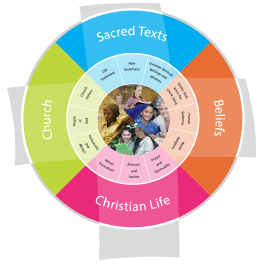
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| A close up of graphics  Description automatically generated | **Unit Planning**  EXAMPLE | **Year level/s** | **Learning area/sa** |
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| **Unit overview** |  | **Essential elements** | Tick with solid fill |
| **Brief summary** |  | Nominated period for the unit |  |
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| Relevant content descriptions identified from the AC |  |
| Achievement standard elements identified from the AC |  |
| General capabilities and cross-curricular priorities identified (as per school approach) |  |
| Assessment ‘for’, ‘as’ and ‘of’ learning opportunities |  |
| Learning and teaching sequence |  |
| Planned differentiation |  |
| Adjustments specific to the identified needs of students have not been included in this example but are an essential characteristic of teacher planning and must be documented through the learning cycle. | |
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**Religion Unit Planning**

**Year Level: Unit Title (5 Weeks)**

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| **Year Level Description** | **Year Achievement Standard** |
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**Content descriptions**

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| **Church: Liturgy and Sacraments** | **Christian Life: Moral Formation** |
| **Religious Knowledge and Deep Understanding** *Forgiveness involves reconciliation with God and each other and restores broken relationships. In the Sacrament of Penance, believers celebrate reconciliation with God and each other. The Sacrament of Penance continues Jesus' healing ministry in the life of the community. (****CHLS3****)* **Skills**  * *Identify and analyse scenarios from the Gospels and from life experience that involve restoring broken relationships (reconciliation)* * *Recognise and record ways in which believers celebrate reconciliation with God and with each other in the Sacrament of Penance* * *Make connections between Jesus' healing ministry and the Church's healing ministry in the Sacrament of Penance.* | **Religious Knowledge and Deep Understanding****Skills** |
| **Church: People of God** |
| **Religious Knowledge and Deep Understanding****Skills** |
| **Christian Life: Prayer and Spirituality** |
| **Religious Knowledge and Deep Understanding****Skills** |
| **Beliefs: Trinity** |
| **Religious Knowledge and Deep Understanding****Skills** |

**Learning Intentions and Success Criteria**

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| **Learning Intentions** | **Success Criteria** |
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| **Assessment Plan** | | | |
| **Assessment details** | **Learning intentions** | **Making judgements** | |
| At standard | Above (or well above) standard |
| *Use the* [*Consequences Wheels*](https://catholicidentity.bne.catholic.edu.au/resources-tools/Shared%20Documents/Year%202%20Resources/Consequences%20Wheel.pdf) *that were co-constructed during the unit. Print these onto A3 paper and cut out along the lines to make pieces.*  *Mix the pieces together so that students play with the pieces as if they are puzzles – matching the choice with some consequences.* | *recognise choices that harm an individual and their loving relationships with God, others and all of creation.* | *Join the pieces back together re-make one or more* [*consequence wheels*](https://catholicidentity.bne.catholic.edu.au/resources-tools/Shared%20Documents/Year%202%20Resources/Consequences%20Wheel.pdf)*.* | *make connections (or apply knowledge) by creating a new* [*consequence wheels*](https://catholicidentity.bne.catholic.edu.au/resources-tools/Shared%20Documents/Year%202%20Resources/Consequences%20Wheel.pdf)*.* |
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| **Religion Standard Elaborations** | | | | |
| Applying  (AP) | Making connections (MC) | Working with (WW) | Exploring  (EX) | Becoming aware  (BA) |
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| **Other Links to Curriculum** | | | |
| [Religious Life of the School](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Religious-life-of-the-school.aspx) | [General Capabilities](https://v9.australiancurriculum.edu.au/downloads/general-capabilities) | [Cross-Curricular Priorities](https://v9.australiancurriculum.edu.au/downloads/cross-curriculum-priorities) | Resources |
| [Religious Identity and Culture](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Religious-identity-and-culture.aspx)   * + [Ethos and charism (ICE)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Elaborations--ethos-and-charism.aspx)   + [Authentic Christian community (ICC)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Authentic-Christian-community.aspx)   + [Sense of the Sacred (ICS)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Sense-of-the-sacred.aspx)   [Social Action and Justice](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Social-action-and-justice.aspx)   * + [Justice in the school community (SJS)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Justice-in-the-local-community.aspx)   + [Action for justice (SJA)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Action-for-justice.aspx)   + [Reflection on action for Justice (SJR)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Elaborations%20-%20reflection-on-action-for-justice.aspx)   [Evangelisation and Faith Formation](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Evangelisation--faith-formation.aspx)   * + [Living the Gospel (EFG)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Living-the-gospel.aspx)   + [Spiritual Formation (EFF)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Spiritual-formation.aspx)   + [Witness to the wider community (EFW)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Witness-to-the-wider-community.aspx)   [Prayer and Worship](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Prayer-and-worship.aspx)   * + [Christian prayer (PWP)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Christian-prayer.aspx)   + [Celebration of liturgy and sacraments (PWL)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Elaborations--celebration-of-liturgy-and-sacraments.aspx)   + [Ritualising everyday life (PWR)](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Elaborations--ritualising-everyday-life.aspx) | |  |  | | --- | --- | |  | Critical and Creative Thinking | |  | Digital Literacy | |  | Ethical Understanding | |  | Intercultural Understanding | |  | Literacy | |  | Numeracy | |  | Personal and Social capability | | |  |  | | --- | --- | |  | Aboriginal and Torres Strait Islander Histories and Cultures | |  | Asia and Australia’s Engagement with Asia | |  | Sustainability | | **[Religious Education Curriculum](https://curriculum.bne.catholic.edu.au/Curriculum/LearningArea?learningAreaName=Religious%20Education)**  [**Religion Line of Sight Documents**](https://catholicidentity.bne.catholic.edu.au/strategic-framework/SitePages/Religion--Line-of-Sight-Catholic-Perspectives.aspx)  [**Learning Progressions and Concept Maps**](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Learning-Progressions-and-Concept-Maps.aspx)  **[Core and Complementary Scripture Texts](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Core%20and%20complementary%20scripture%20texts%20-%20Appendix%20B.aspx?web=1)**  [**Scripture**](https://catholicidentity.bne.catholic.edu.au/scripture/SitePages/Scripture.aspx)  [**Teaching Scripture in the Classroom**](https://catholicidentity.bne.catholic.edu.au/religious-education/SitePages/Teaching-scripture-in-the-classroom.aspx?csf=1&e=hSH58c#linkToHeading0)  [**Curriculum Prayer Matrix**](https://catholicidentity.bne.catholic.edu.au/religious-education/Shared%20Documents/RE%20Curriculum%20Prayer%20Matrix.pdf)  [**Explicit Teaching About Prayer**](https://catholicidentity.bne.catholic.edu.au/prayer/SitePages/Teaching-about-prayer.aspx)  [**Strategies for Silence and Stillness**](https://catholicidentity.bne.catholic.edu.au/prayer/Shared%20Documents/TEN%20strategies%20for%20silence%20and%20stillness.pdf)  [**Supporting Curriculum Resources – Judaism**](https://catholicidentity.bne.catholic.edu.au/resources-tools/SitePages/Supporting-curriculum-resources--Judaism.aspx#linkToHeading0)  [**Ways to Pray Calendar**](https://catholicidentity.bne.catholic.edu.au/prayer/SitePages/Ways-to-Pray-Calendar.aspx)  **[Together At One Altar](https://www.togetheratonealtar.catholic.edu.au/)**  **[Flame of Faith – Sacraments](https://flameoffaith.org.au/)** |

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| **Core and Complementary Scripture Texts**  **(snip area of resource that matches the unit – the image below is an example)** | |
| **Reconciliation and forgiveness** (explicit connections to CHLS3, CHPG3, CLMF5, STNT5) | |
| **Core Texts:**  Jesus teaches about forgiving others - [Luke 17:3-4](https://www.biblegateway.com/passage/?search=Luke+17%3A3-4&version=NRSVCE)  The forgiving father [- Luke 15:11-31](https://www.biblegateway.com/passage/?search=+Luke+15%3A11-31&version=NRSVCE)  Zacchaeus - [Luke 19:1-10](https://www.biblegateway.com/passage/?search=+Luke+19%3A1-10&version=NRSVCE) | **Complementary Texts:**  Pharisee and Tax Collector - [Luke 18:9-14](https://www.biblegateway.com/passage/?search=+Luke+18%3A9-14+&version=NRSVCE)  Jesus forgives a woman - [Luke 7:36-50](https://www.biblegateway.com/passage/?search=+Luke+7%3A36-50+&version=NRSVCE)  The lost coin - [Luke 15:8-10](https://www.biblegateway.com/passage/?search=+Luke+15%3A8-10&version=NRSVCE) |
| **The purpose of teaching the text:**  These stories demonstrate how challenging authentic forgiveness can be and how vital authentic forgiveness is to restoring right relationships. The number seven represents divine completion in the Bible, and therefore forgiveness needs to be limitless. In the story of the forgiving father, every character acts shamefully at some point, with actions that would be difficult for a Jewish audience to comprehend. In the story of Zacchaeus, we find a Jewish land-owner who would have been struggling to survive and pay his own taxes, so he finds an opportunity to get ahead by taking on the role of tax collector for the Romans. Zacchaeus is not a bad man, but a man who makes poor choices (as most people would do in such a context when opportunity arose) but who then shows genuine remorse and transformation. The text ends with a challenge for the Jewish community to forgive Zacchaeus, and whether they do is left unanswered. | |
| **Questions that may assist students to create meaning from the text:**   * *What can we learn about forgiveness from these stories?* * *Is it easier to forgive or be forgiven? What does it look like / sound like / feel like to live in a respectful relationship?* * *After exploring these stories, what evidence can you find of people not living respectful relationships? What were the consequences?* * *If we used these texts to help us identify ways to live in our world today, what rules would you create to show how you believe that God wants people to live today?* * *Why do you think these stories are important for people of faith today?* * *How could we bring healing to people today, by our words and actions?* * *How does the Church community use these stories today?* | |
| **Achievement Standard:**  Students make connections between Jesus’ teachings and actions and the way members of the Church community live today. They make connections between Jesus’ healing ministry and the Church community’s celebration of the Sacrament of Penance. | |

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| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Inquiry Process** |  | **Tuning In** |  | **Finding Out** |  | **Sorting Out** |  | **Communicating** |  | **Reflecting and evaluating** | |
| **Fertile / Inquiry Question or Learning Intention Focus**  ***Celebrations and Sacraments***  ***How do we celebrate special days at our school? How do Catholics celebrate special days?*** |

| **Inquiry Process** | **Learning Intentions and Success Criteria** | **Lesson Sequence** | **Resources** |
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| **Tuning In** | ***Learning Intention:***  ***make connections between Jesus’ teachings and actions and the way members of the Church community live today***  ***Success Criteria***  *•Determine some similarities between some teachings and actions of Jesus and the ways the Church community welcomes, forgives and includes others.(F****rom CHPG3) (****The forgiving father -* [***Luke 19:1-10***](https://www.biblegateway.com/passage/?search=Luke+19%3A1-10&version=NRSVCE)***)***   * *Connect the similarities*   *Communicate the connections* | ***Celebrating the teachings and actions of Jesus***  *Organise for a school officer to photograph NAIDOC Week (or other timely school event) whole school prayer and drop photographs into a PowerPoint slide presentation.*  *Using the images from the event discuss some of the symbols, words and actions that were used in the school event. Co-construct a sentence for each slide – identifying the symbols, words and actions and what they mean for our school community. The completed PowerPoint can be printed onto A3 paper and used as a Big Book in the classroom.*  *Begin a ‘Celebrations Retrieval Chart’ to identify a celebration, the words, actions and symbols and what these are teaching us. See this* [*example celebrations retrieval chart*](https://catholicidentity.bne.catholic.edu.au/resources-tools/Shared%20Documents/Year%202%20Resources/example%20celebrations%20retrieval%20chart%20.pdf) *.*  ***Teachings of Jesus***  *Modelled/shared reading of the* ***Story of the Forgiving Father*** *using scripture text from* [*BibleGateway.com*](https://www.biblegateway.com/passage/?search=Luke%2015%3A11-32&version=CEV)  *and images from* [*FreeBibleImages.org*](https://www.freebibleimages.org/photos/prodigal-son/)*.*  *Introduce the story as a story Jesus told to teach about welcoming and forgiving others.*  *Discuss what the forgiving father did to tell everyone that his lost son is forgiven and welcome. (e.g. the father gave him a ring, nice clothes and a party with the best food, music and dancing). Add a row to the Celebrations Retrieval Chart to categorise these things as words, actions, symbols. See the* [*example celebrations retrieval chart*](https://catholicidentity.bne.catholic.edu.au/resources-tools/Shared%20Documents/Year%202%20Resources/example%20celebrations%20retrieval%20chart%20.pdf) *.*  ***Formative Assessment Opportunity***  *Together co-construct another row for a celebration identified by the children.*  *Identify together that people celebrate using words, symbols and actions and that these. Jesus taught about this using a story. Emphasise the ways we do this today – at school and in the community – emphasise that members of the Church community use symbols and actions to celebrate and teach about God.*  ***What is a Sacrament?***  *Introduce the Flame of Faith website as being about Sacraments for children in the Catholic Church of Brisbane.*  *Project the website for the class and briefly look through the material under the four sacraments indicated. Discuss the pictures and the material. Discuss what the students know about the sacraments. Briefly revise the Year 1 content that sacraments use words, actions and symbols to communicate God’s presence and action.*  *Discuss the word Sacrament … use* [*Teacher prepared – Frayer concept map*](https://catholicidentity.bne.catholic.edu.au/resources-tools/Shared%20Documents/Year%202%20Resources/Sacraments%20Frayer%20Concept%20Model%20Year%202.pdf) *as a poster to discuss and leave on display… With the poster begin a list called “Catholic Sacraments” write the sacraments that are on the website – Baptism, Confirmation, Eucharist, Penance (add the Anointing of the Sick, Marriage and Holy Orders if the children suggest any of these)* | *NAIDOC Week (or other event) whole school prayer resources.*  *Photographs of the whole school prayer from that morning*  [*example celebrations retrieval chart*](https://catholicidentity.bne.catholic.edu.au/resources-tools/Shared%20Documents/Year%202%20Resources/example%20celebrations%20retrieval%20chart%20.pdf)  *Downloaded PowerPoint:* [*FreeBibleimages :: Prodigal Son :: Jesus' parable about two sons and their forgiving father (Luke 15:11-32)*](https://www.freebibleimages.org/photos/prodigal-son/)  *Text from Contemporary English Version (CEV) Luke 15:11 - 32*  [*Luke 15:11-32 CEV - Two Sons -Jesus told them yet another - Bible Gateway*](https://www.biblegateway.com/passage/?search=Luke%2015%3A11-32&version=CEV)  [*Example retrieval chart*](https://catholicidentity.bne.catholic.edu.au/resources-tools/Shared%20Documents/Year%201%20and%202%20multi-age/example%20celebrations%20retrieval%20chart%20.pdf)  *Teacher background “Sacraments are sacred actions of the Church through which God is present. “*  [*Teacher prepared – Frayer concept map*](https://catholicidentity.bne.catholic.edu.au/resources-tools/Shared%20Documents/Year%202%20Resources/Sacraments%20Frayer%20Concept%20Model%20Year%202.pdf) |
| **Fertile / Inquiry Question or Learning Intention Focus** | | | |
| **Finding Out** |  |  |  |
| **Fertile / Inquiry Question or Learning Intention Focus** | | | |
| **Sorting Out** |  |  |  |
| **Fertile / Inquiry Question or Learning Intention Focus** | | | |
| **Communicating** |  |  |  |
| **Fertile / Inquiry Question or Learning Intention Focus** | | | |
| **Reflecting and evaluating** |  |  |  |

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| **Evaluate** | |
| **Adjustments Reflection** | **Curriculum Reflection** |
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