

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>K.I.1 God is a loving Father who made us and cares for us</p> <p>K.I.2 Creation is a gift of God. God made everything, all that is seen and unseen. God calls us to be Gifts to one another.</p> <p>K.I.3 God, the Father, sent Jesus, His Son, as our friend. Jesus lived, died, and rose for us. He gives us new life. (Redemption) (CGS)</p> <p>K.I.4 We can know God through our relationships with others and through stories about Him</p> <p>K.I.5 Mary is a woman who became Jesus' mother and our mother. Joseph is a man who became the husband of Mary and the foster father of Jesus. Jesus, Mary, and Joseph are called the Holy Family. (CGS)</p> <p>K.I.8 Jesus teaches us how to love God and others by making ourselves a gift to one another.</p> <p>K.I.6 Prayer is listening and talking to God. We are called to pray every day. (CGS)</p> <p>K.I.7 The Bible is a special book that tells us about God's love. (CGS)</p> <p>K.I.9 During the Mass, Jesus is with us in a special way.</p> <p>K.I.10 In the Mass, we remember that Jesus gave His life for our happiness; we take part in His sacrifice whenever we attend Mass.</p> <p>K.I.11 The Mass is a special meal that Jesus celebrates with His family.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p style="text-align: center;"><i>Describe God as the creator and the Holy Family.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - God is a loving Father who made us and cares for us. - Creation is a gift of God. - Mary is a woman who became Jesus' mother and our mother. Joseph is a man who became the husband of Mary and the foster father of Jesus. - Jesus teaches us how to love God and others by making ourselves a gift to one another 	<p>ESSENTIAL QUESTIONS</p> <p>Overarching...</p> <p>Who is God, the Father, the Son, and Holy Spirit?</p> <p>Who is the Church?</p> <p>How is Faith expressed?</p> <p>Topical...</p> <p>Who is God?</p> <p>Who is Jesus?</p> <p>What is the role of sin in the church?</p>
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Jesus, Mary, and Joseph are called the Holy Family. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Identifying the Holy family as Mary, Joseph and Jesus.

Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> - Illustrate - Identify 	<p>PERFORMANCE TASK(S): Your job is to create a picture of the Holy Family. You are an artist hired by a church to create a picture of the Holy Family to put in the front of church. The Holy Family must be clearly identifiable as Mary, Joseph and Jesus. 1,2,4,7,8</p> <p>**Rubrics to be created by classroom teacher.</p> <p>***Your job is to create a seven page flip book complete with a cover for the preschool classroom or library documenting the seven days of creation. Each day is to be easily identifiable through illustrations.</p> <p>***Your job is to write a letter to God telling him your prayers and giving your thoughts about mass. 6,9,10,11</p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Creed 1, 2,4, 7, 8

Pre assessment- In a discussion ask children what they know about creation

H- Read the bible story of creation with motions (pg 19 in Image of God)

W- Who is God? (creator) and tell the children they will get to make a special book to teach others about God's gift of creation

E1- Use lesson 2 in Image of God a resource to teach about the creation story, puppets, role play, different bible for a comparison (adult bible)

R- After lessons are taught have a discussion with the children and ask them what they have learned about creation

E2- Have students turn and talk, thumbs up/thumbs down when asked questions about creation

E1 E2- performance task

Creed 6,9,10,11

Pre assessment- In a discussion ask children why they go to mass.

H- Walk over to the church and take a tour/adoration

W- Who is the Church? How is faith expressed? Tell the children they will be writing/tweeting/texting/talking/drawing a picture expressing their personal thoughts and prayers to God

E1- Taking them to mass, daily prayer, adoration, Chapter 10 in Image of God, types of prayers, Chapter 12 in Image of God, Chapter 6 in Image of God

R- After lessons are taught have a discussion with the children and have them reflection their prayers and make sure they know that it is God's time
 E2-Have students pray with a friend, thumbs up/ thumbs down, group prayer
 E1 E2- performance task

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
<ul style="list-style-type: none"> - Illustrate - Identify 	<p>HOLY FAMILY</p> <p>Your job is to create a picture of the Holy Family. You are an artist hired by a church to create a picture of the Holy Family to put out in the front of church. The Holy Family must be clearly identifiable as Mary, Joseph and Jesus.</p> <p>**Rubrics to be created by classroom teacher.</p>
<ul style="list-style-type: none"> - Identify - Retell - Describe - Demonstrate 	<p>PRAYER LEADER</p> <p>Student will be the prayer leader for the day.</p> <p>In the morning, student will welcome the class, and start the day by offering "peace be with you". Then the student will use scripture about creation or retell part of the creation story to begin the school day. (Just as God began the world.)</p> <p>Before lunch/recess, the prayer leader will choose a partner and preform a short skit that demonstrates a way to show love/kindness to each other. This should be an act the students can focus on using during lunch or recess with their friends.</p> <p>At the beginning of the theology lesson, the prayer leader will choose a prayer from the mass to share with the class in order to center their hearts to focus on Jesus.</p> <p>In order to close the day before dismissal, student prayer leader will offer a prayer of his/her choice with a moment of quiet reflection time. To dismiss the class at the end of the day, "Go in peace" with their classmates responding "Thanks be to God."</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

HOLY FAMILY

Pre-assessment:

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

Learning Events:

Hook: Child will draw a picture of their family – mother, father & siblings.

Explain that Jesus had a family, too. Show a picture of the Holy Family.

Where, Why, What: Share essential question with students. Explain performance task: Draw a masterpiece of the Holy Family.

Equip: *Image of God Series Lesson 24*

Equip: *Image of God Series Lesson 25*

Equip: *CGS: Annunciation, Visitation, Nativity, Wise Men*

Equip: Read Christmas story books.

Equip: Brother Francis: O Holy Night The King is Born video clip

Rethink: Discussing and describing realistic people and clothing from Jesus' time.

Evaluate: Performance task: Create a picture of the Holy Family to put in front of the church.

STUDENT PRAYER LEADER

PRAYER

Evaluate prior knowledge of prayer – What does prayer look like? What does prayer sound like?

Progress Monitoring: Assess daily using observations and review student presentation and prayer gestures (for example: the sign of the cross, prayer hands).

Learning Events:

Hook: Attending and observing school mass, and setting up the prayer table.

Where, Why, What: Share essential question with students. Explain performance task: Student is expected to lead prayer in a meaningful and respectful way.

Equip: *Image of God Lesson 10: Prayer*

Equip: Mass practice – pew etiquette

Equip: Prayer table

Rethink: Redirect actions that are not respectful to prayer. Be still and focused on God.

CREATION

Evaluate prior knowledge: Class brainstorm- What has God created?

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

Learning Events:

Hook: *Image of God Series Lesson 2* Lesson explanation TE11

- Growth of an apple & look at landforms

Where, Why, What: Share essential question with students. Explain performance task: Student is expected to lead prayer in a meaningful and respectful way using aspects of the creation story.

Equip: Read the Creation Story from the Children's Picture Bible.

Equip: *Image of God Series Lesson 2* TE11 Scripture story & review questions with SB4

Equip: Read scripture story for Genesis. Students will journal about their favorite day of Creation.

Equip: St. Francis of Assisi

Rethink: Redirect thinking of God's gift of skills. Example: God did not make cars. God gave people the gift of knowledge to design cars.

LOVE OTHERS

Evaluate prior knowledge of prayer – How are ways we show love?

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

Learning Events:

Hook: Saint Story: St. Catherine of Siena *Image of God* TE40

Where, Why, What: Share essential questions with students. Explain performance task: Student is expected to lead prayer in a meaningful and respectful way. Student pair will perform a skit for the class.

Equip: *Image of God Lesson 5: Love Others as God Loves You*

Equip: Sharing God's Plan (Matthew 25) *Children of God Storybook Bible*

Equip: Serve Jesus by Serving Others (Matthew 25) *Bible Stories that end with a Hug*

Rethink: Redirect the thinking of our actions effect on others. That which you do to another person is also done unto Jesus.

Evaluate: Student will be prayer leader for the day using elements of the creation story, mass parts and being a gift to one another.

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none">- Illustrate- Identify	PERFORMANCE TASK(S):K.1 ,K.2 The children will paint with watercolors their image of God's creations in our world. K.1.3,K.1.8 Through the interaction with materials from the CGS, the children will display the meaning of who Jesus is to them and how he lived and died for us K.1.6,K1.7 Each child will show their student Bible and retell a favorite story K.1.5,K1.9,K.10,K.1.11 During the CGS, the children will work with materials to set the altar table and through observation I witness their understanding of the Mass by their actions

	<p>Your job is to create a picture of the Holy Family. You are an artist hired by a church to create a picture of the Holy Family to put in the front of church. The Holy Family just be clearly identifiable as Mary, Joseph and Jesus.</p> <p>**Rubrics to be created by classroom teacher.</p>
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	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<type here>Teacher will observe and document correct use of vocabulary and language while reporting or working with materials

Teacher will take photos of children working with CGS materials

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> - - Illustrate Identify 	<p>PERFORMANCE TASK(S):</p> <p>K.I.5 (K.V.2 & K.V.6a,b)</p> <p>G - Your job is to create a picture of the Holy Family.</p> <p>R - You are an artist hired by a Church to create a picture of the Holy Family for the front of the church.</p> <p>A - The church family.</p> <p>S - The church is in need of a good picture of the Holy Family.</p> <p>P - A picture of Mary, Joseph, and Jesus as an infant.</p> <p>S - The Holy Family must be clearly identified as Mary, Joseph, and Jesus.</p> <p>K.I.1 & K.I.2</p> <p>G - Your job is to explain the 7 days of Creation to your parents using a book that you will create.</p> <p>R - You are a book maker hired to create a book to illustrate what God created each day during the Creation week.</p> <p>A - Your family and friends.</p> <p>S - Your family and friends don't know the Story of Creation and you want to tell them using a book about</p>

	<p>what happened each day.</p> <p>P - You will create a book about what happened on each day of the Creation week that will help you easily explain what God created each day.</p> <p>S - The pages are neatly done and put in the correct order. You have explained the Creation Story to a friend or family member. You have returned the explanation sheet signed by your family member.</p>
-	<p>K.I.7</p> <p>G - Your job is to teach that the Bible is God's special book containing His words and that there are stories that belong in the 2 different parts of the Bible, the OT and the NT.</p> <p>R - You are a teacher whose job is to teach a classmate how to sort pictures of Bible stories based whether they belong in the OT or the NT using a T-Chart.</p> <p>A - The teacher and your classmates.</p> <p>S - Your class is looking up Bible stories and doesn't know where to look in the Bible stories and that Bible is God's word.</p> <p>P - You and a classmate will sort pictures of Bible stories on a T-chart according to which part of the Bible they belong in.</p> <p>S - The stories are sorted correctly and you can explain that the Bible has 2 parts.</p> <p>**Rubrics to be created by classroom teacher</p>
	<p>OTHER EVIDENCE</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>
<h3>Stage 3 – Learning Plan</h3>	
<p style="text-align: center;"><i>Summary of Key Learning Events and Instruction</i></p> <p>Learning Events:</p> <ol style="list-style-type: none"> 1. Question the students to get an idea of what understandings the group has as a whole (Evaluate) 2. Read the Creation Story to the students and discuss its significance. (Hook) 3. Show students a completed project of the book they will be creating and how it will be completed. (Where) 	

4. Give the students the printed pages with the number of the days on them containing the pictures of what happened on that day. Remind them about what God created on that day. Give students crayons or markers to color in the pages. **(Equip)**
5. Check for the quality of work periodically and give new pages if necessary, asking the student to evaluate their work. **(Revise/Self-Evaluate)**
6. Discuss with each student what God created on each day checking for understanding. **(Evaluate/Reflect)**
7. Give assistance where necessary and 1:1 help. **(Tailor/Organize)**
8. Assess throughout the unit to check students' understandings through the ongoing curriculum work. Use the formative assessments provided by the unit as well as any projects students may have completed throughout the curriculum to assess understandings **(evaluate)**
9. Give students a checklist form for parents to sign after the student has presented the book to them **(evaluate)**

Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Illustrate • Identify 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Your job is to create a picture of the Holy Family. You are an artist hired by a church to create a picture of the Holy Family to put in the front of church. The Holy Family just be clearly identifiable as Mary, Joseph and Jesus. • Your goal is to create a picture books of Gods creation seen and unseen. You are an illustrator drawing for your classmates. The challenge involves dealing with recognizing 1 example of an unseen Creation of God (Jesus, Heaven). Your product must contain 5 examples (pages) of God's seen creation and 1 example (page) of God's unseen creation • Your job is to create a paper plate spinning diagram of Jesus' life. You are a biographer and you are asked to create a timeline of Jesus' life to share with your family based on stories from the special book the Bible. A challenge involves accurately dictating the pictures of Jesus' life. You will create a finished paper plate spinning diagram of Jesus' life. Your product must include the following events of Jesus' life- birth, baptism, last supper, crucifixion, laying in the tomb, rising from the dead. You should be able to accurately tell the story of Jesus' life. • Your task is to perform acts of kindness within the classroom towards your classmates. You are a designer and asked to create ornaments out of paper to decorate the classroom tree.

	<p>You will create an ornament for each act of kindness during Advent. A successful result would include at least 3 ornaments decorated by each student.</p> <ul style="list-style-type: none"> • Your task is to create a prayer journal. You are an author and illustrator. You need to convince others that prayer is simple talking to God. The challenge is going to be writing a different prayer each day. Your product and result will include a completed prayer journal. • Your task is to investigate behind the scenes of the Altar for Mass. You are a detective and your job is to investigate what is prepared to celebrate Mass. Your audience is a visitor coming to the Church/Chapel for the first time. The challenge is to remember what everything is and where it goes. You will create part of a class book that describes preparations taken for Mass. A successful result will be a completed class book that is able to be shared with visitors. <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Observations, student journaling, student created bulletin boards</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- (W) Students will be able to independently use their learning to...Describe God as the creator and the Holy Family.
- (H) Create a picture book to show that God is the creator of the Holy Family
- (E) K-W-L chart to use as a pre-assessment
- (E) Prayer Journals, paper plates (for activity)
- (Ev.) Class books, Circle paper plate diagram, Christmas tree ornaments, individual student created books, picture of Holy family
- (T) Dictations of work or personal writing
- (R) Teacher lessons revisited after presentation
- (O) K-W-L chart as a post-assessment to bring it all together

UbD Template 2.0- K Sacraments Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>K.II.1 We become members of God's Family through Baptism -- His Children, His Daughter, or His Son.</p> <p>K.II.2 God wants His Family, the Church, to gather each Sunday.</p> <p>K.II.3 During the Mass, Jesus is with us in a special way.</p> <p>K.II.4 In the Mass, we remember that Jesus gave His life for our happiness; we take part in His sacrifice whenever we attend Mass.</p> <p>K.II.5 The Mass is a special meal that Jesus celebrates with His Family.</p> <p>K.II.6 Be introduced to liturgical gestures (genuflection, kneeling, sign of the cross, handshake of peace, folding hands for prayer.)</p> <p>K.II.7 Be introduced to the liturgical calendar through the liturgical colors and celebrating in the classroom.</p> <p>K.II.8 Christmas is when we celebrate Jesus' birthday and Easter is when we celebrate Jesus' resurrection.</p> <p>K.II.9 Priests are men who serve God in a special way.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p style="margin-left: 40px;"><i>Share their understanding of the Mass.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - During the Mass, Jesus is with us in a special way. - Mass is a special meal that Jesus celebrates with His Family. - Christmas is when we celebrate Jesus' birthday and Easter is when we celebrate Jesus' resurrection. - Priests are men who serve God in a special way. 	<p>ESSENTIAL QUESTIONS</p> <p>Overarching...</p> <p style="margin-left: 40px;">How as Catholics do we worship?</p>
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Liturgical gestures (genuflection, kneeling, sign of the cross, handshake of peace, folding hands for prayer.) - Liturgical calendar through the liturgical colors and celebrating in the classroom. - Christmas is when we celebrate Jesus' birthday and Easter is when we celebrate Jesus' resurrection. - Priests are men who serve God in a special way. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Using basic liturgical gestures.

Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S):</p> <p>3,4,5,6-Your job is to create puppets and/or role play the proper way to participate in Mass. You are a puppeteer and have been hired to show your classmates the proper way to participate in Mass. Your classmates can ask questions after the performance based on the performance. Teacher will also observe students participate appropriately during Mass</p> <p>2,7,9-Your job as an artist is to create a liturgical calendar with the correct colors for each liturgical season. You will bring this home to share/teach to your families.</p> <p>1 You are in the role of a church leader. The students will pretend to baptize a baby using a doll and create a baptismal certificate for the doll.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key learning events and instruction

Creed 3,4,5,6

Pre-assessment- Ask children what is appropriate to do and not do at church? They can give examples and non examples

H- Action rhyme page 56 in Image of God

W- What are some of the things we do when we are worshiping at Mass. Tell the children they will be putting on a puppet show to demonstrate the roles of the congregation during Mass.

E- Students will go to church and practice liturgical gestures.

E2-participate in Catechesis of the Good Shepherd.

E3- read the Mass booklet in lesson 12 SE pages 33-36.

E4- Read and discuss story The First Mass- Image of God TE 103

R- Have a discussion with children and have them reflect and discuss parts of the mass

E- performance task

Creed2,7,9

Pre-assessment-Ask the children why do we go to church each Sunday and why do the vestments change?

H- Show the students pictures of different colored vestments and ask the children if they know when these are worn.

W- Why do we attend Mass each Sunday and on Holy Days and why does the color of the decorations and priest's vestments change?

E-Read the story from Image of God TE page 51-52 Jesus begins the church

E2- Have a priest visit (school or church) and have him discuss the vestments and why he wears them

R- review the discussion with the priest and remind students what each color stands for

E- performance task

1

Pre-assessment- Have students bring in pictures of their baptism and ask what know about it

H-Show the students share their pictures of baptism to the class

W- How do we become members of God's family through baptism?

E1- Read the story of Jesus' baptism in Image of God TE 68

E2- Read the story of The Mission of the Apostles Story Image of God TE70

E3- With the family fill out baptism certificate Image of God TE 241

R-Ask review questions from page TE-67 and 68

E- performance task

Stage 2 – Evidence Option B

Evaluative Criteria

- Demonstrate
- Identify

Assessment Evidence

PERFORMANCE TASK(S):

- A group of students will lead the class through mass practice.
Children will play the roles of priest, altar servers and congregation.
Together, students will..
- Choose whether to celebrate Easter or Christmas
 - Choose the colors for the altar

	<ul style="list-style-type: none"> - Choose a song appropriate to the season <p>Individual Role..</p> <ul style="list-style-type: none"> - Priest will lead the Sign of the Cross - Priest will lead handshake of peace - Altar servers will demonstrate genuflecting - Altar servers will demonstrate kneeling - Congregation will demonstrate folding of hands (prayer position) <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Pre-assessment: Discuss elements of the mass. Have students sequence the a *Image of God Series* activity in Lesson 12 – Mass Booklet.
Progress Monitoring: Assess daily using observations and review student presentation and prayer gestures (for example: the sign of the cross, prayer hands).

Learning Events:

Hook: Clip from Brother Francis: The Mass

Where, Why, What: Share essential questions with students. Explain performance task: Student group will present major parts of the mass for either Easter or Christmas to demonstrate liturgical colors and liturgical gestures.

Equip: *Image of God Series: Lesson 12*

Equip: *Image of God Series: Lesson 8*

Equip: *Image of God Series: Advent Lessons (23, 24, 25, 26)*

Equip: *Image of God Series: Lesson 27 Lent*

Equip: *Image of God Series: Lesson 28 Palm Sunday and Holy Week*

Equip: *Image of God Series: Lesson 29 Easter Sunday*

Equip: CGS: Baptism I and Baptism II, Altar I Epiclesis, Altar II and Altar III, Liturgical Gestures, Liturgical Calendar, Nativity, Empty Tomb

Rethink: Students can rethink the role of the priest and participants of the mass. Reflect on aspects of the mass and why we participate in them.

Evaluate: A group of pre-chosen students will lead the class through the mass.

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S):</p> <p>K.11.1 Students will role play in the classroom a Baptism ceremony, teacher will observe work with materials in CGS, Baptism area</p> <p>K.11.2-K.11.5 Teacher will observe the students working with materials during CGS at the altar table. They will describe the parts of the Mass and gestures of the priest.</p> <p>K.11.6 As a class, we will demonstrate and practice gestures in the classroom, the Atrium and at church.</p> <p>K.11.7-K.11.8 Students will be given a color sheet of the liturgical calendar and they will color it with appropriate colors.</p> <p>K.11.9 In class, students will take turns explaining in their own words how priests serve God.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

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K.11.1 In class, we will discuss the sacrament of Baptism, the gestures and materials used for a baptism.

K.11.7.-8 In class, we will use the liturgical calendar poster and discuss the colors and times of the year.

K.11.9 A priest will come to the class and discuss his role in the Church. We will read stories about saints that were priests

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>K.II.7</p> <p>G: Your Task is to color in a liturgical Calendar with the appropriate colors for the seasons.</p> <p>R: You are a calendar maker.</p>

	<p>A: Family Members S: The Family is new to Catholicism or lacked the educational knowledge about Liturgical seasons and colors. P: You will create a colored calendar to explain the liturgical colors to family. S: Your performance needs to have correct colors and corresponding explanations for each Liturgical Season. **Rubrics to be created by classroom teacher.</p>
	<p>K.II.2, K.II.3, K.II.4, K.II.5, K.II.6, K.II.9</p> <p>G - Your task is to create a news report for the local Catholic television show, giving the explanation of the Mass and the significance of each part as well as the role of the priest and introduce the liturgical gestures. R - You are a television reporter. A - The local community. S - Some members of the community are interested in learning more about the significance of the Catholic Mass, the role the priest, and the gestures used during Mass. P - The class will create a newscast explaining the significance of the Mass, the role of the priest, and the different liturgical gestures used during Mass. S - Each reporter will be responsible for correctly explaining their assigned portion of the project.</p> <p>K.II.1 (K.V. 3)</p> <p>G - Your task is to create a mobile about Baptism. R - You are an artist asked by the local church to create a mobile about the Sacrament of Baptism to help teach the children of the church how they became God's children and members of the church. A - The church members S - You want to inform the church members about the Sacrament of Baptism and how we become God's children so they will have a better understanding of how they became God's children. P - You will create a mobile to help teach the children about the Sacrament of Baptism. S - The mobile is neatly done and the student can explain how we become God's children through baptizing with water.</p> <p>K.II.8</p> <p>G - Your task is to create a two part book detailing the events of Christmas and Easter.</p>

	<p>R - You are and author and illustrator creating a book. A - Your family and friends. S - Your family and friends are interested in learning about the stories of Christmas and Easter and you would like to explain it to them though a book. P - You will create a book that explains the Advent and Lenten seasons.</p> <p>S - The pages are neatly done and placed in the correct sequence.</p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: Catechism of the Good Shepard, tests, quizzes, assignments, observations, student journaling</p> <p>Assess the students throughout the unit curriculum to check for student understandings. Use the curriculum assessments and any projects and testing to monitor their understanding.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Learning Events:

1. Question the students to find out what the students already know about the sacraments **(evaluate)**
2. Show the students the Liturgical Calendar on the wall. Discuss where else in the school they have seen the calendar (Atrium). Create a KWL Chart of their understandings about the Liturgical seasons in the Church **(Organize, evaluate, revise)**
3. Discuss the colors Father was wearing during Mass this week and any more colors they remember him wearing. Tell ten they are going to create a Liturgical Calendar **(Hook)**
4. Show the students the blank calendar and compare it to the compiled one. Discuss the wooden calendar in the Atrium. **(Where/What)**
5. Show samples of the completed calendars and allow time to count the pieces for each section of the calendar, discussing the meaning and what happens during each Liturgical season. **(Equip)**

Performance Task:

6. Give the students a blank calendar and have them begin with the Liturgical season we are currently in. Discuss the colors they will need as they proceed with the work on the calendar. **(Organize/Sequence)**
7. Compare your completed calendar to the one in the room. Does it look like the finished one? If not, what needs to be changed. **(Revise/Rethink/Evaluate)**
8. If students don't understand, work with them 1:1 to help them be successful. **(Tailor)**

Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Your goal is to recognize that everyone is a child of God. You are an artist drawing yourself as a child of God. The target audience is the church and school community. Pictures portraying what a child of God would do. Your product includes the finished art work. Your work will be judged by the principal. • You are an advertiser whose goal is to design an advertisement to promote Sunday Mass. The audience is your family. Your ad should include the parish and times of Mass. You should design a product where the information is clearly visible and easy to understand. The final advertisement will be judged based on a rubric covering where (parish), when (times) and illustration of church. • Your task is to investigate behind the scenes of the Altar for Mass. You are a detective and your job is to investigate what is prepared to celebrate Mass. Your audience is a visitor coming to the Church/Chapel for the first time. The challenge is to remember what everything is and where it goes. You will create part of a class book that describes preparations taken for Mass. A successful result will be a completed class book that is able to be shared with visitors about Mass and the role of the priest. (Assessed during Creed Unit K.1.9- K.1.11) • You are an expert in church etiquette and your goal is to teach and practice genuflecting, kneeling, sign of the cross, hand shake of peace, folding hands for prayer. Your audience are preschoolers and/or transitional kindergarteners. You will practice liturgical gestures in and out of Mass. Create a presentation to show younger students the correct way to perform each liturgical gesture and the performance should include each of the liturgical gestures performed in the correct manner. • The goal is to introduce the liturgical calendar and its colors through the Christmas and Easter celebrations along with a classroom prayer table. You have been asked to create a liturgical calendar for your family to use at home. You will create your own personal liturgical calendar with materials chosen from the classroom. Your product must meet the following standards of representing each week in the liturgical calendar year using correct corresponding colors and times. <p>**Rubrics to be created by classroom teacher.</p>

	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- (W) Students will be able to independently use their learning to...Share their understanding of the Mass.
- (H)Tour of Church/Chapel
- (E) K-W-L chart to use as a pre-assessment
- (E)Prayer Journals, Liturgical year calendar
- (Ev.)Class books for younger students to perform liturgical gestures correctly, class book on preparations of Mass
- (T) Dictations of work or personal writing
- (R) Teacher lessons revisited after presentation, observe liturgical calendar created
- (O) K-W-L chart as a post-assessment to bring it all together

UbD Template 2.0- K Moral Development Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>K.III.1 Have a sense of being loved by the important people in his/her life. (Faith, Love)</p> <p>K.III.2 Be aware of his/her uniqueness and that he/she is loved by God.</p> <p>K.III.3 Realize that there are right and wrong choices and be able to express "I'm sorry" to those injured by wrong choices (i.e., God, family, classmates, and neighbor.)</p> <p>K.III.4 Understand that we must avoid wrong because it is sinful. Sin breaks our relationship with God.</p> <p>K.III.5 Realize that he/she is responsible for decisions and actions in caring for God's gifts of creation, especially the protection of all human life.</p> <p>K.III.6 Be introduced to models of love and service within his/her community, priests, religious, lay ministers of the parish, as well as traditional examples like the Holy Family and the lives of the saints. They should see how real people love God and one another and make themselves gifts to one another.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p style="text-align: center;"><i>Distinguish right and wrong choices.</i></p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - There is right and wrong choices. - Sin breaks our relationship with God. - He/ She is responsible for decisions and actions in caring for God's gifts of creation, especially the protection of all human life. 	<p>ESSENTIAL QUESTIONS</p> <p>Overarching...</p> <p>How does our Faith guide our decision making?</p> <p>How do we show God's love?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - that there are right and wrong choices and be able to express "I'm sorry" to those injured by wrong choices (i.e., God, family, classmates, and neighbor.) - that we must avoid wrong because it is sinful. Sin breaks our relationship with God. - 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Saying "I'm sorry".
Stage 2 – Evidence Option A		
Evaluative Criteria	Assessment Evidence	
<p>-</p>	<p>PERFORMANCE TASK(S):</p> <p>3,4,5</p> <p>You are asked to teach preschoolers how to say "I'm sorry" to a classmate using a reader's theater or a puppet show.</p>	

	<p>1,2,6 You are poets. Create a class poem to highlight how you are unique and special to God</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

3,4,5

Pre- assessment- Why do we say I'm sorry?

H- Complete the dirty mirror activity in Image of God TE 59

W- What is sin? What happens when we sin?

E1- Read the story of Adam and Eve

E2- Read the story of Saul from a children's bible

E3- Make a good choice/bad choice chart with the class

R- Watch Veggie Tales "Larry Boy and the Bad Apple"

E- performance task

1,2,6

Pre assessment- What makes us special?

H- Take a class survey on favorite colors. Use this survey with discussion questions on TE 24 Image of God

W- Why are we special to God?

E1- Make a paper doll or life size picture of themselves that states "I am an Image of God."

E2- Read Jesus and the Children story in bible or text TE 25

E3- recite Action rhyme Image of God TE29

R- Sing song "Jesus Loves Me", decorate names to show how you are special to God

E- performance task

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S): You are asked to teach preschoolers how to say “I’m sorry” to a classmate. Using teacher created props create a puppet show using “I’m sorry.” In your show, begin by acting out a wrong choice. Apologize by saying “I’m sorry”. To end the show, present a way to make the right choice.</p> <p>**Rubrics to be created by classroom teacher.</p> <p>#2 Create posters to go in the school hallways that express ways to care for God’s creation.</p> <p>**Rubric created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

PERFORMANCE TASK #1

Pre-assessment: Discuss “What is Sin?” with the students.

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

Learning Events:

Hook: *Image of God Series: TE59* – Smudge and clean the mirror to show a clear reflection

Where, Why, What: Share essential questions with students. Explain performance task: Students will perform a puppet show for the preschoolers to tell about right and wrong choices.

Equip: *Image of God Series Lesson 7: Wrong Choices – Sin*

Equip: Ladder Activity – Build up your ladder by making correct choices and climb your way up to Heaven. Wrong choices make the ladder fall, and we stumble back down.

Equip: *Image of God Series Lesson 9: Forgiveness is an Act of Love*

Equip: Scripture Story: The Prodigal Son

Rethink: Redirect the thinking of our actions effect on others. Think about God's feelings toward your actions.

Evaluate: Create a puppet show to present to the preschoolers.

PERFORMANCE TASK #2

Pre-assessment: Discuss "What has God created?" with the students.

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

Hook: Saint Story- St. Francis of Assisi

Where, Why, What: Share essential questions with students. Explain performance task: Students will create posters for the hallway to promote caring for God's creation.

Equip: *Image of God Series Lesson 2: We see God in the World around Us - Creation*

Equip: *Image of God Series Lesson 3: I am Special to God, Who Made Me*

Equip: *Image of God Series Lesson 20: God Cares for Us and All He has Made*

Equip: God Created Angels – Angels help us to do the right thing & remind us to care for creation

Equip: "Angel of God" Prayer

Rethink: Redirect the thinking of each child's role in caring for the earth.

Evaluate: Create a poster to show the importance of Caring for God's Creation.

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
-	PERFORMANCE TASK(S): You are asked to teach preschoolers how to say "I'm sorry" to a classmate. Using teacher created props create a puppet show using "I'm sorry." Act out a wrong choice ,apologize and then act out the right choice **Rubrics to be created by classroom teacher.
	OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

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Using the “ladder” manipulative, for each good choice named, build the ladder one step at a time, then name a sin and ask what would happen to the ladder, taking off one for every sin. Can we build it up again? How?

Display a smudged mirror, compare it to not seeing God clearly when we make poor choices. We lose sight of him. Then when we make good choices, we see him clearly(clean the mirror with spray).

Read the story of Adam and Eve, discuss their sin

Read story of Zacheus and why Jesus forgave him. Sing the Zacheus song.

Read lesson 9TM stories about forgiveness and discuss,ie. Prodigal Son

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>KIII.1, KII.2, KIII.5, K.III.6</p> <p>G - Your job is to create a three part collage showing how God made you unique, who loves and cares for you in the community, and how you can care for one another.</p> <p>R - You are an illustrator hired by an author of a book to create a collage showing how people are unique, how people are loved by their family and community priests, and how people can care for others.</p> <p>A - The author of the book and future readers.</p> <p>S - The author of a book about God’s love needs someone to create an illustration for the book.</p> <p>P - You will create a three part collage showing God’s love for people, how people in the community love you, and how you can show your love for others so the readers will know about God’s love and love from others in the community.</p> <p>S - The collage is neatly done and it shows the three parts about love.</p> <p>KIII. 3, KIII.4</p> <p>G - Your job is to create a Ladder to Heaven showing the Ten Commandments on it with examples of what each one means.</p> <p>R - You are a architect asked by the local priest to draw out a plan for a ladder to help teach people what the Ten Commandments are and how to help people keep from sinning.</p> <p>A - The priest and local church members.</p>

	<p>S - The priest is teaching the church members how they can keep from sinning by obeying the Ten Commandments. He asked you to design a Ladder to Heaven that will help him teach his church members.</p> <p>P - The Ladder to Heaven is to be designed on construction paper with each rung depicting one Commandment and one example of how to keep that Commandment using craft sticks. Students will glue the craft sticks down on a sheet of construction paper in the shape of a ladder.</p> <p>S - The ladder is constructed with the commandments in order and an example of how to keep that commandment, using the supplies provided.</p> <p>**Rubrics to be created by classroom teacher.</p>
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	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Learning Events:

1. Assess student knowledge through questioning and discussion prior to beginning the unit **(evaluate)**
2. Show students the Veggie Tales video, *Are you My Neighbor?* Talk about ways to show our love for others. **(Hook)**
3. Show the students a finished collage and discuss what they are to do with each section of the collage. **(Where/What)**
4. Complete the Theology Units 2, 3, & 5. The chapters are *God Cares for Us and All He Made; I Am Special; We See God in the World Around Us*. Complete the Unit on Lent and the Lenten Eggs about doing good deeds for others. Complete the Social Studies and Science units on recycling and caring for the Earth. **(Equip)**
5. Assess students throughout the unit through use of the curriculum chapters 2, 3, and 5 along with science and social studies chapters on caring for the Earth and recycling. Also use the Lenten eggs for doing good deeds throughout the Lenten season (Lesson 27 in Textbook) **(evaluate, revise)**
6. Give the students magazines and pictures from the internet to choose from to create the collage. Complete the collage section by section to aid in the successful completion of each of the sections of the collage. Set up the construction in sections for the students. **(Tailor/Equip)**

Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • You are asked to teach preschoolers how to say “I’m sorry” to a classmate. Using teacher created props create a puppet show using “I’m sorry.” • You create a paper doll in your image and act out a play with a friend to show how to act in God’s image to love others as he loves us. (teacher Theology manual p. 28) Your performance needs to include working together with a classmate to show love to others as God loves us. • You are asked to make a collage of God’s creation, including human life, using magazines and pictures provided by the teacher. Your finished product includes 5 pictures of human life and 5 pictures of other creation. • You are asked to create a book of your church community. You are the illustrator and asked to draw pictures of those in the community to are important in the church. These people could include priests, lay ministers, saints, and the holy family. <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- (W) Students will be able to independently use their learning to...Distinguish right and wrong choices.
- (H) Visit the Preschool Class to discuss how to say “I’m Sorry”
- (E) Collage of God’s Creation for discussion using magazines...etc
- (E) Collage and Classbook
- (Ev.) Class books, Created to show church community
- (T) Create a collage of God’s creation to share
- (R) Teacher lessons revisited after presentation
- (O) Completed preschool discussion, collage and book of church community

UbD Template 2.0- K Prayer Life Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>K.IV.1 Be able to recite the following during the Kindergarten year:</p> <p style="margin-left: 20px;">K.IV.1.a Sign of the Cross</p> <p style="margin-left: 20px;">K.IV.1.b Our Father</p> <p style="margin-left: 20px;">K.IV.1.c Hail Mary</p> <p style="margin-left: 20px;">K.IV.1.d Angel of God</p> <p style="margin-left: 20px;">K.IV.1.e Morning Prayer</p> <p style="margin-left: 20px;">K.IV.1.f Evening Prayer</p> <p style="margin-left: 20px;">K.IV.1.e Words of Prayer: Alleluia; Holy, holy, holy; Glory to God; Amen, Thank-you God; I love you God; For my family, Lord hear our prayer.</p> <p>K.IV.2 Participate in a variety of prayer forms:</p> <p style="margin-left: 20px;">K.IV.2.a spontaneous prayer</p> <p style="margin-left: 20px;">K.IV.2.b gesture</p> <p style="margin-left: 20px;">K.IV.2.c song</p> <p style="margin-left: 20px;">K.IV.2.d reflection/silence</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p style="margin-left: 40px;"><i>Use a variety of prayer forms in their lives.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - <i>there is a variety of prayer forms; spontaneous prayer, gesture, song and silent reflection.</i> 	<p>ESSENTIAL QUESTIONS</p> <p>Overarching...</p> <p style="margin-left: 40px;">How do we pray?</p> <p style="margin-left: 40px;">Why do we pray?</p>
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - <i>Grade level prayers</i> - <i>That there is a variety of prayer forms; spontaneous prayer, gesture, song and silent reflection.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - <i>Reciting the Sign of the Cross, Our Father, Hail Mary, Angel of God, Morning Prayer, Evening prayer and words of prayer.</i> 	
Stage 2 – Evidence Option A		
Evaluative Criteria	Assessment Evidence	
-	<p>PERFORMANCE TASK(S):</p> <p>1,2</p> <p>Your task is to create a prayer book to share the many forms of prayer to your family. Your prayer book should include examples of prayers you recite and the different varieties.</p> <p>**Rubrics to be created by classroom teacher.</p>	
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1,2

Pre assessment- How do you talk to God?

H- Ask students - Do you talk to your friends? If you had a friend and never talked to this friend what would happen?

W-Why should we pray to God every day? What is prayer? How different forms of prayer are there?

E1-Introduce each prayer. These are done in class daily.

E2-Read the Jesus teaches us to pray story TE 85

E3- complete the "Our Father" booklet SE 27-29

E4- complete the prayer mobile TE 243-244

E5- perform the action rhyme TE93 Image of God

R- Students will draw a picture of what they are thankful for. These can be used during prayer time.

E- performance task

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S): Your task is to create a prayer book to share the many forms of prayer to your family. Your prayer book should include examples of prayers you recite and the different varieties.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

PERFORMANCE TASK #1

Pre-assessment: Discuss with students: "How do we pray? Why do we pray?"

Progress Monitoring: Assess throughout the unit using observations, on-going questioning and review of student work. Assess students' knowledge of grade level prayers.

Learning Events:

Hook: Light a candle, and give students time in silence. Then, discuss their thoughts and use as an introduction to types of prayer.

Where, Why, What: Share essential questions with students. Explain performance task: Create a prayer book that shows various forms of prayer.

Equip: *Image of God Series Lesson 11: The Rosary*

Equip: Brother Francis: The Rosary

Equip: *Image of God Series Lesson 10: Prayer*

Rethink: What are the different ways we can pray? Does everyone pray the same?

Evaluate: Students will create a prayer book to show the various forms of prayer. This book will be shared with their family, and evaluated based on teacher rubric.

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S): Your task is to create a prayer book to share the many forms of prayer to your family. Your prayer book should include examples of prayers you recite and the different varieties.</p> <p>During CGS, model the gestures we use for praying, at Mass and when we go to church, discuss Pray throughout the day at school-morning, noon and end of the day Practice silent prayer in the Atrium and Adoration chapel</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<type here>

Practice gestures during CGS-altar table, songs, gesture booklets on shelf

Practice our prayers together morning before meals and the end of the day

Discuss why we are silent at times for prayer, practice reflection and "listening to the silence"

Visit the adoration chapel,,discuss why we are going there and types of prayer we do at the chapel

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>G - Your task is to share a prayer book to share the many forms of prayer and gestures of the Catholic Faith with your family. Your prayer book will include examples of the varieties of prayers you recite.</p> <p>R - You are a Theology teacher in charge of teaching your family the many forms of prayers associated with the Catholic Faith.</p> <p>A - Your family</p> <p>S - Your family is unfamiliar with the prayers and gestures of the Catholic Faith</p> <p>P - A prayer book that includes the different prayers and gestures of the kindergarten curriculum. You will include a chart of the times the prayers and gestures have been practiced.</p> <ul style="list-style-type: none"> - Students will practice the prayers and gestures in their book each night at home with one of their family members. - Once this has been successfully completed a parent needs to date and initial their chart stating that they have practiced them on that particular date. (nightly activity) <p>S - You will submit a completed chart including a parent signature when mastery of the prayers and gestures have been achieved.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Question the students about the prayers they are familiar with and have a discussion about where and when they have heard them. What does prayer look like? **(Evaluate)**
2. Practice each kindergarten prayer while having the students repeat each line. **(Equip)**
3. Take the students into the church to recite the prayers while in the presence of Jesus. **(Hook)**
4. Show the students the completed prayer and gesture book and explain what they will be doing with it. **(Where/Why)**

5. Use quarterly assessments to help the students reflect on their progress with learning the prayers and gestures. **(Reflect/Self-Evaluate)**
6. Pair struggling students with middle school students for practice of the liturgical gestures and prayers. **(Tailor/Organize)**

Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • You are the leader and have to guide your classmates in daily prayer at the beginning of school, lunch and end of day. • Your task is to create a prayer book to share the many forms of prayer to your family. Your prayer book should include examples of prayers you recite and the different varieties. • You will be an artist creating a prayer mobile to show others about prayer and helps us remember how to pray. Rainbow "I pray to God", heart symbolizes our love for God, the hand reminds us how to pray to God, the Bible tells us the stories of Jesus' life on earth, and the cross reminds us that Jesus loved us so much that he died for us. Mobile altogether reminds us that God hears all of our prayers- silent and spoken. <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: competed prayer booklet correctly assembled prayer mobile that the child is able to recite accurately the meaning of each symbol.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- (W) Students will be able to independently use their learning to...lead the different prayers
- (H) Be a leader of a prayer group with younger students (Preschool) and discuss guidelines for this time
- (E) Talk about each line of the prayers as a pre-assessment
- (E)Prayer booklet
- (Ev.) Prayer mobile (p. 92 in teacher manual)
- (T) Discuss the meanings of each piece on the prayer mobile
- (R) Teacher lessons revisited after presentation
- (O) They are able to individually recite prayers that are required

UbD Template 2.0- K Saints Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>K.V.1 God wants us all to be saints. Saints are what we call people who are in God's family in heaven.</p> <p>K.V.2 Know that God is a Family: Father, Son, and Holy Spirit.</p> <p>K.V.3 Know that we become part of God's Family through Baptism.</p> <p>K.V.4 Know that angels are not saints, they are God's helpers.</p> <p>K.V.5 Know the following new saints: K.V.5.a Sts. Joachim and Ann, Mary's parents and Jesus' grandparents K.V.5.b Archangel Gabriel; the one who came to Mary, awaited her "yes", and announced Jesus' birth</p> <p>K.V.6 Review: K.V.6.a Jesus' first family: Father, Son, and Holy Spirit. K.V.6.b Jesus' family on earth began with: Mary, Jesus, and Joseph (the Holy Family)</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i> Tell why saints are important in our lives.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - God wants us all to be saints. 	<p>ESSENTIAL QUESTIONS</p> <p>Overarching... Why are the saints important in our lives?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - <i>God is a Family: Father, Son, and Holy Spirit.</i> - <i>We become part of God's Family through Baptism.</i> - <i>That Angels are not saints, they are God's helpers.</i> - <i>Grade level saints</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Explaining the stories of Sts. Joachim and Ann and Archangel Gabriel.
Stage 2 – Evidence Option A		
Evaluative Criteria	Assessment Evidence	
-	<p>PERFORMANCE TASK(S): 2,6a- You are a scientist and must find something in nature that represents the Holy Trinity to share with your classmates.</p> <p>**Rubrics to be created by classroom teacher.</p>	
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

2,6a

Pre assessment- Can you make the sign of the cross?

H- Read the story of St. Patrick or show the video of St. Patrick

W- What do we call the Three Persons in One God?

E1- Discuss with the children the meaning of each step of the cross.

E2- Students will learn the correct way to make the sign of the cross.

E3- Show pictures of the symbols for the Father, Son, Holy Spirit

E4- perform the action rhyme on TE page9

R- partner up with other students and critique each other on the correct way to make the sign of the cross

E- performance task

Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S): Your task is to create a page for your theology binder. Each saint page should include: name, drawing, and one fact or sentence about the saint.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

PERFORMANCE TASK #1

Pre-assessment: Discuss with students: Who are Saints?

Progress Monitoring: Assess throughout the unit using observations, on-going questioning and review of student work. Assess students' knowledge of grade level saints.

Learning Events:

Hook: Saints Crown Activity (TE177)

Where, Why, What: Share essential questions with students. Explain performance task: Create a Saint page for each we learn about.

Equip: *Image of God Series: St. John Bosco, St. Catherine of Sienna, St. Dominic, Our Lady of Lourdes, Our Lady of Fatima, St. Bernadette, St. Francis of Assisi, St. Anne, St. Nicholas, St. John Bosco, St. Therese,*

Equip: Brother Francis: The Saints

Equip: St. Joachim and St. Ann (Mary's parents and Jesus' grandparents)

Equip: The Holy Family (St. Mary and St. Joseph)

Rethink: Why are the Saints important to our lives? How can the Saints help us?

Evaluate: Students will create a page for each Saint to submit into their Theology binder to illustrate and tell about the Saint's life. This book will be shared with their family, and evaluated based on teacher rubric.

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S):</p> <p>K.V.1,K.V.4,K.V5 choose a saint to research and dress up to give an oral report to the class</p> <p>K.V2 after reading the story of St. Patrick, orally tell/demonstrate how he used the shamrock to explain the Holy Trinity naming all the parts of the trinity.</p> <p>K.V..6 while working with CGS materials, demonstrate the pieces of the Holy Family and those who part of the Holy Trinity</p> <p>Your task is to tell the story of Archangel Gabriel. You are a storyteller and have been asked to explain the story of Archangel Gabriel to a classroom of Kindergarten students.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

During class, read books to class on the lives of various saints and discuss

Compare the difference of angels and saints.....angels are God's helpers (story of Sts. Joachim and Ann and the Archangel Gabriele)

Discuss the members of the Holy Family

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>K.V.1& K.V.5a</p> <p>G – Your task is to assemble the Saint booklet provided in Lesson 21 with the addition of Mary’s Father.</p> <p>R – You are a Sunday School teacher who is responsible for creating a lesson about the Saints for All Saints’ Day.</p> <p>A – Your Sunday School Class.</p> <p>S – You are a Sunday School teacher preparing a lesson for your students about various Saints for All Saints’ Day.</p> <p>P – The booklet that includes the following Saints: Saint John Bosco, Saint Therese, Saint Bernadette, Saint Francis of Assisi, Saint Anne, Saint Nicholas, and Saint Joachim.</p> <p>S – Students have correctly assembled their Saint booklet and are able to explain the significance of each Saint.</p> <p>K.V.2 & K.V.6 (a,b)</p> <p>* Covered in K.I.5</p> <p>K.V.3</p> <p>* Covered in K.II.1</p> <p>K.V.4 & K.V.5b</p>

	<p>*Covered in K.VI.3c</p> <p>*Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Ask the students what a Saint is. Listen to their ideas and correct misconceptions. **(Evaluate, Rethink/Revise/Equip)**
2. Show the students short video clips on each of the Saints. **(Hook)**
3. Read the stories of each Saint from our textbook and discuss why each of them should be honored, Lesson 21. **(Equip)**
4. Give the students the papers to assemble the saint booklet. Make sure that the students have correctly assembled their Saint booklet. Help those who need help with the page order. **(Organize, Tailor)**
5. Have the students explain the significance of each Saint. **(Evaluate)**

Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • You are to design a crown for a Saint. Using this crown you will be a teacher and help others understand that God wants all of us to be Saints and we become part of God's family in Baptism. One complete sing "When the Saints Go Marching In" • Your task is to tell the story of Archangel Gabriel. You are a storyteller and have been asked to explain the story of Archangel Gabriel to a classroom of Kindergarten students. • As an artist you are going to draw two pictures on one sheet labeling each side. On one side draw Jesus' first family (Father, Son, and Holy Spirit), on the other side draw Jesus' family on earth (Mary, Jesus and Joseph). You will then display your work for school visitors. • As an actor you will be assigned a part to represent Sts. Joachim and Ann, Mary's parents (Jesus' grandparents.) You will put on a short skit for your class of how these saints would act as Jesus' grandparents. <p>**Rubrics to be created by classroom teacher.</p>

OTHER EVIDENCE:

Teacher to identify other assessments:
Construction paper and paint, jewels, markers for designing the Saint crown
Paper to draw pictures for display

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- (W) Students will be able to independently use their learning to...Describe Jesus' family.
- (H) Create a crown and picture to show that we are saints in progress and Jesus' family
- (E) List on the board of each family
- (E) Pictures for visitors to view of Jesus' family
- (Ev.) Crowns for saints
- (T) Dictation of Jesus family pictures and skit of Jesus' Grandparents
- (R) Teacher lessons revisited after presentation
- (O) Tie the list of families together under God's family as the overarching point

UbD Template 2.0- K Scripture Unit

Stage 1 Desired Results	
<p>ESTABLISHED GOALS</p> <p>K.VI.1 The child knows that the Bible is a special book where God speaks to us.</p> <p>K.VI.2 Begin to develop a love for God in Sacred Scripture.</p> <p>K.VI.3 The child, hearing the stories of Jesus and His life, becomes more and more aware of God's love.</p> <p>K.VI.3.a Creation -- Gen. 1:1-24, 31</p> <p>K.VI.3.b Noah's Ark -- Gen. 7:11 - 8:22</p> <p>K.VI.3.c Annunciation (Mary's yes) -- Lk. 1:26-35</p> <p>K.VI.3.d Nativity -- Lk. 2:1-20</p> <p>K.VI.3.e Visit of the Magi -- Mt. 2:1-12</p> <p>K.VI.3.f Parables:</p> <p style="padding-left: 20px;">K.VI.3.f.1 The Mustard Seed -- Mt. 13:31-32</p> <p style="padding-left: 20px;">K.VI.3.f.2 The Pearl of Great Price -- 13:45-46</p> <p style="padding-left: 20px;">K.VI.3.f.3 The Leaven -- Mt. 13:33</p> <p style="padding-left: 20px;">K.VI.3.f.4 The Found Sheep -- Lk. 15:4-10</p> <p>K.VI.3.g Good Shepherd -- Jn. 10:2-5</p> <p>K.VI.3.h Last Supper -- Mk. 14:12-42; Lk. 22:14-20</p> <p>K.VI.3.i Death of Jesus -- Jn. 19:17-56</p> <p>K.VI.3.j Resurrection -- Jn. 20:1-31</p>	Transfer
	<p><i>Students will be able to independently use their learning to...</i></p> <p style="text-align: center;"><i>Use scripture to share the message of God's love for us.</i></p>
	Meaning
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - That the Bible is a special book where God speaks to us. - By hearing the stories of Jesus and His life, becomes more and more aware of God's love. -
Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - that the Bible is a special book where God speaks to us. - <i>Grade level scripture</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Retelling grade level scripture.
Stage 2 – Evidence Option A	
Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S):</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

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Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>Your task is to create a page for your theology binder. Each scripture story will be depicted based on teacher directions (draw a scene of the story, write a sentence of your favorite part, draw and label the characters in the story, write and draw beginning/middle/end of the story).</p> <p>**Rubrics and specific directions to be created by classroom teacher based on individual bible stories.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

PERFORMANCE TASK #1

Pre-assessment: Discuss with students: How do we know stories about Jesus' life? How do we know about life before Jesus came to Earth?

Progress Monitoring: Assess throughout the unit using observations, on-going questioning and review of student work. Assess students' knowledge of grade level scripture.

Learning Events:

Hook: Get out different Bibles from the classroom, look through and discuss.

Where, Why, What: Share essential questions with students. Explain performance task: Students will create a page for each scripture story to submit into their Theology binder.

Equip: *Image of God Series: Lesson 2 Creation Story, Lesson 7 Adam and Eve, Lesson 17 Noah's Ark, Lesson 20 The Good Shepherd, Lesson 24 Annunciation, Lesson 26 Christmas Story, Lesson 28 The Last Supper, Lesson 29 The Resurrection*

Equip: Read the Creation story from the Bible

Equip: Read Noah's Ark

Equip: CGS: Annunciation, Nativity, Adoration of the Magi, the Mustard Seed, The Pearl of Great Price, The Leave, Lost Sheep, Good Shepherd, Last Supper, Death of Jesus, Resurrection

Rethink: Why and how does knowing Scripture help us become closer to God?

Evaluate: Students will create a page for each scripture story to submit into their Theology binder to illustrate and tell about each scripture story. This book will be shared with their family, and evaluated based on teacher rubric.

Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> - Illustrate - Identify 	<p>PERFORMANCE TASK(S):K.1 ,K.2 The children will paint with watercolors their image of God's creations in our world.</p> <p>K.1.3,K.1.8 Through the interaction with materials from the CGS, the children will display the meaning of who Jesus is to them and how he lived and died for us</p> <p>K.1.6,K1.7 Each child will show their student Bible and retell a favorite story</p> <p>K.1.5,K1.9,K.10,K.1.11 During the CGS, the children will work with materials to set the altar table and through observation I witness their understanding of the Mass by their actions</p> <p>Your job is to create a picture of the Holy Family. You are an artist hired by a church to create a picture of the Holy Family to pout in the front of church. The Holy Family just be clearly identifiable as Mary, Joseph and Jesus.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<type here>Teacher will observe and document correct use of vocabulary and language while reporting or working with materials

Teacher will take photos of children working with CGS materials

Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S): K.VI.1, K.VI.2, K.VI.3b, K.VI.3f (1-4), K.VI.g G – Your task is to create a skit acting out one of the stories of Noah’s Ark, The Mustard Seed, The Pearl of Great Price, The Leaven, The Found Sheep, and The Good Shepard. R – You are and actor/storyteller. A – Members of your class. S – You want to share your understanding of the Story or Parables in a creative way with another classroom in your school. P – The skits that the students perform. S – Your performance needs to contain all of the main elements of each Story or Parable that you are acting out. As well as a sentence explanation of what they think the story means.</p> <p>**Rubrics to be created by classroom teacher.</p> <p>K.VI.3a (Creed)</p> <p>K.VI.3 c,d,e,h,i,j (Sacraments)</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. Review the Parables with the students to determine what they already know. **(Evaluate)**
2. Show the students a video clip of each Parable. **(Hook)**
3. Divide the class into 5 groups, assigning each group one Parable. **(Organize)**
4. Discuss with the students the manipulatives that were used in the Atrium to act out each Parable. **(Equip)**
5. Allow the students time to practice on multiple occasions, observing to see that the information being presented is accurate. **(Revise, Rethink, Evaluate)**
6. The final performance will be assessed based upon accurate portrayal of each Parable. **(Assess)**

Stage 2 – Evidence Option E

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • As a class we will design/decorate a special prayer table/area where the Bible will be along with the Rosary, Crucifix and other special items that remind us of Jesus. This special prayer table will remind us and allow visitors to see that the Bible is special and deserves a special place because it tells us of stories about Jesus' life. • Set up the Jesse box together with the included Bible stories and have the Jesse box presentation • As an author you will create a scripture booklet. Learning stories from the Bible and creating your own picture to represent each Bible story. At the end of the books creation we will have a sharing day where you will present your booklet to younger students or your classmates. <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: Booklet that will be worked on throughout the year as each scripture story is introduced and discussed as a class.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- (W) Students will be able to independently use their learning to...Describe how scripture from the Bible tells us about Jesus' life.
- (H) Read the Bible during carpet time and design the prayer table set-up
- (E) Create a list together on what important items should be represented on our prayer table
- (E) Student created scripture book, Jesse Box and prayer table
- (Ev.) Personal book of scripture for sharing
- (T) Dictations of scripture
- (R) Teacher lessons revisited after presentation
- (O) Share the information gathered with each other and utilize the prayer table daily