Unit Title:	MONOTHEISTIC RELIGIONS – HOW CAN THIS BE?

BAND/YEAR: CHRISTIANITY IN THE WORLD / CHRISTIAN LIVING   **BAND C/Year Six**   **DURATION: 9 weeks**
KEY IDEAS/OUTCOMES: Religious beliefs and ideas shape people's thinking (CW 4.1)
          People make decisions using a range of religious perspectives and ethical frameworks (CW 4.3)
          Christians are called to love and serve all people (CL4.2)

CRITERIA for a UNIT TOPIC/ UNIT OVERVIEW:
o **1. Centrality:** (In which discipline do you see your topic as central, and why do you believe this topic of central importance to your discipline?) In our world people of all races and times try to answer problematic questions about life, people and the world. How we think about things is grounded in our beliefs.
2. **Engagement:** Why will it interest you and your intended audience (learners)--or have the potential to become interesting? How might you make it interesting to your intended audience? Students of this age are beginning to question the beliefs they have about the world and how it works. The children are influenced by peers and global media. It is important that students realize that they are not alone in their thoughts, and that it is important for them to understand that different people have different beliefs.
3. **Accessibility:** What are 2-3 specific examples of resources related to the topic that are available?
DVD 'Christianity in the 21st Century, Bible references, Internet
4. **Connections:** *How does the topic relate to other topics in the discipline, to other disciplines, and beyond the disciplines to life in the world at large?*
SOSE-. CST unit in term 3 focuses on stewardship, Personal Development, SOSE Sustainability Unit (Term 3)
5. **Challenges:** *Describe what may be potential "troublesome knowledge"-- challenges for your intended audience in understanding this topic and how you might design the project/unit to address likely challenges.* Students' backgrounds and experiences in CST and religious experience are wide and varied. The children have very little knowledge of other religions and may find it challenging to explore other religions.

UNIT/PROJECT-LEVEL UNDERSTANDING GOALS
KNOWLEDGE STUDENTS NEED TO KNOW TO ACHIEVE THE UNIT OUTCOMES:

UG 1	UG 2	UG 3
Question: What religious beliefs are evident in Australia? **Statement:** Students will understand that not all people in our country share the same beliefs. There are many and varied religions in our world each with their own unique perspectives.	**Question: What are monotheistic religions?** **Statement:** Students will understand that monotheistic religions were all founded with the belief that there is one God and that Abraham is seen as the father of Judaism, Christianity and Islam. There are significant similarities and differences between all three with respect to worship, sacred texts, writers and leaders and wisdom literature.	**Question: How do people's beliefs guide their daily living?** **Statement:** Students will understand that people make decisions about moral and ethical issues based on the essential teachings of their respective religion and that their motivation for and demonstration of service can take different forms.

RESOURCES TO SUPPORT UNIT: DVD 'Christianity / Islam / Judaism in the 21st Century, Numerous PowerPoint's / You Tube clips, Abraham's Family Tree	RESOURCES TO SUPPORT TEACHERS: Religious Education Module – 'Jesus and Christianity' Levels 4/5.

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PERFORMANCES OF UNDERSTANDING [PoU]…..... AND……. ONGOING ASSESSMENTS

UNDERSTANDING GOALS	PERFORMANCES OF UNDERSTANDING (What will learners say, do, or make to learn your Understanding Goals and to demonstrate that they understand the Understanding Goals?)	ONGOING ASSESSMENTS How will you know learners understand? What evidence/criteria should an assessor be looking for in "high quality work/thought in EACH performance?" Give a few examples of what an assessor might predict that learners will do or say or what criteria an assessor might use to assess learner understanding (products, presentations…) in "high level" work for EACH of your Performances? Let the questions below help in the design of your assessments.
		Who is the assessor? **Where** does the assessor look? **How** is the assessor looking (formally, informally)? **What** is the assessor looking for—CRITERIA for a high level of understanding?
UG 1	What does the word religion mean to you? KWL Strategy. Record responses on a **Concept web/ Brainstorm.** Refer to these throughout unit.	Who? Teacher Where? Responses given and recorded How? Informal What? Students understanding of the word 'religion'.
UG 1,2	Brainstorm a list of religions children know. Students in small groups sort / group / classify the religions. Complete Gallery Walk and have ch'n justify why they are grouped as they are. Guided discussion. Introduce the concept of Monotheism. Write 'Monotheistic' on board – Break into derivatives (Mono – one, single, alone / theism Greek (Theos) meaning God. Analyse list and classify. Ch'n investigate which of the religions listed fit the criteria for monotheism. Highlight the **3** major religions – Christianity, Judaism and Islam.	Who? Teacher, peer Where? Spider Map How? Informal What? How many religions are ch'n familiar with?
UG 2,3	**COMPLETE** 'Believe it or not! Scavenger Hunt' **– CHRISTIANITY Chart together first, to guide students** (Use reonline.org.uk and BBC online). Students work in pairs to complete, 'Believe it or not! Scavenger Hunt' for Judaism or Islam religions. Retrieval chart to include:-Origins, Founders, Sacred Texts, Symbols, Buildings, Festivals, Worship, Service and Holy Places. (Allow ch'n to design retrieval chart – for key features)	Who? Peer, teacher Where? Observations of completed task sheet How? Formal What? Students' understanding that there are 3 main monotheistic religions – different features
UG 3	Use the **'Expert Jigsaw'** Strategy to complete a retrieval chart for Judaism or Islam.	Who? Peers Where? Retrieval Chart How? Informal-teacher formal-peers. What? Students understanding that the different religions have well established traditions
UG 1,2	Describe the features of one of the 3 religions explored so far using the **'Cube Strategy'** – highlighting one area from the retrieval chart **for each face.**	Who? Self, peers Where? Cube How? Informal What? Students ability to explain reason for

		inclusion on each
UG	Students complete a **tri-venn diagram** depicting the similarities and differences between the 3 monotheistic religions.	Who? Teacher Where? Tri Venn Diagram How? **Formal** What? Students understand the complexities / intricacies of different religions
UG 1,2,3,	SERVICE IN THE LOCAL /GLOBAL community- DOES SERVICE NEED TO BE MORE EXPLICIT!!!	Who? Teacher, self Where? Venn diagram, oral responses How? Informally- What? Students understand that they have been created with individual gifts and talents in the image of God.

Some Helpful Websites

reonline.org.uk

bbc

Judaism

www.abc.net.au/religion/stories/s796551.htm

http://www.religioustolerance.org/judaism.htm

Christianity

http://www.religioustolerance.org/christ.htm

www.abc.net.au/religion/stories/s817468.htm

Islam

www.abc.net.au/religion/stories/s790151.htm

http://www.religioustolerance.org/islam.htm

All religions
www.religion-facts.com
http://www.woodlands-junior.kent.sch.uk/Homework/religion/jewish.htm
http://www.gotquestions.org/

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