

| Stage 1 Desired Results | | |
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| <p>ESTABLISHED GOALS</p> <p>2.1.1 God exists. He is all-loving, almighty, all-knowing and all present.</p> <p>2.1.2 God is three persons in one being: God the Father, God the Son, and God the Holy Spirit. The Blessed Trinity who is with us and in us.</p> <p>2.1.3 God made us in His image and likeness. We have a body and a soul. Humans do not become angels when they die. People become saints, fully human, reunited body and soul, when Jesus returns at the end of time.</p> <p>2.1.5 Know that Jesus is God's Son, who became man, and who came to earth for all people to save them from sin (salvation) and to make them His children (sanctification).</p> <p>2.1.6 Mary is the Mother of God, because she is the mother of Jesus, who is God.</p> <p>2.1.7 Know that Jesus suffered, died on the cross, and rose on Easter Sunday (Redemption). Know that Jesus did this to save us from our sins and death so that we could be with Him in heaven forever. (CGS)</p> <p>2.1.8 Know that when Jesus ascended to His Father (Ascension), He sent the Holy Spirit to be with us always (Pentecost). (CGS)</p> <p>2.1.12 Jesus also gives us His help constantly through the Holy Spirit. We need to ask for this help and trust that He is helping us always.</p> <p>2.1.9 Know that Jesus is still present among us, specifically in God's Word, in the Church, in the person of the priest, and the sacraments, especially in the Eucharist.</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p style="text-align: center;"><i>Explain each role of the Blessed Trinity and the relevance to the church.</i></p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - That God is all powerful and is three persons in one through the Trinity. - Jesus is God's son that became man for our salvation and the role he has played in the sacraments. - That sin entered the world and that we are born with original sin as a result of the actions of Adam and Eve. | <p>ESSENTIAL QUESTIONS</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 the role of sin in the church?</p> |
| Acquisition | | |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Know that the Blessed trinity is God in 3 persons and the role that the persons play in the church. - Jesus' two fold Law of Love. - Know that Jesus is still present among us, specifically in God's Word, in the Church, in the person of the priest, and the sacraments, especially in the Eucharist. - Key terms | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Understanding the 10 commandments. | |

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| <p>2.1.10 The seven sacraments were given to us by Jesus and are the means by which Jesus gives us His life.</p> <p>2.1.11 Recognize the many gifts that Jesus gives us: a sharing in God's life through Baptism, His forgiveness of our sins in the Sacrament of Reconciliation, and His Body and Blood in the Eucharist.</p> <p>2.1.13 Know Jesus' two-fold Law of Love: to love God and to love others as one's self and to never use another person.</p> <p>2.1.14 Understand the Commandments in a positive way. They show us how to love God and others. They tell us how to be His children. Realize that the Holy Spirit strengthens us to do this.</p> <p>2.1.15 Understand the story of how sin entered the world: the disobedience of our first parents, Adam and Eve. Because of their sin, we are all born with original sin. We need Jesus to save us.</p> <p>2.1.16 Know that sin is a break in our relationship with God. When we sin we are disobedient.</p> <p>2.1.17 Jesus was obedient. Understand that Jesus' obedience to the Father as a sign and model of our life.</p> | | |
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Stage 2 – Evidence Option A

| Evaluative Criteria | Assessment Evidence |
|---|--|
| <ul style="list-style-type: none"> - Design - Illustrate - Clarify | <p>PERFORMANCE TASK(S):</p> <p>Design an illustration representing God in 3 persons. You are a designer for a 2nd grade theology textbook company. Create an illustration to go with the text for a section on God in 3 Persons. Your illustration should correctly illustrate the 3 person and label them.</p> |

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| | <p>***Design a game (board, video) discussing how the choices can affect daily life. You are the designer gaming company. Your consumer is children. Create a game showing how original sin affects our lives. Your game should show how our choices every day can break our relationships with God.</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

Pre-Assessment: Have a discussion on with students about who is God, the Father, the Son and Holy Spirit.

Progress Monitoring: Give quizzes, discussions, observations, daily assignments, performance tasks.

Learning Events:

W: Introduce the essential questions and performance task of creating an illustration of the God in 3 persons.

H: Display different pictures of God and discuss who is in the picture. (page 2 in Jesus our life textbook)

E1 R: Read "3 in 1: A Picture of God," by: **Joanne Marxhausen** have a discussion about the book about the different parts about Jesus.

E1: Use lessons from Jesus Our Life Chapter 2 Chapter 3

E2: Draw an apple and label the parts as the Holy Trinity.

E2: Play youtube video on Trinity and have discussion. <https://www.youtube.com/watch?v=n-1AdUwbWLw>

E2: Play Holy Trinity Game from Catholic Mom: <http://catholicmom.com/education-2/lesson-plans/>

T: Draw an apple or have an apple already printed have a part.

Pre-Assessment: Have a discussion on what is sin.

Progress Monitoring: Give quizzes, discussions, observations, daily assignments, performance tasks.

Learning Events:

W: How their relationship with God is affected by sin.

H: Go to the church visit the reconciliation room and go over the meaning for it.

E:

Stage 2 – Evidence Option B

| Evaluative Criteria | Assessment Evidence |
|---|--|
| <ul style="list-style-type: none"> - Design - Illustrate - Clarify | <p>PERFORMANCE TASK(S):</p> <p>Design an illustration representing God in 3 persons. You are a designer for a 2nd grade theology textbook company. Create an illustration to go with the text for a section on God in 3 Persons. Your illustration should correctly illustrate the 3 person and label them.</p> <p>**Rubrics to be created by classroom teacher.</p> <p>Students will keep a daily prayer journal to help them create relationship with Jesus. They will experience prayer in many different ways (song, pre-written prayers, spontaneous prayer, silent prayer, reading scripture) and draw and write about their prayer experiences.</p> <p>Performance Task Students will gather in groups and act out the story of Adam and Eve. They must include these elements: explaining that Adam and Eve's first sin is why we have Original Sin, when we sin we are disobedient, and it's a break in our relationship with God, and tell us that we want to be like because he was Jesus was obedient.</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

Where are we going-Introduce the Trinity and the discuss the performance task

Hook-Begin by gathering students for a candle/flame presentation. Light one candle, from the one candle, light all three-they are all the same fire. Explain that the three flames are all separate, but equal. Bring the three flames together into one flame and explain that through they are separate.

Equip and rethink/revise- Teach them who the Father, Son, Holy Spirit are and what they represent [Teachers Edition pg 13-21](#)

Where we are going: Students will learn different ways to pray and foster a deeper relationship with Christ through daily prayer. The goal is to give students time to reflect on what they are learning about their faith and experience prayer in many different ways.

Hook: Ask students what they think prayer is. Complete a KWL about prayer.

Equip: Discuss the different kinds of prayers and how important it is to have a relationship with Jesus. Show them how to pray using God's word, how to experience prayer in church and other ways. During these prayers, emphasize how present Christ is in our lives and in the church. The Good Shepherd, Chapter 6, Ten commandants, Baptism, Ch 16 "We Believe"

Rethink/Revise: Discuss how each prayer experience is different and how each child preferred to pray and why. Discuss how students might get to know Jesus and God. Discuss the relationship of the sacraments to events in Jesus' life.

Evaluate: Have students discuss the most meaningful prayer experience that they had using their prayer journal with teacher. Why was it meaningful? How did you connect with Jesus>

Tailor: Teacher can choose prayer experiences based on knowledge of class. Try to include as many as possible to enhance the prayer journal and student participation.

Where are we going: The students will learn about the Fall of Adam and Eve. The students will learn the definition of sin. They will learn that sin caused the loss of original justice and grace for all mankind. Without grace man cannot go to Heaven. They will understand that even though Adam and Eve sinned, God still loved them and promised to send a Savior. The students are

Hook 1: Tell the students that you will give them some treats but that you want them to obey you. Tell them that they are not to eat the treats. Be sure these treats are not individually wrapped, so it may be tempting to taste them, nibble them, or eat them when no one is looking and then distribute the treats. Have them wait the entire lesson to be able to eat the treat

Hook 2: Gather the students and inflate a balloon. Do not tie it, but hold it so it stays inflated. Ask children to imagine that this balloon is a soul full of grace like what Adam and Eve had when they lived in the Garden of Eden. Next deflate the balloon and poke a hold through the balloon with a pin. Explain that the pin is like sin, it hurts the soul. Then try to re-inflate the balloon. Explain that no matter what Adam and Eve did they could not get grace back in their souls. This damage is the effect of Original Sin.

Equip: Discussing Adam and Eve, how they were tested, how Jesus saves us from our sin [Teachers Edition pg 52-60](#)

Rethink/Revise: Review the angels, the test of Adam and Eve, the effects of Original Sin, God's promise to send a Savior

Evaluate: Use rubric (to be made by classroom teacher) to see if they explain that Adam and Eve's first sin is why we have Original Sin, when we sin we are disobedient, and it's a break in our relationship with God, and tell us that we want to be like because he was Jesus was obedient

Tailor: The teacher can scaffold and help out with groups to make sure they are getting everything into their play.

Stage 2 – Evidence Option C

| Evaluative Criteria | Assessment Evidence |
|---|---|
| <ul style="list-style-type: none"> - Design - Illustrate - Clarify | <p>PERFORMANCE TASK(S):</p> <p>Design an illustration representing God in 3 persons. You are a designer for a 2nd grade theology textbook company. Create an illustration to go with the text for a section on God in 3 Persons. Your illustration should correctly illustrate the 3 persons and label them.</p> |

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| | <p>Read the Scripture passage ((Luke 1:26-38) The Annunciation to show Mary’s response to God’s call to be the mother of Jesus Given a scripture passage, fill in the missing words to retell the event 2.1.6</p> <p>G: Given a template, make a liturgical calendar highlighting the special feasts of Pentecost, Easter, Ascension. R: The student colors the corresponding feast days A: Second grade students S: Second grade classroom during Theology class P: Liturgical calendar with feast days highlighted - 2.1.7 – 2.1.8</p> <p>G. Match each Sacrament to its definition R. Student completes matching activity A. Assessed by teacher S. Classroom during Theology P. Completed assignment 2.1.9-2.1.11</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> |
| <h3>Stage 3 – Learning Plan</h3> | |
| <p style="text-align: center;"><i>Summary of Key Learning Events and Instruction</i></p> <p>Pre-assessment: Use a K-W-L to pre-assess students’ prior knowledge and their initial questions about Creed.</p> <p>Progress Monitoring: Assess throughout the unit informally using observations, on-going questioning, review of student work in progress and other formative assessments as deemed appropriate for that Church season.</p> <p>Engage students in peer review and self-assessment related to the performance task (go through the rubric as a class), note feedback from peers working in groups, etc.).</p> | |

Learning events:

W: Introduce the Bible as a reference and find passages pertinent to each lesson on Creed in the textbook/workbook.

H: YouTube Mary Songs: Gentle Mary, Humble Mary, Hail Mary, Gentle Woman

E₁, R: Complete a simple graphic organizer “Work in groups after being given a few lines from the Creed to talk about and write a short explanation of the meaning of the passage.

E₁: Connect Creed to the Trinity using text and other sources. Make intersecting rings to symbolize the Three Persons in one God.

E₁: Visit the church and read the Creed together from Mass books (choral reading)

E₁, R: Analyze the importance of Mary in the Church and support this by finding scripture passages relating to the Hail Mary.

<http://blessedjp2.com/totus-tuus/where-is-the-hail-mary-in-the-bible/>

<http://www.pinterest.com/pin/277323289529878000/> (Text: p22, 27-Hail Mary, Rosary)

E₁, E₂: Performance tasks

Stage 2 – Evidence Option D

| Evaluative Criteria | Assessment Evidence |
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| <ul style="list-style-type: none">- Design- Illustrate- Clarify | <p>PERFORMANCE TASK(S): Design an illustration representing God in 3 persons. You are a designer for a 2nd grade Theology textbook company. Create an illustration to go with the text for a section on God in 3 Persons. Your illustration should correctly illustrate the 3 Persons and label them.</p> <p>GRASPS: Goal: Creating an annotated illustration that shows an understanding that God is three Persons (examples would be using a shamrock or an equilateral triangle). Role: Textbook creator Audience: School aged children Situation: The pages, in your textbook, explaining the Trinity are lacking visual aids and you need to make one to add to the section for visual learners. Product: Students will create an annotated illustration of the Trinity. The illustration must be complete with labels and a caption explaining the Trinity. Standards and criteria: The Standards that students will be assessed on are: if they portrayed each Person of the Trinity as separate, yet one; if they showed that each Person if the Trinity is equal to each other; and if they explanation of their illustration is clear, matches our Catholic Believes, and follows 2nd grade writing standards.</p> |

Jesus' two-fold Law of Love

Goal: Create a puppet show that acts out the importance of God's love and the importance of all of us loving each other, too.

Role: Puppeteers: students will create puppets and act out a show explaining the importance of loving God and each other

Audience: younger students in school

Situation: Younger students are showing an overwhelming behavior of self-love, not selflessness that Jesus asks us to show to Him and our neighbor. You want to help them in a way that will catch their interest, so you are going to perform a show for them.

Product: Puppets and puppet show which highlights how good it feels to do things for others, which in turn makes our neighbors and ourselves happy. Students will express what it means to love God and each other, explaining how we do this (following the Ten Commandments.)

Standards and Criteria: The performance will be judged by the clarity of the message that we must love God and each other, while engaging the audience. The puppet show must include references to the Ten Commandments

2:1:15 – 2:1:17

Understanding how sin entered the world

Goal: Create a play that expresses the effects of sin using a family situation as the setting and having two children (one the Model, like Jesus, and the other falling into sin) and 2 parents (the mom and dad who must set up rules and consequences). The play should show interaction with both children, displaying both good and bad consequences.,

Role: Playwright: Create a play that is set in current times that will use parents and their children as actors displaying family rules and what happens when these rules are broken.

Audience: All students at school

Situation: Students in the school are not showing respect for the rules that are in place and complaining about the consequences. They need to see how obedience to the rules can make us happier in our day to day life.

Product: The product must be a play with a family setting and at least 4 characters (Mom, Dad, obedient kid, and non-obedient kid). The plot of the play must show consequences for both following the rules and breaking the rules.

Standards and Criteria: The performance will be judged upon the engagement of the audience, a clear message that obedience is the way to go and if all requirements were met.

**Rubrics to be created by classroom teacher.

OTHER EVIDENCE:

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instructions

2.1.1 – 2.1.3

Teaching God in Three Persons

1. Read *Patrick*, by Tommie dePaola. **Hook**
2. Use a KWL Chart to determine what students know about the Trinity. **Evaluate**
3. Introduce the performance task to students. Let them know that the Trinity is one of the Mysteries of our Faith, but we can learn things about God through the study of the Trinity. **Where/Why**
4. Work through Chapter 2: *The Blessed Trinity* **Equip**
5. Discuss the Trinity, connecting the discussion to St. Patrick and Ireland (because we read the book, they should make a good connections with this. Ask if they can think of any other ways that they can explain the Trinity (ex. Equilateral Triangle, 3 folds in 1 blanket, 3 states of water, etc.)
Equip/Rethink/Reflect
6. Test on Chapter 2
7. Performance Task: Students must create an annotated illustration for their textbook. It must show that the Trinity can have 3 Persons, but still be One.

Stage 2 – Evidence Option E

Evaluative Criteria

- Design
- Illustrate
- Clarify

Assessment Evidence

PERFORMANCE TASK(S):

Design an illustration representing God in 3 persons. You are a designer for a 2nd grade theology textbook company. Create an illustration to go with the text for a section on God in 3 Persons. Your illustration should correctly illustrate the 3 person and label them.

**Rubrics to be created by classroom teacher.

G: To understand the order and importance of Adam and Eve in God's plan

R :Disciple of God

A: classmates

S: With your classmates, analyze the story of Adam and Eve. Discuss the roles of Adam and Eve.

Hypothetically, create a new ending to the biblical story. Answer the question: What would happen if Eve had not eaten the forbidden fruit? Draw conclusions of it's effect on God's plans.

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| | <p>P: Class discussion. S: Teacher observation of oral collaboration. Discussion will conclude that life would be very different without the order of God's plan. Conclude that we needed the sequence events to happen the way that they did.</p> <p>G: To understand who Jesus is, what He did on Earth, participation in the Holy Family, and why He was brought to Earth. R: You are a news reporter on T.V. interviewing Jesus for the daily news. A: T.V. audience S: You must find the answers to the questions about Jesus's purpose and family history using a list of preconceived questions. Student investigate by using class text, prior knowledge, and Bible. P: Interview between two students. S: Successful answers to questions.</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

W:Goal:

To understand the story of how sin entered the world, know that sin is a break in our relationship with God, understand that Jesus was obedient, to love God and to love others, recognize the gift of baptism and forgiveness. To understand Jesus's role.

H: Read the Bible Story of Adam and Eve and/or read the scripture from the Bible - Genesis Or E1: Youtube: Bibliatv, Creation for Kids- Genesis 3, part 1 Adam and Eve disobey God and or DVD of the Bible Story of Adam and Eve. Children's Illustrated Bible.

R Through, writing, depiction of events, and telling a story

E Oral and visual observation

T Interview and Written ending to a biblical story

O Resource book Chapter 4 & 5. Beginning of the year

| Stage 1 Desired Results | | |
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| <p>ESTABLISHED GOALS</p> <p>2.II.3 Recognize the difference between ordinary bread and the Eucharist.</p> <p>2.II.5 Identify these in the church:</p> <p>2.II.5.a adoration chapel (CGS)</p> <p>2.II.5.b alb (CGS)</p> <p>2.II.5.c altar (CGS)</p> <p>2.II.5.d baptismal font (CGS)</p> <p>2.II.5.e Blessed Sacrament (CGS)</p> <p>2.II.5.f bread (CGS)</p> <p>2.II.5.g brother</p> <p>2.II.5.i chalice (CGS)</p> <p>2.II.5.j confessional</p> <p>2.II.5.k crucifix (CGS)</p> <p>2.II.5.l cruets (CGS)</p> <p>2.II.5.m deacon</p> <p>2.II.5.n holy water (CGS)</p> <p>2.II.5.o host (CGS)</p> <p>2.II.5.p incense (CGS)</p> <p>2.II.5.r monstrance</p> <p>2.II.5.s paten (CGS)</p> <p>2.II.5.u priest (CGS)</p> <p>2.II.5.v sanctuary light (CGS)</p> <p>2.II.5.w sister</p> <p>2.II.5.y stole (CGS)</p> <p>2.II.5.z tabernacle (CGS)</p> <p>2.II.5.abwine (CGS)</p> <p>2.II.7 Learn the rite of Baptism and its symbols, its necessity, and its effects.</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p><i>Apply their knowledge of Sacraments of Reconciliation and Eucharist in everyday life.</i></p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - the difference between ordinary bread and the Eucharist. - that the Sacrament of Reconciliation is important for preparing to receive the other sacraments, especially the Eucharist. - the priest celebrates the sacrament of Reconciliation, he is fulfilling the ministry of the Good Shepherd who seeks the lost sheep and hears it in absolute secrecy. - The sacrament is called the Sacrament of Confession, Forgiveness, Penance, and Reconciliation. - we receive the most Holy Eucharist we become living tabernacles of the Lord. | <p>ESSENTIAL QUESTIONS</p> <p>How as Catholics do we worship?</p> |

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| <p>2.II.8 Learn the rite of Reconciliation, its necessity, effects, and minister.</p> <p>2.II.9 Understand that the Sacrament of Reconciliation is important for preparing to receive the other sacraments, especially the Eucharist. We must be in the state of grace to receive the other sacraments. Through Reconciliation, Jesus acts as the doctor of our souls.</p> <p>2.II.10 Know the Act of Contrition.</p> <p>2.II.11 Sin is primarily an offense against God.</p> <p>2.II.12 When we are sorry and seek forgiveness through the Sacrament of Reconciliation, God forgives us.</p> <p>2.II.13 When the priest celebrates the sacrament of Reconciliation, he is fulfilling the ministry of the Good Shepherd who seeks the lost sheep. The priest is a man called by God to be an sign of God's forgiving love for us.</p> <p>2.II.14 We go to the priest, because Jesus calls these men and gives them the unique authority to bind and loose sins in His name.</p> <p>2.II.15 Every priest who hears confessions must keep these absolutely secret. There is no exception. This is called the sacramental seal of confession.</p> <p>2.II.16 The sacrament is called the Sacrament of Confession, Forgiveness, Penance, and Reconciliation.</p> <p>2.II.18 Know the steps to prepare for the Sacrament of Reconciliation:</p> <p style="padding-left: 20px;">2.II.18.a Pray to the Holy Spirit and think about our Lord's sufferings.</p> | <p style="text-align: center;">Acquisition</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Key terms - Rite of Baptism and it's symbols - The Act of Contrition - the steps to prepare for the Sacrament of Reconciliation. - That only a bishop or a priest though the power of the Holy Spirit can consecrate bread and wine so that it becomes the Body and Blood of Jesus. - Know what is necessary to receive the Eucharist. - Something of the significance of Advent, Christmas, Epiphany, Lent, Holy Week, Easter, and Pentecost. - That the Bible is the book of God's Word and has a special place in the church, in the classroom, and at home. | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Identifying key words in the church. - Saying the Act of Contrition. - |
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| <p>2.II.18.b Find out my sins (examination of conscience)</p> <p>2.II.18.c Be sorry for my sins (contrition)</p> <p>2.II.18.d Make up my mind not to sin again (contrition)</p> <p>2.II.19 Know the steps to make a good reconciliation:</p> <p>2.II.19.a Go into the confessional, sit or kneel, make the Sign of the Cross.</p> <p>2.II.19.b Tell my sins to the priest (confession)</p> <p>2.II.19.c Listen to what the priest says.</p> <p>2.II.19.d Say the Act of Contrition loud enough for the priest to hear me (true sorrow)</p> <p>2.II.19.e After leaving the confessional, do the penance the priest gives (satisfaction)</p> <p>2.II.19.f Thank God for forgiving my sins.</p> <p>2.II.21 In the celebration of the Eucharist, Jesus acts through the priest and is truly present (Body, Blood, Soul, and Divinity) under the appearances of bread and wine.</p> <p>2.II.22 Know that only a bishop or a priest though the power of the Holy Spirit can consecrate bread and wine so that it becomes the Body and Blood of Jesus.</p> <p>2.II.23 When we receive the most Holy Eucharist we become living tabernacles of the Lord. "Yet I live, no longer I, but Christ lives in me." (Gal 2, 20)</p> | | |
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| <p>2.II.25 The fruits of receiving the Eucharist: The Eucharist more fully joins us to Jesus and His Family, the Church, frees us from small (venial) sins, and preserves us from grave (mortal) sins, sustains.</p> <p>2.II.25.a unites us more fully with Jesus and His Family, the Church</p> <p>2.II.25.d makes us long for eternal life, heaven</p> <p>2.II.26 Know what is necessary to receive the Eucharist</p> <ul style="list-style-type: none">2.II.26.a must be free from grave (mortal) sin2.II.26.b must observe the fast required by the Church, specifically not to eat or drink anything other than water for one hour before Holy Communion2.II.26.c bodily demeanor (gestures, clothing) must convey respect, solemnity, and joy of this moment <p>2.II.4 Describe something of the significance of Advent, Christmas, Epiphany, Lent, Holy Week, Easter, and Pentecost through verbal and/or artistic forms of creative expressions. (CGS)</p> <p>2.II.6 Be aware that the Bible is the book of God's Word and has a special place in the church, in the classroom, and at home. Take time to read the Bible. Recognize the readings at Mass as the Word of God</p> | | |
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Stage 2 – Evidence Option A

| Evaluative Criteria | Assessment Evidence |
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| | <p>PERFORMANCE TASK(S):</p> <p>Your job is to create a brochure to show the step by step process on how to make a good reconciliation. You are a RCIA teacher and have been asked to create a brochure for candidates. Your brochure should have each of the steps included and the required prayer.</p> <p>**Your job is to design a catalog for the sacred items we see at church. Your catalog is selling these items to churches around the world. Your catalog should have a picture of the items with a description of what they do.</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

Stage 2 – Evidence Option B

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| | <p>PERFORMANCE TASK(S):</p> <p>Your job is to create a brochure to show the step by step process on how to make a good reconciliation. You are a RCIA teacher and have been asked to create a brochure for candidates. Your brochure should have each of the steps included and the required prayer.</p> <p>Your job is to create a diorama of a church and altar. You must label all the parts of the church that is part of the Eucharist. You are going to write a script modeling a catechesis of the good shepherd presentation, so then you have to present the material to a first grader so they know what the Holy Eucharist is and also know how to use the work in the future.</p> |

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| | **Rubrics to be created by classroom teacher. |
| | OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling |

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Where are we going? - that the Sacrament of Reconciliation is important for preparing to receive the other sacraments, especially the Eucharist.

- the priest celebrates the sacrament of Reconciliation, he is fulfilling the ministry of the Good Shepherd who seeks the lost sheep and hears it in absolute secrecy.
- The sacrament is called the Sacrament of Confession, Forgiveness, Penance, and Reconciliation

Hook. Matthew 6:20 Reconciliation Retreat materials. Prodigal Son in play form. Sherbet activity, sheet activity, and flash paper activity. Rocks in a pillow case showing how your sin can weigh you down.

Equip. Teachers Edition chapters 17-20

Rethink/Revise –Invite a priest in to practice reconciliation

Self-Evaluate- Rubric for brochure, Chapter Tests

Where are we going? the difference between ordinary bread and the Eucharist. we receive the most Holy Eucharist we become living tabernacles of the Lord.

Hook- St. Monica makes bread and does a prayer service (prayer intention, sing taste and see, eat the bread) Write the word transubstantiation on the board and have them try to pronounce the word.

Equip- Chapter 21-24, interview a priest

Self Evaluate-Rubric for presentation and chapter tests

Stage 2 – Evidence Option C

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| | PERFORMANCE TASK(S): Your job is to create a brochure to show the step by step process on how to make a good reconciliation. You are a RCIA teacher and have been asked to create a brochure for candidates. Your brochure should have each of the steps included and the required prayer. |

| | |
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| | <p>Interview a priest (set up like a press conference) Students prepare questions about the Eucharist and the Mass. A parish priest(s) will be invited to be the “panel”. Students will take turns asking questions.</p> <p>Your job is to create a diorama of a church and altar. You must label all the parts of the church that is part of the Eucharist. You are going to write a script modeling a catechesis of the good shepherd presentation, so then you have to present the material to a first grader so they know what the Holy Eucharist is and also know how to use the work in the future.</p> <p>Visit the Church and identify key items</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

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- W -the Sacrament of Reconciliation is important for preparing to receive the other sacraments, especially the Eucharist.
- the priest celebrates the sacrament of Reconciliation, he is fulfilling the ministry of the Good Shepherd who seeks the lost sheep and hears it in absolute secrecy.
- The sacrament is called the Sacrament of Confession, Forgiveness, Penance, and Reconciliation.
- Reader’s Theater – Zaccheus; the Prodigal Son
- H Use a pillow case and rocks to explain ‘conscience” and forgiveness of sins;
- E Teacher’s edition; Reconciliation chapters in text (17 -20)

R - <http://www.biblestoryprintables.com/BibleVerseThemePockets.html#.VRQ1pGfh2RM> (Scripture Easter Eggs)

E – Text Chapter Assessments; Rhubric for brochure; projects

Eucharist

W – Ch. 21-24 in text

H – Bake bread and have a prayer service

E -

Stage 2 – Evidence Option D

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

Your job is to create a brochure to show the step by step process on how to make a good Reconciliation. You are a RCIA teacher and have been asked to create a brochure for candidates. Your brochure should have each of the steps included and the required prayer.

2.I.9 – 2.I.12 (From Creed, moved to Sacraments)

Gifts of Jesus

Goal: Learn the gifts of Jesus, including Baptism, Reconciliation, Eucharist, the other Sacraments and eternal life.

Role: Party guests making “presents” that represent the gifts Jesus gives to us

Audience: Other guests

Situation: **“You are hosting a party for RCIA Inquirers and your need to teach them about the Sacraments. You thought of a game that will teach them how much Jesus loves them.”**

Product: Have students work with a partner to write and explain, before literally wrapping, the gifts of Jesus. Inside each present is one of Jesus’ gifts that He gives us.

Standards and criteria: The students will be successful if they clearly explained each of these gifts and how they affect our lives.

2.II.5 a-ab Items in our Church Coloring Book

G: Students will be able to identify items within the church and know the correct names of them. Students will create their own coloring books that will show knowledge of items in the church. Each page will have one line drawn item and its name. The book can be bound and ready for coloring

R: Students will be coloring book creators and be able to produce a coloring book that will show each item and include the names of all of the items that they will draw.

A: Children learning about their Faith

S: Students will create their own coloring books that will show knowledge of items in the church. Each page will have one item and its name. The book can be bound and ready for coloring

P: An “Items in our Church” coloring book that is truly ready for others to color in the pictures

S and C: Students will create their own coloring book that includes all items that they need to recognize in the church. The book will be judged on the correct names and number of items, specified by the teacher. Their pictures must be identifiable and able to be colored. (For differentiated instruction: if students cannot draw something required they can print a line drawing of the internet and past it into their book.)

**2.II.8 – 2.II.19
(Reconciliation)**

G: Create a poster that explains, step-by-step, how we participate and make a worthy Confession, from Examination of Conscience through Accepting and Doing our Penance.

R: Students will be a poster designer that will answer questions about what happens in the Confessional.

A: All attempting to make a Worthy Confession.

S: A Catholic supply company has been asked numerous questions on “what happens in the Confessional” and wants to make posters on this topic to ship to churches and Catholic schools all around the country

P: The product will be the poster that shows the steps to a “good confession.” It will include the parts of a Confession that takes place before the actual confession, such as examination of our souls, be truly sorry for our sins, know that we must try hard to not sin again. What do we do and say and what does the priest do and say? Why is it we are there?

S and C: Your poster will be judged on the criteria that all steps to a Confession are explained and that the poster takes someone step-by-step through each part of a confession. The poster must also meet the requirements of 2nd grade writing standards and be easy to understand.

RCIA BROCHURE:

G: Create a brochure for an RCIA class that explains Confession, including all the prayers said inside the confessional, too.

R: a brochure creator for Catholic churches all around the country

A: RCIA class

S: Many people are scared when presented with the thought of going to Confession. They either do not know what to say or they do not like the thought of having to admit that they did something wrong. You want to help newly initiated Catholics to understand the joy and peace that comes from going to Confession.

P: Completed brochure that explains, step by step, what takes place in a Confessional, including prayers and dialogue.

S and C: The criteria the brochure will be graded by are how clear it is to follow, provides clear explanations of what is happening at each point in the Sacrament, the presentation, and that it follows all 2nd grade writing standards.

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| | <p>2.II.4 Significance of Advent, Christmas, Epiphany, Lent, Holy Week, Easter and Pentecost G: To create a timeline that explains the events that we celebrate during the liturgical year R: Artists that will create a timeline that shows the significant events and accomplishments in Jesus' life in chronological order A: People reading the newspaper, who are interested in Church celebrations S: Your church wants to advertise the Celebrations in the Church year to encourage their members to join the celebration and asks you to help. They plan on putting your timeline in the newspaper. P: Students will use pictures and words to create a timeline that explains the events in Jesus' life that ultimately explains Christianity S and C: The criteria the pictorial timeline will be graded upon is that it shows everything from Advent to Pentecost in chronological order, complete with clear pictures and annotations.</p> <p>2.II.6 The Significance of the Bible G: To explain the Bible's significance and why we read it. R: Author A: "Tweens" S: "Tweens" are having challenges with reasoning why they should read the Bible, or what significance it has in their lives. A parent is setting up a new video game system for His or her "tween" child. S/he is explaining it to his child how we need to read the owner's manual to know how to set it up and how the game is played. It is similar to how we should look to the Bible to help us know how we should live our lives, how we need to follow the "rules of the game" if we are to be successful. P: A storybook whose main characters are a parent and child who are reading a set of instructions/directions to accomplish a task (examples being a video game system or cooking from a recipe). The parent is parallel teaching their child the importance of reading the instructions to the importance of reading the Bible and following the instructions in there on how to get to heaven. . The player is teaching a lesson to his or her child about the importance of the Bible using the set-up of the video game system and after we have set the system up, how we need to know the rules of the game if we are to play it properly The book that shows the parent and child that discusses this S and C: The storybook will show how the Bible helps us to know what the rules are for our lives if we wish to be successful getting to Heaven. The book will also be graded on 2nd grade writing standards.</p> <p>**Rubrics to be created by classroom teacher.</p> |
| | <p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p> <p>Activities that can be used in Stage 3.</p> |

Sacraments:

2.II.3 Recognize the difference between ordinary bread and the Eucharist:

Students need to understand that the “bread” at Mass is not ordinary bread. Since it looks similar, they need to understand that there is something “added” to it to make it the Bread of Life. The goal is to add something to a known item to change it, just as something is added to the bread to make it different. Since the Eucharist at Mass looks like ordinary bread, many people don’t know there was a change. So, the scientists need to add something to it to change it, but not change its look. Our scientists will add a pinch or two of salt to the ice cream (or water) to change it, but not its appearance. This will allow them to understand how something can change, but what we see with our eyes does not change. By changing the taste of the ice cream (water) but not its appearance, the children will get a “taste” of how the bread can go from everyday bread to the Body of Christ.

2.II.7 Cleaning One’s Soul

G: To have the students understand Baptism, its importance of removing Original Sin, and how without it, no one may receive other Sacraments. The students will be dishwashers attempting to clean off dishes without any water. Then they will attempt the same thing with water. They will learn that with the water we are cleansed, just as the dishes will be. The dishes then will be able to be used to put other foods on to them – just as we can then receive other Sacraments.

This activity will allow the students to learn that the Sacrament of Baptism creates a cleansing of our souls, removing Original Sin, and after this is removed, we can use of clean plates to put other sacraments on our own personal plates.

2.II.21 and 2.II.22

Let’s Play “Who!”

Students were invited to participate in a game show that will show off their knowledge of the Eucharist. The goal is for students to show an understanding the Eucharist is Jesus’ Body and Blood, Soul and Divinity and that He gave only priests the power to Consecrate the bread and wine. Students will participate in a game show. One student will be the game show host, two will be contestants, and the rest of the class will be the show’s audience. The host will quiz the contestants to see who can correctly answer “Let’s Play the Who!”The contestants will look at pictures presented by the host of the show Who is present and who can consecrate the bread and wine. The winner is the contestant who correctly answers the most questions correctly. The audience can also help the contestant with signs they hold up to answer the questions, thus assessing the entire class.

2.II.23 – 2.II.15 How the Eucharist strengthens us

Students will be construction workers building houses from popsicle sticks. They are to build them without using glue to show how without the Eucharist, we will not be able to stand. We will fall down through our

sinning. Then the students will build a house using glue to show how through the Eucharist, we are strengthened just as the house is. Students will be construction workers building a house with popsicle sticks but no glue. This signifies how we can act without the Eucharist in our lives. Then by rebuilding our houses by using the glue, students will see how the glue – the Eucharist – will make the house stronger, just as we are when we receive it. The finished house will illuminate our need to be strong, but this strength only comes by the taking of the Eucharist, just as the glue that is used on the house strengthens the house so it can stand.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

2.II.5 a-ab

Items in our Church Coloring Books

1. Have Father give students a tour of the church, identifying all important items in the church, but also extras that are specific to your church. **Hook/ Equip**
2. Introduce the performance task, and that students will be creating their own coloring books for the items in the Church, complete with names and descriptions. **Where/Why**
3. Work through Chapter 26: *What We Do at Mass* **Equip**
4. Find some online video clips of churches (including the Vatican and other Christian Denominations) and have students play “I Spy”. Determine which students are having difficulty with the names/identifying any of the key items required. **Evaluate/Hold/Tailor**
5. Give students a blank outline of a church and a list of the key items you want them to locate. Have them work in pairs to place all the items in the church. **Evaluate/Hold/Tailor**
6. Take another a tour of the church and have students write down all the names of items that they recognize. Have them place these on a Bingo Board and show students pictures that they must match with their words to win. **Hook/Hold/Evaluate**
7. Performance Task: Draw each item listed that is in the church. Include a description of it. Then attach to make a coloring book. (For differentiated instruction: if students cannot draw something required they can print a line drawing of the internet and past it into their book.) **Evaluate/Tailor/Organize**

Stage 2 – Evidence Option E

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| | <p>PERFORMANCE TASK(S):</p> <p>Your job is to create a brochure to show the step by step process on how to make a good reconciliation. You are a RCIA teacher and have been asked to create a brochure for candidates. Your brochure should have each of the steps included and the required prayer.</p> <p>**Rubrics to be created by classroom teacher.</p> <p>G: To identify the Sacramental articles used in mass and sacraments.</p> |

R: You are a master of Theology creating an instruction manual for future priests. Create a page for the book by choosing one sacred article from mass.

A: Future priests

S: Create a page for the book by choosing one sacred article from mass. Include a realistic illustration and description of the article's purpose and use. Present your page to the class. Pages can be put together as a manual in conclusion of the project.

P: Sacred Article manual

S: Rubric evaluating illustration, vocabulary, and spelling. Detailed colored picture.

G: To explain the acts of free will

R: Presenter

A: classmates

S: You are an presenter displaying a poster of someone doing good vs. bad. Create a poster comparing good and evil. Illustrate the front of the poster with someone doing good. Illustrate the back side with someone making poor choices. Include a brief explanation for each illustration. Present to classmates.

P: A poster displaying acts of free will.

S: Teacher observes presentation. Success is a detailed picture and oral explanation including that the person made "a choice" to do bad or good.

G: To understand the purpose of First Communion

R: Artist

A: Future second grade students preparing for the sacrament of Communion

S: Illustrate a book on First Communion. Draw a picture of yourself after you received the Eucharist. Draw facial expressions that show how you feel. Write a brief description about your feelings about yourself and Christ.

P: A book of feelings about on First Communion.

S: Teacher evaluates message and illustration.

G: To identify the procedure and effects of First Reconciliation

R: You are a cartoonist

A: Classmate or parent.

S: Draw a page with three parts. The first part has a picture of yourself before Reconciliation. Include a brief explanation of your action and feelings. The second part has an picture of yourself after Reconciliation. Write a brief explanation about how you feel and what you are doing. The third part is a

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| | <p>picture of what you will do next now that your soul has been cleansed (examples: penance, share God's word, etc.) Include a brief description.</p> <p>P: Collaborated book of First Reconciliation pages detailing before, during, afterward.</p> <p>S: Rubric evaluating the three parts for meaning and appropriate illustration</p> |
| | <p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p> |
| <p>Stage 3 – Learning Plan</p> | |
| <p><i>Summary of Key Learning Events and Instruction</i></p> <p>W Identifying objects in the mass and how they are related to the sacrament and our Catholic Faith. Learn the rite of Baptism and Reconciliation. Understand sacrament purpose.</p> <p>H Invite local parish priest to visit the classroom to discuss some of the assigned objects and their purpose in the mass and sacraments.</p> <p>E Use items found in school atrium and chapel. Use classroom resource book. DVD title: Bread of Life. DVD title:Forgiven.</p> <p>R Children will construct a classroom books regarding sacraments and holy objects.</p> <p>E Students will identify and explain the sacraments.</p> <p>T Verbal, hands on activities, and cooperative learning will be used.</p> <p>O Chapter 19, 25, 28 in resource book</p> | |

| Stage 1 Desired Results | | |
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| <p>ESTABLISHED GOALS</p> <p>2.III.1 Recognize signs of God's love in his/her life and in the world around.</p> <p>2.III.2 Respect all human life which is created in God's image from the unborn to the elderly.</p> <p>2.III.3 Relate the care of all living things to God's care for us.</p> <p>2.III.4 Know that we were created to be holy, to become saints.</p> <p>2.III.5 Know that we have a tendency to commit sins because of original sin.</p> <p>2.III.6 The devil and his co-horts try to tempt us to sin (temptation).</p> <p>2.III.7 Know that the Holy Spirit helps us to resist temptation and to make good choices as we follow Christ.</p> <p>2.III.8 Receiving the sacraments regularly, praying, reading the Bible, doing good works, making the Sign of the Cross, using Holy Water, etc. strengthen us to resist temptation and to make good choices.</p> <p>2.III.9 Identify and talk about reasons for sorrow and signs of forgiveness.</p> <p>2.III.10 Develop the habit of regular participation in the Sacrament of Reconciliation.</p> <p>2.III.11 Know that God has a plan for their lives. The child should know to ask God what He desires them to do each day.</p> <p>2.III.12 Participate in a service program with their families.</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p style="text-align: center;"><i>Show God's love for others and creation and use knowledge of faith to make decisions.</i></p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - God's love is in our lives. - We respect all human life. - We care for all living things as God cares for us. - They should develop the regular habit of participating in Reconciliation and service programs. - | <p>ESSENTIAL QUESTIONS</p> <p>How does our Faith guide our decision making?</p> <p>How do we show God's love?</p> |
| Acquisition | | |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - That we were created to be holy and to become saints. - That we have a tendency to commit sin. - That the Holy Spirit helps us resist temptation and make good choices. - that God has a plan for their lives. The child should know to ask God what He desires them to do each day. | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Identifying and talking about reasons for sorrow and forgiveness. - | |

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| <p>2.III.13 Enjoy the stories of the saints and of good modern-day Christians as models of living the Gospel.</p> <p>2.III.14 Know that they can tell others about Jesus and His Family, the Church. Look for opportunities to tell others.</p> | <p>- That they can tell others about Jesus and His Family, the Church. Look for opportunities to tell others.</p> | |
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Stage 2 – Evidence Option A

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| | <p>PERFORMANCE TASK(S):</p> <p>Your task is to create a logo to represent how we can strengthen temptation and can resist sin. You are expert in logo design and have been hired to create a logo for a school. Your logo should include knowledge of what we can do and who can help us.</p> <p>**Your job is to write instructions on how we should respect everything God has given us. You are to write for children. You are to have specific instructions on how we care for God’s creation.</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

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Stage 2 – Evidence Option B

| Evaluative Criteria | Assessment Evidence |
|---------------------|-----------------------------|
| | <p>PERFORMANCE TASK(S):</p> |

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| | <p>Your task is to create a logo to represent how we can strengthen temptation and can resist sin. You are expert in logo design and have been hired to create a logo for reconciliation. Your logo should include knowledge of what we can do and who can help us.</p> <p>You are a service project director for St. Augustine. You have been asked to create a service project to be implemented at the school. Using Powerpoint, lay out the details of your project and how they reflect God's love.</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

Where are we going: Children need to develop the regular habit of participating in Reconciliation

Hook: Watch the Brother Francis video on Reconciliation, tour the reconciliation room.

Equip: Teachers Guide Chapter 17-20,

Rethink and Revise: Make sure the steps to reconciliation can be seen on their logo.

Self Evaluate: They will see if their logo has all the elements contained from the rubric.

H: Talk about the Warm Coats drive. What made it a god service project? How were we showing God's love to others?

E: Explain what a service project is. Ch. 31, Ch. 3, Ch.4, Ch.9 teacher's guide

R: Group editing of projects, discussion of projects.

E: Self-Editing checklist, practice presentations for class

T: Students are able to choose what they are passionate about. Lower students may need to do this as partner or group work. Students will present their service project to the class.

O: Students will be working on their project piece by piece as a class. Lots of support and guidance will be provided in the earlier stages.

Stage 2 – Evidence Option C

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| | <p>PERFORMANCE TASK(S):</p> <p>Your task is to create a logo to represent how we can strengthen temptation and can resist sin. You are expert in logo design and have been hired to create a logo for a school. Your logo should include knowledge of what we can do and who can help us. 2.111.5 – 2.111.7</p> <p>Students will create a prayer card for our area nursing home and deliver them with the help of family members wishing to share the experience. . 2.111.12, 2.111.14</p> <p>Teachers and students will create a classroom prayer table with a liturgical cloth, Bible, prayer cards, children’s Bible story books, a rosary, and prayer intention box. 2.111.8, 2.111.13</p> <p>Teacher will create “Moral Task Cards” for decision making by students. Students will read the task and discuss in group which of the two choices would be morally acceptable. 2.111.5. 2.111.6, 2.111.7</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

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- W - God’s love is in our lives and we respect and care for all living things www.youtube.com/embed/auSo1MyWf8g?rel=0 What A Wonderful World (song and pictures)
- H – Take a nature walk around the school and observe and discuss how God made living things and how we can continue to care for them in our daily lives
- E – Get religious greeting cards to make prayer cards. (Prayer card)
- R – Discuss the reason for our prayer table and make a schedule for students to take time for prayer and reflection. E – Make hands praying and symbolizing service so students understand the need for prayer and Christian service. (Logo task)
- E2 - ; assess using Decision-making Cards (teacher created) to express moral decisions.
- T - Encourage students to bring something of their own for the prayer table.

- O – Read Ch. 2 and 3, and Ch. 9; correlate performance tasks with the readings; assess using Decision-making Cards (teacher created) to express moral decisions.

Stage 2 – Evidence Option D

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| | <p>PERFORMANCE TASK(S): Your task is to create a logo to represent how we can strengthen temptation and can resist sin. You are expert in logo design and have been hired to create a logo for a school. Your logo should include knowledge of what we can do and who can help us.</p> <p>2.III.7 – 2.III.8 School Logo G: To create a school logo that illuminates how one avoids sin and who helps us with this task (The Holy Trinity, Blessed Mother and prayer) R: Artistic director who specializes in creating these symbols A: School board S: The School Board is looking for a new school logo that will help remind students of their ultimate goal of Heaven and who can help them get there. You were hired for the task. P: Finished Logo that helps one avoid temptation and sin, and know who to ask for help in this goal. It will help those who witness it to be closer to God by avoiding sin or ask questions about it reminding the one wearing it the importance of their actions. S&C: Finished logo with clear understand, and it must state the Trinity, Mother of God, and the act of praying.</p> <p>2.I.4 (From "Creed") and 2.III.9 Troubles in Our World Today—Newspaper Article G: To express that breaking a Commandment is wrong, but we are forgiven through Confession and doing good works for others R: Newspaper editorial columnist A: Readers of the editorial S: The world seems to be turning away from God and neighbor. You want to bring this to everyone's attention and see if change is possible, little by little. P: A newspaper editorial that illuminates how we aren't respecting God and fellow human beings by not following the Ten Commandments and not being respectful of other people. By doing so, we are harming the world and our relationship with God and others; ending on a positive, however, if we repent and do good works, we can and will be forgiven, better able to affect change in others after first fixing ourselves.</p> |

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| | <p>S: This editorial will be successful if it conveys the message that there is a problem, we need to fix ourselves first, through good works and forgiveness, and through our change, change will be affected in others. Also, this editorial will be successful if all 2nd grade writing standards are accomplished.</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

Stage 2 – Evidence Option E

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| | <p>PERFORMANCE TASK(S):</p> <p>Your task is to create a logo to represent how we can strengthen temptation and can resist sin. You are expert in logo design and have been hired to create a logo for a school. Your logo should include knowledge of what we can do and who can help us.</p> <p>G to teach the benefits of community service through school and church R community volunteer of all ages A community outreach programs within our school districts S collections of goods within our schools and church to benefit the less fortunate P cards for Veterans, collection of products for others (Birthright), Kids helping Kids S All students will participate by collecting and donating goods that will be distributed</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

W to teach Jesus's message of self sacrifice, giving of our time, helping others, etc.

H class discussion of our life style compared to the less fortunate

E Review the Ten Commandments and discuss Saints roles

R Talk about successful programs that benefit others in our community

E Write a paragraph in their journal about what they can do, use class pictures, etc.

T Include all students suggests and donations

O Do at appropriate times during the school year

UbD Template 2.0—2nd Grade Scripture Unit

| Stage 1 Desired Results | | |
|---|---|---|
| <p>ESTABLISHED GOALS Be familiar with the passages and stories from Scripture, specifically: 2.VI.1 The First Sin and the Promise of Salvation -- Gen 3 2.VI.2 Moses Crossing the Red Sea -- Ex 14:1-22 2.VI.3 The Golden Calf -- Ex 32 2.VI.4 Moses and the Ten Commandments -- Ex 20:1-17 2.VI.5 Annunciation, Visitation, and Nativity -- Lk 1:26-2:20 2.VI.6 Jesus' hidden life at Nazareth -- Lk 2:40 2.VI.7 The devil tempts Jesus -- Mt 4:1-11, Mk 1:12, Lk 4:1-13 2.VI.8 Wedding at Cana begins Jesus' public life (do whatever he tells you) -- Jn 2:1-11 2.VI.9 The Good Shepherd -- Jn 10:11-41, Ps 23 2.VI.10 Story of Zacchaeus -- Lk 19:1-10 2.VI.11 Parables of the Prodigal Son, Lost Coin, Lost Sheep -- Lk 15 2.VI.12 Story of the Woman who was Sorry -- Lk 7:36-50 2.VI.13 Daughter of Jairus -- Mt 9:18-26 2.VI.14 The Ten Lepers -- Lk 17:11-19 2.VI.15 Healing of the Paralyzed Man -- Mt 9:1-8 2.VI.16 Jesus teaches the two-fold Law of Love -- Mt 22:34-40; Mk 12:28-34; Lk 10:25-28; Jn 14:31-55 2.VI.17 The Golden Rule -- Mt 7:12</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i> Apply scripture to appropriate topics in the Catholic church.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i> - Scripture passages and stories strengthen our faith and knowledge of the church.</p> | <p>ESSENTIAL QUESTIONS Why and how does knowing Scripture help us become closer to God?</p> |
| Acquisition | | |
| <p><i>Students will know...</i> - Scripture verses.</p> | <p><i>Students will be skilled at...</i> - Applying scripture verses everyday conversations.</p> | |

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| <p>2.VI.18 Agony in the Garden (Jesus chooses to obey the Father for us) -- Mt 26:36-46; Mk 14:32-42; Lk 22:39-46</p> <p>2.VI.19 Death and Resurrection of Jesus -- Lk 23:44-56, 24:1-8; Jn 20:1-17</p> <p>2.VI.20 Jesus is still with us -- Mt 28:20</p> <p>2.VI.21 Baptism accounts in Acts -- Acts 2:37-41, 10:44-48</p> <p>2.VI.22 Reception of the Eucharist in state of grace -- 1 Cor 11:27-29</p> <p>2.VI.23 Reception of the Eucharist, living tabernacle -- Gal 2:20</p> <p>2.VI.24 Melchizedek offering Bread and Wine -- Gen 14:18-20; Heb 7:1-10</p> | | |
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Stage 2 – Evidence Option A

| Evaluative Criteria | Assessment Evidence |
|---------------------|--|
| <type here> | <p>PERFORMANCE TASK(S):</p> <p>Your task is to create a baby board book about the old testament stories. You are an author and you've been hired to write a board book with simple words for parents to read to babies. You will create your book with pictures and simple sentences about the old testament.</p> <p>**Your job is a photographer who has been asked to take pictures of major events in Jesus' life. You are to create a picture book of Jesus' major accomplishments for his scrapbook.</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

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Stage 2 – Evidence Option B

| Evaluative Criteria | Assessment Evidence |
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| <type here> | <p>PERFORMANCE TASK(S):</p> <p>Your task is to create a baby board book about the old testament stories, Christmas stories, and the Death and Resurrection of Jesus. You are an author and you've been hired to write a board book with simple words for parents to read to babies. You will create your book with pictures and simple sentences about the old testament.</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

Hook: Read them Goodnight Moon to show them an example of a board book.

Equip: Read them a scripture passage and discuss.

2.VI.1 The First Sin and the Promise of Salvation -- Gen 3

2.VI.2 Moses Crossing the Red Sea

-- Ex 14:1-22

2.VI.3 The Golden Calf -- Ex 32

2.VI.4 Moses and the Ten Commandments

-- Ex 20:1-17

2.VI.19 Death and Resurrection of Jesus

-- Lk 23:44-56, 24:1-8; Jn 20:1-17

The rest of the scripture passages were put into the Sacraments Unit.

Stage 2 – Evidence Option C

| Evaluative Criteria | Assessment Evidence |
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| <type here> | PERFORMANCE TASK(S): |

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| | <p>Your task is to create a baby board book about the old testament stories. You are an author and you've been hired to write a board book with simple words for parents to read to babies. You will create your book with pictures and simple sentences about the old testament.</p> <p>Find miracle passages in the Bible. Read together as a class. Use Miracle Task Card to create a sequential depiction of Jesus's miracles and share with the class and the school community. 2.VI.8; 2.VI.13</p> <p>Ten Lepers Echo Pantomime (<i>See Burlap and Butterflies</i> pg. 29) 2.VI.14</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 | |
| <i>Summary of Key Learning Events and Instruction</i> | |
| <p><type here></p> <p>W: Student will have their own Bible and be able to find a given scripture passage with adult guidance. H: Student Bibles E: Student Bibles R: Assess knowledge of the Bible as a teaching tool by having students find parables and stories when given this information: Book, Chapter and Verses</p> <p>T: Students can work with a partner to find passages. For reluctant readers, some students may prefer to use a Children's Bible.</p> <p>E2: Children reflect and summarize their learning in small groups orally or in written form.</p> <p>Memorize the "Good Shepherd" prayer.</p> | |
| Stage 2 – Evidence Option D | |
| Evaluative Criteria | Assessment Evidence |
| <type here> | PERFORMANCE TASK(S): |

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| | <p>Your task is to create a baby board book about the old testament stories. You are an author and you've been hired to write a board book with simple words for parents to read to babies. You will create your book with pictures and simple sentences about the old testament.</p> <p>2.IV.1 – 2.IV.4 Create Baby Board Book about Old Testament Stories G: The students will be a book creator who is creating a book with pictures and simple sentences to help tell the stories of the first sin, Moses crossing the Red Sea, the Golden Calf, and Moses and the Ten Commandments R: A Christian book editor/creator A: Small children S: Parents have been requesting that there are easier books for their toddlers to look at, with few words on each page for parents to read, but good pictures for parents to point out to their toddlers to give them a concrete idea of the story. As a Christian book editor, the students need to make a picture book P: A colorful picture book that that has few words, but the pictures must really help explain the stories from the Old Testament. to those who may not yet be able to read. S and C: This picture book will be successful if the pictures are clear and detailed, if they portray the Bible Stories required, and if the words match the pictures.</p> <p>2.IV.5 – 2.IV.20 Bible "Trading Cards" G:As a trading card designer, the goal is to create cards that explain different people and situations from the Bible in as few words as possible – so to fit this information on to the back of the cards R: Trading Card designers A: Children who buy/collect trading cards S: You were asked to help with a marketing campaign for Test-a-Mints Gum and you want to put Biblical Trading Cards in the packets so people can collect them, but also learn. P: A series of baseball cards, multiple cards will be in each package (No more than 10 cards per package) S and C: Multitude of baseball card packs that cover the stories from the Bible with the information listed on the back of each card that explains the stories of who/what is featured on the fronts of the cards</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

Stage 2 – Evidence Option E

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| <type here> | <p>PERFORMANCE TASK(S):</p> <p>Your task is to create a baby board book about the old testament stories. You are an author and you've been hired to write a board book with simple words for parents to read to babies. You will create your book with pictures and simple sentences about the old testament.</p> <p>G: To retell the story, identify sequence of events, and the main idea of selected Bible Stories R: storyteller A: classmates S: Students illustrate a poster with a selected scripture passage. Student will retell scripture accurately and present posters to classmates. Teacher will collect and put into a biblical timeline. P: Oral presentation and a timeline of scripture according to the Bible. S: Colorful, detailed poster. Teacher will score according to effort and accuracy.</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

- W To familiarize themselves with scripture and The Bible
- H Letting students illustrate a poster of a scripture of their own choice
- E Children's Illustrated Bible , resource book, Catechesis of the Good Shepherd
- R Students give verbal presentation of poster and selected scripture passage.
- E Rubric evaluating oral presentation: Sequence of events, accuracy of retelling, illustration
- T Students use art, writing, listening, and presentation skills.
- O Follow the sequence of events according to the Bible

| Stage 1 Desired Results | | |
|---|--|---|
| <p>ESTABLISHED GOALS</p> <p>2.V.1 God wants everyone to be a saint. Saints are the people in God's Family in heaven.</p> <p>2.V.2 Know that God is a Family: Father, Son, and Holy Spirit.</p> <p>2.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>2.V.4 We should also ask the saints to help us to be holy. They are our friends, our brothers and sisters, in heaven. They want us to be with them in heaven.</p> <p>2.V.5 Know that angels are spiritual beings created by God as His helpers.</p> <p>2.V.6 Know the following saints and angels:</p> <p style="padding-left: 20px;">2.V.6.a St. John Nepomucene, priest who was executed for not breaking the seal of confession.</p> <p style="padding-left: 20px;">2.V.6.b St. Faustina, religious sister who received private revelation from Jesus on Divine Mercy. She was to spread the message through and image He showed her and her writings. The Second Sunday of Easter is Divine Mercy Sunday. Children should have access to the image.</p> <p style="padding-left: 20px;">2.V.6.c St. Edward the Confessor, King of England, title of confessor because of love for God and the poor, had gift of healing, body is incorrupt.</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p style="text-align: center;"><i>Appreciate the importance of saints in our Catholic faith</i></p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - God wants everyone to be a saint. - We should also ask the saints to help us to be holy. They are our friends, our brothers and sisters, in heaven. They want us to be with them in heaven. | <p>ESSENTIAL QUESTIONS</p> <p>Overarching...</p> <p>Why are the saints important in our lives?</p> <p>Topical...</p> <p>Why does God want us to be saints?</p> |
| Acquisition | | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - That God is a Family: Father, Son and Holy Spirit. - 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. - That angels are spiritual beings created by God as His helpers. - Grade level saints and angels. | <p><i>Students will be skilled at...</i></p> <p style="text-align: center;">-</p> |

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| <p>2.V.6.d St. Thérèse of the Child Jesus the Little Flower, Carmelite nun learned that love is the key to all, known for very ordinary or little ways for following Jesus. Doctor of the Church. Patroness of missions. Novena.</p> <p>2.V.6.e St. Bridget of Sweden. Mother of eight children, widow, religious, began receiving visions of Jesus and the Crucifix at age seven.</p> <p>2.V.6.f St. John Vianney, Cure de Ars. Priest famous for his ability to assist others in the sacrament of Reconciliation.</p> <p>2.V.6.g St. Padre Pio. Priest famous for his ability to assist others in the sacrament of Reconciliation.</p> <p>2.V.6.h Raphael, the Archangel.</p> <p>2.V.6.i Our Lady of Guadalupe. Know miraculous story and that she is the patroness of the Americas and the unborn.</p> <p>2.V.6.j St. Juan Diego was a married farmer without children. Became a Catholic when he was around 50 years old.</p> <p>2.V.6.k St. Pius X</p> | | |
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Stage 2 – Evidence Option A

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| <type here> | PERFORMANCE TASK(S): **Rubrics to be created by classroom teacher. |
| <type here> | OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling |

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

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Stage 2 – Evidence Option B

| Evaluative Criteria | Assessment Evidence |
|---------------------|--|
| <type here> | <p>PERFORMANCE TASK(S):</p> <p>Students will create a book of the assigned saints, providing important facts and how that saint in particular helps to be holy.</p> <p>Students will choose one of the saints and use Blabberize to animate their saint and create an audio clip discussing the saint. These will be presented to other classes.</p> <p>**Rubrics to be created by classroom teacher.</p> |
| <type here> | <p>OTHER EVIDENCE:</p> <p>tests, quizzes, assignments, observations, student journaling</p> |

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Where are we going: Children will need to develop a familiarity with many saints and understand how to retell their stories. They will also need to know how to use Blabberize and how to write a biography report to read during Blabberize.

Hook: Various Saint read alouds.

Equip: Saint read alouds, saint videos, discussions about each saint. Teach students how to use Blabberize. Students will need to finish their book and do in-depth research about the saint of their choice.

Rethink and Revise: Students will peer edit their speeches on Blabberize and begin to record and animate.

Self Evaluate: They will see if their book and Blabberize has all the elements contained from the rubric.

Stage 2 – Evidence Option C

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| <type here> | <p>PERFORMANCE TASK(S): Students write a report on a saint using a template describing the character traits of that saint and how they lived their lives that led them to sainthood. 2.V.6 a-k</p> <p>Celebrate “Patron Saint day” for all of the students in the classroom with song and prayer. Students will make a greeting card to give to the student who is celebrating their saint’s feast day.</p> <p>Track where patron saints lived on a world map displayed in the classroom on an ongoing basis throughout the school year.</p> <p>Make a Litany of the Saints bulletin board. 2.V. 4</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

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Use the 2nd Grade Saint list in our curriculum as a guide.

H - Students can use the computer during technology class to find the Saints for each month at <http://www.holyspiritinteractive.net/kids/>

E 1- Teachers and students use the “Saints Kit – All the Saints of the Roman Calendar and More” to research saint’s lives and report their findings

R - Classroom libraries contain books about the Lives of the Saints for saint reports. St. reports are used as assessments.

E 2 - Students can know that the saints will intercede for them when they pray to God.

Stage 2 – Evidence Option D

| Evaluative Criteria | Assessment Evidence |
|---------------------|--|
| <type here> | <p>PERFORMANCE TASK(S): 2.III.13 – 2.III.14</p> <p>Stories of Saints and Evangelism G: To use the lives of selected saints to evangelize others of God's love through a YouTube video R: Talk Show Hosts A: Viewers S: The topic you were given to present was the lives of saints. You were told to pick 3 saints that you will create a short segment on for your talk show. Good Luck! P: Two people discuss/present the lives of three saints (for this example, St. Joseph, St. Patrick and Mother Teresa, but any saints/holy people would fit. Maybe those who are being studied currently in class.) Talk Show Hosts will also be required to compare the saints and tell where they can be good models for our current society. S&C: The finished video will tell of the stories of these saints and holy people who make the world better by treating others they way they would treat Jesus, and following the word of God.</p> <p>2.V.5 G: To build a ladder diagram which illustrates an understanding that there are nine choirs of angels with certain jobs that God wants them to do. Angels are God's helpers, pure spirits. Never were they human beings., R: Ladder manufacturer worker A: Community S: There is confusion in the community that when someone dies, they become one of God's Angels. You don't know what to do as a ladder manufacturer, but there has got to be some way to show the community that angels are not and were never human.</p> <p>P: A ladder diagram that correctly lists on each rung of the nine choirs of angels and their unique "jobs." The ladder manufacturer will teach workers at the manufacturing plant that each type of angel will have a rung, and each rung needs to have their name on it and their specific job. The rungs need to be in order from the seraphim, which is closest to heaven, down to guardian angels, whose rung is closest to earth. S & C: A diagram that is drawn by each "worker" that shows the nine choirs of angels. This will help each the community understand the roles of each type of angel, and that they are not former people who have died, and now have wings. This work will be judged by correct information, in the correct order, with correct 2nd grade writing conventions.</p> |

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| | <p>2.V.6 a-k</p> <p>G: To create a Marvel type of comic book that has a saints (from the standards list) as superheroes. It will show each saint and what they did to become saints R: Marvel comic book writer/illustrator A: Comic book readers S: Kids today love reading comic books, but there are not a lot of books on saints that are written to interest kids. You want to fix that by depicting saints as superheroes to the Faith and educate kids on the lives of these saints. P: Completed comic book: each saint will be drawn and their "super hero powers" will be included in a comic book based on comic books such as Superman. It will give a brief biography of each saint with their "superpower" highlighted and tell the story of why they are called saints S & C: The criteria this book will be graded upon is correct information on the saint, correct diagnosis of their superpower, explanation of why they are now considered saints, clear detailed pictures, and correct 2nd grade writing conventions. **Rubrics to be created by classroom teacher.</p> |
| <type here> | <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

Stage 2 – Evidence Option E

| Evaluative Criteria | Assessment Evidence |
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| <type here> | <p>PERFORMANCE TASK(S):</p> <p>G: To explain the importance of each Saint. Explain why God wants us to be saints. R: Storyteller A: classmates S: The students gather to find out more about this chosen saint from the storyteller. Student reveals his Saints name, purpose and how they became a saint. Child will explain the importance of how God wants us to be more like this saint. P: Each student will research and compose a brief written report about a given saint. The report will consist of the name of the saint, important events in his/her life, date of his/her feast day. Lastly, a brief description of how can we relate to that saint in our daily lives.</p> |

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| | <p>S: Teacher evaluates a with a rubric.</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> |
| <p>Stage 3 – Learning Plan</p> <p><i>Summary of Key Learning Events and Instruction</i></p> | |
| <p>W To become a saint</p> <p>H Each student will choose that they want to model their life after.</p> <p>E Provide access to Kids and Saints website: ainkliss.com , videos on Saints, Children books on Saints</p> <p>R Conduct a discussion of different Saints</p> <p>E Rubric on Saint report</p> <p>T Visual learning, writing, collaborating ideas, research, oral, and illustrations</p> <p>O All Saints Day</p> | |

| Stage 1 Desired Results | | |
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| <p>ESTABLISHED GOALS</p> <p>2.IV.1 Attend Mass on Sunday and holy days of obligation. Participate actively in mind, heart, and actions in the Sunday Liturgy.</p> <p>2.IV.2 The memorization of basic prayers offers an 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>2.IV.2.a All prayers from previous grades</p> <p>2.IV.2.b Act of Contrition</p> <p>2.IV.3 Experience prayer in a spontaneous way, as silent time, with Scripture, with song, gesture and movement, reflection, silence, and visits to the Blessed Sacrament.</p> <p>2.IV.4 Understand and be familiar with five reasons for praying: to praise God, to thank God, to ask God for help, to say "I'm sorry" and listen to God.</p> <p>2.IV.5 Have begun a habit of personal prayer both in the morning and the evening, encouraged by consistent classroom experience of prayer.</p> <p>2.IV.6 Know that the Holy Spirit helps us to pray.</p> <p>2.IV.7 Be familiar with and experience individual reception of the Sacrament of Reconciliation (Rite 1)</p> <p>2.IV.8 Know how to say the Rosary.</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p><i>Use prayer in the appropriate manner</i></p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Memorization of basic prayers offers an essential support to the life of prayer, yet it is also important to help students savor their meaning. - Attend Mass on Sunday and holy days of obligation. Participate actively in mind, heart, and actions in the Sunday Liturgy. - | <p>ESSENTIAL QUESTIONS</p> <p>Overarching...</p> <p style="padding-left: 20px;">How do we pray?</p> <p style="padding-left: 20px;">Why do we pray?</p> |
| Acquisition | | |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Experience prayer in a spontaneous way, as silent time, with Scripture, with song, gesture and movement, reflection, silence, and visits to the Blessed Sacrament. - The five reasons for praying: to praise God, to thank God, to ask God for help, to say "I'm sorry" and listen to God. - That the Holy Spirit helps us to pray. - How to say the Rosary. | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Saying the Act of Contrition | |

Stage 2 – Evidence Option A

| Evaluative Criteria | Assessment Evidence |
|---------------------|---|
| <type here> | PERFORMANCE TASK(S): **Rubrics to be created by classroom teacher. |
| <type here> | OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling |

Stage 3 – Learning Plan

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| <type here> | <i>Summary of Key Learning Events and Instruction</i> |
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Stage 2 – Evidence Option B

| Evaluative Criteria | Assessment Evidence |
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| <type here> | PERFORMANCE TASK(S): **Rubrics to be created by classroom teacher. |
| <type here> | OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling |

Stage 3 – Learning Plan

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| <type here> | <i>Summary of Key Learning Events and Instruction</i> |
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Stage 2 – Evidence Option C

| Evaluative Criteria | Assessment Evidence |
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| <type here> | <p>PERFORMANCE TASK(S):</p> <p>Make regular visits to the Adoration Chapel as well as visits during Lent when the Blessed Sacrament is exposed. 2.IV.3; 2.IV.5</p> <p>Make a folded booklet with a personal example written by students of each kind of prayer. Read Luke Ch. 11: 5-9 (refer to Teacher's Manual Jesus Our Life - Ch. 15.) 2. IV.4</p> <p>Make a prayer box to share with the parish.</p> <p>Make a rosary to put on a bulletin board in the hallway or classroom. Visit the Mary Garden for a classroom rosary during October and May. 2.IV.8</p> <p>Make a prayer table in the classroom; change seasonally w/liturgical colors and artifacts</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

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- W - Jesus Our Life pgs. 75-78; students learn required prayers for Second Grade curriculum
- H – Projects in Performance Tasks; put together
- E - Supply students with enough supplies to complete performance tasks; give students copy of prayers and recite them daily as a class
- R – Students can work in small groups helping each other learn prayers
- E – Students discuss why we say certain prayers on specific occasions

- T – teachers encourage students to write or say a spontaneous prayer

Stage 2 – Evidence Option D

| Evaluative Criteria | Assessment Evidence |
|---------------------|--|
| <type here> | <p>PERFORMANCE TASK(S):</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

Stage 2 – Evidence Option E

| Evaluative Criteria | Assessment Evidence |
|---------------------|--|
| <type here> | <p>PERFORMANCE TASK(S):</p> <p>G: To memorize prayers R: You are the prayer leader. A: classmates S: You recite the prayer to being taught to the class. Students follow your lead. P: Oral examination. S: Teacher observation.</p> <p>G: To talk to God R: Messenger A: God S: You talk to God using your illustrated personal message to God. P: Illustration telling a message or story. S: Completed illustration with details</p> <p>G: To learn other ways to pray to God</p> |

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| | <p>R: Choir member A: Share with God as your nighttime prayer. S: Sing a song of choice as a prayer to God P: A memorized Psalm or song S: The ability to pray to God through song</p> <p>G: To memorize important prayers R: Saint A: God S: You are a Saint keeping a weekly log of communication with God. Log and practice selected prayers such as The Lords Prayer, Act of Contrition, Hail Mary, Glory Be, Angel of God. P: Completed Journal S: Work completed and prayers practice by written work in journal.</p> <p>G: Attend mass R: You are a journalist for your parish newspaper. A: Share with a parent. S: Complete a weekly page in your journal that include coloring the priests vestments, naming the priest, naming a song sung, and documenting the date and the message you received from the mass or Holy Day of Obligation. P: Teacher observation of work completed in journal. S: Completed journal</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 | |
| <i>Summary of Key Learning Events and Instruction</i> | |
| <p>W Learning, reciting, recognizing daily prayers and a personal way to speak with God. H Teacher models daily prayer and participates songs. E Bulletin board displays, resource books, weekly mass, Daily prayer book</p> | |

R Students will include prayer in their daily lives as establishing their relationship with God.

E1 Monthly folders will be evaluate, observation of daily prayer

T Using one or both of the above hooks will meet the needs of oral and visual learners by listening to oral reading and watching visuals.

O Beginning of the year until the end prayers will be included daily