

Curriculum Instruction and Assessment Synthesis Paper

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This paper is a synthesis of the themes that were covered in EDU 320, Curriculum Instruction and Assessment, what I learned from them, and how I will use each theme in the classroom setting. Contained in the body of the text will be references to appendixes that show the work we did to achieve the understanding of the themes, brief and concise explanations of each theme, and how they will be used in my future classroom. This paper will give life to these themes to aid me in determining how to best run a classroom one day that will best facilitate learning, encourage students, and how to love my students in regards to more than just their academic education, but also their education for life.

Module 1: the effective teacher. In this module we talked about what would make us an effective teacher, and the biggest thing I took away from this, apart from knowing your content and being passionate about it, was that you as a teacher need to care about your student in all aspects of their life. Academics, home life, their hobbies, and just to love them for who they are. In my classroom, I plan to do my best to make all students feel welcome by asking them how their doing, investing in getting to know them, showing them I care by always being a smiling face and someone to talk to, and to relay my passion for life to them through my own teaching and by simply living my life to the fullest every day. My classroom will be guided on the principle of becoming the best version of yourself. For an example of this, refer to Appendix A.

In module 2, we focused on coming to know and understand your students. I will do this in my classroom by handing out a brief survey at the beginning of the year, see appendix B. For the students to get to know one another better, I will have them work in a different group of students every day, also see appendix B for this example. To demonstrate multiple intelligences, refer to Appendix C. I will implement these into my classroom by following through with my lesson plans and by making time to get to know each and every student as much as they will let me come to know them.

In module 3, classroom management was our focus. My classroom management plan is outlined in appendix D. I will implement these themes in my classroom by putting the needs of the students first, and getting feedback from the students on certain aspects of the classroom as the year goes on.

Module 4: Goals, Standards, and Objectives. Learning about the standards was very interesting to me, I learned a lot about who makes the standards, why some of them exist, and how I can implement them into a classroom. To integrate goals, standards, and objectives, I will adhere to the curriculum laid out by the state and my school, and teach the students in a way that they will learn the best. To see examples of this, refer to appendix E.

In module 5 we discussed unit and lesson planning. This module was beneficial to me because I had never made a unit or a lesson plan before. It was challenging, but it was exciting because I know that one day I will be planning these lessons to present to my actual students so they can grow into who they are meant to be. For examples of my work and how I will implement them into the classroom, refer to both appendix F and G.

Module 6: technology integration in instruction. We focused on how to implement technologies into your lessons in this module. Technology is a huge part of our world today, so channeling it for the good of learning will benefit my students greatly. From ipads, chrome books, Skype, active boards, and

kahoot, there are many things I plan on implementing into my classroom. To see how I will implement this into my classroom, refer to appendix H.

Module 7 was focused on questioning strategies. I will implement this into my classroom by asking my students questions that will foster deeper level thinking and critical thinking. I want my students to think logically, but yet creatively, with a well informed mind to come to a conclusion about any topic they may be presented. See my examples of this in appendix I.

Module 8 was focused on direct instruction strategies. I will implement this into my classroom by lecturing on a topic for a short while before giving students the opportunity to work in groups and to learn on their own or with friends. Direct instruction is helpful to introduce a topic. See examples of this in appendix J.

Module 9 was focused on indirect instruction. I will implement this in my classroom by first offering a brief direct instruction lecture and directions for them to pursue their own indirect instruction. It is important for students to discover things on their, with our guidance if they become stuck. It foster's independence, responsibility, accountability, and creativity. See an example of indirect instruction in appendix K.

In module 12 we focused on assessing learners. I will implement this in my classroom by assessing students by assigning them papers, group projects, and in-class test's or discussions on the material covered in the unit. See the example of a blueprint and of a test in appendix L.

In using all of these different methods and modules, in part with the content I have created, I can see myself having successful, motivated, students who know that they are important and who have a fire to learn. This class has taught me so much about the practical and technical sides about being a teacher, but I have found that in every little lesson plan or assignment, it all depends on when your heart is. To teach is to care for a student and to prepare them to live a life well lived. I want all my students to know that through all I do, every lesson plan, lecture, project, test, reading of standards, and every hi-five, encouraging word, listening ear, and just being the Mr. Uhler I know God created me to be, that I care about them and want them to succeed more than anything.

I envision my classroom set-up with a marker board and an active board in the front, and the room filled with tables that fit three students a piece so they just organically become a group. I will have maps of the U.S. and the world, photos of ancient cities, American and global heroes, art from different areas, and motivational quote on the walls of my room. My desk will be at the back, with my own personal things of course. And, I will bring in lamps for softer lighting, because fluorescent lights are very bright and in your face, and I do not believe they foster the best learning environment. I will of course have a guitar or a piano to entertain the students at times, I will more than likely be playing music when the students enter the classroom or during my prep time, and I will maybe even have sporadic dance parties. If I am in a Catholic school, I will have a Crucifix, as well as my bookshelf of Catholic books, paintings of the blessed Mother, statues of Saints, and so forth. To top it off, I will also have a pot of coffee going and a nice comfy corner for students to relax in and grab a cup of joe. I want my classroom to be inviting, look super cool but yet be functional, and foster learning at the highest of levels.

Appendices:

A.

Assignment Number 1 Reflection Paper

The Education of the Head and the Heart

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Assignment Number 1 Reflection Paper

Education of the Mind and the Heart

In my reflection of the quote of Quintilian, I couldn't help to think of another quote that I have carried with me for the last few years; "Education of the mind without education of the heart is no education at all", Aristotle. In my years after graduating from high school at St. Mary's High School, the finest Catholic Institution in the state, I found myself with a wealth of knowledge of many wonderful things. In particular, a knowledge of our rich Catholic faith that was instilled in me throughout my years of Catholic education, and I felt so empowered to go out

and change the world with this great information. So there I went, I left for Syracuse, New York, to begin a year of service with Hard as Nails Ministries under the direction of Justin Fatica. It was there that I realized that I actually knew very little, hence the quote from Aristotle. I had all the mind knowledge in the world, but lacked in the category of what it truly meant to have a heart.

I want to be like Justin Fatica, not necessarily in the way he preaches or have similar personality traits, but in the way he loves. Now, I am not saying that my teachers in the past had skipped over the part of loving me and showing me how to love, but I know in my own heart I really didn't catch on to a lot in high school in regards to that. I struggled a lot internally in high school, I was very self centered at times and only thought about my own worries, but the impact of selflessness Justin had on me while at Hard as Nails was amazing. I was a missionary, someone who served with an open heart and an open mind to reach all people! But, I didn't know how to do that exactly. By Justin's example of loving his family, by loving my fellow missionaries and I, all the people we met on the road, and even the random people who he would run into in his everyday life, he showed me that the love of Jesus paired with the knowledge of anything is the only way to transform lives.

Justin used to be a high school religion teacher as well, and that is also what my heart desires to be. He would tell stories about how he would teach his classes, and how he would spend the first part of the year immersing them in how to let themselves be loved by Christ and to love like Him. Then, he would dig into the Church teaching, and he said things would become much easier to understand when they first began by educating their hearts. Eventually, Justin felt the tug to leave the classroom to begin the ministry and pursue the education of hearts, and I also desire to begin my own ministry as well similar to his.

This was a difficult reflection to write, because as I reflect on my life, I see so many great examples of people who I admire and want to be like. The qualities I want to exemplify as a man of God and a teacher of truth have been shown to me in many different ways, and so I know I am going to model myself after many great men and educators as I go throughout my career. I just feel as if Justin was the one who really showed me how to open my heart to love and to love with the knowledge I have.

I learned so much from Justin in such little time, and continue to learn new things everyday from the ways he trained us and loved us. I want to love like him, because I know my students will want to learn, they will want to dig into what is true and good and understand it more, and I hope that the love I show them can influence to love as well, so they can go out and change the world for the greater glory of God.

B.

Beginning of the School Year Introductions

A tool that I will use to get to know my students better is a brief survey that I have them fill out on the first day of class, and have each student than share their name with the class as well. On the survey, I will ask them about their age, how many siblings they have, where they are originally from, their interests (sports, music, and hobbies), what their struggles are, what their strengths are, and their goals for the year and for their life. I will collect them and file them accordingly for each class.

For the students in my classroom to get to know one another better, every Monday I will assign them all to a new group. They will then have to do a short project on something related to what we are doing in class that week. It will be a good way for the students to learn each other's names, learn how to work with each other, and to learn how to work with new people every week.

C.

Social Studies Learning Goal: Multiple Intelligences

My learning objective is: Students will independently use primary and secondary sources to explain, generalize, connect, and/or form an argument based on historical and contemporary issues related to civics and government. –(Template, Student Learning Objectives (SLO). (n.d.): n. pag. *Nciea.org*. Web.)

For Kinesthetic learners I will do a court room setting with a mock trial, and allow them to be the lawyers or judge so they have to be up and moving. Through this it will teach them what a trial looks like, how due process works, how a jury system works, and it will teach them how to formulate a good argument to defend their respective “suspect” and “victim”. To motivate my students to do well, I will give the winning side some sort of prize.

For musical learners, I will do something really fun; I will make the Constitution into a rap. I will invite the kids to also learn the rap so they can have a better understanding of the important wording of the document. Then, I will have the students pick one of the Amendments

and do some kind of report on it, but I will prefer it to be musical of sorts to continue with the theme that I introduced it to them by.

For the Naturalistic learner, I will set up a debate on government regulated sanctions and sponsorships of conservation, natural resources, renewable energy, and protected species. I will assign the students into teams of 3, and will give them one topic to debate in favor of, and one to be opposed to. These will each have a corresponding group of 3 to debate with on their assigned topics. For example, I will have the students face off in a debate on wind farms; one side will be strongly opposed to them, and the other side will be strongly in favor of them. I will moderate these debates, and pick the winner at the end. If the opportunity arises, I will take my students to a local national or state park, a wind farm, or any other government run resources in the area of the school I teach at.

D.

Classroom Management Plan

- 1) Establish positive relationships among all learners:
 - Greet your students at the door, and acknowledge them by name.
 - Have students share their interests with you via a handout that you can use to get a better understanding of who they are. Asking questions like family structure, favorite sports or hobbies, their goals and dreams, or something fun they did within the last year.
 - Encourage your students for things they do on a consistent basis, from the big things like writing a good paper, to the little things like complimenting someone's shoes, or even just reaffirming the goodness that you see within them. This is a huge one for me. I love encouraging people because it makes them know their important, and it makes them want to work for you and with you.
- 2) Prevent attention-seeking and work-avoidance behavior
 - If a student is seeking attention, ask the student if he would like to read or summarize what we had just been learning in class.

- Encourage the student who is avoiding work or seeking attention, show them you care about them in hopes that they will continue to work and not distract others by seeking attention from them.
 - To prevent work avoidance, give your students meaningful work by applying what they're learning to their own lives.
 - Encourage brain breaks every so often because of the short attention span of students. This will help them stay focused, have time to collect themselves and regroup, and it will allow them to ask questions of you if they need to ask.
- 3) Quickly and unobtrusively redirect misbehavior once it occurs
- If there is misbehavior, ask your students to remember for themselves what task they should be doing so it shows them that you have confidence in them.
 - If someone is doing something contrary to classroom conduct, address them in a calm matter and remind them of the rules and the potential consequences that follow.
 - Tap a student on the shoulder or move closer to them so they could potentially get the hint to change what they're doing.
 - If it occurs during the middle of a lesson, be firm and direct with your student with what you want them to do.
- 4) Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently.
- For the student who talks non-stop, use strategic pauses. This signifies an expectation that your students will look towards you and respond. Give your students time to focus back on the task, and carry on.
 - Give the students choices that have consequences attached to them, i.e.; "if you do not do your work now, you will have to come back and finish it after school".
 - Do not overreact to a student who gives you attitude. Be patient, calm, and collected so as to be in the right mindset to handle this student.
- 5) Teach Self Control
- Ask important questions that revolve around self control like, "Why is it important to do what is right, even when you don't feel like it?", or "What could happen to someone who has very little self control?" Have a discussion based on these questions.
 - Lead your students by example by controlling your emotions, respecting others, forming good habits, and thinking before you make decisions.
 - Lay out expectations to students the first day of class, so they know what to expect and can control themselves accordingly.
- 6) Respect Cultural Differences
- Build relationships your students. Get to know them for who they are, not for what their culture, background, or up-bringing says they are. All humans have the same kind of soul at the end of the day, and that's what really matters.

- Talk about and appreciate similarities and differences among the different cultures of your students. Turn your diversity into something positive that can foster respect and love.
- Consider the backgrounds of students when creating lesson plans. Some students may be ESL learners, or they might be on an IEP, or they simply just have cultural difference that could hinder their education. Be sure to keep that all in mind when outlining your action plan for teaching.

E.

Common Core Assessment

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Common Core is a new, and widely talked about, area in the educational realm of the United States. People have differentiating opinions that are based on biases, false information, and simply the lack of logic. Digging into these standards and becoming informed is the only way to really understand what Common Core is, so let us dig in and take a good look at the new educational standards that have been laid out for us today.

Why is common core important for the youth of America? According to corestandards.org, “the standards are designed to build upon the most advanced current thinking

about preparing all students for success in college, career, and life. This will result in moving even the best state standards to the next level.” And they continue saying, “The standards were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes. We need college and career-ready standards because even in high performing states, students are graduating and passing all the required tests but still need remediation in their post-secondary work.” (<http://www.corestandards.org/>, 2016) The standards are designed to help further the student and aid them in becoming the best they can be. The skills taught in the standards are necessary for a successful life and career in our ever-changing world.

Many people also feel indifferent about the implementation of these standards, but again [corestandards.org](http://www.corestandards.org) states, “teachers know best about what works in the classroom. That is why these standards establish what students need to learn but do not dictate how teachers should. Instead, schools and teachers will decide how best to help students reach the standards.” (<http://www.corestandards.org/>, 2016) The ball is still in the teacher’s court when it comes to implementing how the standards are taught, so the students will learn the information at a high and successful level.

These standards are defined as such by [corestandards.org](http://www.corestandards.org); they are research and evidence based, they are clear, understandable and consistent, they are aligned with college and career expectations, they are based on rigorous content and the application of knowledge through higher order thinking skills, built upon the strengths and lessons of current state standards, and they are informed by other to[-performing countries to prepare all students for success in our global economy and society. (<http://www.corestandards.org/>, 2016) These are all believed to be essential in forming these standards, and forming our students for success in their future. The

world is in motion, and we have to train students to have the skills and knowledge to keep up with the pace that the world is moving.

The standards begin in the early grades, and focus on the core concepts and procedures, which gives the teacher's time to teach it and student's time to master them. These standards have been formed by drawing from international models, research and input from numerous sources and parents, student's scholars, and many other educationally passionate individuals who desire to see exponential growth and knowledge in the US student population. (<http://www.corestandards.org/>, 2016)

Essentially, these standards provide “clear signposts along the way to the goal of college and career readiness for all students.” (<http://www.corestandards.org/>, 2016) They are all well thought out and put together for the success of the student's future in our fast-paced and ever-changing world. This really taught me a lot, and I look forward to applying these standards to my teaching and to influence the lives of students to go and change the world.

Bibliography

<http://www.corestandards.org/>. (2016). Retrieved from Common Core State Standards Initiative:
<http://www.corestandards.org/>

F.

Unit Plan 1

10/18/2016

Objective: ND State Standard 9-12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations, (e.g. Great society, Watergate, relations with the Middle East, Iranian hostage crisis, energy crisis, Reaganomics, Persian Gulf War)

Resources: textbook, online database's, other students through group work, me (the teacher)

TLW gain knowledge and understanding of key events, and of foreign and domestic policies of contemporary presidential administrations.

TLW have the ability to explain how the US relations with the Middle Eastern countries has been since World War II, and explain the current situation with the Iranian government in the controversial, "Iran Deal". As well as come to the conclusion and understanding of why the US entered the Persian Gulf War.

TLW have a good grasp on different economic systems, in particular the very capitalistic ideal of Reaganomics, and will be able to distinguish and define thoroughly what each system is.

Materials: pen, notebook, iPads with Promethean software, textbook for the class

Goal: the students will work together in groups to come to the conclusion of the learning objectives. They will create some sort of presentation using the technology provided in our iPad's and in the Promethean software. I will assign each group a topic that they are to research and through my facilitation when they come to a bump in the road, they will use their presentation to teach their peers the material.

G. Lesson Plan

- TLW *identify* the key people, ideas, philosophies, events, and changes in/between the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.
- TLW *analyze* the effects of these time periods on our modern day and age in regards to architecture, politics, philosophy, morals, and religions.

Learning Activities:

- **Direct Instruction:**
 - Presentation on the Active Board (Chronological outlining of events, philosophies, people)
 - YouTube clips on the eras from the YouTube Channel "Crash Course"
 - Guided notes that coincide with the lecture, presentation, and the text.
- **Guided Discovery**

- Students will read the writings of philosophers, thinkers, politicians, and inventors of the time,
 - Students will discuss the readings and relate them to our modern time.

Assessments:

- **Learner Objective #1:** The students will write a 2 page essay on each of the Eras answering 3 of the following questions.
 - Who was the primary philosopher of this time, why, and what impact did/does he have?
 - What country or kingdom was the largest and most powerful in the respective era and why?
 - What inventions, art, or architecture came from this era? Why did they change over Era's? What kind of cultural or moral significance did they hold, if any?
 - How was religion and morals viewed?
 - What led to the transitions from age to age?
- **Learner objective #2:** the students will be assigned groups and will work together on a group project involving some sort of technology available to us, (active boards, PowerPoint, video software), and will explain each era in an in-depth way that aids them in becoming coherent in this area.
- **Learner Objective #3:** the students will be tested on the content at the end of the lesson, (matching, multiple choices, short answer, and a small essay).

H.

Skype Lesson with our Sister School (Sucre Spanish School), in Sucre, Bolivia

Age Level: 9th grade

Subject Area: Geography

Materials Needed: Pen, notebook, active board, Skype, iPad, iMovie technology

Standard:

- 9.5.1, Analyze the Earth's human systems (e.g. population, culture, settlement, economic interdependence)

Objectives:

- TLW engage in conversation with the Bolivian students about their culture, economy, population, and settlement pattern via Skype.
- TLW come to an understanding of life in a different culture, come to build relationship with them, and will compare and contrast differences and similarities in our respective cultures.
- TLW apply their knowledge to creating a presentation of our culture, customs, and way of life for the education of fellow classmates and of the students in Sucre Spanish School.

Learning Activities:

- Learning Objective 1: the learner will take notes from a lecture via the active board I deliver on the structure of Bolivia's government, economic system, settlement patterns, population, and customs so as to have a better understanding of the people and the country before engaging in conversation with them.
- Learning Objective 2: as a class, we will Skype a class in Sucre Spanish School in Bolivia. I will have each student prepare a question to ask about Bolivia (culture, economy, population, etc.). We will both implore the use of a translator so as to comprehend what the other is saying.

Assessment:

- Formative: the students will each be assigned groups of 5, and will create a movie using their iPad's and the iMovie app, using it to film the outside world of our city to show the students in Bolivia what our town and culture looks like. It will be required to be 5-10 minutes, have important areas of the town involved, government buildings with definitions, economic sources of the area with definitions (agriculture, industry, business, etc), cultural events (German events, street fair, ND heritage Center), and give a small tour of the city to illustrate population. The video will then be viewed by our class, graded accordingly, and the best one will be sent to the school in Bolivia, and they will send us one back, incorporating translation in conjunction with one of the Spanish classes in our school.

I.

Questions to aid in meeting a standard:

Standard: 9–12.2.6; Analyze the economic boom and social transformation of post WWII America (e.g., Popular culture, changing women’s roles, technological developments)

1. Knowledge question: “What is the definition of an economic boom?”
2. Comprehension application question: “Can someone summarize the transformation of popular culture post-war, in regards to media, family life, the economy, and urbanization? Please use your own words!”
3. Application question: “Demonstrate for me the economic boom through a timeline.”
4. Analysis question: “Let’s take what we have learned about this era and compare. Can anyone find similarities between this time frame and our current time? Can you guys relate anything to our current day and age?”
5. Synthesis question: “Can you create a power-point presentation that show social reforms in regards to women’s roles, cultural shifts, economic changes, and technological developments?”
6. Evaluation level question: “Can you tell me when first the space craft took off for outer space? And its name of the craft, mission of the voyage, and the names of its passengers?”

J.

Grade: 12th (History)

Materials needed: iPads, guided notes, pencils/pens, and Promethean Active Board

Standards:

12.2.12 Analyze the ideas, events, and global impacts of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.

Objectives:

- TLW *identify* the key people, ideas, philosophies, events, and changes in/between the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.
- TLW *analyze* the effects of these time periods on our modern day and age in regards to architecture, politics, philosophy, morals, and religions.

Learning Activities:

- **Direct Instruction:**
 - Presentation on the Active Board (Chronological outlining of events, philosophies, people) – Renaissance: https://www.youtube.com/watch?v=Vufba_ZcoR0 Reformation: <https://www.youtube.com/watch?v=1o8oiELbNxE> Scientific Revolution: <https://www.youtube.com/watch?v=rQ2dSTQwJo8> Enlightenment: <https://www.youtube.com/watch?v=ddVcJT63LrE&list=PLo4bSH2nHznbR6M8NgxIKaf8UvHOZKnBe&index=2> https://www.youtube.com/watch?v=K7q5oT-X_Pi&list=PLo4bSH2nHznbR6M8NgxIKaf8UvHOZKnBe&index=3

- YouTube clips on the eras from the YouTube Channel “Crash Course”
- Guided notes that coincide with the lecture, presentation, and the text.
- **Guided Discovery**
 - Students will read the writings of philosophers, thinkers, politicians, and inventors of the time,
 - Students will discuss the readings and relate them to our modern time.

Assessments:

- **Learner Objective #1:** The students will write a 2 page essay on each of the Eras answering 3 of the following questions.
 - Who was the primary philosopher of this time, why, and what impact did/does he have?
 - What country or kingdom was the largest and most powerful in the respective era and why?
 - What inventions, art, or architecture came from this era? Why did they change over Era’s? What kind of cultural or moral significance did they hold, if any?
 - How was religion and morals viewed?
 - What led to the transitions from age to age?
- **Learner objective #2:** the students will be assigned groups and will work together on a group project involving some sort of technology available to us, (active boards, PowerPoint, video software), and will explain each era in an in-depth way that aids them in becoming coherent in this area.
- **Learner Objective #3:** the students will be tested on the content at the end of the lesson, (matching, multiple choices, short answer, and a small essay).

K.

Grade Level: 9-12

Subject(s) Area: Government

Materials Needed:

SStandards:

- 9–12.4.4 Evaluate the effectiveness of structures, operations, and influences of political systems and constitutional governments (e.g., federalism; separation of powers; checks and balances; media and special interest groups)

Objectives:

- The students will be able to understand the differences between certain types of governments
- The students will be able to explain positive characteristics of a certain government
- The students will be able to explain poor characteristics of a certain government
- Students will be able to draw their own conclusions on political structures within a government

Learning Activities:

- To start the class, the instructor will initiate a turn and talk strategy where students will discuss a current event within political topic in the United States. I.e. The presidential election. (Remind students to be respectful of other student's opinions and remind them to speak to each other professionally.)
- After bringing the class back together, inform the students that the current event at the time relates to the political system in action before their eyes and relate that example to other political systems. (Democracy, monarchy, Etc.)
- Following, the instructor will provide examples via handout that include the characteristics of 3 types of government
 - Democracy (Example #1)
 - Monarchy (Example #2)
 - Anacracy – This government is not real, and is used to distinguish between nonexistent forms of government. (Non-example)
- Students will then be instructed to get in small groups to discuss the characteristics of each given government and form an understanding of the effects that government would have on a country.
- The instructor will then ask for students to provide the best characteristics of each form of government and display them on the front board.
- The entire class will create an imaginary form of government that they believe has the best characteristics of each known government (Democracy/ Monarchy) and also the fake form of government (Which is a non-existent government- Anacracy)
- In their already formed groups, students will begin to form their own country. On a separate piece of students will draw the figure of their country and give information on their government. (Name of country, type of leadership (how to become a leader), population, and types of laws and how it is enforced)
- Groups will present their country and why they choose the characteristics they did, providing informative reasoning to back their characteristics
- This lesson activity will be used further on in a complete unit of political systems.

Assessment:

- Students will be assessed on their descriptive reasoning with their formed country will thoughtful information that supports their political system

- Students will be assessed on their contribution to their particular group and in class discussion
- Students will be assessed on their group project. (completion, uniqueness, neatness, thoughtful and relatable characteristics)

Reflection:

L.

Blueprint

12/14/2016

Test Blueprint for a Unit on the Protestant Reformation

Content Outline	Knowledge	Comprehension	Application	Total	Percent
1. The student will discriminate Protestantism and Catholicism.	5			5	20%
2. The student will discriminate between the key people, ideas, philosophies, and events in the Reformation.		6		6	24%
3. Student will analyze and discriminate between the effects of this time period on our modern day and age.			7	7	28%
4. The student will correctly define the major differences between Catholicism and Protestantism.			7	7	28%
Total:	5	6	14	25	

	20%	24%	56%		100%
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Test #1 – The Protestant Reformation – 12/14/2016 Names: _____

Matching: Match the correct term and the correct definition. (5 points)

- | | |
|------------------------------|---|
| 1. ____ “Sola Fide” | A. Roman Pontiff during the Reformation. |
| 2. ____ Reformation Day | B. Means, “Faith alone” |
| 3. ____ Pope Leo X | C. Location Luther posted his “95 Thesis” |
| 4. ____ Augustinians | D. Order Luther belonged to |
| 5. ____ Wittenberg Cathedral | E. October 31, 1517 |

Multiple Choice: Circle the correct answer. (6 points)

6. What was the Catholic Church selling that Luther had a major problem with?
 - a. Churches
 - b. Indulgences
 - c. Slaves
 - d. Relics

7. How did Luther view human nature?
 - a. Human nature is good, and Faith is the only way God can save us.
 - b. Human nature is bad, and works are the only way God can save us.
 - c. Human nature is bad, and Faith is the only way God can save us.
 - d. Human nature is good, and works are the only way God can save us.

8. Why was the Catholic Church selling indulgences?
 - a. To pay for a new statue in the Vatican
 - b. So the Pope can take a vacation

- c. To pay back a debt to Jewish bankers
 - d. So they can make money to help to the poor better
9. What ruler tried Martin Luther in court, at the Diet of Worms, on account of Apostasy?
- a. Pope Leo X
 - b. Charlemagne
 - c. King Henry XI
 - d. Emperor Charles V
10. What man followed Luther's footsteps and made even further reforms than Luther did?
- a. John Calvin
 - b. Mino Celsi
 - c. John Eck
 - d. William Gregory
11. What did the Catholic Church do in response to the Protestant Reformation?
- a. Nothing
 - b. Initiated the Council of Trent
 - c. Wrote angry letters to Luther
 - d. Took Luther's ideas and changed the Church

Essay Questions: Answer two essay questions using information learned in the lesson. Write at least 3 paragraphs for each question. (7 points each)

12. In what ways can you still see the effects of the Protestant Reformation in our current day and age? Include examples and responses from Protestantism, Secularism, and in Catholicism.

13. Note the distinct differences between Catholicism and Protestantism in regards to the 16th Century, post Council of Trent and Luther's 95 Thesis.