

Robust Thinking Tasks

And

The Ontario Catholic Graduate Expectations



**Catholic Curriculum Corporation Central and Western Region
October, 2009**



Robust Thinking Tasks and the Ontario Catholic Graduate Expectations

Our Purpose

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

Our Mission

Our mission is to build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

Our Vision

Faith through Learning – A Distinctive Catholic Curriculum

Message from the Executive Director

On behalf of the Catholic Curriculum Corporation, I would like to thank Jacqueline Craig and writers from Peterborough, Victoria, Northumberland, Clarington Catholic District School Board and the reviewers from Wellington Catholic District School Board. This outstanding resource will provide elementary teachers with very concrete lessons on how to bring the Ontario Catholic Graduate Expectations to life in their literacy programs.

The Robust Thinking Tasks and the Ontario Catholic Graduate Expectations provide elementary teachers with current information around the Ministry of Education’s challenge to create rich Robust Thinking Tasks for students. This resource uses the Ontario Graduate Expectations as the “big ideas” upon which teachers can invite students to explore their opinions, values, thoughts and experiences, examining them through a suggested mentor text. The OCGE’s provide the Catholic lens by which students will come to a deeper understanding of the texts and their meaning.

Again sincere thanks to those who have developed this user-friendly elementary classroom resource for Catholic teachers. I wish continued success to all who use this resource while sharing and celebrating our Catholic mission in the classroom.

**Michael Bator,
Executive Director**



Acknowledgements

Project Lead:

Jacqueline Craig, Peterborough, Victoria, Northumberland, Clarington CDSB

Writers:

Natalie Bullock, Peterborough, Victoria, Northumberland, Clarington CDSB

Kathleen Burnie, Peterborough, Victoria, Northumberland, Clarington CDSB

Jacqueline Craig, Peterborough, Victoria, Northumberland, Clarington CDSB

Joan Ruf, Peterborough, Victoria, Northumberland, Clarington CDSB

Reviewers:

Mary Hebden, Wellington CDSB

Denise Davy, Wellington CDSB

Debbie Watters, Wellington CDSB

Reviewer and Editor:

Fran Craig, Curriculum Manager

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Rationale for Robust Thinking Tasks and the Catholic Graduate Expectations

The Ontario Catholic Graduate Expectations are what makes Catholic schools distinct. This resource, written for elementary teachers, heightens the awareness of the Catholic Graduate Expectations in our Catholic schools for teachers, students and the community by embedding each Ontario Catholic Graduate Expectation (OCGE) in a Robust Thinking Task.

Teaching critical thinking is important. *“Students need to be taught how to view and gather information then weigh ideas, develop judgment and build knowledge. Just as important, teachers need to help students to remember, care, choose and take action”* (Daniels and Harvey, *Comprehension and Collaboration*, 2009.)

A current Ministry of Education strategy which encourages critical thinking is the creation and use of **Robust Thinking Tasks** for students. A robust thinking task:

- Explores complexity and invites students think about their opinions, values, thoughts, experiences and connect them with the text
- Is guided by a purpose
- Makes students ‘go deeper’
- Often centers around a Big Idea
- Embeds higher order thinking skills

These tasks require students to use critical thinking skills such as inquiry, inferencing, synthesizing, analyzing etc. *“Literate talk about texts involves summarizing, synthesizing, analyzing, and evaluating the ideas in the text”*, literacy guru Richard Allington states.

Critical literacy skills give students the tools they need to think more deeply about the texts they meet and the texts they create. They challenge the learner to look beyond the literal message, to read between the lines, to observe what is missing and to reflect on the way the author wrote the text to influence the reader. Critical literacy skills are the tools our students need to develop into active, responsible participants in the global community. When these skills are combined with the expectations upon which we focus for our Catholic graduates, we will succeed in producing Catholic learners who are ready for a faith-filled life in the twenty first century.

See Appendix One for further information on Robust Thinking Tasks (p.60).



A Message to Teachers

It is our hope that this resource will provide teachers with Robust Thinking Tasks that will highlight our Catholic beliefs and values, covering important Religious Education and literacy expectations from our Ontario curriculum.

Highlighted are the Overall Language Expectations rather than Specific Expectations. Teachers will recognize the needs of their individual students and which Specific Expectations can easily be taught through the Overall Expectation. Teachers will notice a high degree of First Nations/Stewardship/Tolerance themes in the mentor books that were selected. These themes are very prevalent in our world today and the books chosen will help you to discuss these pertinent issues in your classrooms. In the opinion of the writers of this resource, the twenty-one books selected are some of the best read-aloud books available to you and your students. Hopefully you will soon feel the same way, so enjoy this rich learning opportunity with your students! Note that in most OCGE lessons, alternate texts are suggested in the event a picture book has been taught to the class before.

Language Expectations

Overall Reading Expectation: *Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.* The reading expectation is included in all these tasks. Specific Reading Expectations 1.4-1.7 are most important.

Overall Writing Expectation: *To generate, gather and organize ideas and information to write for an intended purpose and audience.* Many of our tasks require a written response.

Overall Oral Communication Expectation: *To listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.* All of our lessons require students to discuss and respond orally.

Organization of Teaching Resource

The lessons in this resource are divided into three sections, primary, junior and intermediate according to the complexity of the mentor text and accompanying Robust Thinking Tasks. There are seven Ontario Catholic Graduate Expectations for each division, for a total of 21 lessons – 7 Primary Lessons, 7 Junior Lessons, and 7 Intermediate Lessons. Each OCGE “big idea” is immediately followed by the ‘Elementary Wording’ as adapted by Huron-Perth CDSB and St. Clair CDSB. See Appendix Two Adapted Ontario Catholic Graduate Expectations in Elementary Language (p. 61).



Each lesson template contains Mentor Text information, the Overall Language Expectations, the specific OCGE Expectations, a Scriptural Reference, Task Rationale, along with Before, During and After Reading suggestions which have been chosen to support the Catholic Graduate Expectation and the Robust Thinking Task. Following the lesson a Summative Assessment Task Rubric has been provided.

The Scriptural Reference provides teachers with a faith perspective that can be a foundation for the lesson. It could be used as a shared reading or as a discussion at the end of the lesson. Each scriptural passage was purposefully selected to connect with the picture book text and to illustrate that our faith and instruction are grounded in the Good News. It is our hope that the Scripture Reference will become an integral part of the lesson.

The Task Rationale provides a 'quick read' for teachers to provide an overview for the lesson ahead.

The Before, During and After reading format is based on sound pedagogy that teachers need to activate prior knowledge before reading, ensure understanding along the way, and deepen reflective thinking by the story's end. Robust Thinking Tasks that are asked of our students will cover many of the Ontario Language Expectations for Kindergarten to Grade 8 students.

The Summative Assessment Task Rubric is included after the lesson. These rubrics assess both Language and Ontario Catholic Graduate Expectations and provide a guideline for teachers who may wish to extend or modify the rubric.

Also included for teacher consideration is a range of Culminating Task Ideas. Teachers may invite students to choose one or more characters from the mentor texts studied and accompanying Catholic Graduate Expectation to explain why this character exemplifies the OCGE. Many choices of differentiated products are given in the Culminating Task Ideas, as well as a sample rubric.



Catholic Graduate Expectations

A Discerning Believer Formed in the Catholic Faith Community

- CGE1a Illustrates a basic understanding of the saving story of our Christian faith.
- CGE1b Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.
- CGE1c Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures.
- CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE1e Speaks the language of life... “Recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.
- CGE1g Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey.
- CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.
- CGE1i Integrates faith with life.
- CGE1j Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

An Effective Communicator

- CGE2a Listens actively and critically to understand and learn in light of gospel values.
- CGE2b Reads, understands and uses written materials effectively.
- CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE2d Writes and speaks fluently one or both of Canada’s official languages.
- CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker

- CGE3a Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- CGE3b Creates, adapts, evaluates new ideas in light of the common good.
- CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.



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- CGE3d Makes decisions in light of gospel values with an informed moral conscience.
- CGE3e Adopts a holistic approach to life by integrating learning from various subject areas and experience.
- CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life-Long Learner

- CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4b Demonstrates flexibility and adaptability.
- CGE4c Takes initiative and demonstrates Christian leadership.
- CGE4d Responds to, manages and constructively influences change in a discerning manner.
- CGE4e Sets appropriate goals and priorities in school, work and personal life.
- CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills.
- CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- CGE4h Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor

- CGE5a Works effectively as an interdependent team member.
- CGE5b Thinks critically about the meaning and purpose of work.
- CGE5c Develops one's God-given potential and makes a meaningful contribution to society.
- CGE5d Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
- CGE5e Respects the rights, responsibilities and contributions of self and others.
- CGE5f Exercises Christian leadership in the achievement of individual and group goals.
- CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
- CGE5h Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.



A Caring Family Member

- CGE6a Relates to family members in a loving, compassionate and respectful manner.
- CGE6b Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.
- CGE6c Values and honors the important role of the family in society.
- CGE6d Values and nurtures opportunities for family prayer.

A Responsible Citizen

- CGE7a Acts morally and legally as a person formed in Catholic traditions.
- CGE7b Accepts accountability for one's own actions.
- CGE7c Seeks and grants forgiveness.
- CGE7d Promotes the sacredness of life.
- CGE7e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- CGE7f Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- CGE7g Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- CGE7h Exercises the rights and responsibilities of Canadian citizenship.
- CGE7i Respects the environment and uses resources wisely.
- CGE7j Contributes to the common good.



Robust Thinking Tasks and the Ontario Catholic Graduate Expectations

Mentor Text Overview and ISBN Information

ISBN Book List	Primary	Junior	Intermediate
Discerning Believer	God's Dream ISBN 978-0-7636-3388-2	Jacob's Gift ISBN 0-8499-5830-X	Luba, The Angel of Bergen-Belsen ISBN 978-1-58246-098-7
Effective Communicator	Enemy Pie ISBN 978-0-8118-2778-2	The Carpet Boy's Gift ISBN 13-978-0-88448-249-9	Old Turtle ISBN 0-938586-48-3
Creative Thinker	Something Beautiful ISBN 0-440-471210-2	Across the Alley ISBN 0-399-23970-7	I'm in Charge of Celebrations ISBN 0-684-18579-2
Lifelong Learner	Jeremiah Learns to Read ISBN 059051527-6	The Keeping Quilt ISBN 0-689-84447-6	The Three Questions ISBN 978-0-439-19996-4
Collaborative Contributor	The Crippled Lamb ISBN 0-8499-1005-6	Show Way ISBN 0-399-23749-6	Tale of The Three Trees ISBN 0-74594-082-X
Caring Family Member	Koala Lou ISBN 0-15-20007-3	Now one Foot, Now the Other ISBN 0-14-240104-8	The Table Where Rich People Sit ISBN 978-0-689-82008-3
Responsible Citizen	A Chance to Shine ISBN 978-1-58246-167-0	Dear Children of the Earth ISBN 978-1-55971-225-5	Chicken Sunday ISBN 0-399-22133-6

A Discerning Believer

Because I am a believer, I will live my life like Jesus

PRIMARY Mentor Text	God’s Dream by Archbishop Desmond Tutu and Douglas Carlton Abrams ISBN: 978-0-7636-3388-2
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Respects the faith traditions, world religions and the life-journeys of all people of good will. Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
Scriptural Reference	Matthew 22:36-39 Teacher, which commandment in the law is the greatest? He said to him, ‘You shall love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the greatest and first commandment. And a second is like it: You shall love your neighbor as yourself.’
Task Rationale	The students will understand that they have a role in helping to fulfill God’s dream - that we are all brothers and sisters.
Before Reading	Prior to the lesson draw 2 large same sized hearts - cut one heart into puzzle pieces so that there is the same number as students. (You may find it helpful to trace the puzzle pieces on the intact heart for easier assembly at the end of the lesson.) Brainstorm together what it looks like, feels like, and sounds like to belong to a family. You may need to guide the students to make sure that the examples in the story are listed: sharing, caring, holding hands, playing games, laughing, saying sorry, wiping away tears, mommies, daddies, eyes, language, skin colour, tall, small, faces (noses). As the students brainstorm, print each idea on a piece of the heart puzzle without showing them what it will make. It is imperative that each child has a heart piece with an idea from the story. Pass out the pieces so that each student has one.
During Reading	As you read the page that asks “Do you know what God dreams about” put up the remaining large heart. As you continue reading have students bring up their piece that matches each story page and put it on the heart template. Some ideas may be the same so more than one student may come up for each page. The heart puzzle should be completed by the end of the story.

<p>After Reading</p> <p>Robust Thinking Task</p>	<p>In the book the author says that “God dreams that every one of us will see that we are all brothers and sisters...”</p> <p>Using pictures and/or words answer the question, ‘Why would God dream of a time when we will understand that we are all like brothers and sisters? Use examples from the text and your own ideas to support your answer.</p> <p>Help the students to develop an understanding that we are all part of one family and that is how we should treat each other.</p> <p>Extension: Have the students create a rainbow mural with painted handprints or traced hands and post their responses on it.</p>
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Additional Text Suggestions:

All the Colours of the Earth by S. Mamanaka

Whoever You Are by Mem Fox

We All Sing with the Same Voice by J.P. Miller

A Discerning Believer

God’s Dream

Primary Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Communication of Catholic Graduate Expectation</p> <p>Expresses and organizes ideas and information.</p>	<p>Students have difficulty communicating their understanding of God’s dream for us: that we are all brothers and sisters.</p>	<p>Students require support to demonstrate their understanding of God’s dream for us: that we are all brothers and sisters.</p>	<p>Students demonstrate a considerable understanding of God’s dream for us: that we are all brothers and sisters.</p>	<p>Students demonstrate a thorough understanding of God’s dream for us: that we are all brothers and sisters; responses are clear and detailed.</p>
<p>Reading 1.6 Extend Understanding</p>	<p>Students use examples that are not relevant to the task or need extensive support to share their ideas.</p>	<p>Students use simple examples from their own experience but need support to explain their understanding of God’s dream that we are all brothers and sisters.</p>	<p>Students use specific, relevant examples from their own experience to explain their understanding of God’s dream that we are all brothers and sisters.</p>	<p>Students use specific, detailed and relevant examples from their own experience to explain their understanding of God’s dream that we are all brothers and sisters.</p>



An Effective Communicator

Because I have a voice, I will use it lovingly, and I will live my life like Jesus

PRIMARY Mentor Text	Enemy Pie by Derek Munson ISBN 978-0-8118-2778-2
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
Catholic Graduate Expectations	Listens actively and critically to understand and learn in light of gospel values. Presents information and ideas clearly and honestly and with sensitivity to others.
Scriptural Reference	John 15:12-17 This is my commandment, that you love one another as I have loved you. No one has greater love than this... I am giving you these commands so that you may love one another.
Task Rationale	Students will understand that peace isn't just the absence of war, but the mutual respect between people.
Before Reading	Discuss with the students qualities that make someone your friend. List their ideas on a white cut-out shaped like a person. Then discuss what the opposite qualities of a friend are and put those ideas on a light coloured shaped person. Leave these lists up during the lesson. Ask the students to think about this question: "Does being the opposite of a friend make you an enemy?" You may choose to have the students respond to this by using a Think Pair Share or two rotating circles (circle dance) technique.
During Reading	You will need double sided counters or two different coloured chips. As you read the story keep count of things that friends do (use one colour of chip) and things that 'enemies' do (use the other colour of chip). Stop after the father introduces the idea of Enemy Pie and discuss why the boy thinks there must be disgusting things in it.
After Reading	Look at the two piles of counters. Which pile has more? Discuss how there could be a larger pile for activities that friends do when the book was about enemies. Ask the student what was dad's secret for the success of Enemy Pie? (You have to spend the day with your enemy)

Robust Thinking Task	Discuss how enemy pie was successful in getting rid of enemies. Use examples from the story and your own experiences to explain your answer. Extension: Did Jeremy feel like an enemy?
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Additional Text Suggestions:

Chester the Raccoon by Audrey Penn

The Big Bad Bully by Audrey Penn

An Effective Communicator

Enemy Pie

Primary - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students have difficulty communicating their understanding of God's commandment to "love one another as I have loved you."	Students require support to demonstrate their understanding of God's commandment to "love one another as I have loved you."	Students demonstrate a considerable understanding of God's commandment to "love one another as I have loved you."	Students demonstrate a thorough understanding of God's commandment to "love one another as I have loved you"; responses are clear and detailed.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from their own experience but need support their understanding of God's commandment.	Students use specific, relevant examples from their own experience to explain their understanding of God's commandment.	Students use specific, detailed and relevant examples from their own experience to explain their understanding of God's commandment.
Reading 1.5 Making Inferences	Students require support to understand both stated and implied ideas from the text.	Students require support to understand the implied ideas from the text.	Students use stated and implied ideas from the text to explain their thinking.	Students use stated and implied ideas from the text to effectively explain their thinking.



A Reflective, Creative and Holistic Thinker

Because I have ideas, I have a purpose, and I will live my life like Jesus

PRIMARY Mentor Text	Something Beautiful by Sharon Dennis Wyeth ISBN 0-440-471210-2
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Recognizes that there is more grace in our world than sin and that hope is essential in facing all challenges. Thinks reflectively and creatively to evaluate situations and solve problems.
Scriptural Reference	Romans 5:5 And hope does not disappoint us because God has poured out His love into our hearts by the Holy Spirit, whom He has given us. Romans 15:13 May the God of hope fill you with all joy and peace as you trust in Him so that you will overflow with hope by the power of the Holy Spirit.
Task Rationale	The students will understand that if you have hope and trust in God that you will find the strength to face challenges in your life.
Before Reading	Write the word, 'BEAUTIFUL' on the top of a piece of chart paper. In groups or as a class, brainstorm what this word means. Record all responses on the chart paper. Ask the students, 'What things outside our window are beautiful?' Look or if possible, go outside with the students and record examples of natural beauty. Introduce the story, 'Something Beautiful'. Ask the students to predict what they think the story might be about.
During Reading	Stop after the line, 'Where is my something beautiful?'. Ask the students how they would answer this question for the little girl. How is the little girl feeling? Continue reading. Stop at the page where the little girl is sitting on the stairs and reflecting on the trash in her courtyard and the word "DIE" on her door. Ask the students what she might be thinking about on this page. Ask them to predict what might happen next. Continue reading to the end of the story.
After Reading	Inform the students that the word 'hope' means feeling that something we really want might actually happen. Discuss some of the things that the little girl hoped would happen in her future (planting flowers, helping the homeless woman etc.)
Robust Thinking Task	Ask the students to draw or write about something they hope to do either now or when they are older which would help to make 'something beautiful' in our world.

Additional Text Suggestion:

Terry Fox, A Story of Hope by Maxine Trottier



A Reflective, Creative and Holistic Thinker

Something Beautiful

Primary - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students do not demonstrate an understanding that with hope and trust in God they can make “something beautiful” from the challenges in their world.	Students need support to demonstrate that with hope and trust in God they can make “something beautiful” from the challenges in their world.	Students demonstrate a considerable understanding that with hope and trust in God they can make “something beautiful” from the challenges in their world.	Students demonstrate a thorough understanding that with hope and trust in God they can make “something beautiful” from the challenges in their world; responses are clear and detailed.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from their own experience but need support to explain how, with hope and trust in God, they can make “something beautiful” from the challenges in their world.	Students use specific, relevant examples from their own experience to explain how, with hope and trust in God, they can make “something beautiful” from the challenges in their world.	Students use specific, detailed and relevant examples from their own experience to explain how, with hope and trust in God, they can make “something beautiful” from the challenges in their world.



A Self-Directed, Responsible, Lifelong Learner

Because I am a learner for life, I can reach for my dreams, by living my life like Jesus

PRIMARY Mentor Text	Jeremiah Learns to Read by Jo Ellen Bogart, Laura Fernandez and Rick Jacobson ISBN 059051527-6
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Demonstrates flexibility and adaptability Takes initiative and demonstrates Christian leadership Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities
Scriptural Reference	Proverbs 9:9 Give instruction to a wise man and he will be yet wiser: Teach a just man and he will increase in learning. Proverbs 8:33 Hear instruction and be wise and refuse it not.
Task Rationale	The students will develop an understanding that learning can occur throughout their lifetime, not just during their school years.
Before Reading	Create a chart of the things we learn throughout our lifetime. Include things like learning how to ride a bike, drive a car, bake a cake, read, write etc.
During Reading	Stop at page 7. Refer to the chart and the previous discussion – ask the students for possible reasons which would explain that even though Jeremiah is old, he has not yet learned how to read. Continue reading to page 14, stop and predict what Jeremiah might do to solve his problem. Read to end.
After Reading Robust Thinking Task	Refer back to the chart about things that we need to learn in our lives. Write the examples on individual tag cards or sticky notes. On mural paper, have a timeline prepared. Mark the timeline with numbers which represent age. Allow the students to place the tags or sticky notes on the corresponding age that they believe each skill is learned – e.g. They may place the ‘learn to drive a car’ tag on the 14 year old spot. Afterwards, ask the students if they could move any of the skills to an older age? For instance, ‘could’ we learn how to drive a car at the age of 50? Help them to determine that learning can occur at any age. Older students can write about something they might like to learn when they are older. The following prompt may be used: “When I am older I will learn to...”

Additional Text Suggestion:

Read for Me Mamma by V. Rahaman



A Self-Directed, Responsible, Lifelong Learner

Jeremiah Learns to Read

Primary - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students do not demonstrate an understanding that learning can occur at any time in their lifetime.	Students demonstrate that learning can occur at any time but need support to communicate their reasoning.	Students demonstrate a considerable understanding that learning can occur throughout their lifetime.	Students demonstrate a thorough understanding that learning can occur throughout their lifetime; responses are clear and detailed.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from their own experience but need support to explain how learning can occur throughout their lifetime.	Students use specific, relevant examples from their own experience to explain their understanding that learning can occur throughout their lifetime.	Students use specific, detailed and relevant examples from their own experience to explain their understanding that learning can occur throughout their lifetime.



A Collaborative Contributor

Because I am a team player, I know that ‘Together is Better’, and we will live our lives like Jesus

PRIMARY Mentor Text	The Crippled Lamb by Max Lucado ISBN 0-8499-1005-6
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
Catholic Graduate Expectations	Works effectively as an interdependent team member. Thinks critically about the meaning and purpose of work. Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good. Respects the rights, responsibilities and contributions of self and others.
Scriptural Reference	Jeremiah 1:5-8 Before I formed you in the womb I knew you, and before you were born I consecrated you: I appointed you a prophet to the nations. Then I said, ‘Ah, Lord God! Truly I do not know how to speak, for I am only a boy.’ But the Lord said to me, ‘Do not say, I am only a boy, for you shall go to all to whom I send you, and you shall speak whatever I command you. Do not be afraid of them, for I am with you to deliver you’, says the Lord.
Task Rationale	Students will develop an understanding that as a member of God’s family, we all use our different gifts to make the world a better place.
Before Reading	Divide the class into 5 groups. Have 4 groups sit together while you separate the last group so that they are each sitting by themselves in the room. Reassure them that they are very much a part of the activity, but ask them how they feel being separated. Hand each group an envelope with the contents in it to make a mug of hot chocolate, but don’t say what they will be making. Hand the separated group participants a card each that belongs with making a mug of hot chocolate, but have them stay by themselves. (The groups will each be missing one important thing necessary to make their hot chocolate) Ask the groups to work together to create something. Only give them a short time as they will understand quickly that something is missing. Stop them, discuss any difficulties. Have the individual students show their cards now and ask the groups if they would like to invite anyone to join their group to finish the task. After the groups make their hot chocolate discuss how everyone has an important role and they need to work together for success. Ask the individual students how they felt after being included. Ask the group members how they felt after asking someone to join them.

	Task cards follow Rubric.
During Reading	Stop occasionally to inquire how the students think Joshua is feeling and take note of what is happening to create those feelings.
After Reading Robust Thinking Task	Joshua didn't always understand that having different gifts also made him special. Discuss how we need many people with different gifts to make the world a better place. Use evidence from the text and your own experiences to explain your answer.

Additional Text Suggestion:

If Only I Had a Green Nose by Max Lucado

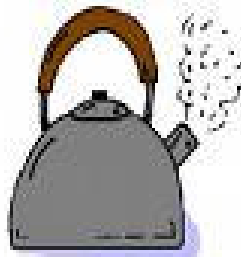
A Collaborative Contributor

The Crippled Lamb

Primary - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students have difficulty communicating their understanding that having different gifts make people special and the world a better place.	Students require support to demonstrate their understanding that having different gifts make people special and the world a better place.	Students demonstrate a considerable understanding that having different gifts make people special and the world a better place.	Students demonstrate a thorough understanding that having different gifts make people special and the world a better place; responses are clear and detailed.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from their own experience but need support to explain that having different gifts make people special and the world a better place.	Students use specific, relevant examples from their own experience to explain their understanding that having different gifts make people special and the world a better place.	Students use specific, detailed and relevant examples from their own experience to explain their understanding that having different gifts make people special and the world a better place.

Task Cards for Primary Collaborative Contributor Activity



A Caring Family Member

Because I care, I pray for all my families, and I will live my life like Jesus

PRIMARY Mentor Text	Koala Lou by Mem Fox ISBN: 0-15-200007-3
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Relates to family members in a loving, compassionate and respectful manner. Values and honours the important role of the family.
Scriptural Reference	Mathew 19:14-15 Jesus said ‘Let the little children come to me and do not stop them, for the kingdom of heaven belongs to such as these.’ And He laid His hands on them and went on His way.
Task Rationale	Develop an understanding that a parent’s unconditional love (and God’s love) is more important than getting a medal or winning a race.
Before Reading	Discussion: How many of you remember when your brother or sister was born? Did you feel left out or not as loved? Have you ever felt like your parents were too busy to listen to you or spend time with you? Brainstorm a feelings chart with the class (sad, disappointed, mad, angry, scared, jealous, envious, lonely...)
During Reading	Stop and discuss how Koala Lou is feeling at the beginning of the story (first 4 pages). Continue reading until Koala Lou realizes that she needs to hear and feel her mother’s love (3 more pages). What caused her feelings to change? Put each example on a separate sticky note (brothers and sisters born, mother was too busy, longed for her mother to say she loved her again). Place these around the words on the feelings chart. Stop and predict what will happen after Koala Lou loses the race and then continue reading the story.
After Reading	Draw and tell, or draw and write about a time when you thought your parents would be angry with you about something that you did (or didn’t do) but then they showed you they still loved you.
Robust Thinking Task	Explain why you think your parents will always love you. How does this make you feel? Extension: How is this like God’s love? (Teachers may choose to do this task orally or written.)

Additional Text Suggestions:

I Love You the Purplest by B. Joose

Charlie Anderson by B. Abercrombie



A Caring Family Member

Koala Lou

Primary - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students have difficulty communicating that unconditional love is the most important thing.	Students need support to demonstrate an understanding that their parent's/God's unconditional love is the most important thing.	Students demonstrate considerable understanding that their parent's/God's unconditional love is the most important thing.	Students demonstrate a thorough understanding that their parent's/God's unconditional love is the most important thing.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from their own experience but need support to explain the importance of unconditional love.	Students use specific, relevant examples from their own experience to explain their understanding of the importance of unconditional love.	Students use specific, detailed and relevant examples from their own experience to explain their understanding of the importance of unconditional love.



A Responsible Citizen

Because I accept my responsibilities, I can make a difference, and will live my life like Jesus

PRIMARY Mentor Text	A Chance to Shine by Steve Seskin and Allen Shamblin ISBN 978-1-58246-167-0
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately to communicate appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society. Contributes to the common good. Respects and affirms the diversity and interdependence of the world's peoples and cultures.
Scriptural Reference	Isaiah 58:1 If you offer your food to the hungry and satisfy the needs of the afflicted, then your light shall rise in the darkness and your gloom be like the noonday. Psalm 41:1 Happy are those who are concerned for the poor; the Lord will help them when they are in trouble. Matthew 25:31-40 The Sheep and the Goats
Task Rationale	The students will demonstrate an understanding that we have a responsibility to help those who are in need and that in doing so we become an example to others and purveyors of the common good.
Before Reading	Ask the students what it means to be 'homeless'. Ask them how someone might find themselves in this situation – what might have happened to them?
During Reading	Stop and discuss why the father made the decision to help Joe. Continue reading, stopping to discuss the changes that are taking place to Joe throughout the story.

<p>After Reading</p>	<p>Discuss why the boy began to ‘hang around’ with kids he used to call strange? What lesson did he learn from his father?</p>
<p>Robust Thinking Task</p>	<p>Ask the students to write or draw an example of how they might be able to give someone a ‘chance to shine’ in their own lives. How might this opportunity change this person? How might this opportunity change you and the way you think about this person?</p>

A Responsible Citizen

A Chance to Shine

Primary - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Communication of Catholic Graduate Expectation</p> <p>Expresses and organizes ideas and information.</p>	<p>Students are not able to communicate how, that as a child of God, they can help those in need.</p>	<p>Students need support to communicate the importance that as a child of God, they have a responsibility to help those in need.</p>	<p>Students demonstrate a considerable understanding that as a child of God, they have a responsibility to help those in need.</p>	<p>Students demonstrate a well developed understanding that as a child of God, they have a responsibility to help those in need; responses are clear and detailed.</p>
<p>Reading 1.6 Extend Understanding</p>	<p>Students use examples that are not relevant to the task or need extensive support to share their ideas.</p>	<p>Students use simple examples from their own experience but need support to explain how, that as a child of God, they can help those in need.</p>	<p>Students use specific, relevant examples from their own experience to explain how, that as a child of God, they can help those in need.</p>	<p>Students use specific, detailed and relevant examples from their own experience to explain how, that as a child of God, they can help those in need.</p>

A Discerning Believer

Because I am a believer, I will live my life like Jesus.

JUNIOR Mentor Text	Jacob's Gift by Max Lucado ISBN 0-8499-5830-X
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey. Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
Scriptural Reference	James 1:2-4 My brothers and sisters, whenever you face trials of any kind, consider it nothing but joy, because you know that the testing of your faith produces endurance, and let endurance have its full effect, so that you may be mature and complete, lacking in nothing. Matthew 25:14-30 The Parable of the Talents
Task Rationale	Don't second guess things by wanting something you do not have. Trust that God has blessed you with the gifts you need and use them. (source: Kwanzaa, Way of Life- Principle of Kuumba (creativity), Catholic Youth Bible p. 185)
Before Reading	Discussion- Think Pair Share- Take a minute to write down your talents, and then share with a partner. Post all the class talents on the Brainstorming ABC template or use a Smart board or chart paper.
During Reading	Stop for discussion as needed. Students will notice the connection to the Christmas story.

<p>After Reading</p> <p>Robust Thinking Task</p>	<p>The Rabbi challenges Jacob by saying, “God gives gifts Jacob. Some can sing, others teach, and you- you can build. You have a special gift. Have you ever wondered why God gave you this gift?”</p> <p>Discuss why you think God gives each of us different gifts and why it is important for us to develop them.</p>
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Additional Text Suggestion:
You are Special by Max Lucado

A Discerning Believer

Jacob’s Gift

Junior - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Communication of Catholic Graduate Expectation</p> <p>Expresses and organizes ideas and information.</p>	<p>Students have difficulty communicating their understanding that God gives each of us different gifts and why it is important to use them.</p>	<p>Students demonstrate some understanding that God gives each of us different gifts and why it is important to use them.</p>	<p>Students demonstrate a considerable understanding that God gives each of us different gifts and why it is important to use them.</p>	<p>Students demonstrate a thorough understanding that God gives each of us different gifts and why it is important to use them; responses are clear and detailed.</p>
<p>Reading 1.6 Extend Understanding</p>	<p>Students need extensive support to develop and share their ideas.</p>	<p>Students explain, with some effectiveness, why it is important to use the different gifts God gives us.</p>	<p>Students clearly explain why it is important to use and develop the different gifts God gives us.</p>	<p>Students thoroughly explain, with added details and examples, why it is important to use and develop the different gifts God gives us.</p>



A Discerning Believer Junior Activity Template

ABC Brainstorming			
A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

An Effective Communicator

Because I have a voice, I will use it lovingly, and I will live my life like Jesus.

JUNIOR Mentor Text	Carpet Boy’s Gift by Pegi Deitz Shea ISBN 13-978-0-88448-249-9
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Presents information and ideas clearly and honestly and with sensitivity to others. Writes and speaks fluently one or both of Canada’s official languages. Listens actively and critically to understand and learn in light of Gospel values.
Scriptural Reference	Exodus6:6-7 Say therefore to the Israelites, ‘I am the Lord, and I will free you from the burdens of the Egyptians and deliver you from slavery to them. I will redeem you with an outstretched arm and with mighty acts of judgment. I will take you as my people, and I will be your God. You shall know that I am the Lord your God, who has freed you from burdens of the Egyptians.’
Task Rationale	Students will understand the importance of clear, effective communication to influence others and affect change.
Before Reading	Give students “Declaration of the Rights of a Child” (following Rubric) cut into strips for each right. Have students work in pairs or groups to rank the strips in order of importance.
During Reading	Ask students to write down any vocabulary they are unsure of as they hear the story.
After Reading	Invite groups to make any changes to their rankings. Assist the students to come to the understanding that all of the rights are equally important. Discuss any difficult vocabulary.
Robust Thinking Task	To be an “effective communicator” we are asked to present information and ideas clearly and honestly. Keep this in mind as you compose a letter to the boss of the carpet factory persuading him to free the children and allow them to attend school.

Additional Text Suggestion:

Iqbal Mushih and the Crusaders Against Child Slavery by Susan Kulkin

Me to We by Marc and Craig Kielburger, Free the Children



An Effective Communicator

The Carpet Boy's Gift

Junior - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students demonstrate difficulty communicating their understanding that clear, effective communication is required to influence others and affect change.	Students demonstrate some understanding that clear, effective communication is required to influence others and affect change.	Students demonstrate a considerable understanding that clear, effective communication is required to influence others and affect change.	Students demonstrate a thorough understanding that clear, effective communication is required to influence others and affect change; responses are clear and detailed.
Writing Overall Expectation Generate, gather, and organize ideas and information to write for an intended purpose and audience.	Students need extensive support to develop and share their ideas.	Students organize and write a persuasive letter with some effectiveness.	Students organize and write an effective persuasive letter.	Students organize and write a well developed and detailed persuasive letter.



An Effective Communicator Junior Activity

Declaration of the Rights of the Child

All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinions, or where they were born or who they were born to:

You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

You have the right to a name and to be a member of a country.

You have the right to special care and protection and to good food, housing and medical services.

You have the right to special care if handicapped in any way.

You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

You have the right always to be among the first to get help.

You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

You should be taught peace, understanding, tolerance and friendship among all people.

This version is based in part on the translation of a text prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Teachers may adopt this methodology by translating the text of the Universal Declaration in the language used in their region.

A Reflective, Creative and Holistic Thinker

Because I have ideas, I have a purpose, and I will live my life like Jesus.

JUNIOR Mentor Text	Across the Alley by Richard Michelson ISBN 0-399-23970-7
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Recognizes that there is more grace in the world than sin and that hope is essential in facing all challenges. Thinks reflectively and creatively to evaluate situations and solve problems.
Scriptural Reference	John 8: 7 He who is without sin among you let him be the first to throw a stone at her. Mathew 7:1 Do not judge so that you will not be judged.
Task Rationale	Students will understand that many people treat others differently due to prejudice. Developing a greater understanding of individual differences will foster respect and tolerance.
Before Reading	Ignorance versus tolerance- a discussion about these terms needs to precede this book.
During Reading	Predict after the first page why the two boys do not play together during the day and only at night.
After Reading	Willy’s father states, “Ignorance comes in as many colours as talents.” He says this when the Jewish boy and his black son are walking side by side as best friends and others are staring at them.
Robust Thinking Task	Discuss the reasons why some people treat others differently just because they do not act, look or think the same as they do. Use evidence from the story and your own ideas to support your answer.

Additional text suggestion:

The Story of Ruby Bridges by Robert Coles



A Reflective, Creative and Holistic Thinker

Across the Alley

Junior - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students demonstrate limited understanding that there is more grace in the world than sin and that hope is essential in facing all challenges.	Students demonstrate some understanding that there is more grace in the world than sin and that hope is essential in facing all challenges.	Students demonstrate a considerable understanding that there is more grace in the world than sin and that hope is essential in facing all challenges.	Students demonstrate a thorough understanding that there is more grace in the world than sin and that hope is essential in facing all challenges. Responses are clear and detailed.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from their own experience to explain that there is more grace in the world than sin and that hope is essential in facing all challenges.	Students use specific, relevant examples from their own experience to explain that there is more grace in the world than sin and that hope is essential in facing all challenges.	Students use specific, detailed and relevant examples from their own experience to explain that there is more grace in the world than sin and that hope is essential in facing all challenges.



A Self-Directed, Responsible, Lifelong Learner

Because I am a learner for life, I can reach for my dreams, by living my life like Jesus.

JUNIOR Mentor Text	The Keeping Quilt by Patricia Polacco ISBN 0-689-84447-6
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities. Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
Scriptural Reference	2 Timothy 3:14-15 But as for you, continue in what you have learned and firmly believe knowing from whom you learned it and how from childhood you have known the sacred writings that are able to instruct you through faith in Christ Jesus.
Task Rationale	Students will understand that we learn valuable stories from our past.
Before Reading	Why do you think it is important to have family traditions? Who is the person in your extended family who you think you can learn the most from about your family heritage/traditions?
During Reading	Allow students to make connections with their own lives during the reading.
After Reading Robust Thinking Task	Write an opinion paragraph explaining: Are family traditions important? Why or why not? Use details from your own life experience to support your thinking. Extension: What would be important to put on your personal keeping quilt? Design your keeping quilt, using important materials from your own life.

Additional Text Suggestion:

Something from Nothing by P. Gilman



A Self-Directed, Responsible, Lifelong Learner

The Keeping Quilt

Junior - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students communicate limited understanding of how family traditions can influence one’s personal values and shape choices and opportunities.	Students communicate some understanding of how family traditions can influence one’s personal values and shape choices and opportunities.	Students communicate considerable understanding of how family traditions can influence one’s personal values and shape choices and opportunities.	Students effectively communicate a thorough understanding of how family traditions can influence one’s personal values and shape choices and opportunities.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use some simple examples from their own experience to explain why family traditions are important.	Students use specific, relevant examples from their own experience to explain their understanding of why family traditions are important.	Students use specific, detailed and relevant examples from their own experience to explain their understanding of why family traditions are important.
Writing Overall Expectation Generate, gather, and organize ideas and information to write for an intended purpose and audience.	Students need extensive support to develop and share their ideas.	Students organize and write a persuasive paragraph with some effectiveness.	Students organize and write an effective persuasive paragraph.	Students organize and write a well developed and detailed persuasive paragraph.



A Collaborative Contributor

Because I am a team player, I know that “Together is Better”, and we will live our lives like Jesus.

JUNIOR Mentor Text	Show the Way by Jacqueline Woodson ISBN 0-399-23749-6
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Works effectively as an independent team member. Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good. Exercises Christian leadership in the achievement of individual and group goals. Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.
Scriptural Reference	1 Corinthians 3:13-15 Our work will be tested and rewarded by God Genesis 2:5 Work is not a result of the fall, it is part of God’s created order for humanity.
Task Rationale	The students will grow in their understanding of how people work together for a common good; the end of slavery came about after years of collective hard work. There is still work to do to end prejudice and discrimination.
Before Reading	Ensure students have some background about the slave trade, the underground railway and/or the fight for equal rights (Information on Rosa Parks, Harriet Tubman, Martin Luther King Jr. is easily accessible) Begin with Think, Pair, Share, brainstorm activity about slavery in the US. Use a map of the USA, pointing out Virginia and South Carolina as areas where slavery was common. In the areas north of there, there was no slavery, so the slaves wanted to escape. Also helpful to review vocabulary: quilt, plantation, muslin, sew, “jumped broom”
During Reading	Looking only at the cover of the book, discuss the title, and ask the students to predict what it might be about. Take a picture walk through the text with the students, allow them to share any additions or new ideas that they have. Instruct students to listen carefully to the story to see if they can infer/discover what the title means by the end of the book. Stop periodically through the reading and have students jot down any questions that they may have about the story. Note - As you read the story, stop to discuss the dialect that comes through the text if required.

<p>After Reading</p> <p>Robust Thinking Task</p>	<p>Discuss the meaning of the title after reading the text: the quilts were “show ways” or secret maps used by slaves seeking freedom. Designing and creating these quilts was a risky but important job, one that helped many slaves escape. They were also called “Trail to the North”.</p> <p>You are the writer of a new reality TV show where awards are given to people whose jobs have made the world a better place.</p> <p>Write a letter nominating Soonie and the women in her family for their work. Use specific ideas from the text along with some of your own.</p> <p>Or, write the author’s acceptance speech as she receives the award on behalf of her family. Why is she proud to receive the award? How will she continue in the tradition set out by her ancestors?</p> <p>Extension: Use grid paper and pencil crayons to create your own “show way”.</p>
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Additional Text Suggestion:

Sweet Clara and the Freedom Quilt by D. Hopkinson

A Collaborative Contributor

Show the Way

Junior - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Communication of Catholic Graduate Expectation</p> <p>Expresses and organizes ideas and information.</p>	<p>Students have difficulty communicating their understanding of what it means to work together for a common good.</p>	<p>Students demonstrate some understanding of what it means to work together for a common good.</p>	<p>Students demonstrate a considerable understanding of what it means to work together for a common good.</p>	<p>Students demonstrate a thorough understanding of what it means to work together for a common good; responses are clear and detailed.</p>
<p>Reading 1.6 Extend Understanding</p>	<p>Students use examples that are not relevant to the task or need extensive support to share their ideas.</p>	<p>Students use simple examples from their own experience to explain how to work together for a common good.</p>	<p>Students use specific, relevant examples from their own experience to explain their understanding of what it means to work together for a common good.</p>	<p>Students use specific, detailed and relevant examples from their own experience to explain their understanding of what it means to work together for a common good.</p>



A Caring Family Member

Because I care, I pray for all my families, and I will live my life like Jesus.

JUNIOR Mentor Text	Now One Foot, Now the Other by Tomie dePaola ISBN: 0-14-240104-8
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Relates to family members in a loving, compassionate and respectful manner. Ministers to the family, school, parish and wider community through service.
Scriptural Reference	James 5: 14-15 Is any sick among you? Let me call for the elders of the church; and let them pray over him, anointing him with oil in the name of the Lord: and the prayer of faith shall save the sick, and the Lord shall raise him up; and if he has committed sins they shall be forgiven him. Confess your faults one to another, and pray one for another
Task Rationale	Students will understand that Jesus is the ultimate model of how we are called to care for those that society overlooks. We are asked to reflect upon "What does Jesus ask of us?"
Before Reading	Discuss what is meant by the term 'ministry'. Brainstorm ideas on a chart as a class of where they see 'ministry' in their lives, words they relate to the word 'ministry', Discuss who are ministers? Are we all meant to be ministers and in what way?
During Reading	Read until the grandfather gets sick, stop and discuss where they see 'ministry'. Write the words 'loving', 'compassionate' and 'respectful' on three sticky notes. Have students record evidence from the text of these characteristics.
After Reading	Students use their sticky notes and refer to class generated charts to respond to the robust thinking task.
Robust Thinking Task	Discuss how Bobby demonstrates the characteristics of a minister to his grandfather. How can you be a minister in your daily life?

Additional Text Suggestions:

Badgers Parting Gifts by Susan Varley

Love You Forever by Robert Munsch



A Caring Family Member

Now One Foot, Now the Other

Junior - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students have difficulty communicating their understanding of what it means to be a caring family member and a 'minister' to God's community.	Students demonstrate some understanding of what it means to be a caring family member and a 'minister' to God's community.	Students demonstrate a considerable understanding of what it means to be a caring family member and a 'minister' to God's community.	Students demonstrate a thorough understanding of what it means to be a caring family member and a 'minister' to God's community; responses are clear and detailed.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from their own experience to explain what it means to be a caring family member.	Students use specific, relevant examples from their own experience to explain what it means to be a caring family member.	Students use specific, detailed and relevant examples from their own experience to explain what it means to be a caring family member.

A Responsible Citizen

Because I accept my responsibilities, I can make a difference, and I will live my life like Jesus.

JUNIOR Mentor Text	Dear Children of the Earth, A Letter from Home by Schim Schimmel ISBN 978-1-55971-225-5
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Promotes the sacredness of life. Respects the environment and uses resources wisely.
Scriptural Reference	Genesis 8:16-17 God said to Noah, ‘Go out of the ark...Bring out with you every living thing that is with you of all flesh-birds and animals and every creeping thing that creeps upon the earth-so that they may abound on the earth, be fruitful and multiply on the earth.’
Task Rationale	Students will deepen their understanding that all of creation comes from God. They will consider ways that they can work to be responsible citizens of the earth, and convince others to join them on this quest.
Before Reading	Ensure students have background knowledge that includes some of the following: environmental issues such as school or class Earth Day initiatives, recycling, endangered species, conserving energy (grade 5 science unit)... Knowledge of the components of an effective poster (media studies). Begin lesson by listening to song, “What a Wonderful World” by Louis Armstrong. Have students listen for and record images depicted in the lyrics of the song (play more than once if required). List the images on a chart for future reference. Let students know that the song is old. Louis Armstrong wrote it in 1962. Ask if they think the world is still beautiful? Bring discussion around to include pollution, endangered animals, limited natural resources, etc. Is it too late?
During Reading	Introduce the book and discuss the form that it takes (written as a letter). Discuss that it is from Mother Earth to all children everywhere. Have children jot down images of the earth as depicted in the text. Discuss the ending. Is it hopeful or has Mother Earth given up? (hopeful) Who is responsible for the problems shown in the book? What are we being called to do in response?
After Reading	Mother Earth says that we have to love and care for the earth. It is our responsibility.
Robust Thinking Task	Create a poster that combines the ideas from the text with your own ideas to convince a friend or family member to join in the cause to save the planet.

Additional Text Suggestion:

What a Wonderful World by George Weiss



A Responsible Citizen

Dear Children of the Earth

Junior - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students are not able to communicate that by respecting the environment and using resources wisely they promote the sacredness of life.	Students communicate, with some effectiveness, that by respecting the environment and using resources wisely they promote the sacredness of life.	Students communicate considerable understanding that by through respecting the environment and using resources wisely they promote the sacredness of life.	Students communicate a well developed understanding that that by respecting the environment and using resources wisely they promote the sacredness of life.
Media 3.4 Producing Media Text	Students create a persuasive poster using few appropriate forms, conventions, and techniques, with limited effectiveness. Work may be incomplete.	Students create a persuasive poster using some appropriate forms, conventions, and techniques, with some effectiveness.	Students create a poster using appropriate forms, conventions, and techniques, which effectively persuade others to respect the environment.	Students create a detailed poster using appropriate forms, conventions, and techniques, which effectively persuade others to respect the environment.
Reading 1.5 Making Inferences	Students demonstrate limited understanding of inferred ideas; support is required to communicate understanding.	Students use some stated evidence from the text and/or implied ideas to make general inferences.	Students effectively combine stated and implied ideas from the text with their own ideas.	Students combine stated and implied ideas from the text with their own ideas.

A Discerning Believer

Because I am a believer, I will live my life like Jesus.

INTERMEDIATE Mentor Text	Luba , <i>The Angel of Bergen-Belsen</i> by Michelle R. McCann and Luba Trzynska-Frederick ISBN 978-1-58246-098-7
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Integrates faith with life. Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey. Respects the faith traditions, world religions and life-journeys of all people of good will. Speaks the language of life...”recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it”.
Scriptural Reference	Matthew 5:3-12 The Beatitudes
Task Rationale	Students will grow in their understanding that God has a plan for each of us. We need to listen to God’s voice.
Before Reading	Depending on your students’ prior knowledge of the Holocaust, you may have to pre-teach the main ideas. The last page in this book “World War 2 and the Holocaust” gives a synopsis. Create a 3 column chart with the class. “Facts, People and Emotions” Discuss the meaning of destiny- “a pre-determined course of events considered something beyond human power or control”.
During Reading	Make a list of evidence that showed Luba’s courageous actions. Stop and give students time to do this throughout the story. Be sure to read the Epilogue for important information.
After Reading Robust Thinking Task	In this story, Luba asks the question “Why was I spared?” Write a letter to Luba answering her question. Use the chart notes to guide your answer. Refer to the Catholic Graduate Expectation: “Understand that one’s purpose or call in life comes from God and strive to discern and live out this call throughout life’s journey” in your answer.

Additional Text Suggestions:

Hana’s Suitcase by Karen Levin

Who was the Woman Who Wore that Hat? By N. Patz

Ericka’s Story by Ruth Vander Zee



A Discerning Believer

Luba, The Angel of Bergen-Belsen

Intermediate - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students have difficulty communicating their understanding.	Students communicate some understanding that each person has a purpose in life that comes from God and needs to discern and live out this call throughout life's journey.	Students communicate considerable understanding that each person has a purpose in life that comes from God and needs to discern and live out this call throughout life's journey.	Students communicate a thorough understanding that each person has a purpose in life that comes from God and needs to discern and live out this call throughout life's journey.
Writing Overall Expectation Generate, gather, and organize ideas and information to write for an intended purpose and audience.	Students need extensive support to develop and share their ideas.	Students organize and write a letter with some effectiveness.	Students organize and write an effective letter.	Students organize and write a well developed and detailed letter.

An Effective Communicator

Because I have a voice, I will use it lovingly, and I will live my life like Jesus.

INTERMEDIATE Mentor Text	Old Turtle by Douglas Wood ISBN 0-938586-48-3
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Listens actively and critically to understand and learn in light of Gospel values. Presents information and ideas clearly and honestly and with sensitivity to others.
Scriptural Reference	Genesis 1: 1-28 Creation Story Exodus 3:14 I am that I am. Jeremiah 1:4-10 Then the Lord put forth his hand, and touched my mouth. And the Lord said unto me, Behold, I have put my words in thy mouth.
Task Rationale	Students will be reminded that God created the world and all that was in it; that the world’s imperfections were generated by the creatures that inhabit it. In order to guide His creations, God spoke to them in the voice of a turtle. They will understand that they need to listen and hear, for the voice of God in the world.
Before Reading	Review first story of creation as it appears in Genesis and Possibly a Native Canadian creation myth such as “Sky Woman” (found in Grade 6 Fully Alive student text) that features turtle as the centre of the earth.
During Reading	Using large sticky notes have one half of the class make notes on Old Turtle’s first appearance. The second half of the class is to write notes about what Old Turtle says when he appears the second time. Students should begin their responses with the statement, “Stop” or “Please stop”.
After Reading	Have students combine ideas with other members of their group. Move to pairs, then fours etc. Create two large sticky note charts and have a representative from each group report key ideas to the class. Of all the possible creatures on the earth, discuss as a class why the author might have chosen a turtle to speak to the people. What other creature might be appropriate? Why? How would the responses differ?

<p>Robust Thinking Task</p>	<p>Old Turtle appeared in the story twice. He brought the creatures and the people of the Earth two very important messages from God. If turtle were to come back today, to whom would he speak? Why? What might his message be? Write your response in the form of a letter, song, poster of comic strip, or continue the story.</p>
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Alternate Text Suggestion:

What is God? By Etan Boritzer

An Effective Communicator

Old Turtle

Intermediate - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.</p>	<p>Students demonstrate difficulty communicating their understanding.</p>	<p>Students communicate some understanding that they need to listen and respond to the voice of God in the world.</p>	<p>Students communicate considerable understanding that they need to listen and respond to the voice of God in the world.</p>	<p>Students communicate a well developed understanding that they need to listen and respond to the voice of God in the world.</p>
<p>Writing Overall Expectation Generate, gather, and organize ideas and information to write for an intended purpose and audience.</p>	<p>Students need extensive support to develop and share their ideas.</p>	<p>Students organize and write a response with some effectiveness.</p>	<p>Students organize and write an effective response.</p>	<p>Students organize and write a well developed and detailed response.</p>



Reflective, Creative & Holistic Thinker

Because I have ideas, I have a purpose, and I will live my life like Jesus.

INTERMEDIATE Mentor Text	I'm in Charge of Celebrations by Byrd Baylor ISBN 0-684-18579-2
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Creates, adapts and evaluates new ideas in light of the common good. Adopts a holistic approach to life by integrating learning from various subject areas and experience. Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
Scriptural Reference	Isaiah 55:12-13 The mountains and hills will burst into song before you, and all the trees of the field will clap their hands. All this will be a memorial for the Lord, a sign that for all time will not be cut off.
Task Rationale	Students will understand that by thinking and acting creatively about what and how we “celebrate” we may influence others to become more protective and respectful of what God has created for us.
Before Reading	What do we celebrate in our lives? Get into groups and make a list.
During Reading	What does the girl celebrate in her life? Make a list during the reading. Why does she choose to celebrate these things?
After Reading	Discuss the differences between what we choose to celebrate and what the girl chooses to celebrate. She says, “Suddenly it seemed that we two spoke a language no one else could understand.”
Robust Thinking Task	Describe what you can do in your life that would allow you to speak and understand that same language. What might happen if all people celebrated in this manner?



A Reflective, Creative and Holistic Thinker

I'm In Charge of Celebrations

Intermediate - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students communicate limited understanding.	Students communicate some understanding that through “celebrations” we influence others to become more protective and respectful of what God has created for us.	Students communicate considerable understanding that through “celebrations” we influence others to become more protective and respectful of what God has created for us.	Students communicate a thorough understanding that through “celebrations” we influence others to become more protective and respectful of what God has created for us.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from their own experience to explain how “celebrations” help influence others to become more protective and respectful of what God has created for us.	Students use specific, relevant examples from their own experience to explain how “celebrations” help influence others to become more protective and respectful of what God has created for us.	Students use specific, detailed and relevant examples from their own experience to explain how “celebrations” help influence others to become more protective and respectful of what God has created for us.
Writing Overall Expectation Generate, gather, and organize ideas and information to write for an intended purpose and audience.	Students need extensive support to develop and share their ideas.	Students organize and write a paragraph with some effectiveness.	Students organize and write an effective paragraph.	Students organize and write a well developed and detailed paragraph.

A Self-Directed, Responsible, Lifelong Learner

Because I am a learner for life, I can reach for my dreams, by living my life like Jesus.

INTERMEDIATE Mentor Text	The Three Questions Based on a story by Leo Tolsoy by Jon J. Muth ISBN 978-0-439-19996-4
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.
Scriptural Reference	Proverbs 9:9 Give instruction to the wise and they will become wiser still; teach the righteous and they will gain in learning.
Task Rationale	Students will link their thinking about the answers to the three questions (When is the best time to do things? Who is the most important one? What is the right thing to do?) to the teachings of Christ in the Gospels. They will deepen their understanding of how they can “be a good person,” and what that means in the light of being a Christian.
Before Reading	Students should have background in using the Bible and know where to find the Gospels. Pose the three questions from the text. (When is the best time to do things? Who is the most important one? What is the right thing to do?) Have them work in 2’s or 3’s to come up with an answer for each. Share answers with another group or the class.
During Reading	As you read the text aloud, have students write jot notes about the answers to the questions.
After Reading	Discuss how their thinking has changed by the end of the story.
Robust Thinking Task	How might the turtle’s answers to Nikolai’s questions reflect the teachings of Christ? Use examples from the Gospels along with your own ideas to support your thinking.

Additional Text Suggestion:
The Librarian of Basra by J. Winter



A Self-Directed, Responsible, Lifelong Learner

The Three Questions

Intermediate- Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students communicate limited understanding of how they can “be a good person,” and what that means in the light of being a Christian.	Students communicate some understanding of how they can “be a good person,” and what that means in the light of being a Christian.	Students communicate considerable understanding of how they can “be a good person,” and what that means in the light of being a Christian.	Students effectively communicate a thorough understanding of how they can “be a good person,” and what that means in the light of being a Christian.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use some simple examples from their own experience and/or the Gospels to explain how turtle’s answers reflect the teachings of Christ.	Students use specific, relevant examples from their own experience and the Gospels to explain how turtle’s answers reflect the teachings of Christ.	Students use specific, detailed and relevant examples from their own experience and the Gospels to explain how turtle’s answers reflect the teachings of Christ.

A Collaborative Contributor

Because I am a team player, I know that “Together is Better”, and we will live our lives like Jesus.

INTERMEDIATE Mentor Text	The Tale of Three Trees , Retold by Elwell Hunt ISBN 0-74594-082-X
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Develop one’s God-given potential and makes a meaningful contribution to society. Thinks critically about the meaning and purpose of work.
Scriptural Reference	Ecclesiastes 3:22 So I saw that there is nothing better than that a man should rejoice in his work, for that is his lot. Who can bring him to see what will be after him?
Task Rationale	Students will develop a deeper understanding of how we are all contributors to society and are called to make a difference using our God given strengths and talents.
Before Reading	Play the game “This is not a scarf” using a log shaped piece of plasticene. Students model the plasticene into creative objects while they stand in a circle. They say this is not a “log”; it’s a “canoe”. Next person goes to the centre of the circle and says, “This is not a canoe, it’s a chocolate bar”. Let anyone have a turn who wants one.
During Reading	Read the first few pages of the book. Thinking about our game, and having read the first pages, what are the options for a tree once it is chopped down?

<p>After Reading</p>	<p>Each of these trees makes a valuable contribution to society. What is your plan for the future to make a valuable contribution too? What work/job might you do that has meaning and purpose for others?</p>
<p>Robust Thinking Task</p>	<p>Explore what you believe to be the most meaningful, purposeful job a person can do? In small groups, work together to present your case/defend why a certain job makes an important contribution to society. You may wish to use PowerPoint, drama or other creative methods to present your ideas.</p>

A Collaborative Contributor

The Tale of Three Trees

Intermediate - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Communication of Catholic Graduate Expectation</p> <p>Expresses and organizes ideas and information.</p>	<p>Students have difficulty communicating their understanding how they can make a valuable contribution to society through work.</p>	<p>Students communicate some understanding of how they can make a valuable contribution to society through work.</p>	<p>Students communicate a considerable understanding of how they can make a valuable contribution to society through work.</p>	<p>Students communicate a thorough and detailed understanding of how they can make a valuable contribution to society through work.</p>
<p>Reading 1.6 Extend Understanding</p>	<p>Students use examples that are not relevant to the task or need extensive support to share their ideas.</p>	<p>Students use simple examples to explain their understanding of the meaning and purpose of work.</p>	<p>Students use specific, relevant information to explain their understanding of the meaning and purpose of work.</p>	<p>Students use specific, detailed and relevant information to explain their understanding of the meaning and purpose of work.</p>

A Caring Family Member

Because I care, I pray for all my families, and I will live my life like Jesus.

INTERMEDIATE Mentor Text	The Table Where Rich People Sit by Byrd Baylor ISBN 978-0-689-82008-3
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
Catholic Graduate Expectations	Values and honours the important role of the family in society Relates to family members in a loving, compassionate and respectful manner.
Scriptural Reference	Matthew 6:19-21 Treasure in Heaven Matthew 19:21 Jesus said to him, 'If you wish to be perfect, go, sell what you have and give to the poor, and you will have treasure in heaven. Then come, follow me.' Matthew 5: 3-10 -Beatitudes
Task Rationale	Students will understand that to be rich in Spirit is more important than to be rich materially. Just like Jesus, our parents attempt to teach us what we should value.
Before Reading	In groups and using chart paper and one colour marker, write the word "rich" in the middle and have students write what this word means to them. Display the charts around the room and allow the students to do a gallery walk. Discuss similarities and differences between each group's responses.
During Reading	Stop once or twice and invite students to use a different colour marker to add to their chart paper responses.
After Reading	Discuss what it means to "value" something (to hold close to your heart, be willing to defend, make an effort to keep it) List the things you value most in your family life. (You may wish to ask students to rank these in order of importance.) How have your parents passed on these values to you? (through traditions, celebrations, daily routines and holidays)
Robust Thinking Task	What we value makes us rich. Use evidence from the text and your own experiences to support this statement.

Additional Text Suggestion:

Those Shoes by Maribeth Boelts



A Caring Family Member

The Table Where Rich People Sit

Intermediate - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students have difficulty communicating their understanding that what we value makes us rich.	Students demonstrate some understanding that what we value makes us rich.	Students demonstrate a considerable understanding that what we value makes us rich.	Students demonstrate a thorough understanding that what we value makes us rich; responses are clear and detailed.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from their own experience to explain how what we value makes us rich.	Students use specific, relevant examples from their own experience to explain how what we value makes us rich.	Students use specific, detailed and relevant examples from their own experience to explain how what we value makes us rich.

A Responsible Citizen

Because I accept my responsibilities, I can make a difference, and will live my life like Jesus.

Intermediate Mentor Text	Chicken Sunday by Patricia Pollacco ISBN 0-399-22133-6					
Language Expectations	Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a wide range of strategies to construct meaning. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Generate, gather, and organize ideas and information to write for an intended purpose and audience.					
Catholic Graduate Expectations	Contributes to the common good. Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society. Acts morally and legally as a person formed in Catholic traditions. Accepts accountability for one’s actions.					
Scriptural Reference	Micah7:18-19 Who is a God like you who pardons sin and forgives the transgression of the remnant of his inheritance? You do not stay angry forever but delight to show mercy. You will again have compassion on us; you will tread our sins under foot and hurl all our iniquities into the depths of the sea. Luke6:35-37 But rather love your enemies and do good to them, and lend expecting nothing back; then your reward will be great and you will be children of the Most High...					
Task Rationale	Students will develop an increased awareness of what it means to be responsible and act responsibly.					
Before Reading	Create a chart : <table border="1" data-bbox="456 1392 1393 1707"> <tr> <td data-bbox="456 1392 922 1560"> What it means to be a responsible person? </td> <td data-bbox="922 1392 1393 1560"> To act responsibly means...? </td> </tr> <tr> <td data-bbox="456 1560 922 1707"> Example: As a responsible person I respect traffic laws. </td> <td data-bbox="922 1560 1393 1707"> Example: I act responsibly when I take care of the family pet and do what is right to keep it healthy, happy and active. </td> </tr> </table>		What it means to be a responsible person?	To act responsibly means...?	Example: As a responsible person I respect traffic laws.	Example: I act responsibly when I take care of the family pet and do what is right to keep it healthy, happy and active.
What it means to be a responsible person?	To act responsibly means...?					
Example: As a responsible person I respect traffic laws.	Example: I act responsibly when I take care of the family pet and do what is right to keep it healthy, happy and active.					
After Reading Robust Thinking Task	The children were not responsible for the crime yet they acted responsibly. Discuss using evidence from the text and your own ideas. (Students may decide to agree or disagree with this statement.)					

Additional Text Suggestion:
 Stone Fox by J. Gardiner



A Responsible Citizen

Chicken Sunday

Intermediate - Summative Assessment Task Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Communication of Catholic Graduate Expectation Expresses and organizes ideas and information.	Students are not able to communicate what it means to be responsible and act responsibly.	Students communicate, with some effectiveness, an understanding of what it means to be responsible and act responsibly.	Students communicate considerable understanding of what it means to be responsible and act responsibly.	Students communicate a well developed understanding of what it means to be responsible and act responsibly.
Reading 1.6 Extend Understanding	Students use examples that are not relevant to the task or need extensive support to share their ideas.	Students use simple examples from the text and/or their own experience to explain what it means to be responsible and act responsibly.	Students use specific, relevant examples from the text and their own experience to explain what it means to be responsible and act responsibly.	Students use specific, detailed and relevant examples from the text and their own experience to explain what it means to be responsible and act responsibly.



Culminating Task Ideas

On chart paper list all the books that have been read throughout the unit (7 in total). Do a quick review of each and which Ontario Catholic Graduate Expectation is represented in the story.

Ask the students to choose **ONE** character that stands out from all of the rest as an exemplary model of the OCGE.

Students are then asked to choose **ONE** activity from the following list to complete as their culminating task: The task may be done in groups however students will be assessed on their individual contributions.

- 1) Dramatize the entire story OR a favourite part (this would work well in Kindergarten)
- 2) Create an artistic representation (painting, poster, collage, plasticene model...) of the character and have them displaying their OCGE in the picture.
E.g. Depict the boy in Carpet Boy's Gift 'talking' to the other children as he effectively communicates the need to be courageous and stand up for what is right.
- 3) Write a song or poem about the character
- 4) Pretend you are interviewing this character for a job. Compose questions for the interviewer to ask and write how the character would respond.
- 5) Write a newspaper article about how the character came to represent the OCGE.
- 6) Write a phone conversation between yourself and the character, having the character tell you ways they exemplify the characteristics of a Catholic Graduate.
- 7) Write a Diary entry describing a day in the life of the character.
- 8) Write a recipe which describes the character. For example:
Recipe which describes Jeremiah
1 cup of desire
4 Tbsp. of patience
2 cups of effort



Rubric for Culminating Task

Criteria	Level 1	Level 2	Level 3	Level 4
Communicates the qualities of the character which tie him/her to the CGE	Product demonstrates a superficial understanding of the character	Product demonstrates a partial understanding of the character	Product demonstrates a solid understanding of the character	Product understands a deep understanding of the character
Quality of design	Student product reflects a minimal level of craftsmanship and detail	Student product requires improvement to meet the standard	Student product reflects an acceptable level of craftsmanship and detail	Student product reflects a superior level of craftsmanship and detail
Performance (if applicable)	Product demonstrates minimal effort and organization	Product demonstrates a good effort and is somewhat organized	Product demonstrates a strong effort and is well organized	Product demonstrates a superior effort and is well organized and effective

Robust Thinking Tasks

A robust thinking task is:

- ✓ open ended
- ✓ explores complexity ~ makes us think about our opinions, values, thoughts, experiences and connecting those with the text
- ✓ guided by a purpose
- ✓ makes you go “off the page”
- ✓ centered around the Big Idea
- ✓ embeds higher order thinking ~ activate prior knowledge, make connections

- ✓ **A task that asks the student to simultaneously engage in all four roles of the Literate Learner.**

A Literate Learner is:	
a meaning maker	what is the key vocabulary that helps one understand the big ideas in the text?
a code user	what conventions and text features are significant and lead to the big ideas in the text?
a text analyzer	takes a critical look at text and intent
a text user	what features of the text format help the learner to understand the big ideas





The Adapted Ontario Catholic Graduate Expectations - Elementary Language

Developed and shared by Huron-Perth CDSB and St. Clair CDSB

I AM A BELIEVER!

- I believe that God is an awesome God
- I believe and have faith in God
- I believe that God is with us always
- I believe that we can talk to God anytime and anywhere, through prayer
- I believe in the stories of the Bible
- I believe in the stories of Jesus' life, death and resurrection
- I believe in the Church community, celebrating Mass, and the seven Sacraments
- I believe in forgiveness

Because I am a believer, I will live my life like Jesus.

I HAVE A VOICE!

- I speak, write and listen as Jesus would want me to
- I care about others and speak up for them
- I am honest
- I think carefully before I react or speak
- I respect all people and their languages
- I listen to the Word of God

Because I have a voice, I will use it lovingly, and I will live my life like Jesus.

I HAVE IDEAS!

- I have thoughts and opinions that matter
- I make good choices
- I have hope for the future
- I solve problems with knowledge, understanding and prayer
- I know we are all equal and special

Because I have ideas, I have a purpose, and I will live my life like Jesus.

I AM A LEARNER FOR LIFE!

- I use my gifts and talents given to me by God
- I always do my best
- I build on my strengths and weaknesses
- I set goals
- I accept change
- I am proud of the good things I do
- I am thankful for the gifts of others

Because I am a learner for life, I can reach for my dreams, by living my life like Jesus.



I AM A TEAM PLAYER!

- I co-operate with others in all that I do
- I value everyone's work
- I respect and listen to others
- I think of others before myself
- I follow rules of fair play
- I work hard in school so that I can build my community and make it a better place

Because I am a team player, I know that 'Together is Better', and we will live our lives like Jesus.

I CARE!

- I love God, myself and my family
- I care about and respect my 'family' at school, at Church, in the community, and the world
- I care about and respect God's creation and everything in it

Because I care, I pray for all my families, and I will live my life like Jesus.

I HAVE RESPONSIBILITIES!

- I am a peace-maker
- I am fair
- I am forgiving
- I follow rules and do my share
- I help the poor and care for people in need
- I stand up for what is right
- I know that all life is precious
- I respect and protect the world and all that is in it

Because I accept my responsibilities, I can make a difference, and will live my life like Jesus.