

## Authentic Planning & Assessment Format

	<b>Topic:</b> The Liturgical Season of Lent	<b>Year level:</b> 5	<b>Duration:</b> 3 weeks
<b>PLAN</b>	<b>Curriculum Links (Outcomes etc.)</b> <ul style="list-style-type: none"> <li>● C3.2 Students design prayers and rituals for different contexts using a range of resources</li> <li>● C3.1 Students gather and record information about practices associated with sacramental celebrations</li> </ul>		
	<b>Students will be assisted to:</b> <ul style="list-style-type: none"> <li>● Explore the season of Lent: <ul style="list-style-type: none"> <li>○ Investigate liturgical colours</li> <li>○ Investigate relevant signs and symbols</li> <li>○ Investigate practices associated with the season</li> </ul> </li> <li>● Compare and contrast the parts of Eucharistic and non-Eucharistic liturgies</li> <li>● Write a prayer to be used during a non-Eucharistic Lenten liturgy</li> <li>● Design and create a handout to be used by parents during the class liturgy</li> </ul>		
	<b>Rich/Authentic Task:</b> At the end of term, your class will celebrate a Lenten liturgy with parents. You will work in a group of four to investigate the liturgical season of Lent and design a handout which will be used by parents during the class liturgy. Each group will be designated a type of prayer to write for the liturgy. This prayer will be featured on your handout. The 6 handouts will be put together and will serve as a guide for parents during the liturgy.	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Group will design and create a handout that will be used by parents during the class Lenten liturgy</li> <li>● Handout will feature designated prayer written by the group</li> <li>● Design of handout will be influenced by Lenten colours and symbols</li> </ul>	
<b>DECLARE</b>	<b>Learning Episode 1</b> <ul style="list-style-type: none"> <li>● Explain the rich task to students</li> <li>● As a class, brainstorm the knowledge and understandings necessary to complete the task</li> <li>● Break students into 6 groups of 4</li> <li>● Each group discusses the task and makes a plan as to how their group will proceed with the task (what needs to be done first?)</li> </ul>	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>● Assessment <i>as learning</i>: students provided with opportunity for self-reflection at the end of the learning experience</li> </ul>	
<b>SUPPORT &amp; SCAFFOLD</b>	<b>Learning Episode 2</b> <ul style="list-style-type: none"> <li>● Groups will be broken into pairs</li> <li>● Pair will use internet and books to research the liturgical season of Lent</li> <li>● Pairs will locate information regarding: <ul style="list-style-type: none"> <li>○ liturgical colours</li> <li>○ symbols associated with season</li> </ul> </li> <li>● Information will be recorded in students notebooks under appropriate headings</li> </ul>	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>● Assessment <i>as learning</i>: students provided with opportunity for self-reflection at the end of the learning experience</li> <li>● Assessment <i>for learning</i>: teacher observes and monitors children as they research, scaffolding as necessary</li> </ul>	

SUPPORT & SCAFFOLD

**Learning Episode 3**

- Pairs will continue their research, today focusing on:
  - Practices associated with season
    - Fasting
    - Almsgiving
    - Prayer
    - Penance
- Pairs will rejoin their groups and share information gathered
- Any new information will be added to notebooks
- Any differences in information will be discussed and clarified through further research

**Formative Assessment**

- Assessment *as* learning: students provided with opportunity for self-reflection at the end of the learning experience
- Assessment *for* learning: teacher observes and monitors children as they research, scaffolding as necessary
- Assessment *for* learning: students provide feedback to peers, checking for similarities and differences in research and solving and problems encountered

**Learning Episode 4**

- As a class, revisit the parts of a mass (content covered previously)
- What is the difference between a Eucharistic and a non-Eucharistic liturgy?
- Complete compare and contrast table (Eucharistic liturgy in one column, non-Eucharistic liturgy in other column)
- This knowledge will inform the prayers to be included in the Lenten liturgy

**Formative Assessment**

- Assessment *as* learning: students provided with opportunity for self-reflection at the end of the learning experience
- Assessment *for* learning: teacher checks 'compare and contrast' table to determine student understanding

**Learning Episode 5**

- Each group will be allocated a type of prayer found in a non-Eucharistic liturgy:
  1. Opening prayer
  2. Penitential rite
  3. Gospel acclamation
  4. General intercessions (x 2)
  5. General intercessions (x 2)
  6. Closing prayer
- Groups will be given examples of their prayer type to read and examine
- Groups will write their own prayer for the Lenten liturgy, using the example prayer as a model
- Prayer will be informed by knowledge of Lenten symbols and practices gained through research

**Formative Assessment**

- Assessment *as* learning: students provided with opportunity for self-reflection at the end of the learning experience
- Assessment *for* learning: teacher observes and monitors children as they research, scaffolding as necessary
- Assessment *for* learning: teacher-student conferencing to ensure groups are on track and working well

**Learning Episode 6**

- Groups will finish writing their prayer, if not yet completed
- Groups will design and create their Lenten liturgy handout featuring the prayer they have written
- Groups will have access to computers and craft materials to create handout
- Handout will be informed by research

**Formative Assessment**

- Assessment *as* learning: students provided with opportunity for self-reflection at the end of the learning experience
- Summative Assessment**
- Assessment *of* learning: students submit their completed handout at the end of the lesson

## REFLECT

- Students will be provided with opportunities to reflect on their own learning and the progress of their group at the end of each learning experience
- This opportunity for reflection will support students in identifying strengths and weakness in their own learning and will provide direction for future learning
- Reflection will take the form of a journal
- The following questions are examples of the sorts of questions that may guide the individual reflection of students:
  - What did I learn from this learning experience?
  - What did I do well today?
  - Is there anything I need to do differently next time?