

Waiting - Advent - Pre Primary

C1 Members of God's Family wait and then celebrate Jesus' birthday.

AUTHENTIC ASSESSMENT AND TEACHING AND LEARNING

DESIGN Design a creative, comprehensive, synthesising task that requires deep knowledge and multiple skills to complete.	Imagine you are one of the wise men going on the long journey to see Jesus. Use godly play props to tell the Christmas story.
STUDENTS LEARN What do students need to know to complete the task?	know the Christmas story. What the journey would have been like. How the wise men travelled. The long distances - e.g. on the road from Kumbadina to Broome. Riding on camels. The excitement they would have felt about going to see the new 'king'. The presents that they would have chosen. connections to their experiences.
TEACHERS TEACH What do you need to teach? How?	Story - through the children's bible, through you Tube clips, songs. Pictures, images of the place. - Teach them about the characters, about the time that Jesus lived. - vocab cardboard gifts, journey, inn-keeper. - Picture walks.
ASSESS What do students need to do to demonstrate their learning?	^{Relate story} - Through play - using playdough, block corner, sand play, dress up box - preps, painting, collage, art work. Post it pictures. App - 'Show Me' Videosaurus - Take photos. - Write anecdotal notes of what children are telling the teacher.
REFLECT How can you assist students' reflecting skills?	Wonder questions Sharing circles. Prayer.

JUST LIKE JESUS — Yr 2
(LENT/EASTER)

Assessing understanding of Holy Week

AUTHENTIC ASSESSMENT AND TEACHING AND LEARNING

<p>DESIGN Design a creative, comprehensive, synthesising task that requires deep knowledge and multiple skills to complete.</p>	<p>Have 4 pictures — Palm Sunday, Last Supper, Good Friday, Easter Sunday. Children to put into correct sequence Teacher to be scribe & write what they say (younger) write themselves (more able) Retell the story</p>
<p>STUDENTS LEARN What do students need to know to complete the task?</p>	<p>Sequence of events in Holy Week Events that happened during each day The characters involved in each event</p>
<p>TEACHERS TEACH What do you need to teach? How?</p>	<p>Events that happened each day. How to sequence The characters Key words; towns; names</p>
<p>ASSESS What do students need to do to demonstrate their learning?</p>	<p>Once pictures and text completed students retell the story. More able to write their own retell using the picture sequence.</p>
<p>REFLECT How can you assist students' reflecting skills?</p>	<p>Skills assessment. Can sequence Can explain each picture Can retell the story.</p>

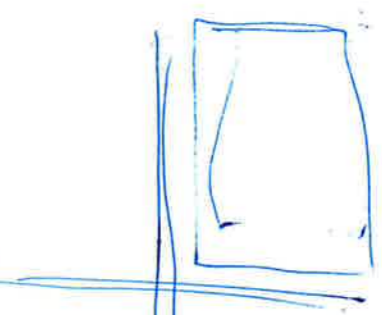
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AUTHENTIC ASSESSMENT AND TEACHING AND LEARNING : Holy week.

<p>DESIGN Design a creative, comprehensive, synthesising task that requires deep knowledge and multiple skills to complete.</p>	<p>beginning activity - 4 pairs (Palm Sunday - Easter Sunday) ask to describe to tell them sequence</p>
<p>STUDENTS LEARN What do students need to know to complete the task?</p>	<ul style="list-style-type: none"> - Sequence of events in Holy week! - Characters involved in each event! - What actually happened each day!
<p>TEACHERS TEACH What do you need to teach? How?</p>	<ul style="list-style-type: none"> - Sequence of events in Holy week! - How to sequence a story! - Characters for each day! - Key towns & spelling
<p>ASSESS What do students need to do to demonstrate their learning?</p>	<ul style="list-style-type: none"> - Recall story once piece completed! - Act out, if possible
<p>REFLECT How can you assist students' reflecting skills?</p>	<p>Skills assessment:</p> <ul style="list-style-type: none"> - Sequence - explain each picture - tell the story

~~Text~~ / Easter "Love + Forgiveness"

AUTHENTIC ASSESSMENT AND TEACHING AND LEARNING

<p>DESIGN Design a creative, comprehensive, synthesising task that requires deep knowledge and multiple skills to complete.</p>	<p>"Jesus forgives sins through the Sacrament of Penance."</p>  <p>As one of Jesus' apostles, prepare your notes to go out and spread Jesus' news of forgiveness of sins.</p>
<p>STUDENTS LEARN What do students need to know to complete the task?</p>	<p>Scripture: <u>John 20: 20-21</u> (Thomas)</p> <ul style="list-style-type: none"> Sins are forgiven when a person is truly sorry and asks God for forgiveness through the Sacrament of Penance. Really know the story well Context: backdrop: followers of J. Theology: meaning: - conditions of sin
<p>TEACHERS TEACH What do you need to teach? How?</p>	<ul style="list-style-type: none"> * forgiveness means love. we need to love others to forgive we need to love ourselves to ask for forgiveness the works of forgiveness imagining what everyone forgiving each other would look like.
<p>ASSESS What do students need to do to demonstrate their learning?</p>	<p>OPEN</p> <ul style="list-style-type: none"> use written / video form or ppt. on oral presentation. - an angsty speaking to the people explaining J's message of forgiveness.
<p>REFLECT How can you assist students' reflecting skills?</p>	<p>Use a rubric to plan presentation.</p> <p>"Audience" uses same rubric to "assess" performances.</p>

Yr. 6 LENT - Celebrate Jesus as Lord

AUTHENTIC ASSESSMENT AND TEACHING AND LEARNING

<p>DESIGN Design a creative, comprehensive, synthesising task that requires deep knowledge and multiple skills to complete.</p>	<p>Imagine you are an onlooker... etc. to the widows son rising and Jesus rising from the dead. Linking the story to Jesus' own death and resurrection</p>
<p>STUDENTS LEARN What do students need to know to complete the task?</p>	<p>Luke 5:14 7:14 The Widow's Son Reading or youtube clip / Act it out → Know story really well - characters, setting events - Elements of retell - Contextual Background → Place, geography</p>
<p>TEACHERS TEACH What do you need to teach? How?</p>	<p>Diary entry Element of a retell Spelling of key words (Word Wall) Vocab: Lier Widow - Feelings - Sad, shock - Setting = buildings - Hot searings → widow bystander</p>
<p>ASSESS What do students need to do to demonstrate their learning?</p>	<p>Freeing people from sin God's divine life God's love God's Passion and death Two great commandments - Visual Written Media</p>
<p>REFLECT How can you assist students' reflecting skills?</p>	<p>Visual reflection OR Checklist → Comments Pushes + obs - Peer Assessment?</p>

Year 8 - Acceptance + Belonging (Assessment 4). What
Design: a. Promote your parish as a community - people

Students: b. feel a sense of belonging + acceptance, Someone new arrives in your community how are you going to
Learn: What makes a community make them feel accepted +
sense of belonging?

Rules of community
How do we follow in the tradition of the apostles.
Research their own parish + (school) + key events +
groups of how + when people participate in!
How they celebrate
Research the history of your church / Dio.

- Teach:
- * Characteristics of a community
 - * What is a definition of community
 - * How did Jesus form the church as community
 - * What is the church today!
 - * What + why is acceptance + sense of belonging, what does it feel like.
 - * What are the 7 sacraments.
 - * persuasive lang
 - * teach the following
 - * List of social, emotional, physical, spiritual, moral + intellectual

Assess: Students present in any format.
Ad, Poster, recording, verbal, visual diary, powerpoint
Act it out, facebook page, dance.

Reflect: Rubric

Consider: Learning styles
differentiation