

Project Based Learning Lesson Plan

Project Title: *The Sacrament Showcase*

Topic: The Sacramental Life of the Church

Group Size: Whole, Small Groups, and Individual

Driving Questions:

How do the seven sacraments reveal God's transformative grace on the life of the Church?

What does it mean to live a "sacramental life"?

Overview of Lesson Plan: Teacher Guide

CCC References	CCC: Paragraphs 748-865; 1209-1666; 2558-2649 Textbook: Chapter 6 (pg. 91) Chapter 10, 11, & 12 (pgs. 143-195) Chapter 21 (pgs. 329-339)	
Project Objectives	- Identify and explain the Seven Sacraments of the Catholic Church. - Investigate one sacrament's scriptural roots, signs, symbols, effects, and implications on the life of the Church. - Design a presentation on one sacrament to be used as a teaching tool about the sacramental life of the Church. - Relate findings to what it means for individuals to live a sacramental life.	
Vocabulary	<u>Sacrament:</u> An outward (visible) sign of an invisible grace. An "effacious" symbol that brings about the spiritual reality to which it points. <u>Sacrament of Christian Initiation:</u> One of the three sacraments Baptism, Confirmation, and Eucharist through which a person enters into full membership in the Church. <u>Sacrament of Holy Orders:</u> The sacrament of apostolic ministry at the service of communion whereby Christ, through the Church, ordains men through the laying on of hands. Those who exercise these orders are bishops, priests, and deacons. <u>Sacrament of Matrimony:</u> A Sacrament at the Service of Communion in which Christ binds a man and woman into a permanent covenant of love and life and bestows His graces on them to help them live as a community and as a loving family, if He blesses them with children. <u>Sacrament of Penance:</u> A Sacrament of Healing, also known as reconciliation or confession, through which Christ extends His forgiveness to sinners, bringing about reconciliation with God and the Church. <u>Sacrament of the Holy Eucharist:</u> The liturgical action known as the Holy Sacrifice of the Mass. It "constitutes the principal liturgical celebration of the Paschal Mystery." <u>Sacramental Character:</u> An indelible spiritual mark that configures a person to Christ and is the permanent effect of the Sacraments of Baptism, Confirmation, and Holy Orders.	
Materials	Student - Catechism and Journey Textbook - Bible - The Sacrament Showcase Overview and Direction Sheets - Computer for research - Guided Notes Sheet for Lectures - Research Graphic Organizer - Canva, Google Slides, or PPTX - Presentation Rubric	Teacher - Lectures (Ch. 6, 10-12, 21) - Teaching Approach Notes - Catechism and Journey Textbook - Bible Model Presentation - Timers (as needed for groups) - Presentation Rubric Group Sign-Up Excel

	• Rubric • Peer Review and Self-Evaluation Sheet • Pen/Pencil	• Smart Board or Projector for Presentations
Assessment	<u>Formative:</u> • Daily check-ins with teacher • Exit Tickets • Check for Understandings • Research Graphic Organizer • Peer and Self-Evaluation	<u>Summative:</u> • Presentation of Sacrament • Analysis of rubric criteria
Differentiation	**Overview:** <i>Research project that includes reflections and discussions throughout the whole class, small groups, and individuals.</i> <u>Whole Class:</u> Lectures with notes Class Discussions Note-taking Sheet <u>Small Group:</u> Collaboration on Sacrament Presentation Variety of assigned tasks Group Discussions Students' collaborative roles <u>Individual:</u> Participating in discussion and group decisions Contributions to presentation Peer and Self-Evaluation Personal Reflection <u>Different Learning Styles:</u> Student Directions: Orally explain and visually present through a physical instruction sheet. Offer text to speech, various print sizes, and digital options, as needed. Remedial: Extending the project deadline. Extra tutorials on whole class and student presentations. Reviewing whole-class lectures and student-presentations. Adapt grading rubric as needed. Enrichment: Task students with creating a physical sign or action (by either creating a physical product, writing/acting out in a skit, video, etc.) for multiple everyday scenarios relating to making something invisible (love, forgiveness, belonging, etc.) visible. Have students explain how that action shows an invisible reality with each of their creations. Example Scenarios: • Expressing gratitude to a helpful person • Expressing reconciliation to repair a broken relationship • Celebrating a major life achievement • Welcoming a new classmate • Mentoring someone who needs guidance • Standing up for what is right • Serving others in need Have students research saints that had a special devotion or a correlation/connection to the sacrament they are researching. Have students describe their earthly and spiritual life and how that sacrament aided them in their journey. Allow students to present their findings in the presentations and reflections.	
Project Outline	<i>This is an in-class project that can be finished at home if needed.</i> **These days are flexible and can be adjusted to fit the needs of your students.** Day 1: The Church • Lecture on Ch. 6 (<i>emphasis on the origins/marks of the Church</i>). • Brief introduction to the Sacraments (<i>Ch. 10-12</i>). Day 2: Expectations of Project • Introduce guidelines, expectations, and rubric.	

- Choose groups and sacrament.

Day 3: Introduction to the Sacraments & Holiness

- Lecture on the Sacraments and the Spiritual Life (*Ch. 10-12; 21*).

Days 4-5: Research & Planning

- Research with the help of the Research Organizer.
- Plan creative formats and sources.

Day 6: Workday & Review

- Create presentations.
- Review and edit presentations.

Day 7: Finalize & Reflect

- Finalize and turn in completed presentations.
- Peer and Self-Evaluation.

Days 8-10: Sacramental Showcase

- Present group projects.
- Whole class discussion.

Day 1: The Church

Objectives	Identify and explain the Seven Sacraments of the Catholic Church. • Lecture on Ch. 6 (emphasis on the origins/marks of the Church). • Brief introduction to the Sacraments (Ch. 10-12). <u>CCC References:</u> Pp. 748-865	
Materials	<u>Student:</u> - o Catechism and Textbook, Guided Notes Sheet, pen/pencil, paper <u>Teacher:</u> - o Teaching Approach, Lecture, Computer, Timer, Student copies of Guided Notes Sheet, Anchor Chart paper (as needed), sticky notes (as needed)	
Vocabulary	Sacrament Sacrament of Christian Initiation Sacrament of Holy Orders Sacrament of Matrimony Sacrament of Penance Sacrament of the Holy Eucharist Sacramental Character	
Assessments	<u>Formative:</u> • Daily check in with teacher • Large group question and answer • 3, 2, 1 Exit Ticket	<u>Summative:</u> • Not applicable
Teaching Approach	<u>Day 1: The Church</u> <u>Opening Segue</u> Put the bellringer on the board as students come in as an opener to the lesson. Have students write their answers in a notebook, journal, or sheet of paper? The bellringer is <i>"If you wanted to show someone love or forgiveness, how would you make it visible to them?"</i> After the bellringer, students turn-and-talk to a partner their thoughts to that question, and if time allows, allow some of the partners to share their ideas with the class to open up the floor to discussion. Display an image of either water (<i>to symbolize baptism</i>), oil (<i>to symbolize holy orders, marriage, anointing of the sick, or Confirmation</i>), or bread (<i>to symbolize the Eucharist</i>). Let students ponder on the image and explain, <i>"What if God used these to show you love and forgiveness? He uses these simple visible symbols to change your life."</i> Tell students that over the next ten days, they will be learning not only about how God works through the Church (<i>the marks of the Church: One, Holy, Catholic, Apostolic</i>) but more specifically through how His grace becomes visible and active through the Sacraments. <u>Day 1: Introduction to Revelation</u> Write on the board the driving questions for this project. Explain to students that the end goal of this ten-day project is to learn how to live out a holy, sacramental life. Teach the lecture on the origins/marks of the Church and Sacrament introduction to the whole class. After the lecture, discuss and review, answer questions as needed. Have students complete an Exit Ticket with the 3,2,1 strategy (Students write on a slip of paper 3 things they learned, 2 things they want to learn more about, and 1 question about today's lesson.) Review students' responses at the end of the day. Use it as a bell ringer or review in the next day's lesson.	
Remediation/Extension	<u>Remediation:</u> Review the lecture as needed and answer any questions students may have. Whole class discussions on topics of confusion. <u>Extension:</u> Task students with creating a physical sign or action (<i>by either creating a physical product, writing/acting out in a skit, video, etc.</i>) for multiple everyday scenarios relating to making something invisible (<i>love, forgiveness, belonging, etc.</i>) visible. Have students explain how that action shows an invisible reality with each of their creations. Example Scenarios: • Expressing gratitude to a helpful person • Expressing reconciliation to repair a broken relationship	

	• Celebrating a major life achievement • Welcoming a new classmate • Mentoring someone who needs guidance • Standing up for what is right • Serving others in need
Differentiation	<u><i>Whole Class:</i></u> Lecture (provide guided notes sheets as needed), oral and visual presentation, class discussions, timer. <u><i>Small Groups:</i></u> Partner and Small group discussion, visual, auditory, kinesthetic, and oral presentation of material. <u><i>Individual:</i></u> Visual and auditory explanation/ reflections, Guided note sheet if needed, independent note taking as needed, daily check-ins with teacher.

Day 2: Expectations of Project

Objectives	<i>Identify and explain the Seven Sacraments of the Catholic Church.</i> <i>Investigate one sacrament's scriptural roots, signs, symbols, effects, and implications on the life of the Church.</i> • <i>Introduce guidelines, expectations, and rubric</i> • <i>Choose groups and sacrament</i> <u>CCC References:</u> Pp. 748-865; 1209-1666; 2558-2649	
Materials	<u>Student:</u> - o <i>Catechism and Textbook, Guided Notes Sheet, The Sacrament Showcase Overview and Directions Sheets, Rubric, physical copy of model presentation (as needed), Group Sign Up Excel, pen/pencil, paper</i> <u>Teacher:</u> - o <i>Teaching Approach, Lecture (as needed), Computer, Timer, Student copies of Overview and Directions Sheet, Anchor Chart paper (as needed), sticky notes (as needed), The Sacrament Showcase Overview and Directions Sheets, Rubric, physical copy of model presentation (as needed), Group Sign Up Excel, pen/pencil, paper</i>	
Vocabulary	<i>Sacrament</i> <i>Sacrament of Christian Initiation</i> <i>Sacrament of Holy Orders</i> <i>Sacrament of Matrimony</i> <i>Sacrament of Penance</i> <i>Sacrament of the Holy Eucharist</i> <i>Sacramental Character</i>	
Assessments	<u>Formative:</u> • <i>Check for Understanding</i> • <i>Bell Ringer Review</i> • <i>Class Discussion</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<u>Day 2: Expectations of Project</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> Review previous day's bellringer activity and answer any comments, concerns, or questions students may still have. Introduce to the students that they will be using the foundational knowledge from the previous day to help them in further advancing their understanding of the seven sacraments of the Catholic Church. Explain to students that they will be working in collaborative research groups to create an educational and reflective presentation on one sacrament to <i>showcase</i> to their peers on how to live out a sacramental life. Tell the students an overview will be provided once they meet their team members for their project. <i>(This is where you can have group members sign up using the Excel sheet provided, choose their own groups, or pre-determined groups).</i> Divide the class into the groups of four to five that they will be part of during the week <i>(if this has not already been done).</i> Offer an overview of this week's project, producing an educational and reflective presentation on ONE sacrament of the Catholic Church via <i>Canva, PPTX, or Google Slides</i>. In addition, explain how technology can open up the door for greater accessibility in evangelizing the culture or others by providing a visual appeal to an audience. Explain that each member of the four-to-five-person small group will unpack one of the sacraments (write/display on the board if not already done so): • Baptism • Reconciliation • Eucharist • Confirmation	

	• Matrimony • Holy Orders • Anointing of the Sick Pass out the <i>Overview and Directions sheets</i> to each student. Go the project step by step as the students follow along. Next, give each student a copy of the rubric handout and share the grading requirements of the project. Allow time for questions and discussion. Describe and demonstrate the model research presentations to students as well as the overview sheets. Do not rush this part. Ensure all students understand what is being asked of them. Allow time for the students to read through the overview on their own and with their group. Then clarify the project assignment and answer any questions the students have. Make sure students understand the end collaborative products of the project: one presentation created and presented to the class later in the week. Ensure to emphasize the “Requirements” and “Research” sections of the assignment. If time allows, once the students are confident in the understanding of the expectations for the project, allow students to break off into their collaborative groups and brainstorm ideas for the project. Answer any questions students may have.
Remediation/Extension	<u>Remediation:</u> Review the lecture and handout, as needed, and answer any questions students may have from the previous day. Provide further resources and references to students, as needed. Whole class discussions on topics of confusion. <u>Extension:</u> Task students with creating a physical sign or action (<i>by either creating a physical product, writing/acting out in a skit, video, etc.</i>) for multiple everyday scenarios relating to making something invisible (<i>love, forgiveness, belonging, etc.</i>) visible. Have students explain how that action shows an invisible reality with each of their creations. Example Scenarios: • Expressing gratitude to a helpful person • Expressing reconciliation to repair a broken relationship • Celebrating a major life achievement • Welcoming a new classmate • Mentoring someone who needs guidance • Standing up for what is right • Serving others in need
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions/examples/models, whole class discussion on questions regarding topic or requirements for the assignment. <u>Small Groups:</u> Partner and small group discussions with visual, auditory, oral, and kinesthetic presentation of material. Collaborating with a small group to choose a sacrament, agreed upon group presentation medium, and ensure understanding of project expectations. <u>Individual:</u> Research and record information as needed. Individual check-in/discussions with peers/teachers. Choosing a small group/sacrament. Visual/Printed copies of all student materials and models.

Day 3: Introduction to the Sacraments & Holiness

Objectives	Identify and explain the Seven Sacraments of the Catholic Church. Lecture on the Sacraments and the Spiritual Life (Ch. 10-12; 21) <u>CCC References:</u> Pp. 1209-1666; 2558-2649	
Materials	<u>Student:</u> - Internet, Journey textbook, Catechism, Guided Notes Sheet for Lectures, Anchor Chart paper, Markers, Pen/Paper <u>Teacher:</u> - Teaching Approach, Journey Textbook, Projector, Smart Board, Internet, Copies of student materials, timer	
Assessments	<u>Formative:</u> - Daily check in with teacher - Anchor Chart Summary 3, 2, 1 Exit Ticket	<u>Summative:</u> Not applicable
Day 3: Introduction to the Sacraments & Holiness <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> Revisit driving questions for this project. Review with students that the end goal of this week-long project is for them to understand and explain how the seven Sacraments reveal God's transformative grace on the life of the Church and their own Spiritual lives. Teach the lecture on the Sacraments and the Spiritual Life (Ch. 10-12; 21) to the whole class. After the lecture, discuss and review, answer questions as needed. Have students create an anchor chart with a partner and or their small group for the presentation of a summary/outline of what has been learned in this lesson and its connection to how the Sacraments of the Church deepen one's spiritual life. Allow whole class and/or small group sharing as time allows. Have students complete an Exit Ticket with the 3,2,1 strategy (<i>Students write on a slip of paper 3 things they learned, 2 things they want to learn more about, and 1 question about today's lesson</i>). Review students' responses at the end of the day. Use it as a bell ringer or review in the next day's lesson as an opener.		
Remediation/Extension	<u>Remediation:</u> Review the lecture as needed and answer any questions students may have. Present anchor chart on outline and connections from lectures. Whole class discussions on topics of confusion. <u>Extension:</u> Task students with creating a physical sign or action (<i>by either creating a physical product, writing/acting out in a skit, video, etc.</i>) for multiple everyday scenarios relating to making something invisible (<i>love, forgiveness, belonging, etc.</i>) visible. Have students explain how that action shows an invisible reality with each of their creations. Example Scenarios: - Expressing gratitude to a helpful person - Expressing reconciliation to repair a broken relationship - Celebrating a major life achievement - Welcoming a new classmate - Mentoring someone who needs guidance - Standing up for what is right - Serving others in need	
Differentiation	<u>Whole Class:</u> Lecture (<i>provide guided notes sheets as needed</i>), oral and visual presentation, class discussions, timer (<i>as needed</i>). <u>Small Groups:</u> Partner and Small group discussions, visual, auditory, kinesthetic, and oral presentation of material. <u>Individual:</u> Guided note sheet if needed, independent note taking as needed, daily check-ins with teacher.	

Days 4-5: Research & Planning

Objectives	<i>Investigate one sacrament's scriptural roots, signs, symbols, effects, and implications on the life of the Church.</i> <i>Design a presentation on one sacrament to be used as a teaching tool about the sacramental life of the Church.</i> - o <i>Research with the help of the Research Organizer</i> - o <i>Plan creative formats and sources</i> <u>CCC References:</u> Pp. 748-865; 1209-1666; 2558-2649		
Materials	<u>Student:</u> - o <i>Catechism, Journey Textbook, Bible, Google Slides/Canva/PPTX software, Internet, Computers, Rubric, Overview and Directions Sheet, Research Graphic Organizer, Access to Model Presentation (as needed)</i> <u>Teacher:</u> - o <i>Teaching Approach, Journey Textbook, Model Presentation Example, Timers (as needed for groups), Smart Board and Computer, copies of student materials above (rubric and overview/directions sheet)</i>		
Assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Student's Research Graphic Organizer</i> • <i>Presentation Progress</i> </td><td style="width: 50%; padding: 5px;"> <u>Summative:</u> • <i>Not applicable</i> </td></tr> </table>	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Student's Research Graphic Organizer</i> • <i>Presentation Progress</i>	<u>Summative:</u> • <i>Not applicable</i>
<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Student's Research Graphic Organizer</i> • <i>Presentation Progress</i>	<u>Summative:</u> • <i>Not applicable</i>		
Days 4-5: Research & Planning <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom. *)</i> Review, explain, and answer questions for each component of the Lesson Overview, Directions, and Rubric. You can use the model presentation provided to walk students through the process of the project again, as needed. Once you and your students are confident in understanding the expectations shared for the project, allow students to break off into their collaborative groups and research (<i>using their computers, print/digital resources, and research graphic organizer</i>). As students work, circulate and monitor learning and answer any questions they might have over the course of the next two days. Remind students to double check the requirements and driving questions for this project to meet the criteria in their rubric.			
Remediation/Extension	<u>Remediation:</u> Review and discuss the driving questions and lecture the day prior as needed. Review, discuss, and answer questions on the requirements of the project for the whole class period, as needed. Whole class discussions on topics of confusion. <u>Early Finishers/Extension:</u> Have students research saints that had a special devotion or a correlation/connection to the sacrament they are researching. Have students describe their earthly and spiritual life and how that sacrament aided them in their journey. Allow students to present their findings in the presentations and reflections.		
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions, whole class discussion on questions regarding topic and/or requirements for the assignment. <u>Small Groups:</u> Partner and Small group discussions, visual, auditory, oral, and kinesthetic presentation of material, collaboration of Casefile through collaborative roles, group timers. <u>Individual:</u> Researching information with graphic organizer.		

Day 6: Workday & Review

Objectives	<i>Investigate one sacrament's scriptural roots, signs, symbols, effects, and implications on the life of the Church.</i> <i>Design a presentation on one sacrament to be used as a teaching tool about the sacramental life of the Church.</i> - o Create presentations - o Review and edit presentations <u>CCC References:</u> Pp. 422-570; 571-682; 1066-1209	
Materials	<u>Student:</u> - o Catechism, Journey Textbook, Bible, Google Slides/Canva/PPTX software, Internet, Computers, Rubric, Overview and Directions Sheet, Research Graphic Organizer, Access to Model Presentation (as needed) <u>Teacher:</u> - o Teaching Approach, Journey Textbook, Model Presentation Example, Timers (as needed for groups), Smart Board and Computer, copies of student materials above (rubric and overview/directions sheet)	
Assessments	<u>Formative:</u> • Daily check in with teacher • Group/ Student progress on presentation	<u>Summative:</u> • Initial analysis of rubric criteria (feedback in draft phases)
Day 6: Workday & Review <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> Review with students the objectives, directions, and grading criteria as needed from the handouts provided. Have the students meet with their small groups and finish the draft phases of their research and presentation. <i>This would be a good time to do a check-in with students to gauge where the classroom is: still in research phase or in creation phase of the project.</i> Circulate from group to group to answer any questions and to check in on their progress based on the project instructions and grading rubric. Allow 10 to 15 minutes of whole class time at the end of the period to provide feedback via teacher conferences or small group conferences based on the presentation rubric.		
Remediation/Extension	<u>Remediation:</u> Review, discuss, and answer questions on the requirements of the project for the individual student, small group, or whole class as needed. Check to make sure each student has some role in their group's media presentation. <u>Extension:</u> Have students research saints that had a special devotion or a correlation/connection to the sacrament they are researching. Have students describe their earthly and spiritual life and how that sacrament aided them in their journey. Allow students to present their findings in the presentations and reflections.	
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the review of instructions. Ask questions as needed. Check in and summary of teacher observations. <u>Small Groups:</u> Work together to create, edit, and final draft the presentation. Partner and Small group discussions, visual, auditory, oral, and kinesthetic presentation of material, collaboration of presentation through collaborative roles, group timers <u>Individual:</u> Participate in creation of presentation through role. Researching information with graphic organizer, check-ins with teacher.	



Day 7: Finalize & Reflect

Objectives	<i>Design a presentation on one sacrament to be used as a teaching tool about the sacramental life of the Church.</i> <i>Relate findings to what it means for individuals to live a sacramental life.</i> - o <i>Finalize and turn in completed presentations</i> - o <i>Peer and Self-Evaluation</i> <u>CCC References:</u> Pp. 748-865; 1209-1666; 2558-2649	
Materials	<u>Student:</u> - o <i>Catechism, Journey Textbook, Bible, Google Slides/Canva/PPTX software, Internet, Computers, Rubric, Overview and Directions Sheet, Research Graphic Organizer, Access to Model Presentation (as needed), Peer Review and Self-Evaluation Sheet</i> <u>Teacher:</u> - o <i>Teaching Approach, Journey Textbook, Timers (as needed for groups), Internet, Smart Board, Copies of student presentations (as needed), Copies of Students Research Organizers/Notes Sheets, Rubric handout, Pen/Paper, Students' Peer Review and Self-Evaluation Sheets</i>	
Assessments	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Constructive Feedback Discussions</i>	<u>Summative:</u> • <i>Self-Reflection/Peer Evaluation</i> • <i>Rubric analysis/Requirements for Project met</i>
<u>Day 7: Finalize & Reflect</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <u>Instructions:</u> Have the small groups put finishing touches on their project, rehearse (if needed), and any other tasks needed done among their small group members. Allow about 15 minutes for students to work together. Next, allow groups to meet with one other group to share their project. Group members who view the view the project should go around their group with each member offering one constructive comment beginning with sentence stems like these: • <i>My favorite part of your project is...</i> • <i>You might want to touch up the [mention specific part] by ...</i> • <i>Your project made me think about ...</i> • <i>One part of the grading rubric you might add to is...</i> Allow at least 15-30 minutes for the students to return to their small groups and to make final adjustments based on the comments that they heard. Circulate the classroom and answer questions, clarify concerns, and provide feedback as needed. Ensure to remind students of what is required to turn in as a group and as an individual. Allow for the remainder of the class period for students to complete their Peer Review and Self-Reflection Sheet.		
Remediation/Extension	<u>Remediation:</u> Provide alternate means for students to share and receive peer evaluations (e.g., writing, sharing individual comments through one peer). <u>Extension:</u> Have students research saints that had a special devotion or a correlation/connection to the sacrament they are researching. Have students describe their earthly and spiritual life and how that sacrament aided them in their journey. Allow students to present their findings in the presentations	

	and reflections.
Differentiation	<u><i>Whole Class:</i></u> Visual, oral, auditory, kinesthetic formats for the review the finalizing of presentations and topics of confusion. <u><i>Small Groups:</i></u> Collaborative presentation of the project with others. Adapting the project based on peer evaluation. Various mediums to conduct constructive feedback discussions in small groups. <u><i>Individual:</i></u> Participation in individual role in group project, self-reflection/peer evaluation offered in variety of mediums.

Days 8-10: Sacramental Showcase

Objectives	<i>Relate findings to what it means for individuals to live a sacramental life.</i> - o Present group projects - o Whole class discussion <u>CCC References:</u> Pp. 748-865; 1209-1666; 2558-2649		
Materials	<u>Student:</u> - o Catechism, Journey Textbook, Rubric, Research Organizer (as needed) Sacrament Presentation, Internet, Computer, Peer Review and Self-Evaluation Sheet, pen/pencil, paper <u>Teacher:</u> - o Teaching Approach, Journey Textbook, Timers (as needed for presentations), Internet, Smart Board, Copies of student presentations, Rubric, copies of students' Peer Review and Self-Evaluation sheets		
Assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Formative:</u> • Daily Check-in with teacher (as needed) • Discussion questions as they arise for presentations • Whole and Small Groups Discussion Questions </td><td style="width: 50%; vertical-align: top;"> <u>Summative:</u> • Final Presentation • Final analysis of Rubric Criteria • Peer/Self Evaluations </td></tr> </table>	<u>Formative:</u> • Daily Check-in with teacher (as needed) • Discussion questions as they arise for presentations • Whole and Small Groups Discussion Questions	<u>Summative:</u> • Final Presentation • Final analysis of Rubric Criteria • Peer/Self Evaluations
<u>Formative:</u> • Daily Check-in with teacher (as needed) • Discussion questions as they arise for presentations • Whole and Small Groups Discussion Questions	<u>Summative:</u> • Final Presentation • Final analysis of Rubric Criteria • Peer/Self Evaluations		
<u>Days 8-10: Sacramental Showcase</u> <i>*(Pre Lesson Preparation: If you choose to, pick the order of the presentations for your students.)*</i> Use some or all the following suggestions to allow small groups to share/present their e-book projects with the whole class: • Assign the order of the group presentations. • Answer any questions students might have and review the main objective and focus questions for the project. • Remind students that the Reporter for the group must have the main speaking parts in the presentation. All team members can share their thoughts, findings, observations, but must do so after the reporter has spoken their piece for that slide. • Give the students a Peer and Self-Evaluation form to complete for each presentation. Explain to your students that the goal for completing the sheets while a group is doing their presentation is to further deepen their knowledge of the Sacraments of the Church to enhance their spiritual life. <u>Class Discussion or Written Reflection</u> Either lead a whole class reading and discussion based on the Summary and Reflection section of Chapter 6, pages 98-99 or assign one or more of these items as a written exit activity that should be turned in to you. Reserve the option to grade any written work or to apply it to extra credit if time allows.			
Remediation/Extension	<u>Remediation:</u> Have one-on-one evaluation with students based on previous modifications to the Rubric Handout. <u>Extension:</u> Ask students who worked on any personalized enrichment project to write up a self-evaluation of their work. You may also assign these students to modify the existing grading rubric for this project or to create their own grading rubric based on the work that they did. Written Reflection activity based on pages 98-99 of <i>Journey</i> may also be used.		
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions Completion of Peer and Self-Evaluation forms for each project. Participation in final class discussion or written reflection. <u>Small Groups:</u> Collaborative presentation of the given Sacrament, various roles during presentation, partner		

	discussion to further assist an understanding of the driving questions. <i><u>Individual:</u></i> Check-ins with the teacher, contributions to presentation, peer and self-evaluations, and reception of final grade based off the rubric.
