

Project Based Learning Lesson Plan

Project Title: The Rosary: A Meditation Podcast

Topic: The Blessed Mother

Group Size: Whole, Small Groups, and Individual

Driving Questions:

Through prayerful reflection on the Mysteries of the Rosary, what is Mary's role in bringing us closer to God and deeper in our relationship with her Son?

In what ways can we use modern media as a tool to evangelize our Catholic faith?

Overview of Lesson Plan: Teacher Guide

CCC References	CCC: <i>Paragraphs 484-511; 721-726; 963-975; 2650-2770</i> Textbook: <i>Chapter 7 (pg. 101-112)</i> <i>Chapter 22 (pg. 341-351)</i> <i>Chapter 23 (pg. 353-364)</i>	
Project Objectives	<i>Explore to understand the history, purpose and power of the Mysteries of the Rosary.</i> <i>Analyze and reflect on one assigned Mystery of the Rosary through Scripture and Sacred art.</i> <i>Collaboratively synthesize reflections and meditations on assigned Mystery to deepen understanding and prepare to teach it through the creation of a podcast segment.</i> <i>Reflect on the impact the Mysteries of the Rosary have on the spiritual life of an individual and the communal life of the Church.</i>	
Vocabulary	<u>Annunciation:</u> <i>The visit by the angel Gabriel to the Virgin Mary to announce that she would be the mother of the Savior. After giving her consent, Mary became the mother of Jesus by the Power of the Holy Spirit.</i> <u>Ascension:</u> <i>The event that "marks the definitive of Jesus' humanity into God's heavenly domain" (CCC, 665). It is from Heaven that Christ will come again.</i> <u>Assumption of the Blessed Virgin Mary:</u> <i>The Church dogma formalized by Pope Pius XII in 1950 that teaches that the Blessed Mother was taken body and soul into Heaven when her earthly life was over.</i> <u>Immaculate Conception</u> <i>The belief that Mary was conceived without Original Sin.</i> <u>New Eve:</u> <i>By her complete obedience to God's will, Mary is the New Eve. As announced in the Protoevangelium, Mary is clearly the New Eve who, unlike the original Eve, will avoid temptation and sin and remain always pure.</i> <u>Rosary</u> <i>A prayer in honor of the Blessed Virgin Mary which repeats Hail Mary's over five decades of prayers separated by the Our Father. Each decade meditates on a mystery in the life of Jesus.</i> <u>Virgin Birth:</u> <i>A Church dogma that teaches that Jesus was conceived through the Virgin Mary by the power of the Holy Spirit without the cooperation of a human father.</i>	
Materials	<u>Student</u> • Catechism and Journey textbook • Bible • The Rosary: A Meditation Podcast Overview and Direction Sheets • Computer for research • Computer/Recording Device • Word Doc/Written Notes Sheet • Rosary Cheat Sheet • Podcast Rubric • Pen/Pencil	<u>Teacher</u> • Lectures (Ch. 7; 22-23) • Teaching Approach Notes • Overview and Directions Sheets • Rosary Cheat Sheets • Timers (as needed for groups) • Anchor Chart paper (as needed) • Presentation Rubric • Smart Board or Projector for Presentations
Assessment	<u>Formative:</u> • Daily check-ins with teacher	<u>Summative:</u> • Independent Podcast Section

	• <i>Class Discussions</i>	• <i>Group Podcast Section</i> • <i>Analysis of rubric criteria</i>
Differentiation	**Overview:** <i>Research project that includes reflections and discussions throughout the whole class, small groups, and individuals.</i> <u>Whole Class:</u> <i>Lectures with notes</i> <i>Class Discussions</i> <i>Note taking Sheet</i> <i>Anchor Charts</i> <u>Small Group:</u> <i>Collaboration on constructive feedback to create podcast core messages and segments</i> <i>Variety of assigned tasks to create podcast</i> <i>Group Discussions</i> <u>Individual:</u> <i>Participate in discussion and group decisions</i> <i>Meditate and contemplate via Lectio and Viso Divina</i> <i>Create a script for podcast segment</i> <i>Reflection on the driving questions and takeaways</i> <u>Different Learning Styles:</u> Student Directions: <i>Orally explain and visually present through a physical instruction sheet.</i> <i>Offer text to speech, various print sizes, and digital options, as needed.</i> Remedial: <i>Extending the project deadline.</i> <i>Extra tutorials on whole class and student presentations.</i> <i>Allow for a peer mentor to assist where needed.</i> <i>Adapt grading rubric as needed.</i> Enrichment: <i>Allow students to propose own related enrichment project. 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.</i> <i>Written or Video recorded reflections, based on pages 111-112; 363-364; 380-381 of Journey, may also be used and incorporated into final presentation and/or used as enrichment throughout the project.</i>	
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: Rosary & Prayer • Call to Holiness Activity. • Lecture and discussion on the Rosary. Day 2: Review & Plan • Pray the Rosary & discuss. • Receive assigned Mystery. • Review basic overview/expectations of upcoming project. Day 3: Individual Contemplation • Lectio Divina over Mystery. • Art reflection over Mystery. • Reflection Discussion with Mystery Group . Days 4-6: Meditation and Collaboration • Create Outline Podcast Segment(s). • Discuss with Rosary Group. • Combine and edit draft segments. Days 7-8: Finalize and Publish • Record, combine, and edit audio segments. • Write individual reflection. Day 9-10: Share and Evangelize • Whole class listening party & discussion.	

Day 1: Rosary & Prayer

Objectives	Explore to understand the history, purpose and power of the Mysteries of the Rosary. • <i>Call to Holiness Activity</i> • <i>Lecture and discussion on the Rosary</i> <u>CCC References:</u> Pp. 484-511; 721-726; 963-975; 2650-2770	
Materials	<u>Student:</u> - o <i>Catechism and Journey Textbook, Bible, Lecture Notes Sheet, Sticky Notes, pen/paper</i> <u>Teacher:</u> - o <i>Lecture, Teaching Approach, Computer, Projector, Smart Board, Timer (as needed), Anchor Chart paper (as needed), Sticky Notes, pen/paper, Student & teacher set of rosaries (if accessible), WordCloud Software</i>	
Vocabulary	<i>Annunciation</i> <i>Assumption of the Blessed Virgin Mary</i> <i>Immaculate Conception</i> <i>New Eve</i> <i>Rosary</i> <i>Virgin Birth</i>	
Assessments	<u>Formative:</u> • <i>Large group question and answer</i> • <i>Sticky Questions Activity</i>	<u>Summative:</u> • <i>Not applicable</i>
Teaching Approach	<u>Day 1: Rosary & Prayer</u> <u>Opener: Call to Holiness</u> Engage students by presenting a prompt on the board: “<i>When you hear the word holy, who comes to mind? Describe and list their attributes, character, personality traits</i>” Allow students silent time to answer and write. After a few minutes ask the whole class to share out (<i>popcorn share</i>) their responses. While they share out, create a WordCloud for the word holy using student responses. Then prompt students again by asking them, “<i>Who is called to holiness?</i>” Allow students to popcorn share out and engage in discussion as needed (<i>the goal is to lead students to say “everyone” or “themselves/myself”</i>). Then lead students on by posing, “<i>If everyone is called to holiness, how can we live it out?</i>” Allow students to partner share or popcorn share. Lead students to prayer as a pathway to holiness and provide examples, scaffolding with family members, mentors, friends, to the priest, religious, in the saints, and especially Mary. Remind students that prayer is our relationship with God. Prayer (<i>in its many forms</i>) is a constant conversation with God, our Father, the creator of the universe. God does not want us to grow in our spiritual life alone, He made His children to be in community with one another: that is what the saints, and Mary, the Mother of God, come to our aid and intercede for us! Mary has a special place as our spiritual mother and the highest honor of all saints to guide us to a structured prayer life. Tell students that there are many structured ways the Church offers to structure one’s prayer life, but the Rosary is the one that we will focus on for this week’s project. Display a picture or hold up a real rosary (<i>if you have access to multiple rosaries, giving the students all their own during the lesson would be helpful for engagement</i>). Explain how the rosary looks like a set of beads but is a powerful weapon/tool in prayer and beats the common reasons to not pray: distraction, boredom, not knowing where to start/say, etc. Describe how it can help them stay focused and grow closer to Christ, as it walks students through the life of Jesus, with Mary. <u>Lecture and Discussion:</u> Begin the lecture and once the lecture and discussions conclude, explain to your students that they will do a round of <i>Sticky Questions</i> and discuss the plan for the rest of the week. <u>Sticky Questions:</u> Pass out one to three sticky note to each student. Explain to the students that they will write down a response to: “<i>What are you most confused about after today’s lesson?</i>” Give students about two minutes are so to respond and ask them to place it on a piece of anchor chart paper in front of the class. Analyze what seems to be a common theme in the questions and use it as a discussion point for the class. Repeat this as many times as desired (<i>Note: You can also use this as a launching point for</i>	

	<i>tomorrow's lesson and discussions</i>). Briefly share with students this week's project: throughout the week, they will be working in individual and small groups and create a podcast on how to use modern media as an evangelization tool.
Remediation/Extension	<u>Remediation:</u> Review the lecture as needed and answer any questions students may have. Whole class discussions on topics of confusion using <i>Sticky Questions</i> activity. <u>Extension:</u> Written or Video recorded reflections, based on pages 111-112; 363-364; 380-381 of <i>Journey</i>, may also be used and incorporated into final presentation and/or used as enrichment throughout the project.
Differentiation	<u>Whole Class:</u> Lecture (provide guided notes sheets as needed), oral and visual presentation, class discussions, timer. <u>Small Groups:</u> Partner and Small group discussions, <i>Sticky Questions</i>, visual, auditory, kinesthetic, and oral presentation of material. <u>Individual:</u> Guided note sheet, independent note taking as needed, tangible rosaries, individual reflection time with timers as needed.

Day 2: Review & Plan

Objectives	<i>Explore to understand the history, purpose and power of the Mysteries of the Rosary.</i> • <i>Pray the Rosary & discuss</i> • <i>Receive assigned Mystery</i> • <i>Review basic overview/expectations of upcoming project</i> <u>CCC References:</u> Pp.484-511; 721-726; 963-975	
Materials	<u>Student:</u> - o <i>Journey textbook, The Rosary: A Meditation Podcast Overview and Directions Sheet, Rubric Access, a rosary, Rosary Cheat Sheet, pen/paper</i> <u>Teacher:</u> - o <i>Teaching Approach, Projector, Rosary Cheat Sheet, Sticky Questions Resource (as needed), Internet, pre-selected student groups/individual mystery assignments, Rosaries for teacher and/or students, Copies of student materials, Rubric, Access to all student materials for project, Computer, YouTube (as needed for music), pen/paper</i>	
Vocabulary	<i>Annunciation</i> <i>Assumption of the Blessed Virgin Mary</i> <i>Immaculate Conception</i> <i>New Eve</i> <i>Rosary</i> <i>Virgin Birth</i>	
Assessments	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Sticky Questions Resource</i>	<u>Summative:</u> • <i>Not applicable</i>

Day 2: Review & Plan		
Teaching Approach	<u>Day 2: Review & Plan</u> <i>*Pre-class work: Pre-assign the students to the groups of four to six they will be part of for this assignment.*</i> <u>Opener:</u> On the board, post the <i>Sticky Questions Resource</i> used at the end of class the day before to answer any areas of confusion and as a launching point into today's lesson. Review with students that Mary is the Mother of God and comes to our aid to intercede for us. Remind them that Mary has a special place as our spiritual mother and the highest honor of all saints to guide us to a structured prayer life. Remind students that there are many structured ways the Church offers to structure one's prayer life, but the Rosary is the one that we will focus on for this week's project to create a meditative podcast with the Rosary as a guide. Display a picture or hold up a real rosary (<i>if you have access to multiple rosaries, giving the students all their own during the lesson would be helpful for engagement</i>). Give all students access to the <i>Rosary Cheat Sheet</i> to keep throughout the project. Remind and explain again how the rosary looks like a set of beads but is a powerful weapon/tool in prayer and beats the common reasons to not pray: distraction, boredom, not knowing where to start/say, etc. Describe how it can help them stay focused and grow closer to Christ, as it walks students through the life of Jesus, with Mary. It is not a means of robotic repetition but of meditative prayer to keep us rooted in Christ. <u>Praying the Rosary:</u> Use this script as a guide to walk students through praying the rosary. Dim the lights, set a calm environment with candles, silence, and/or music to set a tone for prayer. If possible, ask students to bring their own rosary or supply students with one. <i>"We are not going to pray the whole rosary at this moment; we are just going to experience what this deep form of meditative prayer is like. Follow along and be open to the guidance of the Holy Spirit stirring your heart. You do not have to say anything, but you are welcome to vocalize the prayer if you choose."</i> Ask students to sit comfortably with feet grounded on the floor. Ask students to inhale and exhale a few times with pauses in between. Invite students to clear their thoughts and slow down their minds to be able to imagine being in Mary's place (<i>Imaginative Prayer</i>). You can choose any of the mysteries to meditate on, but here the Annunciation will be used. <i>"You are in Mary's shoes. A bright light comes</i>	

	<i>beaming down through the window as you pray. The angel tells you that you are the Mother of Jesus. You do not have all the answers or know the future, but you say yes to God despite it. Think of your own life. Is there anything you are uncertain about? Nervous, fearful, or weighing you down? Bring these to God. Trust Him as Mary did." Allow time for pauses and silence. Pray this decade with your students. At the end of the decade ask students to open their eyes and discuss how this form of prayer made them feel, or what they experienced.</i> Introduce to the students that they will be using the foundational knowledge from the previous two days to help them in this project, to come to a deeper understanding of praying the Mysteries of the Rosary by creating a podcast episode with a collaborative group. Explain that they will work independently to do an in-depth reflection and meditation on ONE mystery of the Rosary; additionally, in their small groups, they will come together to record a full-length podcast episode on one of the four sets of the Mysteries of the Rosary. Describe how their team will reflect, meditate, collaborate, and create this episode to use digital modern media as a tool to evangelize. Iterate how the goal of this project is to not only create a podcast but to educate others, and yourself, on the power of mediation, especially through the Rosary, on the spiritual life. Go ahead and assign students their mystery of the Rosary and their Rosary groups. Pass out the <i>Overview and Directions</i> sheet to each student. Go through 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. 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 you as the teacher. Then clarify the project assignment and answer any questions the students have. Make sure students understand the end independent and collaborative products of the project. Ensure to emphasize the <i>"Individuals"</i>, <i>"Groups"</i>, and <i>"Requirements"</i> sections of the assignment.
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 for students, as needed. Whole class, small group, or independent discussions on topics of confusion. <u>Extension:</u> Written or Video recorded reflections, based on pages 111-112; 363-364; 380-381 of <i>Journey</i>, may also be used and incorporated into final presentation and/or used as enrichment throughout the project.
Differentiation	<u>Whole Class:</u> Participation in praying of the Rosary, discussions, <i>Sticky Questions Resource</i>. <u>Small Groups:</u> Partner and small group discussions with visual, auditory, kinesthetic, and oral presentation of material. Participation in praying the Rosary using kinesthetic, auditory, oral, and visual mediums. <u>Individual:</u> Ask questions and provide visual, oral, auditory, and kinesthetic support regarding the project's requirements. Assist group members with understanding of the assignment through discussions and visual inputs.

Day 3: Individual Contemplation

Objectives	Analyze and reflect on one assigned Mystery of the Rosary through Scripture and Sacred art. - o <i>Lectio Divina over mystery</i> - o <i>Art reflection over mystery</i> - o <i>Reflection Discussion with Mystery Group</i> <u>CCC References:</u> Pp. 484-511; 721-726; 963-975; 2650-2770	
Materials	<u>Student:</u> - o <i>Internet, Journey textbook, Bible, Catechism, The Rosary: A Meditation Podcast Overview and Directions Sheet, Rubric, Computer (for research), Word Doc/Written Notes Sheet, Rosary Cheat Sheet, pen/paper, Rosary</i> <u>Teacher:</u> - o <i>Teaching Approach, Projector, Internet, Copies of all student materials, pen/paper, access to rosaries, teacher note sheet (as needed), Computer, Journey textbook, Bible, Catechism</i>	
Assessments	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Large/small group discussions</i>	<u>Summative:</u> • <i>Not applicable</i>
<u>Day 3: Individual Contemplation</u> (*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*) Review the previous day's introduction to the assignment. Allow time to answer student questions and concerns. Explain to students that today will be mostly independent work to have time to meditate and contemplate their reflections for their assigned mystery of the Rosary. Tell students at the end of the class, around the last 15-20 minutes, they will meet up with their Mystery Group and share their reflections with each other. Ask students to pull out their <i>Overview and Directions Sheet</i> as well as their <i>Rubric</i>. Ask students to turn to the section of the <i>Overview and Directions Sheet</i> that is labeled "<i>Individuals</i>". Review this section with students and walk students through how to do a Viso Divina and a Lectio Divina. Walk students through each step of what is required of them and allow them time to complete. As students independently meditate and reflect, walk around the classroom and guide students as needed. Set up a timer for students to manage time, as needed. As well as playing prayerful music, dimming the lights, and/or setting the tone for a prayerful experience. Toward the last 15-20 minutes of class, call students' attention back to their Mystery Group. Allow students time to share their reflections and offer constructive feedback to their peers. Engage in the small groups discussions by walking around and contributing to conversations, as needed. If time allows, engage in a whole class discussion based off student reflections.		
Remediation/Extension	<u>Remediation:</u> Review, discuss, and answer questions on the requirements of the project. Allow a teacher's assistant or student-peer to review project directions with students who need this help. <u>Extension:</u> Written or Video recorded reflections, based on pages 111-112; 363-364; 380-381 of Journey, may also be used and incorporated into final presentation and/or used as enrichment throughout the project.	
Differentiation	<u>Whole Class:</u> Visual, oral, auditory formats for the explanation and presentation of instructions/examples/reflections, 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. <i><u>Individual:</u></i> One-on-one assistance with Viso/Lectio Divina; teacher discussions using visual, auditory, oral, and kinesthetic presentation of material.

Days 4-6: Meditation & Collaboration

Objectives	<i>Analyze and reflect on one assigned Mystery of the Rosary through Scripture and Sacred art. Collaboratively synthesize reflections and meditations on assigned Mystery to deepen understanding and prepare to teach it through the creation of a podcast segment.</i> • <i>Create Outline Podcast Segment(s)</i> • <i>Discuss with Rosary Group</i> • <i>Combine and edit draft segments</i> <u>CCC References:</u> Pp. 484-511; 721-726; 963-975; 2650-2770	
Materials	<u>Student:</u> - o <i>Catechism, Journey Textbook, Bible, Word Doc/ Written Notes Sheet, Rosary Cheat Sheet, Podcast Rubric, Rosary, The Rosary: A Meditation Podcast Overview and Directions Sheet, Pen/Pencil, Recording Device</i> <u>Teacher:</u> - o <i>Catechism, Journey Textbook, Bible, Computer, Timer, Music (as needed), Student handouts, Notes Sheet (as needed), Projector/Smart Board, Podcast Rubric, Rosary Cheat Sheet</i>	
Assessments	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Small/Whole Group Discussion</i> • <i>Draft phases of independent and group scripts</i>	<u>Summative:</u> • <i>Initial analysis of rubric criteria (feedback in draft/final phases)</i>
Days 4-6: Meditation & Collaboration <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> <u>Instructions:</u> Refresh and review with the students the project requirements and goals from the <i>Overview and Directions Sheet</i>; in addition, review with students their reflections from their Lectio and Viso Divina assignments from the day before. If not already done so, review and model how to create the outline for the podcast segments for each student's reflections as well as the outline for the collaborative group podcast. Over the next two to three days, allow students to work independently and collaboratively to draft, edit, and finalize their portions of the assignment. Remind students to write/type their reflections in a script to share with their group members for constructive feedback. As students wrap up their independent work and move onto collaborative work, remind them that they are to develop 3-4 <i>core messages</i> for their podcast as well as create, record, edit, and draft a full podcast script that meets all the criteria listed in the rubric and <i>Overview & Directions sheet</i>. As students work, walk around and monitor students' progress. Answer any questions, comments, or concerns students might have regarding the assignment as they go along. If time allows at the end of each class period, students may perform an exit ticket via whole class/small group discussion(s).		
Remediation/Extension	<u>Remediation:</u> Review the requirements of the project, as needed. Whole class discussions on topics of confusion. <u>Early Finishers/Extension:</u> Allow students to propose their own related enrichment project. Written or Video recorded reflections, based on pages 111-112; 363-364; 380-381 of <i>Journey</i>, may also be used and incorporated into final presentation and/or used as enrichment throughout the project.	
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.	

	Timer used as needed. <u>Small Groups</u> Partner and Small group discussions, graphic organizers, visual, auditory, kinesthetic, and oral presentation of material <u>Individual:</u> Handouts, graphic organizer, daily check-ins with teacher.

Days 7-8: Finalize & Publish

Objectives	<i>Collaboratively synthesize reflections and meditations on assigned Mystery to deepen understanding and prepare to teach it through the creation of a podcast segment.</i> <i>Reflect on the impact the Mysteries of the Rosary have on the spiritual life of an individual and the communal life of the Church.</i> - Record, combine, and edit audio segments - Write individual reflection <u>CCC References:</u> Pp. 484-511; 721-726; 963-975; 2650-2770		
Materials	<u>Student:</u> - Catechism, Journey Textbook, Bible, Word Doc/ Written Notes Sheet, Rosary Cheat Sheet, Podcast Rubric, Rosary, The Rosary: A Meditation Podcast Overview and Directions Sheet, Pen/Pencil, Recording Device, Individual Reflection Document <u>Teacher:</u> - Catechism, Journey Textbook, Bible, Computer, Timer, Music (as needed), Student handouts, Notes Sheet (as needed), Projector/Smart Board, Podcast Rubric, Rosary Cheat Sheet		
Assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <u>Formative:</u> - Daily check in with teacher - Final independent reflection </td><td style="width: 50%; padding: 5px;"> <u>Summative:</u> - Initial analysis of rubric criteria (feedback in draft/final phases) </td></tr> </table>	<u>Formative:</u> - Daily check in with teacher - Final independent reflection	<u>Summative:</u> Initial analysis of rubric criteria (feedback in draft/final phases)
<u>Formative:</u> - Daily check in with teacher - Final independent reflection	<u>Summative:</u> Initial analysis of rubric criteria (feedback in draft/final phases)		
Days 7-8: Finalize & Publish (*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*) <u>Instructions:</u> Review with students the objectives, directions, and grading criteria as needed from the handouts provided. Have the students break out into their collaborative groups to record, combine and edit their audio segments for the podcast. Circulate from student to student to answer any questions and to check in on their progress based on the project instructions and grading rubric. On the last day, as students begin to turn in their documents and publish their podcast, remind students that they are to independently write their individual reflections. Remind students to write their reflections in a Google or Word Document to turn in to the teacher by the end of the class period. Review with students that the reflection is to be 1-2 paragraphs in length answering their takeaways from the assignment, as a whole, as well as answering the two driving questions.			
Remediation/Extension	<u>Remediation:</u> Allow students to work with a peer mentor, as needed. Revisit expectations for the project, as needed. Allow more time for the project to be completed, as needed. <u>Extension:</u> Allow students to propose their own related enrichment project.		
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> Collaborate with small group members using multiple modalities to finalize and publish recordings. <u>Individual:</u> Research and record information using a variety of mediums (digital, oral, and visual) Participate in creation of podcast using multiple mediums.		

Days 9-10: Share & Evangelize

Objectives	<i>Collaboratively synthesize reflections and meditations on assigned Mystery to deepen understanding and prepare to teach it through the creation of a podcast segment.</i> <i>Reflect on the impact the Mysteries of the Rosary have on the spiritual life of an individual and the communal life of the Church.</i> • <i>Whole class listening party & discussion</i> <u>CCC References:</u> Pp. 484-511; 721-726; 963-975; 2650-2770	
Materials	<u>Student:</u> - o <i>Reflection Word Document (for podcast reflections), pen/paper, Rosary Cheat Sheet, Podcast Rubric, headphones (as needed), rosary</i> <u>Teacher:</u> - o <i>Computer, Internet, Smart Board, Copies of student materials and final podcast, Podcast Rubric, pen/paper, headphones for students (as needed), rosaries</i>	
Assessments	<u>Formative:</u> • <i>Daily check in with teacher</i> • <i>Peer Reflections</i>	<u>Summative:</u> • <i>Final analysis of rubric criteria</i>
Teaching Approach	<u>Days 9-10: Share & Evangelize</u> <i>(*Note: This is a tentative schedule and can be adapted to the needs of your classroom.*)</i> Use some or all the following suggestions to allow students to share/present their podcast with the whole class: • <i>Assign the order of the podcast presentations/listening party.</i> • <i>Answer any questions students might have and review the main objective and focus questions for the project.</i> • <i>Ask the students to write a paragraph reflection after each podcast to share their takeaways in relation to the driving questions, as well as any constructive feedback.</i> <u>Class Discussion</u> Lead the whole class in discussion during and/or after the <i>Listening Party</i> for each day to enhance analysis and depth of the driving questions for the unit. On the final day, publish student’s podcast on a free platform (Youtube, Spotify, Google Podcast, etc.) and share with the school and/or parish community.	
Remediation/Extension	<u>Remediation:</u> Have one-on-one evaluation with students based on previous modifications to the Rubric. <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.	
Differentiation	<u>Whole Class:</u> Feedback on projects through oral, auditory, and visual formats. <u>Small Groups:</u> Adapting the project based on evaluations and teacher feedback. <u>Individual:</u> Participation in individual creating of podcast through various mediums.	

