**Religion Planning Year 3 “Jesus of the Book”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How would you claim Jesus to be a super hero?** |

**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.***

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| [**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)

Developing a community culture that is committed to reconciliation, quality relationships and promoting interc​ultural understanding ICC2.2* + [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)

​Identifying and using scriptural texts to promote and support the Christian values of the school EFG3.1* + [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)

Comprehending texts through Listening, reading and viewing.Composing texts through speaking writing and creating.Use language to interact with others.[Information and communication technology (ICT) capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability) Creating with ICT[Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking) Inquiring – Identifying, exploring & organising information and ideas : Pose questions[Personal and social capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability) [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding) Understanding ethical concepts and issues:Recognise ethical conceptsExploring values, rights and responsibilities: Examine values[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)
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| ***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 3, students develop their understanding of God’s relationship with people as individuals and as community, and the presence and action of God in daily life experiences, as they engage with a variety of texts (including key stories from the [Torah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), images of God used in [Old Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) texts, and the [wisdom](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) of prayers attributed to the saints). They develop an appreciation of the order and harmony of creation. They learn about the cultural contexts in which the Gospels were written and the text types used in the [New Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) to develop their understanding of the life and teaching of Jesus and the Christian belief that Jesus is the [Messiah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx). Students develop an appreciation of the Scriptures as a basis for Christian moral living, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They develop an appreciation of the collaboration of clergy, religious and laity as they learn about significant features of a parish and diocese, past and present. They learn about the significance of the Sacraments of Initiation (Baptism, Confirmation, [Eucharist](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) for the Church community. They investigate prayers of thanksgiving and prayers of praise, including [psalms](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and doxologies, to facilitate an appreciation of the significance of these forms of prayer for Christians. |
| ***Achievement Standard*** |
| By the end of Year 3, students select and use information, ideas and events in texts (including key stories from the [Torah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx); images of God used by the human authors of [Old Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) scriptures; and prayers attributed to the saints) to express their ideas about God’s relationship with people as individuals and communities; God’s presence and action in daily life experiences; and the order and harmony in God’s creation. They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of [New Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) texts. They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the [Messiah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx). Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They identify prayers of thanksgiving and prayers of praise, including Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, [Eucharist](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise. |

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| ***Class Context for Learning***  |
| Thinking strategies and thinking hatsModified assessment tasksFulti-faith Traditions – Catholic, Anglican, Uniting, ApostolicPractising / Non-practising members |

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| **Learning Intentions** |
| By the end these learning experiences, students* Develop their understanding of God’s relationship with people as individuals and as community
* Engage with a variety of texts including Old Testament and New Testament stories
* Explain how scripture provide a foundation for living a moral life.
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| **Success Criteria** |
| Students will be able to:* locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of [New Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) texts.
* use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the [Messiah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx).
* explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged.
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| **Assessment**  |
| 1. Students use digital tools eg. Cartoon Apps, Kerpoof, to create a cartoon. They use the story of Moses or Esther to express their ideas about God’s relationship with people and how this story reveals something about Gods special relationship with Hebrew people.
2. Students use digital or hard copy images to create a visual representation to depict the ways in which the Beatitudes guide the lives of Christians.
3. Students answer the question “Is Jesus a Superhero” and explain why making reference to scripture about his life and teaching, they identify ways in which they too can use these teachings to guide their life in various scenarios.
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| **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*** |
| **STNT7 Life and teachings of Jesus** A knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus. | Retrieve contextual information from written and digital texts to identify some aspects of the cultural contexts in which the Gospels were written.Begin to analyse gospel stories by drawing on a growing knowledge of the context in which the story was written in order to communicate thinking and understandings about the life and teaching of Jesus. | **BEWR4 The stories, people and events of the Torah** The Jewish people have a special relationship with God. This relationship is revealed through the stories, people and events recorded in the [Torah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), or written law. | Identify stories, people and events recorded in the five books of the [Torah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), including God’s promise to Jacob (Genesis 28:10-22).Describe God’s relationship with the Israelites as revealed in key stories from the [Torah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx). |
| STNT8 Text types of the NT eg Gospels, letters The [New Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) is a collection of text types (e.g. Gospels, the Acts of the Apostles, letters, other [apostolic](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) writings) which differ, depending on the intention and context of the human author. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). | Become familiar with typical structural stages and language features of various types of text in the [New Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) (e.g. narratives, letters, [parables](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)).Speculate on the human author’s reasons for using particular types of text. | **BETR5 Jesus the Messiah** Christians believe that Jesus is the [Messiah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and this is revealed through his presence and in his words, deeds and encounters with others. | Identify some Scriptural texts in which Jesus is called ‘[Messiah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)’, including the birth of Jesus the [Messiah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) (Matthew 1:17-2:12).Communicate an understanding of the term ‘[Messiah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)’ from [Scripture](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx). |
| **Church** Liturgy and Sacraments People of GodChurch History | **Christian Living** Moral FormationMission and JusticePrayer and Spirituality |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
|  |  | **CLMJ4 Jesus great commandment**Jesus’ great commandment requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in [Scripture](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) (including Luke 4:16-21) and church teaching. | Make connections between the concern for the poor and disadvantaged, found in [Scripture](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and Church teaching, and the responsibility of Christians. |
|  |  | **CLMF6 CLMJ4 Decalogue, beatitudes, fruits of the spirit** The Scriptures provide a foundation for moral living, specifically the [Decalogue](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Beatitudes](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and the fruits of the Spirit. The [Decalogue](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) (Ten Commandments) is a guide for making moral decisions. Jesus’ teaching in the [Beatitudes](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) provides a basis for Christian morality. It does not abolish the [Decalogue](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) but fulfils it, making clearer what is required of one who loves God. The fruits of the Spirit enable Christians to live a moral life. | Identify the audience and purpose of the [Beatitudes](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) (Matthew 5:3-11; Luke 6:20-26).Identify the connection between The [Decalogue](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) (Ten Commandments) and Jesus’ teaching in the [Beatitudes](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx).Draw connections between scriptural foundations for moral living, specifically the [Decalogue](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Beatitudes](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and the fruits of the Spirit, and personal experience. |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**The Beatitudes[Matthew 5:3-11](http://www.biblegateway.com/passage/?search=Matthew%205:3-11&version=NRSVCE)[Luke 6:20-26](http://www.biblegateway.com/passage/?search=Luke%206:20-26&version=NRSVCE)The birth of Jesus the Messiah[Matthew 1:18-2:12](http://www.biblegateway.com/passage/?search=Matthew%201:17-2:12&version=NRSVCE) | **Supplementary Text**The Ten Commandments[Exodus 20:1-17](http://www.biblegateway.com/passage/?search=Exodus%2020:1-17&version=NRSVCE)[Deuteronomy 5:1-21](http://www.biblegateway.com/passage/?search=Deuteronomy%205:1-21&version=NRSVCE)God's agreement with Moses and the people/Ten commandments[Exodus 1:3-8](http://www.biblegateway.com/passage/?search=Exodus%201:3-8&version=NRSVCE)[Exodus 20:1-17](http://www.biblegateway.com/passage/?search=Exodus%2020:1-17&version=NRSVCE)[Romans 13:8-10](http://www.biblegateway.com/passage/?search=Romans%2013:8-10&version=NRSVCE)The fruits of the Spirit[Galatians 5:14, 22-23](http://www.biblegateway.com/passage/?search=Galatians%205:14%2c%2022-23&version=NRSVCE)Messages of concern for the poor and disadvantaged[Deuteronomy 15:11](http://www.biblegateway.com/passage/?search=Deuteronomy%2015:11&version=NRSVCE)[Isaiah 58:6-7](http://www.biblegateway.com/passage/?search=Isaiah%2058:6-7&version=NRSVCE)Inclusion[Luke 14:13-14](http://www.biblegateway.com/passage/?search=Luke%2014:13-14&version=NRSVCE)Martyrdom of Stephen[Acts 6:8, 13-15, 7:54-8:1](http://www.biblegateway.com/passage/?search=Acts%206:8%2c%2013-15%2c%207:54-8:1&version=NRSVCE)Conversion of Paul[Acts 9:1-19](http://www.biblegateway.com/passage/?search=Acts%209:1-19&version=NRSVCE)Christian responsibilities[Matthew 25:34-40](http://www.biblegateway.com/passage/?search=Matthew%2025:34-40&version=NRSVCE)[1 John 3:17-18](http://www.biblegateway.com/passage/?search=1%20John%203:17-18&version=NRSVCE)People of prayer[John 14:1](http://www.biblegateway.com/passage/?search=John%2014:1&version=NRSVCE)John asks about the Messiah[Matthew 11:1-5](http://www.biblegateway.com/passage/?search=Matthew%2011:1-5&version=NRSVCE)Who do you say that I am?[Matthew 16:13-20](http://www.biblegateway.com/passage/?search=Matthew%2016:13-20&version=NRSVCE)The Messiah is the son of David[Matthew 22:41-46](http://www.biblegateway.com/passage/?search=Matthew%2022:41-46&version=NRSVCE)[Mark 12:35-37](http://www.biblegateway.com/passage/?search=Mark%2012:35-37&version=NRSVCE)Jesus before the High Priest[Matthew 26:57-68](http://www.biblegateway.com/passage/?search=Matthew%2026:57-68&version=NRSVCE)[Luke 23:1-5](http://www.biblegateway.com/passage/?search=Luke%2023:1-5&version=NRSVCE)What should I do with Jesus who is called the Messiah?[Matthew 27:17-23](http://www.biblegateway.com/passage/?search=Matthew%2027:17-23&version=NRSVCE)Let the Messiah come down from the cross[Mark 15:32](http://www.biblegateway.com/passage/?search=Mark%2015:32&version=NRSVCE)[Luke 23:35](http://www.biblegateway.com/passage/?search=Luke%2023:35&version=NRSVCE)The baptism of Jesus[Luke 3:1-22](http://www.biblegateway.com/passage/?search=Luke%203:1-22&version=NRSVCE)  |

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| **Significant Days and Celebrations**  |
| Opening Liturgy, Ash Wednesday, Lent, Anzac Day |

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| **Learning Experiences** |
| **Core Content Area One**Focus– **Stories about Hero’s**  | [**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 |

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| * Question students: What is a hero? What makes a person a hero? What are the qualities of Hero’s? Who do you consider to be a hero? (eg Sporting Hero’s)
* Explore stories about Hero’s from scripture. <http://lb3heroesofthepast.weebly.com/2-stories-about-heroes.html>
* Introduce students to Inquiry question: IS JESUS A SUPER HERO? And plan /discuss
* why this topic is important
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 | Year 3 Learning Byte**Supplementary Scripture:**Moses leads the people out of Egypt[Exodus 5:1-3, 12:31-33, 14:5-31](http://www.biblegateway.com/passage/?search=Exodus%205:1-3,%2012:31-33,%2014:5-31&version=NRSVCE" \t "_blank) |
| Finding Out | * Explore the importance of the TORAH for Jewish people and its connection with the first five books of the Old Testament.
* View and discuss short movie clip ‘Infinite Wisdom’’ where Jews explain the importance of the Torah
* Investigate Heroes in the Jewish Scriptures.
* Moses – students examine the story of The Exodus using various sources: Eg. Picture books, movie clips, identifying characters they believe are hero’s and justify their reasons.
* Esther – identify characters who are heroes and justify reasons.
* Compare and different representations of the stories
 | RESOURCE LINKEsther – Tale of a Shining StarEsther – Veggie Tales |
| Sorting Out |
| Communicating  | ***Focus Assessment 1:*** Students express their ideas about God’s relationship with people. Discuss ways the stories of Moses/and or Esther reveal something about the special relationship with the Hebrew people. They illustrate their understanding creating a cartoon, using Cartoon Apps, or Kerpoof. | Web Tools, Cartoon APPSLaptops |
| Reflecting and Evaluating  |  * Reflect on learning so far, what have we found out about Heroes, who are the Heroes in the Old Testament. What do you think this understanding has for our inquiry as to Jesus being a superhero?
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| **Core Content Area Two** Focus/Question– **Who was Jesus and why is he so super?**  | **Resources****Teacher Background** |
| Tuning In | Where did Jesus come from?* Locate information in written and digital texts about some key details and ideas about the community for whom the Gospels were written (e.g. daily life and customs, housing, clothing, food, Jewish religion)
* Using online resources, and maps to locate geographical information (e.g. key towns and regions, vegetation) named in the Gospels
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| Finding Out | * With students examine textual  features of the Gospel stories (e.g. characterisation, vocabulary, events, imagery) to identify and discuss the different ways in which Jesus is portrayed
* Use information to highlight the differences in the life and teaching of Jesus in Gospel stories (e.g. words and actions of Jesus,  imagery, setting)
* In small groups have students prepare an oral/ multimodal presentation to highlight and explain words/images/actions/cultural context that shows understanding of the way in which the life and teaching of Jesus is portrayed in a particular Gospels.
* Identify the ways and titles given to Jesus in the various gospels.
 | **Core Scripture:** The birth of Jesus the Messiah[Matthew 1:17-2:12](http://www.biblegateway.com/passage/?search=Matthew%201:17-2:12&version=NRSVCE" \t "_blank) |
| Sorting Out |
| Communicating  | Why is Jesus called the Messiah?* Use online Bible search tool (e.g. Bible Gateway, NRSV CE (Catholic Edition), create a list of Scripture references for the term ‘messiah’ (e.g. John asks about the Messiah Matthew 11:1-5; Who do you say that I am? Matthew 16:13-20; The Messiah is the son of David Matthew 22:41-46, Mark 12:35-37; Jesus before the High Priest Matthew 26:57-68, Luke 23:1-5; What should I do with Jesus who is called the Messiah? Matthew 27:17-23; Let the Messiah come down from the cross Mark 15:32, Luke 23:35; The baptism of Jesus Luke 3:1- 22)
* Create a WORDLE using the text of one Scripture passage that references to ‘messiah’
* Create a group collage (words and images) based on the WORDLE to show their understanding of the term ‘messiah’
* Use understanding of Hero/Messiah to answer the question as to whether Jesus is a superhero?

***Focus Assessment 2***: Students answer the question “Is Jesus a Superhero” and explain why making reference to scripture about his life and teaching, they identify ways in which they too can use these teachings to guide their life in various scenarios. | **Supplementary scripture:**John asks about the Messiah[Matthew 11:1-5](http://www.biblegateway.com/passage/?search=Matthew%2011:1-5&version=NRSVCE" \t "_blank)Who do you say that I am?[Matthew 16:13-20](http://www.biblegateway.com/passage/?search=Matthew%2016:13-20&version=NRSVCE" \t "_blank)The Messiah is the son of David[Matthew 22:41-46](http://www.biblegateway.com/passage/?search=Matthew%2022:41-46&version=NRSVCE" \t "_blank)[Mark 12:35-37](http://www.biblegateway.com/passage/?search=Mark%2012:35-37&version=NRSVCE" \t "_blank)Jesus before the HighPriest[Matthew 26:57-68](http://www.biblegateway.com/passage/?search=Matthew%2026:57-68&version=NRSVCE" \t "_blank)[Luke 23:1-5](http://www.biblegateway.com/passage/?search=Luke%2023:1-5&version=NRSVCE" \t "_blank) |
| Reflecting and Evaluating  | * Have students explain their reasoning to the question in a Hot Seat Interview, reflecting on knowledge of scripture, life and teachings of Jesus.
 | Hot Seat Interview |

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| **Core Content Area Three**Focus/Question– **Learning to be a Hero.**  | **Resources****Teacher Background** |
| Tuning In | * Discuss where the guidelines for being a hero come from
* Explore question: who or what helps heroes learn to be super?
* Create class chart of ideas about who or what teaches us to live a good life and add to a Gallery of Heroes
 | <http://lb3heroesofthepast.weebly.com/3-learning-to-be-a-hero.html> |
| Finding Out | * Explain to students the Bible is the main source and foundation for Christians moral understanding of right and wrong and how to live a good life. Explore the features of the Decalogue
* Students view and listen to a song about the Ten Commandments such as **[Ten Commandments](http://www.youtube.com/watch?v=o2q32Q9dtOM" \t "_blank)** or **[The Ten Commandments - A Song for Shavuot](http://www.youtube.com/watch?v=kq4h3Opy-Xc" \t "_blank)**.
* Examine the adapted version of the Ten Commandments and the scriptural references (Exodus 20) on the **worksheet** and use the words of the songs to work with a partner and make connections between the commandments and living a good life.
* Students contribute to a class discussion about whether the commandments tell a believer everything they need to be happy, to be a hero and to be a good person.
 | You Tube clips:[Ten Commandments](http://www.youtube.com/watch?v=o2q32Q9dtOM" \t "_blank)[The Ten Commandments - A Song for Shavuot](http://www.youtube.com/watch?v=kq4h3Opy-Xc" \t "_blank).  |
| Sorting Out |
| Communicating  | * Explore Jesus teachings in the Sermon on the Mount: [**Matthew 5:1-12**.](http://www.biblegateway.com/passage/?search=matthew5:1-12&version=NRSVCE)
* Students complete the **retrieval chart** for the Beatitudes in order to identify how each Beatitude guides Christians to live a good life.

***Focus Assessment 3***: Students locate digital or hard copy images that depict ways in which the Beatitudes guide the lives of Christians. Use images to create a visual representation using paper or a digital tool such as **[Photo Peach.](http://photopeach.com/%22%20%5Ct%20%22_blank)**  | Scripture:[Matthew 5:1-12.](http://www.biblegateway.com/passage/?search=matthew5:1-12&version=NRSVCE)LaptopsPhotopeach |
| Reflecting and Evaluating  | Make connections between the Fruits of the Spirit and moral life.* Students read about the fruits of the Holy Spirit as named in St Paul's letter to the Galatians. St Paul wrote: Let the Holy Spirit direct your lives...The Holy Spirit fills us love, joy, peace, patience, kindness, goodness, faithfulness, humility and self- control (Adapted from Galatians 5: 16, 22-23 ).
* Students use a [**Y chart strategy**](http://lb3heroesofthepast.weebly.com/uploads/1/4/3/2/14328276/y_chart_strategy.docx) to describe what the fruits of the Spirit may look like, feel and sound like in the life of a Christian believer.
* Students revisit the Wall of fame and read each of the descriptions about the significant people and their contributions. They decide which fruits of the Holy Spirit were lived out in the lives of these people and place labels accordingly.
* Create a Wall of Fame – adding students of the week and identify fruits of the spirit that the child demonstrated
 | Scripture:Galatians 5: 16, 22-23  |

***Teacher Reflection and Feedback***

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

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| *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?  |
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