

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>-Understand how sin entered the world.</p> <p>-God's loving plan of redemption</p> <p>-The Communion of Saints guides us to become saints.</p> <p>4.1.1 God, the Father, from the beginning, loved us and desired us, human persons, body and soul, to be with Him in heaven. He revealed this plan through His Word. (CCC 51-53)</p> <p>4.1.2 Understand the story of how sin entered the world - the disobedience of the pure spirit angels and the disobedience of our first human parents, Adam and Eve. Because of their sin, we are all born in original sin. We need Jesus to save us. (CCC 385-421)</p> <p>4.1.3 By God's help, Mary, Jesus' mother, was born without original sin and she never committed any personal sin. She always obeyed God (Immaculate Conception). (CCC 490-493, 508)</p> <p>4.1.4</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Pray the Creed with greater understanding. Students will demonstrate Christian behavior.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>We need God's love to save us from sin. God's love is eternal. Jesus' love and faithfulness show us the Way.</p>	<p>ESSENTIAL QUESTIONS</p> <p>OVERARCHING QUESTION: Who is God, the Father, the Son, and Holy Spirit? Who is the Church? How is Faith expressed?</p> <p>TOPICAL QUESTION: How does God make himself known to us?</p>
Acquisition		
<p><i>Students will know...</i></p> <p>-The 10 commandments and the Beatitudes are our path to Sainthood.</p> <p>-Students will know the precepts of the Church and how to apply the precepts to his/her life.</p> <p>-Key terms</p>	<p><i>Students will be skilled at...</i></p> <p>Caring for others by living corporal and spiritual works of mercy. Students will recite the 10 commandments and the Beatitudes.</p>	

The obedient angels serve as God's messengers and our helpers and protectors. The disobedient angels (devils, demons, or evil spirits), try to get us to disobey God (temptation and sin). The devil even tried to get Jesus to disobey, but Jesus remained faithful to His Father.

(CCC 334-336, 351-352, 391-92, 414, 538-40, 566)

4.1.5

By His Passion, Death, and Resurrection, Jesus conquered Satan and all the other bad angels, so we do not need to fear them if we are united with Jesus Christ and follow Him.

(CCC 407-409, 421, 447, 539, 550, 566, 635-636, 1086, 1708)

4.1.6

Jesus called His followers to be a community of disciples and His true witnesses.

(CCC 542, 618, 645, 647, 787)

4.1.7

After Jesus rose from the dead, He spent 40 days with His disciples to help them understand all that God had done (Lk 24:13-53; Jn 20-21; Acts 1:1-11).

4.1.8

Claim being a son/daughter of God by adoption through Jesus Christ by means of Baptism. 1213 WAC Lesson 1

4.1.9 Know that everything is a gift from God; that we are called to be gifts to one another; and gratefulness should be our response.

(CCC 311, 1700, 1704-1706, 1711, 1730)

<p>4.1.10 Know the story of Moses and the Ten Commandments. Acknowledge Jesus as the Giver of the New Law and know His two-fold Law of Love. Associate the Commandments as part of the Covenant -- the never-ending promise between God and His people. The Commandments are the way we love Our Father in return, a way we are grateful. (CCC 709, 1970,1972, 2055, 2060-2062, 2072-2073)</p> <p>4.1.11 Share examples from his/her experience of how to carry out Jesus' commandment of Love. Know that when we serve the poor (anyone in need-- physically, spiritually) we serve Jesus. (CCC 2443-2449)</p> <p>4.1.12 Know the Beatitudes and explain them in his/her own words. (CCC 1717, 1726,1728)</p> <p>4.1.13 Know the precepts of the Church and how to apply the precepts to his/her life. (CCC 2032-2033, 2041-42)</p> <p>4.1.14 Learn care for others by knowing some examples of the spiritual and corporal works of mercy and living them where appropriate. (CCC 1829, 2447)</p> <p>4.1.15 Explain the phrase in the Creed "the Communion of Saints."</p>		
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Clear understanding ● Well crafted 	<p>PERFORMANCE TASK(S):</p> <p>G: God revealed his plan through his word; sin pulls us away from God</p> <p>R: Screenwriter for Veggie Tales</p> <p>A: Veggie Tales Producers</p> <p>S: You have been asked to create a storyboard for a video showing how God revealed his plan through his word, how original sin happened, the Immaculate Conception, and how Jesus saved us.</p> <p>P: Storyboard</p> <ul style="list-style-type: none"> ● Students will re-write the 10 Commandments in their own words. ● With a partner, develop the Beatitudes in a format that can be taught to younger children.
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- H: Veggie Tales into song <https://www.youtube.com/user/BigIdeasInc> or video
- W: God revealed his plan through his word; sin pulls us away from God
- E: Jesus Our Guide (JOG) Chapter 1: The Fall of Man, Activity Book Chapter 1
- E: JOG Chapter 29: Our Mother, Mary, Activity Book Chapter 29
- E: Read Genesis Chapter 3:22-23
- E: Lent and Easter Supplement from JOG or other Lenten materials
- E: Stations of the Cross

R: Popcorn quiz
 E: Test, use Ch 1,29, and Easter Supplement quizzes from JOG
 T: Use template for slower workers/learning disabled
 O:

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Clear understanding • Well crafted 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • G : Your task is to make a storyboard of the storyboard of the life of Moses and how he received the Ten Commandments from God. • R: You are a comic book illustrator drawing a storyboard of the life of Moses and the Ten Commandments • A: Your audience is your classmates, parents, and school family. • S: he challenge is to create a visual representation that demonstrates an understanding of the Ten Commandments • P: You will create a storyboard of the Ten Commandments • S: Storyboard that explicitly demonstrates an understanding of the Ten Commandments and the story of Moses. <p>*Teacher will design a rubric</p>
	<p>OTHER EVIDENCE:</p> <p>Students will re-write the 10 Commandments in their own words.</p> <p>With a partner, develop the Beatitudes in a format that can be taught to younger children Quizzes, Journal reflections, skits</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Scripture Exodus 20

Artwork depicting Ten Commandments

http://www.biblewise.com/kids/char_topic/ten-commandments-1-5.php

Read Exodus 19:1-20:21, Exodus 19:5-6, Discuss Scripture

What must we do?

How do we keep the covenant?

Review the difference between mortal and venial sin

Discuss examination of conscience

Read Exodus 19:9

How do we know Moses spoke the truth when he came down from the mountain and didn't make the Commandments up?

What if we choose not to keep the Commandments?

Beatitudes Resources- <http://www.4catholiceducators.com/15052kplan.htm>

<https://prezi.com/jbax2xv5daar/performance-task-unit-2-the-beatitudes/>

Faith and Life Series chapters 1,4,8,9,10,15-19,21,22,24,29,30

http://www.smp.org/dynamicmedia/files/852a8eeb55187e6c5fb8ee47daf5a75e/TX001219_2-handout-A-Final_Performance_Task_Options_for_Unit_5.pdf

https://www.smp.org/dynamicmedia/files/b2979802535b00a9c8baac2c44c4faba/TX001204_2-handout-A-Final_Performance_Task_Options_for_Unit_3.pdf

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Clear understanding • Well crafted 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Students will re-write the 10 Commandments in their own words. • With a partner, develop the Beatitudes in a format that can be taught to younger children.
	<p>OTHER EVIDENCE:</p>

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 Ten Commandments and Beatitudes.

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

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:

H: YouTube videos <https://www.youtube.com/watch?v=zVjgdPvkY94>; The Ten Commandment Song

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

E1, R: Give groups of students' copies of both the Ten Commandments, and the Beatitudes and ask "Why do we have two sets of rules to follow?" They will create Venn diagrams or T-charts comparing/contrasting the two. (Text B-22 The Ten Commandments: A Review)

E1, R: Outcome: Scripture Search, Students locate each example from scripture and complete the chart see word doc.

Rubric: Ten Commandments <https://www.rcampus.com/rubricshowc.cfm?code=T285CX&sp=yes&>

Rubric: The Beatitudes: Google Docs.

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
•	PERFORMANCE TASK(S): G: Your task is to Retell the story in Genesis, in storybook form, of how sin entered the world from Lucifer's first rebellion. R: Lucifer A: Younger Students S: The context you find yourself in is that the school has been overrun with selfish behavior, and nobody is taking responsibility for their actions. P: Storybook, complete with illustrations. S: Your performance needs to meet all grade writing expectations with illustrations that match the story.

	<p>G: Your task is to write a personal narrative from Mary's point of view to explain the Immaculate Conception. R: Mary A: non-believers S: The challenge you find yourself in is convincing non-believers that Mary was born without sin. P: You will create a personal narrative from Mary's point of view in order to explain the Immaculate Conception. S: The story is written from Mary's point of view with clear, correct writing expectations.</p> <p>G: Your task is to develop a timeline of Jesus' Passion through His Ascension. R: historian A: parishioners S: The challenge involves dealing with parishioners who have trouble recalling some of the major events from Jesus' Passion through His Ascension. P: You need to develop a timeline of the events of Jesus' Passion through His Ascension. S: Your work will be judged by including at least seven of the major events during this part of Jesus' life.</p> <p>G: The goal is to create a "scrapbook" page containing a personal experience regarding love and service towards others. R: Creator of scrapbook page A: Peers S: The context you find yourself in is showing how you carry out love for others through corporal and spiritual works of mercy. P: You will create a "scrapbook" page containing a personal experience regarding love and service towards others. S: Your product must meet the following standards: A photograph or illustration showing your experience and a written explanation of the particular work of mercy and how it is a gift of God for the giver and the receiver.</p>
<ul style="list-style-type: none"> • Clear understanding. • Well crafted 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Students will re-write the 10 Commandments in their own words. • With a partner, develop the Beatitudes in a format that can be taught to younger children.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Timeline Mural

- 1) Hook students by showing different mural pieces artwork. Find different examples online if your town has a mural display take a small field trip to study the piece in the person. **Hook**
- 2) Introduce the essential questions and key vocabulary (Passion, Creed, Crucifixion, Resurrection, Ascension). Tell students they will be working together in creating a timeline in the form of a mural to hang in the school hallway. **Where/Why/Hook**
- 3) Read Chapter 21 *For this I have come into the World* with work pages 81-84. **Equip**
- 4) Read Matthew 26: 36-56 (Agony, Betrayal, and Arrest), Matthew 27: 15-66 (Sentence of Death, The Crucifixion, and Death), Matthew 28: 1-10 (Resurrection), and Mark 16: 19 (Ascension). **Equip/Organize**
- 5) Divide students into four groups. Each group will be responsible for creating a piece of artwork that represents one of the four parts of the Bible readings given in number 4. **Organize/Tailor**
- 6) Test over chapter 21: *For this I have come into the World*. **Evaluate**
- 7) Performance Task- "Timeline Mural" Each group will give a short presentation on their artwork and discuss on how the artwork makes them feel when it comes to Jesus' suffering, resurrection, and ascension. Put the pieces together and hang up in the school for other classes to enjoy. **Reflect/Rethink**

Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>4.III.1 Realize that the Lord through the Holy Spirit calls him/her to make good (holy) choices.</p> <p>4.III.2 Realize that God has given us a will to choose the good and an intellect to know good from evil.</p> <p>4.III.3 Understand conscience as an inner gift of God that helps us to distinguish right from wrong. 1776, 1795</p> <p>4.III.4 Understand virtue is the habit of doing good. Practice the virtues of humility, generosity, honesty, and patience. 1833</p> <p>4.III.5 Recognize personal sins in regard to Jesus' Law of Love, the Ten Commandments, and the Precepts of the Church.</p> <p>4.III.6 Give examples of how reconciliation may take place between one's friends and family.</p> <p>4.III.7 Understand that sin is a deliberate turning away from God.</p> <p>4.III.8 Understand that sin can be doing something that God does not want or not doing something that calls for our action (omission).</p> <p>4.III.9 Understand that some sins are very serious and destroy one's friendship with God. The only way to restore that friendship is through the Sacrament of Reconciliation.</p> <p>4.III.10 Grasp a simple method for moral decision-making. 1750-1754</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● <i>Evaluate how the Holy Spirit is working in their lives.</i> 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>through the Holy Spirit, they come to know and love God more.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How does our Faith guide our decision making? How do we show God's love?</p>
Acquisition		
<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>4.III.11 Begin to understand the meaning of grace as a gift of God's life in us (sanctifying grace) and the help (actual grace) we need to live fully.</p> <p>4.III.12 Give examples of loving and unselfish behavior in the lives of people, stories of heroism, examples of service from the saints or real life today, and lay persons active in the local parish.</p> <p>4.III.13 Along with family members, be involved in service projects. Understand that "service" is more than being "nice" but service is a way to "love God" and "know God" by loving our neighbors who He created in His image and likeness. We should serve even when we do not feel like serving.</p> <p>4.III.14 Tell others about Jesus and His Family, the Church. Think of people to share the Gospel with and ways to do this in their own lives (Evangelization).</p> <p>4.III.15 Begin a life of personal stewardship, e.g. giving of their time, talent, and treasure to those in need, e.g. giving 10% of their allowance to charity, helping a neighbor who is in need, etc. (stewardship).</p>		
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Good detail ● Revealing and informative ● Clear explanation 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Give examples of people that they know who demonstrate unselfish behavior and tell how they are living a loving and unselfish life.
<type here>	<p>OTHER EVIDENCE:</p> <p><type here></p>

Summary of Key Learning Events and Instruction

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Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Good detail ● Revealing and informative ● Clear explanation 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Give examples of people that they know who demonstrate unselfish behavior and tell how they are living a loving and unselfish life.
<type here>	<p>OTHER EVIDENCE:</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

http://www.daniellesplace.com/HTML/bible_lessons.html

<http://emmanuel.org.ua/Kids/Make14E.html>

<http://www.thereligionteacher.com/gifts-of-the-holy-spirit-lesson-plan/>

http://www.ehow.com/list_7211114_moral-development-activities.html

Use Moral Dilemma Reader's Theater Script

[moral dilemma scripts](#)

www.dcpriest.org/component/docman/doc.../6-jesus-shows-us-the-way

[Jesus our Guide Chapters 1, 6, 7, 10, 13, 16, 17, 18, 21, 24, 25](#)

100 Activities based on the Catechism of the Catholic Church
Lessons 58, 59, 60, and 88

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none">• Clear understanding• Well crafted	PERFORMANCE TASK(S): <ul style="list-style-type: none">• Students will re-write the 10 Commandments in their own words.• With a partner, develop the Beatitudes in a format that can be taught to younger children.
	OTHER EVIDENCE:

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 Ten Commandments and Beatitudes.

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

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:

H: YouTube videos <https://www.youtube.com/watch?v=zVjgdPvkY94>; The Ten Commandment Song

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

E1, R: Give groups of students' copies of both the Ten Commandments, and the Beatitudes and ask "Why do we have two sets of rules to follow?" They will create Venn diagrams or T-charts comparing/contrasting the two. (Text B-22 The Ten Commandments: A Review)

E1, R: Outcome: Scripture Search, Students locate each example from scripture and complete the chart see word doc.

Rubric: Ten Commandments <https://www.rcampus.com/rubricshowc.cfm?code=T285CX&sp=yes&>

Rubric: The Beatitudes: Google Docs.

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none">• Good detail• Revealing and informative• Clear explanation	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none">• G: Your task is to choose a saint and write a report detailing their life of service and dedication to God.• R: Author: you have been asked to write a report on a saint of your choice in order to evangelize the Good News.• A: Your target audience is your parents.• S: The context you find yourself in is trying showing people that their good works on Earth can lead them to a saintly life on Earth.

- **P:** You will create a written account of the life of a saint in order to evangelize parents of loving and unselfish behavior as the Gospels speak of.
- **S:** Your work will be judged by how well you are able to inform your “audience” of your chosen saint and portray their example of a holy life.

- **G:** Your goal is create a T-chart identifying the difference between venial and mortal sins.
- **R:** Teacher: you have been asked to teach fellow students the difference between venial and mortal sins by creating a T-chart.
- **A:** The target audience is fellow students.
- **S:** The context you find yourself in is a fourth grade Theology class whose students are confused between venial and mortal sins.
- **P:** You will create a T-chart list to show the differences between venial and mortal sins.
- **S:** Your product must meet the following standards:
 - 1) Each side of the T-chart must contain at least three conditions of each sin
 - 2) Each side of the T-chart must also contain a drawing that illustrates at least one of the conditions of each sin
 - 3) Conventions of standard English must be followed

- **G:** The challenge is to serve someone in need from the community and see it as more than merely being nice but by loving God through loving our neighbors.
- **R:** Steward: you have been asked to choose from a given list of community service jobs (or come up with your own service project with approval from teacher) and perform the chosen service.
- **A:** You need to convince your peers that service projects are a way to love God and give of their time talent, and treasure to those in need.
- **S:** The challenge involves dealing with people who need to see the world outside of themselves in order to reach those in need.
- **P:** You will write a journal page prior to your service project detailing your thoughts and feelings about helping others in need. Once the service project is completed, you will again write a journal page on your thoughts and feelings of the whole experience including the impact you think you made on those you helped.
- **S:** A successful result will show in the difference of thoughts and feelings of the two journal entries that by way of service they came to know and love God by loving and serving neighbors.

- **G:** The goal is to create a comic strip of one of five of the given scenarios to illustrate the conscience as an inner gift of God that helps us to know between good from evil and make good choices with the help of the Holy Spirit.

	<ol style="list-style-type: none"> 1. Taking something that doesn't belong to you 2. Lying to mom and dad 3. Cheating on a test 4. Talking back to an elder 5. Gossiping about a friend's business <ul style="list-style-type: none"> • R: Artist: you have been asked to illustrate the struggles of choosing between right and wrong based on your particular prompt. • A: You need to convince people that the inner gift of conscience and the help of the Holy Spirit helps you know between good and evil. • S: The challenge involves dealing with people who seem to be skilled at blocking out their conscience and not knowing why they keep making the wrong decisions. • P: You will create a comic strip in order to illustrate a given scenario about moral decision making with the help of our inner gift of conscience from God and the Holy Spirit. • S: Your product must meet the following standards: <ol style="list-style-type: none"> 1) The comic must contain both a good decision and bad decision choice. 2) The comic must contain an outcome example for both choices based upon their conscience. 3) The comic must be neat, legible, and colored. <p><type here></p>
<p><type here></p>	<p>OTHER EVIDENCE:</p> <p>4.III.4 Teacher observation of student life in the school setting.</p> <p>4.III.5 Students will take a written quiz to show they recognize personal sins in regards to Jesus' Law of Love, the Ten Commandments, and the Precepts of the Church</p> <p>4.III.7 Students quiz each other on situational events made up by the teacher and answer according to their knowledge that sin is a deliberate turning away from God.</p> <p>4.III.8 Students quiz each other on situational events made up by the teacher and answer according to their knowledge that sin can be doing something that God does not want or not doing something that calls for our action.</p> <p>4.III.10 What Would Jesus Do Game as a class.(Amazon \$22.19 by Cadaco) (Cards must be sorted according to age level)</p> <p>4.III.11 Students understand the meaning of grace as a gift of God's life in us and the help we need to live fully through paper or oral quiz.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- 1) Hook students with Disney cartoon “Lend a Paw” to show students that we face choices between good and evil on a daily basis and to help understand that conscience helps us to distinguish between right and wrong. **Hook**
- 2) Introduce the essential questions and key vocabulary (conscience, free will, good, evil). Tell students they will be creating a comic strip that will be published in a book for other classes to read or in the school newspaper. **Where/Why/Hook**
- 3) Give whole class a scenario about a moral decision for discussion. **Equip.**
- 4) Read Chapter 24: *Mistakes Along the Way* **Equip.**
Complete workbook page 94, students must answer questions about the things that are necessary in order to receive Holy Communion worthily. Students are separated into groups of five where each student is given the job to illustrate the answer to 1 of the 5 workbook questions. The final product will be a group collage. **Tailor**
- 5) Divide students into four to five groups. Each group creates a scenario to share with their peers and discuss different outcomes as a whole class. **Tailor/Organize**
- 6) Each student provides a written reflection on one of the scenarios presented in the whole class discussion. **Reflect/Rethink**
- 7) Test over chapter 24: *Mistakes Along the Way*. **Evaluate**
- 8) Performance Task-“Good vs. Evil Comic Strip” Now that students have been equipped with the knowledge of conscience, good, and evil, they will apply this knowledge to convince people that the inner gift of conscience and the help of the Holy Spirit helps you know between good and evil. **Evaluate/Rethink/Revise/Tailor/Organize/Hold**

Stage 2 – Evidence Option E

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

UbD—4TH Grade PRAYER LIFE Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>4.IV.1 Fully participate at Mass on Sunday and holy days of obligation, including recitation of all responses and their meaning.</p> <p>4.IV.2 Continue to regularly (monthly if possible) receive the Sacrament of Reconciliation.</p> <p>4.IV.3 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>4.IV.3.a All prayers from previous grades 4.IV.3.b Prayer to Know One's Vocation 4.IV.3.c Morning Offering 4.IV.3.d The Joyful, Luminous, Sorrowful, and Glorious Mysteries of the Rosary 4.IV.3.e Hail Holy Queen 4.IV.3.f Fatima Prayer</p> <p>4.IV.4 As the habit of personal prayer develops, be comfortable with silence in meditation, prayer with Scripture, and "listening" to the Holy Spirit.</p> <p>4.IV.5 Experience communal prayer both formal and spontaneous, including</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● <i>Pray</i> 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p style="text-align: center;">-</p> <p>Prayer is essential.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How do we pray? Why do we pray?</p>
	Acquisition	
<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>prayer of petition in general intercessions ("prayers of the faithful") format.</p> <p>4.IV.6 Experience such devotions as praying the Rosary and the Stations of the Cross, blessing of throats on the feast of St. Blaise, receiving ashes on Ash Wednesday, palms on Palm Sunday, etc.</p> <p>4.IV.7 Express sorrow for his/her sins through a prayer.</p> <p>4.IV.8 Know that it is always possible to pray -- even while walking, being in school, riding the bus, doing household chores, playing sports, taking a test, arguing with your siblings, etc.</p> <p>2743</p> <p>4.IV.9 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>		
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Well spoken ● Reverence 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Students will have the experience of leading prayer outside of the classroom.

<type here>	OTHER EVIDENCE: <type here>
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Stage 3 – Learning Plan

<i>Summary of Key Learning Events and Instruction</i>

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Well spoken • Reverence 	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • G: Students will develop a greater understanding of traditional prayers and how they can be used in their daily lives. • R: Students will act as prayer leaders for the reciting of the rosary for third through fifth grade. • A: Students in third through fifth grade. • S: Experience the devotion of praying the rosary with students in third through fifth grade. • P: Create a list of petitions for each decade of the rosary that directly apply to third through fifth graders in their school. • S: Teacher will create a rubric that grades students on their list of petitions, their reverence during the prayer service, and their leadership and organization of the rosary.

<type here>	OTHER EVIDENCE: <type here>
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Stage 3 – Learning Plan

<i>Summary of Key Learning Events and Instruction</i>

- Teach Chapter 29 with supplementals on the origin and use of the rosary throughout history.
- Teach Chapter 24 with supplemental material on Mary – her life and role in Jesus’ life.
- Teach Chapter 12 – discuss the different types of prayer and how we use them in the rosary.
- Students will be required to ask groups of third through fifth graders what they would like to pray for, and then compile a final list.

- Scripture: Our Father
- Breakdown of all the mysteries
 - Why do we say them on certain days? Where is their origin? When were they codified?
- Breakdown of all the prayers said: What are we actually saying when we pray these prayers?
- Resources
 - 6th grade example of Rosary Lesson: <https://drive.google.com/file/d/0B8vgXg0JMvUyZVdzOWd1TmNZT0U/view?usp=sharing>
 - Leading a prayer service: <http://www.loyolapress.com/leading-a-prayer-service-part-1.htm>

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Well spoken • Reverence 	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Students will have the experience of leading prayer outside of the classroom.
<type here>	OTHER EVIDENCE:

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, exit tickets, and other formative assessments as deemed appropriate.

Let students read the article, "When You Pray" Have students come up with questions to ask before leading a prayer.
<http://www.reformedworship.org/article/march-1994/when-you-pray-some-questions-consider-leading-gods-people-prayer>

Learning events:

H: YouTube video "How to Lead Prayer" <https://www.youtube.com/watch?v=uhNY8ZBQJEM> (5:43)

W: Introduce the Essential Questions and discuss the culminating unit performance task.
 How do we pray?

Why do we pray?

E1, R: Give groups of students Saints from the 4th grade curriculum. Tell them they will be creating a saint report on that saint and leading their saint prayer to the class outside of the classroom (Mary Garden).

E1, R: Connect Creed and Scripture by analyzing various parts of the Nicene Creed and completing a foldable showing how Scripture supports what is stated. <https://docs.google.com/file/d/0B5ETRkL51fhMVnVlcG1zbkNNnejg/edit> (Text: p13-creation, Sacred Scripture/Sacred Tradition; p101-Creed as part of Mass [TE p285])

E1, R: Complete the graphic organizer “What I say YES to” as it relates to the Creed. Each student will then sum up their beliefs by writing their own creeds. <https://docs.google.com/file/d/0B5ETRkL51fhMdTZQRmtLTVdpNGM/edit>

Apostle’s Creed board game: <http://catholicblogger1.blogspot.com/2012/08/apostles-creed-file-folder-game.html>

E1: Connect Creed to the Trinity using text and other sources. Create an infographic about the Trinity. (Text: p73-Jesus the Son of God)

E1: Connect the Trinity to marriage using the text. (Text: p. 14, 62-as how marriage is a covenant, marital love as it connects to the Trinity [TE sidebar p159])

E1, R: Analyze the importance of Mary in the Church and support this by finding scripture passages relating to the Hail Mary. <http://blessedjp2.com/totus-tuus/where-is-the-hail-mary-in-the-bible/>

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

E1: Compare and contrast sacred scripture and sacred tradition, and the importance of both in our faith: Create a pamphlet/blog/etc. explaining the similarities/differences to someone who is not Catholic. (Text: p13, 52-Sacred Scripture/Sacred Tradition)

E1: Role of prophets: Who were they? What is the difference between major and minor prophets? Prophets activity: <https://www.avemariapress.com/engagingfaith/2011/10/prophets-lesson-plan/>

Pick a prophet and site scriptural references to that prophet. Write a journal page explaining the prophet’s message, and does it/how it can apply to life today. Are there modern “prophets” today? <http://www.officeoflifelongfaithformation.org/Portals/8/PDF/Old%20Testament.pdf>

E1, E2: Performance tasks

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Well spoken • Reverence 	<p>PERFORMANCE TASK(S):</p> <p>Prayer Skits</p> <p>G: The goal is to create a skit with a given scenario in a group of 3 to 4 students that promotes that it is always possible to pray. Scenarios may include but not limited to one of the following:</p> <ol style="list-style-type: none"> a) Walking down the street b) Being in school

	<ul style="list-style-type: none"> c) Riding the bus d) Doing chores e) Playing sports f) Taking a test g) Arguing with your siblings, parents, and/or friends. <p>R: Actor: You have been asked to become a character in a skit of a chosen scenario that shows you are always able to pray.</p> <p>A: The target audience is your fellow classmates.</p> <p>S: The context you find yourself in is that some people are unaware the possibilities to pray anytime and anywhere.</p> <p>P: You will create a 3 to 5 minute group skit in order to demonstrate that you can pray during any daily life occurrences.</p> <p>S: Your work will be judged by another group chosen by the teacher using a given rubric on the following criteria.</p> <ul style="list-style-type: none"> a) Length of skit b) Creativity c) Enthusiasm d) Is the scenario believable
<type here>	<p>OTHER EVIDENCE:</p> <p>4.IV.1 Students journal reflect on the readings or homily from Sunday's Mass.</p> <p>4.IV.2 Sacrament of Reconciliation is offered during Advent and Lent</p> <p>4.IV.3 (a-f) An oral recitation for 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.</p> <p>4.IV.5 Students have opportunity to write formal intercessions for Mass. Students have an opportunity to share spontaneous intercessions during morning prayer.</p> <p>4.IV.6 Observe students' behavior and oral participation in Rosary and Stations of the Cross. Students attend Mass on Ash Wednesday to receive ashes.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Prayer Skits:

- 1) Hook students with two different skits found on youtube both pertaining to the Sin Chair. One is a skit with words and the other without to show different types of skits: <https://www.youtube.com/watch?v=JiyJKCwiH68> and <https://www.youtube.com/watch?v=0Lokdp2dCqQ> **Hook/Equip/Tailor**
- 2) Work through/Review Chapter 22: The Perfect Sacrifice, Chapter 24: Mistakes Along the Way, and Chapter 25: Turning Back to God reminding them that we offer our prayers at Mass, that we say our prayers of penance to make up for our sins, and pray to avoid temptation. **Equip/Organize**
- 3) Introduce expectations and requirements of each group's skit. Explain that each group will create a skit that demonstrates how prayer can be used in different scenarios in real life. Put students into groups and allow them to brainstorm different scenarios. If some are struggling, they may choose a teacher given one. **Where/Why/What/Organize**
- 4) Once each group has been approved by the teacher of their scenario, they will begin to create skit by coming up with characters and writing a script. Once script is written students will revise and make changes to fit the rubric. **Organize/Rethink/Reflect/Revise**
- 5) Students perform skit while a chosen group and teacher score the performance using teacher made rubric. **Evaluate**
- 6) Students will also grade themselves on how they feel they performed using the same rubric. Then compare the results. **Self-Evaluate**

Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Well spoken • Reverence 	PERFORMANCE TASK(S):
<type here>	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>4.II.1 The Church celebrates and makes present it the liturgy, above all else, the Paschal mystery (Passion, Death, Resurrection, and Ascension of Jesus Christ) by which Christ accomplished the work of salvation. 1067</p> <p>4.II.2 The liturgy is the public prayer of the Church. It includes Holy Mass, the Sacraments, and Liturgy of the Hours.</p> <p>4.II.3 Liturgy is the participation of the People of God and the work of God. It is celebrated by the faithful present on earth and all of heaven (the saints, Mary, the Holy Trinity, and the angels). 1069</p> <p>4.II.4 In the liturgy, we pray what we believe.</p> <p>4.II.5 Through the liturgy Christ, our Redeemer and High Priest, continues the work of our redemption in, with, and through His Church which we receive in the sacraments. 1069</p> <p>4.II.6 God is a Trinity of Persons, a Family. We are united to this Family of God through the sacraments. This Family of God is also called the Communion</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p><i>Compare a church to the Church.</i></p> <p><i>View the sacraments with deeper understanding of the grace provided in their lives.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Students will know the importance of a deeper relationship with God.</p> <p>They are members of the Church.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How as Catholics do we worship?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>The importance of the Church.</p>	<p><i>Students will be skilled at...</i></p> <p>making sense of the liturgy.</p> <p>Recalling the significance of the liturgical seasons and the Holy Days.</p>

<p>of Saints of the Church. This Family of God includes the faithful on earth and everyone in purgatory and in heaven. 950, 962, 1655</p> <p>4.II.7 Baptism, Confirmation, and the Holy Eucharist lay the foundations of every Christian life. They are the Sacraments of Christian Initiation. 1212</p> <p>4.II.8 Describe in his/her own words something of the significance of the different liturgical seasons, colors and symbols of Advent, Christmas (Epiphany), Lent (Ash Wednesday, Palm Sunday, Holy Week, Triduum), Easter (Mercy Sunday, Pentecost), and Ordinary Time.</p> <p>4.II.9 Know the Holy Days of obligation in the United States unless otherwise determined by the local diocese: Immaculate Conception (Dec 8), Christmas (Dec 25), Solemnity of Mary, Mother of God (Jan 1), Ascension (40 days after Easter), Assumption (Aug 15), and All Saints' Day (Nov 1).</p> <p>4.II.10 Understand that we each receive a personal call from God, called a vocation 2030</p> <p>4.III.14 Tell others about Jesus and His Family, the Church. Think of people to share the Gospel with and ways to do this in their own lives (Evangelization).</p>		
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<p>4.III.15 Begin a life of personal stewardship, e.g. giving of their time, talent, and treasure to those in need, e.g. giving 10% of their allowance to charity, helping a neighbor who is in need, etc. (stewardship).</p>		
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Demonstrate a knowledge of the sacraments by discuss in small groups why the sacraments are important to our lives and share with the class.
<type here>	<p>OTHER EVIDENCE:</p> <p><type here></p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<type here>

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the sacraments by discussing in small groups why the sacraments are important to our lives and share with the class.

	<p>G Understand that being a member of the Church strengthens our relationship with God.</p> <p>R You are an analyst of Scripture pertaining to the Church's role in strengthening your relationship with God.</p> <p>A Your classmates and teacher</p> <p>S Students will read a Gospel passage pertaining to the Church's role in strengthening their relationship with God. Students will create a response to a question that deepens their understanding of this relationship. They will then analyze and formulate a response to the thoughts of their peers.</p> <p>P Students will produce a wiki (simulated computer blog) that includes both their response and comments from their classmates.</p> <p>Wiki Questions: Name and Highlighting Color!: _____</p> <ol style="list-style-type: none"> 1. Look at the number on your wiki. The number tells you which question you write at the top of your page, and that you respond to. <ol style="list-style-type: none"> a. 1 = What are some ways that being a member of the Church strengthens our relationship with God? b. 2 = How does praying the Our Father strengthen our relationship with God? c. 3 = How is participation in the Liturgy a way to build a deeper relationship with God? d. 4 = Why can it be said that by receiving the sacraments we are strengthening and forming a deeper relationship with God ? 2. Write a 5 sentence response to your question. 3. Pass the wikis around SILENTLY 4. Each of you must respond once to each question. 5. Each of you must respond to one of your <u>classmates' comments</u> on each wiki <ol style="list-style-type: none"> a. Each of you must highlight your response in a different color. 6. The wiki you receive back will have 2 comments from each person in your group – one that they write directly to you, and one they wrote to one of the other commenters. <p><type here></p>
<type here>	<p>OTHER EVIDENCE:</p> <p><type here></p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Scripture Relating to how the Church strengthens our relationship with God:

[Matthew 6:9](#), [Matthew 7:9-11](#), [James 2:17, 26](#), John 7:17, Matt. 5:14, Matt. 16:18, John 17:3, Matthew 22:37-38, John 14:21, 2 Timothy 3:16-17

<http://powertochange.com/experience/spiritual-growth/lesson4/>

Faith and Life Series: Jesus Our Guide chapters 10, 14, 22, 24, 27

100 Activities Based on the Catechism of the Catholic Church; The Parts of the Mass, Eucharist: Summit of Our Life in Christ, The four Marks of the Church

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Demonstrate a knowledge of the sacraments by discuss in small groups why the sacraments are important to our lives and share with the class. <p><type here></p>
<type here>	<p>OTHER EVIDENCE:</p> <p><type here></p>

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 Sacraments.

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

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:

H: YouTube video “<https://www.youtube.com/watch?v=KBIUZbJAd8c>” The Seven Sacraments

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

E1, R: Give groups of seven students one of the Sacraments. Tell them they are to make and present a poster and small paper on their given Sacrament. Grades will be based on attached rubric

E1, R: Connect the Sacraments to daily life by reading the article, <http://www.catholicnewsagency.com/resources/sacraments/sacraments/liturgy-sacraments-should-permeate-whole-of-christian-life>.

E1: <http://www.catholic.org/prayers/sacrament.php> use website for definitions and further information for poster boards

E1, R: Living the Life (CCC 1324)

E1: <http://www.loyolapress.com/sacramental-posters.htm> Posters can be used to print and put up around the classroom.

E1: A Little Reminder of Why the Sacraments are a Big Deal: <http://www.loyolapress.com/why-the-sacraments-are-a-really-big-deal.htm>

E1, R: Read Chapter 28 of Religion Text pg. 133 Channels of Grace: The Sacraments. Answer Questions on Student Text pgs. 136-137

E1: Activity Book pgs. 108-118 in Student Activity Book (Ignatius Press)

E1: End Lesson with Prayer for Vocations: <http://www.usccb.org/prayer-and-worship/prayers-and-devotions/prayers/prayers-for-vocations.cfm>

Talk about how some are called to the Priesthood, married life, single life, etc.

E1, E2: Performance tasks

Rubric: The Seven Sacraments: <http://www.rcampus.com/rubricshowc.cfm?code=TX8688&sp=true&>

Bible verses:

Baptism: Gospel of Matthew 28:19-20, Gospel of Mark 1:9-11, Gospel of John 3:5

Confirmation: Acts of the Apostles 2:1-4, Acts of the Apostles 8:14-17, Acts of the Apostles 19:1-6

Eucharist: Gospel of Luke 22:19-20, Gospel of John 6:51, First Letter of St. Paul to the Corinthians 11:23-26

Confession: Gospel of Mark 2:1-10, Gospel of John 20:21-23, The Second Letter of Paul to the Corinthians 5:18

The Anointing of the Sick: Gospel of Mark 6:12-13, St. Paul to the Colossians 1:24, James 5:14-15

Holy Orders: Gospel of Luke 22:19 and 1 Corinthians 11:25, Acts of the Apostles 20:28, First Letter of Paul to Timothy 4:14, 1 Peter 2:4-5

Marriage: Genesis 2:24, Matthew 19:4, St. Paul to the Ephesians 5:25, St. Paul to the Ephesians 5:32-33

Resource: <http://www.jesuschristssavior.net/Sacraments.html>

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • G: Reflect on personal talents and community needs to develop an action plan of stewardship to help others while evangelizing. • R: Your job is to show God’s love by demonstrating the gift of giving talents/items for those in need. • A: The target audience is the community in need. • S: The context you find yourself in is there is a need in the community and as an act of love you want to show God’s love to others. • P: You will develop a stewardship plan and create gift tags/labels/cards evangelizing the Gospel to be included in the action of the plan. • S: A successful result will be that students are able to put their plans in action and provide a positive personal reflection on their experience. <ul style="list-style-type: none"> • G: Your task is to create a poster with pictures and descriptions of the liturgical seasons of the Church. • R: Advertiser: Convincing people of the significance of the liturgical seasons promoting the different celebrations of the Church. • A: Your target audience is parishioners. • S: The context you find yourself in is younger peers in the school do not fully understand the celebrations of the liturgical seasons. • P: You will create a poster describing the liturgical seasons using colors, symbols, and words. • S: Your product must meet the following standards: <div style="margin-left: 40px;">Use words, colors, and symbols to produce description of Advent, Christmas, Lent, Easter, and Ordinary Time.</div> <ul style="list-style-type: none"> • G: Your task is to illustrate the Family of God, including the Trinity, the Church, and our individual families. We are united to this Family of God through the Sacraments. • R: Artist: Create a diagram of a clover or triangle to illustrate the Trinity. • A: Your target audience is those who enjoy art. • S: The challenge involves the misconceptions surrounding Family and not knowing how we can look to God as a model.

	<ul style="list-style-type: none"> • P: You will create a diagram (examples being a three leaf clover, 3 stages of water in winter, or an equilateral triangle) in order to explain and illustrate the mystery of the Holy Trinity as well as connect Persons of the Trinity to the Sacraments. Your diagram must contain the following criteria: <ol style="list-style-type: none"> 1) A connection that clearly shows the Trinity is three distinct persons in one God. 2) One can experience the presence of the Trinity in the Sacraments. For example: The Holy Spirit is present in Baptism and Confirmation. Jesus is present in the Eucharist. The Holy Trinity is called upon by the priest during absolution in Sacrament of Penance. • S: A successful result will illustrate being united to this Family of God through the sacraments.
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<type here>	<p>OTHER EVIDENCE:</p> <p>4.II.1 Students understand the Paschal mystery of the liturgy through oral or paper quiz/test</p> <p>4.II.2 Students will participate in the liturgy of the Holy Mass. They will participate in the Sacraments and other devotions such as the Liturgy of the Hours.</p> <p>4.II.3 Teacher observation of student participation in the liturgy (singing, responses, prayers, etc.)</p> <p>4.II.4 Students will learn and memorize the Nicene Creed that is said during the liturgy.</p>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Good Stewards

- 1) Hook students with song “Lean on Me” to show students that we need to help each other out. https://www.youtube.com/watch?v=CtjV_CZMxPo. **Hook**
- 2) Read Luke 10:25-28 (Jesus’ Great Commandment: Love of God and Love of Neighbor), 1 Corinthians 9:17 (Stewardship) and 2 Corinthians 5:19-21 (Ambassadors of Christ). **Equip**
- 3) To show love of neighbor and promote stewardship, students will create compliments, “warm fuzzies”, and encouragements or prayer intentions in the shape of a cross and give to fellow school mates. **Where/Why/Organize/Tailor**
- 4) Students should think about who they would like to give their cross to and steer away from their best friend making sure to include the lonely, the bullied, the sad, the sick, and anyone who they feel needs a pick me up. **Reflect/What/Why/Tailor**
- 5) Performance Task- “Good Stewards” Now that students have been equipped with the knowledge of being a good steward in the eyes of God, students will apply this knowledge by working together as a class and helping out community in a service project.

Stage 2 – Evidence Option E

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>4.V.1 God wants everyone to be a saint. Saints are people in God's family in heaven.</p> <p>4.V.2 Know that God is a Family: Father, Son, and Holy Spirit.</p> <p>4.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>4.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>4.V.5 Know that angels are not saints, they are God's helpers.</p> <p>4.V.6 Know the following new saints:</p> <p>4.V.6.a St. Anthony of Padua. Franciscan, doctor of the Church, patron of Native Americans, finder of lost.</p> <p>4.V.6.b St. Arnold.</p> <p>4.V.6.c St. Bernadette of Lourdes. Virgin. When she was a teenager, Mary</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● <i>To become saints.</i> 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p style="text-align: center;">-</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>ESSENTIAL QUESTIONS</p> <p>Why are the saints important in our lives?</p>
Acquisition		
	<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>appeared to her. Know story. Miraculous spring. Millions of people still today have been healed. Immaculate Conception.</p> <p>4.V.6.d St. Brigid of Ireland. Abbess and virgin. Raised on a dairy farm. Dedication to the poor began as a child. She would often get in trouble for giving everything to friends and beggars.</p> <p>4.V.6.e St. Clotilde. Queen and mother. Brought husband to be Catholic through her example. As a widow, she suffered greatly over the affairs of her children and relatives.</p> <p>4.V.6.f St. Elizabeth of Hungary. Queen and mother, dedicated to the poor, abandoned, and aged.</p> <p>4.V.6.g St. Mother Katharine Drexel. Born in Philadelphia. Earlier in life dedicated her life to working for Native and African Americans. Believed education was for all. Loved the Eucharist.</p> <p>4.V.6.h St. Maximilian Kolbe. Franciscan priest. Great devotion to Mary. Already at age 16, began a group to defend the Catholic faith. Sent to a Nazi concentration camp. Took the place of a husband and father who was chosen to die.</p> <p>4.V.6.i St. Vincent de Paul. Was wealthy, then dedicated life to service the poor.</p>		
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<p>Societies today. 4.V.6.j St. William Bourges. Monk. Led austere life. Great confessor. Great devotion to the Eucharist. Defended the faith. Helped the poor. Made a bishop (under obedience to pope). 4.V.6.k Blessed Damien of Molokai, the Leper. United States blessed. 4.V.6.l Our Lady of Lourdes. 4.V.7 Review saints and angels from previous years.</p>		
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Historical accuracy 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Create a diary entry describing life from the saint's point of view.
<p><type here></p>	<p>OTHER EVIDENCE:</p> <p><type here></p>

Summary of Key Learning Events and Instruction

<p><type here></p>

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>G: Your goal is to understand how the lives of saints help us to become saints.</p>

<ul style="list-style-type: none"> Historical accuracy 	<p>R: You will research a saint and construct a “Where I’m From” poem about your assigned saint. A: You will present your poem to your classmates and teacher S: You will write an explanation of your poem based on the information you chose about your saints life P: You will have written 2 “Where I’m From” poems, in expository form, about your assigned saint and also one about yourself S: You will successfully convey to your audience through your poem, who you are, what you are famous for, and any significant miles stones in your life.</p>
<type here>	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Activities:

- Learn about poetry
 - Questions to consider:
 - What is a poem?
 - How can we turn everyday language into poetic language.
- Introduction to the “Where I’m From” Poem
 - Read the poem aloud to students
 - Students will fill out a worksheet and write a poem about their own lives.
- Assign Saints and students will do an initial evaluation of what they already know about their saints
- Research Saints by using the worksheets and scaffolded note-taking materials provided
- Write a poem from the perspective of the Saint
- Peer editing and teacher editing of the poem
- Write a three line explanation of each line of poetry answering the following:
 - What life event are you addressing?
 - Why d you use this life event instead of another?
 - Why did you use the words you did – what artistic choices did you make?

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Historical accuracy 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Create a diary entry describing life from the saint’s point of view.

<type here>	OTHER EVIDENCE: <type here>
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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 Why are the saints important in our lives?

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

Let students read the article, "Family Prayer Life" <http://www.family-prayer.org/life-of-saints.html>

Learning events: Why do Catholics honor the Saints?

H: YouTube video "Catholic Saints"

https://video.search.yahoo.com/video/play;_ylt=A2KLqIPiMkFVuUAAX4snIIQ;_ylu=X3oDMTByZ2N0cmxpBHNIYwNzcgRzbGsDdmlkBHZ0aWQDBGdwb3MMDMg_-?p=catholic+saints&vid=52cc27823aa9e703b811813059a7b0df&l=9%3A22&turl=http%3A%2F%2Fts4.mm.bing.net%2Fth%3Fid%3DWN.gYxwIP39Ax8R7Hv5du%252fd%252fq%26pid%3D15.1&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DI_KNvIc14Pg&tit=Our+Catholic+Saints&c=1&sigr=11b0n3nsi&sig=10i68hk17&sigi=123rhm95k&age=1278491193&fr2=p%3As%2Cv%3Av&fr=yhs-mozilla-001&hsimp=yhs-001&hspart=mozilla&tt=b

W: Introduce the Essential Questions and discuss the culminating unit performance task. Why are the saints important in our lives?

E1, R: Give groups of students Saints from the 4th grade curriculum. Tell them they will be creating a saint report on that saint and leading their saint prayer to the class outside of the classroom (Mary Garden).

Performance Task: Create a diary entry describing life from the saint's point of view. <http://targetstudy.com/languages/english/diary-writing.html> (How to write a diary entry).

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • G: Your task is to portray one of the following Saints: <ol style="list-style-type: none"> a) St. Anthony of Padua

	<ul style="list-style-type: none"> b) St. Arnold c) St. Bernadette of Lourdes d) St. Brigid of Ireland e) St. Clotilde f) St. Elizabeth of Hungary g) St. Mother Katharine Drexel h) St. Maximilian Kolbe i) St. Vincent de Paul j) St. William Bourges k) Blessed Damien of Molokai l) Our Lady of Lourdes m) Saints or angels from previous years <ul style="list-style-type: none"> • R: Actor • A: The target audience is school students and families. • S: The context you find yourself in is teaching peers of the lives of the saints. • P: You need to develop an oral biography of chosen saint so that listeners can learn about the lives of the saints. • S: Your product must contain the following criteria: <ul style="list-style-type: none"> 1) Birthdate 2) Patron of 3) How they became closer to God in their lives 4) More criteria at a later date
<type here>	<p>OTHER EVIDENCE:</p> <p>4.V.1 Quiz over how saints are people in God's family in heaven</p> <p>4.V.2 Read Chapter 26 with 101-104 workbook pages</p> <p>4.V.3 Read Chapter 16</p> <p>4.V.5 Read Chapter 1 with 1-2 workbook pages and chapter 1 quiz</p>
Stage 3 – Learning Plan	
<p><i>Summary of Key Learning Events and Instruction</i> <i>Saint Wax Museum</i></p> <ol style="list-style-type: none"> 1) Hook students with a video called, "St. Philomena". This video details the events in St. Philomena's life and her martyrdom. https://www.youtube.com/watch?v=0ar-y810wS8 Hook/ Where 2) Teacher will model a biography on St. Philomena. The teacher will demonstrate what will be expected for the final GRASPS. Where/What/Equip 	

- 3) Research and read biographies of daily saints with given books and computer time on catholic.org/saints **Equip/Where**
- 4) Students will share their found information with a small group of students and discuss within the group. **Tailor/Organize**
- 5) Introduce to students that they will be picking one of their favorite saints that they have learned about and portray them. They will be given a teacher made rubric to help with getting all the right information. **Organize/ Self-Evaluate**
- 6) Students will be given the option to portray their saint in person as the audience walks through the museum or they may record it to be shown at the museum. **Tailor**
- 7) Students will have a rehearsal with their peers before the event where fellow students will give feedback. **Rethink/Revise**
- 8) Performance Task- "Saint Wax Museum" now that students have been equipped with the knowledge of different saints, they will apply this knowledge in performing as their chosen saint to teach people of the lives of the saints and how they lived the Word of God.
Evaluate/Rethink/Revise/Tailor/Organize/Hold

Stage 2 – Evidence Option E

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

UbD—4TH Grade SCRIPTURE Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>4.VI.1 Calling of Samuel -- 1 Sam 3:1-19 4.VI.2 God Chooses David -- 1 Sam 16:1-13 4.VI.3 Jesus' Great Commandment: Love of God and Love of Neighbor -- Dt 6:5; Lk 10:25-28; Mk 12:28-34; 1 Jn 4:21; 1 Pt 4:10; Jn 13:34-35, 15:12 4.VI.4 Jesus calls His Disciples -- Mt 4:18-23 4.VI.5 Jesus and the Children -- Is 43:1-4; Mt 19:13-15 4.VI.6 Jesus Living out the Rule of Love -- Lk 7:1-10, 11-17, 14:1-6 4.VI.7 The Beatitudes -- Mt 5:1-12 4.VI.8 The Gift of the Spirit -- Jn 14:25-27, 20:19-23 4.VI.9 We must serve the poor among us -- Lk 12:33, 18:18-27; Mt 25:31-46 4.VI.9.a Story of the Beggar Lazarus -- Lk 17:19-31 4.VI.9.b Story of the widow's mite -- Lk 21:1-4 4.VI.10 Parables of Jesus: purpose -- Mt 13:10-15; Mk 4:10-20 4.VI.10.a Sower - Mt 13:1-9, 18-23 4.VI.10.b Lamp- Mk 4:2-25 4.VI.10.c Weeds among Wheat - Mt 13:24-30, 36-43 4.VI.10.d Two Sons - Mt 21:28-32 4.VI.10.e The Wicked Tenants - Mt 21:33-46, Lk 20:9-19 4.VI.10.f Wedding Feast - Mt 22:1-4 4.VI.10.g Ten Virgins - Mt 25:14-30 4.VI.11 Transfiguration of Jesus - Mt 17:1-8 4.VI.12</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • <i>Locate and use scripture.</i> 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> - Through Scripture, they will have a deeper understanding of God.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Why and how does knowing Scripture help us become closer to God?</p>
Acquisition		
<p><i>Students will know...</i></p> <p>Interpreting Scripture as it relates to their life.</p> <p>Scripture is God present in His living Word.</p>	<p><i>Students will be skilled at...</i></p> <p>locating and reading Scripture.</p>	

<p>40 days between the Resurrection and Ascension - Lk 24:13-53, Jn 20-21, Acts 1:1-11</p> <p>4.VI.13.a Heaven - Mt 25:31-46, Jn 12:25, Rev 21:2-3, 2 Cor 12:2-4, 1 Cor 2:9</p> <p>4.VI.13.b Hell - Mt 25:31-46, Mt 13:42, Lk 16:28, 1 Tim 6:9</p> <p>4.VI.13.c Purgatory - Mt 5:26, 2 Mc 12:43-46, Rev 21:27</p>		
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Accuracy 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Use provided clues to accurately locate books of the Bible.
<p><type here></p>	<p>OTHER EVIDENCE:</p> <p><type here></p>

Summary of Key Learning Events and Instruction

<p><type here></p>	
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Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Accuracy 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Use provided clues to accurately locate books of the Bible.

<type here>	OTHER EVIDENCE: <type here>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<type here>

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Accuracy 	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Use provided clues to accurately locate books of the Bible.

<type here>	OTHER EVIDENCE:
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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 Scripture.

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

Let students read the article, <http://www.wikihow.com/Become-Closer-to-God-as-a-Christian>. Discuss the steps and decided as a class what they agree with or disagree with.

Learning events:
H: YouTube video "Fr. John Corapi ~ THE CALL ~ Vocations"

https://www.youtube.com/watch?v=gr6cdM5GGCE&feature=player_embedded

W: Introduce the Essential Questions and discuss the culminating unit performance task.
Why and how does knowing Scripture help us become closer to God?

E1, R: http://www.catholic.org/bible/books_bible.php List of the Books of the Bible resource page

E1, R: Connect Scripture from text book to Scripture from the Bible using activities chosen from this resource.

<http://catholicblogger1.blogspot.com/2009/11/books-of-bible.html>

E1, R: Complete the graphic organizer: Students will put the Books of the Bible in order Old Testament through New Testament.

E1: Craft Activity: <http://lifes-commotion.armyfamilyok.com/2012/11/21/books-of-the-bible-a-craft-project/>

For this project, the cross will be decorated. We used tissue paper and it gave each of them a different effect. Next, they simply colored the Bible. For this one, they glittered the bookmark ribbon. The Bible is then placed over the cross for final assembly.

E1, R: lapbooklessons.com- Old and New Testament Mini Books This is a set of Bible Story Mini Books. The first goes through key stories in the Old testament, and the second goes through the life of Jesus in the New Testament. These are available in Black and White only.

E1: How to Locate books in the Bible faster: [http://9270d3bbcc2624c4616b-](http://9270d3bbcc2624c4616b-98bed3fa049b73fdf4c7dab84c8c07a5.r33.cf2.rackcdn.com/uploaded/h/0e1489229_how-to-locate-bible-passages.pdf)

[98bed3fa049b73fdf4c7dab84c8c07a5.r33.cf2.rackcdn.com/uploaded/h/0e1489229_how-to-locate-bible-passages.pdf](http://9270d3bbcc2624c4616b-98bed3fa049b73fdf4c7dab84c8c07a5.r33.cf2.rackcdn.com/uploaded/h/0e1489229_how-to-locate-bible-passages.pdf)

E1: The books of the Bible Song:

https://video.search.yahoo.com/video/play;_ylt=A0LEV7t2LntVPUUAGV8nnlIQ;_ylu=X3oDMTB1YmRyOGMxBHNIYwNzYwRjb2xvA2JmMQR2dGikA0ZGWFVJMjdfMQ-

[-?p=books+of+the+bible+song&tnr=21&vid=0E1B1D980305197FBCAE0E1B1D980305197FBCAE&l=148&turl=http%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3DWN.UpVb%252bQGzz3M9fQvy4%252bH%252fEA%26pid%3D15.1&sigi=12553u7a0&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DENT6HD58yA4&sigr=11brqlfrg&tt=b&tit=Books+of+the+Bible+Song%2C+Readeez-](https://video.search.yahoo.com/video/play;_ylt=A0LEV7t2LntVPUUAGV8nnlIQ;_ylu=X3oDMTB1YmRyOGMxBHNIYwNzYwRjb2xvA2JmMQR2dGikA0ZGWFVJMjdfMQ-?p=books+of+the+bible+song&tnr=21&vid=0E1B1D980305197FBCAE0E1B1D980305197FBCAE&l=148&turl=http%3A%2F%2Fts2.mm.bing.net%2Fth%3Fid%3DWN.UpVb%252bQGzz3M9fQvy4%252bH%252fEA%26pid%3D15.1&sigi=12553u7a0&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DENT6HD58yA4&sigr=11brqlfrg&tt=b&tit=Books+of+the+Bible+Song%2C+Readeez-Style&sigt=1167pkbhe&back=https%3A%2F%2Fsearch.yahoo.com%2Fyhs%2Fsearch%3Fp%3Dbooks%2Bof%2Bthe%2Bbible%2Bsong%26ei%3DUTF-8%26fr%3Dyhs-mozilla-001%26rs%3D7%26hsimp%3Dyhs-001%26hspart%3Dmozilla&sigb=13rsgesug&hsimp=yhs-001)

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- E1, E2: Performance tasks: Use provided clues to accurately locate books of the Bible.

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): <ul style="list-style-type: none">• G: Your task is to create an 8 pained poster of the Beatitudes.• R: Artist• A: Art appreciators

	<ul style="list-style-type: none"> • S: The context you find yourself in is being given the challenge to decompose Jesus' Words in the Beatitudes into today's language. • P: You will create a poster illustrating all 8 Beatitudes and rewriting them in your own words and how they can be applied. • S: Your product must meet the following standards: <ul style="list-style-type: none"> a) Illustrations b) Each Beatitude quoted from the Bible c) Restating each Beatitude in your own words d) An Example of how you can apply the Beatitude in your own actions
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<type here>	<p>OTHER EVIDENCE:</p> <p>4.VI.1 Chapter 12 4.VI.2 Chapter 13 4.VI.8 Chapter 26 4.VI.12 Chapter 21 4.VI.13 Chapters 30, 24, and 25</p>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Beatitude Poster

- 1) Show students a variety of pictures/videos where kids are both fulfilling the Beatitudes and missing opportunities to fulfill them. Have a discussion about each of the situations and ask if they are living the Beatitudes. **Hook**
- 2) Introduce students to the Beatitudes by reading Matthew 5:1-12. One day at a time, teacher will go over each Beatitude (more than one per day if the class understands) and have a class discussion and brainstorm what it means to them. **Equip**
- 3) Teacher will show model of beatitude of choice using pictures and symbols to represent the verse. Then students will choose a different Beatitude and create their own. **Organize/Equip/Tailor/Rethink**
- 4) Beatitude quiz created by teacher with fill in the blank choices. **Tailor/Rethink/Evaluate**
- 5) Students need to interpret the Beatitudes into their own words. **Rethink/Organize/Revise/What**
- 6) Performance Task: Students will fold a large piece of paper into eight parts. They will then illustrate and write each Beatitude one per square. They will also need to include the Beatitude in their own words. Students will take their pieces and share their work with other students throughout the school. Preferably lower grade levels. **Organize/Rethink/Tailor/Evaluate/What/Hold**

Stage 2 – Evidence Option E

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

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

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