRSVCE) ,and as a class identify the rule of three and the strange or unsettling message of the parable.
* Locate and read the parable of the house built on the rock (Matthew 7: 24-29) using either Bible Gateway or print Bible. They complete either individually or in pairs the Parables [**worksheet**](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/parables.docx) to further their understanding about the purpose of the parables and how God's voice is heard.
* Investigate types of **Psalms** by reading their titles and finding examples of: Psalms of petition (that ask for help), Psalms of praise (saying great things about God) and Psalms of thanksgiving. They share their findings in a collaborative space such as Padlet or on Life using sticky notes that state: the Psalm number, its type and one sentence or phrase from the text of the Psalm that illustrates its type. E.g. Psalm 67, Praise, "Let the peoples praise you, O God; let all the peoples praise you". E.g. Psalm 28, Petition, "Hear the voice of my supplication as I cry to you for help". Students familiarise themselves with the types of Psalms by reading each other's examples.
* Read together Psalm 29 and use a Think Pair Share strategy to identify and justify the type of Psalm they think it is. Students create a [**Wordle**](http://www.wordle.net/) using the text of the Psalm to help them to identify literary devices present in the Psalm such repetition, similes and metaphors, They create a class visual gallery of Psalm 29 to show the many ways God's voice is found in the text by each reflecting on one line of the psalm, choosing an image to match the words of the text, and using an app such as **[Image/Words](http://imagewords.org/%22%20%5Ct%20%22_blank)** or Instaquote to represent the line. Students conduct a gallery walk to read the Psalm again using the visuals.
* Focus on the last two lines of Psalm 29, May the Lord give strength to his people! May the Lord bless his people with peace and identify this part of the Psalm as a type of petition. They discuss the various ways they have experienced prayers of petition in their lives. Students review **the structure of prayers** of petition or Intercession that they have heard during school liturgies or during Mass.

  | ***Creation Stories***Genesis 1-2**Opportunities for Religious Life of the School**Christian Prayer* Drawing on tradition PWP1
* Providing a variety of experiences PWP3
 |
| Finding Out |
| Sorting Out |
| Communicating  | **Focused Assessment 2:** Students demonstrate their understanding of the structure and purpose of parables by rewriting their own short parable for a year four audience. They use **[Voki](http://www.voki.com/%22%20%5Ct%20%22_blank)** to record and share their parable.**Focused Assessment 3:** Students create a class list of individuals or groups of people they would like to pray for and construct several prayers of petition using the You Who Do Through process.  Students participate respectfully in a class prayer using the constructed prayers of petition/intercession. |  |
| Reflecting and Evaluating  |  |  |

|  |  |
| --- | --- |
| **Core Content Area Three**Focus/Question– **Revealing God as Father, Son and Holy Spirit** | **Resources****Teacher Background** |
| Tuning In | * Students begin this lesson by making the Sign of the Cross. They discuss as a class this outward symbolic gesture that Christians make in the shape of a cross that names God as Father, Son and Holy Spirit. They listen as the teacher explains that Christians understand God in this way and use the word Trinity to name this understanding of God. Students view symbols that represent the idea of Trinity. E.g. the **[Triquetra](http://christianity.about.com/od/symbolspictures/ig/Christian-Symbols-Glossary/Trinity--Triquetra-.htm%22%20%5Ct%20%22_blank)**, **[the Borromean rings](http://christianity.about.com/od/symbolspictures/ig/Christian-Symbols-Glossary/Trinity--Borromean-Rings-.htm%22%20%5Ct%20%22_blank)**.
 |  |
| Finding Out | * Students participate in an online search, using a navigational tool such as Biblegateway.com, to locate scripture references that speak of God as Father, Son and Holy Spirit. Some examples include: 2 Cor 13:13, Acts 7:55, Jn 1:32, Lk 1:35, Jn 15:26, Mt 28:19. Students investigate New Testament Texts that describe God as Father, God as Son and God as Holy Spirit and complete a **retrieval chart**  to record their findings. Students create a visual display, such as a Word Wall, of words and phrases that describe God as Father, Son and Holy Spirit.
* Students use **[Synoptic Parallels](http://www.utoronto.ca/religion/synopsis/meta-syn.htm%22%20%5Ct%20%22_blank)** to locate and read the story of Jesus' baptism and analyse the text. They work in pairs to complete a three circle [**Venn Diagram**](http://www.classtools.net/education-games-php/venn_intro) to identify the similarities and differences between the texts. Students discuss how an understanding of the texts helps believers to better understand God's Word.
* Students view images of the Trinity across different times and cultures, for example the Art Index at **[Textweek.com](http://www.textweek.com/art/trinity.htm%22%20%5Ct%20%22_blank)**. In small groups students use a [**Visual Language Strategy**](http://lb4ancientvoices.weebly.com/uploads/1/4/3/2/14328276/visual_language_strategy.docx) to analyse the images and discuss what understanding of Trinity is presented in the images.
 | ***God as Father, Son, Spirit*** ***(Supplementary Text)***2 Corinthians 13: 13Acts 7: 55John 1: 32Luke 1: 35John 15: 26Matthew 28: 19***Baptism of Jesus******(Core Text)***Matthew 3: 13-17Mark 1: 9-11Luke 3: 21-22 |
| Sorting Out |
| Communicating  | ***Focused Assessment 4*:** Students create a set of three "Trinity" cards by selecting three images, one to represent God as Father, one as Son and one as Spirit and writing three prayers of intercession on the back using an app such as **[Instaquote](https://itunes.apple.com/au/app/instaquote-add-text-to-photos/id551012097?mt=8" \t "_blank)** or **[Big Huge Labs](http://bighugelabs.com/deck.php%22%20%5Ct%20%22_blank)** Trading Card. Students view an example **here**. |  |
| Reflecting and Evaluating  |  |  |

***Teacher Reflection and Feedback***

|  |  |
| --- | --- |
| *Religion Unit:* |  |
| *Year Level:*  |  |
| *Teachers:* |  |

|  |
| --- |
| *2 STARS**Provide some positive feedback on your Religion Unit below. What activities and lessons were engaging for students? What resources were most useful? Were the lesson plan ideas helpful?*  |
|   |  |
|   |  |
| 1 WISHWhat would you change should you teach this unit again? What resources do you wish you could have used to engage children in this unit more?  |
|   |  |