

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS- Benchmarks</b></p> <p>1.1.3 Express the basic concept of God as loving Father who made us and loves and cares for us.</p> <p>1.1.4 God made us in His image and likeness with eternal souls and physical bodies. Humans are able to know and love God. God wants us to care for the rest of creation.</p> <p>1.1.5 God the Father loves and cares for us in the things He made and in sending Jesus His Son. (CGS)</p> <p>1.1.6 Jesus is both God and Man. He was born in Bethlehem. (CGS)</p> <p>1.1.9 Know that Jesus suffered, died, and rose from the dead for the salvation of all people. (Redemption) Jesus is our Savior and Lord. (CGS)</p> <p>1.1.7 Mary is Jesus' mother and our mother. She helps us to heaven. (CGS)</p> <p>1.1.10 The Gospels are the most special part of the Bible because they tell us about Jesus' life and teaching.</p> <p>1.1.11 Locate significant places in Jesus' life: Bethlehem, Egypt, and Jerusalem. (CGS)</p>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning to...                      Explain to others that God created us and cares for us.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b>                      Students will understand that...</p> <p>There is only one God and that he is the Father, the Son and the Holy Spirit. He also created and cares for us.</p> <p>Jesus is our model and is both God and man. He died for our salvation.</p> <p>Mary is Jesus' mother and helps us in Heaven.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Overarching...</p> <p>Who is God, the Father, the Son, and Holy Spirit?                      Who is the Church?                      How is Faith expressed?</p> <p>Topical...</p> <p>Who is God?                      Who is Jesus?                      What is Mary's role in the life of the church?</p>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <p>There is only one God.                      God is the Father, Son, and Holy Spirit.                      God made and cared for us.                      God made us in his image and likeness.                      God wants us to care for all of his creation.                      Jesus is our model.                      Jesus suffered, died, and rose for our salvation.                      Jesus is both God and man.</p> <ul style="list-style-type: none"> <li>• Jesus life and teaching; take place in the Gospels and include Bethlehem, Egypt and Jerusalem.</li> </ul> <p>Mary is Jesus' mother and helps us in Heaven.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying Bethlehem, Egypt, and Jerusalem on a map.</p>	

## Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
Create Show	<p><b>PERFORMANCE TASK(S):</b>                      Your goal is to create a poster showing that God made us in his likeness and cares for all creation. You are a poster designer for a preschool classroom. You will be creating a poster for preschoolers showing that God made us like him and cares for all creation. Your poster should show that God made us like him and cares for all creation and should include a teacher provided title and colored pictures.</p> <p>Create a banner showing that Jesus was born, Mary as his mother and that he suffered, died and rose from the dead for the salvation of all people. You are a business person for a first grade classroom. You will be creating a banner for first graders showing the above including a title, labels and colored pictures.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
	<p><b>OTHER EVIDENCE:</b>                      Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

*Pre-assessment- Yes/ No Cards --* Students make a card with Yes (or Got it) on one side and No or (no clue) on the other side. Teachers ask introductory or review questions and students hold up cards accordingly. Effective when introducing new vocabulary.

There is only one God.  
 God is the Father, Son, and Holy Spirit.  
 God made and cared for us.  
 God made us in his image and likeness.  
 God wants us to care for all of his creation.

*Progress Monitoring:* Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as ????????????????????

**H:** Plant Clippings (see TE 27)

**W:** Introduce the Essential Questions and discuss the culminating unit performance task.

**E1:** Chapter 3, Les. 1 (TE 26-27)

**R:** Students will create a poster with God in the center of the paper with adjectives describing knowledge of God; including, but not limited to powerful, all-knowing, creator, timeless. (Save for later activity)

**E1:** Chapter 1, les. 1 (TE 2-3)

**E1:** Chapter 1, les. 2 (TE 4-5)

**R:** Review God poster. Using poster create think-pair- share journal entry which focuses on God as our Father and that he made us on a personal note.

E1: Bible Story Series: Genesis The Creation of World [https://www.youtube.com/watch?v=bLHB\\_hNk42g](https://www.youtube.com/watch?v=bLHB_hNk42g) (1.VI.1 Creation Story -- Gen. 1:1-31)  
 E1: Chapter 3, Les. 2 (TE 28-29)  
 E1: Chapter 3, Les. 3 (TE 30-31)  
 R: Creation Mobile (TE 28, Reinforce #2)  
 E1: Chapter 23, Les. 1 to 4; Begin & Develop (TE 275-284)  
 R: Quiz 23 (TE A-28)  
 E<sub>2</sub>: Performance tasks  
*Pre-assessment*- Anticipation Guides (True/False)

Jesus is our model.  
 Jesus suffered, died, and rose for our salvation.  
 Jesus is both God and man.  
 Jesus life and teaching; take place in the Gospels and include Bethlehem, Egypt and Jerusalem.  
 Mary is Jesus' mother and helps us in Heaven.

*Progress Monitoring:* Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as ????????????????????

H: Play the song "O Little Town of Bethlehem" <https://www.youtube.com/watch?v=5mx6bTo-g3M> 2:30mins

W: Introduce the Essential Questions and discuss the culminating unit performance task.

E1: Chapter 10, Les. 1; Begin & Develop (TE 114-115)  
 R: The Holy Land (AB 37)  
 E1: Chapter 10, Les. 2-4; Begin & Develop (TE 116-121)  
 R, E2: Quiz 10 (TE A-12)  
 E1: Mary is the Mother of Jesus; We Are Called 1st Grade Les. 2  
 E1, R: Chapter 12, Les. 1-4; Begin & Develop (TE 137-145) & (Flight Into Egypt AB 45)  
 R: Bible Baseball (TE B-1 & Review and Enrichment 146)  
 E1: Chapter 14, Les. 3; Begin & Develop (TE 168-169)  
 E1, R: Chapter 18, Les. 1-4; Begin & Develop (TE 213-221) & (The Passion of Christ AB 70)  
 R, E2: Quiz 18 (TE A-22)  
 E1, R: Chapter 19, Les. 1-4; Begin & Develop (TE 225-233) & ( AB 76)  
 R, E2: Quiz 19 (TE A-23)

**Stage 2 – Evidence Option B**

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):

<ul style="list-style-type: none"> <li>- Create</li> <li>- Show</li>   <li>- Create</li> <li>- Identify</li> <li>- Illustrate</li> <li>- Recognize</li> </ul>	<p>Your goal is to create a poster showing that <u>God made us in his likeness and cares for all creation</u>. You are a poster designer for a preschool classroom. You will be creating a poster for preschoolers showing that God made us like him and cares for all creation. Your poster should show that God made us like him and cares for all creation and should include a teacher provided title and colored pictures.</p> <p>You are a tour guide! You will create a brochure for tourists including these <u>significant places in Jesus' life: Bethlehem, Egypt, Nazareth, and Jerusalem</u>. Your brochure will include important people connected to these locations and important events that occurred in that location. You will also include why you should visit that location.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

#### Creation

Evaluate prior knowledge: Class discussion – What has God created?

Progress Monitoring: Assess throughout the unit using observations, on-going questioning and review of student work, formative assessments after each chapter.

Learning Events:

Hook: Chapter 1 – Lesson 1, Develop Section #2, TE p. 2

Where, Why, What: Share essential question with students. Explain performance task: The students will create a poster for preschoolers showing that God made us like him and cares for all creation.

Equip: Chapter 1 – TE pp. 2-10

Equip: Chapter 3 – TE pp. 25 – 35

Equip: Chapter 4 – TE pp. 37 – 47

Catechesis of the Good Shepherd Work – Fettucia Moment I, Fettucia Moment II

Rethink:

Evaluate: Performance task: Creation poster

**Jesus is both God and man. Mary is Jesus' mother.**

Evaluate prior knowledge: Students will recall the story of Christ's birth, starting with his mother, Mary in pictures and words.

Progress Monitoring: Assess throughout the unit using observations, on-going questioning and review of student work, formative assessments after each chapter.

Learning Events:

Hook: Read "Love you Forever" by Robert Munsch and discuss

Where, Why, What: Share essential question with students. Explain performance task: Students will be creating a travel brochure that includes significant places in Jesus' life for tourists.

Equip: TE – Chapter 9 – Mary is Jesus' mother and our mother.

Catechesis of the Good Shepherd Work – Infancy Narratives, particularly The Annunciation

Equip: TE – Chapter 10 – Jesus is both God and Man. He was born in Bethlehem.

Catechesis of the Good Shepherd Work – Infancy Narratives

Equip: TE – Chapter 14 –

Equip: Equip: TE - Chapters 18 and 19

Catechesis of the Good Shepherd Work – Globe/Map/Puzzle, Good Shepherd, City of Jerusalem, Passion Readings, Cenacle, Empty Tomb

Rethink: illustration on [ministry-to-children.com/lesson-god-prepared](http://ministry-to-children.com/lesson-god-prepared) (God sends an Angel to Visit Joseph: Christmas Bible Lesson) showing the comparison illustrations of how Jesus is both God and man.

Evaluate: Performance Task: Travel brochure for tourists

## Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"><li>- Create</li><li>- Show</li></ul>	PERFORMANCE TASK(S):

<ul style="list-style-type: none"> <li>- Label</li> <li>- Illustrate</li> <li>- Summarize</li> <li>- Retell</li> </ul>	<p>1.1.3-5 Your goal is to create a poster showing that <u>God made us in his likeness and cares for all creation</u>. You are a poster designer for a preschool classroom. You will be creating a poster for preschoolers showing that God made us like him and cares for all creation. Your poster should show that God made us like him and cares for all creation and should include a teacher provided title and colored pictures.</p> <p>1.1.6, 11 Given a blank map of the Holy Land, label Bethlehem, Jerusalem, and Egypt. Write a sentence identifying the significance of each location in the life of Jesus.</p> <p>1.1.7 Given a copy of the "Hail Mary" with words missing, fill in the missing words to complete the prayer. Then draw and color a picture of Mary with Jesus.</p> <p>1.1.10 Choose your favorite Gospel story involving Jesus' life or teachings and rewrite it in your own words. Include an illustration of the story. Share your story with a younger sibling or friend.</p> <p>1.1.11 Using Catechesis of the Good Shepherd materials for "the Empty Tomb" retell the story of Jesus' death and resurrection.</p>
	<p>OTHER EVIDENCE: tests, quizzes, assignments, observations</p>

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

Reading of the creation story from Genesis.  
 Catechesis of the Good Shepherd presentations of the Regions Map and Topographical Map of the significant places in Jesus' life.  
 Catechesis of the Good Shepherd presentations of the Annunciation and the Nativity.  
 Reading of various Gospel stories as examples of Jesus' life and teachings: calling of the Apostles, loaves and fishes, calming the storm, the Beatitudes, etc.  
 Catechesis of the Good Shepherd presentation of the Empty Tomb.

### Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Create</li> <li>- Show</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>Your goal is to create a poster showing that <u>God made us in His likeness and cares for all creation</u>. You are a poster designer for a preschool classroom. You will be creating a poster for preschoolers showing that God made us like Him and cares for all creation. Your poster should show that God made us like Him and cares for all creation and should include a teacher provided title and colored pictures.</p>

<p>1.1.6 1.1.9 1.1.7 1.1.11</p> <p>1.1.10</p>	<p><b>**Rubrics to be created by classroom teacher.</b></p> <p>Performance Task Students will create and perform a reenactment of the Annunciation through the Flee of Egypt. Students will be the characters of the story. PS-8 grades will be invited. Students will retell the Annunciation and events leading up to the Flee to Egypt. Participation of students and understanding of their role through all the events.</p> <p>G-The goal is to locate significant places in Jesus' life: Bethlehem, Egypt, and Jerusalem R-Your job is to be a travel agent. A-You have clients that are wanting to visit the Holy Land and Egypt. They want to trace the steps Jesus took from Birth to Death. S-The challenge involves navigating clients through the Holy Land and Egypt without them getting lost. P-You will label a blank map of the Holy Land in order to guide your clients. Detailing what works of Jesus performed from each city. S-Your work will be judged by if you correctly navigate your clients through the Holy Land and Egypt without getting lost. Your performance must also detail the works of Jesus from each city.</p> <p>G-Your goal is to locate the most special part of the Bible: the Gospels. R-Your role is to be a Treasure Hunter. A-Your audience is your partner. S-You have found clues to a Treasure buried in the Bible and you want to have it badly! P-You will participate in a Gospel Scavenger Hunt in order to locate the Gospels. S-Your work will be judged by your partner. He/she will let you know if you found the treasure!</p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>
<p><b>Stage 3 – Learning Plan</b></p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<ol style="list-style-type: none"> <li>1. Hide a few pieces of candy in the room and have kids search for it. The winners get the treasure. <b>Hook</b></li> <li>2. Ask students if they'd love to hear the words that were actually spoken by Jesus? <b>Where</b></li> </ol>	

3. Introduce the key vocabulary word; Gospels. Tell students they will be going on a treasure hunt, but they first need to be prepared with the correct tools, knowledge. **Where/why**
4. Use K-W-L to assess students' prior knowledge of what the Gospels are, where they are found, and what they teach us. **Evaluate**
5. Have students explore the Bible in Groups and look for specific stories (giving them a few specific clues to follow). **Equip/Evaluate/Hold**
6. What is the message in the Gospels? What are the Gospels telling us? **Equip**
7. Discuss who wrote the Gospels and what gives them the authority to do so? **Equip/Rethink**
8. Discuss the importance of learning and experiencing the Gospels. **Equip/Reflect**
9. Have students draw pictures about some of the Gospel stories they remember hearing, giving a caption for their drawing. These can be put in sequence by students and made into a book (they could use a child's Bible to help). **Tailor/Organize/Evaluate**
10. Whiteboard talk; Discuss the Liturgy of the Word part of Mass. Main focus of the Gospel. **Equip/Reflect**
11. Introduce Ch. 25; Many Gifts from God in Our Heavenly Father Curriculum-**Equip/Organize**
12. Use workbook page 97 as a guide to make a Treasure Hunt for your students to explore the Gospels and show you their knowledge. **Evaluate/Tailor**

## Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Create</li> <li>- Show</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>Your goal is to create a poster showing that <u>God made us in his likeness and cares for all creation</u>. You are a poster designer for a preschool classroom. You will be creating a poster for preschoolers showing that God made us like him and cares for all creation. Your poster should show that God made us like him and cares for all creation and should include a teacher provided title and colored pictures.</p> <p>Create a visual showing that Jesus suffered, died and rose from the dead for the salvation of all people. You are a business person for a first grade classroom. You will be creating a banner for first graders showing the above including a title, labels and colored pictures.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

**Pre-assessment-** Yes/ No Cards -- Students make a card with Yes (or Got it) on one side and No or (no clue) on the other side. Teachers ask introductory or review questions and students hold up cards accordingly. Effective when introducing new vocabulary.

- There is only one God.
- God is the Father, Son, and Holy Spirit.
- God made and cared for us.
- God made us in his image and likeness.
- God wants us to care for all of his creation.

**Progress Monitoring:** Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as ??????????????????.

**H:** Plant Clippings (see TE 27)

**W:** Introduce the Essential Questions and discuss the culminating unit performance task.

**E1:** Chapter 3, Les. 1 (TE 26-27)

**R:** Students will create a poster with God in the center of the paper with adjectives describing knowledge of God; including, but not limited to powerful, all-knowing, creator, timeless. (Save for later activity)

**E1:** Chapter 1, les. 1 (TE 2-3, TE 4-5)

**E1:** Chapter 1, les. 2 (TE 4-5)

**R:** Review God poster. Using poster create think-pair- share journal entry which focuses on God as our Father and that he made us on a personal note.

**E1:** Bible Story Series: Genesis The Creation of World [https://www.youtube.com/watch?v=bLHB\\_hNk42g](https://www.youtube.com/watch?v=bLHB_hNk42g)

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS- Benchmarks</b></p> <p>1.II.1- Recall that Jesus gave us the Church, His Family, the seven sacraments.</p> <p>1.II.2- Identify the names of the seven sacraments: Baptism, Reconciliation, Confirmation, Eucharist, Anointing of the Sick, Holy Orders, and Matrimony.</p> <p>1.II.4- Through Baptism we receive:</p> <p>1.II.4.a Forgiveness of original and all personal sin. (CGS)</p> <p>1.II.4.b Birth into a new life by which we become adopted children of the Father, members of the Body of Christ (the Church, the Family of God), and temples of the Holy Spirit. We are co-heirs of the Kingdom. (CGS)</p> <p>1.II.10 Be able to identify: altar, tabernacle, baptismal font, confessional, crucifix, sanctuary light, and holy water font.</p> <p>1.II.6 There are two main parts of the Mass:</p> <p>1.II.6.a Liturgy of the Word</p> <p>1.II.6.b Liturgy of the Eucharist</p> <p>1.II.7 There is a liturgical year in which we celebrate the life of Christ, Mary, and the saints. (CGS)</p> <p>1.II.8 The liturgical seasons throughout the year and their colors: Advent (purple), Christmas (white), Ordinary Time (green), Lent (purple), and Easter (white). (CGS)</p> <p>1.II.9 Describe something of the significance of Christmas, Easter, and Pentecost through verbal and/or artistic forms of creative expressions. (CGS)</p>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning to...</p> <p style="text-align: center;"><i>Support that the sacraments came from Jesus and they are essential to how we worship.</i></p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p>Students will understand that...</p> <p>Jesus gave us the sacraments.</p> <p>Baptism is the gateway to all other sacraments.</p> <p>There are two main parts of mass.</p> <p>The liturgical year celebrates the life of Christ, Mary and the saints.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Overarching...</p> <p>How as Catholics do we worship?</p>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <p>Jesus gave us the sacraments.</p> <p>Names of the 7 sacraments.</p> <p>Baptism is the gateway to other sacraments.</p> <p>2 parts of the mass</p> <p>The seasons of liturgical year</p> <p>Key terms</p>	<p><i>Students will be skilled at...</i></p> <p>Recognizing the 7 sacraments.</p> <p>Identify the two main parts of the Mass, altar, tabernacle, baptismal font, confessional, crucifix, sanctuary light, and holy water font</p>	

1.II.11 Be aware that the Bible is God's Word and has a special place in Church, but should also be read in the classroom and at home. (CGS)		
1.II.12 Recognize Sunday as the Day of the Lord, when His Family gathers to worship. The priest takes the place of Jesus at the Mass and leads the worship. Deacons are special helpers (vocations).		

### Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence	
Design Illustrate Create  Create Describe  Illustrate Read	<b>PERFORMANCE TASK(S):</b> Your task is to create a matching game for the following vocabulary: : altar, tabernacle, baptismal font, confessional, crucifix, sanctuary light, and holy water font. You are a game designer asked to create game pieces for preschoolers. Your game pieces need to have color and neatly printed words on them. You are an advertiser and have been asked to create a banner for the Diocese of Kalamazoo celebrating the 7 sacraments with special focus on Baptism. Your banner should include seven sacraments, pictures, who gave us the sacraments and how Baptism is special. Your task is to illustrate a brochure for the 7 Sacraments – a heading and pictures. You are a neighbor who is interested in entering and becoming part of the Catholic Church. Each illustration should include subheadings and the special items that are associated with each sacrament. Your task is to create a graphical organizer showing the order of liturgical seasons. You are a teacher asked to create a poster for his/her students. Each liturgical season should have symbols, appropriate colors and describe the significance of Christmas, Easter and Pentecost. Your job is to create a news report for Holy Family Radio. You need to explain to your radio audience the the two parts of mass and the role the Bible plays in it. **Rubrics to be created by classroom teacher.	
	<b>OTHER EVIDENCE:</b> Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling	

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

*Pre Assessment- Yes/ No Cards --* Students make a card with Yes (or Got it) on one side and No or (no clue) on the other side. Teachers ask introductory or review questions and students hold up cards accordingly. Effective when introducing new vocabulary.

Jesus gave us the sacraments.

Sacraments are special signs given to us by Jesus.

Baptism is the gateway to all sacraments.

How many sacraments are there? (hold up fingers)

*Progress Monitoring:* Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as ????????????????????

Learning Events:

H: Look-Think-Pair-Share using pictures from my families Sacraments.

W: Introduce the Essential Questions and discuss the culminating unit performance task.

E1: ?????????????? Handout from Catholic Encyclopedia for Children by Ann Ball p. 154-155

E1: FlipBook Activity

E1: 7 Sacraments Song <https://www.teacherspayteachers.com/Product/7-Sacraments-Song-Freebie-1098110>

H: Dot & Bouncy- Baptism [https://www.youtube.com/watch?v=Q51yi\\_HxNkY](https://www.youtube.com/watch?v=Q51yi_HxNkY)

E1, R: Chapter 24, Les. 1-4; Begin & Develop (TE 287-297)

R, E2: Quiz 24 (AB 93)

R:: Parts of a Catholic Baptism & graphic organizer of parts <https://www.youtube.com/watch?v=LB5zL2apiw>

E2: Performance tasks

Pre Assessment-

*Progress Monitoring:* Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as ????????????????????

Learning Events:

H: Invite a priest or deacon to show off his vestments and discuss the color of each season and how vestments match the liturgical calendar.

W: Introduce the Essential Questions and discuss the culminating unit performance task.

E1: CGS level one presentation: liturgical calendar

E1: 1. Introduce all of the liturgical seasons with a calendar of the liturgical year. <http://www.thereligionteacher.com/liturgical-year-lesson-plan/#sthash.8iEKu787.dpuf>

E1: 2. Liturgical year lecture <http://www.thereligionteacher.com/liturgical-year-lesson-plan/>

E1: 3. Create liturgical year flashcards <http://www.thereligionteacher.com/liturgical-year-lesson-plan/>

E1: 4. Color the liturgical year flashcards <http://www.thereligionteacher.com/liturgical-year-lesson-plan/>

E1: 5. Practice and memorize the definitions of the liturgical year with the flashcards. <http://www.thereligionteacher.com/liturgical-year-lesson-plan/#sthash.8iEKu787.dpuf>

R: In the Know Liturgical Color Game (online game) <http://www.faithfirst.com/html/kidsOnly/games/itkLitYearColors.html>

E2: Performance tasks

Pre Assessment- Liturgical Objects Used at Mass <http://catholicblogger1.blogspot.com/2011/02/celebrating-mass-lesson-people-and.html>

There are also several items use using during Mass. We used certain items during Mass to remind us of the holiness of the celebration. Can you name some of them? What do we do with these?

Progress Monitoring: Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as ??????????????????.

Learning Events:

H: Music Video about tabernacle <http://crossroadskidsclub.net/music-video-tabernacle/>

W: Introduce the Essential Questions and discuss the culminating unit performance task.

E1: Treasure Hunt- Take the students on a tour of the church and point out and discuss items found there. Divide the students into small groups. Give each group a clipboard with a list of objects. The students have to locate each item and write down where it is located in the church.

<http://catholicblogger1.blogspot.com/2011/02/celebrating-mass-lesson-people-and.html>

E1: Objects used in the mass Handwriting WS <http://catholicblogger1.blogspot.com/2011/02/celebrating-mass-lesson-people-and.html>

E1: CGS: Nomenclature Lessons Altar I

E1: CGS: Nomenclature Lessons Altar II

E1: CGS: Nomenclature Lessons Altar III

R: Can you name the objects used at Mass? <http://www.orgsites.com/md/church-crafts-and-activities/LiturgicalObjectsUsedinMass.PDF>

E2: Performance tasks

*Pre Assessment-* Whole class KWL on parts of the Mass.

*Progress Monitoring:* Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as ??????????????????.

Learning Events:

H: Car Manual <http://www.thereligionteacher.com/liturgy-of-the-word-lesson-plan/>

W: Introduce the Essential Questions and discuss the culminating unit performance task.

E1: Class discussion of the Pew Cards. (Use pointers from <http://www.thereligionteacher.com/liturgy-of-the-word-lesson-plan/> to lead discussion.)

E1: Create graphic organizer notes based on 6. Lecture: Liturgy of the Word <http://www.thereligionteacher.com/liturgy-of-the-word-lesson-plan/>

R: Complete together Station 2: Order of the Mass <http://www.thereligionteacher.com/liturgy-of-the-word-lesson-plan/>

E2: Exit Card: What are the parts of the Liturgy of the Word?

H: Butterflies and Transubstantiation <http://www.thereligionteacher.com/liturgy-of-the-eucharist-lesson-plan/>

E1: Presentation: The Parts of the Liturgy of the Eucharist <http://www.thereligionteacher.com/liturgy-of-the-eucharist-lesson-plan/#sthash.X81UKToG.dpuf>

R: Last Supper File Folder Game <http://www.orgsites.com/md/church-crafts-and-activities/LastSupperDirections.pdf>

E1: Read & Highlight THE Bible: The Story of GOD's Love for Us Handout from Catholic Encyclopedia for Children by Ann Ball p. 14-15

E1, R: Chapter 14, Les. 3 & 4; Begin & Develop (TE 168-171)

R, E2: Quiz 14 (TE A-17)

E2: Performance tasks

E1: Role of Priests; We Are Called Grade 1, Les. 1

## Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Explain</li> <li>- Inform</li>   <li>- Design</li> <li>- Illustrate</li> <li>- Create</li>   <li>- Create</li> <li>- Explain</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>Your goal is to write a letter to your family explaining the importance of <u>the Sacrament of Baptism</u> using a teacher generated word bank. Your letter should include the gifts we receive through baptism and how we got the sacrament of baptism.</p> <p>Your task is to create a matching game for the <u>following vocabulary</u>: altar, tabernacle, baptismal font, confessional, crucifix, sanctuary light, and holy water font. You are a game designer asked to create game pieces for preschoolers. Your game pieces need to have color and neatly printed words on them.</p> <p>You are a museum director. You will create a visual display that includes <u>Advent, Christmas, Ordinary Time, Lent and Easter.</u> Your display must include something of significance to the season, as well as the significance to the life of Christ, Mary, and the saints.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

Jesus gave us the sacraments. Baptism is the gateway to all other sacraments.

Progress Monitoring: Assess throughout the unit using observations, on-going questions, and review of student work. Specifically use a formative assessment to review the seven sacraments: match the sacrament to a photo of a significant part of that sacrament

Hook: TE p. 152, Begin and Develop sections

Where, Why, What: Share essential question with students. Explain performance task: The students will write a letter for their families explaining the importance of the Sacrament of Baptism using a teacher generated word bank. Your letter should include the gifts we receive through baptism and how we got the sacrament of baptism.

Equip: TE Lesson 13, pp. 152 - 161

TE Lesson 14, pp. 163 - 173 Public Ministry of Jesus, Teaching and devotion to the Good News

Equip: TE Lesson 15, pp. 175 - 185 Anointing of the Sick

TE Lesson 20, pp. 237 - 247 Baptism

TE Lesson 24, pp. 287 - 297 Baptism

Catechesis of the Good Shepherd, Level I Atrium: Baptism I, II, and III

Catechesis of the Good Shepherd, Level I Atrium: The Found Sheep, Eucharistic Presence of the Good Shepherd I and II

Evaluate: Performance Task: Write a letter to your family explaining the importance of Baptism.

**There are two main parts of mass. The liturgical year celebrates the life of Christ, Mary and the saints.**

Progress Monitoring: Assess throughout the unit using observations, on-going questions, and review of student work. Specifically use a formative assessment of the parts of the Mass by sequencing teacher provided pictures and captions. Students will match the pictures and captions, sequence, and place a ribbon between the two parts of the Mass. Also, students will explain why you should read the Bible using the 5 W's in a newspaper article as an additional formative assessment.

Hook: TE p. 302, Begin section

Where, Why, What: Share essential question with students. Explain performance task: The students will create a matching game for the following vocabulary: altar, tabernacle, baptismal font, confessional, crucifix, sanctuary light, and holy water font. You are a game designer asked to create game pieces for preschoolers. Your game pieces need to have color and neatly printed words on them.

Equip: TE Lesson 25, pp. 301 - 311 Parts of the Mass

Catechesis of the Good Shepherd, Level I and II Atrium: Altar I, II, and III

Level I Atrium: Gestures, Preparation of the Cruets

Evaluate: Performance Task: Students will create a matching game for vocabulary.

Progress Monitoring: Assess throughout the unit using observations, on-going questions, and review of student work. Specifically, the liturgical works in the Atrium as a formative assessment

Where, Why, What: Share essential question with students. Explain performance task: The students will create a museum exhibit that includes Advent, Christmas, Ordinary Time, Lent and Easter. Your display must include something of significance to the season, as well as the significance to the life of Christ, Mary, and the saints.

Equip: Catechesis of the Good Shepherd, Level I Atrium: Liturgical Colors and Liturgical Calendar

Liturgical color song

Prayer Table with liturgical colors and label cards

Evaluate: Performance Task: Students will create a museum exhibit of the liturgical calendar with colors.

### Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Design</li> <li>- Illustrate</li> <li>- Create</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>1.II.10 Your task is to create a matching game for the following vocabulary: : altar, tabernacle, baptismal font, confessional, crucifix, sanctuary light, and holy water font. You are a game designer asked to create game pieces for preschoolers. Your game pieces need to have color and neatly printed words on them.</p> <p>1.II.7-8 Given a blank liturgical calendar, color it to show the correct liturgical seasons.</p> <p>1.II.9 Draw or paint a 3-panel picture depicting what happened at Christmas, Easter, and Pentecost. Present your picture to the class.</p> <p>1.II.1-2, 4a-b Write a letter to a friend, explaining the sacrament of Baptism. Include in your letter, why people should be baptized and what happens during the sacrament of Baptism.</p> <p>1.II.6a-b. Sequence teacher-provided pictures of the parts of the Mass and match them to captions. Use the pictures and captions to explain to a non-Catholic friend, what is happening at the different parts of the Mass. Be sure to specify which part of the Mass is the Liturgy of the Word and which part is the Liturgy of the Eucharist.</p> <p>1.II.11-12 You are a reporter, writing an article for other first graders to read about the importance of the Bible. Include the who, what, where, when, and why of the Bible in your article.</p>

OTHER EVIDENCE:  
 other assessments: tests, quizzes, assignments, observations, student journaling

### Stage 3 – Learning Plan

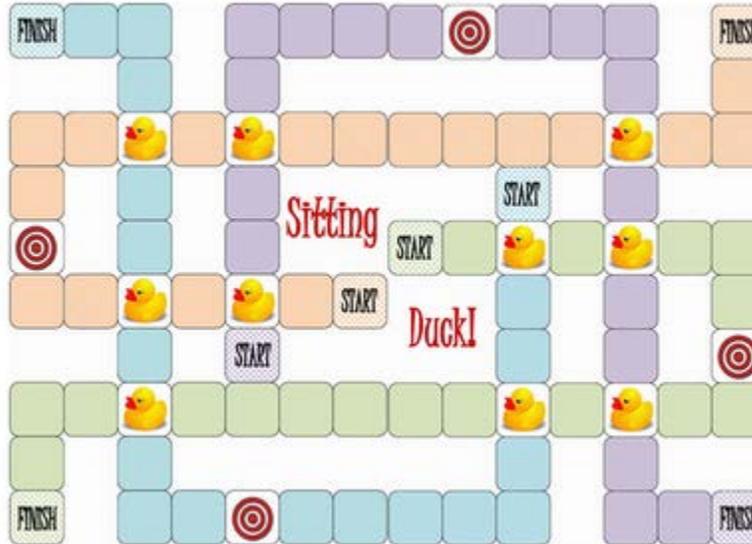
#### *Summary of Key Learning Events and Instruction*

Catechesis of the Good Shepherd presentation of Baptism  
 Catechesis of the Good Shepherd presentation of the liturgical calendar and the liturgical calendar puzzle.  
 Catechesis of the Good Shepherd celebration of Pentecost and Gifts of the Holy Spirit.  
 Catechesis of the Good Shepherd presentation of Altar I, II, III  
 Reading the Bible regularly during class  
 Lessons on the Mass and the parts of the Mass from chapters 19 and 25 of “Our Heavenly Father”  
 Vocations lesson on priests  
 Lessons on the Sacraments from chapters 6, 15, 17, 21, 24 of “Our Heavenly Father”

### Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Design</li> <li>- Illustrate</li> <li>- Create</li> </ul> <p>1.II.1-1.II.4b</p> <p>1.II.7-1.II.9</p>	<p>PERFORMANCE TASK(S):          Your task is to create a matching game for the following vocabulary: altar, tabernacle, baptismal font, confessional, crucifix, sanctuary light, and holy water font. You are a game designer asked to create game pieces for preschoolers. Your game pieces need to have color and neatly printed words on them.</p> <p>G-Your task is to strengthen lost souls by teaching them, through an oral or visual presentation, that Jesus gave us the 7 Sacraments to help us bring health and new life to our souls, in return improving the health of His Family, the Church.          R-Your job is to be a soul nutritionist.          A-Your clients are your classmates who need a soul cleansing.          S-The challenge is to educate your clients (classmates) about the 7 Sacraments and how each Sacrament cleanses the soul.          P-You need to develop a mini-presentation about the 7 Sacraments providing cleansing information about at least 4 and a connection to how they can help us be better members of Jesus’ Family.          S-Your performance needs to correctly name and briefly describe each of the 7 Sacraments, with an explanation of their cleansing or healing effects of at least 4 of the Sacraments. Your judge will be your classroom teacher</p>

G-Your task is to show knowledge of the liturgical seasons and to describe each of their significance (Christmas, Easter, Pentecost, Ordinary Time, and Lent)  
 R-Your job is to be a Liturgical Game Show Contestant.  
 A-Your target audience is your game show host, classroom teacher, and audience members.  
 S-You will be asked questions about the Liturgical seasons from your game show host.  
 P-You will need to move your game piece one spot on your game board if you answer the question correctly. You won't move your piece if your answer is incorrect.  
 S-A successful result will be if your game piece makes it to the end of the game board depending on your answers.



1.II.6, 1.II.6.a, 1.II.6.b, 1.II.12

G-The goal is to teach parishioners that there is 2 main parts of the Mass; Liturgy of the Word and Liturgy of the Eucharist.  
 R- Your job is to be an actress/actor in a Mass play (only acting out the 2 main parts).  
 A-Your audience is the parishioners.  
 S-The challenge involves working with the other actors/actresses and correctly acting out the 2 main parts of the Mass.

	<p>P-You need to develop a play that correctly demonstrates the 2 main parts of Mass so that the parishioners are better educated and can focus their attention more directly on the importance of what is happening during each time. Actors/Actresses need to make it clear where one part ends and the other starts as well as the main focus of each part.</p> <p>S-Your final production will be graded on how well the requirements were fulfilled with audience understanding.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

1. Show a video of a kid not paying attention at Mass. Show a video clip of an adult not paying attention at Mass. Discuss why they are not paying attention...the main reason being that they do not understand what is happening in the Mass. **Hook/Reflect**
2. Explain to students that they will be writing and performing a play that will explain that the Mass has 2 parts and which parts are the most important. **Where/Why**
3. Take students to Mass. Before going tell them to really pay attention and see if they can tell where the change over happens during Mass. What happened before and what happened after. **Hold/Reflect/Evaluate**
4. Using chart paper for students to visualize their thoughts, after Mass have students explain when the second part of the Mass began and what happened before and after. **Evaluate/Organize**
5. Discuss the parts of the Mass, specifically the 2 main parts of Mass: The Liturgy of the Word and the Liturgy of the Eucharist. **Equip**
6. Take students to Mass and have them focus their attention on what the most important events are, inside each part of the Mass. **Hold/Reflect/Evaluate**
7. Using chart paper for students to visualize their thoughts, after Mass have students explain the most important events in each part of the Mass are. **Evaluate/Organize**
8. Discuss the Gospel and the Consecration. How do we know that these are important events? What are we doing at this time? (standing & kneeling) **Equip**
9. Review the videos again, of the people not paying attention. What new thoughts do students have about them? What would students tell them to help them understand what is going on? **Rethink/Reflect/Revise/Evaluate**
10. Performance Task: Have students work in groups to write their scripts and perform them to inform others. **Evaluate**

## Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Design</li> <li>- Illustrate</li> <li>- Create</li> </ul>	<p>PERFORMANCE TASK(S): Your task is to create a matching game for the following vocabulary: : altar, tabernacle, baptismal font, confessional, crucifix, sanctuary light, and holy water font. You are a game designer asked to create game pieces for preschoolers. Your game pieces need to have color and neatly printed words on them.</p> <p>**Rubrics to be created by classroom teacher.</p> <p>*Goal - Identifying Sacraments *Role - You are able to identify a picture with correlating sacraments *Audience - Your classmates *Situation - Chapel, church, classroom that contains pictures of various sacraments *Performance - Construct a book of the sacraments</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p> <p>Show a booklet encompassing all the Sacraments</p>

## Stage 3 – Learning Plan

Sacraments:

\*W - to become familiar with sacraments

\*H - "Next year it is your turn to receive Sacraments of Reconciliation & Eucharist". Look at Sacraments on stained glass windows in chapel/church.

\*E - Resource book with pictures and subtitles of sacraments.

\*R - Children will construct their own sacraments books as a result of this unit.

\*E - Students will identify & list the sacraments when presented with a picture of said sacraments

\*T - Student verbal, auditory, hands on activities, cooperative learning, role playing

\*O - Chapter 25, Lesson 4 - Eucharist. Organized presentation in order that students will receive them

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS- Benchmarks</b></p> <p>1.III.2 Be aware that God is the Giver of life in creation and as such all life is a precious gift.</p> <p>1.III.3 Name the human body as a sign of God's love in the world and our call to love as God loves.</p> <p>1.III.4 Know that family and friends are a way of knowing God's love.</p> <p>1.III.5 Know that helping, sharing, and being kind to others are ways of imitating Jesus.</p> <p>1.III.6 Realize that he/she is responsible for decisions and actions in caring for God's gift of creation.</p> <p>1.III.7 Identify the Ten Commandments. Know that they are a gift from God. Understand their meaning in a manner that applies to their life.</p> <p>1.III.8 Know that there are right choices (good) and wrong choices (bad).</p> <p>1.III.9 Understand that wrong choices are called sins. These break our relationship with God. Understand that good choices are called virtues. These help our relationship with God grow.</p> <p>1.III.10 Be aware of the need to forgive (others) and/or ask forgiveness (from God and others). Practice using the phrases, "I forgive you" and "I'm sorry."</p> <p>1.III.11 Know that even if others don't forgive them, God always forgives when we are sorry.</p> <p>1.III.1 Be aware of his/her own uniqueness and the uniqueness of each person whom God has created.</p>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning to...</p> <p style="text-align: center;"><i>Identify how our faith helps us to understand right and wrong.</i></p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p>Students will understand that...</p> <p>God is the Giver of Life and it is precious. Helping, sharing, and being nice to others is imitating Jesus and a way of knowing God's love. Ten Commandments are God's gift and they have meaning in our lives. Wrong choices are sins and break our relationship with God. Good choices are virtues and help us grow towards God. Even though others won't forgive them, God always will.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Overarching...</p> <p>How does our Faith guide our decision making? How do we show God's Love?</p> <p>Topical...</p> <p>How we treat others affects our relationship with God? How do our choices affect our faith?</p>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <p>Identifying characteristics of the Ten Commandments Phrases to use when seeking forgiveness Key terms</p>	<p><i>Students will be skilled at...</i></p> <p>Helping, sharing and being nice to others. Identifying the Ten Commandments. Asking for forgiveness and using phrases of forgiveness, such as "I forgive you" and "I'm sorry".</p>	

1.III.12 Enjoy the stories of the saints and of good modern day Christians as models of living the Gospel values.		
1.III.13 Know that they should tell others about Jesus and His Family, the Church. (Evangelization). (CGS)		

### Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
Retell Perform Role-play Describe	<p><b>PERFORMANCE TASK(S):</b> Your task is to tell a story where phrases of forgiveness are used appropriately. You are a newscaster and you need to tell a story to your TV audience of a situation that happened on the playground where a student had to say they were sorry. Your story needs a beginning, middle and end and you must use the phrases of forgiveness appropriately as you tell your story out loud. Your goal is to explain sin and virtues using the Ten Commandments. You are the head of the parish council and you must create a speech for the members of your parish. Your speech should define sin and virtue and identify the Ten Commandments. **Rubrics to be created by classroom teacher.</p>
	<p><b>OTHER EVIDENCE:</b> Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

### Stage 3 – Learning Plan

#### Summary of Key Learning Events and Instruction

Pre-assessment: Word Splash- Content vocabulary is placed on a board, chart, or large paper. Students are asked to use the words in a sentence, paragraph drawing or diagram. (form connections to meaning)

Progress Monitoring: Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as Quiz 6, TE A-7.

Learning events:

H: Play-Doh Mistakes <http://catholicblogger1.blogspot.com/2009/06/lesson-plan-pre-k-k-prodigal-sonim.html>

W: Introduce the Essential Questions and discuss the culminating unit performance task.

E1, R: Read Out loud Franklin Says Sorry by Paulette Bourgeois. Create a story map with students with special focus on the words used to say "I'm sorry" including beginning, middle and end.

E1, R: Using a T-chart, create a list of actions of wrong doing and a list of appropriate ways to say "I'm Sorry". Read Matthew 18:21-22 and discuss the story of The Unforgiving Servant. Play the Unforgiving Servant board game in small groups. [http://www.catholicmom.com/2008\\_lesson\\_plans/UnforgivingServantDirections.pdf](http://www.catholicmom.com/2008_lesson_plans/UnforgivingServantDirections.pdf)

E1: Introduce movie: How many times are you to forgive someone? Many, many times. God Wants Me To Forgive Them?!- Veggie Tales The Grapes of Wrath (12 min.), including follow-up questions. [http://www.catholicmom.com/2007\\_lesson\\_plans/unforgiving\\_servant.pdf](http://www.catholicmom.com/2007_lesson_plans/unforgiving_servant.pdf)

E1: Jesus Heals Us Body and Soul (TE 182-183, Develop parts 1 & 2)

R, E2: Review class created "I'm Sorry" T-chart. Forgiveness- Color only the pictures that show forgiveness. [http://www.comingtofaith.com/pdf/grade1/4301-W\\_139.pdf](http://www.comingtofaith.com/pdf/grade1/4301-W_139.pdf) & A Forgiveness Story- Write a story about when you were forgiven. Draw a picture about your story.

[http://www.comingtofaith.com/pdf/grade2/4302-W\\_056.pdf](http://www.comingtofaith.com/pdf/grade2/4302-W_056.pdf)

E1, E2: Performance tasks

**Pre-assessment:** Squaring off- Place a card in each corner of the room with the following phrases: Dirt Road, Paved Road, Highway, Yellow Brick Road  
Students move as a group to the corner of the room that matches where they are in the unit of study, discuss what they know about topic. Have paper available to record responses. (Need to create corner phrases and chart to record responses.)

Ten Commandments are God's gift and they have meaning in our lives.

Wrong choices are sins and break our relationship with God.

Good choices are virtues and help us grow towards God.

**Progress Monitoring:** Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as Quiz .

**Learning events:**

**H:** Read The Ten Commandments Handout from Catholic Encyclopedia for Children by Ann Ball p. 32-33 & The Ten Commandment Tablets craft <http://www.crayola.com/crafts/ten-commandments-tablets-craft/> (Bulletin board idea)

**W:** Introduce the Essential Questions and discuss the culminating unit performance task.

**E1,:** Chapter 6; The First Sin (TE 64-65, Develop part 5)

**E1,:** Chapter 8, Les 6: Rules for Life (TE 92--93, Develop part 1-6) (1.VI.4 Moses and the Burning Bush -- Ex 2:23-3:14)

**R:** Exit Ticket: Quiz 8: ?s 2 & 3

**R:** Cross Curricular: Les. 14 ELA 10 Commandments

**E1:** Class discussions: Say to the children: What does it mean to be good or to behave? Discuss. Show pictures from magazines or from books of children being good and not being good. Have the children tell you what the person is doing in the picture and if they are being good. Write the concepts on the board you want your children to learn that focus on moral issues involving right and wrong and how people should behave. Discuss. Ask the following questions: (examples)

What does it mean to be \_\_\_\_? (What does it mean to \_\_\_\_? Etc.)

Has someone done that for you? What did they do?

How did you feel when someone did that for you?

Tell me about a time when someone was not \_\_\_\_ to you. (Tell me about a time when someone did not \_\_\_\_ you. Etc.)

How did you feel?

What can you do to be \_\_\_\_?

How does it make you feel when you do that for another? <http://catholicblogger1.blogspot.com/2010/05/lesson-plan-pre-k-k-virtues.html>

**R:** Draw a picture of a virtue? (Teacher created WS that defines virtue and has learner illustrate it.)

**E1, E2:** Performance tasks

## Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Describe</li> <li>- Retell</li> <li>- Illustrate</li> <li>- Create</li>   <li>Retell</li> <li>- Perform</li> <li>- Role-play</li> <li>- Describe</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>You are a children’s book author. Your job is to create a biography picture book of Jesus’ life, including his Father and the Holy Family’s role in his life. You will need to include information about how Jesus lived his life and his public ministry. Your book will be shared with the Kindergarten students.</p> <p>Your task is to tell a story were phrases of forgiveness are used appropriately. You are a newscaster and you need to tell a story to your TV audience of a situation that happened on the playground where a student had to say they were sorry. Your story needs a beginning, middle and end and you must use the phrases of forgiveness appropriately as you tell your story out loud.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

**God is the Giver of Life and it is precious. Helpings, sharing, and being nice to others is imitating Jesus and a way of knowing God’s love.**

Evaluate prior knowledge: Who has God created?

Progress Monitoring: Assess throughout the unit using observations, on-going questions, and review of student work, formative assessments after each chapter.

Learning Events –

Hook: Lesson 4, Begin Section, TE p. 38

Where, Why, What: Share essential question with students. Explain performance task: The students will create a biography picture book of Jesus’ life.

Equip: Chapter 1 – TE, pp. 2-10

Equip: Chapter 4 - TE, pp. 37-47

Equip: Chapter 14 – TE, pp. 163 – 173

Catechesis of the Good Shepherd Work – Level II Atrium – Fettucia 1 and 2, Unity Strip, Gifts 1 and 2

Evaluate: Performance Task: Biography picture book

**Ten Commandments are God’s gift and they have meaning in our lives. Wrong choices are sins and break our relationship with God. Good choices are virtues and help us grow towards God. Even through others won’t forgive them, God always will.**

Evaluate prior knowledge: Students will recall the story of the creation of Adam and Eve, using TE 64 “Begin” section to guide.

Progress Monitoring: Assess throughout the unit using observations, on-going questions, review of student work, formative assessments after each chapter, and knowledge of the Ten Commandments.

Learning Events –

Hook: Lesson 6, Reinforce section, TE p. 64

Where, Why, What: Share essential question with students. Explain performance task: The students tell a story of forgiveness as a newscaster.

Equip: Chapter 6 – TE, pp.63 – 73

Equip: Chapter 8 – TE, pp. 87 – 97

Catechesis of the Good Shepherd Work – Level I Atrium – The Found Sheep, Level II Atrium – Moral Parables, Maxims, True Vine – 2<sup>nd</sup> Moment, Forgiving Father, Lavabo

Evaluate: Performance Task: The students will tell a story of forgiveness as a newscaster.

### Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"><li>- Retell</li><li>- Perform</li><li>- Role-play</li><li>- Describe</li><li>- Research</li></ul>	PERFORMANCE TASK(S):  1.III.10-11 Your task is to tell a story were phrases of forgiveness are used appropriately. You are a newscaster and you need to tell a story to your TV audience of a situation that happened on the playground where a student had to say they were sorry. Your story needs a beginning, middle and end and you must use the phrases of forgiveness appropriately as you tell your story out loud.

<ul style="list-style-type: none"> <li>- Create</li> <li>- Journal</li> <li>- Share</li> </ul>	<p>1.III.12 Choose a favorite saint to research. Write about their life and how it reflects the Gospel and the teachings of Jesus. Share your research with the class.</p> <p>1.III.7 You are going to explain the 10 Commandments to a kindergarten student by making a picture book about them. Rewrite them in your own words and draw an illustration for each commandment. Your book should have one page for each commandment.</p> <p>1.III.8-9 Your task is to work in a small group (3 to 4 students) to create a puppet show for the pre-school explaining to them the difference between right and wrong choices. You should create characters that are choosing between the right and wrong thing to do and give an example of a right choice and a wrong choice.</p> <p>1.III.1-3 What makes you special? Create a poster collage that can be shared with your class, including pictures representing what special talents and skills you have to share with others as a child of God and why all life is precious.</p> <p>1.III.4-6 Think about a time when you helped, shared, or were kind to others and write a journal entry about it. Also include a time that someone was helpful, caring, or kind to you in your journal entry. How were you/they being like Jesus?</p> <p>1.III.13 You are an advertiser. Make a brochure sharing the Good News of Jesus and the Church with someone who is not Catholic. You should include information about why Jesus came and why people should know about him.</p>
	<p>OTHER EVIDENCE:</p> <p>tests, quizzes, assignments, observations, student journaling</p>

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

10 commandments song  
10 commandments sort (love God/love your neighbor)  
Lessons about the 10 Commandments (chapter 8) in Our Heavenly Father  
Stories about the Saints  
Lessons about God creating us and giving us life (chapters 1-3) in Our Heavenly Father  
Lessons about sin and forgiveness (chapters 6, 13, 14) in Our Heavenly Father  
First Grade Respect Life lesson plan found at <http://www.madisondiocese.org/Schools/TeacherResources/RespectLifeLessonPlans.aspx>

## Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Retell</li> <li>- Perform</li> <li>- Role-play</li> <li>- Describe</li> </ul>	<p>PERFORMANCE TASK(S): Your task is to tell a story where phrases of forgiveness are used appropriately. You are a newscaster and you need to tell a story to your TV audience of a situation that happened on the playground where a student had to say they were sorry. Your story needs a beginning, middle and end and you must use the phrases of forgiveness appropriately as you tell your story out loud.</p> <p>G-Your goal is to show our awareness that God is the Giver of life and that because it is a precious gift we must show God thanks for the gift by making good decisions and following the 10 Commandments..</p> <p>R-You're an author and illustrator of a children's book.</p> <p>A-The publishing company</p> <p>S- You're trying to get your book published by a prestigious book publishing company.</p> <p>P-Everyone is unique, from the human body to our families and our friends. God shows His love for us in all these ways, every day. Your challenge involves you composing pages correctly and detailing your book to show that you see God's love uniquely present in your life personally and in relation with others. You must create at least 5 pages.</p> <p>S-A successful result will be an acceptance of the publishing company and the publication of your book due to correct criteria and meeting the writing standards for 1<sup>st</sup> Grade.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

1. Have students bring in their favorite story books. What makes them their favorite? Have students share their story books and make a list of what their requirements are that qualify it as a good book. **Hook**
2. Introduce the performance task to students. Tell them that they will be making their own book, but with the idea of showing thanks to God for all the wonderful gifts He has given them. **Where/Why**
3. Read *The Story of Creation & The Story of Moses* by Pascale Lafond (My First Bible Collection). **Hold/Equip**
4. Introduce and discuss the topic of God being the Giver of life. He created everything! **Equip**
5. Students will design a poster with examples of God's Creation. **Evaluate/Organize/Tailor**
6. Introduce and discuss the 10 Commandments in which we are to follow in order to fill our souls with grace. Each Commandment is important. Discuss with students each Commandment so they have knowledge of them. As a group have them sort out the Commandments to the ones that can apply to

them. Also in whole group (for this is a difficult task), after discussing the meaning, have students come up with some ways that they can both follow and break each Commandment (they may need some prompting and it could be a good assignment to have parents help them come up with one or two ways that the Commandments can be broken). Make lists of these ways. **Equip/Reflect/Rethink/Revise/Tailor/Organize/Evaluate** (This will take multiple class times to complete.)

7. Bring the two concepts of Creation and the 10 Commandments together in one lesson. Make the connection clear on why each of these Truths are so important and how they are connected. Bring up Reconciliation and the need to know what is right and wrong so we do not offend God.

**Equip/Organize/Rethink**

8. Performance Task: Students will make their books, focusing on how God has acted personally in their own lives. **Evaluate**

### Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Retell</li> <li>- Perform</li> <li>- Role-play</li> <li>- Describe</li> </ul>	<p>PERFORMANCE TASK(S): Your task is to tell a story where phrases of forgiveness are used appropriately. You are a newscaster and you need to tell a story to your TV audience of a situation that happened on the playground where a student had to say they were sorry. Your story needs a beginning, middle and end and you must use the phrases of forgiveness appropriately as you tell your story out loud.</p> <p>**Rubrics to be created by classroom teacher. *G - Your task is to understand that God created us to be responsible stewards of all that He created (us and the world). Our responsibility is to carry out this mission. It is spelled out in the Ten Commandments. *R - Your role is to be a steward of the Lord. *A - Your audience is everyone you meet. *S - Give examples to your peers/classmates to show that you are responsible stewards of the Lord. *P - You will create a manger full of enough straw (each piece of straw represents a good deed or caring action using the Ten Commandments as a guide) to fill the manger. Once the manger is filled, each child will receive a tiny statue of Jesus to put in their manger.</p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p> <p>Performance will be determined by the “fullness” of the manger</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

- \*W - To correlate the Ten Commandments with our daily life.
- \*H - Each student will receive a manger and some hay at the beginning of the year. (An actual, physical “hands on” item to work with throughout the year.
- \*E - Mangers, hay, Ten Commandments, Genesis, Jesus’ examples of the Ten Commandments.
- \*R - Students will take their daily lives & correlate their actions to the Ten Commandments.
- \*E - Check the abundance of their hay.
- \*T - Explain how their hay is getting into the manger.
- \*O - A full manger

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS- Benchmarks</b></p> <p>1.IV.1 Attend Mass on Sunday and holy days of obligation.</p> <p>1.IV.2 Realize that quiet times of listening help us to grow in our knowledge and love for God. Prayer is a vital and personal relationship with God, who loves us.</p> <p>1.IV.3 The memorization of basic prayers offers and essential support to the life of prayer, yet it is also important to help students savor their meaning. Children should be able to recite the following:</p> <p>1.IV.3.a All prayers from previous grade</p> <p>1.IV.3.b Glory Be</p> <p>1.IV.3.c St. Michael the Archangel</p> <p>1.IV.4 Recite and/or sing selected communal prayers and responses of the Mass:</p> <p>1.IV.4.a Responses to the Greeting and Penitential Rite</p> <p>1.IV.4.b Gloria</p> <p>1.IV.4.c Responses to the Readings and Gospel</p> <p>1.IV.4.d Response to Intercessions</p> <p>1.IV.4.e Response to Preparation of Gifts and Eucharistic Preface</p> <p>1.IV.4.f Holy, Holy, Holy</p> <p>1.IV.4.g Memorial Acclamation</p> <p>1.IV.4.h Great Amen</p> <p>1.IV.4.i Our Father</p> <p>1.IV.4.j For the Kingdom, the power...</p> <p>1.IV.4.k Response to the Sign of Peace</p> <p>1.IV.4.l Lamb of God and Response</p> <p>1.IV.4.m Final Blessing and Dismissal</p>	<i>Transfer</i>	
	Students will be able to independently use their learning to... <i>Use memorized prayer and prayer experiences to enhance their daily living.</i>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> Students will understand that...</p> <p>Attending Mass on Sundays and holy days is an obligation. Each day should begin and end in prayer. Memorization of basic prayers is important to prayer life and they will memorize the Glory Be, Our Father, Morning Offering and Prayer of Vocations. Prayer is a relationship with God and they should be exposed to prayer in many forms.</p>	<p><b>ESSENTIAL QUESTIONS</b> Overarching...</p> <p>How do we pray? Why do we pray?</p> <p>Topical...</p> <p>How do we experience prayer as Catholics? What is the role of leaders in prayer?</p>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <p>Sundays and Holy Days are days of obligation. Prayer is a relationship with God. Each day should begin and end in prayer. There are prayers that should be known by heart. There are prayers that are important to be exposed to: St. Michael the Archangel, Prayer of Vocations. It is important to develop habits of prayer; through quiet times of listening to God, and in spontaneous ways with Scripture, song, gestures, words, reflection and silence.</p>	<p><i>Students will be skilled at...</i></p> <p>Saying the Glory Be, Our Father, Morning Offering and Prayer of Vocations.</p>	

<p>1.IV.5 Have experienced prayer in a spontaneous way: with Scripture, with song, with gestures, with spontaneous words, reflection, and silence.</p> <p>1.IV.6 Begin and end each day with prayer. Bring the help of prayer into everyday situations. Morning Offering Prayer</p> <p>1.IV.7 Recognize the church as God's special dwelling where His Family gathers. Know that Jesus is truly present in the Blessed Sacrament kept in the tabernacle. This is the reason for genuflection, reverence, and silence in church. (CGS)</p> <p>WAC 1.L.1 Prayer is an important part of how we support our priests. Our priests pray for us and we pray for them.</p> <p>Prayer for Vocation</p>	<p>Church is the special dwelling of the Blessed Sacraments, Jesus is truly present and it is kept in the tabernacle.</p> <p>Prayer is an important part in how we support priests and they pray for us.</p> <p>Key terms</p>	
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### Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
Create Recognize	<b>PERFORMANCE TASK(S):</b> You are a retreat director for the North Region of Kalamazoo. You have been asked to create a retreat for 1st graders. During this retreat; 1st grade students should begin and end with prayer, experience prayer in a spontaneous way: with Scripture, with song, with gestures, with spontaneous words, reflection, and silence, and pray the Glory Be, St. Michael the Archangel, Our Father and Sign of the Cross. **Rubrics to be created by classroom teacher.
<type here>	<b>OTHER EVIDENCE:</b> Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

(This unit will take place throughout the school year. With prayers being memorized throughout the year and documented in Planbook.com)

**Pre-assessment:**

**Progress Monitoring:** Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate; such as.

**Learning events:**

H:

W: Introduce the Essential Questions and discuss the culminating unit performance task that will take place at the end of the school year.  
 E1, E2:: Chapter One: Les. 4: We pray To God the Our Father Begin & Develop (TE 8-9 & AB 3)  
 E1: Our Father minibook- <http://www.dltk-bible.com/crafts/m-itsy-bitsy.htm>  
 E1: "I Know My Prayers- Our Father" <https://www.youtube.com/watch?v=E28xqYpupdM> (11mins)  
 E2: Write the Our Father on strips of paper or card stock. Cut out strips and glue strips of the Our Father in the proper order on a piece of construction paper.  
 R, E2:  
 E1, E2: Performance tasks

### Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Create</li> <li>- Illustrate</li> <li>-</li> <li>- Design</li> <li>- Illustrate</li> <li>- Create</li> <li>- Recognize</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>Your task is to create a journal of one month's Mass celebrations. You should include pictures And sentences detailing what you saw, heard, and did during the Mass as a Child of God.</p> <p>Your task is to design a prayer card to be placed in pews to encourage others to pray. You are a graphic designer and using the teacher provided labels you need to create a prayer card with pictures. (Labels to include; Begin and end each day with prayer, experienced prayer in a spontaneous way: with Scripture, with song, with gestures, with spontaneous words, reflection, and silence, Glory Be, St. Michael the Archangel, Our Father and Sign of the Cross.)</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

Attending Mass on Sundays and holy days is an obligation. Prayer is a relationship with God and we should be exposed to prayer in many forms.

Evaluate prior knowledge: Observation during Mass celebrations, formative multi-choice assessment

Progress Monitoring: Assess throughout the unit using observations, on-going questions, and review of student work, formative assessments after each chapter.

Learning Events –

Hook: T.E. p. 204, Begin section with the #4 of Develop section following.

Where, Why, What: Share essential question with students. Explain performance task: Your task is to create a journal of one month's Mass celebrations. You should include pictures and sentences detailing what you saw, heard, and did during the Mass as a Child of God.

Equip: Chapter 17

Equip: The Caterpillar that Came to Church: A Story of the Eucharist by Irene Hooker

Equip: Chapter 20

Equip: We Go to Mass – pp. 113 - 116

Equip: Chapter 27

Equip: Weekly Mass practices in the Cathedral

Catechesis of the Good Shepherd Work – Level II – How to plan prayer service, Eucharistic presence, Synthesis of the Eucharist

Evaluate: Performance Task: Your task is to create a journal of one month's Mass celebrations. You should include pictures  
And sentences detailing what you saw, heard, and did during the Mass as a Child of God.

**Each day should begin and end in prayer. Memorization of basic prayers is important to prayer life.**

Evaluate prior knowledge: Review students' working files to determine what prayers need to be reviewed and how to move forward

Progress Monitoring: Assess throughout the unit using observations, on-going questions, and review of student work, formative assessments after each chapter.

Learning Events –

Hook: Chapter 1, Lesson 4 Begin section with #5 in Develop section as focus (p. 8)

Where, Why, What: Share essential question with students. Explain performance task: Students will design a prayer card to be placed in the pews to encourage others to pray.

Equip: Chapter 1

Equip: TE p. 9, types of prayer

Equip: Letters to God picture book

Equip: Appendix B – B-2, B-3

Catechesis of the Good Shepherd Work –Level I – Genuflection, Sign of the Cross, Level II – How to plan prayer service, Eucharistic presence, True Vine – first moment, Altar cards

Evaluate: Performance Task: You are a graphic designer. You will design a prayer card to be placed in the pews to encourage others to pray.

### Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Design</li> <li>- Illustrate</li> <li>- Create</li> <li>- Recognize</li> <li>- Write</li> <li>- Demonstrate</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>1.IV.3-6 Your task is to design a prayer card to be placed in pews to encourage others to pray. You are a graphic designer and using the teacher provided labels you need to create a prayer card with pictures. (Labels to include; Begin and end each day with prayer, experienced prayer in a spontaneous way: with Scripture, with song, with gestures, with spontaneous words, reflection, and silence, Glory Be, St. Michael the Archangel, Our Father and Sign of the Cross.)</p> <p>1.IV.1 Attend Mass on Sundays and holy days of obligation</p> <p>1.IV.2 Demonstrate quiet, reverent time for prayer and reflection during visits to the atrium.</p> <p>1.IV.7 Demonstrate reverence, silence, and genuflection during each visit to the church and atrium.</p> <p>WAC.1.L.1 Write a prayer for our priests. Design a poster or card that your prayer can be printed on.</p>
<p>&lt;type here&gt;</p>	<p>OTHER EVIDENCE:</p> <p>: tests, quizzes, assignments, observations, student journaling</p>

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

- Praying specified grade level prayers as a class daily.
- Making time for prayer in class each day.
- Spending time in silent reflection while in the atrium.
- Practicing genuflection at Mass and in the atrium.
- Attending Mass on school mass days and holy days of obligation.
- Visiting the church for adoration of the Blessed Sacrament.
- Viewing video of a mass to assist in practicing the communal responses and prayers in context.

## Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Design</li> <li>- Illustrate</li> <li>- Create</li> <li>- Recognize</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>Your task is to design a prayer card to be placed in pews to encourage others to pray. You are a graphic designer and using the teacher provided labels you need to create a prayer card with pictures. (Labels to include; Begin and end each day with prayer, experienced prayer in a spontaneous way: with Scripture, with song, with gestures, with spontaneous words, reflection, and silence, Glory Be, St. Michael the Archangel, Our Father and Sign of the Cross.)</p> <p>G- The goal is to memorize all prayers from previous grades along with prayers and responses recited at Mass.</p> <p>R-You're a baseball player.</p> <p>A-The Umpire (Teacher)</p> <p>S-The challenge you find yourself in is being up to bat for prayer! Your team is desperate to win after all this time of practice and preparation, you know you are ready. Can you get your team around the bases?</p> <p>P- Each individual player, from both teams, will have the opportunity to recite prayers and responses to the baseball umpire. If recited correctly, your teammate will go to 1<sup>st</sup> base (ghost runners). As other players get his/her prayer correct, players will move around the bases. (Rubric created by classroom teacher.)</p> <p>S-Your performance needs to help your teammates around the bases. (Prayer and Mass response checklist created by teacher).</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
<p>&lt;type here&gt;</p>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling.</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

1. Take students outside to play a game of baseball. Ask them what the purpose of the game is. Is it to praise God or just to have fun? Is having fun a way of praising God? **Hook**
2. Tell students that they will be playing another game of baseball, but they will have to practice to be successful. They will need to learn their prayers to help their team around the bases. Learning their prayers will praise God and help them build a closer relationship with Him. **Where/Why**
3. Prayer leader chooses a prayer each morning. Students say Grace Before Meals before snack and lunch each day. Students say Grace After Meals after lunch each day. Prayer leader chooses a different prayer in afternoon than morning prayer. Throughout the day, students are participating in prayer at the very least 5 times. During Rosary, Atrium, and Mass days, students participate in prayer well over 5 times. **Equip/Evaluate**
4. Work through Chapters 17-20. **Equip**
5. Role-play Mass during lessons, different kids leading the prayers as the priest and the congregation giving their responses. **Hold/Equip/Tailor/Evaluate**

6. Also during lessons, give students some quiet time to reflect on a particular prayer or response that they say. This reflection will help them to develop a deeper meaning to the words being spoken. **Equip/Reflect/Tailor/Rethink**
7. Read and discuss required prayers. Have students lead the discussion giving each other their own opinions on the meaning behind the prayers. The teacher should give suggestions, or hints along the way to guide the conversation or keep it going. **Reflect/Equip/Tailor/Organize/Hold/Evaluate**
8. Performance task: this is very individualized, so it will need to be done when the students believe they are ready. When at least 2 are ready the first game can be played (as so on). **Tailor/Evaluate**

### Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Design</li> <li>- Illustrate</li> <li>- Create</li> <li>- Recognize</li> </ul>	<p><b>PERFORMANCE TASK(S):</b>            Your task is to design a prayer card to be placed in pews to encourage others to pray. You are a graphic designer and using the teacher provided labels you need to create a prayer card with pictures. (Labels to include; Begin and end each day with prayer, experienced prayer in a spontaneous way: with Scripture, with song, with gestures, with spontaneous words, reflection, and silence, Glory Be, St. Michael the Archangel, Our Father and Sign of the Cross.)</p> <p>**Rubrics to be created by classroom teacher.</p> <p>*G - Your task is to create a prayer life through daily prayer, attending Mass on Sundays and Holy Days. The students will memorize prayers and create their own prayers.            *R - You are responsible for memorizing prayers. You have been asked to compose your own prayers via special intentions. Your job is to encourage your family to attend Mass on Sundays &amp; Holy Days of Obligation.            *A - Your clients are God &amp; your families.            *S - The situation and challenge involves composing prayers, and not necessarily in a church setting.            *P - You will create a prayer life in order to be closer to God.</p>
<p>&lt;type here&gt;</p>	<p><b>OTHER EVIDENCE:</b>            Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p> <p><b>A successful result will be composing an individual prayer card to be distributed to another class.</b></p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

\*W - to become comfortable with prayer.

\*H - Having the students compose personal special intentions each morning & having their classmates pray for them.

\*E - Model prayer intentions

\*R - Helping them to compose prayers on their own.

\*E - Use: Adore, Contrition, Thankfulness, Supplication to compose a prayer.

\*T - Children will pray for what is meaningful to them.

\*O - Check their acronym: ACTS

UbD Template 2.0—1<sup>st</sup> Grade Scripture Unit

Stage 1 Desired Results		
<b>ESTABLISHED GOALS- Benchmarks</b> 1.VI.1 Creation Story -- Gen. 1:1-31 1.VI.2 God's resting and the Sabbath -- Gen. 2:1-3 1.VI.3 Noah's Ark -- Gen. 7:11-8:22 1.VI.4 Moses and the Burning Bush -- Ex 2:23-3:14 1.VI.5 <b>David and Goliath – 1 Sam 17:17-58</b> 1.VI.6 Annunciation and Visitation -- Lk 1:26-56 1.VI.7 Nativity and the Visit of the Magi/Shepherds -- Lk 2:1-20, Mt 1:18-2:12 1.VI.8 Presentation of Jesus in the Temple -- Lk 2:22-38 1.VI.9 Finding Jesus in the Temple doing the Will of His Father -- Lk 2:41-52 1.VI.10 Passages that show Jesus' love for many people. 1.VI.11 The prayer which Jesus taught us, the Our Father -- Mt 6:9-13 1.VI.12 Jesus rose from the dead -- Mk 16:1-8 1.VI.13 Pentecost -- Acts 2:1-4 1.VI.14 Circumstances around John the Baptist's birth -- Lk 1:5-25, 57-66 1.VI.15 <b>John the Baptist preaching and Jesus' Baptism -- Lk 3:1-22</b>	<i>Transfer</i>	
	Students will be able to independently use their learning to... Apply a scripture passage to their knowledge of the Catholic faith.	
	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> Students will understand that...  Scripture is important in our faith.	<b>ESSENTIAL QUESTIONS</b> Overarching...  Why and how does knowing Scripture help us become closer to God?  Topical...  How does scripture support our belief in faith?
	<i>Acquisition</i>	
	<i>Students will know...</i>  Key scripture passages	<i>Students will be skilled at...</i>  Retelling appropriate scripture passages.
Stage 2 – Evidence Option A		
Evaluative Criteria	Assessment Evidence	
Illustrate Create Show	<b>PERFORMANCE TASK(S):</b> Your task is to illustrate a cartoon strip about the birth and childhood of Jesus. You are a cartoon artist for the magazine Today's Catholic Teacher. Using the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father; you will create a four frame cartoon strip to show the correct order in which these events took place. Your cartoon must have 4 frames, colored neatly and include the Annunciation and	

	<p>Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father in the correct order.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>
<b>Stage 3 – Learning Plan</b>	
<type here>	<i>Summary of Key Learning Events and Instruction</i>
<b>Stage 2 – Evidence Option B</b>	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>-</li> <li>- Create</li> <li>- Illustrate</li> <li>- Summarize</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>- Illustrate</li> <li>- Create</li> <li>- Show</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>You have been asked to create a poster to advertise a special story for the Bible. Your advertisement should be created for children. It should include an appropriate title and brief description of the highlights of the story. It should include a persuasive statement on why this story is important.</p> <p>Your task is to illustrate a cartoon strip about the birth and childhood of Jesus. You are a cartoon artist for the magazine Today's Catholic Teacher. Using the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father; you will create a four frame cartoon strip to show the correct order in which these events took place. Your cartoon must have 4 frames, colored neatly and include the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father in the correct order.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

#### **Know key scripture passages.**

Evaluate prior knowledge:

Progress Monitoring: Assess throughout the unit using observations, on-going questions, and review of student work, formative assessments after each chapter.

Learning Events –

Hook: Chapter 4, Begin section and #2 in the Develop section

Where, Why, What: Share essential question with students. Explain performance task: You have been asked to create a poster to advertise a special story for the Bible. Your advertisement should be created for children. It should include an appropriate title and brief description of the highlights of the story. It should include a persuasive statement on why this story is important.

Equip: Chapter 7, Appendix B, B-12

Equip: Chapter 8

Equip: Chapter 9

Equip: Chapter 19

Equip: Chapter 22

Equip: Red Bible Reader – The Garden of Eden

Equip: Bible Tell Me Who – Lessons from Amazing People of the Bible

Equip: Jesus Calling Bible Storybook

Catechesis of the Good Shepherd Work – Level I Atrium – Pentecost Celebration, Level II Atrium – The Lords Prayer, Passion Readings, Fettucia 1 and 2, Unity Strip, Gifts 1 and 2

Evaluate: Performance Task: Advertisement poster

#### **Know key scripture passages in Jesus' life.**

Evaluate prior knowledge: Chapter 9, Begin Section, TE p. 102

Progress Monitoring: Assess throughout the unit using observations, on-going questions, and review of student work, formative assessments after each story/scripture reading.

Learning Events –

Hook: Teach “Immaculate Mary” song with discussion of lyrics

Where, Why, What: Share essential question with students. Explain performance task: Your task is to illustrate a cartoon strip about the birth and childhood of Jesus. You are a cartoon artist for the magazine Today’s Catholic Teacher. Using the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father; you will create a four frame cartoon strip to show the correct order in which these events took place. Your cartoon must have 4 frames, colored neatly and include the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father in the correct order.

Equip: Chapter 9, Appendix B, B 18-19

Equip: Chapter 11, Appendix B, B-15, B-20

Equip: Chapter 12, Appendix B, B-21 and B-22

Equip: Chapters 14, 15, 16, and 17

Catechesis of the Good Shepherd Work – Level I Atrium – Celebrations – Christmas, Liturgy of the Light, Annunciation to Mary, Adoration of the Magi, Messianic Prophecies Level II Atrium – Synthesis of Infancy Narratives, Books of the Bible

Evaluate: Performance Task: Cartoon strip of Jesus’ life.

**Stage 2 – Evidence Option C**

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"><li>- Illustrate</li><li>- Create</li><li>- Show</li><li>- Retell</li><li>- Report</li><li>- Paint</li><li>- Perform</li></ul>	<p>PERFORMANCE TASK(S):</p> <p>1.VI.1-2 Your task is to sequence the creation story. Create a flipbook, with a page for each day of creation using words and illustrations to show what happened on each day of creation and the Sabbath.</p> <p>1.VI.3 Your task is to create a storybook for a younger brother or sister, retelling the story of Noah’s Ark. Your book should have at least 5 pages and include neatly colored illustrations to go with each page.</p> <p>1.VI.4 You are a newscaster reporting on the story of Moses and the burning bush. Write a news report that you can give to your classmates including the who, what, when, where, why of the story.</p> <p>1.VI.5 You and a partner are to create a puppet show that you can present to kindergarten or preschool students telling the story of David and Goliath. You will need to write a script and create puppets for your puppet show.</p>

	<p>1.VI.6-9 Your task is to illustrate a cartoon strip about the birth and childhood of Jesus. You are a cartoon artist for the magazine Today's Catholic Teacher. Using the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father; you will create a four frame cartoon strip to show the correct order in which these events took place. Your cartoon must have 4 frames, colored neatly and include the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father in the correct order.</p> <p>1.VI.10 Choose a favorite passage that illustrates Jesus' love for many people and write a letter to a friend, explaining why you enjoy that passage and how it illustrates Jesus' love for many people.</p> <p>1.VI.11 Be able to pray the Our Father.</p> <p>1.VI.12 Retell the story of Jesus rising from the dead using the Empty Tomb materials in the Atrium.</p> <p>1.VI.13 Paint a picture showing what happened at Pentecost. Include a caption for your picture, explaining what is depicted in your picture.</p> <p>1.VI.14-15 Write a skit about the life of John the Baptist and his Baptism of Jesus. Perform it for your class.</p>
	<p>OTHER EVIDENCE: tests, quizzes, assignments, observations, student journaling</p>

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

Scripture Readings from the Bible for each story.  
 Catechesis of the Good Shepherd presentations of The Annunciation, The Visitation, The Nativity and adoration of the Shepherds, the visit of the Magi, Presentation in the Temple, and The Empty Tomb.  
 Lessons about Creation from Chapters 3-5 of "Our Heavenly Father"  
 The Lord's Prayer lessons from Chapter 1 of "Our Heavenly Father"  
 The story of Noah from Chapter 7 of "Our Heavenly Father"  
 The story of Moses and the Burning Bush from Chapter 7 of "Our Heavenly Father"  
 John the Baptist as the last prophet from Chapter 8 of "Our Heavenly Father"  
 Lessons on the Annunciation, Visitation, Nativity, Adoration of the Shepherd and Magi from Chapters 9-11 of "Our Heavenly Father"  
 Lessons on Jesus' work and miracles from chapters 13-15 of "Our Heavenly Father"  
 Lesson about Jesus' Resurrection from chapter 19 of "Our Heavenly Father"

### Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Illustrate</li> <li>- Create</li> <li>- Show</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>Your task is to illustrate a cartoon strip about the birth and childhood of Jesus. You are a cartoon artist for the magazine Today's Catholic Teacher. Using the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father; you will create a four frame cartoon strip to show the correct order in which these events took place. Your cartoon must have 4 frames, colored neatly and include the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father in the correct order.</p> <p>G-Your goal is to distinguish between important events in the Old Testament and the New Testament.  R-You are a Biblical Webpage Designer.  A-Your target audience is web surfers.  S-You have been given the challenge to help inform the internet surfers about the Bible by designing a webpage to illustrate what Bible stories belong in each section of the Bible.  P-You will design a mock web page using at least 12 Clip Art and internet pictures. These pictures must be of Bible stories and they need to be organized in such a way as to distinguish where they are located in the Bible.  S-Your success will be judged on the pictures chosen (i.e. if it is a distinguishable Bible story) and the category on the webpage that it is place (New or Old Testament).</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

1. Take your daily schedule, cut it up (or turn it into pictures), and have students organize it by before and after lunch. **Hook/Organize/Tailor**
2. Discuss with students different ways that things are organized. What are some common ways that things are organized (color, size, time). Ask students how the Bible is organized and on what event does this time center? **Reflect/Organize/Where/Why**
3. Using a KWL Chart, ask students what Bible stories they know from before and after Jesus' Birth. **Evaluate/Organize**
4. Introduce a variety of Old and New Testament Bible Stories to the students in a variety of mediums (books, movies, pictures, etc.). Go beyond the stories that are required for the standards. (Depending on your class you can keep these organized separately or mixed them up and discuss with students where they should be found in the Bible.) **Equip/Tailor/Organize/Reflect**
5. During technology times, students should be becoming familiar with how to acquire clip art or internet pictures and how to put them on a page. Not specific to the performance task yet, but equipping them to be successful when the time comes. **Equip**
6. Performance Task—Can students remember enough Bible stories and find the clip art/internet pictures to match? If you need to make this task easier, give students a list of Bible stories to find pictures to complete the task. **Evaluate/Tailor/Organize/Reflect**

## Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Illustrate</li> <li>- Create</li> <li>- Show</li> </ul>	<p><b>PERFORMANCE TASK(S):</b>            Your task is to illustrate a cartoon strip about the birth and childhood of Jesus. You are a cartoon artist for the magazine Today's Catholic Teacher. Using the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father; you will create a four frame cartoon strip to show the correct order in which these events took place.            Your cartoon must have 4 frames, colored neatly and include the Annunciation and Visitation, Nativity and the Visit of the Magi/Shepherds, Presentation of Jesus in the Temple, and Finding Jesus in the Temple doing the Will of His Father in the correct order.</p> <p><b>**Rubrics to be created by classroom teacher.</b>  <b>*G - Your task is to become familiar with said Bible Stories.</b>  <b>*R - You are to apply Bible Story of your choice to your faith via diorama, illustrated story, or a mural.</b>  <b>*A - Your audience is your classmates, families, school community.</b>  <b>*S - The situation you find yourself in is a Bible Story.</b>  <b>*P - You will create a diorama, mural or illustrated story. You need to develop a role in a Biblical Story so that others will understand the story and find in meaningful and interesting</b></p>

OTHER EVIDENCE:

Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling

**A successful result will be a correct portrayal of said Bible Stories.**

### **Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

\*W - To understand Bible Stories

\*H - Letting the students construct their own mural, diarama, illustrated story

\*E - Provide students with many Bible Stories and let them choose which one (ones) they would like to portray.

\*R - Retell Bible Stories in their own words via diarama, mural, illustrated story (in their own words)

\*E - By assembling the mural/diarama/illustrated story depicting their Bible Story and then assessing it upon a rubric which shows a grasp of the main points of the story.

\*T - Roleplaying, videos, stories (using different editions of Children's Bibles). We will assign students to cooperative learning groups.

\*O - Through cooperative learning groups and roleplaying.

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS- Benchmarks</b></p> <p>1.V.1 God wants everyone to be a saint. Saints are the people in God's family in heaven.</p> <p>1.V.2 Know that God is a family: Father, Son, and Holy Spirit.</p> <p>1.V.3 Know that we become part of God's Family through Baptism, but we keep growing as His children until we get to heaven. People in heaven are called saints. We are all to desire to be saints. With God's grace (both His life and His help), we can be saints.</p> <p>1.V.4 We should also ask the saints to help us be holy. They are our friends, our brothers and sisters, in heaven. They want us to be with them in heaven.</p> <p>1.V.5 Know that the angels are not saints, they are God's helpers.</p> <p>1.V.6 Know the following new saints and angels:</p> <p>1.V.6.a Sts. Zechariah, Elizabeth, and John the Baptist, Jesus' cousins. Circumstances surrounding John's birth. The Visitation. John the Baptist as the last prophet, sent to prepare the way for Jesus and calling for repentance. Jesus' baptism by John.</p> <p>1.V.6.b St. Nicholas, the first real Santa Claus.</p> <p>1.V.6.c St. Francis of Assisi, his love for all God's creatures, great and small, the happy friar who gave up his family and fortune to devote his life to God and the poor.</p> <p>1.V.6.d St. Valentine, priest, martyr, secretly married couples, was arrested, while there converted the jailor by restoring sight to his daughter</p>	<i>Transfer</i>	
	Students will be able to independently use their learning to... <i>Explain that God wants us to all be saints and defend the belief in saints with examples.</i>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> Students will understand that...</p> <p>God wants us all to become saints. We get to heaven through Baptism and people in heaven are saints. Angels are not saints, they are God's helpers.</p>	<p><b>ESSENTIAL QUESTIONS</b> Overarching...</p> <p>Why does God want us to be saints?</p> <p>Topical...</p> <p>Why are the saints important in our lives?</p>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <p>Grade level saints. Angels are not saints.</p>	<p>Students will be skilled at...</p> <p>Using examples from lives of saints to explain their faith.</p>	

<p>1.V.6.e Guardian Angels. Everybody has at least one guardian angel, who is our special helper and protector.</p> <p>1.V.6.f Mary is the Mother of God and Our Mother.</p> <p>1.V.7 Review:</p> <p>1.V.7.a Jesus' first family: Father, Jesus (Son), and the Holy Spirit</p> <p>1.V.7.b Jesus' family on earth began with: Mary, Jesus, and Joseph (the Holy Family)</p> <p>1.V.7.c Archangel Gabriel: the one who came to Mary, awaited her "yes", and announced Jesus' birth</p> <p>1.V.7.d Sts. Joachim and Ann, Mary's parents and Jesus' grandparents</p>		
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### Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
Create Identify	<p>PERFORMANCE TASK(S):</p> <p>You are in charge of the parish welcome committee and for each Baptism that takes place in your parish you send a welcome card for the newly Baptized. You need to create a card with a drawing of the baptism and describe that through Baptism you are welcomed to heaven and become a saint, so that new members of the church are welcomed.</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<type here>	
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## Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Create</li> <li>- Identify</li>   <li>- Create</li> <li>- Identify</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>You are the teacher. Prepare a compare and contrast diagram for the class to explain the differences between angels and saints. Include teacher provided words.</p> <p>You are in charge of the parish welcome committee and for each Baptism that takes place in your parish you send a welcome card for the newly Baptized. You need to create a card with a drawing of the baptism and describe that through Baptism you are welcomed to heaven and become a saint, so that new members of the church are welcomed.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
<type here>	OTHER EVIDENCE:

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

**God wants us all to become saints. Angels are not saints, they are God's helpers.**

Evaluate prior knowledge:

Progress Monitoring: Assess throughout the unit using observations, on-going questioning and review of student work, formative assessments after each chapter.

Learning Events:

Hook: T.E. p. 42, Begin section from lesson 3, Chapter 4

Where, Why, What: Share essential question with students. Explain performance task: You are the teacher. Prepare a compare and contrast diagram for the class to explain the differences between angels and saints.

Equip: TE – Chapter 3 – Guardian Angels

Equip: TE – Chapter 4 – Angels continued

Saints:

Equip:

TE – Chapter 9 – Annunciation (Saints – Mary, Ann and Joachim)

TE – Chapter 10 – Holy Family, St. Francis of Assisi – crèche

TE – Chapter 12 – St. Joseph

Evaluate: Performance task: You are the teacher. Prepare a compare and contrast diagram for the class to explain the differences between angels and saints.

**We get to heaven through Baptism and people in heaven are saints.**

Evaluate prior knowledge:

Progress Monitoring: Assess throughout the unit using observations, on-going questioning and review of student work, formative assessments after each chapter.

Learning Events:

Hook: Read Mt. 28:16 – 20. Continue with Chapter 24, Lesson 3 Begin section

Where, Why, What: Share essential question with students. Explain performance task: You are in charge of the parish welcome committee and for each Baptism that takes place in your parish you send a welcome card for the newly Baptized. You need to create a card with a drawing of the baptism and describe that through Baptism you are welcomed to heaven and become a saint, so that new members of the church are welcomed

Equip: TE – Chapter 8, Lesson 4 – St. John the Baptist – workbook page 32

TE – Chapter 24, Lessons 1-4 – The Effects of Baptism

Catechesis of the Good Shepherd: Level II – Rite of Baptism and Synthesis of Baptism 1, 2 and 3

Evaluate: Performance Task: You are in charge of the parish welcome committee and for each Baptism that takes place in your parish you send a welcome card for the newly Baptized. You need to create a card with a drawing of the baptism and describe that through Baptism you are welcomed to heaven and become a saint, so that new members of the church are welcomed

## Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Create</li> <li>- Identify</li> <li>- Retell</li> <li>- Illustrate</li> <li>- Write</li> <li>- Explain</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>1.V.1-4 You are in charge of the parish welcome committee and for each Baptism that takes place in your parish you send a welcome card for the newly Baptized. You need to create a card with a drawing of the baptism and describe that through Baptism you are welcomed to heaven and become a saint, so that new members of the church are welcomed.</p> <p>1.V.5, 6e Create a T-Chart comparing angels to other creatures of God. Explain why are not saints.</p> <p>1.V.6.a Retell the story of the visitation using pieces in the Atrium. Tell about what happened to John the Baptist after he grew up and how he Baptized Jesus.</p> <p>1.V.6.b-d Choose one of the saints we have learned about to create a storybook about. Work with a partner to create a short book about the life of your chosen saint. You will share your book with the class when you are finished.</p> <p>1.V.6f-7d Write a letter to a friend telling them about Jesus’ family on earth. Include his grandparents, the Holy Family, and the announcement of the Archangel Gabriel.</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

CGS presentation on Baptism  
 Chapter 24 in “Our Heavenly Father” on Baptism  
 Lessons on Saints from “Our Heavenly Father”  
 Lessons on the Holy Family from chapters 9, 10, & 12 of “Our Heavenly Father”  
 John the Baptist as the last prophet from chapter 8 of “Our Heavenly Father”  
 CGS Presentations on the Annunciation and the Visitation  
 Guardian Angels from chapter 4 of “Our Heavenly Father”  
 Angels from chapter 3 of “Our Heavenly Father”

## Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Create</li> <li>- Identify</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>You are in charge of the parish welcoming committee. For each Baptism that takes place in your parish you send a welcome card for the newly Baptized. You need to create a card with a drawing of the baptism and describe that through Baptism you are welcomed to heaven and become a saint, so that new members of the Church are welcomed.</p> <p>G-The goal is to research and present how saints obtained heaven with God our Father.  R-Saint Researcher and Presenter  A- Laity  S-The context you find yourself in is people not knowing what it is the saints did on Earth that granted them such closeness with God and spending eternal happiness with Him.  P-After collecting information on your saint, both in class and at home, you will present your saint, orally, to the laity.  S-Your performance needs to meet all criteria on rubric designed by lay teacher.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
<p>&lt;type here&gt;</p>	<p>OTHER EVIDENCE:  Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

1. Watch Catholic Heroes of the Faith; The Story of St. Perpetua & St. Felicity. **Hook**
2. How do you get to Heaven? How can you become a saint? Introduce Performance task and tell them that they will be learning about Saints and giving a Presentation on the one they chose. **Where/Why**
3. Have students create their own KWL Chart on the saint they chose so they know what information they need to look for while researching. **Self-Evaluate/Organize/Tailor**
4. Throughout this process (actually all year) Read the Saint of the Day in the morning and discuss what information is important for the essential question of how these people lived on Earth to become Saints in Heaven. **Equip/Reflect/Rethink/Organize**
5. Discuss how Saints are examples for us today. **Equip**
6. Performance task: Have an open house to invite the laity (other students and parents) to learn about how these people became saints. **Evaluate/Tailor**

## Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>- Create</li> <li>- Identify</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>You are in charge of the parish welcome committee and for each Baptism that takes place in your parish you send a welcome card for the newly Baptized. You need to create a card with a drawing of the baptism and describe that through Baptism you are welcomed to heaven and become a saint, so that new members of the church are welcomed.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p> <p><b>*G - Your task is to learn about the saints and their roles in our daily lives. The goal is to get to heaven &amp; become a saint.</b></p> <p><b>*R - You are a Saint in progress</b></p> <p><b>*A - Your clients are the people around you; family, friends, community.</b></p> <p><b>*S - The situation you find yourself in is living in an imperfect world where your life experiences are similar to the saints' lives that we have studied.</b></p> <p><b>*P - You will create a poster with a saint in the middle with his/her good works/words radiating from said saint.</b></p>
<p>&lt;type here&gt;</p>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p> <p>The performance needs to be displayed (poster) and explained by student.</p>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

- \*W - To become a saint
- \*H - Each student studies the saint they were named after to spark interest
- \*E - Provide students with a variety of saints' stories via videos, books, stories
- \*R - Conduct a discussion of different saints
- \*E - Through dressing as their saint, & presenting to the class with their poster radiating the goodness of their saint.
- \*T - Give students a choice of the process in which they chose how to relate their saint story to others.
- \*O - Present various saints' lives & give a timeline of when presentations will occur.