**Religious Education Year 9 2014**

**School St Francis College Duration Term 3**

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| **Making sense of Jesus** |
| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html)**:** Where in the world do the words of Jesus take us? |

**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)  [Social Action and Justice](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.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) Encouraging reflective processes that promote reconciliation (e.g. conflict resolution, restorative justice processes, mediation) SJR2.1  [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-(EFG).aspx) Making connections between the life, death and resurrection of Jesus Christ and contemporary people and events (within and beyond the school community) EFG1.3  [Prayer and Worship](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx)  Teaching students how to identify and use scriptural texts in prayer and worship PWP2.3  [Ritualising everyday life Incorporating rituals of reconciliation and forgiveness into classroom practice, behaviour support strategies and the life of the school PWR2.6](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-(PWR).aspx) | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy)      * [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) |  |
| ***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 9, students develop their understanding of the experience of [sin](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and [almsgiving](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)), [Scripture](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of [Biblical criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), namely [form criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [narrative criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths.  Students learn about the divergent understandings of God ([Allah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), God, [G\*d](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the [Incarnation](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Resurrection](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [Ascension](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) of Jesus) and consider their significance for believers | | |
| ***Achievement Standard*** | | |
| By the end of Year 9, students demonstrate how the application of [Biblical criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) helps the reader’s understanding, interpretation and use of [Old Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [New Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) texts. They examine the divergent understandings of God ([Allah](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), God, [G\*d](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) in the monotheistic religions (Islam, Christianity, Judaism). They examine three foundational beliefs of Christianity (the [Incarnation](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Resurrection](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [Ascension](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) of Jesus) and draw conclusions about the significance of these in the lives of believers.  Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of [sin](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) in the world. They analyse the causes and effects of events and developments in the Church from c.1750 CE – c.1918 CE, and make judgements about their importance. They explain the significance of the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual’s moral behaviour; and on the Church’s response to emerging moral questions. They explain the significance of the three forms of penance (prayer, fasting and [almsgiving](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present. They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences. | | |

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| ***Class Context for Learning –*** [***Differentiated learning***](http://www.australiancurriculum.edu.au/StudentDiversity/Overview) |
| Class Needs: Year 9-2 Year 9-3 **EAL/D students: Gerevas Nideleye, Leul Zenebe, Peter Lian.**  **Learning Support students: Lemi Taulaga (Hearing impaired) , Gavin Stepancich (ASD), Jaison Knight (LD), Logan Thomsen-Wearne (ASD not verified) Dylan Olaguer (Vision concerns)** – **Religious backgrounds – Catholic (42.6%), Other Christian (17%), Islam (6.4%), Uniting Church (6.4%), Latter Day Saints (6.4%), Not stated (6.4%), Anglican (4.3%), Baptist (2.1%), Other Protestant (2.1%), Presbyterian and Reformed (2.1%), Churches of Christ (2.1%), No Religion (2.1%)**  Individualised Learning Needs  Catholics/non-Catholics – other faiths – practising/non-practising  ASD – ADHD (abstract concepts may need further unpacking – visuals etc…) |

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| **Learning Intentions** |
| [Learning Intention](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Pedagogy/Pages/Learning-Intentions.aspx)  By the end these learning experiences, students   * Know about the foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) * Understand the relevance of the beliefs about Jesus for believers today * Explore the application of biblical criticism to help better understand the purpose and message of biblical text * Participate with respect in a variety of personal and communal prayer experiences |

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| **Success Criteria** |
| [Success Criteria](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Pedagogy/Pages/Success-Criteria.aspx)   * Identify the foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) as expressed across a range of core Christian texts, including scriptural texts (Romans 1: 1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39 * Investigate the main features of form criticism (classification of texts into text types, structure of texts, function of text in terms of intended audience) and narrative criticism (the story aspect of the text e.g. plot, setting, characters, literary techniques). * Analyse text structures and language features of selected miracle stories and parables using form criticism and narrative criticism * Express ideas about the relevance and consequences of foundational beliefs of Christianity for believers today (E.g. sacredness of human life, Church teaching authority, commitment to continuing Jesus’ mission to bring about the Kingdom). |

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| **Assessment** |
| [**Assessment Background**](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Assessing%20learning.aspx)  **Students complete an in class assessment analysing, interpreting and evaluating a scripture text in terms of the three worlds of the text.**  **Students design and make a learning tool resource– eg poster, mobile, word game – crossword puzzle, word search using clues to identify words, online game, word match/meaning/image etc about the three foundational beliefs of Christianity; Incarnation, Resurrection and Ascension and their key concepts and messages.** |

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| **Content Descriptions** | |
| **Sacred Texts** New Testament STNT19  ***Religious Knowledge and Deep Understanding***  The Church teaches that application of [Biblical criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) (including [form criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [narrative criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) helps the reader better understand the purpose and message of Biblical texts. The miracle stories and [parables](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) have historical and cultural settings, as well as well-defined structures. 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). Understanding, interpretation and use of Biblical texts by Christians have evolved over time.  ***Skills***  Investigate the main features of form criticism (classification of texts into text types, structure of texts, function of text in terms of intended audience) and [narrative criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) (the story aspect of the text e.g. plot, setting, characters, literary techniques).  Analyse text structures and language features of selected miracle stories and [parables](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) using [form criticism](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and narrative criticism. | **Beliefs** Trinity BETR12  ***Religious Knowledge and Deep Understanding***  The [Incarnation](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Resurrection](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) and [Ascension](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) of Jesus are foundational beliefs of Christianity. The [Incarnation](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) teaches that Jesus is fully human and fully [divine](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx). The [resurrection](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) of Jesus confirms his divinity and reveals God’s gift of [eternal life](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) to all. The Catholic Church teaches that Jesus’ risen body, bearing the marks of [crucifixion](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), ascended into heaven.  ***Skills***  Identify the foundational beliefs of Christianity as expressed across a range of core Christian texts, including scriptural texts (Romans 1:1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39).  Express ideas about the relevance and consequences of these foundational beliefs of Christianity for believers today (e.g. sacredness of human life, Church’s teaching authority, commitment to continuing Jesus’ mission to bring about the [Kingdom](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)). |
| **Church** Liturgy and Sacraments CHLS14  ***Religious Knowledge and Deep Understanding***  The Sacraments of Healing (Penance and Anointing of the Sick) call believers to conversion and loving trust in God’s healing grace. Through the Sacraments of Healing, the Christian community continues Jesus’ healing, care and compassion. Celebration of the Sacrament of Penance has changed over the centuries but has retained the same basic elements. In the Christian life, there are three forms of penance (prayer, fasting and [almsgiving](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx)) which assist believers to reconcile themselves with God and others. Prayer, fasting and [almsgiving](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) encourage and strengthen believers and turn their hearts towards God and the needs of others.  ***Skills***  Examine and explain the significance of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers.  Describe how Jesus’ healing, care and compassion (Mark1:29-31; Mark1:40-50; Luke 5:12-16) are continued today through the Sacraments of Healing.  Identify patterns of change and continuity over time in the celebration of the Sacrament of Penance.  Examine and explain the significance of the three forms of penance in the lives of believers. |
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| **Christian Living** Prayer and Spirituality CLPS23  ***Religious Knowledge and Deep Understanding***  Believers pray, drawing on the richness of [scripture](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), the Catholic tradition and the wider Christian tradition, including the prayers and writings of Christian spiritual fathers and mothers (e.g. [Catherine McAuley](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Nano Nagle](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), Edmund Rice, Don Bosco, Mary MacKillop) to nurture their spiritual life. Believers pray for forgiveness and healing, including the Penitential Act.  ***Skills***  Participate with respect in a variety of personal and communal prayer experiences, including prayers for forgiveness and healing.  Analyse and explain the features of prayers from the Catholic and wider Christian traditions, including the prayers and writings of Christian spiritual fathers and mothers (e.g. language, vocabulary, images, purpose, context, structures, patterns, style).  Identify and discuss the relevance of prayers from the Catholic and wider Christian traditions for people today.  Create a response that draws on prayers from the Catholic and wider Christian traditions, using (dance, drama, media, music or the visual arts). |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Core texts** are prescribed Scriptural texts that need to be taught in depth at each year level.  Mark1:29-31; Mark1:40-50; Luke 5:12-16; Romans 1:1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39  Matthew 25:31-36; Matthew 13:24-30,36-43; Mark 2:1-12  Mark 1: 29-41; Mark 1:40-45; Luke 5:12-16  **Supplementary texts** are other possible Scripture texts that could be used to support the teaching of particular concepts.  Matthew 9:1-8/Luke 5:17-26; John 5:5-18; John 2:1-11; John 6: 1-15; Luke 13:10-16; Luke 12 13-34; Matthew 18: 10-13; Luke 15:8-10; Matthew 13: 1-9; |

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| **Significant Days and Celebrations** |
| Feast days of St Clare, Max Kolbe, Feast of the Assumption |

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| **Learning Experiences** | | |
| **Core Content Area One**  Focus/Question– Where in the world do the words of Jesus take us?  Who is Jesus?  What do Christians believe about Jesus? | | [**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     * What is the topic? * Why should we study this topic? * Frame manageable questions. * What do I already know about this topic? I think I know x,y,z. * How is this relevant to me? | Share the learning intentions, success criteria and assessment tasks with the students.  What do you know about Jesus? Group brainstorm. Pin up, look at each group’s work and write down one thing you already knew about Jesus, one thing you didn’t and one thing you would like to question or challenge, and one thing you would like to know more about.  Life cycle of Jesus activity. Working with a partner complete individual Silent card shuffle – match image with description of Jesus’ life. (Do not glue in yet!) Teacher corrects, discusses and then student glue in correct matches. | Round Robin Brainstorm – Concept Map template  Template for response to group display  Jesus life story summary – Images and text: Lion Handbook p 542  Homework: Write a paragraph about what you have learnt about Jesus and his life. Use template. |
| Finding Out     * Identify possible sources of information * Identify skills necessary for the investigation. * How did it happen? Who was there and what were the facts? | What do Christians believe about Jesus? Introduce the Nicene Creed. What is a creed? Discuss Latin origin from ‘credo – to believe’. Provide definition of creed. Examine the Nicene Creed – discuss its origin and purpose - and identify the key Christian beliefs about the incarnation, resurrection and ascension of Jesus. Discuss the purpose of the creed and how and why it was important and where you would hear the creed today.  Identify ideas from the student’s brainstorm that match these beliefs.  Give definitions for incarnation, resurrection and ascension from [BETR12](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx#year-10) See retrieval chart outlining beliefs, images and definitions.  **In class Assessment Task:** Students use a retrieval chart to identify which key belief is being referred to in the text and give reasons for choice. | Teacher background: [Creeds](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Details.aspx?tbid=45), [Nicene Creed](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Details.aspx?tbid=81)  Nicene Creed  Retrieval chart of 3 foundational beliefs.  Assessment task: Template for scripture and foundational beliefs.  (Romans 1:1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39). |
| Sorting Out     * What do we want to find out? * How can we do this best? * How will we gather the information? * Does what I knew before still apply? * Does my first idea still make sense? | Discuss implications of three foundational beliefs on lived reality of Christians.  In class Assessment: Use the Consequences strategy to identify how the key beliefs influence Christians today eg peacemaker, reconciling with others, living a healthy life, respect for human life and all of creation, (Catholic Social Teaching). | Assessment: Consequences Map Strategy |
| Communicating     * Extend and challenge students’ understandings * Offer more information * Is there something else I need to deepen my knowledge understandings? * What difference does this make to me? | **Assessment Task:** Students design and make a learning tool resource– eg poster, mobile, word game – crossword puzzle, word search using clues to identify words, online game, word match/meaning/image, card game etc about the three foundational beliefs of Christianity; Incarnation, Resurrection and Ascension and their key concepts and messages. | Wordsearch with clues; crossword puzzle <http://www.puzzlefast.com/>  [**http://www.puzzlefast.com/en/puzzles/20140707622964**](http://www.puzzlefast.com/en/puzzles/20140707622964)  [**http://www.puzzlefast.com/en/puzzles/20140707641758**](http://www.puzzlefast.com/en/puzzles/20140707641758) **http://www.puzzlefast.com/en/puzzles/20140707622964http://www.puzzlefast.com/en/puzzles/20140707622964** |
| Reflecting and Evaluating     * So what have I learnt? * If I know this, how can I connect it with my world? | * Complete the Noting What I Have Learned template * What does this mean for me and the way I live my life? |  |

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| **Core Content Area Two**  Focus/Question– How did Jesus relate with/to others?  Jesus was healer. Jesus used stories to relate to others  Three worlds of the text. | | **Resources**  **Teacher Background** |
| Tuning In | Return to the student’s original brainstorm or start a new brainstorm to identify characteristics about Jesus eg. Kind, caring, compassionate, forgiving, teaching, inclusive.  How do we know this about Jesus? Scripture focus: Students recall any scripture passages they can remember that tells them something about the nature of Jesus to them. Eg story of Zaccheus – forgiving, accepting, kind; Jesus at crucifixion forgives those who crucified him; teacher – story teller; |  |
| Finding Out | How do we know Jesus was a healer?  Introducing the idea of analysing Scripture using the three worlds of the text.  Read the teacher background about biblical criticism. Explicitly teach students about approaches to understanding scripture and how this helps the readers understanding, use and interpretation of scripture.  Introduce Mark 2: 1-12 read/tell the story. Students initial reaction – what do you think of this piece of scripture? Record 5 responses; choose one to share.  World of the text: What is the form of the text? Is it a story? List? Poem? Procedure? Explanation? Persuasive? Define as a **recount.** A healing and miracle story.  Narrative criticism: Who are the characters? What happens? What happened before and after the text? | [Biblical Criticism](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Details.aspx?tbid=9)  Healing of the paralysed man Mark 2: 1-12 [theological background and worlds of the text](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Details.aspx?tbid=15)  Jesus cleanses a leper Mark 1: 40-45  John 5: 5-18 The man by pool at Bethsaida |
| Sorting Out |  |  |
| Communicating | **Students complete an in class assessment analysing, interpreting and evaluating a scripture text in terms of the three worlds of the text.**   * Having modelled Mk 2: 1-12 (the paralytic in the roof), and Lk 5: 12-16 (Luke version of the leper) and Lk 15: 8-10 (Lost coin) in detail   Students choose from -   1. Mark 1: 40-45 Mark version of the leper 2. Lk 13:10-17 Crippled woman 3. Mth 18: 10-13 Lost sheep 4. Jn 5: 5-18 CHALLENEGE- The man at the pool   (for differentiation.)  In class tasks to form part of Portfolio:   1. Literacy Work booklet on Mk 2:1-12 (World of the Text) : vocabulary, meaning, comprehension 2. Picture sequencing of Mk 2:1-12 (summarising/retelling story)(WOT) 3. ASSESSMENT TASKS: NEW TEXT (Student Choice) 4. Short answers – What do you understand by the phrases: The World Behind the Text; The World Of the Text; The World In Front of the Text? 5. WORLD BEHIND the TEXT Focus tasks: Who is the author of this text? | Literacy work booklet  Differentiation: Identified students used an illustrated cartoon version of the story. Given an envelope of pictures of the story that they sequenced and wrote a caption to demonstrate their understanding of World of the text.  Also given one on one support. Teacher’s aide used to scribe and discuss the text orally. Fewer questions required to be answered for some students. |
| Reflecting and Evaluating | Students complete the evaluation and reflection on learning sheet to identify what they learnt and enjoyed about the unit as well as what they would investigate further and how they thought their learning went. | Evaluation for learning sheet |

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| **Teacher reflection: Modelling the analysis of the world behind the text and making connections to the world in front of the text assisted students to make meaning of the text. Using the simpler versions, cartoon comic strip versions helped the students with special needs access the story more successfully.**  **The Assessment task was too unwieldy. Too many pieces of paper and presentation needs to be simplified or do the three worlds separately.**  **Need to encourage students to pay attention to details.**  **Foundational beliefs very difficult to teach. Hard to get the implication of what they really mean. Perhaps the difficulty will ease if students are learning about the concepts in earlier year levels. They are concepts that need to be developed and built on.** | **Resources**  **Teacher Background** |