

# STUDENT ASSESSMENT UNIT 10.1A HOSEA

## yellow means thats the one im doing

Student Name: \_\_\_\_\_ Due Date: \_\_\_\_\_

ASSESSMENT TASKS		STANDARDS ASSESSED		
<b>ASSESSMENT 1:</b> Student selects one of the Old Testament minor prophets (Joel, Amos, Obadiah, Jonah, Micah, Nahum, <b>Habakkuk</b> , Zephaniah, Haggai, Zechariah, Malachi) and research the following questions: <ul style="list-style-type: none"> <li>What personal information can you share about this prophet? (Characteristics, age, role, culture)</li> <li>What were the main messages this prophet shared?</li> <li>Why did God need to share these messages with His people?</li> <li>How are the messages of this prophet relevant to Christians today?</li> <li>How are they relevant to you?</li> </ul> <p><b>Student shares findings to the questions in one of the following ways: Animation or Art form of student's choice; Oral presentation; Essay; Video/media</b></p>		<b>UNIT CONTENT</b> <b>10.1.1</b> Identify that God's relationship with humankind crosses cultures and borders and embraces all humanity. <b>10.1.2</b> Research the nature of God as seen in Old Testament times and how He related to His people. <b>10.1.3</b> Define and outline a covenant relationship, specifically between God and His people. <b>10.1.4</b> Analyze the role and messages of some of the Old Testament prophets, specifically Hosea, in light of the people's disobedience, destruction, and deliverance. <b>10.1.5</b> Investigate key messages from the story of Hosea such as the role of knowledge in relationship, obedience, idolatry, sin, grace, healthy relationships, and responding to the generous heart of God.  <b>COURSE ABILITIES</b> <b>RS. 10.0.5</b> Develop a wide range of techniques for studying the Bible and incorporating the relevance of the Bible from past to present; for studying Ellen White's writings and other contemporary and historical documents. <b>RS. 10.0.6</b> Acquire and integrate knowledge to research and analyze biblical stories and/or spiritual concepts, in some depth. <b>RS. 10.0.7</b> Develop creative and higher order thinking skills (research, analysis, synthesis, evaluation, etc.). <b>RS. 10.0.8</b> Use verbal and nonverbal responses to convey a clear, engaging message across a range of communication types about spiritual concepts to meet the needs of specific contexts, purposes, and audiences. <b>RS. 10.0.9</b> Develop the skills to give reasons to support one's thinking, applying prior knowledge to new contexts, in order to clarify one's own interpretation. <b>RS. 10.0.10</b> Analyze and apply the relevance of biblical and historical themes and apply this to one's life. <b>RS. 10.0.11</b> Identify and explore ways in which one's relationship with God is life-changing and is expressed through knowledge, attitudes, and actions.		
<b>ASSESSMENT 2:</b> due 10/20/20 Student researches the following areas and displays information on a large poster that will be displayed in the classroom: <ul style="list-style-type: none"> <li>The sin cycle of the Israelites, including the causes and consequences of Israel's defeat by the Assyrians</li> <li>The role that Nebuchadnezzar and Babylon played in carrying out divine judgment upon Judah</li> <li>The role, function, and time frame of the Hebrew prophets and how they revealed that God offered redemption before He acted in judgment</li> <li>How understanding Old Testament history enhances or changes your picture of God.</li> </ul>				
	EXCELLENT	GOOD	FAIR	POOR
<b>Incorporation of Research</b> RS. 10.0.5 RS. 10.0.6	Student demonstrates a strong foundation of research and analysis of biblical stories and/or spiritual concepts from a variety of sources.	Student demonstrates a good foundation of research and some analysis of biblical stories and/or spiritual concepts from a few sources.	Student demonstrates some research of biblical stories and/or spiritual concepts from a few sources.	Student demonstrates little research of biblical stories and/or spiritual concepts from few sources.
<b>Thinking Skills</b> RS. 10.0.7	Student demonstrates a strong level of higher order thinking and creativity when addressing chosen tasks. It is clearly evident that thinking tools were used to help compose final responses.	Student approaches chosen tasks with a considerable amount of higher order thinking and creativity. There are some indications that thinking tools were used to help compose final responses.	Student approaches chosen tasks with some higher order thinking and creativity. Thinking tools were involved in the process, but not effectively.	Student demonstrates little or no higher order thinking, creativity, and originality. Little or no evidence of the use of thinking tools are provided.
<b>Communication</b> RS. 10.0.8	The structure, syntax, and method of communication is of very high standard. The method of communication has been selected with strong intention to convey a very engaging, clear message to a particular audience.	The structure, syntax, and method of communication is of good standard. The method of communication has been selected with some intention to convey an engaging, clear message to a particular audience.	The structure, syntax, and method of communication is of sound standard. The method of communication has been used to convey a message.	The structure, syntax, and method of communication is of poor standard. The method of communication has been used to convey some messages.
<b>Application of Biblical Themes</b> RS. 10.0.9 RS. 10.0.10 RS. 10.0.11	Student clearly analyzes and applies their chosen topic in relation to their personal worldview. Relevant life application is featured in great detail.	Student explores and applies their chosen topic in relation to their personal worldview. Relevant life application is included.	Student attempts to explore and apply their chosen topic in relation to their personal worldview. Relevant life application is somewhat included.	Student poorly explores and applies their chosen topic in relation to their personal worldview. Little to no relevant life application is included.

Comments: \_\_\_\_\_ Grade: \_\_\_\_\_