

Stage 1 Desired Results			
<p>ESTABLISHED GOALS</p> <p>5.1.1 The desire for God is written in the human heart. We are made to be saints. (CCC 27-30, 44-45)</p> <p>5.1.2 Know the meaning of the word grace, as both the life and help of God, the Father, Son and Holy Spirit. Sanctifying grace (God's life) is received in the sacraments and actual grace (God's help) is available constantly. Learn to value grace as a gift necessary to live. (CCC 1996-2000)</p> <p>5.1.3 Explain the phrase, "resurrection of the body" (CCC 988-1019)</p> <p>5.1.4 God only creates good; sin and evil are not created but are the twisting or removal of the good that was meant by God. (CCC 386, 387)</p>	<p>Transfer</p>		
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> -seek grace. -grow in goodness and they grow in the knowledge of God. 		
	<p>Meaning</p>		
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	That grace will help us to grow in relationship with God.	<p>Recognizing how God works in their lives.</p> <p>Reciting definitions of sanctifying grace and actual grace.</p> <p>Explaining “resurrection of the body”.</p>
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
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<ul style="list-style-type: none"> Well crafted 	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to counsel a juvenile delinquent who has made poor decisions R: You are a peer counselor A: Your clients are detention center trustees (students in classroom) S: The context you find yourself in is people are inherently good and look for God through grace P: You will role play a counseling session _____ in order to S: Your performance needs to have a rubric* developed by the detention center trustees to assess program effectiveness.</p> <p style="text-align: right;">*rubric to be created by the detention center trustees (students in classroom)</p> <p>G: Your challenge is to explain through the creation of an infographic the “resurrection of the body”. R: You are an intern at the St. Mary’s Press publisher company. A: Your target audience is theology teachers. S & P: Your challenge revolves around creating a colorful, well informing infographic about the “resurrection of the body” for the new edition of “The Catholic Faith Handbook for Youth.” S: A successful product will explain the “resurrection of the body” as determined by the teacher created rubric.</p>
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	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments (tests, quizzes, assignments, observations, exit tickets, etc) to round out assessment. Journal on a regular basis to demonstrate an awareness of how God’s grace is working in their lives.</p>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (blue italics means needs developed)

H: Candy Activity (TE 66, Develop #2)

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

E1: *Vocabulary Activity; sanctifying grace, actual grace*

E1: Chapter 5 (TE 53-62) **Beginning & Develop; unless otherwise noted**

R: Chapter 5 (AB 19-22)

E1: Egg Activity (TE 58; reinforce #3) *w/ Reflection piece*

E2: Quiz 5 (A-7)

H: Teaching Children About the Sanctifying Grace- 6mins <https://www.youtube.com/watch?v=7dA5-BeM4aM>

E1: Chapter 6 (TE 65-75) **Beginning & Develop; unless otherwise noted**

R: Chapter 6 (AB 23, 24, 26)

E2: Quiz 6 (A-8)

R: *Review activity to reinforce concepts for Performance Task*

E2: Performance Task

H:

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

E1: Chapter 21; les 1 (TE 254-255) **Beginning & Develop; unless otherwise noted**

E1: Chapter 21; les 3 (TE 258-259) **Beginning & Develop; unless otherwise noted**

R: Chapter 21, les (AB 85)

E1: **The Catholic Faith Handbook for Youth p. 83-88** *w/ Reflection piece*

R: Review PowerPoint presentation of The Resurrection <http://www.smp.org/resourcecenter/resource/9277/>

R: *Review activity to reinforce concepts for Performance Task*

E2: Performance Task

Stage 1 Desired Results

ESTABLISHED GOALS

5.1.1 The desire for God is written in the human heart. We are made to be saints. 27-30, 44-45
5.1.2

Transfer

Students will be able to independently use their learning to...

-seek grace.
-grow in goodness and they grow in the knowledge of God.

<p>Know the meaning of the word grace, as both the life and help of God, the Father, Son and Holy Spirit. Sanctifying grace (God's life) is received in the sacraments and actual grace (God's help) is available constantly. Learn to value grace as a gift necessary to live. 1996-2000</p> <p>5.1.3 Explain the phrase, "resurrection of the body" 988-1019</p> <p>5.1.4 God only creates good; sin and evil are not created but are the twisting or removal of the good that was meant by God. 386, 387</p>	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Grace is God's very life in us. Sanctifying grace is received in the sacraments; Actual grace is available to anyone, constantly.</p>	<p>ESSENTIAL QUESTIONS 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>That grace will help us to grow in relationship with God.</p>	<p><i>Students will be skilled at...</i></p> <p>Recognizing how God works in their lives. Reciting definitions of sanctifying grace and actual grace. Explaining "resurrection of the body".</p>
Stage 2 – Evidence Option B		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> Well crafted 	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create and present a picture book illustrating the fall from grace, sanctifying grace, actual grace, and the restoration of grace R: You are an artist and author leaving a visual and written interpretation of grace A: Your audience is kindergarten students. S: The challenge is to create a visual and written representation that clearly demonstrates an understanding of what grace is. P: You will create a storybook that depicts grace S: Picture storybooks that clearly demonstrate an understanding of grace</p>	

	*teacher will design a rubric
	OTHER EVIDENCE: <ul style="list-style-type: none"> Journal on a regular basis to demonstrate an awareness of how God’s grace is working in their lives.
Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<ul style="list-style-type: none"> Teaching Children about Sanctifying Grace by thatresourcesite, 6 minute and 19 second video <p>This video provides an excellent introduction and demonstration of what sanctifying grace is. You can use to demonstrate with a balloon, a candle, and water.</p> <ul style="list-style-type: none"> Chapter Five Credo: I Believe Made in His Image Gn @:4-25 Activity Pages in Credo: I Believe pages 19-22 Raw Egg Activity-TE 58-59 Parallel caring for an egg and caring for the soul. Giving our souls ALL they need to stay in a state of grace. Chapter Six Credo: I Believe. The Fall from Grace. Gn 3: 1-15 Activity Pages in Credo: I Believe 23-26 A Clear understanding of Before and After the Fall Teaching Obedience...TE 66 Candy Activity, reinforces teaching on obedience, sins of pride, deception, and disobedience Quizzes on chapters 5 and 6 are a quick check for basic understanding. The performance task above and journaling over time will better show the depth of understandings of grace and how it works in their own lives. 	
Stage 2 – Evidence Option C	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Well crafted 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Journal on a regular basis to demonstrate an awareness of how God’s grace is working in their lives. <p>GRASPS: Goal: To explore your own life, the lives of historical figures and current individuals who live accepting of God’s grace or denying God’s grace.</p>

	<p>Role: You are a journalist going on a personal journey to discover God's grace working in your life and in the lives of others. You turn your journalism into a documentary film to be used as a tool in the New Evangelization.</p> <p>Audience: Your target audience is your fellow Catholics who are nominally Catholic, but do not live out a life connected to God's grace through the Church.</p> <p>Situation: The challenge involves being a reflective and inquisitive journalist who creates a film that can appeal to people who may need to be encouraged and challenged in their pursuit and awareness of God's grace.</p> <p>Product/Performance and Purpose: You will create a documentary film in order to help other Catholics grow in their understanding of the importance of grace and how to accept and use God's grace in their own lives.</p> <p>Standards: A successful result will be a work that demonstrates your understanding of God's grace working in the lives of historical figures and current individuals which is a lens through which other people may relate and choose to know God more by using the grace he gives.</p>
	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 about sanctifying and actual grace.

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 "All is Grace" <https://www.youtube.com/watch?v=STBV8pakvU>

W: Introduce the Essential Questions and discuss the culminating unit performance task by using the GRASPS in a PowerPoint. Create and organize personal journals.

E1: Explore vocabulary and Church teaching on grace using the YouCat (<http://www.turnbacktogod.com/wp-content/uploads/2014/05/YOUCAT-Full-Version.pdf>) to create a poster/short PowerPoint or Prezi to explain sanctifying and actual grace and The New Evangelization.

E1: Use 1 Peter 3:15 “Always be ready to give an explanation to anyone who asks you for a reason for your hope...” to discuss how grace helps us to explain and proclaim how God’s grace is available to everyone, but we must choose to learn about it and respond to God’s grace. 1 Peter 3:15 shows how we need to self-reflect on God’s grace in our lives and in the lives of others in order to be able to be prepared to share the Faith within the Catholic Church. Discuss what “to be ready to give an explanation” means in the verse.

E1, R: Conduct 5 minutes of personal journaling every day. Reflecting on writing prompt questions about sanctifying and actual grace in daily life. Use Blessed Chiara as a discussion starter about responding to God’s grace in daily life. Reflect on similar situations that may have occurred at home by writing in journals. <http://lifeteen.com/fame-fortune-faith/>

E1: Research different saints to write about using grace from God <http://lifeteen.com/biggest-best-list-confirmation-saints-guys-girls/> Discuss time in daily life, movies, the news, etc. where people (historical figures and contemporaries) may have chosen to act against God’s grace. Create a Venn Diagram to compare and contrast the examples.

E1: Create a journal entry that is an interview of a chosen saint and an example of a person not living a life connected to God’s grace. Use a Q and A format and create a blog, magazine, or newspaper writing to publish this interview.

E1: After mass on a weekday or Sunday, choose 2-3 random individuals to interview with a teacher or parent.

Create questions to gather information about what people think sanctifying and actual grace are. Write an essay describing the answers and analyze the need for people to understand grace and be encouraged to pursue God’s grace through the Church.

E1: Create a 3-5 minute documentary film that reflects on personal journaling, research of saints and contemporaries, and provides encouragement for other Catholics to pursue sanctifying grace through the Church and in activities of daily life. Film will include all of the prior E learning activities.

E2: Performance tasks.

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Well crafted 	<p>PERFORMANCE TASK(S):</p> <p>G: Your goal is to create a brochure “Do you want to be a saint?”</p> <p>R: You are student who wants to promote Saintly Behavior.</p> <p>A: All people who want to be saved.</p> <p>S: You have learned about grace and the path to heaven and want others to join you on the pilgrimage.</p> <p>P: You will create a brochure, on the computer, in order to convince people to act like saints, also informing them how bad behaviors draw them away from God and others.</p>

	<p>S: Standards for Success include following the rubric (which is to be made), including clear characteristics of both saintly behavior and temptations that will draw us away from such saintly behavior, and some elements must refer to the Sacraments</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Stage 3 – Learning Plan

Stage 3

Summary of Key Learning Events and Instruction

1. Hook students with watching *The Reluctant Saint* to show students that God works through those who are considered lowly to show how wonderful He is. **Hook**
2. Introduce the essential questions and key vocabulary. **Where/why**
3. Use K-W-L to assess students' prior knowledge of grace and saints to identify learning goals for the unit. **Evaluate**
4. Ask student how they can become saints; what do they need to achieve this goal? Explain that learning about saints will help them create their brochure to help draw others to sainthood. **Where**
5. Read (work through) Chapter 5: *Made in His Image* **Equip**
 - Draw an annotated picture line of the hierarchy of creation, focusing on both natural and supernatural (non-life through Angels)! **Tailor/Organize**
 - Describe the benefits of the Preternatural Gifts that God freely gave to Adam and Eve. **Evaluate**
 - Care for a Raw Egg for 24 Hours Activity--How are we to care for our Souls?—Grace is a supernatural gift of a share of God's life, how should we treat this gift? **Tailor/Reflect**
6. Create Saint Trading Cards--Research Saints (from the list of saints in curriculum)—Did they always care for the Grace in their souls? How can they be our models? **Where/Rethink/Tailor/Evaluate**
7. Test over Creation and being made in His Image with His loving Gifts **Evaluate**
8. Where did God's Gifts go? **Rethink**
9. Read (work through) Chapter 6: *The Fall from Grace* **Equip**
 - Temptation Activity—(candy/cookie/etc.) **Hook/Hold/Rethink/Tailored**
 - Why are we tested? (in life, in school, etc.) **Revise/Evaluate**
 - Create "Before and After Shots" surrounding the Fall! **Tailored/Organize**
 - Why does God allow suffering? Reflect on a time in your life that you think of as horrible and revise your understanding of it with this question in mind—write a journal entry. **Rethink/Revise**
10. How can we be strengthened to pass the test? **Reflect**

11. Read (work through) Chapter 28: *Called to Holiness* **Equip**
 - Compare the natural and supernatural effects & parallels to life of each Sacrament with a parallel “timeline” **Reflect/Organize**
 - Door Activity—Effects of Mortal and Venial Sin **Tailor**
 - Plan a participate in the Sacrament of Confession/Receive a blessing from the priest **Hold/Reflect/Tailored**
12. Create Saint Trading Cards--Research Saints (from the list of saints in curriculum)—Did they always care for the Grace in their souls? How can they be our models? **Where/Rethink/Tailor/Evaluate**
13. Revisit the KWL Chart **Revise/Evaluate**
14. Test over why we need the Sacraments and How they Help **Evaluate**
15. Performance Task—“Do you want to be a Saint?”—Now that students have been equipped with the knowledge of grace and sainthood they will apply this knowledge to evangelize others. **Evaluate/Rethink/Revise/Tailored/Organize**

Stage 2 – Evidence Option E

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

Stage 3 – Learning Plan

Stage 3
Summary of Key Learning Events and Instruction

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
5.III.1 Know that each person is of inestimable value from the unborn to the elderly, since we are made in God's image and likeness and called by God to be in His Family, the Church. Show respect for and be prepared to defend all human life.	<p><i>Students will be able to independently use their learning to...</i></p> <p>•<i>Evaluate how the Holy Spirit is working in their lives.</i></p>	
	Meaning	
<p>5.III.2 Practice the virtues of self-control, meekness, kindness and charity.</p> <p>5.III.3 Be able to recognize personal sin in regard to Jesus' Law of Love, the Ten Commandments, the Beatitudes, and the Precepts of the Church.</p> <p>5.III.4 Memorize the Spiritual and Corporal Works of Mercy. Think of ways they apply in their lives.</p> <p>5.III.5 Start to see that a personal sin is twisting or lacking what God had intended. (CCC 1857)</p> <p>5.III.6 Continue practicing a simple method for moral decision-making (CCC 1750-1754)</p> <p>5.III.7 Begin to be aware of the need for peace and justice in the world, with some understanding of hunger of the poor, the need for world peace, the need for human rights, especially the protection of</p>	<p style="text-align: center;">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>-that their personal stewardship helps to build up the Church.</p>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>How does our Faith guide our decision making?</p> <p>How do we show God's love?</p>

human life-the unborn, the elderly, the handicapped, the very sick.

5.III.8 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.

5.III.9 Be attentive to the possibility of God's invitation to a vocation, such as: priesthood, religious or single life, or faithful married life.

5.III.10 Enjoy the stories of the saints and good contemporary Christians whose lives are witness to Jesus.

5.III.11 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)

5.III.12 Continue 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)

Acquisition

Students will know...

- that the Holy Spirit will guide them.
- the spiritual and corporal works of mercy.
- the importance of personal stewardship.

how to recognize Jesus' Law of Love, the Ten Commandments, the Beatitudes, and the Precepts of the Church in their lives

Practice the virtues of self-control, meekness, kindness and charity

how to define Evangelization and stewardship

Students will be skilled at...

moral decision-making.

Memorize the Spiritual and Corporal Works of Mercy.

Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Ability to serve 	<p>PERFORMANCE TASK(S):</p> <p>For respect, self-control and decision making--</p> <p>G: Your task is to create a public service video promoting respect, fairness, decision-making and self-control.</p> <p>R: Member of a (sports) team.</p> <p>A: Team members</p> <p>S: The challenge involves you, as a member of a (sports, academic) team, faced with the decision of how to handle the “leaders” of your team that you are a member of in which the team captain(s) are consistently treating a few members of team unfairly.</p> <p>P: You will decide the plan of action to help remedy this unfair treatment (i.e. go to the captains and talk to them, go to the coach, school official, etc)</p> <p>S: Your product will be in the form of a public service video to help others in your position. (Criteria for video must be in line with standards 5.111.1-6)</p> <p>For evangelization and stewardship—</p> <p>G: Your goal is to create a television show.</p> <p>R: You are the producer/director/star of a television show on EWTN</p> <p>A: Television audience</p> <p>S: You have been given the opportunity to use your time and talent to create a television show which focuses on the gospel (life of Jesus and His family, the church)</p> <p>P: A story board explaining the content, audience, setup, etc of your television show</p> <p>S: Storyboard must include an appropriate script of the show, stage/scene setup, and target audience</p>
<p><type here></p>	<p>OTHER EVIDENCE:</p> <p>Vocations—possible ideas include research different religious orders, resource individuals to share their personal call to their religious life</p>

As they become more attentive of the needs of others around them demonstrate how and why we serve others.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction (blue italics means needs developed)

E1: Mercy Works: The Hands-on Gospel <http://www.smp.org/resourcecenter/resource/3656/?page=2>

E1: Corporal Works of Mercy powerpoint & graphic organizers <https://www.teacherspayteachers.com/Product/The-Corporal-Works-of-Mercy-1204264>

E1: Spiritual Works of Mercy activities <https://www.teacherspayteachers.com/Product/Spiritual-Works-of-Mercy-Quiz-1802403>

R: Review of the Beatitudes <http://www.biblewise.com/kids/fun/beatitude-fill-in.php>

R: Review of the 10 Commandments <http://www.biblewise.com/kids/fun/what-do-commandments.php>

E1: Create a RAFT to explain personal sin in regard to Jesus' Law of Love, the Ten Commandments, the Beatitudes, and the Precepts of the Church. (Teacher construction on how to create a RAFT <https://www.teacherspayteachers.com/Product/FREE-RAFT-Role-Audience-Format-Topic-Introduction-Template-Rubric-82311>)

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Well crafted 	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create and present a picture book illustrating the fall from grace, sanctifying grace, actual grace, and the restoration of grace</p> <p>R: You are an artist and author leaving a visual and written interpretation of grace</p> <p>A: Your audience is kindergarten students.</p> <p>S: The challenge is to create a visual and written representation that clearly demonstrates an understanding of what grace is.</p> <p>P: You will create a storybook that depicts grace</p> <p>S: Picture storybooks that clearly demonstrate an understanding of grace</p>

	<i>*teacher will design a rubric</i>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Journal on a regular basis to demonstrate an awareness of how God’s grace is working in their lives.
Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<ul style="list-style-type: none"> Teaching Children about Sanctifying Grace by thatresourcesite, 6 minute and 19 second video This video provides an excellent introduction and demonstration of what sanctifying grace is. You can use to demonstrate with a balloon, a candle, and water. Chapter Five Credo: I Believe Made in His Image Gn @:4-25 Activity Pages in Credo: I Believe pages 19-22 Raw Egg Activity-TE 58-59 Parallel caring for an egg and caring for the soul. Giving our souls ALL they need to stay in a state of grace. Chapter Six Credo: I Believe. The Fall from Grace. Gn 3: 1-15 Activity Pages in Credo: I Believe 23-26 A Clear understanding of Before and After the Fall Teaching Obedience...TE 66 Candy Activity, reinforces teaching on obedience, sins of pride, deception, and disobedience Quizzes on chapters 5 and 6 are a quick check for basic understanding. The performance task above and journaling over time will better show the depth of understandings of grace and how it works in their own lives. 	
Stage 2 – Evidence Option C	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Ability to serve 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> As they become more attentive of the needs of others around them demonstrate how and why we serve others. <p>GRASPS Goal: Your goal is to explore the ways Catholic Relief Services attends to the needs of others throughout the world and identify the purpose and necessity of service for others.</p>

	<p>Role: You are an intern with Catholic Relief Services who is exploring the needs of others who work for CRS and the people CRS serves.</p> <p>Audience: You need to help develop an interactive program that helps CRS workers to become aware and attentive to the needs of others by exploring this way of living yourself.</p> <p>Situation: The challenge involves becoming aware of the work of the Holy Spirit in your own life and finding ways to communicate how the Catholic Faith guides decision making and how we show God's love to people we are called to serve.</p> <p>Product/Performance and Purpose: You will create a PowerPoint, colorful book, short film, poster, or other media to present ways to be attentive to the needs of others and how to best serve them guided by the Holy Spirit.</p> <p>Standards: Your work will be evaluated by your teacher and other students.</p>
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Pre-assessment: Have students use a two Bubble Maps. Use one for “What does it mean to be led by the Holy Spirit?” and “What does it mean to be aware of the needs of others?” https://docs.google.com/document/d/1k_rk_sOr1KgtisfD-9sTYj1Dwx-2cLpsliyZOA1aHJY/edit?usp=sharing

Progress Monitoring: Assess throughout the unit informally using observations, on-going questioning, peer, self, and teacher 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.). Students will peer review with each other to give feedback on group work attitude and participation.

Learning events:

H: Play “Lay Me Down” by Chris Tomlin and discuss what the song has to do with being aware of the Holy Spirit leading you and serving others. <https://www.youtube.com/watch?v=1N2SbY3dJuM>

W: Introduce the Essential Questions and discuss the culminating unit performance task by using the GRASPS in a PowerPoint. Establish key vocabulary (Holy Spirit, aware, guide, service, others, etc.)

E1: Visit the Catholic Relief Services website to discuss what they do and watch the informational video. <https://www.youtube.com/watch?v=TQECXbWLV-0>

Discuss why it would be necessary to be aware of the needs of others as a CRS worker and aware of the Holy Spirit leading in your life.

E1: Discuss and learn the Prayer to be Merciful by St. Faustina and what it would have to do with being aware of the needs of others.

<http://www.trustandmercy.com/divine-mercy-prayers/st-faustina>

E1: Create a short writing assignment that summarizes important attributes of a person who is striving to know the Holy Spirit's work in their life and trying to be aware and attentive to the needs of others. Writing assignment should also include why this is important to know as a CRS intern and how this can be shared with other CRS members to help them grow in their faith. Create a small bookmark or pamphlet that highlights important steps every Catholic can take to be open to the Holy Spirit and helpful and merciful to others.

E1: Choose the format for the final product. Create a PowerPoint, colorful book, short film, poster, or other media to present the past learning events.

E1, R: Students will present completed work during an in-class walk-around observation time. Encourage discussion about the important elements each medium presented about the topic and use to fuel discussion about the action we can take in our own lives now through this time of exploration.

E2: Performance tasks.

Stage 2 – Evidence Option D

Evaluative Criteria

Assessment Evidence

- Ability to serve

PERFORMANCE TASK(S):

Vocation Guidance

G: Your task is to create a collage demonstrating how faith can be lived in their vocations.

R: Faith Director of your Parish

A: Parishioners

S: Your challenge is to show the amount of Spiritual Living within vocations and when picking vocations.

P: You will create a three section collage. Each section will have 5 vocations. Detailed descriptions of how their faith is shown in vocations.

S: Your collage demonstrates faith exposure in daily life.

Citizen Outreach

G: Your goal is to identify a need in the Community and write a persuasive letter asking for help.

R: You are a concerned citizen.

A: Your audience is the citizens in the community.

S: The Challenge involves dealing with the lack of community support to better the community.

P: You will write a persuasive letter to convince the community of the needs in the area that require attention.

	<p>S: Your work will be judged by a rubric and 5th grade writing conventions. Your letter needs to be persuasive, clear, supported with at least 3 reasons, and must identify a need in the community.</p> <p>Jacob's Ladder and Slides</p> <p>G: Your task is to create a board game (like Chutes and Ladders) to bring awareness of the need for peace and justice in the world.</p> <p>R: You are an employee at Save Your Soul (SYS), entrusted with the responsibility of creating a board game that will allow its players to reflect on the state of the world and self.</p> <p>A: Everyone</p> <p>S: The challenge involves dealing with the world in its current state, needing a make-over!</p> <p>P: You will create a board game that has many situations, found in this society and in ourselves that are both positive and negative (going up the ladder or down the slide).</p> <p>S: Your product must meet the following standards:</p> <ol style="list-style-type: none"> 1) Follow the teacher made rubric. 2) Include 10 situations each, both good and bad (a total of 20 cards), found in society and self (split each card so there are 20 social and 20 self situations). 3) A playable product complete with Instructions. 4) The board game should be a mix of Chutes and Ladders. Each having their own quick situations. Then spaces with both Chutes and Ladders where one of the cards would need to be drawn and reflected upon. <p>Extreme Make-Over—Soul Edition</p> <p>G:</p> <p>R:</p> <p>A:</p> <p>S:</p> <p>P:</p> <p>S:</p>
<type here>	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>
Stage 3 – Learning Plan	
<p><i>Stage 3</i> <i>Summary of Key Learning Events and Instruction</i></p> <p>Jacob's Ladder and Slides</p>	

1. Read the Story of Creation, Genesis 1:1-2:3, to students and have them play a game of Chutes and Ladders. Ask students how they can use the Story of Creation with the Chutes and Ladders. Tell students that they will be creating their own game of Chutes and Ladders, but a morality version.
Hook/Hold/Where/Why
2. Read through Chapter 3, *Creator of Heaven and Earth*. **Equip**
--Discuss and rewrite the Poem *The Beauty of Creation Bears Witness to God* by St. Augustine. **Rethink/Reflect/Tailor**
--Read about St. Francis of Assisi and how we were given the Earth to care for. How can we be good Stewards? **Reflect/Equip**
--Discuss how we should act toward Creation. **Equip/Revise**
--Work in groups to come up with stewardship projects that could be accomplished together as a class or group. **Reflect/Tailor**
3. Work through Chapter 5, *Made in His Image* **Equip**
--Make posters of the Hierarchy of Creation, include some characteristics of each level. **Organize/Equip/Tailor/Reflect/Evaluate**
--Do a service project for Pro-life, either the unborn or the elderly—Highlighting the Dignity of all Men! **Hold/Reflect/Tailor/Evaluate**
4. Test over Creation **Evaluate**
5. Temptation Activity—Put a cookie on their desk at the beginning of the day, tell them not to touch it. During Theology class have another teacher come in and convince the students that it is okay to eat the cookie. Discuss what happened in the Garden of Eden, connecting to what they did—including the punishment! **Hook/Hold/Equip/Reflect**
6. Read through Chapter 6, *The Fall from Grace* **Equip**
--Make a T-Chart of how life was before and after the Fall Preternatural Gifts to Natural Gifts **Equip/Organize**
--Will we ever be right with God?—The Sacrament of Baptism—Matter, Form, Minister, and Effects **Equip/Rethink/Reflect**
7. Read through Chapter 8 **Equip**
--Plague Snacks—Bring in a snack that will enhance students involvement in the plagues and discuss God's saving power. Parallel with how much He loves His Chosen People and that we are His Chosen People. **Hook/Hold/Equip/Rethink**
--Preparing for Salvation—Prefigurement of the Fulfillment of Our Salvation **Equip/Organize**
8. Read through Chapter 9—*The Forming of God's People* **Equip**
--How are we like the Israelites (TE 105) **Rethink/Reflect**
--Discuss our formation and The 10 Commandment in our life **Equip/Reflect/Where**
--Write a list of reflection questions for each of the Commandments that could be use to examine one's conscience before Confession. **Hook/Tailor/Reflect/Rethink/ Organize/Evaluate**
9. Test over Temptation and Moral Formation **Evaluate**
10. Read through Chapter 16, *Your Sins are Forgiven*
--Discuss the different Healing Sacraments—Matter, Form, Minister, and Effects **Equip/Rethink/Reflect**
--Learn about St. Faustina and the Mercy of God! **Equip**
--Take time to think of God and thank Him for His Mercy—Learn and Pray the Chaplet of Divine Mercy **Equip/Reflect/Tailor/Self-Evaluate/Rethink/Why**
--Give situations and work in groups to think of situations that show imitation of God's Forgiveness (TE 197) **Reflect/Tailor/Rethink/Why/Where**
--Discuss the Our Father and what we are asking God. **Rethink/Reflect/Equip**
--Reflect on the Meaning of the Prodigal Son—Write your own version of the Prodigal Son. **Rethink/Reflect/Tailor**
11. Work through Chapter 18, *Rejected by the Proud* **Equip/Reflect/Where/Why**

- Discuss decisions we make—consequences that result—Reflect on Situations (wb pg 71) **Reflect/Where/Why/Revise/Evaluate**
- Requirements of Mortal Sin—Door Activity of how venial sins can led to mortal sins **Hook/Hold/Rethink/Tailor**
- 12. Test over Mercy and Sin **Evaluate**
- 13. Read page 93, Recognizing Jesus in Others—Discuss the Spiritual and Corporal Works of Mercy **Equip**
 - Develop a list of things that we can do every day that fall into these categories **Tailor/Organize/Rethink/Reflect**
- 14. Work through Chapter 28, *Called to Holiness* **Equip**
 - Sacraments are where we receive grace. **Equip**
 - Sin is why we need grace **Equip**
 - Caring for our Souls Activity--Take care of a water balloon for 24 hours (usually a raw egg, but our floors are carpeted) paralleling caring for our souls **Reflect/Rethink/Hook/Hold/Evaluate**
- 15. Work through Chapter 30, *Unto Everlasting Life* **Equip/Where/Why**
 - Funeral Etiquette and why we pray for our dead **Equip/Rethink/Reflect**
 - Pray the Chaplet of Divine Mercy **Why**
 - Discuss Purgatory and our Hope **Why/Where/Equip**
- 16. Test over Mercy and Sin
- 17. Performance Task—Jacob's Ladder and Slides

Stage 2 – Evidence Option E

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

Stage 3 – Learning Plan

Stage 3
Summary of Key Learning Events and Instruction

UbD-5th Grade PRAYER LIFE Unit

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
5.IV.1 Fully participate at Mass on Sunday and holy days of obligation, including recitation of all responses.	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Pray 	
5.IV.2 Continue to regularly (monthly if possible) receive the Sacrament of Reconciliation.	Meaning	
5.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	UNDERSTANDINGS <i>Students will understand that...</i> Prayer is essential and is practiced in many ways.	ESSENTIAL QUESTIONS How do we pray? Why do we pray?
5.IV.3.a All prayers from previous grades	Acquisition	
5.IV.3.b Memorare 5.IV.3.c Act of Faith 5.IV.3.d Chaplet of Divine Mercy	<i>Students will know...</i> The basic prayers including the Memorare, the Act of Faith, and the Chaplet of Divine Mercy.	<i>Students will be skilled at...</i> Reciting their prayers.
5.IV.4 Continue the habit of personal prayer through brief silent meditation, prayer with Scripture, spontaneous prayer, and "listening" to Holy Spirit. Humility is the foundation of prayer. 2559		

<p>5.IV.5 Experience traditional devotions such as praying the rosary, the Stations of the Cross, prayer to patron saint or important saints on their feast days.</p> <p>5.IV.6 Contribute to an environment for worship and personal prayer through the creative use of music, space, and symbols, such as candles, flowers, and pictures. Be familiar with liturgical colors and their meaning.</p> <p>5.IV.7 Experience planning and participating in class liturgies and para-liturgies.</p> <p>5.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. 1378-1381, 1418</p> <p>5.IV.9 Tie the meaning of the Our Father to the role of fathers in our Faith development.</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 school wide. <p><type here></p>

<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 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 design a Living Stations of the Cross • R: Readers, Mimes, Cantors • A: All School (grades 3rd-8th) • S: Living Stations of the Cross • P: Stations done with meaningful reflections and prayers written by 5th grade students • S: Stations must be done prayerfully and with meaningful reflections as they guide other students in The Way of the Cross

OTHER EVIDENCE:
Students will experience leading a large group in a prayerful presentation of The Way of the Cross.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Students will know how and why we go through The Stations of The Cross. Students will prayerfully reflect on all stations, write a prayer, and write a reflection for each station (during Lent). As a culminating activity; students will lead the Stations of the Cross for 3rd-8th graders (during Holy Week).
Chapter 19: The Acceptance of the Father’s Will (many rich activities and scripture to support the process of reflection on Jesus’ Way of the Cross)

Stage 2 – Evidence Option C

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 school wide. <p>GRASPS</p> <p>Goal: Your goal is to learn about the Divine Mercy devotion and lead the school in the song version of the Divine Mercy Chaplet.</p> <p>Role: You are leaders of the school in prayer of the Divine Mercy Chaplet.</p> <p>Audience: Your prayer is directed to God the Father, Son, and Holy Spirit while leading your peers and teachers in the Divine Mercy Chaplet.</p> <p>Situation: You will lead the whole school in prayer in the Church.</p> <p>Product/Performance and Purpose: You will be joyful and prayerful while leading entire school in the Divine Mercy Chaplet.</p> <p>Standards: You will lead the school in a reverent and prayer recitation of the Divine Mercy Chaplet.</p>
	<p>OTHER EVIDENCE:</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Pre-assessment: Quick Write: In 3-5 sentences, explain what you think or know “Divine Mercy” is.

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

Learning events:

H: Watch “About Divine Mercy” from St. Luke Productions as an introduction to the devotion. <https://www.youtube.com/watch?v=oj2pq7dhlZl>

W: Introduce the Essential Questions and discuss the culminating unit performance task by using the GRASPS in a PowerPoint. Establish key vocabulary Divine Mercy, St. Faustina, devotion, prayer, recitation.

E1: Discuss and learn the Prayer to be Merciful by St. Faustina and what it would have to do with being aware of the needs of others.

<http://www.trustandmercy.com/divine-mercy-prayers/st-faustina>

E1: Journal for 5 silent minutes on ways to be more merciful to others in your own life based on the prayer learned in the prior lesson.

E1: Listen to the first decade of the Divine Mercy Chaplet in song. Chaplet of Divine Mercy in Song: <https://www.youtube.com/watch?v=p5TGfisOKMM> Discuss what students noticed was beautiful, touching, interesting, inspiring, etc. about the prayers in song. Continue practicing how to pray the Chaplet:

<http://thedivinemercy.org/message/devotions/praythechaplet.php>

E1, R: Students will practice leading the chaplet as a class and discuss the importance of being devout and reverent during prayers when leading others in the school in prayer. Write a 1-2 paragraph reflection on the experience of learning about the Divine Mercy Chaplet and leading others in prayer.

E2: Performance tasks. Students will have packets made for every class to share about the Divine Mercy Novena that will be used in a school-wide novena.

Stage 2 – Evidence Option D

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

Prayer/Meditation Scrapbook

G: Your goal is to create a Prayer/Meditation Scrapbook that contains items that will help you reflect, meditation, and show an understanding of the prayers on each page.

R: Yourself

A: Yourself

S: The situation you find yourself in is that you were searching for a tool that would help you meditate and reflect on your life using prayers, but finding none that were sufficient.

P: You will construct a scrapbook with prayers and pictures of what the prayer means to you to help you focus on God with meditation.

S: Your product will change throughout the year and must exhibit thought and reflection-growth in knowledge and understanding of prayers and worship.

<type here>

OTHER EVIDENCE:

Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.

Stage 3 – Learning Plan

Stage 3

Summary of Key Learning Events and Instruction

Prayer/Meditation Scrapbook

1. Show students a variety of Prayer Books—asking which they think they connect with the most and why? **Where/Why/Hook**
2. Have students bring in examples of Scrapbooks or photo albums—What draws them into looking at these over and over again? **Where/Why/Hook**
3. Explain the performance task to students, connecting the two examples, combining them into one. **Where/Why/Hook**
4. Make a KWL chart of Prayers students know, should know from the previous years and this year, and prayers that they would like to know for given situations. **Evaluate/Reflect/Tailor/Organize/Where**
5. With the KWL chart as a guide, discuss familiar and unfamiliar prayers with students uncovering thoughts that surround these prayers. **Equip/Rethink**
6. Performance Task—Give students blank book that they can begin adding prayers and pictures to that will help them reflect upon each prayer's meaning. **Evaluate/Rethink/Organize/Tailor**

Students will be expected to be working on these books throughout the school year. They can take these books with them to Adoration and have them accessible for when they need a certain prayer.

Stage 2 – Evidence Option E

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

<type here>

OTHER EVIDENCE:

Stage 3 – Learning Plan

Stage 3

Summary of Key Learning Events and Instruction

Stage 1 Desired Results			
<p>ESTABLISHED GOALS</p> <p>5.II.1 Our Lord Jesus Christ is High Priest and unique mediator between God and man. Priests and bishops act in the person of Christ (in persona Christi) to give us the sacraments. 1548</p> <p>5.II.2 The seven sacraments are efficacious signs instituted by Christ and entrusted to the Church, by which divine life is given to us. We need all seven of the sacraments. 1114-1116, 1123, 1127, 11129-1134</p> <p>5.II.2.a The seven Sacraments are words and actions instituted by Jesus.</p> <p>5.II.2.b Jesus gave them to the Church (the Family of God) beginning with Peter and the rest of the Twelve Apostles (Mt 16:19, 18:18, 28:16-20).</p> <p>5.II.2.c efficacious (do what they say, not simply represent) because Jesus works through, with and in these actions, things and words (matter and form).</p> <p>5.II.2.d in the sacraments we receive the grace of God's life (sanctifying); we receive the grace of God's help at all other times (actual)</p>	<p>Transfer</p>		
	<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>		
	<p>Meaning</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>The sacraments are necessary in leading us to God.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p>How as Catholics do we worship?</p> </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>The sacraments are necessary in leading us to God.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How as Catholics do we worship?</p>
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>The sacraments are necessary in leading us to God.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How as Catholics do we worship?</p>		
	<p>Acquisition</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <p>The sacraments make meaning of new life in Christ, healing, and service to others.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <p>Knowing the seven sacraments and how to categorize each.</p> </td> </tr> </table>	<p><i>Students will know...</i></p> <p>The sacraments make meaning of new life in Christ, healing, and service to others.</p>	<p><i>Students will be skilled at...</i></p> <p>Knowing the seven sacraments and how to categorize each.</p>
<p><i>Students will know...</i></p> <p>The sacraments make meaning of new life in Christ, healing, and service to others.</p>	<p><i>Students will be skilled at...</i></p> <p>Knowing the seven sacraments and how to categorize each.</p>		

5.II.2.e grace is necessary to be freed from sin (salvation) and to grow in holiness (sanctification)

5.II.3 The seven Sacraments touch all the stages and all the important moments of Christian life. There is a certain resemblance between the stages of natural life and the stages of the spiritual life. 1113, 1210

5.II.3.IN SACRAMENTS OF INITIATION - NEW LIFE IN CHRIST

Recognize Baptism, Confirmation and Eucharist as Sacraments through which we are initiated into the Church. These are the Sacraments of Initiation. Through these we are all enabled to be holy (to be saints) and to carry out the mission of evangelizing the world so that others may be holy. 1533

5.II.3.IN.a Baptism, we are freed from sin and reborn as a Child of God, a member of the church, the Family of God and sharers in her mission. (Know effects listed in CCC 1265-66) 1213-1284, 1655

5.II.3.IN.b Confirmation, strengthening, necessary for the completion of Baptism; true witness of Christ obliged to share the Faith by word and deed. (Know effects listed in CCC 1302-1305) 1285-1321

5.II.3.IN.c Eucharist, nourishment to feed, strengthen and unite us with Jesus Christ and People of God, and enables us to take part in the

Holy Sacrifice of Jesus (Know effects listed in CCC 1416) 1322-1419

5.II.3.HL SACRAMENTS OF HEALING - JESUS, PHYSICIAN OF OUR SOULS AND BODIES

Life as a child of God can be weakened and even lost by sin. The Church, through the power of the Holy Spirit, continues Jesus' work of healing and salvation through the Sacraments of Reconciliation and Anointing of the Sick. Here Jesus works as the physician of our souls and bodies just as He did in the Gospels.

5.II.3.HL.a Reconciliation restores peace in relationship with God, the Christian community, and one's self by forgiving sins and increasing spiritual strength. (Know effects listed in CCC 1496)

5.II.3.HL.b Anointing of the Sick, healing for those who are seriously ill, old, and/or close to death. Its full celebration includes Reconciliation, Anointing and Eucharist. The name "Viaticum" is given to the Eucharist for those who are about to leave this life, so that Jesus is with them as they pass from this world to the Father. (Know effects listed in CCC 1532) 1420-21, 1499-1532

5.II.3.SV SACRAMENTS OF SERVICE - DIRECTED TOWARDS THE SALVATION OF OTHERS

Holy Orders and Matrimony are directed to the salvation of others; if they contribute to personal

salvation it is only through service to others that they do so.

5.II.3.SV.a Holy Orders, continues the mission entrusted by Jesus Christ to His apostles until the end of time. Three degrees: bishop, priest and deacon 1533-1600 WAC Lesson 2

5.II.3.SV.a. 1 receive an indelible mark (like Baptism and Confirmation)

5.II.3.SV.a.2 bishops are successors of the apostles; they lead the Church; they are to teach the Faith and administer the sacraments; they ordain priests and deacons to help them; they receive the fullness of Holy Orders and are the living image of God the Father, typos tou Patros 1549, 1555- 1561

5.II.3.SV.a.3 priests are co-workers of bishops, especially to preach the gospel, celebrate the sacraments (not Holy Orders), shepherd the faithful; priests make a promise of obedience to the bishop at ordination; they act in the person of Jesus Christ the head, in persona Christi Capitis

1548, 1562-1568

5.II.3.SV.a.4 deacons are ordained for tasks of service; they are never able to administer the sacraments of Confirmation, Eucharist, Reconciliation, or Holy Orders 1596

5.II.3.SV.b Matrimony is a covenant between one man and one woman for a lifetime, to show their love for one another, to have children, and to be a witness of the union of Christ and His Church. This union should model Christ's love in that it is free, total, faithful, and fruitful. Just as we are made in the image and likeness of God, so the family is an image and likeness of the Family of God, the Church 1533-1535, 1601-1666

5.II.3.SV.c God calls some people to serve others by being single and/or living in community. These people do not need another sacrament or live out their vocation. People called to this life live as a sister, nun, brother, monk, hermit, consecrated virgin, or a single person 1618-20

5.II.4 Explain briefly the words, actions and symbols of each Sacrament

5.II.4.a Baptism 1229-1245

5.II.4.b Confirmation 1297-1301, 1312

5.II.4.c Eucharist 1348-1355

5.II.4.d Reconciliation 1449, 1480

5.II.4.e Anointing of the Sick 1517-1519

5.II.4.f Matrimony 1621-1624

5.II.4.g Holy Orders 1541-1543, 1572-1574

<p>5.II.5 Understand the psalms, Old Testament and New Testament readings used in celebration of the Sacraments.</p> <p>5.II.6 The liturgical year celebrates the life of Christ, and also honors Our Lord and the Blessed Virgin Mary with special feasts, as well as commemorating the martyrs and the saints. There are holy days of obligation, solemnities, feast days and memorials 1168-1172</p> <p>5.II.7 Distinguish All Saints' Day and All Souls' Day.</p>		
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Clear explanation ● Well spoken ● Accuracy ● Well supported 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● G: Design a banner to be used for All Saint's Day and All Soul's Day. ● R: Graphic Designer ● A:
<p><type here></p>	<p>OTHER EVIDENCE:</p> <p>Role play each of the 7 sacraments in order to demonstrate their understanding of the sacraments to show how they bring us to a greater relationship with God.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<http://www.loyolapress.com/all-saints-day-lesson-plan-grades-4-to-6.htm>

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Clear explanation • Well spoken • Accuracy • Well supported 	<p>PERFORMANCE TASK(S):</p> <p>G Students will realize that the Sacraments strengthen their relationship with God</p> <p>R You are a historical performer and author</p> <p>A Classmates and teacher</p> <p>S The challenge is for students to integrate Scripture into a performance portraying the Sacraments, followed by a written reflection on the impact of the Sacraments in their own spiritual journey</p> <p>P Skit and journal entry</p>
<type here>	<p>OTHER EVIDENCE:</p> <p><type here></p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Use *Scripture Comes Alive*, Loyola Press, Skit cards drawn from scripture

Use teacher card in each skit from *Scripture Comes Alive*, for faith messages, suggested props, and key vocabulary words

Use activity card in each skit from *Scripture Comes Alive*, for review, discussion, and at home activity

Credo: I Believe Faith and Life Series

Baptism and Reconciliation: chapter 6 focus, puzzle activity TE 68

Reenact the Baptismal Rite

Chapter 14, Jesus' Baptism : Renewal of Baptismal Promises

Chapter 16, Your Sins are Forgiven

Chapter 21, He is Risen

Anointing of the Sick: Chapter 16

Eucharist: Chapter 18, Chapter 19

Confirmation: Chapter 22, Jesus Sends the Apostles

Chapter 23, The Giver of Life

Holy Orders: Chapter 24, Chapter 26, chapter 27

Matrimony: tie into Cana in study of Rosary (no strong specific sites/connects in any particular chapter)

Sacraments: Called to Holiness chapter 28

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Clear explanation • Well spoken • Accuracy • Well supported 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Role play each of the 7 sacraments in order to demonstrate their understanding of the sacraments to show how they bring us to a greater relationship with God. <p>GRASPS</p> <p>Goal: Your goal is to educate the first, second, and third grade classes about the Sacraments of the Catholic Church by using a dramatic presentation.</p> <p>Role: You are a performer with other group members to dramatize the Seven Sacraments.</p> <p>Audience: You need to help first, second, or third grade students come to a deeper understanding of what the Seven Sacraments are and how they bring us to a greater relationship with God.</p> <p>Situation: The challenge involves creating dramatizations that children in grades one-three would understand and be able to relate to.</p> <p>Product/Performance and Purpose: You will create a dramatization in order to help first, second, or third grade students understand the Seven Sacraments and learn how it brings them closer to God.</p> <p>Standards: Your work will be evaluated by your teacher and the grade level teacher you present to for clarity of ideas, high level of team work and performance, and the understanding the first, second, or third grade students demonstrate regarding the Seven Sacraments.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Pre-assessment: Have students turn and talk in pairs to come up with a list of the seven Sacraments and a short definition for each. Share out in groups then as a whole class and discuss.

Progress Monitoring: Assess throughout the unit informally using observations, on-going questioning, peer, self, and teacher 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.). Students will peer review each other to give feedback on group work attitude and participation.

Learning events:

H: YouTube video “The Seven Sacraments” <https://www.youtube.com/watch?v=qmfSwi3ZKH4>

W: Introduce the Essential Questions and discuss the culminating unit performance task by using the GRASPS in a PowerPoint. Establish sacrament teams for the drama (divide up the sacraments among several teams).

E1: Explore vocabulary and Church teaching on grace using the YouCat (<http://www.turnbacktgod.com/wp-content/uploads/2014/05/YOUCAT-Full-Version.pdf>) Create a bubble thinking map about the Seven Sacraments. List as many things as possible that are known about each sacrament.

E1: Research the history of each sacrament (when it was instituted by Christ in Scripture, who was present at the institution, what happened, etc.). Reference the Catechism, Scripture, and <http://www.loyolapress.com/the-seven-sacraments.htm> Complete a research summary to share with the other sacrament teams in a round-table discussion. Categorize the sacraments into Sacraments of Healing and Sacraments of Service. Include a description of why some sacraments are categorized “healing” and others “service.” Discuss research findings whole group.

E1: Discuss, “Why does the Catholic Church have the Seven Sacraments? How is the Catholic Church different from other Christian churches that are not Catholic in terms of the Sacraments? Why did Christ give the Sacraments to the Catholic Church? What type of grace do we receive from the Sacraments? What does it mean to worship God?”

E1: Brainstorm ideas about what constitutes a quality drama performance, especially in the goal of teaching younger students about the sacraments.

E1: Work in teams to begin preliminary plans for a drama presentation of the assigned sacraments. Keep notes of all plans.

E1: Assign roles, practice, and apply teacher and peer feedback. Journal after every practice for what went well, what could be better, and one plan for positivity during the next practice.

E1, R: Students will conduct a rehearsal performance for their peers and receive feedback on performance, content presented about the Sacraments, and overall quality of the drama. Discuss feedback and apply appropriately to plans and prepare to present to other grades with applied feedback. Note take on the information presented about the each sacrament for the other teams.

E2: Performance tasks.

Stage 2 – Evidence Option D

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

Why to raise your child in the Faith?

G: Your task is to make a Spiritual Life Experience Book of your child.

R: You are new parents and you are making a Spiritual Life Experience Book to express to your child, as they grow up, why they are growing up in this Faith.

A: Your child, as they grow up and have questions about the Faith.

S: The challenge you find yourself in is growing up not understanding the Faith and finding answers many years later that you wished you had known earlier.

	<p>P: You will create a Spiritual Life Experience Book (like a scrap book), highlighting each of the seven Sacraments as experienced in the life of a child under the care of their parents.</p> <p>S: Your product must contain experiences of all Seven Sacraments, highlighting the words, actions, and symbols of each; feast days observed; and a reasoning as to the importance and need of each experience. Bonus material would include personal notes from “parents” about what it means to them that their child should experience God so closely at each age.</p>
<type here>	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Have students bring in and share Baby Books that their parents have assembled for them. Discuss why they would have done this for their child. Introduce the Performance task and tell them that when they have a child they will probably do the same, but they will be making one, in this class, for Spiritual Experiences, not just baby events. **Hook/Where/Why**
2. Give students a table that they can fill in on each of the Sacraments as we go through each chapter, identify the key pieces of information that will lay a foundation for each Sacrament (as much of the information in mentioned multiple times/many Sacraments together. **Organize**
3. Work through chapter 1, *I Believe* **Equip**
 --Perform a “pretend” Baptism on a doll (B-1 to B-2 for script). Pick parents, Godparents, and congregation. Review the form and matter of the Sacrament. Discuss each material, and its meaning, that is used in the “Baptism”. **Hold/Hook/Equip/Tailor**
 --Discuss the Creed and Saints (our models for Sainthood). Connect to the importance of Baptism and all the Sacraments. **Equip/Revise/Rethink**
4. Read Chapter 3, *Creator of Heaven and Earth* **Equip**
 --Discuss Discernment, Denying Self, and Providence—God has a plan for each of us, but we have free will to follow it. **Equip**
 --Make a poster of a potential career path for your future, keeping in mind God’s plan for you—Work through the Steps for Discernment (TE 33) **Equip/Rethink/Reflect/Tailor/Revise/Where/Hold/Evaluate**
5. Read Chapter 5, *Made in His Image* **Equip**
 --Read the Story of Creation and make a Life Ladder Diagram in groups, explaining the difference of each level of Creation. **Equip/Tailor/Organize/Reflect**
 --Discuss Grace—What Grace was like for Adam and Eve in the garden and how we must attain it now. We must work for it, though it is freely given to us. **Equip/Reflect**
 --Draw an annotated picture about what life was like for Adam and Eve in the Garden of Eden. **Evaluate/Reflect/Tailor**
 --Caring for our Souls Activity--Take care of a water balloon for 24 hours (usually a raw egg, but our floors are carpeted) paralleling caring for our souls **Reflect/Rethink/Hook/Hold/Evaluate**
 --Dignity of Man Project—What does it mean to be made in His likeness? We all have worth! Make cards for the Beginning Cares for Life Shelter and Nursing Homes in the area expressing our love for those society is seeing as a burden. **Reflect/Tailor/Evaluate/Why**

6. Read through Chapter 6, *The Fall from Grace* **Equip**
 - Temptation Activity—(candy/cookie/etc.) **Hook/Hold/Rethink/Tailored**
 - Discuss the Fall and the need for Grace. Baptism is how we attain grace, reviewing the matter, form, and effects (TE 71). **Equip/Reflect**
 - Set up a skit of people playing a game, have one kid pretend to get mad and knock the game over. That student should apologize and the others should forgive him, but is all as it was before? Discuss consequences for your actions and reparation that needs to be made. Include a discussion of Reconciliation and this great gift that we are given, if we choose to accept it. **Hook/Hold/Reflect/Rethink/Revise/Equip/Tailor/Why**
 - Make a T-Chart to compare Adam and Jesus. **Equip/Hold/Rethink/Reflect/Evaluate**
 - Discuss the Effect of Original Sin on Humans and the World! **Equip/Rethink/Reflect**
 - Why does God allow us to Suffer? Have students explore this question, bring up Reconciliation and Purgatory. Spend some time in Adoration of our Lord and Pray for those who are Suffering. **Hook/Hold/Equip/Rethink/Reflect/Tailor/Why/Revise**
7. Test over Creation to the Fall **Evaluate**
8. Work through Chapter 9, *The Forming of God's People* **Equip**
 - Make a T-Chart of how God Cared for His People in the Desert and how He takes care of us. **Evaluate/Equip/Organize/ Tailor**
 - Discuss why God gave the Ten Commandments. Do we need them anymore? Do they apply to our lives today? **Equip/Reflect/Revise**
 - Make a brochure that will help you Examine your Conscience on a daily basis, or before going into Confession. Write questions to reflect upon for each of the 10 Commandments. **Reflect/Rethink/Tailor/Organize/Evaluate**
9. Work through Chapters 14 & 15, *The Kingdom of Heaven & The Father and I are One* **Equip**
 - Review the Steps to a Good Confession **Reflect**
 - Compare St. John the Baptists baptisms with the Sacrament of Baptism. **Equip/Organize**
 - Review the matter and form of Baptism and read through the Baptismal Promises **Reflect/Rethink/Why**
 - Discuss “what does it mean to follow Jesus?” Review Discernment and the lives of the Apostles. What does Confirmation mean for us? **Equip/Rethink/Revise/Reflect/Evaluate**
 - Peter was made pope through his profession of Faith. In groups break down the Apostle's Creed and explain what is being professed every time it is Prayed. **Equip/Rethink/Reflect/Evaluate**
10. Work through Chapter 16, *Your Sins are Forgiven* **Equip**
 - Invite the Priest into the room to discuss Anointing of the Sick and Reconciliation—focus on Matter, Form, Minister, Effects (TE 191) **Equip/Hook**
 - Discuss the life of Saint Faustina and the Chaplet of Divine Mercy—take time to discuss and pray the prayer together. **Hold/Refelct/Why**
 - Review the difference between Mortal and Venial Sin. Why do we have a tendency toward sin? Door Activity! **Hook/Rethink/Revise/Reflect/Tailor**
 - What is conversion? Learn about Saints with Conversion Stories (TE 195) **Where/Equip/Rethink/Reflect**
 - Identify the part of the Our Father about dealing with sin. How do we imitate God's Forgiveness (TE 197) **Revise/Equip/Why**
11. Test over Healing Sacraments **Evaluate/Reflect**
12. Work through Chapter 18, *Rejected by the Proud* **Equip**
 - The Eucharistic Lord—Break down the Bread of Life Discourse and Discuss what people thought and if they accepted or rejected and why? **Equip/Reflect/Rethink**
 - Discuss expectations of what different people were looking for in the Messiah—Connect this with our own Expectations **Hook/Equip/Revise/Reflect/Revise/Tailor/Why**

- Review Sin and turning away from God **Equip/Revise/Reflect**
- 13. Can you identify Rejection and Acceptance? Workbook page 71—Have students create some of their own situations. **Evaluate**
- 14. Work through chapter 19 (Eucharist and Holy Orders), *The Acceptance of the Father's Will* **Equip**
 - How do you know what God's Will is for you? Introduce prayer for vocation. **Reflection**
 - Review Palm Sunday and Connect to the Celebration of the Mass—Sanctus **Rethink/Revise**
 - Pray the Luminous Mystery of the Rosary **Hold**
 - The Last Supper—Holy Thursday **Equip/Rethink**
 - Discuss the form, matter, and effects of the Eucharist. **Organize/Reflect/Equip**
 - Using a Chalice as a focus, read from the Last Supper through the Passion from the Bible. Discuss the importance of the Chalice and connect it to the Seder Meal. **Equip/Reflect/Revise/Organize**
 - Pray the Stations of the Cross and have students reflect on all that Jesus went through to save us, so we don't have to suffer eternally! **Reflect**
- 15. Work through Chapter 20 (Eucharist and Holy Orders), *The Perfect Sacrifice* **Equip**
 - In groups students will read passages from the Bible of Sacrifices and Draw pictures to illustrate the sacrifice they read. These sacrifices will be discussed and compared to the Perfect Sacrifice. **Equip/Reflect/Rethink/Revise/Organize/Evaluate**
 - One of the greatest mysteries of our Faith is that God is outside of time, discuss this as The Perfect Sacrifice and the Sacrifice of the Mass are one in the same and Jesus on the Cross is truly present at every Mass throughout the world. **Rethink/Reflect/Revise**
 - Discuss Persecutions, large and small from Saint Kateri Tekakwitha (TE 247) to Major Persecutions of Nero, Diocletian, etc. **Hook/Hold/Rethink/Revise**
- 16. Test over the Eucharist and Holy Orders **Evaluate**
- 17. Work through Chapter 22 (Baptism, Eucharist, Confirmation, Confession, Holy Orders), *Jesus Sends the Apostles* **Equip**
 - Read John 20:21-23 Institution of Penance and discussion of Holy Orders **Equip**
 - Dramatize John 21—Why did Jesus ask 3 times? **Hook/Hold/Reflect/Revise**
 - Review Holy Orders and the Hierarchy of the Church (see too TE 319 & 321) **Reflect**
 - Promise to send the Holy Spirit—When do we first receive Him? When does He formally come again into our lives? **Reflect/Revise/Equip**
 - Recognizing Jesus in Others—Write Journal entries on personal performance of the Spiritual and Corporal Works of Mercy. Make a list of 3 examples of each Work that can be done by children. **Equip/Reflect/Hold/Tailor/Organize/Where**
- 18. Work through Chapters 23-24 (Confirmation and Holy Orders), *The Giver of Life and the Mystical Body* **Equip**
 - Assign students different passages about the Holy Spirit and have them individually draw what they perceive about the Holy Spirit. **Equip/Reflect/Tailor**
 - Students are to write a pray to the Holy Spirit asking for a strengthening of specific gifts of the Holy Spirit, showing and understanding of the meaning the gifts that are being asked for. **Equip/Reflect/Tailor**
 - Make a T-Chart of the Apostles before and after Pentecost. **Equip/Reflect/Organize**
 - Make a Holy Spirit Mobile (TE 283)—Have students cut out Symbols of the Holy Spirit and write the meanings on one side and the name on the other before hanging them up. **Organize/ Tailor/Hold**
 - Discuss what it means to be a Temple of the Holy Spirit that is strengthened at Confirmation (TE 284) **Rethink/Reflect**
 - Draw an annotated picture of the Members of the Church (TE 290-291) **Equip/Tailor/Organize/Reflect**

--Make a life sized outline of one of the students and label the Mystical Body of Christ with explanations of each part. What is our role?

Hook/Equip/Reflect/Revise/Tailor/Organize

--Write a pray for the Communion of Saints—Chalk Talk (TE 297)—Spiritual/Corporal Works of Mercy **Evaluate/Reflect/Organize/Tailor/Equip**

19. Test over Holy Orders and Confirmation

20. Work through Chapter 28 (reviewing all Sacraments), *Called to Holiness* **Equip/Reflect/Revise/Where/Why**

--Chalk Talk: The Sacraments as the Channels of all Grace **Equip/Hook/Hold**

--Review the steps to a Worthy Confession and Worthy Reception of the Eucharist **Evaluate**

21. Fill out a Table of all Sacraments: Forms, Matter, Effects, Scriptural Passages, etc. **Evaluate**

22. Sacraments Unit Test **Evaluate**

23. **Performance Task: Why Raise your Child in the Faith?** Spiritual experience Books (Might take 2 weeks depending on how much time you have to work on them in class and out) **Evaluate/Where/Why/Hook/Hold/Reflect/Tailor/Organize**

For further resources on each Sacrament see Grade 7, Chapters 16-29.

Stage 2 – Evidence Option E

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

Stage 3 – Learning Plan

Stage 3

Summary of Key Learning Events and Instruction

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>5.V.1 God wants everyone to be a saint. Saints are the people in God's Family in heaven.</p> <p>5.V.2 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>5.V.3 We should also ask the saints to help us to be holy. They are our friends,</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</p> <p><i>Students will understand that...</i></p> <p>-</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>

<p>our brothers and sisters, in heaven. They want us to be with them in heaven. *Due to the large number of new saints, classes are encouraged to</p>		
<p>adopt two or three saints as their special friends for the year who they should know better than the other new saints. Each student should also adopt one of the new saints as their particular friend.</p> <p>5.V.4 Know that angels are not saints, they are God's helpers</p> <p>5.V.5 Know the following new saints:</p> <p>5.V.5.a</p> <p>St. Agnes, virgin and martyr. Patroness of girls. Gave life for Christ at age 12</p> <p>5.V.5.b St. Cecilia, virgin and martyr. Patroness of music and arts</p> <p>5.V.5.c</p> <p>St. Dominic Savio, patron of boys and falsely accused persons. Pupil of St.</p>	Acquisition	
	<p><i>Students will know...</i></p> <p>The lives of the saints as identified in the standards.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying virtues of given saints.</p>

John Bosco. He received the Eucharist and Reconciliation as often as

possible until he died at age fifteen.

5.V.5.d St. Henry II, emperor and his wife, St. Cenugunda

5.V.5.e

St. John Bosco, priest and confessor. Patron of school children and

catechists. Provided a home, education, and the sacraments to the boys.

5.V.5.f St. Lawrence, martyr and deacon

5.V.5.g St. Louis IX, King of France. Crowned at age 12 and served the poor

5.V.5.h St. Maurice, martyr. Soldier and layman

5.V.5.i St. Sebastian, martyr. Patron of athletes

5.V.5.j St. Kateri Tekakwitha

5.V.5.k Our Lady of Perpetual Help

5.V.6

We only worship God (Father, Son and Holy Spirit).

We honor Mary and

the saints.

5.V.7 Review saints and angels from previous grades.		
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
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<ul style="list-style-type: none"> ● Well spoken ● Historical accuracy ● Good detail 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of a given saint through a written report, and give a brief oral summary to the class. <p><type here></p>
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<type here>	<p>OTHER EVIDENCE:</p> <p><type here></p>
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Stage 3 – Learning Plan

<p><i>Summary of Key Learning Events and Instruction</i></p> <p><type here></p>

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Well spoken • Historical accuracy • Good detail 	<p>PERFORMANCE TASK(S):</p> <p>G To learn the Saints for grade level 5, and more R You are “becoming “a saint in a living wax museum exhibit A The third and fourth grade classes, and parents S You will memorize a script based on your saints life P You will have a costume, a written script in expository form, and a placard for your display S You will successfully convey to your audience a description of who you are, what you are famous for, and any significant miles stones in your life.</p>
	<p>OTHER EVIDENCE:</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Read stories about saints from the standards
 Research information about your saint from books, internet, *The Saints Kit* Loyola University Press
 Student will be well versed in their saint’s life. They will portray their saint in a living museum. They will have a script memorized, reflecting their knowledge on the saints life. They will follow up writing personal reflections and evaluating themselves (what did they learn, do well, how could they improve)
 Teacher has prepared a rubric and packet of instructions ahead of time

Included in the learning plan will be material from Chapter 24 on the Communion of Saints

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Well spoken • Historical accuracy • Good detail 	<p>PERFORMANCE TASK(S):</p> <p>Demonstrate knowledge of a given saint through a written report, and give a brief oral summary to the class.</p>

	<p>GRASPS Goal: Your goal is to develop a research paper about a saint and present a summary to the class on this saint.</p> <p>Role: You are a saint researcher for the Catholic Church.</p> <p>Audience: Your audience is the fifth grade class in our school.</p> <p>Situation: You will be presenting your research in a saint forum in class.</p> <p>Product/Performance and Purpose: You will present your research paper to the class in order to help others learn about your given saint.</p> <p>Standards: The quality of research, the essay, and presentation will be evaluated by the teacher.</p>
	<p>OTHER EVIDENCE:</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Pre-assessment: Using three words only, describe what a saint is to you on a piece of paper. Discuss ideas students have.

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

Learning events:

H: Watch “About Divine Mercy” from St. Luke Productions as an introduction to the devotion. <https://www.youtube.com/watch?v=oj2pq7dhLzI>

W: Introduce the Essential Questions and discuss the culminating unit performance task by using the GRASPS in a PowerPoint. Establish key vocabulary about saints.

E1: Learn about the Litany of Saints by watching this video and joining in on the responses. <https://www.youtube.com/watch?v=iREM-5qcCjo>
<https://www.ewtn.com/Devotionals/Litanies/saints.htm>

E1: Ask students who they saints are, how they become saints, and what we have to do to become saints as well. Discuss how this is something that IS attainable for every person, not just those who SEEM especially holy and good.

E1: Using the research options here and in the classroom or school library texts, choose a saint to research and write an 2-3 page essay about this saint with historical accuracy and details. <https://www.youtube.com/watch?v=-wzAedYHtwg&list=PLDDDABC497B5B4E93>
<https://www.ewtn.com/saintsHoly/>
<http://catholicsaints.info/>

E1: Use to <http://www.kidzsearch.com/> Find icons, paintings, drawings, etc. that portray chosen saint and draw a replica to attach to the essay.

E1, R: Conference essays and presentation plans with the teacher to receive feedback on content, grammar, punctuation, spelling, and presentation. Apply feedback to draft and re-write for final submission.

E2: Students choose one classmate's presentation to take notes on using a 3-2-1 summary to submit as a reflection/exit ticket. Performance tasks.

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>Living Wax Museum</p> <p>G: Your goal is to work together to create a living Wax Museum of Saints.</p> <p>R: You are a Saint</p> <p>A: All Students in the School and Parents</p> <p>S: The challenge involves dealing with informing others on the Lives of the Saints.</p> <p>P: You will be a wax figurine of a saint that you researched. You will come alive at the push of a button.</p> <p>S: Your performance needs to be informative and accurate to the life of the Saint, with an added connection to how the saint thinks modern society should change.</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Watch *The Day the Sun Danced*, or another movie on saintly life. **Hook**
2. Introduce the Performance Task: Living Wax Museum. Students will research and become a saint to inform others of these saints' lives. **Where/Why**
3. Pick a saint as an example and show students how to take notes from a print source (including writing the citation correctly). **Equip**
4. Have students pick a saint (from the list of standards) and begin taking notes on their saints. **Hold/Equip/Evaluate/Tailor/Organize**
5. Take time to discuss students saints as they are research them and discuss how the saints' actions can apply to their lives as students or how society could learn from the saint. **Hold/Evaluate/Tailor/Organize/Reflect/Revise**
6. Show students how to take the notes and their connections to today, and organize them into an essay of the life of the saint. **Equip/Organize/Reflect**

7. Students will take their notes and write their own essay of the saint they chose, which they will memorize for their presentation.
Evaluate/Organize/Reflect
8. Performance task: Students will dress up as their saint and give their presentation when someone pushes their button.
Evaluate/Organize/Tailor/Reflect

Stage 2 – Evidence Option E

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

Stage 3 – Learning Plan

Stage 3
Summary of Key Learning Events and Instruction

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>5.VI.1 Related to Baptism</p> <p>5.VI.1.a Old Testament Water Stories - Gen 1:1; Gen 6:5; Ex 14:1-7; Josh 3:14-17</p> <p>5.VI.1.b Baptism of Jesus - Mt 3:13-17 5.VI.1.c Commission of the Apostles - Mt 18:18-19; Mat 28:16-20</p> <p>5.VI.1.d Court Official - Acts 8:26-38 5.VI.1.e Nicodemus - Jn 3:1-5</p> <p>5.VI.1.f Promise of Living Water - Jn 4:8-15 5.VI.2 Related to Confirmation</p> <p>5.VI.2.a Holy Spirit teaches - Lk 12:11-12 5.VI.2.b Holy Spirit strengthens - Eph 3:14-19 5.VI.2.c Pentecost - Acts 2</p> <p>5.VI.2.d Samaritans receive Holy Spirit - Acts 8:14-17 5.VI.3 Related to Eucharist</p> <p>5.VI.3.a Lord's Supper - 1 Cor 1:23-32 5.VI.3.b Last Supper - Mt 26:26-30; Mk 14:22-26; Lk 22:14-20; 1</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>•<i>Locate and use scripture.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>-</p> <p>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>

<p>Cor 10:16-17 5.VI.3.c Bread of Life discourse - Jn 6, especially 6:53-59</p> <p>5.VI.4 Related to Reconciliation</p> <p>5.VI.4.a Woman at the Well - Jn 4:5-26 5.VI.4.b Paralytic - Lk 5:17-26</p>		
<p>5.VI.4.c Reform - Mt 4:17</p>	Acquisition	
<p>5.VI.4.d Repent - Rev 2:25 5.VI.4.e Parable of mercy - Lk 15</p> <p>5.VI.4.f Power to forgive sins - Mt 16:19; Mt 18:18; Jn 20:22-23</p> <p>5.VI.5 Related to Anointing of the Sick 5.VI.5.a If anyone is ill - Jas 5:14-15</p> <p>5.VI.5.b Anointing with oil - Mk 6:12-13 5.VI.5.c Peter's mother-in-law - LK 4:38-39 5.VI.6 Related to Holy Orders</p> <p>5.VI.6.a Melchizedek - Gen 14:18-20; Heb 7:1-10</p> <p>5.VI.6.b Call of the Apostles - Mt 4:18-22 5.VI.6.c Mission - Mt 28:16-20 5.VI.6.d Last Supper - Lk 22:19</p> <p>5.VI.6.e Deacons - Acts 6:1-6</p> <p>5.VI.7 Related to Matrimony</p> <p>5.VI.7.a Marriage from the beginning - Gen 1:27-31; 2:18-25 1603-1605</p>	<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 verses identified in the standards.</p>

<p>5.VI.7.b God has joined together - Mt 19:6 5.VI.7.c Love of each other - Eph 5:25-3 and Marriage Bond - Lk 16:18</p> <p>5.VI.7.d Cana - Jn 2:1-12 5.VI.8 Passages on Prayer - Mt 6:7-15; 18:19-20 WAC Lesson 1 5.VI.9 Passages on Vocations - Mt 5:1-11; Mk 10:17-22, Mt</p>		
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Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> Well crafted 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Develop clues for others to find specific books of the Bible. <p><type here></p>	
<p><type here></p>	<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
<ul style="list-style-type: none"> Well crafted 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Develop clues for others to find specific books of the Bible. <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

<type here>

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Well crafted 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Develop clues for others to find specific books of the Bible. <p>GRASPS Goal: Your goal is to create an activity or guide to help others find specific books of the Bible and learn how Scripture helps us to grow closer to God.</p> <p>Role: You are using Scripture with <i>Lexio Divina</i> to learn how the Bible can come alive and apply your knowledge of Scripture to help others know more about it as well.</p> <p>Audience: Your work will be used by other students or adults who do not have much knowledge of how Scripture works in order to be able to find specific books of the Bible.</p>

	<p>Situation: The context you find yourself in is daily life, learning to grow closer to God through knowing how to find and use specific parts of Scripture.</p> <p>Product/Performance and Purpose: Google Site, board game, video, Story Bird, pamphlet, flip cards, poster, etc. (Open to ideas from students)</p> <p>Standards: A successful result will help others to successfully find specific books of the Bible and use them to grow closer to Christ.</p>
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Pre-assessment: Sticky note collage: Create a collage on the board with answers to the following questions: “Is Scripture important? Why is Scripture important?”

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

Learning events:

H: Watch a video created by a Life Teen group with a fun “how-to” guide for using Scripture to open up for discussion on why Scripture is important and how we can use Scripture in our own lives to come closer to God. <https://www.youtube.com/watch?v=XBxC2Hh6lro>

W: Introduce the Essential Questions and discuss the culminating unit performance task by using the GRASPS in a PowerPoint. Establish key vocabulary: Scripture, Lexio Divina, Old Testament, New Testament.

E1: Introduce Students to Lexio Divina over the course of several days to delve into Scripture and encounter Christ more deeply and profoundly. Use the Lexio Divina guide created by Jared Dees of Ave Maria Press. <http://www.stalphonsuschgo.org/pdf/RE/Dees1.pdf> Discuss the four sections of prayer in Lexio Divina and how they help us to “chew and digest” Scripture better and ignite our imaginations.

E1: Introduce the Scripture to be used with the Lexio Divina meditations: Matthew 14:22-33 (Jesus Walks on Water) Use the Lexio Divina guides with the Scripture as appropriate for time and your class. Conclude the days of Lexio Divina with a discussion on what the students experiences praying in this way and how they believe Scripture is important for every person.

E1: Identify the two major parts of Scripture: Old and New Testament books. Discuss what makes a book an Old Testament book and New Testament book. Identify the table of contents and abbreviations to locate books of Scripture. Practice with a few books and then have a book search challenge. Give a set time to identify a book of the Bible posted on the board and compete for finding it accurately the first time.

E1: Use Thinking Maps to create groupings of ways to classify Scripture and identify key components like the people in the book, the place, event happening, time in Salvation History, etc. Ask students for other ways they think books of Scripture can be grouped. Thinking Maps to choose from:

<https://docs.google.com/document/d/1DD9jmBA5Y2ah9cRMUNzH5BUa0pBb8q97K6GCWciOkVc/edit?usp=sharing>

<https://docs.google.com/document/d/1DD9jmBA5Y2ah9cRMUNzH5BUa0pBb8q97K6GCWciOkVc/edit?usp=sharing>

E1: Revisit performance task, GRASPS and products that are available to create. Use student questions and suggestions for other possible product options. Students may choose to work with a partner (assigned) or individually.

E1: Discuss possible ideas and ways to format Scripture guides in an organized and creative manner. Model an example for the different product types. Use table group discussion time for students to brainstorm their ideas and write a plan on paper. Create working drafts to conference over time.

E1: On Scripture guides, choose one story from Scripture that could be used for Lexio Divina and include a short Lexio Divina guide of their own that lists the steps with one to two sentences of directions and gives an example of the guide to find Scripture being used for the Lexio Divina verse or story.

E1, R: Share works with teacher and peer review with other students for feedback on the following: 1) Is my work clear and understandable? 2) Could it help someone know how to find specific books in Scripture? 3) Is the quality of my work (the way it looks, how it reads) a successful representation of thought and effort or is there something I could develop and do a better job on?

E2: Performance tasks. Present works in class and have students use each other's guides to locate specific books of the Bible.

Stage 2 – Evidence Option D

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

Biblical Story Dramatization

G: Your goal is to dramatize a Biblical story including an explanation of the relationship to a Sacrament.

R: You are a Biblical Character

A: Class/Peers

S: You are learning the Sacraments and need to know who the Bible fits in.

P: You will create a skit of a Biblical Story that relates to a Sacrament.

S: Your performance will be judged by authenticity of Biblical Story and connection made to the Sacraments.

Backward Jeopardy

G:

R:

A:

S:

P:

S:

<type here>	OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.
Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<ol style="list-style-type: none"> 1. Watch a Bible story of the students choosing. Hook/Hold/Tailor 2. Introduce the Performance Task: They will be taking Bible Verses and creating a Skit of their own to show its connection with the Sacraments. Where/Why/Tailor 3. Read a Bible passage that all the students are familiar with, like the Nativity, and pick a couple students to act it out while you are reading it (pick them out ahead of time and explain to them what you want them to do). Where/Tailor/Hook/Equip 4. Let students/groups of students pick a Bible Passage (from the standards) to write a skit of (if students want to “hire” actors from other classes this would be a good way to get them to teach and work with others). Tailor/Equip 5. Students will read and discuss the Bible Passages in groups before writing a reflection of its meaning. Equip/Evaluate/Reflect/Rethink/Revise 6. If students seem to understand the passage, and its importance they can begin writing their scripts, complete with reflection and explanation of important to the Sacrament of which it is connected, if not, they will need some further reflective questions and discussions with peers or teacher. Equip/Tailor/Evaluate/Organize/Revise/Reflect 7. Performance Task: Students scripts (after being approved by the teacher) will need to be acted out either live or on camera for their peers to experience and to learn about the connection of the Biblical Passages. Evaluate/Organize/Tailor/Reflect 	
Stage 2 – Evidence Option E	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
<type here>	OTHER EVIDENCE:
Stage 3 – Learning Plan	
<i>Stage 3</i> <i>Summary of Key Learning Events and Instruction</i>	