

Name: _____ Parish: _____ Date: _____

Using an Authorised Curriculum and Lesson Planning Response Sheet

Read the information provided in the correspondence Reading Material and then complete the following:

Please circle T (True) F (False):

1	Only curriculum (materials and pedagogy) that has been authorised by the SRE Provider can be used in DoE schools.	T	F
2	SRE teachers may choose to use an authorised curriculum, but they are not required to.	T	F
3	SRE Providers must make lesson content (or program outline and curriculum scope and sequence documents) accessible on a website	T	F
4	The DoE is responsible for authorising programs used in SRE	T	F
5	The SRE Provider signs an assurance to the NSW DoE that authorised teachers are only using materials and pedagogy that has been authorized	T	F
6	I must teach all the lessons in the program at some stage during the year	T	F
7	The lessons need to be taught in the order provided	T	F
8	Generally younger children require more structured lessons	T	F
9	My lessons must be age appropriate	T	F
10	Prayer is an important part of the SRE lesson	T	F

11. Name three benefits of having an authorised curriculum as mentioned in the reading material

1. _____

2. _____

3. _____

12. Name the three authorised programs for the Diocese of Wagga Wagga

1.

2.

3.

13. Match the following components of the curriculum with their description by placing corresponding letter in the box.

A. Syllabus	A matrix or a table of strands, themes and ideas which are developed throughout the various ages and stages and class groups who will be presented the program
B. Lessons	background material, philosophy, resources, contributors, processes involved in developing the program
C. Scope and sequence	the systematic outline of intended learning
D. Foundational documents	teaching focus, learning outcomes, Catechism reference, Scripture and resources, lesson activities

14. When programming for the term ahead list two examples of what you need to take into consideration. (Not individual lesson planning)

1.

2.

You will need to download the [Christ Our Light and Life Program Documents](#) from the website, or refer to your teacher's manual. Read from 'Overview' to 'Content Strands and complete the following:

15. List the 9 headings of information found in the foundation documents of the Christ Our Light and Life Program. Two headings have been provided.

1. _____

2. _____

3. The Role of Catechists

4. _____

5. _____

6. _____

7. _____

8. The Prayer Place

9. _____

16. Read the section on Catechetical Methodology.

Complete the following about the two catechetical methodologies:

Deductive Method- beginning with _____

Inductive Method- beginning with _____

17. Read and list the five Content Strands

1.

2.

3.

4.

5.

18. The Liturgy and the Liturgical Year Strand explores:

- a) The Commandments and the Beatitudes
- b) The Church as the People of God
- c) Creatures as reflecting God in His perfections
- d) The nature of the liturgy, its importance and centrality in Christian public worship

19. Which of the following is not explored as part of the Church Strand?

- a) The mystery of Christ's Mystical Body and its mission to continue Christ's work of teaching, governing and sanctifying
- b) Aspects of the Church such as the Magisterium, Sacred Scripture, Tradition, the Liturgy and the Sacraments
- c) The Church as the People of God
- d) The mystery of the One God as a Trinity

20. Which of the following is explored as part of the Creation Strand?

- a) The discernment of vocation
- b) The Last Things
- c) The Church in heaven (Mary and the Saints)
- d) The relationship between the three Persons of the Most Holy Trinity

Read the Syllabus Outcomes (pages 6-9 downloaded material, pages vi-ix published manual)

21. What are the three sub-categories in the syllabus outcomes?

- a) Values and attitudes, Moral development, Knowledge
- b) Values and attitudes, Knowledge, Skills
- c) Values and attitudes, Skills, Moral development
- d) Moral development, Knowledge, Skills

Read the Scope and Sequence (pages 10-16 downloaded material, pages x-xv published manual)

22. Complete the following table, Stage Two has been done for you:

Stage	Year Level/s
Early Stage One	
Stage One	
Stage Two	Three and Four
Stage Three	

23. Choose a strand, read through that strand across the year levels.

What do you notice as you read from Early Stage One (Kindergarten) to Stage 3 (Year 6)?

24. Match the following parts in a simple lesson structure

A. Introduction	Input and response
B. Body/development	Recall the key points from the lesson, summarize
C. Conclusion	Recall previous learning and introduce the lesson topic

Ideally when teaching a lesson, you don't want to be reading from the Teacher's Manual in the classroom. It is a good idea to look over the lesson carefully and take some notes- key lesson points to help you remember what you want to do with the children. Some people like to make palm cards to help remember key points/questions for the lesson until they become more confident and are able to deliver the lesson without notes.

25. Read through the COLAL Lesson Sample 1A 21 MOSE AND THE BURNING BUSH (download from the website)

The first page (pg 82) provides the SRE teacher with background information for the lesson including the Teaching Focus and Learning Outcomes.

Pages 83-84 outline the lesson activities. You will notice that there are choices in Step 1 and Step 4. Page 86 is the story script that is an option in Step 1. Page 85 is the Lesson Worksheet in the Teacher's Manual provided as an option in Step 4, rather than the children completing the page in their workbooks. The last page is a copy of the student workbook page.

You may find it difficult to do everything suggested in the lesson outline. You can develop a 3-part simple lesson plan using the steps provided. You don't have to do everything in the lesson.

Use the Lesson Plan template provided on page 5 of this handout to develop notes if you were going to teach this lesson.

- Record the name of the program, Stage, Year Level, Lesson Number, Lesson Title and Aim/Teaching Focus in the space provided using the information on the first page.
- Introduction: record how you will recall previous learning? What questions will you ask? How will you introduce the new topic? What links can you make?
- Body: record how you will develop the lesson- telling the story, the 'I wonder questions'- what 'I wonder questions' will you ask? Will 'telling the story' be your proclamation of the Word rather than doing Step 3? What other key questions will you ask? How will the children respond? Which activity will you have them do?
- Record in the conclusion how you will draw the lesson to a close, any questions you will ask, how will you revise the learning that has taken place during the lesson?
- When will you have prayer? (Introduction and/or conclusion)
- In the Prayer section write what prayer/s you will pray with the children. Will you pray traditional prayers? Will you pray the prayer in the Student Workbooks?
- In the Resources section- write down any key resources you will need for the lesson. For example, if you are going to use the Story Script then you will need the materials listed.
- If you have the SMARTBoard USB resources you could include how you would use them in the lesson.

Please tick the boxes and sign declaration:

- I have read through the *Using an Authorised Curriculum and Lesson Planning Reading Material*
- I have read through the Christ Our Light and Life (COLAL) Foundational Documents, Syllabus and Scope and Sequence
- I have developed a lesson plan/lesson notes based on **COLAL 1A Lesson 21 Moses and the Burning Bush**

Signed: _____

Date: _____

Name of Program:		Stage: Year Level:
Lesson Number:	Lesson Title:	
Teaching Focus:		Learning Outcomes:
<p>Lesson notes (key points and questions)</p> <p>Introduction: (recall previous learning, introduce the topic for the day)</p> <p>Body: (develop the topic, student response)</p> <p>Conclusion: (summarize/recall key learning for the lesson)</p>		
Resources:		Prayer: