



Transformational Teaching: **An Adventist Worldview**

ENGLISH



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 language and literature 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 Valuegenesis 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 God had directed your thinking in choosing War poetry)
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 writing, speaking, drama, audio-visual presentations.

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

1. What is written in words, official policies, documents, newsletters, 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 discipline and deviant issues are solved, a caring community that looks out for each other and rallies around in disaster and 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.

The Purpose of Teaching and Learning ENGLISH in an Adventist School

God is an effective communicator. He has expressed Himself to humanity in oral, written and visual forms. As a God who desires response from His creation, He has provided humanity with the ability to communicate in oral, written and visual forms with Himself and with each other. Language enables us to know God and communicate our understanding of Him; explore and expand our private and public worlds; organise our experience; and form, recognise and reveal our values. At its highest level, Language is another facet of human experience in which the image of the Creator should be faithfully and consistently reflected.

The ENGLISH curriculum encourages each student to develop and use skills to commune with God and to communicate God's character effectively to others. An appreciation of literature provides knowledge, understanding and skills to enable exploration and interpretation of the various genre (e.g. wisdom literature, poetry, parables, narrative etc.) as found in the Bible. The development of thinking skills will enhance the students' abilities to analyse, interpret and understand the Bible. Prayer, worship, praise, and the exploration of stories of Bible events and Bible literature are important aspects of the ENGLISH curriculum within the Seventh-day Adventist school.





As values are embedded in everything we say and do, Adventist teachers should realize that their worldview will inevitably disclose itself in all forms of language and literacy activities and the literature chosen for study. Most effective teaching of Adventist values through the learning area, ENGLISH, will be accomplished when there is congruence between the lifestyle of the teacher and the values being taught. This authenticity will support the development of the students' sense of judgement and critical discrimination.

“The chief requisite of language is that it be pure and kind and true
– the outward expression of inward grace.”
E G White Education p35

“Whatever is true, whatever is honourable, whatever is just, whatever is pure,
whatever is lovely, whatever is gracious, if there is any excellence,
if there is anything worthy of praise,
think about these things.”
Phil 4:8 NIV

ENGLISH Objectives

The study of ENGLISH 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>
ENGLISH Objectives	Enable learners to develop personal and shared meaning through the God-given gift of language and to positively communicate and interact with one another and to communicate with and about God.	Promote awareness that communication between people groups is fractured. Language is used for selfish interest, rather than God's glory. Indiscriminate use of language and other communication mediums leads to lack of discernment and understanding.	Support the use of language and literacy skills to serve God's creation with purpose. What is real, true and of value are articulated clearly and internalized, pointing to how we can build relationships and give glory to God.	Develop language to be used for good in the service of others, restoring and strengthening relationships, clarifying meaning and uplifting emotions. Communication involves a perfect balance of truth and love.

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
RESPECT AND COMPASSION	<p>LOVE GOD (1)</p> <p>BUILD COMMUNITY (2)</p> <p>CELEBRATE LIFE (4)</p>	<p>Students respond to God's love by loving God in return and their neighbour as themselves.</p> <p>Students are active contributors and encouragers of others as the community is built up.</p> <p>Students embrace the full suite of God's provisions in life and live in such a way that all may flourish.</p>	<p>Matthew 22:37-39 John 13:34-35 Lamentations 3:22 Romans 13:10</p> <p>Col 3:12-14 Romans 12:20 Romans 14:19</p> <p>Eccles 9:10 John 10:10 Proverbs 11:30</p>	<ul style="list-style-type: none"> • Is obeying God the same as loving God? • What does love look like? • What does God's love look like? • What does it mean to love God with all your heart, mind and soul? (See Matthew 22.37) • What makes a community? • Who is our neighbour? • Can we live without others? • Why should we serve others with our gifts? • Why do some people flourish and others don't? • How is it possible to suffer and be joyful at the same time? • How can we celebrate the Giver of all good things? 	<ul style="list-style-type: none"> • What opportunities are there for students to appreciate and express love for God in this unit/in our classrooms? • What does love look like in my classroom? • In what ways can our classroom be a rich community? • How do we encourage our students to build each other up and share burdens? • How can we ensure our classrooms are inclusive places where each student has a role to play? • What opportunities are we providing to enhance their local and global community? • How does the cross bring people together in community? • Can you truly flourish without knowing God? • How can defeat be turned into victory? How can meaning come out of chaos? • How can we promote the flourishing of others? • Are we noticing and celebrating the joy and satisfaction in moments of 'serious learning?' 	<p>Any novel that explores</p> <ul style="list-style-type: none"> • refugees, asylum seekers, and multi-culturalism can address issues of community and belonging. Some recommended texts include: Mao's Last Dancer (Yr 8), The Rug Maker of Mazar-e-Sharif (Yr 10 +), Boy Overboard (Yr 6-7) • historical issues such as the Stolen Generation e.g. Rabbit Proof Fence (Yr 6) • explore joy in spite of suffering e.g. Diary of Anne Frank (Yr 9) <p>Literature and multimedia texts that focus on community themes: Family as children's first community, the community within my school and neighbourhood. (Foundation – Yr 1)</p> <p>Creating written and multimedia texts e.g. journals to record service events in which students are participating.</p> <p>Use any higher order thinking tools to critically explore any of these essential questions, e.g. PZ visible thinking protocols, graphic organisers, and physical or hardcopy clines. These can all be used to facilitate writing, debates, discussions, leading into novel exploration and understanding, and responding to texts, e.g. the ideas and opinions expressed in written and multimedia texts.</p>

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INTEGRITY AND RESPONSIBILITY	SUSTAINABILITY ENVIRONMENTAL ADVOCACY (3)	Students actively respond to God's call to carefully manage of all creation.	Psalms 24:1 Psalms 50:9-10 Genesis 2:10	<ul style="list-style-type: none"> • Should we take care of the earth if God is soon returning to make all things new? • What does obedient caretaking of the earth look like? • Is it God's job or our job to fix global warming? • Does taking care of the world take up valuable time when we could be doing other things for God? 	<ul style="list-style-type: none"> • How are we taking care of the earth's resources that we have been given? • What do we need to do to take care of Gods world? • How do we ensure we do not lose sight of the centrality of God in our call to be responsive caretakers? 	<p>Novel study: <i>Trash</i> - Andy Mulligan. Explore in conjunction with social issues of kids living on rubbish tips in the world. (Yr 6-8). Use photos of real kids living this way. Students could make 'art' out of 'trash'. This could link with the art department.</p> <p>Picture books: <i>Where the Forest Meets the Sea</i> - Jeannie Baker Also by Jeannie Baker – <i>Window, Circle</i> <i>Zoo</i> - Anthony Brown <i>The World that You want</i> - Kim Michelle Toff <i>Sebastian Lives in a Hat</i> - Thelma Catterwell Picture books about Creation e.g. <i>Wonderful Earth</i> - Nick Butterworth and Mike Inkpen (see Encounter resources)</p> <p>Primary novels: <i>Swan Song</i> - Colin Thiele</p> <p>Link to Sustainability units e.g. creating persuasive texts using the essential questions, multimedia texts that provide information on caring for our planet, and environmental advocacy, discussion texts on environmental issues.</p> <p>Debate environmental and sustainability issues using the essential questions. Could link this topic with Science</p> <p>Research organisations such as WIRES, AUSECO, Planet Ark.</p> <p>Reflect on the ramifications of a disposable society to our value system.</p> <p>Link reading and writing with a Clean Up Australia Day event</p> <p>Sustainability linked to Sabbath</p> <p>Some useful websites: https://www.coolaustralia.org/take-action/australian-curriculum-sustainability/ http://www.chrisjordan.com/gallery/rtn/#meditation (This shows art made from rubbish - great resource) http://e4ac.edu.au/units/year-8/index.html (Unit for Yr 8 on Trash - linked to the Australian Curriculum)</p>

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RESPECT AND HUMILITY	OVERCOMING OBSTACLES (12)	Students overcome setbacks through the strength of the spirit and live in hope and faith.	James 2:12 Job 13:15 2 Cor 12:8-10 Rom 12:18	<ul style="list-style-type: none"> Why does a loving God allow evil and suffering? What does perseverance look like? Can any good come out of suffering? How do the hard things we face help shape us? How do we support others going through a hard time? What is 'world peace' and is it our goal? Is lasting peace available in a broken world? Can all broken relationships be restored? Why is peace defined as not just the absence of trouble? Is there always a peaceful approach towards conflict? 	<ul style="list-style-type: none"> What influence does a positive (growth) mindset have on our responses to setbacks? How can I encourage my students to develop perseverance in the classroom? How can knowing God build resilience and strength? Are we intentionally embedding these ideas into our curriculum/teaching practice? What is our school's approach to feeding the hungry, welcoming the stranger, visiting the sick, the elderly and the emotionally wounded? What issues of social justice and the need for restoration arise out of the unit being studied? Are we giving our students opportunities to speak up about injustices in school, the community and world? 	<p>Many novels deal with the issue of encountering adversity and how people respond to obstacles. Teachers could explore the fight/flight response to conflict before leading into a Christian view of restoration. They could unpack a novel by looking at:</p> <ol style="list-style-type: none"> Types of conflict- positive & negative conflicts. Typical responses to conflict (fight/ flight) How conflict can make, break, define an individual How Christians should respond in times of conflict
	(Encountering Conflict)	Students identify and critique areas impacted by sin and then discern God's purposes.	2 Cor 13:11 Col 3:15 Luke 4:18-19			<p>Roleplay and drama can be used to unpack these qualities</p> <p>Developing perseverance and resilience: Picture books: <i>Oh The Places You'll Go</i> - Dr Seuss <i>Giraffes Can't Dance</i> - Giles Andreae</p>
	PURSuing PEACE (15)	Students bring healing and restoration to people and areas of brokenness.				<p>Use mind growth materials to look at the connection between language and thought. Link to Biblical view of words/ language and character.</p> <p>Get students to adopt a 'word of the day/week'. Could write this word on a smooth pebble and carry it with them and use the word (or Bible text) as often as they can. After using the word all week, talk or write about the words.</p> <p>Examine how politicians and advertisers use language to persuade. Look at the impact this has on society.</p> <p>Examine the use of social media to inform society.</p> <p>Examine language used in speeches and the role of emotive language. How can language manipulate? Control? Persuade? Build up? Look at propaganda (good links to history)</p> <p><i>Great Speeches</i> - Bob Blaisedell Examine how the power of words can be used to hurt, heal, manipulate, encourage, deceive etc.</p>
SHAPING AND ANALYSING LANGUAGE (8)	Students use words and communication skills to build up, make choices, and express life.	Eph 4:29 Col 4:6 Matt 12:34-37 Proverbs 16:24	<ul style="list-style-type: none"> Why are words so powerful? What is the connection between what we think, what we feel and what we say? If we promote 'freedom of speech', does that mean we can say whatever we like? How do you know when it is time to speak and when it is time to keep silent? How do the media use language to influence? 	<ul style="list-style-type: none"> How are we intentionally encouraging out students to use words in a wider arena (e.g. promoting justice, challenging distortions, shaping culture, etc.) Are we educating our students on how to speak the truth in love, when to speak and when to keep silent? How are we exposing students to a rich vocabulary so that they may carefully select the most apt words in written and verbal expressions? Do our classrooms allow for more enriching and meaningful student conversation rather than teacher talk? 		

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JUSTICE	EMBRACING DIVERSITY (7)	Students respect and celebrate the built-in differences between cultures and peoples given for the enhancement of all.	Gal 3:26-29 1 Cor 12:12-27 Acts 17:24-27	<ul style="list-style-type: none"> • Why are we all different? • What good comes out of diversity? • Are all cultures equally valued? • Am I really unique? • What do I do with my gifts and talents? • Are some gifts more useful or important than others? • Do all gifts enrich society? 	<ul style="list-style-type: none"> • What opportunities are we giving students to explore the richness in other cultures? • Does the culture of your classroom embrace diversity? • How can there be unity in Christ when there are such vast differences in culture and people? • How are our teaching practices helping to uncover all different types of student gifting? • How do we develop students to discover their uniqueness? 	<p>In schools with families from diverse cultures: Invite guest speakers from a range of cultural backgrounds, e.g. parents tell of their migration journeys, their cultural backgrounds. Students interview and record the stories of culturally diverse people and create books or multi-media presentations from the stories. Present the stories to their co-authors.</p> <p>Harmony Day activities</p> <p>Food can be used to enhance novel study. E.g. a book about India could have an Indian banquet, students dress up and have in-depth discussions about the novel while eating and examining different cultures.</p> <p>Primary texts: <i>The Black Book of Colours</i> - Menena Cottin <i>The Colour of Home</i> - Mary Hoffman <i>Mirror</i> - Jeannie Baker <i>Jack's Talent</i> - Maryann Cocca-Leffler</p> <p>Bible stories: The prodigal son / The unforgiving servant / The good Samaritan</p>
	UNWRAPPING GIFTS (23)	Students enrich theirs and others' lives through developing and using their gifts.	Romans 12:4-8 1 Cor 12:4-11 Ps 139:14	<ul style="list-style-type: none"> • What is true justice? • Who has the right to judge? • How do we respond to injustice? • How is justice achieved? E.g. Is justice achieved through punishment? • What is mercy? Who deserves mercy? How does God show mercy? • How should we act towards those who hurt us? How does empathy encourage us to show mercy? • Is showing mercy counter-cultural? • Do Christians have a choice to show mercy or not? How are mercy and grace related? 	<ul style="list-style-type: none"> • How does God's view of justice compare to our legal system of justice? • Justice and righteousness often come together in the Bible. How is justice and righteousness so closely linked? • How is our lifestyle an outworking of our understanding of justice? • How is justice and mercy linked? How do we show God's love to others through the action of justice? • What does compassion and mercy look like in our classrooms? • How do we teach our students to forgive and show mercy? • How do we teach our students to emphasize and look out for those who need our mercy? • Do we deliberately create opportunities to develop empathy in our classes? (What would it be like to walk in the characters shoes?) 	<p>Use visual images to stimulate discussion etc., e.g. using an image, photo, artwork with a visible thinking tool such as See, Think, and Wonder to explore social justice and mercy issues.</p> <p>As appropriate, write letters to organisations such as Amnesty International to advocate for social justice.</p> <p>Invite in ADRA representatives to discuss issues of social justice</p> <p>Use any higher order thinking tools to critically explore any of these essential questions.</p>
	SEEKING JUSTICE (18)	Students act as agents of change by identifying and responding to injustice.	Isaiah 1:17 Micah 6:8 Ps 146:7-9	<ul style="list-style-type: none"> • How does God's view of justice compare to our legal system of justice? • Justice and righteousness often come together in the Bible. How is justice and righteousness so closely linked? • How is our lifestyle an outworking of our understanding of justice? • How is justice and mercy linked? How do we show God's love to others through the action of justice? • What does compassion and mercy look like in our classrooms? • How do we teach our students to forgive and show mercy? • How do we teach our students to emphasize and look out for those who need our mercy? • Do we deliberately create opportunities to develop empathy in our classes? (What would it be like to walk in the characters shoes?) 	<ul style="list-style-type: none"> • How does God's view of justice compare to our legal system of justice? • Justice and righteousness often come together in the Bible. How is justice and righteousness so closely linked? • How is our lifestyle an outworking of our understanding of justice? • How is justice and mercy linked? How do we show God's love to others through the action of justice? • What does compassion and mercy look like in our classrooms? • How do we teach our students to forgive and show mercy? • How do we teach our students to emphasize and look out for those who need our mercy? • Do we deliberately create opportunities to develop empathy in our classes? (What would it be like to walk in the characters shoes?) 	<p>Use visual images to stimulate discussion etc., e.g. using an image, photo, artwork with a visible thinking tool such as See, Think, and Wonder to explore social justice and mercy issues.</p> <p>As appropriate, write letters to organisations such as Amnesty International to advocate for social justice.</p> <p>Invite in ADRA representatives to discuss issues of social justice</p> <p>Use any higher order thinking tools to critically explore any of these essential questions.</p>
	SHOWING MERCY (20)	Students respond to God's mercy by likewise, being merciful to others.	Luke 6:35-36 James 2:12-13 Exodus 33:19	<ul style="list-style-type: none"> • How does God's view of justice compare to our legal system of justice? • Justice and righteousness often come together in the Bible. How is justice and righteousness so closely linked? • How is our lifestyle an outworking of our understanding of justice? • How is justice and mercy linked? How do we show God's love to others through the action of justice? • What does compassion and mercy look like in our classrooms? • How do we teach our students to forgive and show mercy? • How do we teach our students to emphasize and look out for those who need our mercy? • Do we deliberately create opportunities to develop empathy in our classes? (What would it be like to walk in the characters shoes?) 	<ul style="list-style-type: none"> • How does God's view of justice compare to our legal system of justice? • Justice and righteousness often come together in the Bible. How is justice and righteousness so closely linked? • How is our lifestyle an outworking of our understanding of justice? • How is justice and mercy linked? How do we show God's love to others through the action of justice? • What does compassion and mercy look like in our classrooms? • How do we teach our students to forgive and show mercy? • How do we teach our students to emphasize and look out for those who need our mercy? • Do we deliberately create opportunities to develop empathy in our classes? (What would it be like to walk in the characters shoes?) 	<p>Use visual images to stimulate discussion etc., e.g. using an image, photo, artwork with a visible thinking tool such as See, Think, and Wonder to explore social justice and mercy issues.</p> <p>As appropriate, write letters to organisations such as Amnesty International to advocate for social justice.</p> <p>Invite in ADRA representatives to discuss issues of social justice</p> <p>Use any higher order thinking tools to critically explore any of these essential questions.</p>

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
EXCELLENCE	<p>DISCERNMENT IN ALL LIFE CHOICES (9) (Wisdom)</p> <p>REFLECTING AND NURTURING CREATIVITY (16)</p>	<p>Students go deeper than understanding and knowledge to seek the insight of God.</p> <p>Students praise God by reflecting their Creator in making expressive and inspiring things and ideas.</p>	<p>Proverbs 4:7 James 1:5 Proverbs 1:7</p> <p>Psalms 139:13-14 Exodus 31:1-11</p>	<ul style="list-style-type: none"> • What is wisdom? • How can you identify a wise person? • Does wisdom change with time? • Do we have to know God to be truly wise? • What is needed to make a wise decision? • Does everyone have the gift of creativity? • How did God make me creative? • How does creative expression enrich society • Should all forms of creative expression be beautiful? 	<ul style="list-style-type: none"> • What's 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 does creativity extend beyond works of art only? • How does creative expression reflect its creator's worldview? • Does Christian art exist? Do Christians naturally produce Christian art? • In what ways is reflecting creativity both service to God and service to others? 	<p>Explore poetry which deals with the theme of wisdom. Compare with wisdom literature found in the Bible.</p> <p>Teach students to think and write critically.</p> <p>Use any higher order thinking tools to critically explore any of these essential questions.</p> <p>Using words and images with sketch noting or mind mapping tools to creatively explore and reflect on ideas and topics, e.g. show comprehension of texts: summarising, showing cause and effect, similarities and differences.</p> <p>Use performance art to teach.</p> <p>Visual literacy / Multimodal literacy</p> <p>Wordless picture books: <i>The Lion and the Mouse</i> - Jerry Pinkney <i>Flora and the Flamingo</i> - Molly Idle</p> <p>Offer differentiation assignments which have options of more creative responses. (Tic Tac Toe Assignments, literature circles etc.)</p>
HOPE	<p>TRANSFORMED THINKING (21)</p>	<p>Students let every thought be taken captive to Christ so that the thinking is transformed by the renewing of their minds. Need hope in a bleak world.</p>	<p>Romans 12:2 Philippians 4:6-8 2 Cor 5:17 Is 55:8-9</p>	<ul style="list-style-type: none"> • What is wrong with the world? • What makes bad thinking bad and good thinking good? • How do we transform our thinking? How do we actively put on the mind of Christ? • How do patterns of thinking shape our attitudes and behaviour? • What impact does our thinking have on others? 	<ul style="list-style-type: none"> • How do we encourage our students to think about their thinking? • Where are we utilizing moments in our classrooms to highlight how the worlds' way of thinking is at odds with God's way of thinking? • How often are we opening up Scriptures in our classrooms to seek Godly counsel from the Word? • How does the cross of Jesus reframe the ways in which we think? • How does a renewed mind help to test and approve or discern and critique? 	<p>Use metacognitive strategies. Students could have a Learning to Learn journal which gives deliberate strategies about learning and thinking. You could include different techniques for studying, making SMART learning goals, learning styles etc.</p> <p>Discussion and debate over 'good thinking' vs. 'bad thinking'. How does what we watch, listen, focus on create/mould/change our character? This would make a great debate or a 'speed dating' discussion task.</p> <p>Look at popular song lyrics. Discuss meaning and impact of lyrics. Look at message of songs and impact.</p>

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
DISCERNMENT	SHAPING CULTURE (19) CONSUMERISM	Students understand their cultural context, discern its errors and its virtues, and seek to 'shake and shape' it for the Kingdom.	2 Cor 5:17-20 Matt 6:33 Rom 12:1-2	<ul style="list-style-type: none"> • Is shaping culture even possible? • What does it mean to live counter-culturally? • How do we discern what is good and bad in our culture? • Why should we love our enemies? • How can we be others-centred in our schools? 	<ul style="list-style-type: none"> • What opportunities for culture shaping are we providing our students? • Do our classrooms foster an environment that stands up for the oppressed, puts others first and celebrates the successes of others? • How can you as a teacher develop your ability to critique cultural movements and ideas? 	<p>Teach students how to validate sources of information e.g. what is fake news, alternative news in light of Christian and social principles.</p> <p>Explore the lyrics of songs to search for the truth e.g. Do the principles in the second verse of our National Anthem still ring true? Teach patterns of argument and what they appeal to.</p> <p>Use social media to teach critical thinking... e.g. Do 140 character tweets give a full picture on issues?</p> <p>Link with history teachers to assess how different societies, cultures operate. Challenge assumptions about our society - e.g. consumerism- positive or not?</p> <p>Use clines to unpack student assumptions. Then lead into discussions about why they believe what they do. Could follow up with reading or writing after this. Two examples below:</p> <p style="text-align: center;">The opposite of consumerism is service. Totally disagree ↯ _____ à Totally agree 1 2 3 4 5</p> <p style="text-align: center;">Consumerism subtly subverts Christianity. Totally disagree ↯ _____ à Totally agree 1 2 3 4 5</p>

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

Action Responses help draw units together and give students opportunities to live out their new learning.

These numbers in the Action Response 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

1. UNIT FOCUS <i>What is the main focus of the unit / key questions?</i>
2. WINDOW ON THE ADVENTIST WORLDVIEW <i>What are the main connections between the Biblical themes and the unit?</i>
3. THREADS/VALUES <i>What main values are in this unit? How might students respond to these values?</i>
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>

THE BIG PICTURE TEMPLATE

1. THE MAIN IDEA <i>Summarise the Main Idea</i>	
2. WINDOW ON THE ADVENTIST WORLDVIEW <i>Articulate the connections between the biblical story and the unit</i>	
3. THREADS/VALUES <i>Choose the relevant response threads</i>	
4. ENDURING UNDERSTANDINGS <i>Identify the enduring understandings Identify misunderstandings</i>	5. ESSENTIAL QUESTIONS <i>Shape the essential questions</i>
6A. KNOWLEDGE <i>Note the relevant key knowledge and skills</i>	6B. SKILLS
7. PRESCRIBED CURRICULUM <i>List the relevant content heading and descriptors</i>	

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

SAMPLE UNIT using *GOD IN MY UNIT* template

Talk about Rights

An exploration of literary texts in a historical inquiry context

Original Unit Ref: <http://e4ac.edu.au/units/year-6/overview.html>

1. UNIT FOCUS

This unit uses a variety of texts to talk about rights. The rights being discussed in this unit are those of Aboriginal and Torres Strait Islander people, with the struggle for land rights and the experiences of the Stolen Generations as focus areas.

This unit explores the changes to democratic and citizenship rights of Aboriginal and Torres Strait Islander peoples since 1900. Students are led into **issues through famous Australian speeches**. They will explore **how authors use language in creative ways to persuade and describe**, and **how people use written and spoken language to suit social purposes and address particular audiences**.

They will apply a range of strategies to **make meaning from texts**, including the **biographical novel** *Follow the Rabbit-Proof Fence*, **lyrics** of 'From Little Things Big Things Grow' and 'Took the Children Away', **documents** such as the Gurindji petition to Lord Casey, transcripts of Gough Whitlam's and Vincent Lingiari's **speeches** from 1975, and Prime Minister Kevin Rudd's Apology to the Stolen Generations speech in 2008.

The main **literary texts** studied are *Follow the Rabbit-Proof Fence* by Doris Pilkington Garimara (1996), and the **picture books** *From Little Things Big Things Grow* by Paul Kelly and Kev Carmody (2008) and *Took the Children Away* by Archie Roach (2010).

2. WINDOW ON THE ADVENTIST WORLD VIEW

God created everybody equal and commands us to treat others the way we would like to be treated (Luke 6:31) – with respect.

Students are challenged to consider what is "right, fair and just" for all people.

The idea that we should learn from past experience. At the time of the "Stolen Generation" white people genuinely believed they were doing the "right" thing for indigenous Australians. It is important to make things right when you realise you've made a mistake – "Sorry Speech"

Justice, compassion, mercy and respect:

Luke 6:31 "Treat others the way you would like to be treated."

Micah 6:8 The Lord God has told us what is right and what he demands: "See that justice is done, let mercy be your first concern, and humbly obey your God."

Psalms 37:30 Words of wisdom come when good people speak for justice.

Romans 12:17 Don't mistreat someone who has mistreated you. But try to earn the respect of others

1 Peter 2:17 Respect everyone and show special love for God's people.

3. THREADS/VALUES

JUSTICE (Adventist Values cluster: Rightness, fairness, equity, equality)

Thread: SEEKING JUSTICE & SHOWING MERCY

Students act as agents of change by identifying and responding to injustice.

Students respond to God's mercy by likewise, being merciful to others.

JUSTICE (Adventist Values cluster: Rightness, fairness, equity, equality)

Thread: EMBRACING DIVERSITY

Students respect and celebrate the built-in differences between cultures and peoples given for the enhancement of all.

RESPECT & HUMILITY (Adventist Values cluster: Understanding, Tolerance, Appreciation, Australian Values for Australian Schooling: Freedom)

Thread: SHAPING & ANALYSING LANGUAGE

Students use words and communication skills to build up, make choices, and express life.

4. APPLIED THROUGH THE UNIT:

God created everybody equal and commands us to treat others the way we would like to be treated (Luke 6:31) – with respect.

Unit Sequence 3: Great Speeches e.g. Gough Whitlam, Nelson Mandela.

The idea that we should learn from past experience. At the time of the "Stolen Generation" white people genuinely believed they were doing the "right" thing for indigenous Australians. It is important to make things right when you realise you've made a mistake – "Sorry Speech"

Unit Sequences 3 & 5: e.g. From Little Things Big Things Grow – small ways we treat others can have a big impact.

Students are challenged to consider what is "right, fair and just" for all people.

Unit Sequence 6 & 7: Stolen Generation and Sorry Speech

Unit Sequence 10 & 11: Rabbit Proof Fence

Unit Sequence 12: Activity 5: More discussion about rights

SAMPLE UNIT using *THE BIG PICTURE* template

***The Black Book of Colours* by Menena Cottin**
Shared Reading [Years 3 and 4]

<p>1. THE MAIN IDEA Invite students to imagine colours through the perspective of a blind person.</p>	
<p>2. WINDOW ON THE ADVENTIST WORLDVIEW While living amongst us, Jesus showed respect and expressed an attitude of justice towards people, no matter what their situation. Jesus often sought out those whom society considered strange, unclean or undesirable. Jesus wanted people to know that God's love for them does not depend on merits or abilities, much less outward appearance. For example the blind man at Bethsaida, Mark 8: 22 – 25; Jesus heals a man blind from birth, John 9; The blind man at Jericho, Luke 18: 35; Jesus' invitation targeting the unwanted, Luke 14: 12 – 13; Blind Bartimaeus, Mark 10: 46 – 52.</p>	
<p>3. VALUES/THREADS Respect - is an attitude of treating others how we would like to be treated. It is always followed by action. It is more than knowing what is right. It involves doing what is right. Justice - is doing what is right and in the best interests of people, especially those people who are exploited, disadvantaged, or who have no voice of their own.</p>	
<p>4. ENDURING UNDERSTANDINGS <i>Students will:</i></p> <ul style="list-style-type: none"> • realise that God values everyone. • recognise that God has created people with more than one sense. • increase in awareness of how a person who is blind 'visualises' colour. • gain an insight into the depth of God's creation. • communicate and develop an understanding of our world through our senses without using sight. • develop an understanding of a visually impaired person. <p><i>Misunderstandings:</i></p> <ol style="list-style-type: none"> 1. It is very difficult to communicate with people who have a disability. 2. People who are visually impaired cannot get a sense of colour. 	<p>5. ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Can people who are blind understand colour? • Why are we all different? • What good comes out of diversity? • Are all cultures equally valued? • Am I really unique? • What can we do to see situations from a different perspective? • Why can it be difficult to include others that are different from me? • How do my words and actions show respect to people with disabilities?
<p>6A. KNOWLEDGE <i>Students will know:</i></p> <ul style="list-style-type: none"> • what a disability is. • what the five senses are and how they impact their lives. • the similarities and differences between themselves and the person in the story. • that God created the five senses. • who Louis Braille is. • the colour spectrum. • the emotional meaning of and connection to colour. • how colour can be used to sell products. 	<p>6B. SKILLS <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • investigate and communicate through discussion, role play and listening. • explore another point of view. • listen and respect each other. • develop their writing skills. • prepare and present a PowerPoint. • research Louis Braille. • investigate colour. • experience what it is like to be unable to see.
<p>7. PRESCRIBED CURRICULUM See Australian Curriculum as per state requirements.</p>	

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
ENGLISH Inquiry Unit: *Living with Trash*

UNIT TITLE	'Living with Trash'	CONTEXT	Sustainability	TEXT STUDY AND GENRE	'Trash' by Andy Mulligan (Asian fictional novel)
SUBJECT	English Year 8	AUTHOR OF UNIT	Unit adapted from: http://e4ac.edu.au	TIME FRAME	7- 10 Weeks
UNIT FOCUS	This is a thematic inquiry-based unit in which students will explore how the concept of rubbish, garbage or trash has inspired authors and artists to use it as a setting in stories or as a social and political topic of blogs and articles, thematic documentaries and works of art. Students will apply a range of critical reading and viewing strategies in response to related texts, including the novel 'Trash', the short documentary film 'Waste Not', a preview of the feature documentary 'Waste Land', and a series of selected articles, blogs, media clips and websites related to this inquiry topic and a sustainability theme. Students will participate in individual and collaborative learning experiences, including critical reading activities and review writing experiences. The unit will culminate in students writing a feature article about a chosen topic as well as complete an empathy creative writing task and a visual language analysis.				
RATIONALE: Source: Australian Curriculum Overall Aims of Australian Curriculum	<p>The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.</p> <p>To ensure that students:</p> <ul style="list-style-type: none"> • learn to listen to, read, view, speak, write, create and reflect on a range of texts • appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue • understand how Standard Australian English works in its spoken and written forms • develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature. • inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature. 				
WINDOW ON THE ADVENTIST WORLD VIEW This inquiry unit focuses on sustainability and the world we live in. The unit examines what it means to live in a world made by God. What are our responsibilities to care for His world?	VALUES/ STUDENT RESPONSE Students actively respond to God's call to carefully manage of all creation.	ESSENTIAL QUESTIONS FOR STUDENTS <ul style="list-style-type: none"> • How do we quantify and conceptualise trash? • How do we bring this issue closer to home? • What does sustainable living really mean? • Do Christians have a responsibility to live a sustainable life? • How do our lifestyles affect the planet? Does God care how we live? • Should we take care of the earth if God is soon returning to make all things new? • What does obedient caretaking of the earth look like? • Is it God's job or our job to fix global warming? • Does taking care of the world take up valuable time when we could be doing other things for God? 		ESSENTIAL QUESTIONS FOR TEACHERS <ul style="list-style-type: none"> • How are we taking care of the earth's resources that we have been given? • What do we need to do to take care of Gods world? • How do we ensure we do not lose sight of the centrality of God in our call to be responsive caretakers? 	
SPECIAL CHARACTER <small>¹ White EG, 'Education' p 235 (Source: Adapted from Heritage College)</small>	<p>Language is central to a child's intellectual, social, spiritual and emotional development and therefore has an essential role in all learning areas. The aim of this syllabus is to nurture competence in appropriate effective language. For the Christian, language is possible because people were created in the image of God. God desires communication between Himself and those whom He has created. Human interaction, in turn, should reflect qualities of character displayed by the creator. 'The chief requisite of language is that it be pure and kind and true - the outward expression of inward grace.' i Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things.' (Phil 4:8 NIV)</p> <p>For the Christian, language goes beyond mere utilitarian purposes. Prayer, worship, praise and the retelling of biblical stories are an important aspect of the English syllabus within the Seventh-day Adventist school. At the highest level, it is another facet of human experience in which the image of the Creator should be faithfully and consistently reflected.</p>				

STAGE 1 - DESIRED OUTCOME		
ESTABLISHED GOALS <i>On completion of this unit, the student should be able to:</i> <ol style="list-style-type: none"> 1. write a feature article 2. create an empathy writing task 3. present orally their empathy task 4. analyse the use of visuals in artwork 		
UNDERSTANDING THE BIG IDEAS		ESSENTIAL QUESTIONS:
<i>Students will understand that....</i> <ul style="list-style-type: none"> • What are the big ideas? • What specific understanding about them is desired? • What misunderstandings are predictable? 		<i>What provocative questions will foster inquiry, understanding and transfer of learning?</i> Q1 How do we quantify and conceptualise trash? Q2 How do we bring this issue closer to home? Q3 What does sustainable living really mean? Q4 How have people made their lifestyles more sustainable? Q5 Do Christians have a responsibility to live a sustainable life? Q6 Why would an author choose to use a 'trash' setting for a novel? What does this highlight? Q7 How do our lifestyles affect the planet? Does God care how we live as he will be returning soon?
KNOWLEDGE: <i>Students will know....</i>		SKILLS: <i>Students will be able to....</i>
<i>What key knowledge and skills will students acquire as a result of this unit?</i> <ul style="list-style-type: none"> • the importance of sustainability in our modern world • how other people live and what can be done to improve their lives • how the setting of a novel contributes to theme 		<i>What should they be able to eventually do as a result of such knowledge and skill?</i> <ul style="list-style-type: none"> • write a feature article with greater accuracy and fluency • present ideas with greater fluency
STAGE 2 - ASSESSMENT EVIDENCE		
Performance Tasks: <ul style="list-style-type: none"> • <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i> • <i>By what criteria will performances of understanding be judged?</i> 		Other Evidence: <ul style="list-style-type: none"> • <i>Through what other evidence ((e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?</i> • <i>How will students reflect upon or assess their own learning?</i>
TASKS	EVALUATIVE CRITERIA	DESCRIPTION
1. Empathy Creative Writing Task	Formative	Students choose from a Tic Tac Toe differentiated assignment and create an empathy creative task (e.g. a brochure, diary entry, research task etc.)
2. Language Analysis of Picture	Formative	Students analyse an artwork for persuasive devices
3. Presentation of Empathy Task	Summative	Students present (multi-modal way)
4. Writing a Feature Article	Formative	Students write a feature article around the issue of 'trash' and sustainability

STAGE 3 – LEARNING PLAN

Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results?

How will the design...

W = Help the students know **where** the unit is going and **what** is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

H = **Hook** all students and **hold** their interest?

E = **Equip** students, help them **experience** the key ideas and **explore** the issue?

R = Provide opportunities to **rethink** and **revise** their understandings and work?

E = Allow students to **evaluate** their work and its implications?

T = Be **tailored** (differentiated) to the different needs, interests and abilities of learners?

O = Be organized to maximize initial and sustained engagement as well as effective learning?

PRE-ASSESSMENT		
WEEKS	DESCRIPTION OF LEARNING ACTIVITY	MODIFICATION / EXTENSION
1	<p>Introduction to Term 2:</p> <p>Key Question: <i>How do we quantify and conceptualise trash?</i></p> <ul style="list-style-type: none"> • Analysing use of satire in a political cartoon. • Viewing and analysing interactive artworks. <p>Learning Journal: Setting Smart & Measureable Goals</p> <p>Text Study: Introduction to novel 'Trash': Background to author and text: http://www.andymulliganbooks.com/</p> <p>Vocabulary & Spelling: Word Trek 29</p> <p>Accelerated Reader Program</p>	
2	<p>Key Question: <i>How do we bring this issue closer to home?</i></p> <ul style="list-style-type: none"> • Opinionnaire activity and inquiry group discussion. • Creating an annotated bibliography. • Writing an opinionnaire and small group discussion. <p>Text Study: Trash (Author Background and Setting)</p> <p>Learning Journal: Learning Styles (VAK)</p> <p>Vocabulary & Spelling: Word Trek 29 continued</p> <p>Accelerated Reader Program</p>	
3	<p>Key Question: <i>How is trash depicted in Literature?</i></p> <ul style="list-style-type: none"> • Reading novel covers • Analysing ideas and viewpoints represented in texts • Analysing setting in fictional stories. • Looking at the representation of dumpsite boys in Trash and studying setting in fictional texts. <p>Text Study: Trash (Characters)</p> <p>Learning Journal: Learning Styles Continued (VAK)</p> <p>Vocabulary & Spelling: Word Trek 30</p> <p>Accelerated Reader Program</p>	

4	<p>Key Question: <i>What are the realities of living with trash? What is a Christian response to this?</i></p> <ul style="list-style-type: none"> Viewing 'Waste Land' documentary and writing a review <p>Text Study: Trash (Setting)</p> <p>Learning Journal: Study Skills- Revision for exams</p> <p>Vocabulary & Spelling: Word Trek 31</p> <p>Accelerated Reader Program</p>	
5	<p>Key Question: <i>What does sustainable living really mean?</i></p> <ul style="list-style-type: none"> Looking at the language of persuasion. <p>Text Study: Trash (Plot)</p> <p>Learning Journal: Study Skills- Revision for exams</p> <p>Vocabulary & Spelling: Word Trek 32</p> <p>Accelerated Reader Program</p>	
6	<p>Key Question: <i>How have people made their lives more sustainable?</i></p> <ul style="list-style-type: none"> Introduction to new vocabulary/glossary around the issue of trash Looking at the representation of freegans in its yr Life. <p>Key Question: <i>What is e-waste and what are our responsibilities as Christians to live sustainably? What can be done?</i></p> <ul style="list-style-type: none"> Deconstructing a feature article. Planning and writing a feature article Peer editing Publishing a feature article <p>Text Study: Trash (Themes)</p> <p>Vocabulary & Spelling: Word Trek 33</p> <p>Accelerated Reader Program</p>	
7	<p>Text Study: Trash (Themes continued)</p> <p>Vocabulary & Spelling: Word Trek 34</p> <p>Accelerated Reader Program</p> <p>Key Assessment Task Due: Writing a Feature Article</p>	
8	<p>Key Question: <i>What can be done?</i></p> <p>Jigsaw reading activity. Exploring e-waste.</p>	
9		
10		

Additional teacher resources

Visit the [Total Environment Centre website](#) for official resources developed for the teaching of the *Waste Not* documentary.

For more information about the novel *Trash*, visit the [official website](#) and the *Random House teacher notes* (.pdf 485 kB).

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Georgie Winzenried – Adventist Schools Australia, Curriculum Officer [Primary]

Two-day cluster workshop held 10 – 11 June, 2015

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