

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b>                  Students will exhibit that praying is essential for growing as a Child of God in the Family of God.  <b>3.1.1</b> Know the Catholic belief in the Trinity. There are three persons in One God: God the Father, God the Son, and God the Holy Spirit. There are not three gods. The love shared among the persons of the Blessed Trinity provides the exemplar of spousal love in that it is free, total, faithful, and fruitful. (CCC 238, 240, 243- 248, 253, 262-263)  <b>3.1.2</b> God made us in His image and likeness. We have a body and soul. We have an intellect and a free will to decide to follow God or not to follow God. If we follow God, we become saints. Humans never become angels. (CCC 362-368)  <b>3.1.3</b> Know that Jesus is God's Son, who became man, and who came to earth for all people to save us from sin, to show us His love, to be our model for holiness and to make us His children (Incarnation). (CCC 443-444, 456-460)  <b>3.1.4</b> Know that Jesus, Mary, and Joseph are the Holy Family. They are the model for all families, and give us the example of holiness in the daily life of family and work. (CCC 437, 525, 564,1655)  <b>3.1.5</b> Understand that during His life on earth, Jesus gathered a group of followers. His closest followers are called the Twelve Apostles. (CCC 542, 551, 831, 858)  <b>3.1.6</b> Know that Jesus taught His followers about the Kingdom of God, which was begun on earth by Jesus. He invited them to live it and gave them a model to follow. (CCC 541-550, 763)  <b>3.1.7</b> Understand that Jesus chose the Twelve Apostles as the first leaders to be of service among His people. Jesus appointed Peter as the</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i>                  establish and maintain a time for pray while alone, in class, and at church by fostering a living relationship with God.</p> <p>Understand that God is a real, loving being that wants a relationship with each student.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>                  they respond to God's love for us through an active prayer life.</p> <p>As His children, we desire to live as God has asked.</p> <p>God communicates to the student through prayer.</p>	<p><b>ESSENTIAL QUESTIONS</b>  <b>OVERARCHING QUESTION:</b>                  Who is God, the Father, the Son, and Holy Spirit?</p> <p><b>TOPICAL QUESTIONS:</b>                  Who is the Church?                  How is faith expressed?</p>
<b>Acquisition</b>		
<p><i>Students will know...the appropriate prayer(s) given the situation.</i></p> <p>parts of the Mass, the difference between</p>	<p><i>Students will be skilled at...</i>                  communal and private prayer</p> <p>silent prayer, memorization, contemplation</p>	

<p>leader of the Apostles, our first pope. (CCC 551-553, 664)</p> <p><b>3.1.8</b> Know that the Bishops, as successors of the Apostles, are the leaders of Jesus' people today. The Pope takes St. Peter's place. Our Pope's name is (N.) and our Bishop's name in (N.). (CCC 880-886)</p> <p><b>3.1.9</b> Know that when Jesus ascended to His Father (Ascension), He sent the Holy Spirit to be with His people (Pentecost). The Holy Spirit continues to be with us and helps us grow in holiness. We receive the Holy Spirit in the sacraments (sanctification).</p> <p><b>3.1.10</b> Know and experience the Church as the Family of God who share their faith in Jesus who is God the Son. We enter this family in Baptism, when all our sins are first taken away, we become a Child of God, and we receive faith, hope, and love and the gifts of the Holy Spirit. These gifts are strengthened in Confirmation and completed in the Eucharist.</p>	<p>communal and private prayer, adoration</p>	
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**Stage 2 – Evidence Option A**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<ul style="list-style-type: none"> <li>● Accuracy of prayers/responses</li> <li>● Ability to listen</li> <li>● Insightful</li> <li>● Well crafted</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>● Participation at Mass</li> <li>● Recall a meaningful prayer experience and share with their peers and family.</li> <li>● Create prayers of the faithful using prayers of the faithful format.</li> </ul> <p>G: Know who the Trinity is, that God made us in his image and we have free will.  R: Spy  A: God  S: As a spy for God you are reporting back to God what his people know about.</p>

	<p>P : After interviewing at least 3 people, students will create at a journal notebook to explain the Trinity, what it looks like to live free will and how they are the image of God.</p> <p>S:</p> <p>G: Know why Jesus came, who Jesus is, who the Holy family is, who the 12 Apostles are, who the bishops, and the Pope.</p> <p>R: Advertiser</p> <p>A: General Public</p> <p>P: Create a brochure with six sections one about Jesus, one about why he came, one about his Holy Family and Apostles, one about the Bishops, One about the Pope, and one about the Priests.</p> <p>S:</p> <p>G: Know that we receive the Holy Spirit and when we receive the Holy Spirit</p> <p>R:</p> <p>A:</p> <p>P:</p> <p>S.:</p>
<ul style="list-style-type: none"> <li>Well crafted</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>Leading a prayer service, that communicates to God, and allows time or opportunity for God to communicate to the students.</li> <li>Apply knowledge of created prayers by putting together a prayer service.</li> <li>Demonstrating active prayerful participation at Mass.</li> <li>Explaining the necessity of prayer through a presentation to peers and family.</li> <li>Written prayers; Recitation of memorized prayers; Ability to classify when different memorized prayers should be used.</li> <li>Self awareness of the student's relationship with God.</li> </ul>

## Stage 3 – Learning Plan

### Summary of Key Learning Events and Instruction

Pre-assessment-

H: Trinity Muffins-- [http://www.christiancrafters.com/treat\\_muffins.htm](http://www.christiancrafters.com/treat_muffins.htm)

H: Apple Activity <https://www.pinterest.com/pin/522769469218558087/>

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

W: Trying to live as God Desires – give rubric

H: Show the You Tube Clip of “Would you give your coat to Johanna?” <https://www.youtube.com/watch?v=L9O8j9QPZc8> Then ask the students what they would do?

E1&R: Model good and bad.. I do, We do, You do. Adult with Adult, Adult with Child, Children with Children. Discuss and Make a chart of good and bad

E2 &R2Chapter 3, 7, 9-14 from Faith and Life Series text, include the activities. Quizzes, Chat with elbow partner Referencing the chart from I do, or We do.

E2:Performance Task

T: Enrichment- have student relate their examples to a bible story/ verse in their journal writings.

Accommodation – Just 1 or 2 observations and writing.

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

H: Youtube Video about Jesus’ miracles - [https://www.youtube.com/watch?v=vnfu1z\\_03Vs](https://www.youtube.com/watch?v=vnfu1z_03Vs)

E1: Chapter 13 L3-4, Chapter 15 L2-4, Chapter 16 L2, Chapter 20, Chapter 27

E2: Catechesis of the Good Shepherd- Good Shepherd Lesson from Level 1

R: Pair Share- How Jesus’ life and his disciples and the early Church relate to us today.

E: Write an exit ticket

T: Enrichment- Research an Apostle, Current Bishop, Current Pope, or Current Priest

Enrichment - Interview the Priest of our Parish

O:

## Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Accuracy of prayers/responses</li> <li>• Ability to listen</li>   <li>• Insightful</li>   <li>• Well crafted</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><b>R</b> As a child of God, you are to create a prayer service demonstrating your desire for both yourself and your audience to be in deep relationship with Him.</p> <p><b>A</b> Your audience is your classmates, teacher, and family (invite parents in for the prayer service).</p> <p><b>S</b> As the prayer leader, you are creating an experience that fully engages the senses in the service.</p> <p><b>S</b> Prayer service will include:</p> <ul style="list-style-type: none"> <li>• Prayers of the Faithful (using the same format as the Church)</li> <li>• Gospel Scriptures</li> <li>• Hymns</li> <li>• Silent Meditation/Contemplation (come up with questions that you are going to ask your audience, which will demonstrate your understanding of the Trinity).</li> <li>• Memorized or recited prayer</li> <li>• Prayerful environment (pictures, candles, cross, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>• Well crafted</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Leading a prayer service, that communicates to God, and allows time or opportunity for God to communicate to the students.</li> <li>• Apply knowledge of created prayers by putting together a prayer service.</li> <li>• Demonstrating active prayerful participation at Mass.</li> <li>• Explaining the necessity of prayer through a presentation to peers and family.</li> <li>• Written prayers; Recitation of memorized prayers; Ability to classify when different memorized prayers should be used.</li> <li>• Self awareness of the student's relationship with God.</li> </ul>

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

Text & PowerPoint Coverage:

Lessons 1.2, 1.3, 2.4, 3.3, 3.4, 4.3, 5.4, 9.1, 11.2, 13.4, 18.2, 18.4, 26.1-4

Activities:

- Student Journal Reflections:

How can I show that I am made in the image of God?  
 What are my greatest treasures from God?  
 What are the various ways in which God reveals himself to us?  
 How was my faith recently tested? What was my response?  
 What are the various ways in which I can worship God?  
 How can I be more obedient to my parents?  
 How am I a Temple of the Holy Spirit?

- Read St. Patrick book to students
- Make Holy Trinity necklaces with shamrocks
- Illustrations:  
 Create a depiction of Heaven  
 Symbols of the Holy Spirit  
 Gifts of the Holy Spirit
- Dramatizations:  
 Parables: Appendix B8-11  
 Baptism: Appendix B25-26
- Home Connection:  
 Students share their Baptism stories (including pictures)  
 Students share their Holy Communion stories (including pictures)
- Biographies of Important People of God:  
 Abraham  
 12 Apostles

### Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Accuracy of prayers/responses</li> <li>• Ability to listen</li> <li>• Insightful</li> <li>• Well crafted</li> </ul>	PERFORMANCE TASK(S): <ul style="list-style-type: none"> <li>• A. Participation at Mass</li> <li>• B. Recall a meaningful prayer experience and share with their peers and family.</li> <li>• C. Create prayers of the faithful using prayers of the faithful format.</li> </ul>
<ul style="list-style-type: none"> <li>• Well crafted</li> </ul>	OTHER EVIDENCE:

- Leading a prayer service, that communicates to God, and allows time or opportunity for God to communicate to the students.
- Apply knowledge of created prayers by putting together a prayer service.
- Demonstrating active prayerful participation at Mass.
- Explaining the necessity of prayer through a presentation to peers and family.
- Written prayers; Recitation of memorized prayers; Ability to classify when different memorized prayers should be used.
- Self awareness of the student's relationship with God.

### Stage 3 – Learning Plan

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

**Pre-assessment:** Use a K-W-L to pre-assess students' prior knowledge and their initial questions about God the Father, the Son, and the Holy Spirit and the Mass.

**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.

Engage students in peer review and self-assessment related to the performance task (how their progress compares to the rubric, feedback from peers, etc.).

#### **A. Learning events:**

**W, H:** 1. Introduce topic of Mass and appropriate Mass behavior. Show video of appropriate Mass behavior:

<http://www.liturgy123.com/ss.php#1>

**E<sub>1</sub>:** 2. Role play right and wrong behavior at Mass.

**O:** 3. Children will create T-chart comparing/contrasting the two.

**R:** 4. Discussion of T-charts and why behaviors designated as such on chart.

**E<sub>2</sub>:** 5. Explain rubric and what we will be looking for.

<https://drive.google.com/drive/#folders/0B9HCcvCD6aMmfkVwN29KSkM5NEIjN0tQTUEwS3pCSmVjR0VpN2tIM2VILXNiVHRwTUN4NU0>

**T:** 6. Start observations at Mass of 2-3 children/Mass. Give immediate feedback at Mass. Redirect, if needed.

#### **B. Learning events:**

**W, O** 1. Introduce spiritual journal. Make booklets with construction paper, writing paper, and insert of 5 forms of prayer and explanation.

**H** 2. Introduce 5 forms of prayer; blessing and adoration, petition, intercession, thanksgiving, and praise.

Student flashcards: <https://docs.google.com/file/d/0B9HCcvCD6aMmRjJ0UVV/Pb09YSEU/edit>

Prayer forms explanation: <http://www.bostoncatholic.org/Being-Catholic/Content.aspx?id=11444>

**R** 3. Give students examples of prayer and they have to determine which type of prayer it is.

Identify where forms of prayer are found in scripture.

E<sub>1</sub>, E<sub>2</sub>, T 4. Students will add their own prayer from a given form of prayer to their spiritual journal weekly.

**C. Learning events:**

**W** 1. Introduce prayers of the faithful; for the Church and its leaders, the world and its leaders, the sick, the community, our own intentions, and those who have died (especially, whoever the Mass is for). <https://docs.google.com/file/d/0B9HCcvCD6aMmRjJ0UVVPb09YSEU/edit>

**E<sub>1</sub>, O** 2. Brainstorm each category to define whom the intercessory prayer is directed to.

**H, R** 3. Put children into groups and they will write one intention for each prayer of the faithful.

**E<sub>2</sub>, T** 4. Each group shares their intentions with the class and class responds with “Lord, hear our prayer.”

Resources:

1. How to write prayers of the faithful

<https://suite.io/ginny-temple/2akw2qr>

2. What are the prayers of the faithful?

[http://www.cbn.com/spirituallife/ChristianCourses/goodshepherd/GS\\_HolySpirit\\_Ch3.aspx#TeachPray](http://www.cbn.com/spirituallife/ChristianCourses/goodshepherd/GS_HolySpirit_Ch3.aspx#TeachPray)

**Stage 2 – Evidence Option D**

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Accuracy of prayers/responses</li> <li>• Ability to listen</li> <li>• Insightful</li> <li>• Well crafted</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><b>Word Search (3.1.2, 3.1.3, 3.1.4)</b>  <b>G:</b> Create a Word Search themed around the Creation Story as well as the Incarnation &amp; Jesus’ Birth  <b>R:</b> Word Search Creator for a Newspaper  <b>A:</b> Newspaper Readers  <b>S:</b> The context you find yourself in is your boss has been inspired by a trip to the Holy Land and wants a puzzle for readers to discover the Creation Story, Incarnation, and Jesus’ Birth.  <b>P:</b> You will create a word search that includes twelve key terms for a fellow classmate to find from the provided Bible stories, with clues hinting to each term in the puzzle.  <b>S:</b> Your work will be judged by having all twelve key terms within the word as well as the relevance of the terms you chose to the given Bible stories.</p> <p><b>Wax Museum (3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9)</b></p>

	<p><b>G:</b> Your task is to become one of the 12 Apostles and explain your relationship with Him, what He asked you to do, why it was important, and who will carry on after you leave Earth.</p> <p><b>R:</b> One of the Twelve Apostles</p> <p><b>A:</b> Parents and other Students in the school</p> <p><b>S:</b> The context you find yourself in is a general misunderstanding to the priesthood and where their authority originates.</p> <p><b>P:</b> You will create a script from one of the Twelve Apostles points of view explaining your relationship with Jesus, what he asked you to do while He was on earth and once He was gone, and the importance of those things He asked of you and who took over for you when you left Earth.</p> <p><b>S:</b> A successful result will be a well written script from one of the Apostles points of view with correct grade writing expectations.</p> <p><b>Institution Sacraments Poster (3.1.10)</b></p> <p><b>G:</b> The goal is to create a billboard like poster that can be displayed in the school hallway that explains-the importance of Baptism, Confirmation, and the Eucharist and how they are related to each other.</p> <p><b>R:</b> A billboard designer</p> <p><b>A:</b> Peers, other students in the school and parishioners</p> <p><b>S:</b> The Situation you find yourself in is students not attending Mass on Sundays or much after Confirmation.</p> <p><b>P:</b> You will need to create a poster explaining the importance of Baptism, Confirmation, and the Eucharist and how they are related to each other, in order to enlighten the importance of receiving these Sacraments.</p> <p><b>S:</b> Your work will be judged by your explanation of these Sacraments within the context of your poster and appropriate pictures that correspond to the Sacraments using appropriate grade level writing expectations.</p>
<ul style="list-style-type: none"> <li>Well crafted</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>Holy Trinity Shamrock art project (3.1.1)</li> <li>Leading a prayer service, that communicates to God, and allows time or opportunity for God to communicate to the students.</li> <li>Apply knowledge of created prayers by putting together a prayer service.</li> <li>Demonstrating active prayerful participation at Mass.</li> <li>Explaining the necessity of prayer through a presentation to peers and family.</li> <li>Written prayers; Recitation of memorized prayers; Ability to classify when different memorized prayers should be used.</li> <li>Self-awareness of the student's relationship with God.</li> <li>Participation at Mass</li> </ul>

- Recall a meaningful prayer experience and share with their peers and family.
- Create prayers of the faithful using prayers of the faithful format.

### Stage 3 – Learning Plan

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

#### Word Search

1. Introduce the essential questions. **Where / Why**
2. K-W-L chart to assess prior knowledge of Jesus' birth, Incarnation and Creation **Hook**
3. God Made VS Man Made T-Chart **Hold**
4. Read and work through Chapter 2: God Created the World **Equip**
5. Talk about God and how everything came to be **Rethink**
6. Create a Creation Timeline (Day 1 - Day 7) **Organize / Rethink**
7. Discuss God's Love for us all **Rethink**
8. Test over Chapter 2: God Created the World **Evaluate**
9. Item of Creation Scavenger Hunt **Hook / Hold**
10. Read and work through Chapter 3: Learning About God **Equip**
11. Have students give examples of how they see perfections of God in nature in their everyday lives **Rethink / Tailor**
12. Test over Chapter 3: Learning About God **Evaluate**
13. Prophets prepared others for the coming of the Savior – How would you prepare them? **Hold**
14. Read and work through Chapter 4: The Promise of a Savior **Equip**
15. St. Michael and Guardian Angel Prayer Posters **Tailor / Organize**
16. Discuss the Fall of Adam and Eve **Rethink**
17. Test over Chapter 4: The Promise of a Savior **Evaluate**
18. Clay Nativity art project **Hold / Rethink**
19. Talk about what students do during Advent (Preparing for Jesus) **Rethink**
20. Read and work through Chapter 15: The Christ Child is Born **Equip**
21. Talk about the importance of Mary's yes to God and how she was full of grace and not sin **Rethink**
22. Pray the first three Joyful Mysteries of the Rosary **Rethink**
23. Test over Chapter 15: The Christ Child is Born **Evaluate**
24. Performance Task – Word Search ~ students will use what they have learned about Creation, Jesus' birth and Incarnation to create their word search will key terms **Rethink / Organize / Evaluate**

## Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Accuracy of prayers/responses</li> <li>• Ability to listen</li> <li>• Insightful</li> <li>• Well crafted</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><b>Word Search (3.1.2, 3.1.3, 3.1.4)</b>  <b>G:</b> Create a Word Search themed around the Creation Story as well as the Incarnation &amp; Jesus' Birth  <b>R:</b> Word Search Creator for a Newspaper  <b>A:</b> Newspaper Readers  <b>S:</b> The context you find yourself in is your boss has been inspired by a trip to the Holy Land and wants a puzzle for readers to discover the Creation Story, Incarnation, and Jesus' Birth.  <b>P:</b> You will create a word search that includes twelve key terms for a fellow classmate to find from the provided Bible stories, with clues hinting to each term in the puzzle.  <b>S:</b> Your work will be judged by having all twelve key terms within the word as well as the relevance of the terms you chose to the given Bible stories.</p> <p><b>Wax Museum (3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9)</b>  <b>G:</b> Your task is to become one of the 12 Apostles and explain your relationship with Him, what He asked you to do, why it was important, and who will carry on after you leave Earth.  <b>R:</b> One of the Twelve Apostles  <b>A:</b> Parents and other Students in the school  <b>S:</b> The context you find yourself in is a general misunderstanding to the priesthood and where their authority originates.  <b>P:</b> You will create a script from one of the Twelve Apostles points of view explaining your relationship with Jesus, what he asked you to do while He was on earth and once He was gone, and the importance of those things He asked of you and who took over for you when you left Earth.  <b>S:</b> A successful result will be a well written script from one of the Apostles points of view with correct grade writing expectations.</p> <p><b>Institution Sacraments Poster (3.1.10)</b>  <b>G:</b> The goal is to create a billboard like poster that can be displayed in the school hallway that explains-the importance of Baptism, Confirmation, and the Eucharist and how they are related to each other.  <b>R:</b> A billboard designer  <b>A:</b> Peers, other students in the school and parishioners  <b>S:</b> The Situation you find yourself in is students not attending Mass on Sundays or much after Confirmation.</p>

	<p><b>P:</b> You will need to create a poster explaining the importance of Baptism, Confirmation, and the Eucharist and how they are related to each other, in order to enlighten the importance of receiving these Sacraments.</p> <p><b>S:</b> Your work will be judged by your explanation of these Sacraments within the context of your poster and appropriate pictures that correspond to the Sacraments using appropriate grade level writing expectations.</p>
<ul style="list-style-type: none"> <li>• Well crafted</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Holy Trinity Shamrock art project (3.1.1)</li> <li>• Leading a prayer service, that communicates to God, and allows time or opportunity for God to communicate to the students.</li> <li>• Apply knowledge of created prayers by putting together a prayer service.</li> <li>• Demonstrating active prayerful participation at Mass.</li> <li>• Explaining the necessity of prayer through a presentation to peers and family.</li> <li>• Written prayers; Recitation of memorized prayers; Ability to classify when different memorized prayers should be used.</li> <li>• Self-awareness of the student's relationship with God.</li> <li>• Participation at Mass</li> <li>• Recall a meaningful prayer experience and share with their peers and family.</li>   <li>• Create prayers of the faithful using prayers of the faithful format.</li> </ul>

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UbD—3<sup>RD</sup> Grade MORAL DEVELOPMENT Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>3.III.1 Know that the Holy Spirit helps us to love and follow Jesus as Christians.</p> <p>3.III.2 Realize that through relationships with others we can come to know and understand God's love for us, and the ways we make ourselves a gift to one another. God can help us to grow in holiness as Christians.</p> <p>3.III.3 Strive to know Jesus personally through the Gospel stories, so that He can be imitated.</p> <p>3.III.4 Understand the Commandments in a positive way. They show us how to love God and others.</p> <p>3.III.5 Understand that we sin (do bad) in our thoughts, words, actions, and things we fail to do. Think of examples of each. Help children understand that we practice doing good in the same ways.</p> <p>3.III.6 We need to resist temptation even when it is very hard. We can always resist temptation with God's help. Receiving the sacraments regularly, praying, reading the Bible, doing good works, making the Sign of the Cross, using Holy Water, etc. strengthen us to</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><i>Evaluate how the Holy Spirit is working in their lives.</i></li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Through the Holy Spirit, they come to know and love God more.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How does our Faith guide our decision making?</p> <p>How do we show God's love?</p>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <p>That the Holy Spirit will guide them.</p>	<p><i>Students will be skilled at...</i></p> <p>moral decision-making.</p>	

<p><b>ESTABLISHED GOALS</b></p> <p>3.III.1 Know that the Holy Spirit helps us to love and follow Jesus as Christians.</p> <p>3.III.2 Realize that through relationships with others we can come to know and understand God's love for us, and the ways we make ourselves a gift to one another. God can help us to grow in holiness as Christians.</p> <p>3.III.3 Strive to know Jesus personally through the Gospel stories, so that He can be imitated.</p> <p>3.III.4 Understand the Commandments in a positive way. They show us how to love God and others.</p> <p>3.III.5 Understand that we sin (do bad) in our thoughts, words, actions, and things we fail to do. Think of examples of each. Help children understand that we practice doing good in the same ways.</p> <p>3.III.6 We need to resist temptation even when it is very hard. We can always resist temptation with God's help. Receiving the sacraments regularly, praying, reading the Bible, doing good works, making the Sign of the Cross, using Holy Water, etc. strengthen us to receive temptation.</p> <p>3.III.7 Know that Jesus wants us to pray for those who have hurt and sinned against us. Practice.</p> <p>3.III.8</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• <i>Evaluate how the Holy Spirit is working in their lives.</i></li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Through the Holy Spirit, they come to know and love God more.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How does our Faith guide our decision making?</p> <p>How do we show God's love?</p>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <p>That the Holy Spirit will guide them.</p>	<p><i>Students will be skilled at...</i></p> <p>moral decision-making.</p>	

<p>Know that Jesus wants us to use our talents and to share them with others, especially persons who are in need, e.g. the poor, homeless, hungry, handicapped, lonely, etc.</p> <p>3.III.9 Be aware that one's prayers and sacrifices can really help other people.</p> <p>3.III.10 Participate in a service program with their family.</p> <p>3.III.11 Enjoy the stories of the saints and good contemporary witnesses.</p> <p>3.III.12 Practice telling others about Jesus and His Family, the Church. Share ideas with your peers (evangelization).</p>		
<b>Stage 2 – Evidence Option A</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<ul style="list-style-type: none"> <li>● Revealing</li> <li>● Informative</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>● Through journaling, students will develop an understanding of how the Holy Spirit guides them in moral decision making.</li> </ul>	
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>	
<b>Stage 3 – Learning Plan</b>		
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>&lt;type here&gt;</p>		

## Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Revealing</li> <li>• Informative</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>G Identify how the Holy Spirit influences you and other people in decisions you or they have made</p> <p>R You are a reporter</p> <p>A Teacher, peers, and parents</p> <p>S You are interviewing 2 others about a decision they have made in their life and the role of the Holy Spirit in guiding them to make this decision. In addition, you will reflect on a decision you have made and the role of the Holy Spirit in that decision.</p> <p>P You will create a book that includes your interviews and your own reflection</p> <p>S The teacher will create a rubric to guide the student</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>

## Stage 3 – Learning Plan

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

Text & PowerPoint Coverage:

Lessons 2.3, 8.4, 9.2, 9.3, 10.1, 10.2, 10.4, 11.3, 11.4, 12.1, 12.2, 12.3, 12.4, 28.4

Activities:

- Service Project:  
Eleanor House
- Student Journal Reflections:  
Describe a situation in which you can either sin or follow Christ  
What do you think your vocation will be?  
What is my most prized possession? How should I care for it?
- Priest Visit  
Invite a priest, deacon, or seminarian to discuss vocations
- Biographies of Important People of God:  
King David
- Commandment Booklet:  
Explain the meaning of each Commandment
- Parts of the Mass Flow Chart:

List each part (in order) with explanation of each part

- Liturgical Calendar:  
Appendix B15-16
- Art Projects:  
4 pillars of the Catholic Faith (Creed, Sacraments, Commandments, Prayer) with explanation of each

## Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Revealing</li> <li>• Informative</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Through journaling, students will develop an understanding of how the Holy Spirit guides them in moral decision making.</li> </ul>

## Stage 3 – Learning Plan

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

**Pre-assessment:** Use a K-W-L to pre-assess students' prior knowledge and their initial questions about how the Holy Spirit guides them and moral decision making.

**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.

Engage students in peer review and self-assessment related to the performance task (how their progress compares to the rubric, feedback from peers, etc.).

**Learning events:**

**W** 1. Introduce term of moral decision making. Use ten commandments as guide.

<http://www.loyolapress.com/making-good-moral-choices-role-pays.htm>

**H** 2. [Look at Bible passages \(Luke 14:7-11, Luke 15:1-10, John 2:1-11\)](#)

[Place yourself in the presence of Jesus. Describe your thoughts and feelings.](#)

[See the way God was directing people to go using the Holy Spirit of role models in the bible passages that received the gifts of wisdom and faith.](#)

**E<sub>1</sub> O** 3. Discuss fruits of the Holy Spirit by groupings below;

\*love, joy, peace

\*kindness, goodness, gentleness

\*patience, generosity, faithfulness,

\*modesty, self-control, chastity

R 4. Journal entry about each group of the fruits, after discussion. Use journal prompts:  
<https://drive.google.com/file/d/0B9HCcvCD6aMmdXNmSU1DY19SQ1E/view?usp=sharing>

E<sub>2</sub> 5. Explain journaling rubric.  
<https://drive.google.com/file/d/0B9HCcvCD6aMmMkpUcmdHbk5rb0U/view?usp=sharing>

## Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"><li>• Revealing</li><li>• Informative</li></ul>	<p>PERFORMANCE TASK(S):</p> <p><b>Service Project Scrapbook Page (3.III.2, 3.III.8, 3.III.10)</b> <b>G:</b> Your task is to create a scrapbook page that shows a service project that you performed to others in need using the talents that God has given you with the help of your family. <b>R:</b> Scrapbook Designer <b>A:</b> Peers, school mates and parishioners <b>S:</b>The context you find yourself in is that Catholics are not making use of the gifts that God has given to them through their talents in order to help others less fortunate or in need. <b>P:</b> You will create a scrapbook page explaining what service project you performed, for whom you performed it, what talent(s) you used, and how it has brought you closer to God. <b>S:</b> A successful scrapbook page will include photographs of you performing the service project as well as a written explanation to go along with your photographs using appropriate grade level writing that tells what you did, who you did it for, which talent(s) you used, and how the experience has brought you closer to God.</p> <p><b>Situation cards (3.III.4, 3.III.5, 3.III.6)</b> <b>G:</b> Your task is to create a set of 15 cards that contain both positive and negative situations using the Ten Commandments as a guide. <b>R:</b> Educational Game Designer <b>A:</b> Peers and other students in the school <b>S:</b> The context you find yourself in is that students are not treating each other the way Jesus would want them to be treated. They also are not always remorseful when they have treated someone poorly.</p>

**P:** You will need to develop 15 cards that contain positive and negative situations that students may encounter in their lives in which another student will be able to sort into three piles – venial sin, mortal sin and following the Commandments. They will also have to give an alternative to the negative situations.  
**S:** Your product needs to include 15 cards with different scenarios that a student may come across in their day to day life – at least seven positive and seven negative to be used in the given task.

**Gospel Storybook (3.III.3, 3.III.12)**

**G:** Your task is to make a storybook which contains one Bible story from each of the Gospels Matthew, Mark, Luke and John which you will then read and share with the younger students in the school.

**R:** Storybook Author and Illustrator

**A:** The Preschoolers and Kindergarteners in the school

**S:** The context you find yourself in is that the younger students in the school are not familiar with stories from the Gospels of Matthew, Mark, Luke and John.

**P:** You will create a storybook with illustrations that contains one story from each of the four Gospels Matthew, Mark, Luke and John that you will then read and share with the Preschool and Kindergarten students within the school.

**S:** A successful storybook will include one Gospel story from each of the four Gospels Matthew, Mark, Luke and John along with illustrations written in such a way that younger students can easily understand the story context.

**Saint Postcard (3.III.11)**

**G:** Your task is to design a postcard that centers around one of the saints.

**R:** Postcard Designer

**A:** Parishioners

**S:** The situation you find yourself in is that parishioners are not familiar with many of the saints and what they patron saints of.

**P:** You will create a postcard for a saint of your choice. The photo on the postcard should include a picture of the saint as well as any symbols that could be included to show what they are the patron saint of. On the back of the postcard you will also write a sentence or two that tells who the saint is, what they are the patron saint of and any other interesting facts that you would like to add.

**S:** A successful postcard will include a picture of your chosen saint along with any symbols that help show what they are the patron saint of accompanied by a sentence or two on the back of the postcard using grade-level appropriate writing standards stating the saint, what they are the patron saint of and any additional interesting facts that you find. They will then be handed out after Mass on All Saints Day.

OTHER EVIDENCE:

- Petitions during classroom prayer and Mass (3.III.7, 3.III.9)
- Holy Trinity (3.III.1)

## Stage 3 – Learning Plan

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

#### Situation Cards

1. Introduce the essential questions **Where / Why**
2. Ten Commandment K-W-L **Evaluate**
3. Watch the video The Ten Commandments (VHS) **Hook**
4. Read and work through Chapter 6: The Prophet Moses **Equip**
5. Discuss the plagues God sent over the Pharaoh and Egypt **Rethink / Organize**
6. Test over Chapter 6: The Prophet Moses **Evaluate**
7. Watch the video The Prince of Egypt **Hold**
8. Go over the Ten Commandments **Rethink / Organize**
9. Read and work through Chapter 7: God's Laws of Love **Equip**
10. Have a discussion about sin **Rethink**
11. Make a Ten Commandments Mobile **Evaluate / Tailor**
12. Test over Chapter 7: God's Laws of Love **Evaluate**
13. Why do you love God? Review God's attributes ~ eternal, ever present, all loving, all good, all holy and all merciful **Rethink**
14. Read and work through Chapter 9: Loving God Most of All **Equip**
15. Have Father come in and speak about sacramentals and blessings **Equip**
16. Review the first two commandments and have students give an example of them **Rethink / Revise**
17. Test over Chapter 9: Loving God Most of All **Evaluate**
18. What happened each of the seven days during Creation? Flip book **Rethink / Organize / Tailor**
19. Read and work through Chapter 10: The Lord's Day **Equip**
20. What are the steps for receiving Holy Communion **Rethink**
21. Fill in a liturgical calendar for the current year **Rethink**
22. Test over Chapter 10: The Lord's Day **Evaluate**
23. Discuss the different roles people may have: father, mother, sister, brother, parishioner, priest, nun, deacon, etc, **Rethink**
24. Read and work through Chapter 11: Obedience and Love **Equip**
25. How is the Holy Family a model for us? **Rethink / Revise**
26. How are you obedient? How was Jesus obedient to his parents? **Rethink / Revise / Evaluate**
27. Pro-Life collection – have students bring in items to donate to the local crisis pregnancy center **Rethink / Reflect**
28. Test over Chapter 11: Obedience of Love **Evaluate**
29. Create a prayer asking God to help them as well as thank Him for the talents He has given them **Hold / Rethink / Tailor**
30. Read and work through Chapter 12: Purity and Truth **Equip**

31. Virtues display – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control **Rethink / Tailor**
32. Student skits where classmates discuss possible endings to them **Rethink / Revise / Reflect / Evaluate**
33. Revisit the K-W-L chart of the Ten Commandments **Revise / Evaluate**
34. Test over Chapter 12: Purity and Truth **Evaluate**
35. What do you know about shepherds? What do they do? **Hold / Evaluate**
36. Read and work through Chapter 13: God’s Tender Mercy **Equip**
37. Compare and contrast a shepherd to Jesus **Rethink / Reflect**
38. Five steps to a good Sacrament of Penance poster **Rethink / Evaluate**
39. Review the types of sin **Rethink**
40. Test over Chapter 13: God’s Tender Mercy **Evaluate**
41. Act out a scene where someone is sinning and then reconciling **Hold / Rethink / Evaluate**
42. Read and work through Chapter 14: Meeting Jesus in Confession **Equip**
43. Steps to confessing our sins cards **Rethink / Organize**
44. Have students practice the wording for Confession with made up sins, individually. **Evaluate**
45. Tour the confessional in the church **Tailor**
46. Test over Chapter 14: Meeting Jesus in Confession **Evaluate**
47. Performance Task – Situation cards ~ students will use the Ten Commandments to help them create 15 Situation cards **Rethink / Reflect / Tailor / Evaluate**

## Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Revealing</li> <li>• Informative</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Through journaling, students will develop an understanding of how the Holy Spirit guides them in moral decision making.</li> </ul> <p>G. Your small group task is to create a role play situation that demonstrates choosing right from wrong.  R. You are a peacemaker.  A. The target audience is the class.  S. You are writing a real life situation involving two students on the playground to be presented to the class.  P. You are writing a role play where there is a moral dilemma that needs to be resolved. You need to show how the Holy Spirit guides you to make the right decision.  S. Your role play needs to include a specific moral dilemma involving two students on the playground. It needs a solution as guided by the Holy Spirit.</p>

<type here>

OTHER EVIDENCE:

### Stage 3 – Learning Plan

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

H:

W: Post and explain essential questions and then discuss what the unit is about/where it's going.

E(1) Chapter 2; lesson 3(Free Will), activity 7

R: Discuss moral and amoral situations and free will.

R: Read the story of Adam and Eve from children's Bible. Discuss with the students how sinning affects feelings.

E(1) Chapter 3; lesson 3 (Jesus), activity 11

R: Readers Theatre: Dramatize the Parables: The Sower and the Seed; The Mustard Seed, The Good Samaritan and more.

E:(1) Chapter 4; lesson 2; (The Fall of Man), activity book 14.

E(1) Chapter 6; lesson 4; (God Cares for His People); Through Moses, God gave His people the Ten Commandments; activity book 24.

E(1) Chapter 7; lesson 1; (God's Laws of Love; On the Way),

R: Give the students situations and have them think of which Commandments would have been kept or broken; e.g. I told my mom I was sick when I was well, so that I wouldn't have to go to Mass. Answer: 3, 4, and 8 Commandments.

E(1) Chapter 7; Lesson 2; (Laws of Love); Ten Commandments; activity book 26.

R: Students will understand the importance and connect the Commandments to daily life by going to Penance.

E(1) Chapter 7; Lesson 3; (Jesus and the Law); activity book 27.

R: Have the students search the following biblical passages: Deuteronomy 6:5; Matthew 22:37-39; Mark 12:30-31; and Luke 10:27.

E(1) Chapter 7; Lesson 4(Keeping God's Laws); activity book 28

R: Read Luke 15:11-32 The Prodigal Son or Mt 19:16-24 The Rich Young Man

E(2) Have the students apply the Commandments to daily life.

E(1) Chapter 8; Lesson 2; (Trust in God); activity book page 30;

(R) Have students dramatize the story of David and Goliath.

E(1) Chapter 8; Lesson 3; (Prayer to God); activity book page 31; Discuss and write an example of each type of prayer: blessing and adoration, petition, intercession, thanksgiving and praise.

E(1) Chapter 9; Lesson 3; (The Second Commandment); activity book page 35;

E(1) Chapter 10; Lesson 2: (The Mass/Third Commandment ); activity book page 38;

E(2)The students will participate in Mass parts.

E(1) Chapter 11; Lesson 1; (Family/The Fourth Commandment); activity book page 41;Discuss married saints as examples of loving families; eg: Mary and Joseph, Ann and Joachim, Thomas More and Jane Colt, and more (teacher edition page 127).

E(1) Chapter 11; Lesson 2; (The Holy Family/); activity book page 42;

E(1) Chapter 11; Lesson 3; (Obedience); activity book page 43

R: Play a round of "Jesus Says," which is similar to "Simon Says". This game teaches the students about obedience.

E(1) Chapter 11; Lesson 4; (Love Life/The Fifth Commandment); activity book page 44; Discuss peer pressure and making good choices.

E(1) Chapter 12; Lesson 1: (The Body/The Sixth and Ninth Commandment); activity book page 45; Brainstorm a list of good books, movies, and video games that are appropriate to play.

E(1) Chapter 12; Lesson 2; (Faithfulness/The Sixth and Ninth Commandment); activity book page 46;

E(2) Have the students write prayers asking G<sup>O</sup>d to show his will in their lives and to help them fulfill their vocations.

E(1) Chapter 12; Lesson 3:(Property/The Seventh and Tenth Commandments); activity book page 47;

R: The students will put on skits to demonstrate an understanding of moral dilemmas.

E(1) Chapter 12; Lesson 4: (Honesty/The Eighth Commandment); activity page 48;

E(2) Have students play a game of "Truth or Dare". (See teacher edition 144)

E(1) Chapter 26; Lesson 3; (Come Holy Ghost); activity book page 103;

E(2) Have the students decorate the pictures of their profiles, showing how they are temples of the Holy Spirit.

E(1) Chapter 26; Lesson 4; (God's Gift); activity book page 104; Discuss the Seven Gifts of the Holy Spirit;

E(2) Have the students make symbols of each gift.

E: Have the priest come in and talk to the students about the 10 Commandments, vocations,

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>3.IV.1 Fully participate at Mass on Sunday and holy days of obligation, or even daily. 1389</p> <p>3.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: 2688</p> <p>3.IV.2.a All prayers from previous grades</p> <p>3.IV.2.b Apostles Creed</p> <p>3.IV.2.c Grace Before and After Meals</p> <p>3.IV.2.d Prayer to the Holy Spirit</p> <p>3.IV.2.e Prayer Before Eucharist</p> <p>3.IV.2.f Prayer After Eucharist</p> <p>3.IV.3 Participate in formal and spontaneous prayer situations.</p> <p>3.IV.4 Realize that the Holy Spirit helps us to pray.</p> <p>3.IV.5 Continue to develop a habit of personal prayer by the experiences of brief silent reflection; prayer with Scripture, prayer with song/music, readings, gesture/movement. Know to pray every morning and evening.</p> <p>3.IV.6 Experience devotions such as the Rosary, especially in October and May; blessing of throats on the feast of St. Blaise; receiving ashes, palms, etc.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Pray</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Prayer is essential.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do we pray? Why do we pray?</p>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <p>The basic prayers.</p>	<p><i>Students will be skilled at...</i></p> <p>Reciting their prayers.</p>	

<p>3.IV.7 Continue to regularly (monthly if possible) receive the Sacrament of Reconciliation.</p> <p>3.IV.8 Take time to make visits and adore Our Lord in the Blessed Sacrament. To visit Jesus, the Blessed Sacrament is... a proof of gratitude, an expression of love, and a duty of adoration toward Christ our Lord.</p> <p>1378-1381, 1418</p> <p>3.IV.9 Know that God may call a person to parenthood or to priesthood or to religious life or to single life. Pray to know God's call.</p> <p>WAC Lesson 2 IV. Prayer Life</p>		
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**Stage 2 – Evidence Option A**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<ul style="list-style-type: none"> <li>● Well spoken</li> <li>● Reverence</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>● Have the experience of leading prayer in the classroom</li> </ul>
<type here>	OTHER EVIDENCE:

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

<type here>

## Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well spoken</li> <li>• Reverence</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>G Students will recognize the importance of prayer in their daily lives and demonstrate the ability to engage in spontaneous prayer</p> <p>R Students are creators of spontaneous prayer</p> <p>A Self, peers, teacher</p> <p>S After learning the meaning behind and seeing examples of the four main types of prayer, students will create a personal prayer book in which they author spontaneous prayers for each of the four main types of prayer</p> <p>P A bound and laminated prayer book created by each child</p> <p>S Teacher will create a rubric to guide student completion of this project</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>

## Stage 3 – Learning Plan

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

Text & PowerPoint Coverage:

Lessons 26.1

Activities:

- Liturgical Participation:  
Weekly Mass, Reconciliation, Adoration, Month of the Rosary Activities, Daily Prayer
- Art Projects:  
Symbols of the Holy Spirit

## Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well spoken</li> <li>• Reverence</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Have the experience of leading prayer in the classroom.</li> </ul>

## Stage 3 – Learning Plan

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

**Pre-assessment:** Use a K-W-L to pre-assess students' prior knowledge and their initial questions about prayer.

**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.

Engage students in peer review and self-assessment related to the performance task (how their progress compares to the rubric, feedback from peers, etc.).

**Learning events:**

**W, H, E<sub>1</sub>** 1. Introduce prayers to be memorized in third grade this year.

**R** 2. Recite required prayers (see 3.IV.2a-f) with fluency.

**E<sub>2</sub>, T** 3. Will use following rubric for assessment.

<https://drive.google.com/file/d/0B9HCcvCD6aMmNENfZXNxWDq5S1U/view?usp=sharing>

**O** 4. Each student will lead class in each required prayer.

## Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well spoken</li> <li>• Reverence</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><b>Prayer Memorization Booklet (3.IV.2, 3.IV.2.a, 3.IV.2.b, 3.IV.2.c, 3.IV.2.d, 3.IV.2.e, 3.IV.2.f, 3.IV.3, 3.IV.4)</b></p> <p><b>G:</b> Your task is to create a booklet that contains the prayers that you will need to have memorized by the end of the school year.</p> <p><b>R:</b> Author / Illustrator of a Devotional Booklet</p> <p><b>A:</b> All Catholics</p>

	<p><b>S:</b> The context you find yourself in is that the people attending Mass are not saying the prayers during Mass and they are not practicing them in the comfort of their homes either.</p> <p><b>P:</b> You will create a booklet that contains the following prayers so that you have a tool in which will help you memorize these prayers by the end of the school year: The Sign of the Cross, Our Father, Hail Mary, Glory Be, Prayer Before Meals, Apostles' Prayer, Morning Offering, Act of Faith, Act of Hope, Act of Love, Act of Contrition, Prayer of Saint Michael, The Prayer of Fatima, Spiritual Communion, and Prayer to My Guardian Angel as well as Grace After Meals, the Prayer Before Eucharist and the Prayer After Eucharist taught in the previous grades.</p> <p><b>S:</b> A successful result will be a booklet that contains all essential prayers (and illustrations if you so choose) that you will be asked to memorize by the end of the school year. You will then be asked to recite each of the prayers at given times as the year progresses to evaluate your progress.</p> <p><b>Vocations Presentation (3.IV.9)</b></p> <p><b>G:</b> The goal is to create a presentation of your choice in which you tell about the different vocations a Catholic may be guided to with the help of the Holy Spirit.</p> <p><b>R:</b> Communications Director</p> <p><b>A:</b> Fellow Catholics</p> <p><b>S:</b> The context you find yourself in is that Catholics are struggling with what God is calling them to do with their lives and you want to help them by presenting the various vocations available to them.</p> <p><b>P:</b> You will create a side show, posters, etc. that goes over the possible vocations Catholics could have and explain each of them.</p> <p><b>S:</b> Your work will be judged on having all vocations covered and a description telling about each of them.</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Attend and participate in Mass on Fridays and holy days of obligation <b>(3.IV.1)</b></li> <li>• Classroom prayer, help lead Mass, and song practice with Mrs. Wielgos <b>(3.IV.5)</b></li> <li>• School-wide Rosary during the months of October and May as well as those feast days that fall on school days <b>(3.IV.6)</b></li> <li>• Attend Reconciliation as a school before Christmas and Easter <b>(3.IV.7)</b></li> <li>• Attend Adoration and Benediction on the first Friday of each month <b>(3.IV.8)</b></li> </ul>
<p><b>Stage 3 – Learning Plan</b></p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	
<p>Vocations Presentation</p> <p>1. Introduce the essential questions <b>Where / Why</b></p>	

2. Watch the video FOLLOW ME, Episode I: Chase Hilgenbrinck <https://www.youtube.com/watch?v=KEiYyRWM88Y> Hook
3. Senses experiment – give students things God made to smell and touch without looking, things pleasing to hear, see and taste ~ this will show students that our senses recognize good things from God **Hold / Rethink / Reflect**
4. Read and work through Chapter 12: Purity and Truth **Equip**
5. Have a few guest speakers come and speak about their vocations **Equip / Reflect**
6. Write a prayer to God asking Him to guide you in your search for a vocation **Reflect**
7. Test over Chapter 12: Purity and Truth **Evaluate**
8. Show road signs and other signs / symbols that tell us something, have students come up with some too **Hold / Rethink**
9. Read and work through Chapter 28: Our Life in the Church **Equip**
10. Have a newly confirmed student talk to the class about their experience **Equip / Rethink / Reflect**
11. Discuss the vocations in which God calls each of us to serve Him and the Church **Equip**
12. Test over Chapter 28: Our Life in the Church **Evaluate**
13. Performance Task – Vocations Presentation ~ students will take what they have learned about the vocations God calls us to serve and create a presentation to show what they learned about each of them **Rethink / Reflect / Tailor / Evaluate**

### Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well spoken</li> <li>• Reverence</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>G. Your task is to comfortably lead the class in prayer.  R. You are a prayer leader.  A. The target audience is the class.  S. You are guiding the class in a prayer.  P. You will stand in front of the class and demonstrate proper hand position and prayer behavior while reciting a prayer.  S. You will successfully lead the prayer through completion, demonstrating proper prayer etiquette.</p> <ul style="list-style-type: none"> <li>• Have the experience of leading prayer in the classroom.</li> </ul>
<type here>	OTHER EVIDENCE:

## Stage 3 – Learning Plan

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

H: Ask how do we pray and why do we pray. Discuss different types of prayers: thanksgiving, petitions, blessing, praise .

W: Post different prayers around the classroom.

E1: Chapter 21; Lesson 4; We Believe: Nicene Creed. Discuss and illustrate the Nicene Creed, activity book 84.

E1: Have student recite and memorize the Nicene Creed

E1: Chapter 23: Lesson 4; Discuss the forms of prayer. activity book page 92.

E1: Chapter 24; Lesson 4; Students will write a prayer of thanksgiving, workbook page 96.

E1: Chapter 29: Lesson 1; Mary, Our Mother & Queen; activity book 113.

E1: Chapter 29; Lesson 2: Immaculate Mary; activity book 114.

E2: Students will make a Rosary with beads and learn how to pray to Rosary.

E1: Chapter 29; Lesson 3; Pray Us Sinners, activity book 115.

E1: Chapter 29; Lesson 4; Hail Holy Queen, activity book 116.

E2: Students will participate in a May Crowning Mass.

E2: Students will pray the Rosary in the Rosary Garden.

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>3.II.1 Liturgy is the participation of the People of God in the work of the Holy Trinity. 1069</p> <p>3.II.2 The seven sacraments are given to us by Jesus Christ through the Church. In the sacraments divine life is given to us (sanctifying grace). 1131</p> <p>3.II.3 Frequent reception of the sacraments of the Holy Eucharist and Reconciliation is needed if we want to follow Christ - to be saints.</p> <p>3.II.4 Understand that the Sacrament of Reconciliation is important for preparing to receive the other sacraments, especially the Eucharist. We must be in a state of grace to receive the other sacraments. Through Reconciliation, Jesus acts as the doctor of our souls. 1415, 1421, 1468-1470</p> <p>3.II.5 A church is a house of prayer in which the Eucharist is celebrated and reserved. It is a visual symbol of the Father's house where all God's children are welcome and Christ is present. It is not simply a gathering</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Compare a church to the Church.</p> <p>View the sacraments with deeper understanding of the grace provided in their lives.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Grace offered through the sacraments brings us into relationship with God.</p> <p>Students will understand that a church is the physical building where we worship God, and the Church incorporates God and his family.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How as Catholics do we worship?</p>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <p>Jesus acts as a doctor of our souls.</p> <p>The liturgical seasons were established to help us remember significant times in Jesus' life.</p>	<p><i>Students will be skilled at...</i></p> <p>The proper reception of the Sacraments of Reconciliation and Holy Eucharist and know all the different names of the Eucharist.</p>	

<p>place, but the dwelling place of God and His Family, the Church.  1180-1199  3.II.6  Be able to describe something of the significance of Advent, Christmas, Solemnity of Mary, Epiphany, Lent, Holy Week, Easter, Ascension, Pentecost, and All Saint's Day through verbal and/or artistic forms of creative expression.  3.II.7 Understand the use of holy water when entering and exiting the church.  3.II.17  Jesus told us that unless we eat of His Body and drink of His Blood we shall not have eternal life. He gave us His Body and Blood at the Last Supper when He commanded the Twelve Apostles to celebrate this memorial until His return. (Jn 6:51 ff)  1406, 1337  3.II.18 The Eucharist is the heart and summit of the Church's life, her highest prayer. 1407  3.II.19  Know that even though the bread (host) and wine look like ordinary bread and wine after the consecration, they are really Jesus' Body, Blood, Soul, and Divinity. He is really there. Holy Eucharist is the Bread of Life, that is, the living risen Lord (Transubstantiation).</p>		<p>Recognition of liturgical seasons and the colors associated with it.</p>
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<p>1413</p> <p>3.II.20 The inexhaustible richness of the sacrament of the Eucharist is expressed in different names: 1328-1332</p> <p>3.II.20.a the Lord's Supper</p> <p>3.II.20.b Breaking of Bread</p> <p>3.II.20.c Memorial</p> <p>3.II.20.d Holy Sacrifice</p> <p>3.II.20.e Holy and Divine Liturgy</p> <p>3.II.20.f Sacred Mysteries</p> <p>3.II.20.g Most Blessed Sacrament</p> <p>3.II.20.h Holy Communion</p> <p>3.II.20.i Holy Mass</p> <p>3.II.21 Have a cursory understanding of the parts of the Mass: 1408</p> <p>3.II.21.a the gathering in which we come together to pray as one family 1348</p> <p>3.II.21.b the readings through which we listen to God's Word 1349</p> <p>3.II.21.c the presentation and preparation of the gifts in which we get ready to thank God and offer ourselves with Jesus to the father. 1350</p> <p>3.II.21.d the Eucharistic Prayer in which, at the consecration the bread and wine become the Body and Blood of Jesus 1352-1353</p> <p>3.II.21.e the Lord's Prayer (Our Father) sums up the Church in prayer and prepares us for the banquet reception in heaven 2770</p> <p>3.II.21.f the reception of the Eucharist in which we receive Jesus 1331, 1355</p>		
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<p>3.II.21.g the dismissal in which we are blessed to go out and help others 1332, 1397</p> <p>3.II.22 Although only obliged to receive once a year, the Church strongly encourages the faithful to receive the Eucharist on Sundays and feast days, or more still, even daily. 1389</p> <p>3.II.23 Realize that Jesus is present in the Church, even after Mass, because the consecrated hosts are kept in the tabernacle. We may be with Jesus and adore Him even outside of Mass. 1377-1381</p> <p>3.II.24 To visit Jesus, the Blessed Sacrament is... a proof of gratitude, and expression of love, and a duty of adoration toward Christ our Lord. 1418</p>		
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**Stage 2 – Evidence Option A**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<ul style="list-style-type: none"> <li>● Well crafted</li> <li>● Clear explanation</li> <li>● Revealing and informative</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>● Create an age appropriate display showing the liturgical colors and season including a written explanation connecting the two.</li> </ul>
	<p>OTHER EVIDENCE:</p>

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<type here>

### Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well crafted</li> <li>• Clear explanation</li> <li>• Revealing and informative</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>G Students will grow in their understanding of grace in their lives</p> <p>R You are writing your Grace Journey Autobiography</p> <p>A Classmates, parents, teacher</p> <p>S Students will learn how grace impacts their spiritual life and allows them to grow in their relationship with God</p> <p>P Students will create a timeline of their journey to grace to include written reflections, artwork, photographs, and possibly parent reflections</p>
<type here>	OTHER EVIDENCE:

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

Text & PowerPoint Coverage:

Lessons 9.4, 10.3, 11.1, 13.1, 13.4, 14, 15, 16.4, 18, 19, 21, 22, 25, 28.1

Activities:

- Illustrations:  
 Sacramentals  
 Domestic Church  
 Make a Liturgical Calendar: Appendix B15-16  
 6 Effects of Baptism  
 Sacred Vessels (after visiting the Church—sacristy & sanctuary-- and having a priest describe these vessels)

- Advent Activities:
  - Jesse Tree
  - Advent Wreath
  - Advent Calendar
- Rosary Prayers:
  - Joyful Mysteries: Annunciation, Visitation & Nativity
- Student Journal Reflections:
  - What is the origin of the Hail Mary?
  - Why is Mary so important?
  - What is the significance of the Last Supper?
  - What is the significance of Fatima? (Read story to class)
  - Compare the Sacrifice on the Cross to the Sacrifice at Mass
  - Analyze the Creed
  - Contrast Heaven, Hell, and Purgatory
- Rosary Booklet:
  - Mysteries: Label, reflect upon & illustrate each part of each Mystery
- Make a Stained Glass Depiction of Mary: Appendix B30 (use transparency paper)
- Last Supper:
  - Passover celebration, Jesus washes the Apostles' feet, institution of the Eucharist (trifold illustration with description of each)
- Stations of the Cross:
  - Label, illustrate, and reflect upon each Station
- Sacred Heart Activity: Appendix B23-24
- Order of the Mass:
  - (Label, list parts, explain & illustrate)
  - Introductory Rites
  - Liturgy of the Word
  - Liturgy of the Eucharist
  - Concluding Rites
- Triduum:
  - Trifold illustration with description of each
- Sacraments:
  - Label, illustrate, depict symbols & explain the meaning of each Sacrament

## Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well crafted</li> <li>• Clear explanation</li> <li>• Revealing and informative</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Create an age appropriate display showing the liturgical colors and season including a written explanation connecting the two.</li> </ul>

## Stage 3 – Learning Plan

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

**Pre-assessment:** Use a K-W-L to pre-assess students' prior knowledge and their initial questions about the liturgical colors and seasons.

**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.

Engage students in peer review and self-assessment related to the performance task (how their progress compares to the rubric, feedback from peers, etc.).

#### **Learning events:**

**W,H,O 1.** Read Chapter 10 THE LORD'S DAY in Loyola Religion text (p. 51-52). Discuss Holy Days of Obligation . Review liturgical seasons and colors and work in Atrium. Color the Church's calendar from Religion text (B-15 and B-16)

<https://drive.google.com/file/d/0B9HCcvCD6aMmaWFjby1iMmlFRDQ/view?usp=sharing>

colors and work in Atrium. Color the Church's calendar from Religion text (B-15 and B-16)

**E<sub>1</sub> 2.** Complete liturgical crossword puzzle for vocabulary words. Liturgical year crossword puzzle:

<https://drive.google.com/file/d/0B9HCcvCD6aMmNjIWcmVISEswelU/view?usp=sharing>

**T 3.** [Tour church to identify colors of past, current, and next liturgical season.](#)

**R 4.** Create pinwheel for liturgical seasons and colors <https://drive.google.com/file/d/0B9HCcvCD6aMmX1ImQU9NQmVvWUU/view?usp=sharing>

**E<sub>2</sub> 5.** Assessment: Complete Liturgical matching assessment

<https://drive.google.com/file/d/0B9HCcvCD6aMmTVM3aEU5LUw4eWc/view?usp=sharing>

using rubric for grading

<https://drive.google.com/file/d/0B9HCcvCD6aMmM1I0aV13YmRZM0E/view?usp=sharing>

**Resources**

Liturgical Year Lesson Plan and Flashcard Activity <http://www.thereligionteacher.com/liturgical-year-lesson-plan/>

Liturgical calendar website with explanation of each season: <http://www.catholicculture.org/culture/liturgicalyear/calendar/season.cfm?y=2008&m=12>

Liturgical year wheel: <https://drive.google.com/file/d/0B9HCcvCD6aMmd0lrMkhUV1NKQWc/view?usp=sharing>

**Stage 2 – Evidence Option D**

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"><li>Well crafted</li><li>Clear explanation</li><li>Revealing and informative</li></ul>	<p>PERFORMANCE TASK(S):</p> <p><b>Mass Booklet (3.II.1, 3.II.21, 3.II.21.a, 3.II.21.b, 3.II.21.c, 3.II.21.d, 3.II.21.e, 3.II.21.f, 3.II.21.g, 3.II.7)</b> G: Your task is to create a booklet that include all of the parts of the Mass. R: Book Publisher A: Peers and younger students S: The context you find yourself in is that students are not attending / participating in Mass like they should because they do they don't understand the importance nor the different parts of the Mass and the Sacraments. P: You will create a book that includes all of the parts of Mass and the Sacraments that are performed during Mass. S: A successful result will be a book with all parts of the Mass and the Sacraments, illustrations if you choose, and an explanation of the different parts of Mass and the Sacraments written with appropriate grade level writing.</p> <p><b>Church Design (3.II.2, 3.II.5)</b> G: The goal is to create a design of a church that contains all of the important and essential items within it. By taking the time to design their own church with the essential items in it, it will help students better understand why we have what we have in the church and they will have a greater understanding and respect for it – thus leading to appropriate behaviors within the church. R: Architect A: Church Building Committee S: The context you find yourself in is that more and more parishioners are attending Mass but they are not treating the church as a dwelling place of God.</p>

P: You need to develop a church design that contains all of the essential items that a Catholic church should include such as an altar, crucifix and a tabernacle to name a few.

S: Your work will be judged by checking to see that you include seven or more essential items within the Catholic church that you design. You will also write a brief statement about how you want people to treat your church and behave in it.

#### **Mock Eucharist**

**(3.II.17, 3.II.18, 3.II.19, 3.II.20, 3.II.20.a, 3.II.20.b, 3.II.20.c, 3.II.20.d, 3.II.20.e, 3.II.20.f, 3.II.20.g, 3.II.20.h, 3.II.20.i, 3.II.22, 3.II.23)**

G: The goal is to take on the role of the priest and act out the celebration of the Eucharist.

R: Father \_\_\_\_\_ / a priest

A: Second grade students that are preparing for their First Communion

S: The challenge is to help the First Communicants prepare for their upcoming First Communion so that they know what to expect as they have their First Communion this Spring because their teacher has mentioned that they are a bit uneasy about what to expect.

P: You will need to develop a script as to what you would say along with any necessary actions that you will need to do as you take on the role of Father during your mock Eucharist (lift host, make the sign of the cross, etc.).

S: A successful mock Eucharist will include seven key steps/parts and any necessary motions needed to perform the Holy Eucharist part of Mass.

#### **Board Game (3.II.3, 3.II.4)**

G: Your task is to create a board game that takes its players from Adam and Eve's Original Sin to our final destination – heaven.

R: Board Game Designer

A: Customers

S: The situation you find yourself in is that many students do not attend Reconciliation and don't realize its importance.

P: You will create a board game and all of the needed items necessary to play the game. You will take the players of the game on a journey from Adam and Eve's Original Sin through our lives, situations and events / Celebrations we participate in to our final destination in sequence order as they occurred paying special attention to Reconciliation, which should occur more than once on the board / in life.

S: A successful result will be a colorful, well thought out board game that includes ten or more major events that occur / occurred from Adam and Eve's Original Sin to our final destination of Heaven; making sure that you have included the Sacrament of Reconciliation. You will include any necessary game pieces and written rules for the players to follow.

OTHER EVIDENCE:

- Attend Adoration (3.II.24)
- Fill in a blank liturgical calendar with all of the Holy Days of Obligation (3.II.6)
- Create an age appropriate display showing the liturgical colors and season including a written explanation connecting the two.

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

Mock Eucharist

1. Read Exodus 12:1-14 and then have students act it out **Hook / Hold / Tailor**
2. Introduce the essential questions **Where / Why**
3. Read and work through Chapter 18: The Last Supper, Our First Mass **Equip**
4. Jesus Apostles / Who am I? Game (TE pg. B20-21) **Rethink / Reflect / Evaluate**
5. Review Matter, Form, Minister as well as the words of the Holy Eucharist “This is the chalice of my Blood, the Blood of the new and eternal covenant.”  
**Rethink / Reflect**
6. What happens each time we receive Holy Communion? **Rethink / Reflect**
7. Test over Chapter 18: The Last Supper, Our First Mass **Evaluate**
8. Show students olives and olive oil and allow them to taste the olives. Discuss how they are used in the Church **Hold / Equip**
9. Read and work through Chapter 19: Jesus Gives His Life for Us **Equip**
10. Read the story of the Agony in the Garden and discuss it **Equip / Reflect**
11. Compare Jesus to Adam from the Creation story **Rethink / Reflect / Organize**
12. Pray the Stations of the Cross **Reflect**
13. Watch the video The Day the Sun Danced **Hold**
14. Test over Chapter 19: Jesus Gives His Life for Us **Evaluate**
15. Discuss what a sacrifice is. What could you sacrifice as a gift to God? **Rethink / Revise / Reflect / Hold**
16. Read and work through Chapter 20: Offering Gifts of Love **Equip**
17. Jesus’ sacrifice poster **Rethink / Tailor**
18. Discuss appropriate etiquette during Mass – act out different things and have students tell if they are appropriate or not **Rethink / Reflect / Revise / Evaluate / Tailor**
19. Test over Chapter 20: Offering Gifts of Love **Evaluate**
20. Review what a sacrifice is and what is needed for a sacrifice. **Rethink / Reflect**
21. Read and work through Chapter 21: The Holy Mass **Equip**
22. Go over the parts of Mass in the missal. **Equip / Organize**
23. Review the responses to the different parts of the Mass and gestures **Rethink / Reflect**
24. Test over Chapter 21: The Holy Mass **Evaluate**
25. Go over the Introductory Rites and the Liturgy of the Word **Rethink**
26. Read and work through Chapter 22: Offering Jesus to the Father **Equip**

27. Show and tell student talents and gifts from God **Hold / Tailor / Reflect**
28. Go over the words said during the offering of the bread and wine **Equip / Rethink**
29. Write a prayer to Jesus in the Blessed Sacrament **Reflect**
30. Review the parts of the Mass **Rethink / Equip**
31. Test over Chapter 22: Offering Jesus to the Father **Evaluate**
32. Talk about family meals and special times when you have them **Hold / Rethink / Reflect**
33. Read and work through Chapter 23: The Bread of Life **Equip**
34. Break apart the word communion and discuss its meaning **Equip**
35. Compare and contrast the Old Covenant and New Covenant **Equip / Rethink / Reflect**
36. What do we need to do to open our hearts to receive God's grace? **Rethink / Reflect**
37. Test over Chapter 23: The Bread of Life **Evaluate**
38. Cookie sharing activity that ties to the sharing of our spiritual gifts **Hold / Rethink / Reflect / Tailor**
39. Read and work through Chapter 24: Jesus Comes to Us in the Holy Eucharist **Equip**
40. Review the Sacrament of Penance and if possible have students attend the Sacrament of Penance as a reminder that we should be in a state of grace to receive communion **Rethink / Tailor / Organize / Reflect**
41. Practice the two proper ways to receive the host using unconsecrated host with the proper wording said during the Holy Eucharist **Rethink / Tailor / Equip**
42. Test over Chapter 24: Jesus Comes to Us in the Holy Eucharist **Evaluate**
43. Performance Task – Mock Eucharist ~ students will use what they have learned to write the dialogue and perform the actions that occur during the Holy Eucharist **Evaluate / Rethink / Tailor / Organize**

## Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well crafted</li> <li>• Clear explanation</li> <li>• Revealing and informative</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Create an age appropriate display showing the liturgical colors and season including a written explanation connecting the two.</li> </ul> <p>G. Your task is to create a visual display of one of the Sacraments.  R. You are a designer and creator.  A. The target audience will be the second graders.  S. You are creating this display to help the second graders understand the importance of the Seven Sacraments before they make their First Communion.  P. You will work in one of seven Sacrament groups. You will make a 2-dimensional paper church with doors that open. Inside will be a written definition of a Sacrament and how this gift brings you closer to God. You will illustrate how a Sacrament is celebrated inside the church and how it is witnessed by the church community.</p>

	S. You will show how a Sacrament is celebrated in the church community and explain how it brings us closer to God.
<type here>	OTHER EVIDENCE:

### Stage 3 – Learning Plan

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

H: Compare the liturgical calendar with a regular yearly calendar

W: Introduce unit, discuss essential questions

E<sub>1</sub>: Liturgical seasons/year -- color the liturgical calendar

E<sub>1</sub>: Chapter 28, lesson 1 (Sacraments), activity page 109

E<sub>1</sub>: Discussion of signs and symbols within the sacraments

E<sub>1</sub>: Chapter 28, lesson 2 (Baptism, Eucharist, Penance), activity page 110

E<sub>1</sub>: Chapter 28, lesson 3 (Confirmation, Holy Orders, Matrimony, Anointing of the Sick), activity page 111

E<sub>1</sub>: Chapter 28, lesson 4 (Life of Grace), activity page 112

E<sub>1</sub>: Discussion of prayer within sacraments

E<sub>1</sub>: Chapter 4, lesson 3 (Jesus Our Savior), activity page 15

E<sub>1</sub>: Discuss the importance of Baptism

E<sub>1</sub>: Chapter 4, lesson 4 (Grace), activity page 16

E<sub>1</sub>: Discussion about what grace is, what it means, and where/how we get it, as well as where/how we lose it

E<sub>1</sub>: Chapter 13, lesson 3 (Penance), activity page 51

E<sub>1</sub>: Read Luke 5:17-26, and discuss how this relates to Reconciliation

E<sub>1</sub>: Act of Contrition activity

E<sub>1</sub>: Chapter 13, lesson 4 (Effects of Penance), activity page 52

E<sub>1</sub>: Mortal sin vs. venial sin

E<sub>1</sub>: Chapter 14, lesson 1 (Reconciliation), activity page 53

E<sub>1</sub>: Use the story of the Prodigal Son to relate to Reconciliation

E<sub>1</sub>: Chapter 14, lesson 2 (Preparing for Confession), activity page 54

R: Guide students through an examination of conscience (they can keep it to themselves)

E<sub>1</sub>: Chapter 14, lesson 3 (Confession), activity page 55

R, E<sub>1</sub>: If possible, have students go to Confession; if not, have students explain to you how to go through Confession to see if they remember all of the steps

E<sub>1</sub>: Chapter 14, lesson 4 (Healing), activity page 56

R: If students could not go to Confession, then lead students in a prayer service where they write down and then destroy their sins

E<sub>1</sub>: Chapter 18, lesson 3 (Eucharist), activity page 70

R, E<sub>1</sub>: Take students to see the tabernacle in the church/chapel. Show pictures of other tabernacles. Have them design their own.

E<sub>1</sub>: Chapter 18, lesson 4 (Communion), activity page 71

R: Have students discuss what they remember about their First Holy Communion

E<sub>1</sub>: Chapter 24, lesson 2 (Receiving Jesus), activity page 94

E<sub>1</sub>: Chapter 24, lesson 3 (Thanksgiving), activity page 95

E<sub>1</sub>: Review the effects of Holy Communion and Reconciliation on our lives and on grace

R, E<sub>2</sub>: Have students reflect on what they know/learned about sacraments. Tell them that the priest is coming for a question and answer session, so they need to write questions that they can ask Father about sacraments

E<sub>1</sub>: Have the priest come in and answer questions about sacraments

R: Have students discuss how all of the sacraments relate to grace

E<sub>1</sub>: lesson on Church vs. church

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>3.V.1 God wants everyone to be a saint. Saints are people in God's family in heaven.</p> <p>3.V.2 Know that God is a Family: Father, Son, and Holy Spirit.</p> <p>3.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>3.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>3.V.5 Know that angels are not saints, they are God's helpers.</p> <p>3.V.6 Know the following new saints:</p> <p>3.V.6.a Sts. Peter and Andrew. First Apostles. Brothers. Peter is the first pope.</p> <p>3.V.6.b Sts. Martha and Mary Magdalene. Two of the first women to follow Jesus.</p> <p>3.V.6.c St. Paul. Not one of the Twelve, Jesus appears to him after the Ascension on the road to Damascus. Persecuted and killed many Christians, until his</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● <i>To become saints.</i></li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The lives of the saints teach us how to become saints.</p> <p>Modeling the lives of the saints will help them on their path to Sainthood.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Why are the saints important in our lives?</p>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <p>The lives of the saints.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying virtues of given saints.</p>	

<p>conversion. Scripture writer.  3.V.6.d  St. Stephen, deacon and first martyr. True followers of Jesus are willing to give all to Jesus, even one's own life. Confirmation strengthens us to be witnesses even unto death.  3.V.6.e St. Tarcisius, and altar boy who defended the Eucharist with his life.  3.V.6.f Blessed Imelda Lambertini, experienced Eucharistic miracle as a young teenager because of her great desire to receive communion.  3.V.6.g  St. Clare of Assisi, religious sister and friend of St. Francis, who gave up everything in order to devote her life to God. Once she defended her community from an attack of soldiers by holding up the monstrance.  3.V.6.h St. Pius X, the pope who wanted children to receive the Eucharist  3.V.6.i  St. Michael the Archangel. Defeated Lucifer and his cohorts. Continues to protect us from evil along with the other angels, especially our guardian angels.  3.V.6.j Our Lady Queen</p>		
<b>Stage 2 – Evidence Option A</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<ul style="list-style-type: none"> <li>● Well spoken</li> <li>● Historical accuracy</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>● Create a 30 second commercial to tell about the upcoming movie about their saint.</li> </ul>	

	OTHER EVIDENCE:
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**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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<ul style="list-style-type: none"> <li>• Well spoken</li> <li>• Historical accuracy</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>G Students will know that Saints are models for living a Christ-focused life and will strive to emulate the Saints in their own lives.</p> <p>R You are the director of a movie trailer</p> <p>A Classmates, teacher, parents</p> <p>S Students will create a movie trailer to advertise an upcoming movie about the life of their assigned Saint.</p> <p>P Movie trailer (recorded on iPad)</p> <p>S Teacher-created rubric</p>
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<type here>	<p>OTHER EVIDENCE:</p> <p>&lt;type here&gt;</p>
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**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

Text & PowerPoint Coverage:  
 Lessons 4.1, 13.2, 24.4, 25.2, 27.3

Activities:

- Supplemental Readings:  
 Catholic Online: St. Stephen, St. Tarsicius, Blessed Imelda Lambertini  
 Children’s Bible: St. Paul

- Prayer:  
Practice the Guardian Angel Prayer; Decorate the printed prayer\
- Journal Reflection:  
What will I talk to God about at the next Adoration?
- Group Posters:  
Outline the role of various Church members: Pope, Bishops, Priests, Religious Brothers/Sisters, Laity, Martyrs, Saints, Holy Souls in Purgatory

## Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well spoken</li> <li>• Historical accuracy</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Create a 30 second commercial to tell about the upcoming movie about their saint.</li> </ul>

## Stage 3 – Learning Plan

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

**Pre-assessment:** Use a K-W-L to pre-assess students' prior knowledge and their initial questions about the liturgical colors and seasons.

**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.

Engage students in peer review and self-assessment related to the performance task (how their progress compares to the rubric, feedback from peers, etc.).

**Learning events:**

1. Do individual saints; posters, coloring book, movie, fact sheets
2. Put in pairs to create a commercial about one of the saints. Create a jingle, poster, visual, create a scene from the movie, dress up – let pair choose.

Use rubric for assessment, to be created

## Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well spoken</li> <li>• Historical accuracy</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><b>Saint Poster (3.V.6, 3.V.6.a, 3.V.6.b, 3.V.6.c, 3.V.6.d, 3.V.6.e, 3.V.6.f, 3.V.6.g, 3.V.6.h, 3.V.6.i, 3.V.6.i)</b>  <b>G:</b> Your goal is to teach your classmates about your given saint and provide them with information about the saint in a way of your choosing. (Poster, slide show, dress as them, etc.)  <b>R:</b> Teacher  <b>A:</b> Students (Classmates)  <b>S:</b> The context that you find yourself in is that many students are not aware of the saints that there are including many of the new saint including: Saint Peter, Saint Andrew, Saint Martha, Saint Mary Magdalene, Saint Paul, Saint Stephen, Saint Tarcisius, Blessed Imelda Lambertini, Saint Clare of Assisi, Saint Pius X, Saint Michael the Archangel and Our Lady Queen. They also do not know much of about those that are well known by name.  <b>P:</b> You will create an informational presentation on your given saint in which you will teach your classmates (students) about the saint and give information about your saint including what they are the patron saint of, a little about their background and other interesting information that you can find on them. This can be done in any matter of way that you choose as long as all information is presented. You are doing this in order to teach your classmates more about the saints that they may or may not have heard of before.  <b>S:</b> Your work will be judged by how well you provide the information asked of you. You will include your saint, what they are the patron saint of, a little background information on them and interesting facts that you found about your saint. You will also be judged on how creative you get with your presentation.</p> <p><b>Communion of Saints Billboard (3.V.1, 3.V.3, 3.V.4)</b>  <b>G:</b> Your goal is to create a billboard that shows the three groups that make up the Communion of Saints. You will also need to show how the saints in heaven connect with those in Purgatory and those on earth as well as how those on earth connect with those in purgatory. Somewhere you also need to show / tell when a person becomes a member of the Communion of Saints.  <b>R:</b> Billboard Designer  <b>A:</b> Parishioners  <b>S:</b> The context you find yourself in is that many students and parishioners don't seem to understand that the Communion of Saints isn't simply those people in heaven and you want them to understand that there are three parts that make up the Communion of Saints. You also want them to realize that they become a member of the Communion of Saints when they are baptized and that they must live a good life in order to join the saints in heaven when their time on Earth is done.</p>

	<p><b>P:</b> You need to develop a billboard that encompasses the three groups of the Communion of Saints as well as how they are connected through help and prayer as well as when a person becomes a member of the Communion of Saints.</p> <p><b>S:</b> A successful billboard will include all three groups that make up the Communion of Saints, the connection between the groups by the use of prayer as well as help (if possible), and when a person becomes a member of the Communion of Saints. The billboard should be appealing and contain correct spelling, punctuation and grammar for the grade level. Pictures are not necessary, but may be added if you choose.</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Holy Trinity Shamrock – God is Father, Son and Holy Spirit (3.V.2)</li> <li>• Angel VS Saint T-Chart (3.V.5)</li> </ul>

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

#### Communion of Saints Billboard

1. **Watch The Word Exposed - Catechism (The Communion of Saints)** <https://www.youtube.com/watch?v=wb1M37mQuls> Hook / Hold
2. Introduce the essential question **Where / Why**
3. Read and work through Chapter 30: The Communion of Saints **Equip**
4. Tell the story of Saint Faustina Kowalska and pray the Chaplet of Divine Mercy **Equip / Tailor**
5. Discuss how Saint Faustina Kowalska is a member of the Communion of Saints **Review / Reflect / Evaluate**
6. Who do you know that is part of the Communion of Saints? **Review / Rethink / Reflect**
7. Discuss the three groups that make up the Communion of Saints **Review**
8. How does one group connect to another? (prayer and help) **Reflect / Rethink / Evaluate**
9. Test over Chapter 30: The Communion of Saints **Evaluate**
10. Performance Task – Communion of Saints Billboard ~ students will use what they have learned to help them create their billboard will the three groups that make up the Communion of Saints as well as how they are connected. **Evaluate / Rethink / Review / Tailor**

## Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Well spoken</li> <li>• Historical accuracy</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Create a 30 second commercial to tell about the upcoming movie about their saint.</li> </ul> <p>G. Your task is to research a saint and present an oral report.            R. You are a researcher, writer, and presenter.            A. The target audience is the class.            S. You are researching a saint to make others aware of how we can live more faithful lives.            P. You will research biographical information about a saint and write a report that includes how the saint models faithful examples in our lives. You will orally present this information to the class.            S. You will present the report to the class, showing an example of how this saint can be reflected in our lives.</p>
	<p>OTHER EVIDENCE:</p>

## Stage 3 – Learning Plan

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

H: Ask the students: Why are saints important? Does God want everyone to be a saint? How do we become saints?

E1: Chapter 4; Lesson 1; Saint Michael the Archangel; activity book 13.

E1: Chapter 10; Lesson 2; Pope Saint Pius X;

E1: Chapter 13; Lesson 4; Saint Peter;

E2: Students will find Gospel readings associated with Saint Paul; examples: walking on water, denied Christ three time, was forgiven by Christ and more.

E1: Chapter 15; lesson 1; Incarnation; activity pg 57

E1: Chapter 15; lesson 2; Annunciation; activity pg 58

E1: Chapter 15; lesson 3; Mary; activity pg 59

E1: Chapter 18; lesson 4; Pope Saint Pius X.

E1: Chapter 23; lesson 1; Saint Paul

E1: Chapter 24; lesson 4; Saint Clare of Assisi;

E1: Chapter 25; lesson 2 Saint Mary Magdalene

E1: Students will research the following saints: Andrew, Martha, Stephen, Tarcisius, Imelda Lambertini and illustrate a picture of each one.

E1: Chapter 30; lesson 2; The Communion of Saints; activity page 118

E1: Chapter 30; Lesson 3; The Communion of Saints; activity page 119

UbD—3<sup>rd</sup> Grade SCRIPTURE Unit

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>3.VI.1 Calling of Abraham -- Gn 12:1-4                      3.VI.2 Abraham and the Test (see type of God the Father and Jesus) -- Gn 22:1-19                      3.VI.3 Moses and Passover -- Ex 12; Quail and Manna in the Desert -- Ex 16                      3.VI.4 Joseph in Egypt -- Gn 41-47                      3.VI.5 Mary and Joseph's obedience -- Mt 1:18-25, Lk 2; Flight into Egypt -- Mt 2:13-15                      3.VI.6 Jesus and the Multiplication of the loaves                      3.VI.7 Parables of the Kingdom -- Mt 13:1-53                      3.VI.8 Fraternal Correction -- Mt 18:15-18                      3.VI.9 Healing of the paralyzed man (notice how friends brought him to Jesus) -- Mt 9:1-8                      3.VI.10 Call to Goodness -- Lk 6:43-49; Call to Repentance -- Mk 1:14-15                      3.VI.11 Call to the Twelve Apostles -- Mk 3:13-19, Lk 5:1-11 (Vocations); Mission of the Twelve -- Mt 10:1-8; Authority of St. Peter -- Mt 16: 13-20; Easter Night -- Jn 20:19-23                      3.VI.12 Accounts of the Last Supper -- Mt 26:26-30, Mk 14:22-26, Lk 22:7-20, I Cor 10:16-17                      3.VI.13 Jesus teaching about the Father and the Holy Spirit -- Jn 14:9-10; 26                      3.VI.14 Ascension -- Lk 24:44-53; Mk 16:19-20                      3.VI.15 Pentecost -- Acts 2:1-13; Holy Spirit in the Church -- Acts 9:31</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● <i>Locate and use scripture.</i></li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <p>Through Scripture, they will have a deeper understanding of God.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Why and how does knowing Scripture help us become closer to God?</p>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <p>Interpreting Scripture as it relates to their life.                      Scripture is God present in His living Word.</p>	<p><i>Students will be skilled at...</i></p> <p>Locating and reading Scripture.</p>	

3.VI.16 Story of Nicodemus -- Jn 3: 1-5 3.VI.17 Be Witnesses of Jesus -- Mt 28:16-20; Acts 23:11; 2 Tim 2:1-3		
<b>Stage 2 – Evidence Option A</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<ul style="list-style-type: none"> <li>● Accuracy</li> <li>● Teamwork</li> </ul>	PERFORMANCE TASK(S): <ul style="list-style-type: none"> <li>● Students will locate Old and New Testament books in the Bible, through a scavenger hunt.</li> </ul>	
<type here>	OTHER EVIDENCE:  <type here>	
<b>Summary of Key Learning Events and Instruction</b>		
<type here>		
<b>Stage 2 – Evidence Option B</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<ul style="list-style-type: none"> <li>● Accuracy</li> <li>● Teamwork</li> </ul>	PERFORMANCE TASK(S): <ul style="list-style-type: none"> <li>● Students will locate Old and New Testament books in the Bible, through a scavenger hunt.</li> </ul>	
<type here>	OTHER EVIDENCE:  <type here>	

*Summary of Key Learning Events and Instruction*

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**Stage 2 – Evidence Option C**

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"><li>• Accuracy</li><li>• Teamwork</li></ul>	PERFORMANCE TASK(S): <ul style="list-style-type: none"><li>• Students will locate Old and New Testament books in the Bible, through a scavenger hunt</li></ul>

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

**Pre-assessment:** Use a K-W-L to pre-assess students' prior knowledge and their initial questions about the Bible and the Old and New Testament.

**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.

Engage students in peer review and self-assessment related to the performance task (how their progress compares to the rubric, feedback from peers, etc.).

**Bible bookmark**

<https://drive.google.com/drive/#folders/0B9HCcvCD6aMmfkVwN29KSkM5NEIJN0tQTUEwS3pCSmVjR0VpN2tIM2VILXNiVHRwTUN4NU0>

**Scavenger hunt**

<https://docs.google.com/file/d/0B9HCcvCD6aMmeUgyZnYtbUJSdDg/edit>

## Stage 2 – Evidence Option D

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

## Stage 3 - Learning Plan

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

#### Abraham's and Moses' Journal Entry

1. Watch Abraham's Test -

[https://video.search.yahoo.com/video/play?p=abraham%27s+test&vid=25fdb527176a728ceebba9a49dd5eae&l=6%3A41&turl=http%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3DWN.9eu6c%252fEZkMD78Q%252fMVSKaLw%26pid%3D15.1&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DiiWuSMn1mbY&tit=Abraham%26%2339%3Bs+Test&c=10&sigr=11busqj75&sigt=10iftbrqu&sigi=1239vnigt&back=https%3A%2F%2Fsearch.yahoo.com%2Fyhs%2Fsearch%3Fp%3DAbraham%2527s%2Btest%2Bvideo%26type%3Dch.42.w81.hp.18-01.us.avg.%.%26param1%3DrVPLjtMwFP0VNvEukV-J64UXeZQR0izQMMYwQ44fbRF5YKcB\\_p7rzpRWCBBCEyW-V\\_bx9T3nOOZgVSb6bYfJtmm6vKu3NOd12-T1VtY5b2RFeFuKtmkzYZFVhGNZVZJRDA-yUdUPN-izHnfKjWiAamVliOeaCUIKLiyT1hBjhTCUysp7n1eeSSOdGEXpmNBY4pJLh73GhJlr8WbDrCkNmQfa1N7tjjpYNAflA1oV2RSkklWQErXHENy4vNU79\\_7uVu2XZc6YzqiHd\\_genQ5mX-h1V5hpgKkZcBHieSHO3zLmzQDnZMxmtPoCoe6D3muAl1QAuF9cXCCsB-smgEQNR9j9DgkiDbkbIR9OJV6MOIQ0z02VovkncwDYwbYVNI0UggbE6mHm5RRCrjHhOZY5pkAKC9jGar55ChgwcwCQD4npaM9MgfRHbRLxBDGLOXXWJ\\_jpy58mJWzSBL1zYXXhTafuG5rf1h\\_yx9dbwtGd8w4sC2e34t\\_sSt78nwgV78a111eKmul0EvS89DCkmcttukj5q\\_Al\\_DwCqIPwMODf2fYHYa9uIDrMivKCclEQQuDboCmqx8Nop6\\_xFdRCvWr3YRoc6lFfaYGRceo-HB36FJ-SHw2%26param2%3Dbrowser\\_homepage%26param3%3Dch.42.w81.hp.18-01.us.avg.%.%26hsimp%3Dyhs-fh\\_isonsw%26hspart%3Davg%26fr%3Dyhs-avg-fh\\_isonsw%26ei%3DUTF-8&sigb=1qg6lq1tk&ct=p&age=1297698746&fr2=p%3As%2Cv%3Av&hsimp=yhs-fh\\_isonsw&hspart=avg&tt=b Hook](https://video.search.yahoo.com/video/play?p=abraham%27s+test&vid=25fdb527176a728ceebba9a49dd5eae&l=6%3A41&turl=http%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3DWN.9eu6c%252fEZkMD78Q%252fMVSKaLw%26pid%3D15.1&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DiiWuSMn1mbY&tit=Abraham%26%2339%3Bs+Test&c=10&sigr=11busqj75&sigt=10iftbrqu&sigi=1239vnigt&back=https%3A%2F%2Fsearch.yahoo.com%2Fyhs%2Fsearch%3Fp%3DAbraham%2527s%2Btest%2Bvideo%26type%3Dch.42.w81.hp.18-01.us.avg.%.%26param1%3DrVPLjtMwFP0VNvEukV-J64UXeZQR0izQMMYwQ44fbRF5YKcB_p7rzpRWCBBCEyW-V_bx9T3nOOZgVSb6bYfJtmm6vKu3NOd12-T1VtY5b2RFeFuKtmkzYZFVhGNZVZJRDA-yUdUPN-izHnfKjWiAamVliOeaCUIKLiyT1hBjhTCUysp7n1eeSSOdGEXpmNBY4pJLh73GhJlr8WbDrCkNmQfa1N7tjjpYNAflA1oV2RSkklWQErXHENy4vNU79_7uVu2XZc6YzqiHd_genQ5mX-h1V5hpgKkZcBHieSHO3zLmzQDnZMxmtPoCoe6D3muAl1QAuF9cXCCsB-smgEQNR9j9DgkiDbkbIR9OJV6MOIQ0z02VovkncwDYwbYVNI0UggbE6mHm5RRCrjHhOZY5pkAKC9jGar55ChgwcwCQD4npaM9MgfRHbRLxBDGLOXXWJ_jpy58mJWzSBL1zYXXhTafuG5rf1h_yx9dbwtGd8w4sC2e34t_sSt78nwgV78a111eKmul0EvS89DCkmcttukj5q_Al_DwCqIPwMODf2fYHYa9uIDrMivKCclEQQuDboCmqx8Nop6_xFdRCvWr3YRoc6lFfaYGRceo-HB36FJ-SHw2%26param2%3Dbrowser_homepage%26param3%3Dch.42.w81.hp.18-01.us.avg.%.%26hsimp%3Dyhs-fh_isonsw%26hspart%3Davg%26fr%3Dyhs-avg-fh_isonsw%26ei%3DUTF-8&sigb=1qg6lq1tk&ct=p&age=1297698746&fr2=p%3As%2Cv%3Av&hsimp=yhs-fh_isonsw&hspart=avg&tt=b Hook)

2. Introduce the essential question Where / Why

3. Read and work through Chapter 5: Abraham: The Father of God's People Equip

4. Discuss Abraham's faith in God Rethink / Reflect

5. Snack Temptation – place a snack in front of them and tell them that they cannot eat it until they are told ~ It is difficult because we want to eat it, yet we have been told to do something and we should obey. How does this connect to Abraham and his test. Rethink / Reflect / Hold

6. Trace out Abraham's journey on a Biblical map – Abraham didn't know where he was going, but God was leading him and he obeyed God Organize / Rethink / Evaluate

7. Discuss Abraham's test – Why was Abraham able to do this? How might he have felt during the test? After?

8. Act out Abraham's test Tailor / Evaluate

9. Test over Chapter 5: Abraham: The Father of God's People Evaluate

10. Remind students about Abraham's test Recall / Review
  11. What kind of tests do you face daily? Reflect
  12. Read and work through Chapter 6: The Prophet Moses Equip
  13. Make a timeline of Moses' life with the events discussed in the textbook and those from provided scripture. Organize / Recall / Rethink / Equip
  14. Discuss the plagues that were sent to the people of Egypt and Pharaoh and the Passover Recall / Rethink / Review
  15. How did God take care of his people in the desert? Recall
  16. Test over Chapter 6: The Prophet Moses Evaluate
  17. Watch the video "The Prince of Egypt" (VHS tape) Hold
- Performance Task – Abraham's and Moses' Journal Entry ~ student will use what they have learned to write a journal entry as if they were both Abraham and Moses which includes a key event in their life from the textbook or a given scripture Recall / Rethink / Evaluate / Reflect

### Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Teamwork</li> </ul>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>tudents will locate Old and New Testament books in the Bible, through a scavenger hunt.</p> <p>G. Your task is to make a poster that illustrates a Bible scripture verse and describes how it helps us understand God.  R. You are a writer and illustrator.  A. The target audience is the class.  S. You are creating a poster to show deeper understanding of Scripture.  P. When given examples of Scripture, you will choose one verse, locate it in the Bible, illustrate the verse, and give a brief description of how this verse helps us to better understand God.  S. Your poster should have a written and illustrated Scripture verse and a description of how this verse helps you understand God.</p>
<p>&lt;type here&gt;</p>	<p>OTHER EVIDENCE:</p>

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

H: How does knowing scripture help us become closer to God?

E1: Chapter 3; lesson 2; Prophet: Moses; activity page 10.  
E1: Chapter 3; lesson 4; The Bible; activity page 12.  
E1: Chapter 5; lesson 1 Abraham; activity page 17.  
E1: Chapter 5; lesson 2; God Calls Abraham; activity pg 18,  
E1: Chapter 5; lesson 3; God Tests Abraham; activity pg 19.  
E1: Chapter 5; lesson 4; God's Blessing; activity pg 20.  
E1: Chapter 6; lesson 1; Moses; activity pg 21.  
E1: Chapter 6; lesson 2; God Chose Moses; activity book pg 22  
E1; Chapter 6; Lesson 3; Plagues; activity page 23.  
E1; Chapter 6; Lesson 4; Moses; Activity page 24.  
E1: Watch Video: Prince of Egypt by Dreamworks.  
E1: Chapter 17; Miracles; activity pg 65  
E1: Chapter 17; lesson 2; Mustard Seed; activity pg 66  
E1: Chapter 17; lesson 3; The Greatest Miracle; The Raising of Lazarus; activity pg 67.  
E1: Chapter 17; lesson 4; Miracles; activity page 68  
E1: Chapter 18; lesson 1; The Last Supper, activity page 69  
E1: Chapter 18; lesson 2; The Last Supper, activity page 70  
E1: Chapter 18; lesson 3; The Eucharist; activity page 71  
E1: Chapter 18; lesson 4; Communion  
E1: Chapter 19; lesson 1: Gethsemane; activity page 73  
E1: Chapter 19; lesson 2: Stations of the Cross; activity page 74  
E1: Chapter 19; Lesson 3: Stations of the Cross; activity page 75  
E1: Chapter 19; Lesson 4; The Crucifixion; activity page 76  
E1: Chapter 25; Lesson 1; He is Risen; activity page 97  
E1: Chapter 25; lesson 2; The Resurrection; activity pg 98  
E1: Chapter 25; Lesson 3; The Ascension; activity pg 99  
E1; Chapter 26; lesson 1; Pentecost; activity page 101  
E1: Chapter 26; lesson 2; Pentecost; activity page 102  
E1: Chapter 26; lesson 3; Pentecost; activity page 103