Considerations for Selecting a Concept that Leads a RE Unit of Work

Enduring Understandings/Level Descriptors

- Student Context
- Local Context
- School Context
- Liturgical Calendar
- Global Context
- Victorian Curriculum
- Rich and Fertile
Enduring Understandings/Level Descriptors

**Student Context**
- Have we considered our ECSI data?
- What connections to students' prior experience?

**Local Context**
- What significant local events/celebrations?
- What community considerations – e.g., rural/urban; access to resources?

**School Context**
- What is on in our school calendar for our students?
- What school celebrations/challenges are to be considered?

**Liturical Calendar**
- What significant liturgical celebrations e.g., feast days?
- What liturgical season are we in?

**Global Context**
- What is happening in the world?
- What significant event/s e.g., world environment day?

**Rich and Fertile**
- Is the concept timeless, universal, abstract, and transferrable (Erikson)?
- Is the concept provocative?

**Victorian Curriculum**
- What connections to other curriculum areas?
- What possibilities to partner with other teachers e.g., Environmental Ed teacher?