

**Integrated Curriculum Unit Plan K-6**

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| **Teacher(s)** |  | **Subject areas** |  | | |
| **Unit title** |  | **Year** |  | **Unit duration** |  |

Before the Unit: Biblical Understandings Planning: (Please highlight Character Traits To be Encouraged in this unit)

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| Biblical Character Traits | | | |
| Courage  Deuteronomy 31:6  Those who are intellectually courageous earnestly want to know the truth, and so they take risks in the pursuit and promotion of goodness and truth. | Carefulness  Ephesians 5:15-17  Those who are intellectually careful earnestly want to know the truth; thus, they are reasonably and consistently careful that they do not overlook important details and habitually avoid hasty conclusions based on limited evidence. | Tenacity  2 Chronicles 15:7  Earnestly aiming to seek goodness and truth. | Fairmindedness  Psalm 106:3  Earnestly want to know the truth and thus are willing to listen in an even-handed way to differing opinions and then learn to base their opinions on what they believe is the truth. |
| Honesty  Proverbs 10:9  Honestly using the truth, goodness and the knowledge that they gain from their personal growth. | Humility  1 Peter 3:8  Humble people value truth and admit the limits of their knowledge which leads to personal growth. | Generosity  2 Corinthians 9:6-8  Generous people go to lengths to impart truth and to nurture it in others because they want others to know the truth. | Curiosity  Jeremiah 29:13  Being curious about wanting to explore and understand truth and goodness. |
| What is the Truth? | | | |
| We are all a part of the Biblical Narrative of the Bible  1. God created everything (Genesis 1:26-28)  2. His goodness and character are our examples of how to live (Exodus 34:6)  3. We are made in His image, but sin has caused this image to be marred. (Romans 3:23)  4. God provided us redemption through His son Jesus for all who receive (John 3:16)  5. We are called to show God’s goodness again in our lives, relationships and in the world (Matthew 22:37-40) | | | |
| While planning this unit, consider the following Biblical Learning Opportunities: | | | |
| * Scriptures that will lead to students seeing how this inquiry will help our students see their place in the Biblical Narrative Story * Bible stories and characters that would develop to the develop of Biblical Character Traits * Sharing stories of people both past and present who display Biblical virtues and Biblical Character Traits * Helping our students see the examples of virtues in their lives of the children, parents and staff within their world * Developing a community of faith within your classroom * Developing practices and Character Traits which promote understanding Biblical truth | | | |

Before the Unit: Concept based Inquiry Planning:

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| **Key Concepts** | **Related Concepts** | **Biblical Concepts** |
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| **Statement of inquiry** | | |
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| **Teacher Planned Inquiry questions** | | |
| **Factual** | **Conceptual** | **Debatable** |
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Before the Unit: Planned WA Curriculum Inquiry Focus Areas

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| **WA Curriculum Links** |
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| **Learning Skills- General Capabilities** |
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| **Planned Assessment Opportunities specifically linked to Judging Standards** |
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Before The Unit: Planning for teaching and learning through inquiry

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| **What activities are planned to tune students into this inquiry?** |
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| **What activities/provocations are planned to help students find out and discover new information based on the WA curriculum?** |
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| **What Biblical learning understandings will be linked in with these activities/provocations?** |
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***Post Planning after the unit is completed: Where did child interest and questions lead this inquiry? (Please attach the finished Inquiry Unit to this program on completion)***

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| **What did your students know at the start of this inquiry?** |
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| **What questions did the students ask as a part of this inquiry?** |
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| **Where did child interest, questions and learning lead this inquiry?** |
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| **What Biblical Understandings were added through this unit?** |
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| **Differentiation Provided During the Unit:** |
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REFLECTION: Considering the planning, process and impact of the inquiry

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| **After teaching the unit** |
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