

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>PK.I.1 Recognize that God is our Father who loves us and cares for us. (CGS)</p> <p>PK.I.2 Recognize God made all people and things. We are grateful to God for all the beautiful gifts He has given us.</p> <p>PK.IV.2 The memorization of basic prayers offers an essential support to the life of prayer, yet it is also important to help students savor their meaning.</p> <p>PK.IV.2.a Sign of the Cross</p> <p>PK.I.3 Recall God calls each of us by name and protects us. God made each of us to love Him and to be His child now and always. (CGS)</p> <p>PK.I.4 Jesus is the Son of God and He became a man. (CGS)</p> <p>PK.I.6 Mary is a woman and she became the mother of Jesus. Joseph is a man and he became the foster father of Jesus. (CGS)</p> <p>PK.V.3 Know the following: Jesus' first family; Father, Jesus (Son) and the Holy Spirit; Jesus' family on earth began with: Mary, Jesus, and Joseph (the Holy Family)</p> <p>PK.VI.3 Stories from the Life of Jesus</p> <p>PK.VI.3.a Nativity - Mt 2:1-12</p> <p>PK.I.9 Our parents who give us life, love, care and provide for us are a very special gift from God.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>*To explain that as Catholics we believe in God who is the Father, Son, and Holy Spirit</p> <p>*To describe Jesus as God's Son and Mary and Joseph as Jesus's family on earth</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- God is our Father and he loves and cares for us.</li> <li>- God made all people and things. We are thankful to god for all things.</li> <li>- God call each of us and protects us.</li> <li>- Jesus is the son of God and He was man.</li> <li>- Mary is the mother of Jesus and Joseph was his father.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></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 Mary and Joseph's role in Jesus' life?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- God is our Father.</li> <li>- God loves and cares for us.</li> <li>- God made all people and things.</li> <li>- We are thankful to god for all things.</li> <li>- God calls each of us and protects us.</li> <li>- Jesus is the son of God.</li> <li>- Jesus was man.</li> <li>- Mary is the mother of Jesus.</li> <li>- Joseph was his father.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Identifying God as our Father and creator</li> <li>- To describe Mary and Joseph as Jesus's earthly family</li> <li>- Naming God as the Father, Son and Holy Spirit</li> </ul>

<p>PK.I.10 Playmates and classmates are meant to be our friends. Friends are also gifts from God.          PK.I.8 Prayer is listening to and talking to God. We are called to pray every day. (CGS)          PK.I.11 Sacred images, statues, saint pictures, crucifix, holy water, and the rosary are reminders of God's presence in our lives. (CGS)</p>		
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**Stage 2 – Evidence Option A**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p>-Retelling</p>	<p><b>PERFORMANCE TASK(S):</b>            *Students will explain the roles of Mary and Joseph, as Jesus' mother and father using a felt board. Using teacher created felt figurines; students will become the teacher and explain the roles of Mary and Joseph to their classmates.             *Students will be observed in play by the teacher for correct identification of Mary and Joseph's roles in Jesus' life.   <b>Performance Task:</b>            *Students will make the sign of the cross correctly identifying God as the Father, the Son, and the Holy Spirit before praying and upon entering the church.             **Rubrics to be created by classroom teacher.</p>	
	<p><b>OTHER EVIDENCE:</b>             Teacher to identify other assessments</p>	

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

- H: Story of St. Patrick
- W: Who is God, the Father, the Son, and the Holy Spirit?
- E<sub>1</sub>: Connect the 3 persons of the Trinity to the three leaflets of a shamrock. (Image of God, TG pg 3)
- E<sub>1</sub>: Connect the 3 persons of the Trinity to a drawing of a cross; create a cross and label with Father, Son, and Holy Spirit. (Image of God, TG pg 4)
- E<sub>1</sub>: Trinity poem with finger play (Image of God, TG pg 5)
- E<sub>1</sub>: Sign of the Cross (Nomenclature, CGS)

E<sub>1</sub>: Birth of Jesus (Infancy Narratives, CGS)  
 E<sub>1</sub>: The Good Shepherd (Good Shepherd, CGS)  
 E<sub>1</sub>: Eucharistic Presence (Good Shepherd, CGS)  
 E<sub>1</sub>: Right Hand Day of the Week (String on Right Hand)  
 E<sub>1</sub>: Right Hand Bell Activities  
 E<sub>2</sub>: Makes the sign of the cross correctly

### Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
-Retelling	<p>PERFORMANCE TASK(S):            Students will explain the roles of Mary and Joseph, as Jesus’ mother and father using a felt board. Using teacher created felt figurines; students will become the teacher and explain the roles of Mary and Joseph to their classmates. Students will be observed in play by the teacher for correct identification of Mary and Joseph’s roles in Jesus’ life.</p> <p>**Rubrics to be created by classroom teacher.</p> <p>The rubric will assess a child becoming the teacher and explaining the roles of Mary and Joseph to their classmates.</p>
-Identify -Retell	<p>PRAYER LEADER            Student will be the prayer leader for the day.            They will receive a “cross” necklace to wear throughout the day.            In the morning, “peace be with you”.            The student may choose a song to sing to start the morning.            At snack time, they will lead the class in the snack prayer.            To dismiss the class at the end of the day, “Go in peace.” “Thanks be to God.”</p>
-Illustrate -Identify	<p>HOLY FAMILY            The student will create a picture of the Holy Family. Teacher will model a picture of the Holy Family using a felt board. The Holy Family must be clearly identifiable as Mary, Joseph and Jesus.</p> <p>**Rubrics to be created by classroom teacher.</p>

OTHER EVIDENCE:

Observation throughout the day  
Anecdotal notes taken by the teacher while observing in the Atrium.

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

#### HOLY FAMILY

**Pre-Assessment:** Access prior knowledge by referring to the Annunciation.

**Progress Monitoring:** Assess throughout the unit informally using observations, on-going questions, review of student work in progress.

**Learning Events:** (CGS)

**H:** Refer to the Annunciation

**W:** The student will explain the role of Mary and Joseph to peers.

**E:** Refer to CGS lesson plans for the Annunciation, Visitation, Nativity, The Wise Men

**Hook:** Teacher will use a felt board to create a picture of the Holy Family. Teacher will also use the model of the Nativity.

**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:** Read Christmas story books.

**Evaluate:** Performance task: Create a picture of the Holy Family.

#### PRAYER LEADER

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:** CGS: *Altar I*

**Equip:** Practice the snack time prayer.

**Equip:** Prayer table

## Stage 2 – Evidence Option C

### Evaluative Criteria

### Assessment Evidence

-Retelling

PERFORMANCE TASK(S):

PK.1.1

G: Children will understand that God is our Father who loves us and cares for us.

R: We are all children of God

A: A friend

S: Role playing

P: Role playing using the play house pieces. Moving the pieces as a family. Describing, showing, and telling who loves us and cares for us.

PK.1.2, 1.9, 1.10

G: Children are aware that God made all people and things. That we are grateful to God for all the beautiful gifts he has given us. Our parents and our friends are gifts from God.

R: Every child is given the opportunity to voice, or to share with others what they are thankful for.

A: Classmates and teachers

S: Prayer table gathering as a group

P: During prayer table gathering, an object will be passed around the circle to the children so that they can say what they are grateful to God for.

PK.1.4

G: Children will learn that God gives us a gift of himself. The children will come to know that this gift is Jesus, Jesus is the Son of God.

R: An observer

A: Themselves

S: Prayer gathering

P: A gift box is shown to the children and is placed on the prayer table during Advent in preparation for this gift that God has given to us. Children are filled with a sense of wonder as to what this gift could be that God has given to us.

PK.1.3, 1.5

G: Through the presentation of the Good Shepherd, the goal is to help the child come to the understanding that Jesus is the Good Shepherd and that we are the sheep. The Good Shepherd calls his sheep by name and protects them.

R: Observer and presenter

A: Themselves

S: Throughout morning centers when the materials are available

P: Children first listen to and watch the presentation. They then will be given the opportunity to use the pieces to tell the parable of the Good Shepherd.

PK.1.6

Students will explain the roles of Mary and Joseph, as Jesus' mother and father using a felt board. Using teacher created felt figurines; students will become the teacher and explain the roles of Mary and Joseph to their classmates. Students will be observed in play by the teacher for correct identification of Mary and Joseph's roles in Jesus' life.

PK.1.7

G: Children will understand that Angels are God's messengers.

R: Observer and presenter

A: Themselves

S: Throughout morning centers when the materials are available

P: Using the Catechesis of the Good Shepherd materials for the presentation of the annunciation, a discussion will take place about Angels as Angel Gabriel is introduced. Children will learn that Angels are God's messengers. Children will use the pieces during work time to demonstrate their understanding.

PK.1.8, 1.11

G: Prayer is gathering together to listen and talk about God. We are called to pray every day. Things throughout the year that are placed on our prayer table are reminders of God's presence in our lives.

R: Participant

A: Classmates, teachers, and themselves

S: Morning gathering, before eating, at prayer table gatherings, throughout worktime

P: Children will participate daily in prayer. As we gather at our prayer table children will learn that we can pray out loud or in our hearts, that we can say prayers we know or make them up, that we can thank God or ask for help, that we can sing a song, and that we can pray alone or with a group. Children will learn about the sacred images, statues, saint pictures, rosary and other items as they are placed on the table and how these are reminders of God's presence in our lives.

	**Rubrics to be created by classroom teacher.
	<p>OTHER EVIDENCE:</p> <p>Extension activities will be provided for all CCC's in the Creed unit that are covered in the Catechesis of the Good Shepherd.</p> <p>Example: The child will use a hands on activity to match sheep that are followers of the Good Shepherd.</p> <p>Various materials will be available for children incorporating all domains of learning (fine motor, large motor, cognitive, language, social and emotional).</p>
<b>Stage 3 – Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<p>Teacher will document all observed CCC's that occur spontaneously throughout the day and during prayer time. Documentation will coincide with the early childhood assessment piece that assesses whether the child is emerging, intermittent or frequent in this skill.</p> <p>When the opportunity arises the teacher will use photo documentation of the child using the CGS presentation pieces.</p> <p>If available the teacher can document language that is used to check for understanding.</p>	
<b>Stage 2 – Evidence Option D</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<p>PERFORMANCE TASK(S):</p> <p>G- To tell the difference between what God created and what man created.</p> <p>R- Environmentalist</p> <p>A Classmates</p> <p>S- They will take a nature walk around the school and to able to define man-made versus creation</p> <p>P- They will create a box with two separate compartments. One side will be for man-made items the other side for God-made. They will collect items and then select the correct side of the box it belongs on.</p> <p>S- The students will show teacher the items placed in the box on their appropriate side.</p> <p>(1.1 and 1.2)</p>

	<p>G- To perform and action rhyme that names the three persons of the Blessed Trinity.  R- Performer  A Their teacher and another class  S- An audience is waiting for a recitation of a poem that explains the Blessed Trinity.  P- The students will recite a poem that explains God the Father, God the Son and God the Holy Spirit. They will know the words and actions as they perform it.  S- The student will perform the action rhyme reciting the words and showing the actions to their teacher and audience showing good effort.</p>
	<p>OTHER EVIDENCE:   Teacher to identify other assessments</p>

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

1. T-chart listing God Made vs Man Made-**Evaluate, Where**
2. Bible story about God making the world. –**Hook, Where**
3. Show-n-Tell Day for God Made items.-**Equip**
4. Show-n-Tell Day for Manmade items-**Equip**
5. What Doesn't Belong Game- show a group of items (man-made or God-made) and have one item that doesn't belong-**Equip and Evaluate**
6. How do we decide if something is man-made or God-made? -**Reflect**
7. In a journal draw items that make you think of God....discuss whether these items are God-made or man-made.- **Reflect, Tailor, Revise**
8. Make boxes and discuss a symbol that could go on each side of the box that represents man-made and God-made. **Organize, Equip, Evaluate, Tailor**



UbD Template 2.0—PK Sacraments Unit

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>PK.IV.1 Attend Mass on Sunday and holy days of obligation.</p> <p>PK.II.1 We are members of God's Family, the Church, through Baptism. In Baptism we become sons and daughters of God, our Father. (CGS)</p> <p>PK.II.2 Recognize that their family, the class, and the parish are part of the God's Family, the Church.</p> <p>PK.II.3 Know the names altar articles: bread, wine, holy water, chalice, paten, candle, altar, and crucifix. (CGS)</p> <p>PK.II.9 Priests are men who serve God in a special way. (CGS)</p> <p>PK.IV.7 Become aware of the priest as a special person who represents Jesus and leads us in prayer.</p> <p>PK.II.4 Be introduced to the liturgical calendar through the liturgical colors and celebrating in the classroom. (CGS)</p> <p>PK.IV.6 Become aware of the Church as a place where God is present in a special way and where different members of God's Family come together to worship the Lord.</p> <p>PK.VI.2 The child is familiar with the following passages and stories:                      PK.VI.2.b.1 Our Father - Mt 6-9</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p style="text-align: center;">Actively participate in the Mass.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- We are members of God's Family, the Church, through Baptism.</li> <li>- In Baptism we become sons and daughters of God, our Father.</li> <li>- their family, the class, and the parish are part of the God's Family, the Church.</li> <li>- Priests are men who serve God in a special way.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Overarching...</p> <p style="text-align: center;">How as Catholics do we worship?</p>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Bread</li> <li>- Wine</li> <li>- Holy water</li> <li>- Chalice</li> <li>- Paten</li> <li>- Candle</li> <li>- Altar</li> <li>- Crucifix</li> <li>- The Liturgical Colors and their corresponding seasons</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Identifying the names altar articles.</li> </ul>	

## Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
<type here>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>-Students will identify the color used in the Mass/worn by the priest and be able to tell what it represents in the Church</li> <li>-Students will set a classroom altar with the appropriate articles and names.</li> </ul> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessment</p>

## Stage 3 – Learning Plan

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

- E<sub>1</sub>: Liturgical Colors (Nomenclature, CGS)
- E<sub>1</sub>: Liturgical Calendar (Nomenclature, CGS)
- E<sub>1</sub>: Altar I-basic articles (Nomenclature, CGS)
- E<sub>1</sub>: Altar II-Jesus present in the Word and the Tabernacle 9 (Nomenclature, CGS)
- E<sub>1</sub>: Altar III-remaining articles (Nomenclature, CGS)
- E<sub>1</sub>: God's House, the Church (Image of God TG pg 32 Lesson 6 in Workbook A & B)
- E<sub>1</sub>: God's Family-Baptism (Image God TG pg 46)
- E<sub>1</sub>: Prayer (Image of God TG pg 60)
- E<sub>1</sub>: Baptism I-Light and White Garment (Baptism, CGS)
- E<sub>1</sub>: Baptism II-Gospel, Water, Oils (Baptism, CGS)
- E<sub>1</sub>: Baptism III-Gestures (Baptism, CGS)
- E<sub>1</sub>: Preparation of Cruets (Eucharist, CGS)
- E<sub>1</sub>: Gesture of Epiclesis (Eucharist, CGS)
- E<sub>1</sub>: Gesture of Offering (Eucharist, CGS)
- E<sub>1</sub>: Preparation of the Chalice (Eucharist, CGS)
- E<sub>1</sub>: Sign of Peace (Eucharist, CGS)
- E<sub>1</sub>: Lavabo (Eucharist, CGS)
- E<sub>1</sub>: Liturgical Calendar Color Song: Purple, preparation, White for Celebration, Green is for the growing time, Red for Holy Spirit

## Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
<p>-Demonstrate</p> <p>-Identify</p>	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> <li>1. Children recognize that Priests serve a special role in our church. When a Priest enters the classroom children will greet Priests by addressing them as Father _____. A discussion will take place with the children about why we use the word Father and his role within the church.</li> <li>2. Children will be asked to share a picture of their Baptism. This will lead to a discussion regarding Baptism.</li> </ol> <p>**Rubrics to be created by classroom teacher</p>
	<p>OTHER EVIDENCE:</p> <p>Informal observations to check for understanding</p> <p>Various materials will be available for children incorporating all domains of learning (fine motor, large motor cognitive, language, social and emotional).</p> <p>Teacher will document all observed CCC's that occur spontaneously throughout the day and during prayer time. Documentation will coincide with the early childhood assessment piece that assesses whether the child is emerging, intermittent or frequent in this skill.</p> <p>When the opportunity arises the teacher will use photo documentation of the child using the CGS presentation pieces</p>

## Stage 3 – Learning Plan

Pre-Assessment: Take a tour of the Church. Invite a Priest to join us.  
 Progress Monitoring: Assess daily using observations especially in the Atrium.

Learning Events:

**Hook:** CGS Lessons – Liturgical colors, Altar table, gestures

**Where, Why, What:** Share essential questions with students. Explain performance task(s)

**Equip:** CGS – Atrium materials, specifically Liturgical colors, altar table, Liturgical gestures  
Image of God Series Lesson 13, Lesson 17

**Rethink:** Students can rethink the role of the priest and participants of the mass.

**Evaluate:** Informal observations to check for understanding

## Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
<type here>	<p>PERFORMANCE TASK(S):</p> <p>PK.II.1 G: Children will come to understand that we are members of God's Family, the Church, through Baptism. In Baptism we become sons and daughters of God, our Father. R: Audience, observer A: Themselves S: Prayer gathering P: Using the materials from Catechesis of the Good Shepherd for Baptism, the children will come to know that the signs and the gifts from their Baptism are reminders of this great light.</p> <p>PK.II.2 G: Children will recognize that their family, the class, and the parish are part of God's family, the Church. R: Audience A: Family, class, and parish S: Vestibule, Church, and the classroom P: Teacher will have children gather in the vestibule to introduce entering God's house, the Church.</p> <p>PK.II.3 G: Children will come to learn the names of altar articles: bread, wine, holy water, chalice, paten, candle, altar, and crucifix. R: Observer and role playing to set the altar table A: Themselves, teacher, and classmates S: After being presented the materials, during morning work time when materials are available P: Teacher will present the altar articles while setting the table. Children will then model this presentation and their understanding.</p> <p>PK.II.4</p>

	<p>G: Children will be introduced to the liturgical calendar through the liturgical colors and celebrating within the classroom.  R: Participants  A: Classmates, teacher, themselves  S: Throughout the environment on a daily basis  P: Teacher will present the liturgical calendar. Children will learn the liturgical colors and their meaning through song.</p> <p>K.II.9  G: Children will come to know that Priests are men that serve God in a special way.  R: Observers, listeners  A: Classmates, teacher  S: Various settings throughout the school (hallway, church, gym, classroom, etc.)  P: Children recognize that Priests serve a special role in our church. When a Priest enters the classroom children will greet Priests by addressing them as Father _____. A discussion will take place with the children about why we use the word Father and his role within the church.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:  Extension activities will be provided for all CCC's in the Sacraments unit that are covered in the Catechesis of the Good Shepherd.</p> <p>Example: Sorting liturgical colors and naming altar articles</p> <p>Various materials will be available for children incorporating all domains of learning (fine motor, large motor, cognitive, language, social and emotional).</p>
<b>Stage 3 – Learning Plan</b>	
<p>Teacher will document all observed CCC's that occur spontaneously throughout the day and during prayer time. Documentation will coincide with the early childhood assessment piece that assesses whether the child is emerging, intermittent or frequent in this skill.</p> <p>When the opportunity arises the teacher will use photo documentation of the child using the CGS presentation pieces.</p> <p>If available the teacher can document language that is used to check for understanding.</p>	

## Stage 2 – Evidence Option D

Evaluative Criteria	Assessment Evidence
<p>&lt;type here&gt;</p>	<p>PERFORMANCE TASK(S):            Atrium- PK 1.11, PK II.3, PK II.9, PK II.4-check lists for concepts taught</p> <p>G- To explain that through Baptism we (family, friends, and the parish) all become part of God's Family the Church.            R-Researchers/Reporters- 5 W questions            A Their class, teacher, and principal            S- <a href="#">Children were posed a question about their own Baptism Day and they</a><del>The children</del> must interview and research their baptism day to discover facts about their Baptism.            P- On a wall, the trunk of a tree will be created with the words "We All Belong to God's Family" on it. There will be a branch shooting out of it for each child in the class. The children will be given leaves to take home. They must write down names of family members and friends on the leaves of people that have been baptized. The leaves are returned to school and placed on their branch of the tree.            S- The child can explain in words that the tree represents God's family and the leaves are all the members.            (II.1 and II.2)</p> <p>G- To create a picture of themselves with friends surrounded by God's love.            R- Artists            A People who visit the art gallery. (Their classroom)            S- Parents and other students are coming to visit the classroom and you would like to show them God's love is all around them.            P- The artists will think of ways in their life that God's has made them special and shows them love. They will draw this on paper and it must include classmates and friends that God has given them as gifts.            S- The picture will show themselves and friends and have some examples in it of ways that God loves them. The child will explain the picture and the examples in it.            (PK1.3 and 1.10)</p>
	<p>OTHER EVIDENCE:            Teacher to identify other assessment</p>

## Stage 3 – Learning Plan

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

1. Read through chapter on Baptism. –**Equip**
2. Visit Baptismal Font at church and have Father do a presentation for them.- **Hook, Equip, Where**
3. Practice their own Baptism with them playing different parts and performing a Baptism on a doll- **Hook Tailor, Organize**
4. Discuss the 5 W questions.- **Equip**
5. Make a list of questions together about what we want to know about our own Baptism?- **Organize, Tailor, Revise,**
6. Each child will make a branch for the tree.- **Organize**
7. Discussion on how this tree is going to represent God's Family.- **Where, Evaluate, Rethink**
8. Send questions home and have parents write in the answers to the questions.- **Equip, Organize, Evaluate, Tailor**
9. Discuss how questions were answered. - **Evaluate**

<b>Stage 1 Desired Results</b>		
<p><b>ESTABLISHED GOALS</b></p> <p>PK.III.1 Have a sense of being loved by the important people in his/her life. Understand how this love relates to how God loves him/her.</p> <p>PK.III.2 Be aware that he/she is loved by God. (CGS)</p> <p>PK.III.3 Develop an awareness of his/her relationship with God through stories and songs. (CGS)</p> <p>PK.III.4 Respect others and their belongings.</p> <p>PK.III.5 Show a care of God's living creatures, especially people.</p> <p>PK.III.6 Obedience and honor for mother and father.</p> <p>PK.IV.5 Be able to express a sense of wonder and thankfulness to God.</p> <p>PK.III.7 Realize that there are right (good) and wrong (bad) choices. Wrong choices hurt our relationship with God and others. These are called sins. Right choices are the way we love God, others and ourselves. This is how we grow in holiness. This is how we grow as God's children. We become saints by following God's plan for our lives.</p> <p>PK.I.5 Jesus told us many things about the Kingdom. (CGS)</p> <p>PK.VI.2.a The child is familiar with the Creation story, Genesis 1:1-27, 31</p> <p>PK.V.1 Know that saints are what we call people who are in God's family in heaven. God wants</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>	
	Distinguish between right and wrong choices as a response to God's love	
	<b>Meaning</b>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- That he/she is loved by God.</li> <li>- To respect of others and their belongings.</li> <li>- Obedience and honor for mother and father.</li> <li>- There are right (good) and wrong (bad) choices.</li> <li>- We can ask our guardian angels to protect us and to help us make good choices.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Overarching...</p> <p>Topical...</p> <p>Why is God's love important?</p> <p>How should we treat others?</p> <p>How do our choices affect our faith?</p>	
<b>Acquisition</b>		
<i>Students will know...</i>	<i>Students will be skilled at...</i>	
	<p>Identifying the people who love and care about them</p> <p>Explaining God's plan for us as showing caring and respect for all of God's creation especially people and other living creatures.</p>	



everyone to be a saint. We should want to be saints. With God's help we can be saints too.		
PK.I.7 Angels are God's messengers. (CGS) PK.V.2 Know that angels are not saints, they are God's helpers. Everyone has a guardian angel.		

### Stage 2 – Evidence Option A

Evaluative Criteria	Assessment Evidence
	<b>PERFORMANCE TASK(S):</b> Students will explain the difference between a right and wrong choice, how God wants us to treat each other by using puppets to demonstrate different choices given a specific social situation.
	<b>OTHER EVIDENCE:</b>

### Stage 3 – Learning Plan

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

- E<sub>1</sub>: Wrong Choices (Image of God TG pg 42) \*PK.VI.2a Creation and Genesis 1:1-27, 31
- E<sub>1</sub>: Forgiveness is an Act of Love (Image of God TG pg 53)
- E<sub>1</sub>: Practical Life, Care of the Environment Exercises (CGS)
- E<sub>1</sub>: Circle Time Discussion of importance of obedience to parents
- E<sub>1</sub>: Song: Jesus Love You and Jesus Loves Me
- E<sub>1</sub>: Song: Jesus Loves Me This I Know
- E<sub>1</sub>: Love Others as God Loves You (Image of God, TG pg 25)
- E<sub>1</sub>: Actions and Attitudes-The Ten Commandments (Image God TG pg 18)
- E<sub>1</sub>: God Should Come First in Our Lives (Image of God TG, pg 97)

### Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
	<b>PERFORMANCE TASK(S):</b>  #1 Children will illustrate a class book with photos taken around the classroom of children demonstrating how to respect others and their belongings.

	<p>#2 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>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: observations, student illustrations, rubrics</p>

### Stage 3 – Learning Plan

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

#1

Pre-assessment: Discuss “Respecting others and their belongings” with students.

Progress Monitoring:

Learning Events:

**Hook:** Use Puppets during circle time to role play taking care of others and their belongings

**Where, Why, What:** Share essential questions with students. Explain performance task: Students will illustrate a class book based on photos taken around the classroom of showing respect.

**Equip:** *Image of God Series* PK “Who Am I” Chap. 17 God Cares for Us And All He Has Made

**Equip:** Catechesis of the Good Shepherd: Presentation: “The Good Shepherd”

**Equip:** Catechesis of the Good Shepherd: Presentation: “The Found Sheep”

**Equip:** Scripture Story: The Prodigal Son

**Rethink:** What does it look like when a student is taking care of their belongings

**Evaluate:** Performance task: Illustration of class book

**Evaluate:** Observations in Atrium and in the classroom with peers

#2

Pre-Assessment: Discuss forgiveness as an act of love

Progress Monitoring:

Learning Events:

**Hook:** Discuss choices good and bad through role play with puppets. “Do we all do things that are wrong sometimes?” “Do we need to ask forgiveness?”

**Hook:** *Image of God: Who Am I?* PK: Lesson 9: Forgiveness is an Act of Love

**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:** The Prodigal Son Luke 15: 11-32

**Rethink:** How do we ask for forgiveness? How do we forgive others?

**Evaluate:** Observe the puppet shows with peer

## Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S): PK.III.1, PK.III.2, PK.III.3 G: Children will develop an awareness of his/her relationship with God, that they are loved by God, and that they are loved by all important people in his/her life. R: Presenter and observer A: Themselves S: Discussions P: During prayer gathering the children will take turns saying a prayer for important people in their lives who love them very much.</p> <p>PK.III.4, PK.III.5, PK.III.6 G: Children will develop an awareness of respect for others, living creatures, and mother and father. R: Participant and observer A: Themselves S: All day long P: Throughout the classroom throughout the day children will demonstrate their understanding of respect by the way they treat their teachers, classmates, pets, and materials.</p> <p>PK.III.7 G: Children will come to know that there are right and wrong choices. Wrong choices hurt our relationship with God and others. Right choices are the way we love God, others and ourselves. R: Participant and observer A: Themselves, classmates, teachers, parents S: All day long P: As a goal in the early childhood classroom, the children will continuously work on “bucket filling” or making good choices. This helps us to become Saints by following God’s plan for our lives.</p>

**OTHER EVIDENCE:**

Extension activities will be provided for all CCC's in the Moral Development unit that are covered in the Catechesis of the Good Shepherd.

**Example:**

- Singing songs and listening to stories that show love and their awareness of their relationship with God.
- Filing "random acts of kindness" jar as a class.
- Practicing school wide Virtues of the month.

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

Teacher will document all observed CCC's that occur spontaneously throughout the day and during prayer time. Documentation will coincide with the early childhood assessment piece that assesses whether the child is emerging, intermittent or frequent in this skill.

When the opportunity arises the teacher will use photo documentation of the child using the CGS presentation pieces. (Presentation of the Nativity and adoration of the Shepherds)

If available the teacher can document language that is used to check for understanding.

**Stage 2 – Evidence Option D**

**Evaluative Criteria**

**Assessment Evidence**

**PERFORMANCE TASK(S):**

PK.III.1 and III.2

G- The goal is to create a God Made book of important people in their lives.

R- Writer

A – families, classmates and all individuals that want to hear about the important people in their lives

S- To reflect about how much God loves us and how he shows his love by giving us these important people who help us and love us.

P- You will write and illustrate a book about the important people that God gave you

S- God made \_\_\_\_\_ will start every page and the writer must give information through drawings and words that makes it understandable about how this person reflects God's love in their life.

PK III.2 and III.3

G- To learn a song about God's love.

R- singer

A Kindergarten

	<p>S- There is an opening in a concert and your group has been invited to fill in the slot and bring joy to others.  P- The students must know the words to <i>God's Love</i> and share a singing performance of it.  S- The words to the song must be known as they are singing it.</p> <p>PK III 4,5,6,7  G- The goal is to act out 2 situations. One where the child makes a bad choice and one where the child has the same situation but makes a good choice.  R- actor  A classmates and teacher  S- You want others to realize that in any given situation, we must all made decisions and there are decisions that involve good choices that follow God's rules and there are bad choices that do not follow God's rules.  P-You will pick out a situation and rehearse how it would look if you made a bad choice or how it would look if you made a good choice.  S- Successful roleplaying will show an understanding of good and bad choices.</p>
	OTHER EVIDENCE:

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

1. Watch a cartoon about Moses and the Ten Commandments. **–Hook**
2. Read and discuss Ten Good Rules- **Evaluate**
3. Make a list of the rules and how we should follow them.- **Evaluate, Rethink, Organize**
4. Show pictures of people making good choices and bad choices and discuss.- **Evaluate, Reflect, Rethink**
5. Give a situation such as your mom telling you to clean your room while you are watching a favorite television show. On two sides of a paper draw a good choice and a bad choice.- **Reflect, Equip, Tailored, Where**
6. Read a Saint story and discuss choices the Saint had to make. **–Reflect**
7. Brainstorm a list of situations that happen every day. Have children pick one and draw what they did. Discuss other choices that could have been made.-**Tailor, Reflect, Rethink, Where, Organize**
8. Practice acting out good and bad choices as a group.- **Hook, Where, Equip, Reflect, Tailor**

UbD Template 2.0- PK Prayer Life Unit

Stage 1 Desired Results			
<p><b>ESTABLISHED GOALS</b>                      PK.IV.2 The memorization of basic prayers offers an essential support to the life of prayer, yet it is also important to help students savor their meaning.                      PK.IV.2.b Grace Before Meals                      PK.IV.2.c Words of prayer: Allelulia; Holy holy, holy; Glory to God; Amen, Thank-you God; I love you God; For my family, Lord hear our prayer.                      PK.IV.3 Experience prayer through art, gesture, music and song                      PK.IV.4 Participate in spontaneous and silent prayer, alone and with others.</p>	<b>Transfer</b>		
	<p><i>Students will be able to independently use their learning to...</i>                      Use a variety of prayer forms in their lives.</p>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Attending Mass on Sunday and holy days of obligation.</li> <li>- Experience prayer through art, gesture, music and song.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b></p> <p>Overarching...</p> <p style="text-align: right;">How do we pray? Why do we pray?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Attending Mass on Sunday and holy days of obligation.</li> <li>- Experience prayer through art, gesture, music and song.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Overarching...</p> <p style="text-align: right;">How do we pray? Why do we pray?</p>
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Attending Mass on Sunday and holy days of obligation.</li> <li>- Experience prayer through art, gesture, music and song.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Overarching...</p> <p style="text-align: right;">How do we pray? Why do we pray?</p>	
<b>Acquisition</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Grade level prayers</li> <li>- How to express a sense of wonder and thankfulness to God.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Reciting the Sign of the Cross, Grace Before Meals and words of prayer.</li> </ul> </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Grade level prayers</li> <li>- How to express a sense of wonder and thankfulness to God.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Reciting the Sign of the Cross, Grace Before Meals and words of prayer.</li> </ul>	
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Stage 2 – Evidence Option A	
Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S):</p> <p>Children independently choose to utilize a prayer corner in the classroom for private conversation with God.</p> <p>Suggested Rubric: Track use of prayer corner.</p> <p>Children will wait to begin eating until all of their classmates are seated and a communal prayer is offered.</p>

	**Rubrics to be created by classroom teacher.
	OTHER EVIDENCE:  Teacher to identify other assessments:

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

- E<sub>1</sub>: Prayer (Image of God, TG pg 60)
- E<sub>1</sub>: Action Rhyme from Image of God, TG pg 66-also has a mobile to go with prayer
- E<sub>1</sub>: Our Father Booklet from Image of God, TG pg 64-65
- E<sub>1</sub>: Intro to Atrium and Prayer Corner (Prayer, CGS)
- E<sub>1</sub>: Bible in the Prayer Corner (Prayer, CGS)
- E<sub>1</sub>: We Are Called: Lesson 1

### Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
-	PERFORMANCE TASK(S): #1 Your task is to demonstrate the Sign of the Cross. The teachers will video each child so they can evaluate themselves.  **Rubrics to be created by classroom teacher.
	OTHER EVIDENCE:  Teacher to identify other assessments:

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

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 prayer, The Sign of the Cross.

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: Demonstrating the Sign of the Cross.

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

**Equip:** *Image of God Series* Lesson 10: Vocabulary “Prayer”

**Equip:** CGS: Introduction to Prayer Table

**Equip:** CGS: Sign of the Cross

**Rethink:** What are the words and gesture for the Sign of the Cross? What are the different ways we can pray? Does everyone pray the same?

**Evaluate:** Students will demonstrate the Sign of the Cross while being videotaped by teacher. (Students will be able to evaluate themselves)

\*\*Rubrics to be created by classroom teacher.

## Stage 2 – Evidence Option C

### Evaluative Criteria

### Assessment Evidence

PERFORMANCE TASK(S):

PK.IV.1, IV.2, IV.2.a, IV.2.c, IV.6, IV.7

G: Children will come to an understanding of the Church as a place where God is present in a special way, and where different members of God’s Family come together to worship the Lord and the many gestures and prayers that occur throughout the mass.

R: Participants and observers

A: Themselves,

S: Presentations and attendance during weekly all school mass

P: Weekly participation of all school mass as well as using Catechesis of the Good Shepherd materials for the presentation of the cenacle.

PK.IV.2.b

G: Children will come to know basic prayers throughout the day; Our Father, Grace, Angelus, Guardian Angel, Hail Mary.

R: Participant

A: Themselves

S: Throughout the day

P: Children will join along in prayer throughout the day.

PK.IV.3, IV.4, IV.5



	<p>G: Through prayer, gesture, music and song, spontaneously, alone or with others, children will be able to express a sense of wonder and thankfulness to God.</p> <p>R: Participant</p> <p>A: Themselves</p> <p>S: Prayer table gathering time</p> <p>P: Children will gather at prayer table and participate in various types of prayer led by the teacher and classmates.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
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	OTHER EVIDENCE:
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**Stage 3 – Learning Plan**  
*Summary of Key Learning Events and Instruction*

During prayer opportunities throughout the day, teacher will observe students understanding by their participation and reverence for prayer.

**Stage 2 – Evidence Option D**

Evaluative Criteria	1.8 Assessment Evidence
-	<p>PERFORMANCE TASK(S): 1.8, 4.3, 3, 4.4, 4.5, 4.6, 4.7</p> <p>G- Create of mobile that contain symbols that will remind us of the different ways we can pray and the different places we can pray. For example a church could be reminder of a certain place to pray and a heart could be a reminder to thank God for love. At least 5 symbols must be represented in the mobile.</p> <p>R- Designer of Liturgical Art of for Catholic home owners who need reminders to express a sense of wonder and thankfulness to God.</p> <p>A Home owners specifically their family home</p> <p>S The challenge is to give people visuals that will remind them that praying is important and can be done most anywhere and for many reasons.</p> <p>P- Creating a mobile that remind people to pray and that prayer can take many forms and can be in any place.</p> <p>S- Each symbol should be explained on how and why in relates to prayer</p>

	OTHER EVIDENCE: -checklist for 4.2
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-encourage weekly Mass with families

### **Stage 3 – Learning Plan**

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

1. Pray different times throughout the day that we practice different forms of prayer. **Equip, Tailor**
2. Talk about symbols such as a cross, heart, and flowers and what they can represent. **Equip, Rethink, Evaluate**
3. Visit Church and find symbols that help remind us of God and prayer. **Where, Hook, Evaluate, Organize**
4. Father visits room for prayer and lesson discussion. **Hook, Equip**
5. Look at pictures of Liturgical art and discuss how they remind us of God. **Evaluate, Hook, Organize**
6. Discuss different forms of prayer. **Evaluate, Organize, Where**
7. Take turns leading a different form of prayer. **Evaluate, Rethink, Tailor**
8. Read stories about Jesus praying. **Hook, Equip**
9. Discuss how prayer can help us. **Hook**
10. Journal prayers and pictures. **Organize, Revise, Evaluate**
11. Performance Task **Evaluate**

UbD Template 2.0- PK Saints Unit

<b>Stage 1 Desired Results</b>		
ESTABLISHED GOALS	<b>Transfer</b>	
	Students will be able to independently use their learning to... Tell why saints are important in our lives.	
	<b>Meaning</b>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>                      - God wants us all to be saints.                 </td> <td style="width: 50%; vertical-align: top;"> <b>ESSENTIAL QUESTIONS</b>                       Overarching...                      Why are the saints important in our lives?                 </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> - God wants us all to be saints.
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> - God wants us all to be saints.	<b>ESSENTIAL QUESTIONS</b>  Overarching... Why are the saints important in our lives?	
<b>Acquisition</b>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Students will know...</i>                      - Grade level saints                 </td> <td style="width: 50%; vertical-align: top;"> <i>Students will be skilled at...</i>                      - Explaining the stories of the first family.                 </td> </tr> </table>	<i>Students will know...</i> - Grade level saints	<i>Students will be skilled at...</i> - Explaining the stories of the first family.
<i>Students will know...</i> - Grade level saints	<i>Students will be skilled at...</i> - Explaining the stories of the first family.	
<b>Stage 2 – Evidence Option A</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
-	<b>PERFORMANCE TASK(S):</b>  **Rubrics to be created by classroom teacher.	
	<b>OTHER EVIDENCE:</b>  Teacher to identify other assessments: tests, quizzes, assignments, observations, student journaling	
<b>Stage 3 – Learning Plan</b>		
<i>Summary of Key Learning Events and Instruction</i> E <sub>1</sub> : We are Called, Lesson 2 (understanding vocation or calling)		
<b>Stage 2 – Evidence Option B</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
-	<b>PERFORMANCE TASK(S):</b>	

	<p>Your task is to create a Saint folder. Twice a month, a Saint will be introduced in the class, and then a Saint page will be created for student's folders. 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:</p> <p>Teacher to identify other assessments: observations, student journaling</p>

### Stage 3 – Learning Plan

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

**PERFORMANCE TASK**

Pre-assessment: Discuss with students: Who are Saints? God wants everyone to be 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:** Discuss Saints are people in God's family. Review the Holy Family (Mary, Joseph & Jesus).

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

**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 Saint Folder 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>PK.V.1  G: Children will come to know that saints are people in God's family in heaven. God wants us to be saints.  R: Participant</p>

	<p>A: Classmates, school friends, school family  S: All day children will work on virtues to practice being saintly  P: During morning gathering a discussion will take place on what virtues need to be practiced to be saintly.</p> <p>PK.V.2  G: Children will come to know that angels are not saints. Angels are God’s helpers, they are messengers.  R: Observer, participant  A: Themselves  S: Working with CGS materials  P: Children will use the enunciation and nativity pieces from Catechesis of the Good Shepherd to know that angels are God’s messengers.</p> <p>PK.V.3a  G: Children will come to know Jesus’s first family; Father, Son and the Holy Spirit  R: Participants  A: Themselves  S: Throughout the day when they make the sign of the cross  P: When learning to make the sign of the cross, children will learn about Jesus’s first family.</p> <p>PK&gt;V.3b  G: Children will come to know about Jesus’s family on earth, the Holy Family; Mary, Jesus, and Joseph.  R: Participant  A: Themselves or classmates  S: Working with CGS materials independently or with a partner.  P: Children will use the nativity pieces from the Catechesis of the Good Shepherd to learn about Jesus’s family on earth.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <p>Extension activities will be provided for all CCC’s in the Saints unit that are covered in the Catechesis of the Good Shepherd.</p>

Example:  
 - Coloring pages of the Holy family

### Stage 3 – Learning Plan

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

Teacher will document all observed CCC's that occur spontaneously throughout the day and during prayer time. Documentation will coincide with the early childhood assessment piece that assesses whether the child is emerging, intermittent or frequent in this skill.

When the opportunity arises the teacher will use photo documentation of the child using the CGS presentation pieces.

If available the teacher can document language that is used to check for understanding.

### Stage 2 – Evidence Option D

#### **Evaluative Criteria**

#### **Assessment Evidence**

-

G- To teach others how to become Saints  
 R- Pick a Saint and become that Saint  
 A classmates and families  
 S- The Saints have been called down from Heaven to explain how they became a Saint and help others become saints.  
 P- The Saint will know their story and be able to tell it to the audience. The saint will offer a suggestion to audience members that should help them to become a saint.  
 S- The student will be successful by showing these three things:  
 - wearing a costume that represents their saint  
 - can explain the Saint's story  
 -can give at least one suggestion for their audience on how to become a saint

#### OTHER EVIDENCE:

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

## Stage 3 – Learning Plan

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

1. Watching movies about Saints. **Hook, Equip**
2. Listing traits that saints have. **Equip, Evaluate**
3. Read stories about Saints. **Hook, Equip**
4. Compare and Contrast Saints. **Hook, Equip, Rethink**
5. Draw a picture of what a Saint. **Tailor, Evaluate**
6. How are Saints like Superheroes. **Rethink, Evaluate**
7. Compare the Holy Family to your family. **Where, Evaluate**
8. Bring different outfits and props in and discuss what Saint would of wore something or how they might have used something. **Organize, Where**
9. Act out situations where you have to make a choice. Have children pick a Saint and discuss what choice they might make. **Equip, Organize, Rethink, Evaluate**

UbD Template 2.0- PK Scripture Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>PK.VI.1 The child knows that the Bible is God's Word</p> <p>PK.VI.2 The child is familiar with the following passages and stories:</p> <p>PK.VI.2.b Prayer Themes</p> <p>PK.VI.2.b.2 Let the children come to me - Mk 10:14</p> <p>PK.VI.2.b.3 I am always with you - Mt 28:20</p> <p>PK.VI.2.b.4 Always be thankful - Col 3:16b-17</p> <p>PK.VI.2.b.5 Make ready the way of the Lord - Lk 3:4</p> <p>PK.VI.3 Stories from the Life of Jesus</p> <p>PK.VI.3.a Nativity - Mt 2:1-12</p> <p>PK.VI.3.b Resurrection - Mk 16:1-13</p>	<b>Transfer</b>	
	<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>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- That the Bible is God's Word</li> <li>-</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p>Overarching...</p> <p>Why and how does knowing Scripture help us become closer to God?</p>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Grade level scripture</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Retelling grade level scripture.</li> </ul>	
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:</p>	
Stage 3 – Learning Plan		
<p><i>Summary of Key Learning Events and Instruction</i></p>		
<p>&lt;type here&gt;</p>		



## Stage 2 – Evidence Option B

Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S):</p> <p>PK.VI.1            G: Children will come to know that the Bible is God's Word.            R: Participants            A: Themselves            S: Prayer area            P: When the child is introduced to the prayer area. They will come to know that a lit candle signifies God's Word</p> <p>PK.VI.2 (all passages and stories)            G. Children will become familiar with passages and stories from the Bible            R. Participants and observers            A: Themselves            S: Throughout the classroom throughout the year            P: These passages and stories will be threaded throughout the curriculum to coincide with STREAM themes.</p> <p>PK.VI.3, 3a, 3b            G: Children will come to know stories from the Life of Jesus; Nativity and Resurrection            R: Participants and observers A: Themselves and classmates            S: Working with CGS materials            P: Children will observe the presentation of the Nativity and the Resurrection and then have time to work with the materials and retell the story.</p> <p><b>**Rubrics to be created by classroom teacher.</b></p>
	<p>OTHER EVIDENCE:</p> <p>Extension activities will be provided for all CCC's in the Scripture unit that are covered in the Catechesis of the Good Shepherd.            Example:            - Felt Nativity            - Coloring pages:</p>

## Stage 3 – Learning Plan

### Summary of Key Learning Events and Instruction

Teacher will document all observed CCC's that occurs spontaneously throughout the day and during prayertime. Documentation will coincide with the early childhood assessment piece that assesses whether the child is emerging, intermittent or frequent in this skill.

When the opportunity arises the teacher will use photo documentation of the child using the CGS presentation pieces.

If available the teacher can document language that is used to check for understanding

## Stage 2 – Evidence Option C

Evaluative Criteria	Assessment Evidence
-	<p>PERFORMANCE TASK(S):</p> <p>PK.VI.1            G: Children will come to know that the Bible is God's Word.            R: Participants            A: Themselves            S: Prayer area            P: When the child is introduced to the prayer area. They will come to know that a lit candle signifies God's Word.</p> <p>PK.VI.2 (all passages and stories)            G: Children will become familiar with passages and stories from the Bible.            R: Participants and observers            A: Themselves            S: Throughout the classroom throughout the year            P: These passages and stories will be threaded throughout the curriculum to coincide with STREAM themes.</p> <p>PK.VI.3, 3a, 3b            G: Children will come to know stories from the Life of Jesus; Nativity and Resurrection            R: Participants and observers            A: Themselves and classmates            S: Working with CGS materials            P: Children will observe the presentation of the Nativity and the Resurrection and then have time to work with the materials and retell the story.</p>

	**Rubrics to be created by classroom teacher.
	<p>OTHER EVIDENCE:</p> <p>Extension activities will be provided for all CCC's in the Scripture unit that are covered in the Catechesis of the Good Shepherd.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- Felt Nativity</li> <li>- Coloring pages</li> </ul>
<b>Stage 3 – Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<p>Teacher will document all observed CCC's that occur spontaneously throughout the day and during prayer time. Documentation will coincide with the early childhood assessment piece that assesses whether the child is emerging, intermittent or frequent in this skill.</p> <p>When the opportunity arises the teacher will use photo documentation of the child using the CGS presentation pieces.</p> <p>If available the teacher can document language that is used to check for understanding.</p>	
<b>Stage 2 – Evidence Option D</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
-	<p>PERFORMANCE TASK(S):</p> <p>G- Create a Puppet Play about a Scripture story.</p> <p>R- Puppeteer</p> <p>A family and classmates</p> <p>S- There will be a celebration of the Bible. They need the characters from important Bible stories to be retold to the audience.</p> <p>P- Puppet show</p> <p>S- The performance must clearly retell the Scripture story with puppets.</p> <p>**Rubrics to be created by classroom teacher.</p>

OTHER EVIDENCE:

Teacher to identify other assessments:

### **Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

1. Reading Scripture story from Bible. **Equip/Hook/Hold**
2. Watch Scripture stories in short movie form. – **Hook**
3. Make an ongoing character chart about the Scripture stories- **Equip**
4. Compare and Contrast characters.- **Rethink, Evaluate**
5. Compare character actions to their own actions.- **Evaluate, Tailor**
6. Journal about stories. **Equip, Organize, Tailor**
7. Write songs using familiar nursery rhymes tunes to remind us of the actions in the story.- **Hook Equip, Tailor, Revise**
8. Organize a script using drawings to play your puppet play. **Organize, Tailor, Evaluate**