



ST AUGUSTINE'S RELIGIOUS EDUCATION PRACTICES

MISSION STATEMENT

St Augustine's School is a Catholic Community of life-long learners empowered by Gospel values to shape and enrich our world.

Our school community endeavours to nurture and educate each individual intellectually, physically, emotionally and spiritually.

RELIGIOUS EDUCATION PRACTICES

The Religious Education Curriculum is covered yearly through classroom units and educational e-bytes [Learning Bytes](#) [Learning Bytes Map](#)

It also incorporates the following essential elements;

- ↪ *Significant Religious Dates / Feast Days & Events*
- ↪ *Inclusion of whole school masses (1 per term) and class mass (1 per semester) [RE Yearly Roster](#)*
- ↪ *Meditative Practices [Meditation Practices - Booklet](#)*
- ↪ *Mandated Prayers [Meditation Practices - Booklet](#)*
- ↪ *Mandated Scripture [BCE Religious Education Curriculum - Appendix B](#)*



THE LIFE OF JESUS

Religion Planning Grade 3

Duration: 10 weeks

Fertile Question: What do the Bible texts reveal about Jesus' life and mission?

STRAND	SACRED TEXT	BELIEFS	CHURCH	CHRISTIAN LIFE
SUB STRAND	Old Testament New Testament Christian Spiritual Writings and Wisdom	Trinity: God, Jesus the Christ, Spirit Human Existence World Religions	Liturgy and Sacraments People of God Church History	Moral Formation Mission and Justice Prayer and Spirituality

Religious Life of the School	General Capabilities	Cross-Curricular Priorities
<ul style="list-style-type: none"> Religious Identity and Culture Authentic Christian community builds quality relationships modelled on the vision and values of Jesus. Social Action and Justice Action for justice is integral to the Christian vocation. Action for justice, peace and ecological sustainability is based on the dream of Jesus to establish the Kingdom of God. School communities act for justice when they demonstrate a commitment to the poor and marginalised, actively work for peace and practise stewardship of the earth. Evangelisation and Faith Formation Witness to the wider community calls Christians to give witness to the beliefs and values of the Catholic Christian tradition and proclaim the Good News of Jesus Christ. The Catholic school, as part of the evangelising mission of the Church, witnesses to the wider community through its physical presence and 	<ul style="list-style-type: none"> Literacy Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. Numeracy Information and communication technology (ICT) capability Critical and creative thinking Personal and social capability In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, Ethical understanding In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. 	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia Sustainability.

<p>authentic proclamation of the gospel in word and action.</p> <ul style="list-style-type: none"> • Prayer and Worship 	<ul style="list-style-type: none"> • Intercultural understanding. <p>In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.</p>	
--	---	--

Year Level Description

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are 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, images of God used in Old Testament texts, and the wisdom 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 to develop their understanding of the life and teaching of Jesus and the Christian belief that Jesus is the Messiah.

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) for the Church community. They investigate prayers of thanksgiving and prayers of praise, including psalms and doxologies, to facilitate an appreciation of the significance of these forms of prayer for Christians.

Achievement Standard

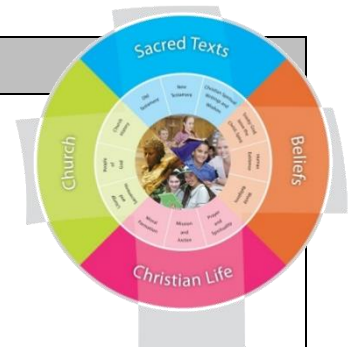
By the end of Year 3, students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals 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 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.

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) 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.

Content Descriptions



Sacred Texts
Old Testament
New Testament
Christian Spiritual Writings and Wisdom



New Testament – STNT7

Religious Knowledge and Deep Understanding

Knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus.

Skills

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. STNT7

New Testament – STNT8

Religious knowledge and deep understanding

The New Testament is a collection of text types (e.g. Gospels, the Acts of the Apostles, letters, other apostolic 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).

Skills

Become familiar with typical structural stages and language features of various types of text in the New Testament (e.g. narratives, letters, parables). STNT8



Beliefs

Trinity: God, Jesus the Christ, Spirit

Human Existence

World Religions

Trinity: God, Jesus the Christ, Spirit – BETRS

Religious Knowledge and Deep Understanding

Christians believe that Jesus is the Messiah and this is revealed through his presence and in his words, deeds and encounters with others.

Skills

Identify some Scriptural texts in which Jesus is called 'Messiah'.

Communicate an understanding of the term 'Messiah' from Scripture.

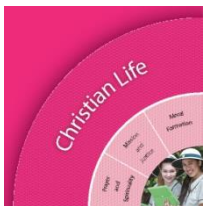


Church

Liturgy and Sacraments

People of God

Church History



Christian Living

Moral Formation

Mission and Justice

Prayer and Spirituality

Moral Formation – CLMJ4

Religious Knowledge and Deep Understanding

Jesus' great commandment (John 15: 12-13; Matthew 7:12; Luke 6:31) requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture and Church teaching.

Skills

Make connections between the concern for the poor and disadvantaged, found in Scripture and Church teaching, and the responsibility of Christians. CLMJ4

Who Are my Learners?

Who are the children in my class?

Type of Students	✓	Notes
Cultural – family background		
Religious Background	✓	60 Catholic 2 Anglican 6 Non Religion 2 Not States
Verified	✓	1 ASD - Cooper
I.E.P / EAP	✓	Multi-Lit Program – Tex Crack the Code – Caleb, Kyla, Henry, Jake, Tai
ESL	✓	2 ESL – Taj, Roxanna
Other		

Learning Intentions

During this series of learning experiences, students will-

- *identify some aspects of the cultural contexts in which the Gospels were written.*
- *communicate thinking and understandings about the life and teaching of Jesus.*
- *speculate on the human author's reasons for using particular types of text.*
- communicate an understanding of the term 'Messiah' from Scripture.
- make connections between the concern for the poor and disadvantaged, found in Scripture and Church teaching, and the responsibility of Christians.

Mandated Scripture – Year 3

Overarching Ideas	Core Texts	Supplementary Texts	
<p>The life and teachings of Jesus</p>	<p>Jesus' Mission</p> <p>Luke 4:16-21</p>	<p>Jesus' Great Commandment</p> <p>John 15:12-13;</p> <p>Matthew 7:12;</p> <p>Luke 6:31</p> <p>Jesus' Mission</p> <p>Luke 7:18-23</p>	<p>Rich Young Man</p> <p>Matthew 19:16-21</p> <p>Mark 10:17-21</p> <p>Luke 18:18-23</p> <p>The importance of prayer</p> <p>Matthew 6:9-13</p>
<p>Moral living</p>	<p>The Beatitudes</p> <p>Matthew 5:3-11</p> <p>Luke 6:20-26</p>	<p>The Ten Commandments</p> <p>Exodus 20:1-17</p> <p>Deuteronomy 5:1-21</p> <p>God's agreement with Moses and the people/Ten commandments</p> <p>Exodus 1:3-8</p> <p>Exodus 20:1-17</p> <p>Romans 13:8-10</p> <p>The fruits of the Spirit</p> <p>Galatians 5:14, 22-23</p> <p>Messages of concern for the poor and disadvantaged</p> <p>Deuteronomy 15:11</p> <p>Isaiah 58:6-7</p>	<p>Inclusion</p> <p>Luke 14:13-14</p> <p>Martyrdom of Stephen</p> <p>Acts 6:8, 13-15, 7:54-8:1</p> <p>Conversion of Paul</p> <p>Acts 9:1-19</p> <p>Christian responsibilities</p> <p>Matthew 25:34-40</p> <p>1 John 3:17-18</p> <p>People of prayer</p> <p>John 14:1</p>
<p>Images of God in the</p>	<p>"I will never forget you"</p>	<p>God speaks to Elijah</p>	<p>God as parent</p>

<p>Old Testament</p>	<p>Isaiah 49:15-16</p>	<p>1 Kings 19:11-13a</p> <p>God as potter</p> <p>Isaiah 64:8</p>	<p>Hosea 11:1-4</p> <p>God speaks to Moses on the mountain</p> <p>Exodus 19:16-19</p>
<p>God's relationships with the Jewish people</p>	<p>God's Promise to Jacob</p> <p>Genesis 28:10-22</p>	<p>Moses leads the people out of Egypt</p> <p>Exodus 5:1-3, 12:31-33, 14:5-31</p> <p>God's promise to Isaac</p> <p>Genesis 26:23-25</p> <p>The birth of Isaac</p> <p>Genesis 21:1-3,5-8</p>	<p>Birth/boyhood of Esau and Jacob</p> <p>Genesis 25:19-34</p> <p>Jacob blessed by Isaac</p> <p>Genesis 27:1-45</p> <p>Jacob wrestles with an angel - to be called Israel</p> <p>Genesis 32:23-32</p>
<p>Prayers of thanksgiving and praise</p>	<p>Psalm 23</p> <p>Psalm 28:1, 6-9</p>	<p>Our Father</p> <p>Matthew 6:9-15</p> <p>Luke 11:2-4</p> <p>Psalms of Praise</p> <p>Psalms 19, 65, 67, 100, 135, 145, 146, 147, 148, 150</p> <p>Psalms of Thanksgiving</p> <p>Psalms 9:1-4, 138</p>	<p>Beginnings from Paul's letters</p> <p>Ephesians 1:3-5; Ephesians 3:20-21; Philippians 1:3-4; 2 Corinthians 1:3-4; Colossians 1:3</p> <p>Endings from Paul's letters</p> <p>Romans 16:25-27; Philippians 4:20</p> <p>Song of the Angels (Gloria)</p> <p>Luke 2:14</p>

<p>Jesus the Messiah</p>	<p>The birth of Jesus the Messiah</p> <p>Matthew 1:18-2:12</p>	<p>John asks about the Messiah</p> <p>Matthew 11:1-5</p> <p>Who do you say that I am?</p> <p>Matthew 16:13-20</p> <p>The Messiah is the son of David</p> <p>Matthew 22:41-46</p> <p>Mark 12:35-37</p> <p>Jesus before the High Priest</p> <p>Matthew 26:57-68</p> <p>Luke 23:1-5</p>	<p>What should I do with Jesus who is called the Messiah?</p> <p>Matthew 27:17-23</p> <p>Let the Messiah come down from the cross</p> <p>Mark 15:32</p> <p>Luke 23:35</p> <p>The baptism of Jesus</p> <p>Luke 3:1-22</p>
---------------------------------	--	--	--

Explicit Teaching about Prayer

- meditative prayer experiences

Success Criteria

 [Principles of Assessment - BCE](#)

- **By the end of this series of learning experiences, students will be able to-**
- *Describe aspects of daily life in Jesus' time.*
- *Discuss and list elements of a Parable (Retrieval Chart).*
- Provide evidence of how prophesy reveals Jesus as the Messiah as written in scripture.
- Describe our school community's concern and action for the poor and disadvantaged.

Learning Experiences

Core Content Area One: Weeks 1-4

Fertile Question: “What was life like for Jesus?”

<i>Stage of Inquiry</i>	<i>STRAND</i>	<i>SUB-STRAND</i>	<i>Resources</i>
Tuning In	WEEK 1	<ul style="list-style-type: none"> -Revise the location of the New Testament in the Bible. -Read and briefly discuss the name of each of the books located in the New Testament. - Look at a map of Palestine at the time of Jesus’ life on Earth. -Locate key cities and places. -Discuss the climate, weather, landscape of the region. 	<ul style="list-style-type: none"> -Worksheet outlining the names of the books of the New Testament. -Worksheet-map of Palestine. -Digital/Written texts and pictures.
Finding Out. Sorting Out.	Week 2.	<ul style="list-style-type: none"> -Read, view and discuss information about the daily life of the community in which Jesus lived. (Include – customs, housing, clothing, food and the Jewish Religion). -Discuss some Jewish religious customs, practices and places of worship. –Revise story of Moses and the Passover. -Discuss <ul style="list-style-type: none"> – The use of scrolls (as opposed to our (bibles/books) in the Synagogues. -Customs and practices in Temple. -Describe and study Herod’s Temple where Jesus would have worshipped. -Discuss how Jesus read from the scroll of Isaiah, as a lead in to discussion of Jesus as the Messiah. 	<ul style="list-style-type: none"> -Worksheets- <ul style="list-style-type: none"> –“Life in the city/Homes in the city.” –“Daily Life in Jesus’ Time.” –“Jesus –His Life and Times”. -Worksheets- <ul style="list-style-type: none"> “Passover Meal” “Scrolls In The Synagogue” “The Temple”. “Herod’s Temple”. “Jesus reads from Isaiah”.
Reflecting.	Week 3-4.	<ul style="list-style-type: none"> -Read and examine some Gospel stories and discuss the ways in which Jesus is portrayed in these Narratives, revise and focus on structure and language features. -Jesus’ Baptism, Luke 3:1-22 (Supplementary Scripture) -Jesus Heals The Paralysed Man. -Jesus lets the children come to him (Luke 18:15). -Jesus and Zacchaeus (Luke 19:5). 	<ul style="list-style-type: none"> -Bible -Worksheet transcripts and illustrations of Gospel stories. -Worksheet – construction- <ul style="list-style-type: none"> “Lower the man to Jesus”.

Evaluating		<p>ASSESSMENT OPPORTUNITY: What was life like for Jesus? Students write a diary entry-positioning themselves as a person living at the time Jesus was on the Earth. Students should try to include elements of daily life as studied in this unit.</p>	
-------------------	--	--	--

Learning Experiences

Core Content Area Two: Weeks 5-6

Fertile Question: "What other types of texts do we find in the New Testament?"

Stage of Inquiry	Topic	Skills	Resources
Tuning In	Week 5	<p>-Introduce and discuss other types of texts which are found in the New Testament. Letters- Locate the Acts of the Apostles and the letters from Paul to various Christian Congregations. Discuss their purpose, format (including blessings at conclusion). Parables –Read and Locate examples of parables in the New Testament. Examine their context, structure and purpose- why did Jesus tell these stories? Focus on the story of 'The Prodigal Son' (Luke 15:8).</p>	<p>-Bibles. -Worksheet – 'The Prodigal Son' story and construction activity worksheet.</p>
Sorting Out & Finding Out		<p>-Locate, read and examine other parables. Some possible choices: <i>Luke 8:4-8 The Parable of the Sower, Matthew 13:33 The Parable of the Yeast, Luke 8:16 The Parable of the Lamp, Matthew 13:31-32 The Parable of the Mustard Seed, Matthew 18:12-14 The Parable of the Lost Sheep.</i> -Students choose one of the parables and respond using a Biblical Retrieval Chart –(eg. Who, What, When, Where, Why) Concerning their chosen parable. -Focus on the 'Why' (purpose and meaning), section of each parable. Discuss the message and purpose of each.</p>	<p>-Copies of Parables. -Biblical Retrieval Chart Worksheet.</p>

Reflecting and Evaluating.		<p>ASSESSMENT OPPORTUNITY:</p> <p>Use the Parable of 'The Lost Sheep' Matthew 18:12-14 to complete a retrieval chart considering the following questions:</p> <p>Who are the characters? Where is it set? What happens at the end of the parable? What is the message in this parable? What is the message that Jesus has for you today?</p>	<p>-'Biblical Retrieval Chart'- Written responses. -Computers.</p>
-----------------------------------	--	---	---

Learning Experiences

Core Content Area Three: Weeks 7-8.

Fertile Question: "Why do we call Jesus the Messiah?"

Stage of Inquiry	Topic	Skills	Resources
Tuning In. Finding Out. Sorting Out.	WEEK 7.	<ul style="list-style-type: none"> -Explain to students that Jesus is called the Messiah throughout the Bible. Discuss the meaning of this word. (Anointed, Specially chosen of God, The Christ). -Ask students to recall events and stories from Jesus' life that showed he was chosen for a special purpose. -Examine Scriptures which foretell or call Jesus the Messiah. Some examples: Matthew 1:18-2:12 (Mandated Scripture), Isaiah 9:5-7, John 1:41, John 4:25-26. -Recall how Jesus read from the scroll of the prophet Isaiah-which foretold his presence on Earth. Luke 4:16-22 (Year 3 Mandated Scripture). -Discuss how we know these are referring to Jesus. -Discuss/explain the context of each of these stories. 	<p>Bibles. Appendix A.</p>

Reflecting and Evaluating.	Week 8	<p>-Give students 3 prophetic scriptures from Isaiah, read and discuss each. Each student should chose two of the scriptures which they feel foretells the coming of the Messiah-Jesus. Possible Scriptures: <i>Isaiah 7:14, Isaiah 61:1, Isaiah 53:4-5.</i></p> <p>Assessment Opportunity:(CTJ) -Students write a brief reason as to why they think their chosen scriptures from Isaiah are referring to Jesus. (The Isaiah scriptures and their reasons could be presented in a scroll format- to replicate the scrolls of the Synagogue).</p>	<p>-Prophetic scriptures from Isaiah.</p> <p>-Cardboard rolls and A3 paper to create scrolls.</p>
-----------------------------------	--------	---	---

Learning Experiences

Core Content Area Four: Weeks 9-10.

Fertile Question: “How can we live out Jesus’ greatest commandment?”

Stage of Inquiry	STRAND	SUB-STRAND	Resources
Tuning In. Finding Out. Sorting Out.	WEEK 9.	<p>-Discuss and list the students’ responses to the question – ‘What have you learned about how to live and act from the stories of Jesus?’/‘What is Jesus’ message for us?’ -Direct students to consider what is sometimes referred to as Jesus’ greatest commandment – <i>To care for the poor and disadvantaged.</i> -Discuss the ways that St Augustine’s School community helps the poor and disadvantaged in our community and overseas. Create a list for the classroom and add to this as students begin to recall each programme operating throughout the year. (Mini Vinnies, Soap for PNG etc). -Read: John 15:12-13, Matthew 7:12, Luke 6:31 (Supplementary Scriptures).</p>	<p>-Poster paper. -Bibles.</p>
Reflecting & Evaluating.	Week 10	<p>ASSESSMENT OPPORTUNITY -Pose the question – ‘What is our responsibility towards the disadvantaged in our community and around the world?’ -Create a religious poster emphasising one area in which our school supports the poor and disadvantaged - from the list created in class.</p>	<p>-Poster paper. -Computers.</p>

Learning Evaluation / Recommendations

Evaluation:

- ⌘ What activities and lessons were engaging for students?
- ⌘ What resources were most useful?
- ⌘ Were the lesson plan ideas helpful?

Recommendations:

- ⌘ What would you change should you teach this unit again?
- ⌘ What resources might you use to further engage the children in the unit?



Name: _____

Grade: 3

Date: _____

THE LIFE OF JESUS.

Assessment Achievement

AB = Above

A = Achieved – shows evidence

WT = Working Towards

Effort

C = Consistently

S = Sometimes

G = Generally

R = Rarely

	AB	A	WT
<p>Fertile Questions: What was life like for Jesus?</p> <p>Objective: The students will be able to write a diary entry, positioning themselves as a person living at the time Jesus lived on Earth. Students should include elements of daily life as studied in this unit.</p>			
<p>Fertile Questions: What other texts types are found in the New Testament?</p> <p>Objective: The students will use the “Biblical Retrieval Chart” to answer questions about the parable “The Lost Sheep” to demonstrate their understanding of ‘messages’ in parables.</p>			
<p>Fertile Questions: How can we live out Jesus’ greatest commandment?</p> <p>Objective: The students will create a religious poster which emphasises our responsibility to the poor and disadvantaged in our world.</p>			
Overall Report Achievement			
Report Effort			

Religion Assessment Term 3. (CTJ)

<p>Year 3 Mandatory Text. Luke 4:16-22</p> <p>The Rejection of Jesus at Nazareth</p> <p>¹⁶ When he came to Nazareth, where he had been brought up, he went to the synagogue on the Sabbath day, as was his custom. He stood up to read, ¹⁷ and the scroll of the prophet Isaiah was given to him. He unrolled the scroll and found the place where it was written:</p> <p>¹⁸ "The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, ¹⁹ to proclaim the year of the Lord's favour."</p> <p>²⁰ And he rolled up the scroll, gave it back to the attendant, and sat down. The eyes of all in the synagogue were fixed on him. ²¹ Then he began to say to them, "Today this scripture has been fulfilled in your hearing." ²² All spoke well of him and were amazed at the gracious words that came from his mouth. They said, "Is not this Joseph's son?"</p>	<p>WORLD BEHIND THE TEXT</p> <ul style="list-style-type: none"> ⬇ Sabbath Day – ritual/prayers ⬇ Synagogue – role in lives of Jews/community ⬇ Scroll – what do they look like? Hebrew writing (right to left) ⬇ Prophets: Isaiah – major prophet ⬇ Joseph (Joseph's son, Jesus) ⬇ Nazareth – what was life like for Jesus when he was growing up? ⬇ Spirit of God in Old Testament – breath of God = Ruah (life-giving force). God's Spirit is prominent in Luke's Gospel. See the preceding passages. ⬇ Anointed one = Messiah ⬇ Proclaim the Lord's Year of Favour = Jubilee year ⬇ Attendant – role? ⬇ What does it mean to be poor? (recognizing that we are totally dependent upon the mercy of God) <p>WORLD OF THE TEXT</p> <ul style="list-style-type: none"> ❖ Where else do you find these words from Isaiah? (Luke 7:22; Matt:11:5 and in what contexts?) ❖ If you read on from this passage, Jesus is rejected in Nazareth. ❖ Jesus stood up to read and then sat back down. (why?) ❖ Spirit of the Lord directs the mission of Jesus. ❖ Jesus is bringing good news to the poor – Luke's Gospel is one of joy. (See Fallon) Jesus is bringing about the reign of God in the world. ❖ Mission of Jesus brings salvation to everyone/Fulfillment of OT prophecy. ❖ Sight for the blind = blindness of mind and heart; revelation of God's love & salvation for all <p>WORLD IN FRONT OF THE TEXT</p> <ul style="list-style-type: none"> ➤ What is the message of this passage for you? ➤ As a Mercy community, how do we put this text into practice? ➤ What songs/hymns have the words from Isaiah in the lyrics? ➤ http://mbfallon.com/luke_commentary/luke_4,14-8,56.pdf
<p>Religious Knowledge and Deep Understanding</p> <p>-Knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus</p> <p>-Christians believe that Jesus is the Messiah and this is revealed through his presence and in his words, deeds and encounters with others.</p>	<p>Skills</p> <p><i>-Retrieve contextual information from written and digital texts to identify some aspects of the cultural contexts in which the Gospels were written.</i></p> <p><i>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. STNT7</i></p> <p>-Identify some Scriptural texts in which Jesus is called 'Messiah'.</p> <p>Communicate an understanding of the term 'Messiah' from Scripture. BETR5</p>

Element of The Year 3 Achievement Standard.	Criteria for Success. Assessment Item.	A	B	C	D	Teacher Annotations.
<p>Students locate information about the cultural contexts in which the Gospels were written. They use this information about texts to discuss ideas about the life and teachings of Jesus, including the Christian belief that Jesus is the Messiah.</p>	<p>*Identify where Jesus was born, grew up, and taught. ('Jesus: His Life and Times' activity sheet. Written test)</p> <p>*Name the OT scroll from which Jesus read in his hometown of Nazareth. (Written Test)</p> <p>*Describe how prophecies about the Messiah were fulfilled by Jesus. (Scroll activity)</p>					

This Students Work Samples demonstrate work which is indicative of:

Achieving the standard



Above the standard



Below the standard



Appendix A.

Scriptures that speak of Jesus as the Messiah.

John 4:25-26

The woman said to him, "I know that Messiah is coming (he who is called Christ). When he comes, he will tell us all things." Jesus said to her, "I who speak to you am he."

John 1:41

He first found his own brother Simon and said to him, "We have found the Messiah" (which means Christ).

Isaiah 9:5-7

For every boot of the tramping warrior in battle tumult and every garment rolled in blood will be burned as fuel for the fire. For to us a child is born, to us a son is given; and the government shall be upon his shoulder, and his name shall be called Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace. Of the increase of his government and of peace there will be no end, on the throne of David and over his kingdom, to establish it and to uphold it with justice and with righteousness from this time forth and forevermore. The zeal of the Lord of hosts will do this.