

Title: Erin O'Donnell, Religion, 2018-2019

Month(s)	Topic/Theme/Chapter/Unit	Essential Questions	Common Core and/or State Standard	SLE	Assessments (Formative & Summative - Varying Types)
September/October/November	Unit 1: Jesus Teaches Us About God's Love	<p>Who created the world, and the people? What are God's special gifts? What is God's promise?</p> <p>What is the story of Christmas?</p> <p>What is God's greatest gift? How do you make the sign of the cross?</p> <p>What is the great commandment and how did Jesus teach it? Who was Jesus?</p> <p>Saint focus: St. Francis of Assisi, John the baptist, St. Patrick</p> <p>Church Calendar days: Feast of all saints, feast of the holy family, los pasadas, ordinary time</p>	<p>God the Creator; Jesus the Redeemer; and Holy Spirit as Sanctifier</p> <p>Made in the Image of God: – Foundation of Human Dignity</p> <p>Covenant and Ten Commandments</p>	1A-C 2B, C 3A, E, F	Daily Worksheets- Formative Special Intention basket- Formative Chapter Tests- Summative
December/January/February	Unit 2: We are followers of Jesus	<p>How do we pray? What is the lord's prayer and where did it come from?</p> <p>How did people praise and follow Jesus? What is the Easter story? What is the Holy Spirit? When did the church begin? How is the church organized? What are the different jobs of church leaders? When is</p>	<p>Jesus the Redeemer; and Holy Spirit as Sanctifier</p> <p>Christology</p> <p><b>EUCCHARIST:</b> Who, How, When, and Where the Mass is Celebrated</p> <p>Liturgical</p>	1A-C 2A, F 3B, C	Daily Worksheets- Formative Christmas Play- Formative Chapter Tests- Summative

		<p>the churches time of waiting?</p> <p>Saint Focus: St. Peter, St. Paul, St. Theresa</p>	<p>Calendar  <b>PRAYERS WE KNOW BY HEART, EXPERIENCE AND SHARE AT MASS</b></p>		
<p>March/April</p>	<p>Unit 3: We Belong to the Church</p>	<p>Who is in our parish and what does it mean to be apart of it?  How does our parish help people? How do we celebrate God's love? What are the 7 sacraments?  What is baptism? What is forgiveness and when does God forgive us?  Why did Jesus die? Why did he resurrect?</p> <p>Saint Focus: Pope Pius X</p>	<p>Sacred Scripture  Salvation  History  <b>EUCCHARIST:</b>  Who, How, When, and Where the Mass is Celebrated  <b>CELEBRATION OF THE SACRAMENTS</b>  Sacraments of Initiation  Sacraments of Healing  Sacraments at the Service of Communion  Liturgical Symbols and Sacramentals  s First Grade:  Creation, Jesus, and the Church  <b>FORMS OF PRAYER</b></p>	<p>1A-C  2A, C, F  3A, C, E</p>	<p>Daily Worksheets- Formative  Lenten Journey Art Project- Formative  Chapter Tests- Summative</p>
<p>May/June</p>	<p>Unit 4: We celebrate and Live our Faith</p>	<p>What was the last supper?  Why do we celebrate communion? How do we gather to worship God?</p>	<p>God the Creator; Jesus the Redeemer; and Holy Spirit</p>	<p>1A-C  2D, E  3A, B, D</p>	<p>Daily Worksheets- Formative  Religion in first grade reflection project- Formative  Chapter Tests- Summative</p>

		<p>How do we share God's love with our families? With our friends? Who is Mary? Why do we have saints and what do they teach us? What is God's gift to us?</p>	<p>as Sanctifier  <b>THE CREED:</b>  A Statement of Our Belief  <b>EUCCHARIST:</b>  Who, How, When, and Where the Mass is Celebrated  <b>THE HUMAN PERSON</b>  <b>DEVOTIONAL PRACTICES</b>  (e.g., Rosary, Stations of the Cross, Novenas, Simbang Gabi, etc.)</p>		
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**Two Types of Assessment:**

*Formative Assessment* occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative Assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. Formative Assessment can be as informal as observing the learner's work or as formal as a written test. Formative Assessment is the most powerful type of assessment for improving student understanding and performance.

*Examples: a very interactive class discussion; a warm-up, closure, or exit slip; a on-the-spot performance; a quiz.*

*Summative Assessment* takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. Thus, Summative Assessment tends to have the least impact on improving an individual student's understanding or performance. Students/parents can use the results of Summative Assessments to see where the student's performance lies compared to either a standard (MEAP/MME) or to a group of students (usually a grade-level group, such as all 6th graders nationally, such as Iowa Tests or ACT). Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students.

*Examples: End of unit exams, major cumulative projects, research projects, and performances/presentations*