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| **Authentic Planning & Assessment Format** | | | |
| **PLAN** | **Topic:** Advent | **Year level:** 6 | **Duration:** 4 learning episodes |
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| **Curriculum Links**  **Church**  **Liturgy and Sacraments**  ***Religious Knowledge and Deep Understanding***   * The Church’s liturgical year is told through a framework of different seasons ([Advent](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), Christmas, [Lent](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Easter](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), [Pentecost](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx), Ordinary Time), revealing the story of salvation and drawing inspiration from Jewish tradition.   ***Skills***   * Make connections between some key celebrations of the Church’s liturgical year and the story of salvation. | | |
| **Year Six Achievement Standard**  By the end of Year 6, students analyse information from a variety of texts, including [New Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) texts and the [wisdom](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus’ relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God’s promises in the [Old Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx).  Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some [Old Testament](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx) prophets. They explain the significance of Jesus’ New Law for the way believers live their faith and examine the spiritual and [corporal works of mercy](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx). They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church’s liturgical year and the celebration of [Eucharist](http://www.rec.bne.catholic.edu.au/Pages/Religious-Education.aspx). They demonstrate an understanding of the term ‘communion of saints’. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises. | | |
| **Students will be assisted to:**   * Identify how this Liturgical Season contributes to celebrating the Mystery of Jesus Christ through:   + Investigating the meaning and purpose of Advent within the Liturgical Year.   + Exploring the symbols, objects, actions and scriptural accounts associated with this Liturgical Season. | | |
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| **Fertile Question:**  Why is Advent an important Liturgical Season in the Christian Faith? | **Summative Assessment:**  In groups of three you are to create a presentation for students in years 3 to 5 outlining why Advent is an important Liturgical Season. You are to draw upon your knowledge of the symbols, objects, actions and scripture associated with this season to support your explanation. You may wish to present your explanation in the following ways:   * Explain Everything Recorded Video (using app on iPad) * iMovie Recorded Video (using app on iPad) * PowerPoint and Oral Presentation * Written form * Creating an iBook (using applications such as story creator) * Creating a poster * Free choice (check with teacher to confirm that your medium is appropriate) | |
| **Declare** | **Learning Episode 1**  **Learning Intention:** Today we are going to elicit our prior knowledge about the Liturgical Season of Advent.   1. Inform students that you are commencing a new unit of work based on the Liturgical Season of Advent. 2. Present to students the fertile question for this unit/assessment task. 3. Explicitly discuss the assessment task with students. Highlight key words, concepts and success criteria. As a class further develop the criteria for completing this task based upon students ideas. 4. Establish students’ understanding of this topic by completing a KWHL chart based upon the fertile question. | **Formative Assessment**  ***Assessment of Learning:***   * Using the KWHL chart to gain an understanding of students’ prior knowledge of the topic. * Reflecting upon students’ participation and responses to questions posed during class discussion.   ***Assessment as Learning:***   * Students will be encouraged to consider how they will approach their learning through:   + Suggesting criteria for completing this task.   + Reflecting upon what they think they know about this Liturgical Season.   + Completing the ‘H’ section of the KWHL chart. | |
| **Support and Scaffold** | **Learning Episode 2** (may be conducted over two days)  **Learning Intention:** Today we are going to investigate what the word ‘Advent’ means along with the symbolism of the colour purple and the Advent Wreath in this Liturgical Season.   * As a class investigate the Latin meaning of the word Advent. Ask students:   + *What do you think ‘is coming’?* (Birth of Jesus)   + *Is a special occasion is coming up, like the birth of Jesus, you need to … (Prepare)?* * Explain to students the meaning of Advent – *To wait in anticipation and prepare for Jesus’ coming.* * Inform students of the liturgical colour for the season of Advent and explain its symbolism. * Present to students an Advent Wreath. Inform students that they will be investigating the importance of this object in Advent. * As a class write a number of research questions based upon this object (resource 2). * Students are to answer these research questions in pairs using resources provided by the teacher (see resource 3). * Students will then share their findings with the class and complete the ‘W and L’ column of the KWHL chart. | **Formative Assessment:**  ***Assessment for Learning:***   * Observing student participation during the class and paired activity. * Conferencing with students to see what information they are listing. * Collect students work at the end of the lesson and make note of the information students were able to compile insight of completing their summative assessment task. * Taking note of the information students present when completing the KWHL chart as a class. The information presented by the students will inform the teacher whether or not they need to provide the students with further opportunities to learn about the meaning of the word Advent, the symbolism of the colour purple and the symbolism of the Advent Wreath.   ***Assessment as Learning:*** The students will have the opportunity to use their metacognitive skills during this activity when they are provided with the opportunity to devise their own research questions and when completing the ‘W’ section of the KWHL chart (What I want to know). The ‘W’ section will allow students to consider if they believe that need to learn more information surrounding topics addressed in today’s lesson. | |
| **Support and Scaffold** | **Learning Episode 3**  **Learning Intention:** Today we are going to investigate what the Advent Candles symbolise.  **Learning Episode Overview:**   1. Individually students will research the symbolism of either a purple or rose coloured candle. The research questions to be answered during this time will be developed together as a class (resource 4). 2. Students will be ‘matched’ with a student who researched the opposite coloured candle. Students will share their findings and create a Venn Diagram using the iPad application *Venn Diagram Shader* to demonstrate their understandings. 3. Re-group together as a class and complete the ‘W and L’ section of the KWHL chart. 4. Students are to use the ‘Traffic Light’ strategy to reflect upon their learning. | **Formative Assessment**  ***Assessment of Learning:***   * Conferencing with students both individually and in pairs to determine what information they are listing. * Observing students’ responses to questions posed by the teacher and fellow students during group discussion. * Observing students completed Venn Diagrams. * Taking note of students’ responses when completing the KWHL chart.   ***Assessment as Learning:***   * Students are to complete a ‘self-assessment’ to reflect upon their learning, especially the learning which occurred during the paired activity. * Students are to reflect upon their learning when completing the KWHL chart. * Students are to reflect upon their learning when the teacher is conferencing with them. * Students are to reflect upon their learning by assessing their understanding of Advent through using the ‘Traffic Light’ Strategy. | |
| **Support and Scaffold** | **Learning Episode 4 (may take place over two lessons)**  **Learning Intention:**   * Review KWHL chart with students. Ensure that relevant points in the ‘W’ column have been answered. * Review students understanding of the assessment task. * Model to students how they may complete this assessment task. * Place students into groups of three. * Students are to complete graphic organiser to scaffold their thinking (ensure you model to students how to use the graphic organiser). Once completing this graphic organiser students can commence working on their presentation. | ***Assessment for Learning:***  *This assessment could also take the form of summative assessment as this learning experience is focused upon students developing their summative assessment piece.*   * Conferencing with students to determine their abilities to solve problems * Conferencing with students to determine their understanding of the topic. * Reflecting upon students’ ability to participate in a group, class discussion and explain why Advent is an important Liturgical Season. | |
| **Asses formatively** | Throughout the four learning episodes the teacher will use a range of formative assessment strategies to gain an insight into students learning. These strategies include:   * + Conferencing   + Observations and making annotations   + Reflecting upon students completed work   + Using the KWHL chart |  | |
| **Reflect** | **Assessment as Learning**   * After the presentations, students will be required to reflect upon what they have learnt over the four teaching episodes using the ‘Sandwich Strategy’. | The teacher may wish to include students’ self-reflection in their portfolio. The process for completing this assessment is as follows:  **The Sandwich Strategy**  **Good news:** One thing I have found interesting in this topic of work is….  **Improvement:** One thing I would like to know more about/improve upon is….  **Good news:** I can achieve this by…. | |