

INTRODUCTION

This curriculum framework is a brief statement that provides the foundational worldview from which an Adventist teacher delivers the Australian National Curriculum. It is a concise statement of principles, values and threads that undergird and guide what we consider to be real, true and good. This worldview is shaped and permeated with our belief that Jesus is “the Way, the Truth, and the Life.” John 14:6.

We also believe strongly that each teacher must teach from within their own authentic Christian journey and that their experiential relationship with Jesus will permeate all they say and do. This framework endorses the notion that rather than being Christians who happen to teach, we are wanting to teach Christianly. We wish to reveal a God who loves unconditionally.

“To think Christianly is to accept all things with the mind as related, directly or indirectly, to man’s eternal destiny as the redeemed and chosen child of God.” Harry Blamires, *The Christian Mind: How Should a Christian Think?*, p. 44

Teaching is more than imparting information. Effective Christian teaching is transformational. It will take Romans 12:1-2 as its focus and try to nurture a discipleship response to God’s love in the lives of our students. This provides the basis for the term “threads” used in the Values and Response Threads section. Threads are simply the qualities or characteristics we desire as responses from our students. They help provide cohesion and linkage to everyday living. These Response Threads, like Values, will often overlap in various subject areas, and provide a discipleship response to God’s love.

The document is intended to be practical and succinct with a clear focus on the transforming role that the Adventist teacher can play in the lives of their students. It commences with:

- A challenge to maximise the transforming teachable moments.
- An overview Adventist curriculum statement.
- A subject-specific rationale followed by the objectives for that KLA.
- A section focused on just how values and threads, with appropriate essential questions, can challenge the teacher to maximise an Adventist worldview and seek transformational experiences for their students.
- Three pro forma options for developing units with an embedded Adventist worldview.
- Sample units – for both primary and secondary – that illustrate this.

The Transformational Teaching documents are designed to assist teachers in being intentional in including an Adventist Worldview in their Learning Areas. The suggestions included in each framework can also support teachers in achieving the following **Adventist Identity Teaching Standards** (Supplement to the AITSL National Professional Standards for Teachers). Further elaborations of these standards can be obtained from your principal or your Director of Education. They can also be found on the ASA website <http://asa.adventist.edu.au>

ADVENTIST IDENTITY TEACHING STANDARDS	PROFICIENT STANDARD
1.7 Understand how students learn about God	Design and implement teaching programs to promote and support students’ learning about God.
2.6 Knowledge of the content of the Bible and its teachings	Use effective teaching strategies to integrate Bible stories and themes into specific content in appropriate and meaningful ways.
2.7 Reflect an Adventist Worldview	Understand and differentiate the various worldviews to integrate a genuine Adventist Christian Worldview into classroom and school activities.
3.8 Integrate Faith and Learning	Plan and implement effective strategies for the integration of Faith and Learning to engage students in their learning about God.

A CHALLENGE

While these curriculum documents have been put forth as suggestions of how topics of faith, God, and values might be interwoven into Business classes, anecdotal research indicates that when people are asked about their "best" teacher, by far the most influential aspects for 70-80% of responses relate to the kind of person the teacher was, and how his/her personal faith and experience with God was talked about, lived, modelled and shared with students. This idea is backed by one Valugenesis report that recommends that since young people are wanting a deeper personal relationship with God, "church leaders need to consistently model life lived in relationship to God, and teach that religion is basically a matter of relationships with God and fellow humans rather than a system of beliefs or a code of behaviour." More recently the current generation's desire for authenticity, wants to know how this God thing works and to see how it is lived out in everyday life.

EXAMPLES OF POWERFUL AND TRANSFORMING TEACHABLE MOMENTS

In STORIES, teachers share ways that God works and is at work through...

1. Object lessons, metaphors, word pictures, illustrations
2. Teachers or students providing personal stories involving understandings of God, His intervention, His answers...
3. Teacher exemplifying values in his/her own life which students might model – e.g. patience, perseverance, joy of learning, humility, wonder of God's ways, fairness, equity, mercy, and grace for the challenging students.

In FAITH EXPERIENCES in which...

1. Teachers and students have opportunity to share aspects of their personal walk with God with each other (e.g. sharing with a student how your faith in God informs your understanding of the world).
2. Students and teachers explore ways of building relationships with other people through community work, cooperation and service.
3. Class activities/assignments that include opportunities for students to communicate God's message through experiments, discussion, analysis, reporting and other appropriate ways.

In the SCHOOL SETTING, opportunities to acknowledge God exist in...

1. What is written in words, official policies, documents, newsletters, safety precautions and signage.
2. What is visually displayed in terms of bulletin boards, displays, neat and tidy classrooms without rubbish on the floor, manicured lawns and gardens, large posters with a Bible text, inspirational quotation ... etc
3. The 'hidden curriculum' – what is 'felt' when one comes into the school – warmth, belonging, sharing; how we look out for each other; how discipline issues are solved; how the wider community is served; how the environment is cared for; how we rally around those in need...

CURRICULUM in an Adventist School

This statement represents the heart of Adventist Curriculum in Australia, providing a context and orientation for the learning areas that make up the full curriculum.

Seventh-day Adventist education begins with recognition of the eternal, loving and personal God who has always existed, is all powerful, and is the source of all life, truth, beauty and what is of value. It is based on the premise that God has provided insights into His character and what He has created. It believes that as created beings, humans are dependent on God for such insights in order to know how to grow, function and develop in keeping with His ideal for mankind. This need is because of humanity's separation from God through sin, and God's initiative in re-establishing a relationship with humanity through the coming of Jesus Christ, the perfect expression of what God is like.

Adventists believe that humans were created by God to be perfect and in His image, but people exercised their God-given powers of choice and rebelled against God. Mankind is now naturally depraved, dependent on the divine initiative of God for salvation and the restoration of former God-man relationships. Mankind's true value is only found in his relationship with God and not in isolation from Him. This view asserts that an infinite God, through Christ, created this world as part of a perfect Universe which He continues to sustain by His power, through the law He has ordained. Although created perfect in God's likeness, humanity's free choice led to alienation from the Creator. This broken relationship resulted in a fallen nature out of harmony with God, and a blighted creation. Through His infinite love, God instituted a plan of salvation through the life, death and resurrection of His Son, Jesus Christ. This plan provides for the restoration of a harmonious relationship between humanity and the Creator, and gives hope of eternal life.

The curriculum in Adventist schools is seen as contributing to the restoration process towards God's ideal. It is, therefore, a needs-based curriculum, covering a range of knowledge, skills, attitudes, behaviours and values through teaching and learning experiences designed to facilitate holistic development – spiritually, mentally, physically, emotionally, creatively and socially. It endeavours to provide this foundation through a comprehensive range of *learning areas*. These learning areas (or LAs) represent the various *facets* of God's creation, how each aspect functions, and how created elements within them interrelate. Although they stand with their own distinctive form and character, and may be studied as such, they also allow for integration with one another, thus acknowledging holism in God's created order. These learning areas, therefore, are like 'windows' in two senses – windows through which students may gain views of God's character and action, and windows of opportunity to respond to God in ways that reflect His character and the values that are part of His Kingdom.

God's design for enjoyment of a full and abundant life is realised in acceptance of His laws and values as revealed in the unselfish life of Christ and is expressed in His teachings. These values impact on all people's cultural activities and reflect their relationship with God, other people and the natural world entrusted to their care as well as providing a foundation for an eternal life lived in God's presence. Related aesthetic values shape their appreciation of beauty and creativity. From this perspective, the development of Christian faith pervades all of life, so every activity within every learning area has spiritual significance.

Learning Areas covered by 'BUSINESS'.

There are several Learning Areas that could be included in this cluster and would be covered by this framework document. These would include:

Accounting; Business Management / Studies; Civics; Citizenship; Commerce; Economics and Legal Studies.

Elements of these will also be included in some Primary Curriculum areas as applicable.

The Purpose of Teaching and Learning BUSINESS in an Adventist School

God exists and is the Creator and owner of all matter. He divested responsibility and management of these resources, with humans being given the role of stewards to use the resources wisely for the benefit of all people.

God’s relationship to humans carries implications for the way Christians think and behave towards others in the society. The Christian perspective for engaging in all business areas should be stewardship and fairness to others above self-seeking behaviour.

The Learning Areas included in Business explore the principled use, dispersing and sharing of resources in a fair and equitable way. They will demonstrate people’s interdependence, while emphasising the dignity and worth of each individual. They will develop moral values, empathy with others and practical ways of demonstrating values and convictions with integrity in their transactions.

Through the Business learning areas, students will acquire skills which are essential to their capacity to cope with life. The skills of valuing and managing finance depend on the knowledge of a range of principles, and on the ability to understand the interrelationships between ideas, values and skills.





‘... And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.’
Micah 6:8 NIV

‘Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.’
Colossians 3:23-24 NIV

‘Good will come to those who are generous and lend freely, who conduct their affairs with justice.’
Psalm 112:5 NIV

BUSINESS Objectives

The study of **BUSINESS** in a Seventh-day Adventist school will...

*THE FOUR LENSES	CREATION	THE FALL	REDEMPTION	RESTORATION
The Symbol				
The Focus	PURPOSE	PROBLEM	RESPONSE	HOPE
The Descriptor	<i>The meaning of a particular learning concept and God’s purpose.</i>	<i>What went wrong because of rebellion?</i>	<i>How to respond, using learning for God’s purpose in everyday life.</i>	<i>Points to the future when “all will be made new” i.e. present actions being shaped by the future ideal.</i>
BUSINESS Objectives	Recognise that all resources are created by, and are gifts from God, and that people are responsible for the ethical use of them.	Promote fairness, service and stewardship to others above greedy and self-seeking behaviour.	Empower students to explore and be aware of ethical issues regarding business practices and responsible use of God’s created resources.	Use the values and principles of business as life skills to improve the worldwide community and to share the gospel.

Note: The team developed four objectives after discussions about the book “Connecting Learners with God’s Big Story” from Christian Schools Australia, 2015. This book suggests four ‘lenses’* through which to view the world. These align with our understanding of the Great Controversy and provide a useful tool to assist with integrating faith and learning.

Linking Values for Adventist Schools and Action Responses

VALUES FOR ADVENTIST SCHOOLS	ACTION RESPONSE (THREAD NUMBER)	DESCRIPTION OF ACTION RESPONSE	BIBLICAL FOUNDATION	KEY ESSENTIAL QUESTIONS FOR STUDENTS <i>Adapted from Transformation by Design</i>	FURTHER QUESTIONS FOR TEACHERS <i>Adapted from Transformation by Design</i>	SAMPLE TEACHING AND LEARNING IDEAS THAT REFLECT AN ADVENTIST WORLDVIEW IN THIS VALUE
*LOVE	<p>LOVING GOD (1)</p> <p>TRANSFORMING THINKING (21)</p>	<p>Loving God is demonstrated through caring for others.</p> <p>The transformation of our minds enables us to filter the world through a “God’ lens.</p>	<p>Matt 22:37 1 John 4:7-9, 15-161 1 John 4:19 Romans 5:8 John 15:4-5 Rom 12:2 2 Cor 10:3-5 Phil 4:6-8 Eph 4:22-24 Isa 55:8-9</p>	<ul style="list-style-type: none"> • Is obeying God the same as loving God? • What does God’s love look like? • How do we respond to God’s love? • How do we transform our thinking and actively put on the mind of Christ? • What impact does our thinking have on others? 	<ul style="list-style-type: none"> • What does love look like in my classroom? • What opportunities are there for students to appreciate and express love for God in this unit/in our classrooms • How do we see God’s love while studying this unit? • How does the cross of Jesus reframe the ways in which we think? (What elements of love did Jesus demonstrate on the cross?) 	<ul style="list-style-type: none"> • Love/Forgiveness story – Russell ‘Mad Dog’ Cox and the governor of the Parole Board • Death Penalty debate • UN Human Rights Convention/The Rights of the Child • Distortion of God’s Love and Love for people
*SERVICE	<p>BUILDING COMMUNITY (2)</p> <p>UNDERSTANDING VOCATION (22)</p> <p>UNWRAPPING GIFTS (23)</p>	<p>Service as a tool to proactively build community and create cohesion in society.</p> <p>Discovering and using our God-given talents to improve society.</p>	<p>1 Peter 4:10-11 1 Thes 5:12-15 Phil 2:1-8 Col 3:12-14 Gen 2:2-3 Gen 3:23 Ex 35:24b-26 Eph 6:7 Col 3:22-25 Gen 1:27 Rom 12:4-8 1 Cor 4:4-11</p>	<ul style="list-style-type: none"> • Why should we serve others with our gifts? • How do we reflect our Creator in our work? • What do I do with my gifts and talents? • Are some gifts more useful or important than others? • What do we learn about God from the gifts He gives us? 	<ul style="list-style-type: none"> • What opportunities are providing for students to contribute to their local and global community? • How are we preparing students for responsive discipleship? • What opportunities do we provide for students to identify and display their gifts to each other? 	<ul style="list-style-type: none"> • Examples from mission trips done by the school • Reflection of mission trips by students involved (e.g. EC Vanuatu Trip) • Students as part of a Global Community • Not-for-Profit vs Profit Making Businesses • Fundraising

* Denotes the addition of **Love** and **Service** to the Values for Adventist Schools. Love overarches these Values and we understand that Service is the active evidence of God’s Love and Kingdom Values. For the purpose of keeping this forefront in our thinking, Love and Service have been included with the Values listed.

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EXCELLENCE	GETTING WISDOM (9) TRANSFORMING THINKING (21)	Using God's wisdom to transform our lives to His glory.	Prov 4:7 Jas 1:5 Prov 2:6-9 Jn 14:6 Col 2:2-3 Rom 12:2 2 Cor 10:3-5 Phil 4:6-8 Eph 4:22-24 Isa 55:8-9	<ul style="list-style-type: none"> • What makes a wise leader? (How can you identify a wise person?) • Does wisdom change with the times? (What is common sense?) • Do we have to know God to be truly wise? • What is needed to make a wise decision? • How do we transform our thinking? How do we actively put on the mind of Christ? • What impact does our thinking have on others? 	<ul style="list-style-type: none"> • What is the relationship/connection between knowledge, understanding, experience, common sense, and insight? • Can wisdom be taught? Can wisdom be assessed? Can wisdom be studied? • How are we ensuring that we are 'in step with the Spirit' so that we are wise leaders in our classrooms? • How are we practising wisdom in our classrooms? Has it been intentionally included as a shared understanding/practice/repertoire? • Where are we utilising moments in our classrooms to highlight how the world's way of thinking is at odds with God's way of thinking? 	<ul style="list-style-type: none"> • Attributes of good v Godly leaders • Knowledge + experience = wisdom • Ensure God-focussed wisdom • Case Study: Top leaders of International Companies • Poor Leadership examples in Business • Excellence as the new Business theory
COMPASSION	BUILDING COMMUNITY (2) EMBRACING DIVERSITY (7) PURSUING PEACE (15) SHOWING MERCY (20)	Recognising and embracing differences throughout the world to ensure love for all people.	1 Peter 4:10-11 1 Thes 5:12-15 Phil 2:1-8 Col 3:12-14 Rev 7:9-10 Gal 3:26-29 1 Cor 12:12-27 Acts 17:24-27 2 Cor 13:11 Col 3:15 Col 1:19-20 Isa 11:6 Luke 4:18-19 Matt 5:7 Luke 6:35-36 James 2:12-13 Col 3:12-13 James 3:17-18	<ul style="list-style-type: none"> • Who is our neighbour? • Why should we serve others with our gifts? • Are all cultures equally valued? • How do we demonstrate compassion, recognising similarities and differences? • Who deserves mercy? How does God show mercy? • How should we act towards those who hurt/offend us? 	<ul style="list-style-type: none"> • How can we encourage our students to build each other up and to share burdens? • How do our practices ensure that our classrooms are inclusive spaces where each student has a role to play? • How can there be unity in Christ when there are such vast differences in culture and people? • What is our school's approach to feeding the hungry, welcoming the stranger, visiting the sick, the elderly and the emotionally wounded? • What does compassion and mercy look like in our classrooms? • How do we encourage our students to empathise with and look out for those who need our mercy? 	<ul style="list-style-type: none"> • Desensitised i.e. differences between races and "values" of people • Develop empathy • "Global world" • Using diversity (as God's children) to create unity • Bible stories: <ul style="list-style-type: none"> - Matthew 18:21-35 Parable of the unforgiving debtor - Luke 10:25-37 Parable of the good Samaritan • E.g. What would it be like to walk in another's shoes? e.g. slave, homeless, wealthy, elderly, sick, single parent etc • Service to others in different forms • Topical debates: Homelessness/ Refugees/ Squatters/ Immigration

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HUMILITY	IMITATING HUMILITY (11)	Acceptance of God's grace by humbly serving others for Him.	Luke 1:51-53 Matt 11:29-30 Rom 12:3 Matt 20:26-27 Col 3:12-13a	<ul style="list-style-type: none"> Is humility the same as weakness? Does humility mean that you are a doormat? What is Christian humility? Why is humility unpopular in western culture? What is the cost of humility? 	<ul style="list-style-type: none"> How can we foster a spirit of humility in our classrooms? Often we are described as living in a narcissistic culture. How do we teach students to view themselves in a humble way without taking away their sense of value and identity? In what ways does humility stand in contrast to a sense of rugged Australian identity and individuality? 	<ul style="list-style-type: none"> Tall poppy syndrome Humbleness in success Teamwork: Working together for the greater good. Cultural differences in terms of humility
RESPECT	BUILDING COMMUNITY (2) CARETAKING EARTH (3) EMBRACING DIVERSITY (7)	Developing a sense of community through valuing God's people and the resources He has given us.	1 Peter 4:10-11 1 Thes 5:12-15 Phil 2:1-8 Col 3:12-14 Ps 24:1 Gen 1:28 Ps 8:5-8 Gen 2:15 Rev 7:9-10 Gal 3:26-29 1 Cor 12:12-27 Acts 17:24-27	<ul style="list-style-type: none"> How can we resolve conflict? How can we explore and make sure of the world God has given us, without spoiling it? Are all cultures equally valued? 	<ul style="list-style-type: none"> How can we encourage our students to build each other up and to share burdens? What do we need to stop doing - locally, nationally, internationally - in order to care for God's world? How would you describe the culture of your classroom? Does it embrace diversity? 	<ul style="list-style-type: none"> Conflict resolution / restorative justice Tolerance v acceptance Discrimination Laws and Employment Environmental Issues Environmental Conflict: Sea Shepherd/ Japanese Whaling Respect for competing viewpoints e.g. Debates/Current Affairs/ Q&A
JUSTICE	SEEKING JUSTICE (18) SHOWING MERCY (20)	Acting as agents of change by identifying and responding to injustice.	Ps 50:6 Isa 1:17 Mic 6:8 Amos 5:24 Ps 146:7-9 Matt 5:7 Luke 6:35-36 James 2:12-13 Col 3:12-13 James 3:17-18	<ul style="list-style-type: none"> What is true justice? Who has the right to judge? How do we respond to injustice? Does a sense of justice come naturally to people? How is justice achieved? e.g. Is justice achieved through punishment? How should we act toward those who hurt/offend us? 	<ul style="list-style-type: none"> How does God's view of justice compare to our legal system's version of justice? Our students have a very strong sense of fairness and justice. How do we help shape this understanding and lead them to a Godly view of justice? Justice and righteousness often come together in the Bible. How/why is justice and righteousness so closely linked? How do we teach our students to forgive an offence and show mercy to others? 	<ul style="list-style-type: none"> Equality v equity Justice tempered with mercy God's justice is mercy Justice in different cultures Legal Justice: Terrorism; Death Penalty Legal Aid issues Multiple Offenders and Offences The concept of Grace in Business dealings

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INTEGRITY	EXPRESSING WORDS (8) OVERCOMING SETBACKS (12) SHAPING CULTURE (19)	Choosing to do what is right, even in adversity, regardless of the consequences.	Eph 4:29 Col 4:6 Matt 12:34-37 Ps 19:1-4 James 1:12 Rom 5:4 James 1:3-5 James 5:11-12 Eph 4:15-16 Luke 10:30-36 2 Cor 5:17-20a Mark 4:30-32	<ul style="list-style-type: none"> • What is the connection between what we think, what we feel and what we say? • If we promote 'freedom of speech', does it mean we can say whatever we like? • What does perseverance look like? • How do we respond to setbacks? 	<ul style="list-style-type: none"> • Are we educating our students on how to speak the truth in love, when to speak, and when to keep silent? • What influence does a positive (growth) mindset have on our responses to setbacks? • Do our classrooms foster an environment that stands up for the oppressed, puts others first and celebrates the successes of others? • What does it mean to 'swim against the tide' in this unit? 	<ul style="list-style-type: none"> • When to speak and when to keep quiet • Company, Whistle blowers such as Mark Felt (Deep Throat), Bradley Manning (leak to WikiLeaks) etc • Julian Assange and WikiLeaks • Informants, e.g. Crime stoppers • Always doing the best we can (contrast Roger Federer with Nick Kyrgios)
DISCERNMENT	CHALLENGING DISTORTIONS (5) GETTING WISDOM (9) SHAPING CULTURE (19)	Recognising and understanding God's plan to make wise life choices.	Rom 12:9 Rom 12:2a Titus 2:11-14 Rom 1:25 Acts 17:22-24 Prov 4:7 James 1:5 Prov 2:6-9 John 14:6 Col 2:2-3 Eph 4:15-16 Luke 10:30-36 2 Cor 5:17-20a Mark 4:30-32	<ul style="list-style-type: none"> • How can you tell 'good guys' from 'bad guys'? • Who's telling us what to believe? • How do we decide what's important in our culture? • What is needed to make a wise decision? • How do discern what is good and bad in our culture? 	<ul style="list-style-type: none"> • Are our students challenged to appropriately critique the culture they are swimming in? • Are we aware of the ideas that have shaped our thinking/teaching practices/unit content? • How are we practising discernment in our classrooms? Has it been intentionally included as a shared understanding/practice/repertoire? • How can you as a teacher develop your ability to critique cultural movements and ideas? 	<ul style="list-style-type: none"> • Internet education • Internet safety • Appropriate behaviour for given situations • Guide students to recognise their potential?

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RESPONSIBILITY	CARETAKING EARTH (3) UNDERSTANDING VOCATION (22)	Recognising God's gift to us and being responsible managers of these resources.	Ps 24:1 Gen 1:28 Ps 8:5-8 Gen 2:15 Gen 2:2-3 Gen 3:23 Ex 35:24b-26 Eph 6:7 Col 3:22-25	<ul style="list-style-type: none"> Why should we take care of the earth and what does that look like? How can we use our resources wisely? Why should we work? Should everyone work? How do we reflect our Creator in our work? 	<ul style="list-style-type: none"> How do we ensure we do not lose sight of the centrality of God in our call to be responsible caretakers? How are we preparing students for responsive discipleship if/when they enter the workforce? 	<ul style="list-style-type: none"> Taking responsibility for actions Environmental debate Stolen generation group: Who is responsible? The concept of NEET's and the long term unemployed Stewardship / tithing Responsibility to the society through voting and political involvement Legal cases where people do not take responsibility for themselves
HOPE	CELEBRATING LIFE (4) OVERCOMING SETBACKS (12) PONDERING CREATION (13)	The transforming power of hope through God to live a successful and fulfilled life, despite setbacks.	Gen 2:7 Gen 1:28-31a Ps 16:8,9a,11 Ecc 9:10 Ps 90:14,17 Ps 21:1 Ps 8:3-4 Ps 139:13-14 Col 1:16 Rev 4:11	<ul style="list-style-type: none"> What does true prosperity look like? Why do some people flourish and others don't? How is it possible to suffer and be joyful at the same time? Can any good come out of suffering? How do the hard things we face shape us? How do we support others who are going through difficult times? If God created the whole universe, why does he care about you? 	<ul style="list-style-type: none"> Can you truly prosper without knowing God? How does God/we turn defeat into victory? How can purpose come out of chaos? How can knowing God build resilience and emotional strength? Are we intentionally embedding these ideas into our curriculum/teaching practices? How do we learn from the responses of others who have experienced trials and suffering? While pondering creation, what do we learn about our relationship with our Creator? 	<ul style="list-style-type: none"> Aspirations for students Small business ownership: Starting small and growing to success The fall of Adam and Eve = hope for us Love as restorative of hope

Key Values of the scriptural story can be woven through the curriculum and thereby 'draw together' meaning and purpose in learning.

These numbers in the Response Threads column correspond to the Threads in 'Transformation by Design' by the National Institute for Christian Education, 2015

Please Note:

The pro formas and samples that follow are not meant to be prescriptive. Each Conference has its own set format for programs and documentation. However, if these would help then please feel free to utilise them. The important thing is that there is embedded in our documentation a clearly articulated Adventist worldview and reference to a desired student response of threads and values. If this is not inherent in existing documentation, then the “God in my Unit” sheet is possibly the easiest way to ensure that this criteria is met. Formats in both portrait and landscape are available on the Adventist Schools Australia website <http://asa.adventist.edu.au>

GOD IN MY UNIT TEMPLATE

To be used with existing unit documentation to assist in intentionally including an Adventist worldview in either Primary or Secondary documentation

<p>1. UNIT FOCUS <i>What is the main focus of the unit / key questions?</i></p>
<p>2. WINDOW ON THE ADVENTIST WORLDVIEW <i>What are the main connections between the Biblical themes and the unit?</i></p>
<p>3. THREADS/VALUES <i>What main values are in this unit? How might students respond to these values?</i></p>
<p>4. APPLIED THROUGH THE UNIT: <i>Where will the Adventist worldview and threads / values be applied specifically through the unit? i.e. p 2 – reflect on the mercy of God as the story unfolds</i></p>

Templates based on: National Institute for Christian Education, (2015) *Transformation by Design*, p19 The Big Picture Template

PRO FORMA FOR UNIT DEVELOPMENT USING UNDERSTANDING BY DESIGN

STAGE 1 – DESIRED RESULT	
Established Goals	Transfer
	<i>Students will be able to independently use their learning to:</i>
	Window on the Adventist Worldview
	<i>Share the way an Adventist world impacts on:</i>
	Values / student response
	<i>Identify the values / desired student response:</i>
	Meaning
Understandings: <i>Students will understand that:</i>	Essential Questions <i>Students will keep considering:</i>
Acquisition of Knowledge and Skill	
<i>Students will know:</i>	<i>Students will be skilled at:</i>
STAGE 2 - EVIDENCE	
Evaluative Criteria	<i>Students will show their learning by:</i>
	Performance Tasks:
	Other evidence:
STAGE 3 – LEARNING PLAN	
<i>Summary of Key Learning Events and Instructions</i>	
	<i>Progress Monitoring</i>

Based on: Wiggins, G. P., & McTighe, J. (2011) *the Understanding by Design Guide to Creating High Quality Units*, Moorabbin, Victoria: Hawker Brownlow Education.

SAMPLE UNIT using UNDERSTANDING BY DESIGN template

COMMERCE – LAW AND SOCIETY – STAGE 5 [YEAR 9 OR 10]

STAGE 1 – DESIRED RESULT		
<p>Established Goals Students investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law.</p> <ul style="list-style-type: none"> • The key features of Australia’s court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077) • Develop, select and evaluate a range of questions to investigate Australia’s political and legal systems (ACHCS082) • Account for different interpretations and points of view (ACHCS085) • Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) • Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) 	Transfer	
	<p><i>Students will be able to independently use their learning to:</i></p> <ul style="list-style-type: none"> • identify and describe courts and their jurisdictions in Australia • identify courts in which specific cases would be heard • outline the role of particular courts • describe the impact of court judgements on the development of law 	
	Window on the Adventist Worldview	Values / student response
	<p><i>Share the way an Adventist world impacts on:</i></p> <ul style="list-style-type: none"> • the understanding that God’s justice is based on love and redemption • the understanding that God gives biblical advice in how to resolve disputes (Matthew 18:15, 1 Corinthians 6:1-8) • the understanding that God is the ultimate judge 	<p><i>Identify the values / desired student response:</i></p> <ul style="list-style-type: none"> • Compassion - Showing Mercy (20) • Respect - Building Community (2) • Justice - Seeking Justice (18) • Discernment - Getting Wisdom (9)
	Meaning	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • The court system has a hierarchy which allows for appeals, thereby supporting a fair justice system. • The concept of a jury ensures a democratic judgement is made in achieving a fair outcome in serious cases. • Precedent is used for consistency in applying and interpreting the law to ensure fairness and equality across sentences given. • The underlying reason for punishments is to encourage positive interactions within society. 	<p>Essential Questions <i>Students will keep considering:</i></p> <ul style="list-style-type: none"> • How does Australia’s court system work in support of a democratic and just society? • Who deserves mercy? How does God show mercy? • How can we resolve conflict? What is true justice? • Who has the right to judge? • How do we respond to injustice? • Does a sense of justice come naturally to people? • How is justice achieved? E.g. Is justice achieved through punishment? • How should we act toward those who hurt/offend us? • What is needed to make a wise decision? 	

<ul style="list-style-type: none"> Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088) 	Acquisition of Knowledge and Skill	
	<p><i>Students will know:</i></p> <ul style="list-style-type: none"> The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077) 	<p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082) Account for different interpretations and points of view (ACHCS085) Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088)
STAGE 2 - EVIDENCE		
Evaluative Criteria	<i>Students will show their learning by:</i>	
Evaluate Identify Analyse Explain Investigate Critically Analyse Compare Develop	<p>Performance Tasks:</p> <ul style="list-style-type: none"> Court hierarchy poster Mock trial Scenario analysis Topic test <p>Other evidence:</p> <p><i>Students will show that they really understand by evidence of:</i></p> <ul style="list-style-type: none"> Positive participation in class discussion Being respectful of other people's viewpoints Demonstrating their ability to work cooperatively with others students Being up-to-date with all tasks Consistently doing their best in all activities 	
STAGE 3 – LEARNING PLAN		
<i>Summary of Key Learning Events and Instructions</i>		
<ul style="list-style-type: none"> Introduce the unit God's law versus man made law. 10 Commandments, natural law through to legislation. Recap prior legal knowledge on: (ACHCS082) <ul style="list-style-type: none"> The Constitution Division of power The difference between Statute Law and Common Law (ACHCS088) 		

- Brainstorm and ascertain current student knowledge on Courts or Think-Pair-Share activity.
- List and explain the four main levels of state courts. (ACHCK077)
- Discuss federal courts and their main functions. (ACHCK077)
- Creating a visual representation of the court jurisdiction in Australia. (ACHCK077)
- Guest Speaker: Local court officer to outline the court's main roles. (ACHCS085)
- Account for different interpretations: God's justice (based on love and redemption) as opposed to society's perception of justice. (ACHCS085)(ACHCS088)
- Visit a local or district court.
- Discuss the cases and personnel in the court they visited. How does this differ from other courts? (ACHCS082)
- Legal cases - precedent. Examine Donoghue v Stevenson and Grant v Australian Knitting Mills. (ACHCK077)
- Debate the topic: 'Courts should determine all cases on their merit and should not have to follow precedent'. (ACHCS085)
- Quiz: 'Which court?' based on range of scenarios. (ACHCS082)
- Media Folio: Collect articles of cases and divide into Local, District and Supreme courts. (ACHCK077)
- 2 Videos: Judge Judy and Law and Order, to compare and contrast the courtroom procedures.
- Outline the role of a jury in a criminal trial. (ACHCS087)
- Guest speaker: describe their experience as a juror. (ACHCS085)(ACHCS086)
- Account for different interpretations: God's biblical advice to resolve disputes compared with using arbitration, conciliation and mediation. (ACHCS085)
- Video: 12 Angry Men (ACHCS086)
- Discuss the meaning of beyond reasonable doubt. (ACHCS087)
- Conduct a mock trial case. (ACHCS086)
- Topic Test

Civics and Citizenship Knowledge and Understanding

The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077).

- categorising sample cases in relation to the courts in which they would be heard (for example, cases from criminal, consumer, family, human rights and environmental law)
- describing the role of a particular court (for example, a supreme court, a magistrates court or the Family Court of Australia)
- exploring how court judgements impact on the development of law (for example, the role of precedents)

Civics and Citizenship Skills

Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082)

- Investigate an aspect of Australia's political and legal systems. For example, questions relating to: courts and their jurisdictions, the role of juries, appeals, precedent, methods of conflict resolution, God's mercy, the right to judge, etc.
- Posing questions which evaluate Australia's democracy such as 'how equal?', 'how representative?' and 'how accountable?'

Account for different interpretations and points of view (ACHCS085)

- God's law versus man made law
- God's justice based on love and redemption as opposed to society's perception of justice
- God's biblical advice to resolve disputes compared with using arbitration, conciliation and mediation

Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)

- recognising that common issues may need to be seen through diverse cultural lenses including a Christian perspective
- recognising that people will not always agree and using strategies to accommodate differences and accept compromise
- using skills associated with the negotiation process (stating your position clearly, active listening, highlighting strengths, applying reason and logic, identifying common ground)

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087)

- considering the most appropriate democratic decision-making processes to reach a consensus, such as achieving an absolute majority
- developing a plan of action using digital technologies that incorporates democratic decision-making processes

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088)

- using appropriate terms and concepts such as jurisdictions, parliamentary majority and mandate
- using digital technologies to present an evidence-based argument for persuading an audience to a point of view

Based on: Wiggins, G. P., & McTighe, J, (2011) *the Understanding by Design Guide to Creating High Quality Units*, Moorabbin, Victoria: Hawker Brownlow Education.

SAMPLE UNIT using UNDERSTANDING BY DESIGN template

INVESTING FOR THE FUTURE [YEAR 9/10]

STAGE 1 – DESIRED RESULT		
<p>Established Goals Students will develop skills in personal and consumer finance through inclusion of inquiry questions and specific inquiry skills.</p> <ul style="list-style-type: none"> Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053) Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040) Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055) Gather relevant and reliable and information from a range of digital, online and print sources (ACHES044) Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES057) Generate a range of viable options in response to an 	Transfer	
	<p><i>Students will be able to independently use their learning to:</i></p> <ul style="list-style-type: none"> Learn the skills to look ahead and make informed decisions as they plan for their future Be able to analyse what makes an effective, ethical investment Understand the concepts of different forms of investment, including superannuation, shares, property and managed funds Be familiar with the tax implications of their investment decisions Be able to make decisions using knowledge and discernment as wise stewards of the resources entrusted to them for the benefit of society. 	
	Window on the Adventist Worldview	Values / student response
	<p><i>Share the way an Adventist world impacts on:</i></p> <ul style="list-style-type: none"> View money as a gift not an entitlement; recognising that it comes with the responsibility to manage the money for the benefit of others in need, as directed by God Recognising that investment should be undertaken with an ethical and socially responsible mindset 	<p><i>Identify the values / desired student response:</i></p> <ul style="list-style-type: none"> Discernment - Getting Wisdom (9) Integrity – Overcoming Setbacks (12), Patience Excellence - Transforming Thinking (21) Humility – Imitating Humility (11) Compassion – Building Community (2) Responsibility - Caring for our resources (3) Love and Service to God and society
Meaning		
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> Investment is one element of a range of personal finance options including budgeting, saving, investing and borrowing They are able to undertake analysis to make informed and wise decisions There are consequences of their investment decisions 	<p>Essential Questions <i>Students will keep considering:</i></p> <ul style="list-style-type: none"> Is money the root of all evil? Is money a source of happiness? Why should individuals invest? What makes a good investment? What is an ethical investment? Ethical investment versus maximising return on investment. What is “truth” in investment? How do individuals respond to changing economic decisions? How can individuals use their investment as a means of helping those around them? 	

<p>economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES058)</p> <ul style="list-style-type: none"> • Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES060) • Reflect on the intended and unintended consequences of economic and business decisions (ACHES061) 	Acquisition of Knowledge and Skill	
	<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • undertake cost-benefit analysis strategies • gather and analyse reliable data • recognise the concept of higher return linking with higher risk • identify the taxation implications of investment decisions • differentiate between the different types of investments, including associated risks and rewards • access reliable information in order to make informed, evidence-based and wise decisions • apply knowledge to make successful long term plans • evaluate and justify the decisions they have made • use key Christian principles to guide their decision making processes 	<p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • performing cost-benefit analysis • gathering and analysing data to use for decision making • evaluating risk v return • analysing tax implications • distinguishing between types of investments • making informed and wise decisions • long term planning • exploring the value of alternative points of view • thinking and evaluating in an ethical and Christian framework
STAGE 2 - EVIDENCE		
Evaluative Criteria	<i>Students will show their learning by:</i>	
<p>Identify Develop Respond Explain Analyse Evaluate Justify Apply</p>	<p>Performance Tasks: <i>Students will show that they really understand by evidence of:</i></p> <ul style="list-style-type: none"> • Data collection and analysis activities • Investigations and case studies • Class discussions and debates; Q&A panel discussions • Apply ethical considerations to their discussions • Investment portfolio • Reflection • Topic test <p>Other evidence:</p> <ul style="list-style-type: none"> • Demonstrate their ability to work cooperatively with other students • Striving to do their best in all tasks • Being sensitive towards other students' cultural backgrounds • Respectful in all discussions • Students demonstrate an ethical and Christian mindset 	

STAGE 3 – LEARNING PLAN

Summary of Key Learning Events and Instructions

Introduce the unit through discussion, setting up a Christian framework for investing. Topic discussions could include:

- Is money the root of all evil? (based on biblical concept of the love of money being the root of all evil 1 Tim 6:10)
- Is money a source of happiness?
- As Christians, what responsibility do we have toward others when using our money?
- Are we just wanting to maximise the return on our money, or should we be taking an ethical approach?

Introduce assessment task as a co-learning activity:

- Students to apply their learning over the term to developing their own notional investment portfolio using more than one investment strategy, justifying the decisions they make using sound business principles and evaluating whether they are likely to be successful in the long term.

Brainstorm: What are the options available to people to invest their money?

- Investigate student prior knowledge and provide some guidance on direction of future learning

Describe and explain investment strategies such as: share market, superannuation, property investment, savings etc. and explore these ideas. Examine the potential outcomes of each investment strategy (ACHES058), (ACHES055)

- Think-pair-share activity for students to inquire into each strategy and share with the class
- Teacher directed learning to ensure all points covered and correct

What decision making processes should students use when deciding the best investment option for them? Identify factors that influence decisions and potential consequences such as ethical considerations, time frame, funds to invest, acceptable risk level, tax implications etc. (ACHEK053), (ACHEK040)

- Brainstorm: what do you think will influence your investment decisions? (Guide students towards the outcomes you want)
- Divide students into pairs/small groups to investigate each of these options and share their findings
- Teacher directed learning to ensure all points are covered comprehensively (e.g. PowerPoint, notes etc.)

Familiarise students with sources of reliable data, with opportunity to explore sources of data on their own (ACHES044)

- Demonstrate, using examples, what reliable data looks like
- Students learn to interpret data and extrapolate trends into a useful decision making tool
- Provide examples for students to work through and apply their knowledge in a practical situation

Teacher to introduce concept of risk and return in the context of investment and their relationship to each other. Illustrate using topical case studies and real world examples. Using the same case studies and examples introduce and apply cost-benefit analysis. Have the student evaluate if this would change their decision. Have students discuss and justify their decision. (ACHES057), (ACHES055)

Students to present their reasoned arguments and evidence-based conclusions through submission of their assessment task (ACHES060)

Through submission of their assessment task, students will reflect on the intended and unintended consequences of, and whether they have applied ethical and Christian principles to, their investment decisions (ACHES061)

Discussion: students to consider the use of the money that they have earned through their investments. Discussion should include; ethical and Christian considerations, the responsible use of the resources we have been given, caring for those around us and the benefit of society as a whole.

Based on: Wiggins, G. P., & McTighe, J, (2011) *the Understanding by Design Guide to Creating High Quality Units*, Moorabbin, Victoria: Hawker Brownlow Education.

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