



Religion Standards

Grade 10

**Revision
June 2019**

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2019 Revisions include the following:

- 1) The removal of the 25 Multiple Choice Question Assessment in both semesters
- 2) Highlighting of content that addresses Theology of the Body
- 3) Highlighting of content that addresses Evangelization



Archdiocese
of Omaha

ONE CHURCH
ENCOUNTERING JESUS
EQUIPPING DISCIPLES
LIVING MERCY

September 2019

Dear Friends in Christ,

I am happy to present the Religious Standards for Catholic Schools in the Archdiocese of Omaha. I want to thank all who have worked hard to develop this guide and keep it updated.

The Religion Standards for grades 9-12 follows the "Doctrinal Elements of a Curriculum Framework" developed by the U.S. Conference of Catholic Bishops. It includes core courses and electives. The core should be taught in sequence during grades 9-11. For twelfth grade, each school should choose at least two courses from the five possible electives provided in the Framework. Schools can select the textbooks that best serve their program from the list of those in conformity with the Catechism of the Catholic Church. Special emphasis on topics of Human Sexuality and Evangelization have been highlighted in the revised High School Standards. These topics are also incorporated in the new K-8 Religion Standards which is rightly structured to form a basis for what is to be presented in high school.

Faithful teachers and administrators play a vital role in the realization of our pastoral vision. By word and example you make possible an ever deepening encounter of our students with the person of Jesus. Your commitment to a structured catechesis helps equip our young people to live in the world as disciples of Jesus.

With gratitude for your faith and dedication, I am

Sincerely yours in Christ,

Most Reverend George J. Lucas
Archbishop of Omaha

Acknowledgements

Thanks to the following individuals for their support and assistance in revising the grade 9-12 section of the Archdiocese of Omaha Religion Curriculum Guide:

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Introduction

The purpose of this revision to the grades 9-12 standards-based Religion curriculum is to assist pastors, principals, and teachers in the Archdiocese of Omaha in using the *Doctrinal Elements of a Curriculum Framework* (Framework) developed by the Committee on Evangelization and Catechesis of the United States Conference of Catholic Bishops (USCCB) in 2008. This guide forms the content of instruction for religious education as well as the “vehicle for growth in one’s relationship with the Lord so that each may come to know him and live according to the truth he has given to us”. (*USCCB Framework 1*)

This curriculum guide offers direction within the wider task of faith formation in which the family and the entire parish community are engaged. The Catholic faith is formed primarily in the family and is supported by the school, parish, and the local community. However, it is possible to set standards for our school religious education programs and measure achievement of those standards.

This curriculum is composed of six core semester-length subject themes for instruction in grades nine through eleven. Schools have the opportunity to choose at least two elective subject themes from the five remaining electives for grade twelve students. The six core courses will be covered in the order in which they appear in the guide. This sequence reflects a systematic point of view in which each course builds on a foundation laid by those which precede it. This sequence will provide uniformity of instruction throughout the Archdiocese and will also benefit our modern mobile society.

Administrators will use this curriculum to assist teachers in applying the desired religious education standards and Catholic doctrine to the specific grade levels. **Teachers** will use this curriculum as the basis for planning lessons for the year. Use of this curriculum will assist students in attaining the standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum. **Parents** should be made aware of these standards and asked to reinforce the learning.

CORE COURSES

- I. The Revelation of Jesus Christ in Scripture
- II. Who Is Jesus Christ?
- III. The Mission of Jesus Christ (The Paschal Mystery)
- IV. Jesus Christ’s Mission continues in the Church
- V. Sacraments as Privileged Encounters with Jesus Christ
- VI. Life in Jesus Christ

ELECTIVES

- A. Sacred Scripture
- B. History of the Catholic Church
- C. Living as a Disciple of Jesus Christ in Society
- D. Responding to the Call of Jesus Christ
- E. Ecumenical and Interreligious Issues

Archdiocese of Omaha Catholic Schools Mission Statement

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- **To proclaim the message of faith and morals**
- **To foster community**
- **To encourage worship and prayer**
- **To motivate to serve others**

Each school is to foster in students a personal relationship with Jesus Christ educating them to become academically proficient and responsible, community-minded adults who will be active and loyal members of their Church and their country.

Archdiocese of Omaha Catholic Schools Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Knowledge of Catholic Church teachings of faith, morals and virtue
- Knowledge of core disciplines and fine arts
- Higher-order thinking skills
- Effective communication skills
- Effective social interaction skills
- Independent learning skills
- Life-long learning with the ability to access and utilize resources
- Knowledge of practices essential to:
 - Christ-centered families
 - Full participation in parish community life
 - Sound health in mind, body and spirit
 - Responsible stewardship
 - Mature, responsible, and sensible use of technology
 - Effective citizenship.

Religion Program Mission Statement

As members of one Church, the mission of Religious Education within the Archdiocese of Omaha is to teach students the truths of their Catholic faith and provide opportunities to encounter Jesus so they may become merciful missionary disciples.

-revised 2019

Introduction for the Use of the Program Standards and Essential Standards

The Mission Statement forms the foundation of the Religious Education program. All teaching and learning should be designed to fulfill this Mission.

The **Religion Program Standards and Essential Standards** support and clarify the Mission Statement.

The **Program Standards** are based on the four Pillars of the *Catechism of the Catholic Church*. The Program Standards are big ideas that give meaning and connection to the content contained in the document.

The **Essential Standards** identify what students should know and be able to do as they graduate from our schools in the Archdiocese of Omaha. Essential Standards identify concepts and significant skills to be taught at each level. The Essential Standards flow back to the Program Standards and the Mission Statement and correlate to the *Doctrinal Elements of a Curriculum Framework* (Framework) developed by the Committee on Evangelization and Catechesis of the United States Conference of Catholic Bishops (USCCB). Essential Standards will be assessed.

The Essential Standards should be posted in the classroom so every lesson can be related back to the required concepts and skills on a daily basis.

Religion Program Standards

Based on the Four Pillars of the Catechism of the Catholic Church

1. The Profession of Faith
2. Celebration of the Christian Mystery
3. Life in Christ
4. Christian Prayer

Grades 9-12 Religion Essential Standards

1. The Profession of Faith

- A. Analyze the transmission of Divine Revelation.
- B. Analyze and apply the Creed.

2. Celebration of the Christian Mystery

- A. Explain the centrality of the Paschal Mystery.
- B. Describe the importance of the liturgical life of the Church.

3. Life in Christ

- A. Defend the dignity of the human person as created in the image of God.
- B. Apply the moral teachings of the Church with special emphasis on the Natural Law, Ten Commandments, and Moral Law in living the Christian life in community.

4. Christian Prayer

- A. Explore the richness of Christian prayer in the life of faith.
- B. Understand the Lord's Prayer as the summary of the Gospel of Jesus Christ.

LETTER OF EXPLANATION REVISION OF RELIGION ASSESSMENT FOR GRADES 9-11

Dear Religion Teachers:

We revised the Religion Assessments for Grades 9-11 based on the last 5-7 years of use. We took into consideration a number of concerns expressed regarding the present assessment tool. A document going over the concerns, revisions, rationale, and benefits and drawbacks is attached.

We believe, in agreement with Archbishop Lucas, that collection of data that is not able to be statistically analyzed, interpreted, and disseminated for the benefit of improving learning is unfruitful.

The current assessment tool included 25 objective questions and a Challenge question based on the USCCB's *Curriculum Framework* for each of the six core religion classes in 9th-11th grade. These were created with the expectation that eventually they would be analyzed, interpreted, and disseminated. However, that proved to be unworkable.

Given that the ACRE tests for ninth and twelfth graders is also based on the USCCB's *Curriculum Framework*, and it is designed to be analyzed, interpreted, and disseminated for the benefit of improving learning, **we are deleting the objective portion of the assessments. The two ACRE tests will be used for statistical analysis, interpretation, and dissemination as determined by the Catholic Schools Office.**

We also found that the subjective portion of the assessments, the Challenge questions were beneficial in promoting upper level cognitive learning; namely analysis, synthesis, and evaluation. **We have kept the Challenge questions but revised them.** The elements to be used in answering the questions have been modified to make them more accessible to our students.

The Challenge questions are not summative and thus, **do NOT have to be given at the end of the semester.** As teachers cover the appropriate material, **they may give the essays at the most convenient time for student learning.** That will depend on the teachers and the texts. Teachers may teach to the questions to more effectively prepare the students to answer them. The other Challenge questions from the *Curriculum Framework* are also worthwhile and we recommend that teachers integrate them into their course work.

It is true that the Challenge questions are subjective and are unable to be compared to one another statistically. However, we believe that they are excellent formative assessments that can give an indication of students' ability to explain and defend the faith of the Catholic Church; that is, to show their ability to be missionary disciples. This is a benefit to the archbishop in his role as Shepherd and Teacher.

The Catholic Schools Office will continue to collect data on the Challenge questions.

REVISION OF RELIGION ASSESSMENT GRADES 9-11

The religion revision committee met from June 4-6, 2019 under the direction of Ms. Vickie Kauffold, Assistant Superintendent of Schools, Omaha Archdiocese. The members make the following recommendations concerning the Religion Assessments, Grades 9-11:

1. Delete the current objective religion assessment, which consists of 25 questions based on each semester of religion education and are given each of the six semesters in grades 9-11, and use the Assessment of Child/Youth Religious Education (ACRE) assessments Level 2 of the NCEA at the beginning of the ninth grade year and Level 3 at the beginning of the twelfth grade year.

ACRE is designed to assist in the evaluation of catechetical/religious education programs in Catholic schools and parishes. The ACRE edition is based on the Catholic Church's expectations for an organic, systematic, and comprehensive education in Christian discipleship. Currently, it is the only tool that provides national scores for comparison and processes for tracking religious education program data over time.

As an integrated assessment tool, ACRE provides faith knowledge questions (cognitive domain) and questions related to religious beliefs, attitudes, practices, and perceptions (affective domain).

a. Rationale

- i. The ACRE assessments are already mandated for all ninth graders and twelfth graders.
- ii. The ACRE assessments are based upon and coordinated with curricular items from the bishops' *Curriculum Framework*.
- iii. The ACRE assessments are developed by assessment professionals.
- iv. The ACRE assessments are nationally normed with respect to curricular items, individual student achievement (if desired), school score results, and archdiocesan score results by the company hired by the NCEA.

b. Benefits

- i. Schools and teachers do not have to add a further objective assessment for students.
- ii. Assessment information is already collected by the company and disseminated to the Archdiocesan Schools Office as well as to each school.
- iii. No further reporting for an objective assessment is necessary.
- iv. Curricular programs can be analyzed with respect to the entire three-year cycle of religion education and compared to other three-year cycles to determine strengths and weaknesses within school religion programs.

- c. Drawbacks
 - i. Students are not assessed every semester for the archdiocese.
 - ii. Specific comparisons with the same course in different years cannot be made via a standardized assessment.
2. Use the previously formulated subjective assessments (essay questions), with revisions, as a formative assessment in each of the six semesters when appropriate as determined by the religion teachers/school administration.
- a. Rationale
 - i. The essays are formative assessments in themselves and connect with the overall purpose of helping our students become missionary disciples.
 - ii. The essays are worthwhile challenge questions that have been posed by the USCCB committee and appropriate for apologetics.
 - iii. The essays can be helpful to applying the information from the semester course to one's own faith development.
 - iv. They can provide semester-by-semester data for comparison and evaluation on class, school, and archdiocesan levels.
 - b. Benefits
 - i. The essays are already formulated. They are revised for clarification and student understanding level and ability.
 - ii. The essays promote higher order cognitive objectives namely, application, analysis, synthesis, and evaluation.
 - iii. The essays promote writing across the curriculum by use of the Six Traits of Writing. Proper writing skills are not limited to the English classroom.
 - iv. The assessment may be given at any time during the semester allowing the classroom teacher to teach to the essay and incorporate its objectives within classroom lesson/s and/or projects. This also allows for time to work on scoring the assessments, which can be limited at the end of the semester.
 - v. Challenge questions that are not used may also be incorporated into the curriculum as the teacher sees fit to promote those questions' objectives.
 - c. Drawbacks
 - i. This is not a summative assessment.
 - ii. This does not measure intentionality nor integration of the material into the individual student's life.
 - iii. It is difficult to gain any conclusive data archdiocesan-wide with an essay question that is not scored by the same person.

GRADE TEN SECTION

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**GRADE TEN
FIRST SEMESTER**

**THE MISSION OF
JESUS CHRIST
(THE PASCHAL MYSTERY)**

Directions for the Use of the Content Checklist

The Content Checklist designed by grade level is to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all teachers.

The Content Checklist in this Section is based on the *Doctrinal Elements of a Curriculum Framework* (Framework) developed by the Committee on Evangelization and Catechesis of the United States Conference of Catholic Bishops (USCCB) in 2008. Each statement of content has been correlated to align with the Essential Standards. The format for the Content Checklist is as follows:

1. Letter related to the USCCB Framework
2. Number related to the USCCB Framework
3. Content Statement
4. Catechism of the Catholic Church Reference (**CCC**); General Directory for Catechesis (**GDC**); New American Bible (**NAB**)
5. Level of Teacher Instruction: Introduce (**I**), Develop (**D**), Master (**M**)

Introduce (**I**): To provide with a beginning knowledge or first experience. No assessment.

Develop (**D**): To progress from simple to more complex through practice. Check for understanding as needed.

Master (**M**): To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Religion Content Checklist
Grade 10 First Semester

ES		The Mission of Jesus Christ (The Paschal Mystery)		I	D	M
	I		The Goodness of Creation and Our Fall from Grace			
I.1, I.2, III.1	A		Explain the Creation of the World and our first parents (CCC, nos. 54, 279-282)	I	D	M
		1	Revelation as found in the book of Genesis	I	D	M
			a. Understanding literary forms in Scripture (CCC, no. 289)			
			b. Genesis 1-11 conveys religious truth rather than science (CCC, nos. 283-289)			
			c. The book reveals truth about which science and history can speculate			
			d. Scripture's use of figurative and symbolic language in Genesis 1-11 (CCC, nos. 362, 375, 390, 396)			
		2	The Trinitarian God is the Creator of all; all creation reflects the glory of God (CCC, nos. 325-336)	I	D	M
		3	God created all that is, seen and unseen	I	D	M
			a. Unseen or invisible world: angels (CCC, nos. 325-336)			
			b. Seen or visible world (CCC, nos. 349-357)			
		4	Human beings as the summit of creation	I	D	M
			a. Created in the image and likeness of God (CCC, nos. 356-359, 1700-1706)			
			1. God made them male and female (CCC, nos. 369-373, 1605, 1702, 2331)			
			2. Dignity of both men and women: similarities and differences (CCC, nos. 2333-2336)			
			3. Contributions to the world and to the Church (CCC, nos. 2346-2347)			
			b. Human persons are a body-soul unity; this reflects the physical and spiritual realities in the world (CCC, nos. 356-368)			
		5	God's plan: original holiness and original justice (CCC, nos. 374-379)	I	D	M
III.2	B		Explain the fall from grace: Original Sin (Gn 3; Rom 5:12; CCC, nos. 55, 309-314, 385-390, 1707) (Mastered grade 11, 2 nd sem. IV B)	I	D	
		1	The full meaning of the doctrine of Original Sin is revealed only in the light of the Death and Resurrection of Jesus. It is essential to belief in the mystery of Christ. The whole human history is marked by the sin of the first parents (CCC, no. 1708) (Mastered grade 11, 2 nd sem. IV B)	I	D	
		2	The fall of the angels (CCC, nos. 391-395)	I	D	M
		3	The rebellion of Adam and Eve and its consequences (Mastered grade 11, 2 nd sem. IV B)	I	D	
			a. The rebellion of Adam and Eve was a sin of disobedience toward God, a rejection of a God-centered life and the choice of a self-centered life (CCC, nos. 396-398)			

Archdiocese of Omaha Religion Content Checklist
Grade 10 First Semester

ES		The Mission of Jesus Christ (The Paschal Mystery)		I	D	M
	I	The Goodness of Creation and Our Fall from Grace				
		b. The consequences of Adam and Eve’s sin: loss of paradise, original grace, original holiness, and original justice (CCC, nos. 399-401)				
		c. Original Sin and its consequences for all: suffering, death, a tendency toward sin, need for salvation (CCC, nos. 402-409)				
	II	The Promise of a Messiah				
I.2	A	Explain the first prophecy of the Messiah, God’s promise to redeem the world (Gn 3:15; CCC, no. 410) (Mastered grade 11, 2nd sem. IV B)		I	D	
	1	God’s immediate response to Adam and Eve’s sin is to promise redemption; this is the <i>Proto-Evangelium</i> , the first announcement of the Good News (CCC, nos. 410-412)		I	D	M
	2	Promise endures despite the escalation of sin (the book of Genesis: the murder of Abel, the Tower of Babel, the Flood) (CCC, nos. 55-64) (Mastered grade 11, 2 nd sem. IV B)		I	D	
I.1, I.2	B	Explain the longing for the fulfillment of the promise (CCC, nos. 121-123)		I	D	M
	1	God’s covenants with Old Testament peoples (CCC, nos. 129-130)		I	D	M
		a. The covenants are solemn commitments between God and human beings (CCC, no. 56)				
		b. God made a covenant with Noah, with Abraham, and with Moses (CCC, nos. 56-64)				
		c. Each of these covenants foreshadows the Paschal Mystery (CCC, no. 129)				
	2	The people of ancient Israel entrusted with knowledge of God’s promise		I	D	M
	3	Judges, kings, and prophets: reminding the people of ancient Israel about the promise		I	D	M
	4	The promise to David		I	D	M
	5	The “suffering servant” passages in Isaiah		I	D	M

Archdiocese of Omaha Religion Content Checklist
Grade 10 First Semester

ES		The Mission of Jesus Christ (The Paschal Mystery)		I	D	M
		II	The Promise of a Messiah			
I.1, I.2	C		Delineate how the promise of redemption is fulfilled in Jesus (CCC, nos. 422-451) <i>(Introduced grade 9, 2nd sem. II A)</i>		D	M
		1	The Gospels recognize Jesus as the fulfillment of the promise <i>(Introduced grade 9, 2nd sem. II A)</i>		D	M
			a. The Annunciation: Mary's "yes" to God, her consent to be the Mother of God (<i>Theotokos</i>) (Lk 1:38; CCC, nos 484-489)			
			b. The dream of St. Joseph; the role of St. Joseph in the life of Jesus and Mary (CCC, nos. 496-507)			
			c. The Gospels apply the ancient prophecies to Jesus (CCC, nos. 522-524)			
		2	Why the Word became flesh (the Incarnation) (CCC, nos. 525-528, 456-478) <i>(Introduced grade 9, 2nd sem. IV C)</i>		D	M
			a. To save us by reconciling us with God, who loved us and sent his Son to be the expiation for our sins (CCC, no. 457)			
			b. That we might come to know the depth of God's love for us (CCC, no. 458)			
			c. To be our model of holiness (CCC, no. 459)			
			d. To make us partakers of the divine nature (CCC, nos. 457-460)			
			e. To destroy the power of the Devil (1 Jn 3:8)			
		3	Christ's whole life was a mystery of redemption (CCC, nos. 535-618) <i>(Introduced grade 9, 2nd sem. II B1)</i>		D	M
			a. By becoming poor he enriched us with his poverty			
			b. In his hidden life his obedience atoned for our disobedience			
			c. In his preached word he purified our consciences			
			d. In his compassion and in his healings and exorcisms he bore our infirmities			
			e. In his Cross and Resurrection he justified us (CCC, no. 517)			
		4	Christ's whole earthly life – words, deeds, silences, sufferings – is a Revelation of the Father. Even the least characteristics of the mysteries of Jesus' life manifest God's love among us (CCC, no. 516) <i>(Introduced grade 9, 2nd sem. II B2)</i>		D	M

ES		The Mission of Jesus Christ (The Paschal Mystery)		I	D	M
		III	Christ Our Light: Redemption Unfolds			
I.2, III.2	A		Examine the Baptism of Jesus and Jesus' triple temptation (CCC, nos. 538-540)	I	D	M
II.1, II.2	B		Describe the miracle at the wedding feast of Cana (CCC, no. 2618)	I	D	M
I.1, I.2, II.1, III.2	C		Outline and interpret the announcement of the Kingdom through parables and miracles (CCC, nos. 541-550)	I	D	M

Archdiocese of Omaha Religion Content Checklist
Grade 10 First Semester

I.1, I.2, II.1	D	Analyze the Transfiguration at Mount Tabor (CCC, nos. 554-556)	I	D	M
II.1, II.2	E	Defend and discuss Jesus' institution of the Sacrament of the Eucharist (CCC, nos. 611, 1337-1344) (<i>Mastered grade 11, 1st sem. II C</i>)	I	D	
	IV	Redemption Through the Paschal Mystery			
I.2, II.1	A	Discuss the Passion and Death of Jesus (CCC, nos. 595-618)	I	D	M
	1	The mystery of redemptive love and suffering on the cross	I	D	M
		a. Overcoming temptation by Satan			
		b. Events of the Passion . . . the Suffering Servant			
		c. The Kenosis: Philippians 2:5-11			
I.2, II.1, II.2	B	Discuss the Resurrection of Jesus: redemption accomplished and the promise fulfilled (CCC, nos. 631-658) (<i>Mastered grade 11, 1st sem. I C</i>)	I	D	
	1	A historical event involving Christ's physical body	I	D	M
		a. Testified to by those who saw the Risen Jesus			
		b. Verified by the empty tomb			
	2	A transcendent event in which Jesus is no longer bound by space and time	I	D	M
		a. The Resurrection is not a resuscitation or a return to earthly life			
	3	The significance of Christ's Resurrection	I	D	M
		a. Confirmation of Jesus' divinity and of his words and teachings (CCC, nos. 651, 653)			
		b. Fulfillment of the promises in the Old Testament and of Jesus' earthly promises (CCC, no. 652)			
		c. A promise of our own resurrection (1 Cor. 15)			
	4	We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist (<i>Mastered grade 11, 1st sem. I C</i>)	I	D	

Archdiocese of Omaha Religion Content Checklist
Grade 10 First Semester

ES		The Mission of Jesus Christ (The Paschal Mystery)		I	D	M
	IV	Redemption Through the Paschal Mystery				
I.2, II.1, II.2	C	Discuss the Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (CCC, nos. 659-667) <i>(Mastered grade 10, 2nd sem. I B)</i>		I	D	
		1	The Ascension marks the entrance of Jesus' humanity into heaven (CCC, no. 659)	I	D	M
		2	Jesus' promise to be with us forever (Mt 28:20); the sending of the Holy Spirit as part of the promise <i>(Mastered grade 10, 2nd sem. I B)</i>	I	D	
		3	Where Jesus has gone, we hope to follow; Mary, through her Assumption into heaven body and soul, is an anticipation of the resurrection of others who will follow (CCC, nos. 963-970)	I	D	M
	V	Moral Implications for the Life of a Believer				
I.2, II.1, III.2	A	Assess Christ's death for our sins and resurrection for our justification (Rom 4:25; CCC, no. 598) <i>(Mastered grade 11, 2nd sem. I A1 and I B3)</i>		I	D	
		1	Eternal life with God in heaven is God's desire for us (CCC, nos. 1691-1698) <i>(Mastered grade 11, 2nd sem. I A1 and I B3)</i>	I	D	
		2	We need to accept and live the grace of redemption (CCC, no. 1803) <i>(Mastered grade 11, 2nd sem. I A1 and I B3)</i>	I	D	
			a. By practicing the virtues of faith, hope, and love (CCC, nos. 1812-1832)			
			b. By praying for the coming of the Kingdom of God and by working toward that goal			
		3	Death and our judgment by God (CCC, nos. 678-679, 1006-1014)	I	D	M
			a. Immediate or particular judgment (CCC, no. 1021)			
			b. The resurrection of the body and the Last Judgment (CCC, nos. 988-1004)			
			c. Heaven, hell, purgatory (CCC, nos. 1023-1037)			
I.2, II.2, III.1, III.2, IV.1, IV.2	B	Translate the Universal call to holiness of life (CCC, nos. 826, 2012-2014, 2028, 2045, 2813) <i>(Introduced grade 9, 2nd sem. IV C - Mastered grade 11, 2nd sem. I A and III B)</i>			D	
		1	We are made in the image of God: intellect and free will (CCC, nos. 1703-1706)	I	D	M
		2	Personal response to God's call is shown in our way of life (CCC, no 2002)	I	D	M
		3	Holy Spirit and grace enable us to live holiness of life (CCC, no. 1704) <i>(Mastered grade 11, 2nd sem. III G1)</i>	I	D	
		4	Essential elements of a life growing in holiness: interiority or reflection, self-examination, and introspection (CCC, no. 1779) <i>(Mastered grade 11, 2nd sem. III G5)</i>	I	D	
		5	We grow in holiness of life in and through the Church (CCC, no. 2045) <i>(Mastered grade 10, 2nd sem. III B)</i>	I	D	

Archdiocese of Omaha Religion Content Checklist
Grade 10 First Semester

ES		The Mission of Jesus Christ (The Paschal Mystery)		I	D	M
V		Moral Implications for the Life of a Believer				
II.1, II.2, III.1, III.2, IV.1, IV.2	C		Evaluate living as a disciple of Jesus <i>(Mastered grade 11, 2nd sem. III B1)</i>	I	D	
		1	Adherence to Jesus and acceptance of his teaching <i>(CCC, nos. 520, 618, 767, 1693) (Mastered grade 11, 2nd sem. III B1)</i>	I	D	
		2	Conversion of heart and life, and the formation of conscience <i>(CCC, no. 1248) (Mastered grade 11, 2nd sem. II C5 and III F3)</i>	I	D	
		3	Worshiping and loving God as Jesus taught <i>(CCC, nos. 618, 767)</i> <i>(Mastered grade 11, 2nd sem. II B2)</i>	I	D	
		4	Living a sacramental life and a life of prayer <i>(CCC, nos. 562, 915, 1816, 1823, 1986, 2262, 2347, 2427, 2466, 2612)</i> <i>(Introduced grade 9, 2nd sem. IV C4 – Developed grade 11, 1st sem. I C2 and Mastered 2nd sem. III H2)</i>		D	
		5	Putting Jesus’ moral and spiritual teaching into practice <i>(Mastered grade 11, 2nd sem. III H1)</i>	I	D	
		6	Serving the poor and marginalized <i>(Mastered grade 11, 2nd sem. II B1 [7])</i>	I	D	
		7	Fulfilling responsibility for the mission of evangelization <i>(Introduced grade 9, 2nd sem. IV C5 - Mastered grade 11, 2nd sem. II B1)</i>		D	
		8	Fulfilling responsibility for stewardship <i>(Mastered grade 11, 2nd sem. III B1)</i>	I	D	

Archdiocese of Omaha Religion Content Checklist
Grade 10 First Semester

ES		The Mission of Jesus Christ (The Paschal Mystery)		I	D	M
	VI	Prayer in the Life of a Believer				
II.2, IV.1, IV.2	A	Explain how God calls every individual to a vital relationship with him experienced in prayer (CCC, no 2558) <i>(Introduced grade 9, 2nd sem. IV C4)</i>			D	M
II.2, IV.1, IV.2	B	Determine why developing intimacy and communion with Jesus Christ through prayer is an essential aspect in the life of a believer or disciple (CT, no. 5; GDC, no 80; NDC, 19B; CCC. No 2560) <i>(Introduced grade 9, 2nd sem. IV C4 – Mastered grade 11, 1st sem. I C2)</i>			D	
I.1, II.2, IV.1, IV.2	C	Verify how Scripture is a source and guide for prayer (CCC, nos. 2567-2589, 2653-2654) <i>(Introduced grade 9, 2nd sem. IV C4 – Mastered grade 11, 1st sem. I C2)</i>			D	
		1	Scripture is a source, in that many prayers come out of the Bible or are partly based on Scriptural passages or events: Mass prayers and dialogues, psalms and canticles, Our Father, Hail Mary, <i>Angelus</i> (CCC, nos. 2673-2679) <i>(Introduced grade 9, 2nd sem. IV C4)</i>		D	M
		2	Scripture is a guide, in that it gives us models of praying in biblical figures and teaches us about prayer <i>(Introduced grade 9, 2nd sem. IV C4 – Mastered grade 11, 1st sem. I C2)</i>		D	
		3	<i>Lection divina</i> is a way of praying on the Word of God	I	D	M
IV.1, IV.2	D	List how expressions of prayer can be vocal, meditative, or contemplative (CCC, nos. 2700-2724)		I	D	M
II.2, IV.1, IV.2	E	Distinguish between the various forms of prayer: blessings, adoration, petition, intercession, thanksgiving, and praise (CCC, nos. 2626-2649)		I	D	M
III.2, IV.1, IV.2	F	Show how prayer requires effort and commitment (CCC, nos. 2729-2745)		I	D	M
IV.2	G	Justify how the Lord’s Prayer forms a basis for the Church’s understanding of the value of prayer (CCC, nos. 2759-2865)		I	D	M

THEOLOGY OF THE BODY STRAND

FOR THE CURRICULUM FRAMEWORK

Archbishop Lucas shares the concerns of our parents and schools regarding current issues of human sexuality in our society. To that end, teachings from Theology of the Body from Pope St. John Paul II should and can be organically integrated within current 9th-11th grade religion courses.

The following highlighted items, within the context of the bishops’ Curriculum Framework, emphasize elements from Theology of the Body. They are already contained within each publishers’ textbooks as a part of the core curriculum. If teachers need to know where they are located in each textbook, they should refer to the scope and sequence provided by the publisher of the text used. This document is provided to assist teachers in integrating Theology of the Body elements within their normal curricular program.

Circle of Grace: Required Curriculum and Assessments for All Students, Kindergarten-12th Grades

The Archdiocese of Omaha, out of concern for all God’s people and in response to the United States Conference of Catholic Bishops’ Charter for the Protection of Children and Young People, has developed a program for the safe environment education of children and young people. This program is called *Circle of Grace*.

What is *Circle of Grace*? It is the love and goodness of God that surrounds us and all others. It is the recognition that God is with us always and is there to help us in difficult situations. Through *the Circle of Grace* program, adults assist children and youth to recognize God’s love by understanding that each of us lives and moves within a Circle of Grace. It holds your very essence in mind, heart, soul, and sexuality. The *Circle of Grace* program helps children and youth identify early on when they are uncomfortable with a situation and include ways to seek the help of a trusted adult.

The curriculum teaches these topics at an age-appropriate level and is taught each year in students’ religion classes. All lessons, instructional materials, assessments, and reporting documents are found on the assessment page of lovemyschool.com.

10th GRADE, SEMESTER 1—

The Mission of Jesus Christ (The Paschal Mystery)

E. S.	I		The Goodness of Creation and Our Fall from Grace			
I.1, I.2, III.1	A		Explain the Creation of the World and our first parents (CCC, nos. 54, 279-282)	I	D	M
		4	Human beings as the summit of creation	I	D	M
			a. Created in the image and likeness of God (CCC, nos. 356-359, 1700-1706)			
			1. God made them male and female (CCC, nos. 369-373, 1605, 1702, 2331)			

			2. Dignity of both men and women: similarities and differences (CCC, nos. 2333-2336)			
			3. Contributions to the world and to the Church (CCC, nos. 2346-2347)			
			b. Human persons are a body-soul unity; this reflects the physical and spiritual realities in the world (CCC, nos. 356-368)			
		5	God's plan: original holiness and original justice (CCC, nos. 374-379)	I	D	M
III.2	B		Explain the fall from grace: Original Sin (Gn 3; Rom 5:12; CCC, nos. 55, 309-314, 385-390, 1707) (Mastered grade 11, 2nd sem. IV B)	I	D	
		3	The rebellion of Adam and Eve and its consequences (<i>Mastered grade 11, 2nd sem. IV B</i>)	I	D	
			a. The rebellion of Adam and Eve was a sin of disobedience toward God, a rejection of a God-centered life and the choice of a self-centered life (CCC, nos. 396-398)			
			b. The consequences of Adam and Eve's sin: loss of paradise, original grace, original holiness, and original justice (CCC, nos. 399-401)			
			c. Original Sin and its consequences for all: suffering, death, a tendency toward sin, need for salvation (CCC, nos. 402-409)			
	II		The Promise of a Messiah			
I.1, I.2	C		Delineate how the promise of redemption is fulfilled in Jesus (CCC, nos. 422-451) (Introduced grade 9, 2nd sem. II A)		D	M
		2	Why the Word became flesh (the Incarnation) (CCC, nos. 525-528, 456-478) (<i>Introduced grade 9, 2nd sem. IV C</i>)		D	M
			a. To save us by reconciling us with God, who loved us and sent his Son to be the expiation for our sins (CCC, no. 457)			
			b. That we might come to know the depth of God's love for us (CCC, no. 458)			
			c. To be our model of holiness (CCC, no. 459)			
			d. To make us partakers of the divine nature (CCC, nos. 457-460)			
			e. To destroy the power of the Devil (1 Jn 3:8)			
	IV		Redemption Through the Paschal Mystery			
I.2, II.1, II.2	C		Discuss the Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (CCC, nos. 659-667) (Mastered grade 10, 2nd sem. I B)	I	D	
		1	The Ascension marks the entrance of Jesus' humanity into heaven (CCC, no. 659)	I	D	M
		3	Where Jesus has gone, we hope to follow; Mary, through her Assumption into heaven body and soul, is an anticipation of the resurrection of others who will follow (CCC, nos. 963-970)	I	D	M
	V		Moral Implications for the Life of a Believer			

I.2, II.2 III.1, III.2, IV.1, IV.2	B		Translate the Universal call to holiness of life (CCC, nos. 826, 2012-2014, 2028, 2045, 2813) <i>(Introduced grade 9, 2nd sem. IV C - Mastered grade 11, 2nd sem. I A and III B)</i>		D	
		1	We are made in the image of God: intellect and free will (CCC, nos. 1703-1706)	I	D	M
II.1, II.2, III.1, III.2, IV.1, IV.2	C		Evaluate living as a disciple of Jesus <i>(Mastered grade 11, 2nd sem. III B1)</i>	I	D	
		2	Conversion of heart and life, and the formation of conscience (CCC, no. 1248) <i>(Mastered grade 11, 2nd sem. II C5 and III F3)</i>	I	D	
		5	Putting Jesus' moral and spiritual teaching into practice <i>(Mastered grade 11, 2nd sem. III H1)</i>	I	D	

EVANGELIZATION STRAND FOR THE CURRICULUM FRAMEWORK

Archbishop Lucas calls Catholic school religion teachers to proclaim the fullness of the Gospel message in line with the Pastoral Vision Statement for the Archdiocese of Omaha.

The following **highlighted** items, within the context of the bishops' Curriculum Framework, emphasize elements regarding evangelization. They are already contained within each publishers' textbooks as a part of the core curriculum. If teachers need to know where they are located in each textbook, they should refer to the scope and sequence provided by the publisher of the text used. This document is provided to assist teachers in integrating evangelization elements within their normal curricular program.

10th GRADE, SEMESTER 1—

The Mission of Jesus Christ (The Paschal Mystery)

E. S.	V	Moral Implications for the Life of a Believer			
II.1, II.2, III.1, III.2, IV.1, IV.2	C	Evaluate living as a disciple of Jesus <i>(Mastered grade 11, 2nd sem. III B1)</i>	I	D	
	7	Fulfilling responsibility for the mission of evangelization <i>(Introduced grade 9, 2nd sem. IV C5 - Mastered grade 11, 2nd sem. II B1)</i>		D	

Grade Ten First Semester Challenge Section The Mission of Jesus Christ (The Paschal Mystery)

Challenge Section:

The Introduction to the *Doctrinal Elements of a Curriculum Framework* (Framework) from the United States Conference of Catholic Bishops (USCCB) states that the Framework was designed for a twofold purpose:

1. To provide guidance about the doctrinal content necessary for catechetical instruction of high-school age students; and
2. To help young people develop the necessary skills to answer or address the real questions that they face in life and in their Catholic faith.

To accomplish these goals, the Framework includes specific content by courses (themes) that build on a foundation laid by those that precede it. Each course or theme also includes a section titled “Challenges”, which raises examples of questions often posed to modern Catholics and direction for ways to answer them. This approach provides an apologetical component. “Teachers and catechists are to strive to provide for a catechetical instruction and formation that is imbued with an apologetical approach. Challenges that appear under one particular theme can also apply to other themes in the Framework, and such application is encouraged.” (*USCCB Framework 1*)

Keeping that directive in mind, this guide includes the “Challenges Section” as a supplement to the required content for each course. The inclusion and discussion of these “Challenges” throughout the grade nine through eleven courses will be essential to introduce students to the opportunity to defend their faith throughout their high school experience and in life. **At least one of these questions will be included on each semester assessment and also become part of a grade twelve exit exam following the completion of the six required courses. It is recommended, therefore, that the Challenge Section on the following pages be distributed to students at the beginning of instruction along with the syllabus.** In that way, students will be better prepared to respond to the Challenge Section Essay Question on the Assessment. It is essential that teachers will need to teach and address the content indicated for each of the questions in the Challenge Section.

Grade Ten First Semester Challenge Section The Mission of Jesus Christ (The Paschal Mystery)

(Distribute this section to students at the beginning of instruction so they can be prepared to respond to one of these questions on the Archdiocesan Assessment.)

Challenges:

A. Why should God the Father allow his son, Jesus to suffer and die the way he did (CCC, nos. 599-609)?

1. God the Father allowed Jesus Christ, his Son, to suffer and die the way he did because of his love for all human beings; in that love, he wants us to live eternally with him in heaven. His passion reveals the depth of the Father's love in helping all people to not be overcome by the magnitude of evil, sin, and death.
2. Because of Adam and Eve's sin, all human beings are born with a wounded human nature due to the absence of the life of Christ's grace, and so we could not live eternally with God unless we were redeemed (CCC, nos. 402-406).
3. God the Father allowed his son, Jesus, to suffer and die because Jesus' sacrifice destroyed the power of sin and restored us to friendship with God.
4. In part, the Father allowed Jesus to suffer and die the way he did in order to show us the gravity and seriousness of sin.

B. Why are followers of Jesus Christ sometimes so willing to make sacrifices and to accept pain and suffering, especially in witness to Christ and their faith?

1. Christians are willing to make sacrifices and undergo suffering patiently for a number of reasons.
 - a. They are following the example of Jesus Christ, who through his suffering and Death gained salvation for us (CCC, no. 1505).
 - b. Jesus Christ also predicted that people would suffer for their faith and promised that he would be with them in their suffering. Knowing this, believers try to accept suffering patiently, to trust in God, and to pray for his grace to sustain them. They rely on the Holy Spirit's gift of fortitude to grow in the virtue of fortitude (CCC, nos. 1808, 1831).
 - c. Followers of Jesus Christ know that suffering is never in vain because it can help one move toward Heaven and eternal life. In our suffering, we can help make up to some degree for the hurt and harm we cause by our sin.
 - d. Finally, the suffering, Death, Resurrection, and Ascension of Jesus teaches us to look beyond the sufferings of this world to the promise of eternal life with God in heaven (CCC, no. 1521).
2. Christ strengthens the person to undergo suffering and thereby become more like Christ himself. Our suffering, when united with his own, can become a means of purification and of salvation for us and for others (CCC, nos. 618, 1505).

Grade Ten First Semester Challenge Section
The Mission of Jesus Christ (The Paschal Mystery)

Challenges:

C. Isn't making sacrifices and putting up with suffering a sign of weakness (CCC, nos. 1808, 1831)?

1. No. Making sacrifices and putting up with suffering requires a great deal of courage and strength. Jesus teaches us, by example, about the value of unselfish living and the courage and strength that requires.
2. Jesus shows us through the whole Paschal Mystery (suffering, Death, Resurrection, and Ascension) that giving of ourselves is the path to eternal life and happiness (CCC, nos. 571-655).
3. He gives us the example of accepting the Father's will even when it involves suffering.
4. Jesus teaches us both in word and by example to refrain from revenge and to forgive those who hurt or sin against us (CCC, nos. 2842-2845).
5. Suffering is necessary to develop our maturity in Christ and to love our neighbor as Christ loves him (Col 1:24; CCC, nos. 1808, 1831).

D. In the end, isn't it really only the final result that matters?

1. No. Every moral choice that a person makes has an effect on the person and society (CCC, nos. 1749-1756).
2. A good end never justifies an evil means (CCC, no 1753).
3. One must never do evil just so that good may come of it (CCC, no. 1789).

Assessment Score Report

Directions for Administration and Reporting of the Assessment

1. The assessment materials will be distributed to building Administrators.
2. The Student Assessment (Challenge questions) are to be administered following completion of instruction for each semester course.
3. The teacher will score the individual student essay.
4. The teacher will record the class results on the Grade Level Assessment Score Report for reporting to the Archdiocese. Individual scores will be filed in the individual student's cumulative folder.
5. The teacher will give the Grade Level Assessment Score Report to the building Administrator or Department Chairperson who will submit one copy of the results to the Archdiocesan Catholic Schools Office on the School Level Assessment Report by the end of each semester. December 20th or May 20th.
6. The Administrator will keep a copy of the School Level Assessment Report.

Grade Ten First Semester Archdiocesan Assessment (Revised 2019)
The Mission of Jesus Christ (The Paschal Mystery)

Challenge Essay Question

Our society accepts some pain and suffering for the sake of a greater good, like in athletics or for the preservation of life. However, our society also promotes ease and comfort as much as possible. **Followers of Christ are sometimes willing to make sacrifices and even to accept pain and suffering as witnesses to Jesus. Why?**

Write a response based on the first semester of 10th grade religion instruction.

Include in your essay:

1. An explanation of how our suffering, and even death, help us follow the example of Jesus Christ and help us become more like Christ.
2. A description of how the Holy Spirit’s gift of fortitude helps us deal with pain and suffering.
3. An explanation of how our personal suffering can help us make up for our sins.
4. An explanation of how redemptive suffering can bring us to heaven.

**The essay will be scored using the following criteria.*

Scoring Guide for First Semester Challenge Question

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
Criteria	Does Not Meet Standard	Progressing Toward Standard	Meets Standard	Exceeds Standard
Celebration of the Christian Mystery (The Paschal Mystery)	Essay includes one of the items requested.	Essay includes two or three of the items requested.	Essay response includes all of the items requested in the instructions.	In addition to meeting all criteria in Level 3, the student showed exceptional depth of thought, reflection, and insight.
Six Traits of Writing	Essay includes three or less of the Six Traits of Writing.	Essay includes four or five of the Six Traits of Writing.	Essay includes all Six Traits of Writing.	In addition to meeting all criteria in Level 3, the essay shows much attention to detail.

Archdiocese of Omaha High School Religion Grade Ten Assessment Score Report

School Name _____

Teacher Name _____

Grade/Course _____

Challenge Essay Question

Grade 10 1 st Semester	<u>Level 1</u> # students Not meeting Standard	<u>Level 2</u> # students Progressing Toward Standard	<u>Level 3</u> # students Meeting the Standard	<u>Level 4</u> # students Exceeding Standard
The Mission of Jesus Christ (The Paschal Mystery)				
Six Traits of Writing				

Submit one copy to the Administrator or Department Chairperson before the end of the school year. That person will transfer the results for all grade ten students onto the School Level Assessment Report and submit it to the Catholic Schools Office by December 20th.

Six Traits of Writing Guidance for High School

Ideas	The heart of the message, the content of the piece, the main theme, together with the details (documented support, elaboration, anecdotes, images) that enrich and develop the theme by building understanding or holding a reader's attention.
Organization	The internal structure of a piece, the thread of central meaning, the logical pattern of ideas. Writing that exhibits strong organization begins with a purposeful, engaging lead and wraps up with a satisfying and thought-provoking conclusion. In between, the writer takes care to link each detail or new development to a larger picture, building to a turning point or key revelation, and always including strong transitions that form a kind of safety net for the reader, who never feels lost.
Voice	The heart and soul of a piece, the magic, the wit. It is the writer's unique and personal expression emerging through words. Voice is the presence of the writer on the page. When the writer's passion for the topic and concern for the audience are strong, the text dances with life and energy, and the reader feels a strong and intimate connection to both the writing and the writer.
Word Choice	The use of rich, colorful, precise language that moves and enlightens the reader. It is the love of language, a passion for words, combined with a skill in choosing words that creates just the right mood, impression, or image in the heart and mind of the reader.
Sentence Fluency	The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear – not just to the eye. It is finely crafted construction combined with a sense of grace that invites expressive oral reading. Writers achieve good Sentence Fluency through logic, creative phrasing, parallel construction alliteration, rhyme, absence of redundancy, variety in sentence length and structure, and a true effort to create language that cries out to be spoken aloud.
Conventions/ Mechanics	The mechanical correctness of the writing – spelling, grammar and usage, paragraphing, capitalization, punctuation, etc. Almost anything a copy editor would attend to falls under the heading of Convention. It does not include layout, formatting, or handwriting.

**GRADE TEN
SECOND SEMESTER**

**JESUS CHRIST'S MISSION
CONTINUES IN THE CHURCH**

Directions for the Use of the Content Checklist

The Content Checklist designed by grade level is to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all teachers.

The Content Checklist in this Section is based on the *Doctrinal Elements of a Curriculum Framework* (Framework) developed by the Committee on Evangelization and Catechesis of the United States Conference of Catholic Bishops (USCCB) in 2008. The format for the Content Checklist is as follows:

1. Letter related to the USCCB Framework
2. Number related to the USCCB Framework
3. Content Statement
4. Catechism of the Catholic Church Reference (**CCC**); General Directory for Catechesis (**GDC**); New American Bible (**NAB**)
5. Level of Teacher Instruction: Introduce (**I**), Develop (**D**), Master (**M**)

Introduce (**I**): To provide with a beginning knowledge or first experience. No assessment.

Develop (**D**): To progress from simple to more complex through practice. Check for understanding as needed.

Master (**M**): To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Religion Content Checklist Grade 10 Second Semester

ES		Jesus Christ's Mission Continues in the Church			I	D	M
	I	Christ Established His One Church to Continue His Presence and His Work					
I.2	A	Examine the origin, foundation, and manifestation of the Church (CCC, nos. 778-779)			I	D	M
		1	The Church – planned by the Father (LG, no. 2; CCC, no. 759)		I	D	M
		2	Preparation for the Church begins with God's promise to Abraham (CCC, no. 762)		I	D	M
		3	The Catholic Church was instituted by Christ (CCC, nos. 748-766)		I	D	M
			a. Christ inaugurated the Church by preaching Good News (CCC, nos. 767-768)				
			b. Christ endowed his community with a structure that will remain until the Kingdom is fully achieved (CCC, no. 766)				
			c. The Church is born primarily of Christ's total self-giving (CCC, no. 766)				
		4	The Holy Spirit revealed the Church at Pentecost (CCC, nos. 767-768)		I	D	M
		5	Church is pillar and foundation of truth (1 Tm 3:15; CCC, no. 768)		I	D	M
I.2, II.2, IV.1	B	Describe the meaning of the descent of the Holy Spirit (CCC, nos. 696, 731-732, 767, 1076, 1287, 2623) (Introduced grade 10, 1 st sem. IV C)				D	M
		1	Fifty-day preparation. (Introduced grade 10, 1 st sem. IV C)			D	M
		2	Jesus remains with us always (Introduced grade 10, 1 st sem. IV C)			D	M
		3	The events of the first Pentecost (Introduced grade 10, 1 st sem. IV C)			D	M
I.2	C	Explain how the Holy Spirit is present in the entire Church (CCC, nos. 737-741) (Mastered grade 11, 2 nd sem. III E)			I	D	
		1	Spirit present in and through the Church (Mastered grade 11, 2 nd sem. III E)		I	D	
		2	The Holy Spirit bestows varied hierarchic and charismatic gifts upon the Church (Mastered grade 11, 2 nd sem. III E)		I	D	
		3	The Spirit's gifts help the Church to fulfill her mission (CCC, no. 768; LG, no. 4) (Mastered grade 11, 2 nd sem. III E)		I	D	
I.2, III.2	D	Analyze how the Holy Spirit inspired the Apostles' mission (CCC, nos. 857, 860)			I	D	M
		1	The Great Commission (CCC, nos. 858-860)		I	D	M
		2	The preaching of Peter on Pentecost (CCC, nos. 551-556)		I	D	M
		3	The growth of the Church (CCC, nos. 766-769)		I	D	M
		4	Conflict with Jewish and Roman authorities (CCC, no. 2474)		I	D	M
			a. Persecutions (CCC, nos. 675-677, 769, 1816)				
			b. Martyrdoms: Stephen, James (CCC, nos. 2473-2474)				
		5	The Church spreads to the Gentiles (CCC, nos. 762, 774-776, 781)		I	D	M
			a. The conversion of St. Paul (CCC, no. 442)				
			b. Paul's missionary journeys (CCC, no. 442)				
I.2	E	Analyze the handing on of the teaching of Jesus (CCC, nos. 787-789)			I	D	M
		1	Apostolic Tradition (CCC, nos. 857-865)		I	D	M
		2	The development of the New Testament (CCC, nos. 124-133)		I	D	M

Archdiocese of Omaha Religion Content Checklist Grade 10 Second Semester

ES		Jesus Christ's Mission Continues in the Church			I	D	M
	I	Christ Established His One Church to Continue His Presence and His Work					
	F	Investigate the role of the Apostles in the early Church (CCC, no. 857)			I	D	M
		1	Chosen and appointed by Jesus Christ (CCC, nos. 857-860)		I	D	M
		2	The Council of Jerusalem: the Apostles recognized as leaders of the Church (CCC, no. 860)		I	D	M
		3	Community of Apostles continued in community of pope and bishops (CCC, nos. 861-862)		I	D	M
	II	Images of the Church (Partial Insights of Church Sharing in Trinitarian Communion)					
I.1, I.2	A	Translate the images of the Church as found in the Old Testament (CCC, nos. 753-762)			I	D	M
		1	Prefigured in Noah's ark (CCC, nos. 56, 753, 845, 1219)		I	D	M
		2	The call of Abraham, and the promise to him of descendants (CCC, no. 762)		I	D	M
		3	Israel's election as the People of God (CCC, no. 762)		I	D	M
		4	The remnant foretold by the prophets (CCC, no. 762)		I	D	M
I.2	B	Apply the images of the Church as found in the New Testament (CCC, nos. 763-776)			I	D	M
		1	The Body of Christ (CCC, nos. 787-795)		I	D	M
		2	The temple of the Holy Spirit (CCC, nos. 797-801)		I	D	M
		3	The bride of Christ (CCC, no 796)		I	D	M
		4	The vine and branches (CCC, no. 787)		I	D	M
		5	The seed and the beginning of the Kingdom (CCC, nos. 541, 669, 764, 768)		I	D	M
		6	The family of God (CCC, nos. 791, 1655-1658, 2204, 2685)		I	D	M
I.2	C	Investigate the images rooted in Scripture and developed in Tradition			I	D	M
		1	The People of God (CCC, nos. 781-782)		I	D	M
		2	The way to salvation		I	D	M
		3	Marian images (CCC, nos. 507, 773, 967, 972)		I	D	M
		4	The community of disciples		I	D	M
		5	A pilgrim people		I	D	M

Archdiocese of Omaha Religion Content Checklist Grade 10 Second Semester

ES		Jesus Christ's Mission Continues in the Church		I	D	M
	III		The Marks of the Church "The sole Church of Christ which in the Creed we profess to be one, holy, catholic, and apostolic. . .subsists in the Catholic Church" (CCC, no. 870)			
I.2, II.2	A		Explain how the Church is one (CCC, nos. 813-822)	I	D	M
		1	Unity is in Jesus Christ through the Holy Spirit; it is visible unity in the world	I	D	M
		2	The Church is united in charity, in the profession of one faith, in the common celebration of worship and sacraments, and in Apostolic Succession (CCC, no. 815)	I	D	M
		3	Unity in diversity	I	D	M
			a. Multiplicity of peoples, cultures, and liturgical traditions (CCC, nos. 814, 1202)			
			b. Communion of twenty-one Eastern Catholic Churches and one Western Church, all in union with the Pope			
		4	Wounds to unity	I	D	M
			a. Heresies (note modern parallels)			
			1. Early Church heresies: Gnosticism, Arianism, Nestorianism, Monophysitism, and Apollinarianism (CCC, nos. 464, 466-467, 471)			
			2. Protestant Reformation: emphasized <i>sola scriptura</i> (the Bible alone) and <i>sola gratia</i> (grace alone)			
			3. New division – sects and cults			
			b. Schisms (the split between East and West)			
			1. Following the Council of Ephesus in 431, those Churches which followed Nestorius established separate Churches; later returned to union with Rome			
			2. Following the Council of Chalcedon in 451, those who accepted the Monophysite position formed what are called the Oriental Orthodox Churches			
			3. Eastern Schism of 1054: the pope in Rome and the bishop of Constantinople excommunicated each other, thus leading to the breach between the Roman Catholic Church and the Eastern Orthodox Church			
			c. Apostasy			

Archdiocese of Omaha Religion Content Checklist Grade 10 Second Semester

ES	Jesus Christ's Mission Continues in the Church		I	D	M
	III	The Marks of the Church “The sole Church of Christ which in the Creed we profess to be one, holy, catholic, and apostolic. . .subsists in the Catholic Church” (CCC, no. 870)			
		5 Ecumenism	I	D	M
		a. Jesus' prayer for unity of his disciples (Jn 17: 11; CCC, no. 820)			
		b. Vatican II documents.			
		c. Ecumenical dialogues with Orthodox Churches and Protestant ecclesial and faith communities emphasized common baptism of all Christians and common service to love even to the point of joint-martyrdom			
		d. The fullness of Christ's Church subsists in the Catholic Church (LG, no. 8)			
		6 Interreligious Dialogue	I	D	M
		a. Judaism, which holds a unique place in relation to the Catholic Church			
		b. Islam			
		c. Other religions			
I.2	B	Illustrate how the Church is holy (CCC, nos. 823-829) <i>(Introduced grade 10, 1st sem. V B5 - Mastered grade 11, 1st sem. III A)</i>		D	
		1 Holiness is from the all-holy God: all human beings are called to live in holiness <i>(Introduced grade 10, 1st sem. V B5 - Mastered grade 11, 1st sem. IIIA)</i>		D	
		2 Christ sanctifies the Church through the Holy Spirit and grants the means of holiness to the Church <i>(Introduced grade 10, 1st sem. V B5 - Mastered grade 11, 1st sem. III A)</i>		D	
		3 Church members must cooperate with God's grace <i>(Introduced grade 10, 1st sem. V B5 - Mastered grade 11, 1st sem. III A)</i>		D	
		a. Divine dimensions of the Church			
		b. Human dimensions of the Church			
		4 Church members sin, but the Church as Body of Christ is sinless	I	D	M
		a. Church constantly fosters conversion and renewal			
		5 Mary, Mother of the Church and model of faith <i>(Introduced grade 9, 2nd sem. II C5)</i>		D	M
		a. The Annunciation and Mary's "yes" to God			
		b. Mary's perpetual virginity			
		c. The Immaculate Conception and the Assumption			
		6 Canonized saints: models of holiness	I	D	M
		a. Their example encourages us			
		b. They intercede for us			
		7 The members of the Church are always in need of purification, penance, and renewal (LG, no. 8, cited in CCC, nos. 827, 1428; UR, no. 6, cited in CCC, no. 821). <i>(Mastered grade 11, 2nd sem. III A)</i>	I	D	
I.2	C	Identify how the Church is catholic (CCC, nos. 830-856) <i>(Mastered grade 11, 1st sem. II A)</i>	I	D	
		1 The Church has been sent by Christ on a mission to the whole world and exists worldwide	I	D	M
		2 The Church exists for all people and is the means to salvation for all people	I	D	M

Archdiocese of Omaha Religion Content Checklist
Grade 10 Second Semester

ES		Jesus Christ's Mission Continues in the Church		I	D	M
	III		The Marks of the Church "The sole Church of Christ which in the Creed we profess to be one, holy, catholic, and apostolic. . .subsists in the Catholic Church" (CCC, no. 870)			
		3	Salvation comes from the Church even for non-members (See <i>Dominus Iesus</i> , section 20; CCC, no. 1257) (<i>Mastered grade 11, 1st sem. II A</i>)	I	D	
I.2	D		Investigate how the Church is apostolic (CCC, nos. 857-865) (<i>Introduced grade 9, 1st sem. I B3</i>)		D	M
		1	Founded by Christ on the Twelve with the primacy of Peter	I	D	M
		2	Has apostolic mission and teaching of Scripture and Tradition	I	D	M
		3	Guided by successors of the Twelve: the pope and bishops	I	D	M
		4	Christ calls all Church members to share Gospel of salvation	I	D	M
	IV		The Church in the World			
I.2	A		Show how the Church is sign and instrument of communion with God and unity of the human race (CCC, no. 760)	I	D	M
I.2	B		Examine how Christ founded the Church with a divine purpose and mission (CCC, no. 760)	I	D	M
		1	Jesus – not the members – endowed Church with authority, power, and responsibility (CCC, nos. 763-766)	I	D	M
		2	Church transcends history yet is part of history	I	D	M
		3	Church continues Christ's salvation, preserves and hands on his teaching	I	D	M
		4	Church scrutinizes "signs of the times" – interprets them in light of Gospel	I	D	M
I.2	C		Describe the Church and her mission of evangelization (CCC, nos. 861, 905) (<i>Introduced grade 9, 2nd sem. IV C5</i>)		D	M
		1	Definition and description of evangelization (<i>Introduced grade 9, 2nd sem. IV C5</i>)		D	M
		2	Missionary efforts (<i>Introduced grade 9, 2nd sem. IV C5</i>)		D	M
		3	Call to a new evangelization (<i>Introduced grade 9, 2nd sem. IV C5</i>)		D	M

Archdiocese of Omaha Religion Content Checklist Grade 10 Second Semester

ES	Jesus Christ's Mission Continues in the Church		I	D	M
	IV	The Church in the World			
I.2, II.2 III.2, IV.1	D	Classify the visible structure of the Church as a hierarchical communion (CCC, nos. 880-896) <i>(Mastered grade 11, 1st sem. IV A)</i>	I	D	
		1 The College of Bishops in union with the pope as its head	I	D	M
		a. The Holy See			
		b. Individual dioceses			
		c. Parishes			
		d. Family: the domestic Church (CCC, nos. 791, 1655-1658, 2204, 2685)			
		2 The various vocations of life <i>(Mastered grade 11, 1st sem. IV A)</i>	I	D	
		a. Ordained bishops, diocesan and religious priests continue the ministry of Christ the Head (CCC, nos. 1555-1568)			
		b. Ordained deacons continue the ministry of Christ the Servant (CCC, nos. 1569-1571)			
		c. Religious: consecrated by vows to Christ (CCC, nos. 925-933)			
		1. Religious orders			
		2. Religious societies			
		d. Laity: baptized members of Christ (CCC, nos. 897-913)			
		1. Evangelization and sanctification of the world			
		2. Some of the laity work full time for the Church			
		3. The laity live in various state of life			
		a) Marriage and family life			
		b) Single life			
		c) Third orders and lay consecrated people			

Archdiocese of Omaha Religion Content Checklist Grade 10 Second Semester

ES		Jesus Christ's Mission Continues in the Church		I	D	M
	IV		The Church in the World			
I.2, III.2 III.2	E		Identify the teaching office in the Church: the Magisterium (CCC, no. 890) (<i>Mastered grade 11, 2nd sem. II C1</i>)	I	D	
		1	The teaching role of the pope and bishops (<i>Mastered grade 11, 2nd sem. II C1</i>)	I	D	
			a. Authentic interpreters of God's Word in Scripture and Tradition			
			b. Ensure fidelity to teachings of the Apostles on faith and morals (CCC, Glossary)			
			c. Explain the hierarchy of truths			
			d. The Ordinary Magisterium must be accepted even when it is not pronounced in a definitive manner			
			e. Obey the mandate for evangelization			
		2	Indefectibility and infallibility	I	D	M
			a. Indefectibility: The Church will always teach the Gospel of Christ without error even in spite of the defects of her member, both ordained and lay			
			b. Infallibility: the gift of the Holy Spirit, which gives the Church the ability to teach faith and morals without error			
			1. The pope can exercise infallibility when teaching alone on faith and morals, when the teaching is held in common by the bishops of the world and the pope declares that he is teaching <i>ex cathedra</i> (CCC, no. 891)			
			2. The pope and bishops exercise infallibility when they teach together either in regular teaching dispersed throughout the world or when gathered in an ecumenical council (CCC, no. 892)			
		3	The law of the Church	I	D	M
			a. Pastoral norms for living the faith and moral life, e.g., the precepts of the Church			
			b. Disciplines of the Church can be adjusted by the hierarchy for new circumstances			
I.2	F		Explain the sanctifying office of the Church (CCC, no. 893)	I	D	M
		1	The Eucharist is the center of life in the Church	I	D	M
		2	Bishops and priests sanctify the Church by prayer, work and ministry of the Word, and the sacraments	I	D	M
		3	Goal for all is eternal life	I	D	M
I.2	G		Justify the governing office of the Church (CCC, nos. 894-896)	I	D	M
		1	The pope, the bishop of Rome, exercises supreme, ordinary, and immediate jurisdiction over the universal Church	I	D	M
		2	Bishops have responsibility to govern their particular churches; they are to exercise their authority and sacred power with the Good Shepherd as their model	I	D	M

Archdiocese of Omaha Religion Content Checklist Grade 10 Second Semester

ES	Jesus Christ's Mission Continues in the Church			I	D	M
	V		Implications for Life of a Believer			
I.2	A		Explain why belonging to the Church is essential (CCC, no. 760) <i>(Mastered grade 11, 1st sem. I B2)</i>	I	D	
		1	Christ willed the Church to be the ordinary way and means of salvation (CCC, nos. 763, 772-776) <i>(Mastered grade 11, 1st sem. I B2)</i>	I	D	
		2	We receive Christ's redemption as members of his Body of the Church <i>(Mastered grade 11, 1st sem. I B2)</i>	I	D	
		3	Christ entrusted word and sacraments to the Church for our salvation <i>(Mastered grade 11, 1st sem. I B2)</i>	I	D	
		4	Church has fullness of truth and totality of the means of salvation	I	D	M
I.2	B		Investigate how Jesus Christ enriches us through the Church <i>(Mastered grade 11, 1st sem. I C)</i>	I	D	
		1	Through the sacraments beginning with Baptism: regular reception of the sacraments is essential for members of the Church <i>(Mastered grade 11, 1st sem. I C)</i>	I	D	
		2	Through a life of prayer, communion, charity, service, and justice in the household of faith <i>(Mastered grade 11, 1st sem. I C2)</i>	I	D	
		3	Through association with others who want to follow Christ in the Church	I	D	M
II.2, IV.1, IV.2	C		Show how the Church prays <i>(Introduced grade 9, 2nd sem. IV C4 - Mastered grade 11, 1st sem. I C2)</i>		D	
		1	Liturgical year (CCC, nos. 1163-1178)	I	D	M
		2	How we pray <i>(Mastered grade 11, 1st sem. I C2)</i>	I	D	
		3	Celebration of the Christian mysteries (CCC, nos. 1273, 1389)	I	D	M
I.2, II.1, III.1, IV.1, IV.2	D		Identify how the members of the Church, the Body of Christ, live as disciples, proclaiming the Lord Jesus' teaching to others (CCC, nos. 520, 1248) <i>(Introduced grade 10, 1st sem. V C – Mastered grade 11, 1st sem. I C2)</i>		D	
		1	As disciples of Christ we are “salt and light for the world”	I	D	M
			a. Living as Christ calls and teaches us as known in and through the Church			
			b. Active response to call to holiness at home, workplace, public square			
			c. Examples for Christian witness in parish and diocese			
		2	Necessity of prayer (CCC, nos. 2612, 2621) <i>(Introduced grade 10, 1st sem. V C – Mastered grade 11, 1st sem. I C2)</i>		D	
			a. The Lord forms, teaches, guides, consoles, and blesses us through prayer			
			b. Prayer helps us understand the teaching of Jesus Christ and his Church in a deeper way and live them more fully			

THEOLOGY OF THE BODY STRAND FOR THE CURRICULUM FRAMEWORK

Archbishop Lucas shares the concerns of our parents and schools regarding current issues of human sexuality in our society. To that end, teachings from Theology of the Body from Pope St. John Paul II should and can be organically integrated within current 9th-11th grade religion courses.

The following **highlighted** items, within the context of the bishops' Curriculum Framework, emphasize elements from Theology of the Body. They are already contained within each publishers' textbooks as a part of the core curriculum. If teachers need to know where they are located in each textbook, they should refer to the scope and sequence provided by the publisher of the text used. This document is provided to assist teachers in integrating Theology of the Body elements within their normal curricular program.

Circle of Grace: Required Curriculum and Assessments for All Students, Kindergarten-12th Grades

The Archdiocese of Omaha, out of concern for all God's people and in response to the United States Conference of Catholic Bishops' Charter for the Protection of Children and Young People, has developed a program for the safe environment education of children and young people. This program is called *Circle of Grace*.

What is *Circle of Grace*? It is the love and goodness of God that surrounds us and all others. It is the recognition that God is with us always and is there to help us in difficult situations. Through *the Circle of Grace* program, adults assist children and youth to recognize God's love by understanding that each of us lives and moves within a Circle of Grace. It holds your very essence in mind, heart, soul, and sexuality. The *Circle of Grace* program helps children and youth identify early on when they are uncomfortable with a situation and include ways to seek the help of a trusted adult.

The curriculum teaches these topics at an age-appropriate level and is taught each year in students' religion classes. All lessons, instructional materials, assessments, and reporting documents are found on the assessment page of lovemyschool.com.

10th GRADE, SEMESTER 2—

Jesus Christ's Mission Continues in the Church

E. S.	II		Images of the Church (Partial Insights of Church Sharing in Trinitarian Communion)			
I.2	B		Apply the images of the Church as found in the New Testament (CCC, nos. 763-776)	I	D	M
		3	The bride of Christ (CCC, no 796)	I	D	M
	III		The Marks of the Church "The sole Church of Christ which in the Creed we profess to be one, holy, catholic, and apostolic. . .subsists in the Catholic Church" (CCC, no. 870)			

I.2, II.2	A		Explain how the Church is one (CCC, nos. 813-822)	I	D	M
		4	Wounds to unity	I	D	M
			a. Heresies (note modern parallels)			
			1. Early Church heresies: Gnosticism, Arianism, Nestorianism, Monophysitism, and Apollinarianism (CCC, nos. 464, 466-467, 471)			
I.2	B		Illustrate how the Church is holy (CCC, nos. 823-829) (<i>Introduced grade 10, 1st sem. V B5 - Mastered grade 11, 1st sem. III A</i>)		D	
		1	Holiness is from the all-holy God: all human beings are called to live in holiness (<i>Introduced grade 10, 1st sem. V B5 - Mastered grade 11, 1st sem. IIIA</i>)		D	
		6	Canonized saints: models of holiness	I	D	M
			a. Their example encourages us			
			b. They intercede for us			
		7	The members of the Church are always in need of purification, penance, and renewal (LG, no. 8, cited in CCC, nos. 827, 1428; UR, no. 6, cited in CCC, no. 821). (<i>Mastered grade 11, 2nd sem. III A</i>)	I	D	
	IV		The Church in the World			
I.2 II.2 III.2 IV.1	D		Classify the visible structure of the Church as a hierarchical communion (CCC, nos. 880-896) (<i>Mastered grade 11, 1st sem. IV A</i>)	I	D	
		2	The various vocations of life (<i>Mastered grade 11, 1st sem. IV A</i>)	I	D	
			d. Laity: baptized members of Christ (CCC, nos. 897-913)			
			3. The laity live in various state of life			
			a) Marriage and family life			
			b) Single life			

EVANGELIZATION STRAND FOR THE CURRICULUM FRAMEWORK

Archbishop Lucas calls Catholic school religion teachers to proclaim the fullness of the Gospel message in line with the Pastoral Vision Statement for the Archdiocese of Omaha.

The following **highlighted** items, within the context of the bishops' Curriculum Framework, emphasize elements regarding evangelization. They are already contained within each publishers' textbooks as a part of the core curriculum. If teachers need to know where they are located in each textbook, they should refer to the scope and sequence provided by the publisher of the text used. This document is provided to assist teachers in integrating evangelization elements within their normal curricular program.

10th GRADE, SEMESTER 2—

Jesus Christ's Mission Continues in the Church

E. S.	I	Christ Established His One Church to Continue His Presence and His Work			
I.2, III.2	D	Analyze how the Holy Spirit inspired the Apostles' mission (CCC, nos. 857, 860)	I	D	M
	1	The Great Commission (CCC, nos. 858-860)	I	D	M
	2	The preaching of Peter on Pentecost (CCC, nos. 551-556)	I	D	M
	3	The growth of the Church (CCC, nos. 766-769)	I	D	M
	4	Conflict with Jewish and Roman authorities (CCC, no. 2474)	I	D	M
		a. Persecutions (CCC, nos. 675-677, 769, 1816)			
		b. Martyrdoms: Stephen, James (CCC, nos. 2473-2474)			
	5	The Church spreads to the Gentiles (CCC, nos. 762, 774-776, 781)	I	D	M
		a. The conversion of St. Paul (CCC, no. 442)			
		b. Paul's missionary journeys (CCC, no. 442)			
	F	Investigate the role of the Apostles in the early Church (CCC, no. 857)	I	D	M
	1	Chosen and appointed by Jesus Christ (CCC, nos. 857-860)	I	D	M
	2	The Council of Jerusalem: the Apostles recognized as leaders of the Church	I	D	M
	3	Community of Apostles continued in community of pope and bishops (CCC, nos. 861-862)	I	D	M
	III	The Marks of the Church "The sole Church of Christ which in the Creed we profess to be one, holy, catholic, and apostolic. . .subsists in the Catholic Church" (CCC, no. 870)			
I.2	C	Identify how the Church is catholic (CCC, nos. 830-856) (Mastered grade 11, 1st sem. II A)	I	D	
	1	The Church has been sent by Christ on a mission to the whole world and exists worldwide	I	D	M
	2	The Church exists for all people and is the means to salvation for all people	I	D	M
I.2	D	Investigate how the Church is apostolic (CCC, nos. 857-865) (Introduced grade 9, 1st sem. I B3)		D	M
	1	Founded by Christ on the Twelve with the primacy of Peter	I	D	M
	2	Has apostolic mission and teaching of Scripture and Tradition	I	D	M

		3	Guided by successors of the Twelve: the pope and bishops	I	D	M
		4	Christ calls all Church members to share Gospel of salvation	I	D	M
	IV		The Church in the World			
I.2	C		Describe the Church and her mission of evangelization (CCC, nos. 861, 905) (Introduced grade 9, 2nd sem. IV C5)		D	M
		1	Definition and description of evangelization (Introduced grade 9, 2nd sem. IV C5)		D	M
		2	Missionary efforts (Introduced grade 9, 2nd sem. IV C5)		D	M
		3	Call to a new evangelization (Introduced grade 9, 2nd sem. IV C5)		D	M
I.2,	D		Classify the visible structure of the Church as a hierarchical communion	I	D	
		1	Evangelization and sanctification of the world			
	V		Implications for Life of a Believer			
I.2	A		Explain why belonging to the Church is essential (CCC, no. 760) (Mastered grade 11, 1st sem. I B2)	I	D	
		1	Christ willed the Church to be the ordinary way and means of salvation (CCC, nos. 763, 772-776) (Mastered grade 11, 1st sem. I B2)	I	D	
		2	We receive Christ's redemption as members of his Body of the Church	I	D	
		3	Christ entrusted word and sacraments to the Church for our salvation	I	D	
		4	Church has fullness of truth and totality of the means of salvation	I	D	M
I.2, II.1, III.1, IV.1, IV.2	D		Identify how the members of the Church, the Body of Christ, live as disciples, proclaiming the Lord Jesus' teaching to others (CCC, nos. 520, 1248) (Introduced grade 10, 1st sem. V C – Mastered grade 11, 1st sem. I C2)		D	
		1	As disciples of Christ we are "salt and light for the world"	I	D	M
			a. Living as Christ calls and teaches us as known in and through the Church			
			b. Active response to call to holiness at home, workplace, public square			
			c. Examples for Christian witness in parish and diocese			
		2	Necessity of prayer (CCC, nos. 2612, 2621) (Introduced grade 10, 1st sem. V C – Mastered grade 11, 1st sem. I C2)		D	
			a. The Lord forms, teaches, guides, consoles, and blesses us through prayer			
			b. Prayer helps us understand the teaching of Jesus Christ and his Church in a deeper way and live them more fully			

Grade Ten Second Semester Challenge Section Jesus Christ's Mission Continues in the Church

Challenge Section:

The Introduction to the *Doctrinal Elements of a Curriculum Framework* (Framework) from the United States Conference of Catholic Bishops (USCCB) states that the Framework was designed for a twofold purpose:

1. To provide guidance about the doctrinal content necessary for catechetical instruction of high-school age students; and
2. To help young people develop the necessary skills to answer or address the real questions that they face in life and in their Catholic faith.

To accomplish these goals, the Framework includes specific content by courses (themes) that build on a foundation laid by those that precede it. Each course or theme also includes a section titled “Challenges”, which raises examples of questions often posed to modern Catholics and direction for ways to answer them. This approach provides an apologetical component. “Teachers and catechists are to strive to provide for a catechetical instruction and formation that is imbued with an apologetical approach. Challenges that appear under one particular theme can also apply to other themes in the Framework, and such application is encouraged.” (*USCCB Framework 1*)

Keeping that directive in mind, this guide includes the “Challenges Section” as a supplement to the required content for each course. The inclusion and discussion of these “Challenges” throughout the grade nine through eleven courses will be essential to introduce students to the opportunity to defend their faith throughout their high school experience and in life. **At least one of these questions will be included on each semester assessment and also become part of a grade twelve exit exam following the completion of the six required courses. It is recommended, therefore, that the Challenge Section on the following pages be distributed to students at the beginning of instruction along with the syllabus.** In that way, students will be better prepared to respond to the Challenge Section Essay Question on the Assessment. It is essential that teachers will need to teach and address the content indicated for each of the questions in the Challenge Section.

Grade Ten Second Semester Challenge Section Jesus Christ's Mission Continues in the Church

(Distribute this section to students at the beginning of instruction so they can be prepared to respond to one of these questions on the Archdiocesan Assessment.)

Challenges:

- A. Why do I have to be a Catholic? Aren't all religions as good as another (CCC, nos. 760, 817-822, 836)?**
1. To be a Catholic is to be a member of the one true Church of Christ. While elements of truth can be found in other churches and religions, the fullness of the means of salvation subsists in the Catholic Church (CCC, nos. 816, 836-838).
 2. Christ willed that the Catholic Church be his sacrament of salvation, the sign and the instrument of the communion of God and man (CCC, nos. 774-776, 780).
 3. Christ established his Church as a visible organization through which he communicates his grace, truth, and salvation (CCC, no. 771).
 4. Those who through no fault of their own do not know Christ or the Catholic Church are not excluded from salvation; in a way known to God, all people are offered the possibility of salvation through the Church (CCC, nos. 836-848).
 5. Members of the Catholic Church have the duty to evangelize others (CCC, nos. 849-856).
- B. Isn't the Church being hypocritical in telling other people to be holy and avoid sin when many Catholics, including the clergy, are guilty of terrible wrongs (CCC, nos. 823-829)?**
1. Some members of the Church might be hypocritical. Members of the Church, like all human beings, are guilty of sin, but this doesn't make the Church wrong or hypocritical.
 2. The Church teaches what God has told us about how to be holy and the necessity of avoiding sin. Failure by members of the Church to live out what God has taught does not invalidate the truth of the teaching we have received through the Apostles and their successors.
 3. The Church is guided and animated by the Holy Spirit and, as the Body of Christ, remains sinless even if her members sin.
- C. Who needs organized religion? Isn't it better to worship God in my own way, when and how I want?**
1. God desires us to come to him as members of his family, his new people, so he established the Church to accomplish that purpose (CCC, no. 760).
 2. No one and no community can proclaim the Gospel to themselves (CCC, no 875).
 3. Because human beings are social in nature, we need each other's encouragement, support, and example (CCC, no. 820).
 4. Worship of God has both a personal dimension and a communal dimension: personal, private worship is encouraged to complement communal worship (CCC, nos. 821, 1136-1144).
 5. The Church offers us authentic worship in spirit and in truth when we unite ourselves with Christ's self-offering in the Mass (CCC, nos. 1322-1324).
 6. God taught in the Old and New Testaments for people to come together and worship in the way that he revealed to them (CCC, nos. 1093-1097).
 7. The Catholic Church is structured so that all the members, clergy and laity alike, are accountable to someone (CCC, nos. 871-879).

Grade Ten Second Semester Challenge Section
Jesus Christ's Mission Continues in the Church

Challenges:

D. How is it that the Catholic Church is able to sustain the unity of her members even though they live out their faith in different cultures and sometimes express their faith in different ways?

1. The Church is able to sustain unity because she has the apostolic teaching office of the pope and bishops to guide and direct her under the guidance of the Holy Spirit (CCC, no. 815).
2. It is the pope and bishops who are the successors in every age to St. Peter and the Apostles (CCC, nos. 815, 862).
3. The unity of the Church is also sustained through the common celebration of worship and the sacraments (CCC, no. 815).

Assessment Score Report

Directions for Administration and Reporting of the Assessment

1. The assessment materials will be distributed to building Administrators.
2. The Student Assessment (Challenge questions) are to be administered following completion of instruction for each semester course.
3. The teacher will score the individual student essay.
4. The teacher will record the class results on the Grade Level Assessment Score Report for reporting to the Archdiocese. Individual scores will be
 - a. filed in the individual student's cumulative folder.
5. The teacher will give the Grade Level Assessment Score Report to the building Administrator or Department Chairperson who will submit one
 - a. copy of the results to the Archdiocesan Catholic Schools Office on the School Level Assessment Report by the end of each semester. December 20th or May 20th.
6. The Administrator will keep a copy of the School Level Assessment Report.

Grade Ten Second Semester Archdiocesan Assessment (Revised 2019)
Jesus Christ's Mission Continues in the Church

Challenge Essay Question

How should a Catholic respond to these questions: Why should I do I have to be a Catholic?
Aren't all religions as good as another?

Write a response based on the second semester of 10th grade religion instruction.

Include in your essay:

1. An explanation of why being a Catholic means being a member of the one true Church of Christ.
2. An explanation of how Christ established his Church as both a visible and spiritual reality.
3. An explanation of how Christ willed that the Catholic Church be his sacrament of salvation for all people.
4. An explanation of why members of the Church have a duty to evangelize.

**The essay will be scored using the following criteria.*

Scoring Guide for Second Semester Challenge Question

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard
Celebration of the Christian Mystery (The Paschal Mystery)	Essay includes one of the items requested.	Essay includes two or three of the items requested.	Essay response includes all of the items requested in the instructions.	In addition to meeting all criteria in Level 3, the student showed exceptional depth of thought, reflection, and insight.
Six Traits of Writing	Essay includes three or less of the Six Traits of Writing.	Essay includes four or five of the Six Traits of Writing.	Essay includes all Six Traits of Writing.	In addition to meeting all criteria in Level 3, the essay shows much attention to detail.

Archdiocese of Omaha High School Religion Grade Ten Assessment Score Report

School Name _____

Teacher Name _____

Grade/Course _____

Challenge Essay Question

Grade 10 2 nd Semester	<u>Level 1</u> # students Not meeting Standard	<u>Level 2</u> # students Progressing Toward Standard	<u>Level 3</u> # students Meeting the Standard	<u>Level 4</u> # students Exceeding Standard
Jesus Christ's Mission Continues in the Church				
Six Traits of Writing				

Submit one copy to the Administrator or Department Chairperson before the end of the school year. That person will transfer the results for all grade ten students to the Catholic Schools Office on the School Level Assessment Report by May 15th.

Six Traits of Writing Guidance for High School

Ideas	The heart of the message, the content of the piece, the main theme, together with the details (documented support, elaboration, anecdotes, images) that enrich and develop the theme by building understanding or holding a reader's attention.
Organization	The internal structure of a piece, the thread of central meaning, the logical pattern of ideas. Writing that exhibits strong organization begins with a purposeful, engaging lead and wraps up with a satisfying and thought-provoking conclusion. In between, the writer takes care to link each detail or new development to a larger picture, building to a turning point or key revelation, and always including strong transitions that form a kind of safety net for the reader, who never feels lost.
Voice	The heart and soul of a piece, the magic, the wit. It is the writer's unique and personal expression emerging through words. Voice is the presence of the writer on the page. When the writer's passion for the topic and concern for the audience are strong, the text dances with life and energy, and the reader feels a strong and intimate connection to both the writing and the writer.
Word Choice	The use of rich, colorful, precise language that moves and enlightens the reader. It is the love of language, a passion for words, combined with a skill in choosing words that creates just the right mood, impression, or image in the heart and mind of the reader.
Sentence Fluency	The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear – not just to the eye. It is finely crafted construction combined with a sense of grace that invites expressive oral reading. Writers achieve good Sentence Fluency through logic, creative phrasing, parallel construction alliteration, rhyme, absence of redundancy, variety in sentence length and structure, and a true effort to create language that cries out to be spoken aloud.
Conventions/ Mechanics	The mechanical correctness of the writing – spelling, grammar and usage, paragraphing, capitalization, punctuation, etc. Almost anything a copy editor would attend to falls under the heading of Convention. It does not include layout, formatting, or handwriting.

GRADE TEN

**OPTIONAL
PERFORMANCE ASSESSMENT TASK**

Directions for Administration of the Optional Performance Assessment Task

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. All assessment should flow from the curriculum. Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese. **The Optional Assessment and Scoring Guide are included to provide the teacher with additional information about individual student learning. It may be administered in addition to the required assessment, but will not be reported to the Archdiocese.**

1. At the beginning of the school year, the teacher will have reviewed the curriculum guide and mapped an instructional plan for the year. The teacher bases the foundation of planning on the mastery (M) pieces of content identified in the grade level Content Checklist.
2. The teacher will find the Optional Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. If the teacher plans to use the Optional Assessment, the teacher will provide each student with both the Optional Assessment and the Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Optional Assessment and Student Scoring Guide to the class and allow time for questions about the assessment process. The teacher may simplify or expand the guidelines to fit class instruction.
3. It is important for the teacher and the students to understand that students are rated for proficiency on the Scoring Guide. As a criterion referenced test, the Optional Performance Assessment is designed for the individual student to show what he/she knows. Scoring results for this assessment are kept in the individual student folders. **The Optional Assessment results are not submitted to the Catholic Schools Office.**
4. The instruction of all guidelines for the Optional Assessment must take place before the Assessment is administered. The teacher may accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist the students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.
5. Once successful instruction of the Assessment Task Guidelines has taken place, the teacher will then assign the Assessment Task to the students providing them with class time as directed by the teacher. The time frames for tasks are fluid and are included only as suggestions.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students.
7. The teacher will collect the Assessments and rate them for proficiency using the Student Scoring Guide. The teacher will place the Student Scoring Guide in the individual student’s file.

Teacher Notes for OPTIONAL Prayer Assessment Task

1. If the teacher chooses a single class prayer service, Part 1, #1 and #2 could be done as a class, with each student completing a presentation. The presentation could be done in the form of a poster, portfolio, PowerPoint, video, musical, etc. The prayer service itself would be done as a class, with each student participating in some specific way.
2. If a teacher chooses individual prayer services, the students could present a short prayer service at the beginning of each class over the course of the semester. These can take as little as 5 minutes, and many teachers already include some student-led prayer to begin the class. The additional requirement here is that the students reflect on how their prayer draws from the traditions and elements of Catholic prayer through their presentation (which need not be presented to the class).
3. Students could create individual prayer services, and the class could vote on which one to execute (the prayer service, not the student).
4. A few other examples/possibilities of prayer services:
 - a. a class prayer for their grade level (junior class prayer service – assembly)
 - b. a school wide prayer service
 - c. a prayer service at a nearby nursing home, hospital, etc.

OPTIONAL Religion Assessment Task for Grade 10

Prayer: An Encounter with God

Program and Essential Standard: 4 Prayer-Relationship

Administration: Upon completion First and Second Semester Grade 10 Religion Curriculum..

Suggested Time Frame: One day to explain project and up to 2-3 weeks for preparation (outside of class). 1+ week for presentations.

Lifelong Learning Skills:

- Content/Comprehension
- Presentation
- Synthesis/Making Connections

Essential Question: How do the prayer traditions of the Church help me commit to a deeper relationship with God?

Task: Prayer is the essential way we experience our relationship with God. Drawing from Catholic traditions of prayer, you will design a prayer service and reflect on how prayer deepens your relationship with God.

Guidelines:

Part I: Designing the Prayer Service

1. Design a prayer service that would be appropriate for your target audience.
2. Drawing from the traditions and elements of Catholic prayer, choose 5 of the following to include in your prayer service:
 - a. Art
 - b. Music
 - c. Scripture
 - d. Silence
 - e. Meditations
 - f. Blessings
 - g. Prayers written by saints
 - h. Prayers asking saints to intercede
 - i. Prayers of adoration (praise)
 - j. Prayers of confession (requesting forgiveness)
 - k. Prayers of thanksgiving
 - l. Prayers of supplication (petitions)
3. Create a presentation that includes the following:
 - a. A written outline of your prayer service identifying each step of the prayer service.
 - b. For each of the 5 traditions and/or elements you have chosen, include an image that depicts and a paragraph that explains how the tradition/element might deepen one's relationship with God.
 - c. Write a personal reflection on how the prayer traditions of the Church help you to commit to a deeper relationship with God.
 - d. Include documentation from the Catechism of the Catholic Church.

Part II: Executing the Prayer Service

1. Prepare the space for the prayer service.
2. Prepare the materials for the prayer service.
3. Carry out the prayer service.

Note to teacher: Limit presentations as needed.

Directions for Use of the Scoring Guide

OPTIONAL Grade 10 Performance Assessment Task

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

It is important to understand that the teacher is rating student proficiency in the identified areas listed on the Student Scoring Guide to obtain additional information about student learning.

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, Content and Comprehension is the first piece of criteria. The teacher will go to the column with the Level 3 heading, “Meets the Standard”, to check if the student completed the required work assigned under Content and Comprehension. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content and Comprehension”. If a student has exceeded the standard by completing the required work in Level 4, “Exceeds the Standard”, then the teacher will mark a 4 under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing toward Standard”, and Level 1, “Does not meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each piece of criteria that needs to be rated.
4. The teacher will file the Student Scoring Guide in the individual student’s folder. Results for the Optional Assessment are NOT reported to the Catholic Schools Office.

DO NOT SUBMIT THESE RESULTS TO THE CATHOLIC SCHOOLS OFFICE

Scoring Guide for Grade 10 **OPTIONAL** Assessment Task Prayer: An Encounter with God

Prayer is the essential way we experience our relationship with God. Drawing from Catholic traditions of prayer, you will design a prayer service and reflect on how prayer deepens your relationship with God.

Criteria	<u>Level 1</u> Does not meet Standard	<u>Level 2</u> Progressing toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
Content and Comprehension	<ul style="list-style-type: none"> • Demonstrates less than five of the criteria listed in Level 3. 	<ul style="list-style-type: none"> • Demonstrates at least five of the criteria listed in Level 3. 	<ul style="list-style-type: none"> • Designed prayer service is appropriate for target audience. • Prayer service integrates 5 of the traditions/elements of Catholic prayer. • Submits a written outline of the steps of a prayer service. • Submits an image and a paragraph for each of the 5 traditions and elements chosen. • Includes documentation from the Catechism. • Submits a personal reflection. 	<ul style="list-style-type: none"> • In addition to meeting all criteria in Level 3, the student shows exceptional depth of thought, reflection, and insight. 	
Presentation	<ul style="list-style-type: none"> • Demonstrates only one of the criteria listed in Level 3. 	<ul style="list-style-type: none"> • Demonstrates only two of the criteria listed in Level 3. 	<ul style="list-style-type: none"> • Relates appropriate visuals to the presentation. • Answers questions from the audience. • Demonstrates self-confidence in delivery. 	<ul style="list-style-type: none"> • In addition to meeting all criteria in Level 3, the presentation and the prayer service show exceptional creativity and effectiveness. 	
Synthesis/ Making Connections	<ul style="list-style-type: none"> • Lacks meaningful connections. 	<ul style="list-style-type: none"> • Draws connections that are less clear or understandable. 	<ul style="list-style-type: none"> • The student draws <u>appropriate</u> connections between the traditions of Catholic prayer and a deeper individual relationship with God. 	<ul style="list-style-type: none"> • In addition to meeting all criteria in Level 3, the student draws <u>meaningful</u> connections between the traditions of Catholic prayer and a deeper individual relationship with God. 	

List any modifications made:

**ESSENTIAL
CATHOLIC PRACTICES
AND PRAYER SECTION**

Essential Catholic Practices and Prayer Section

Essential practices and prayers are those considered the minimum that should be taught at each grade level. Optional practices and prayers are those that could be taught if time allows. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with 20% of their time teaching concepts that enhance the curriculum.

Included in this section is a list that displays the Essential and Optional Catholic Practices and Prayers by grade level from grades 7-12. The list may be shared with parents if deemed appropriate.

ESSENTIAL AND OPTIONAL PRACTICES AND PRAYERS

Grade 7-8	Grade 9-12
Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Liturgy of the Word Liturgy of the Eucharist Communion Apostles Creed Ten Commandments Sacraments Nicene Creed Order of Mass Rosary/Mysteries Stations of the Cross Benediction Precepts of the Church Theological and Cardinal Virtues Memorare <i>OPTIONAL PRAYERS AND PRACTICES</i> Act of Faith Act of Hope Act of Love Angelus Canticle of Mary Family Prayer Prayer of St. Francis Morning Prayer Evening Prayer New Commandment Canticle of Zechariah Canticle of Simeon Praying the Scriptures Meditate on the Scriptures	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Liturgy of the Word Liturgy of the Eucharist Communion Apostles Creed Ten Commandments Sacraments Nicene Creed Order of Mass Rosary/Mysteries Stations of the Cross Benediction Precepts of the Church Theological and Cardinal Virtues Memorare <i>OPTIONAL PRAYERS AND PRACTICES</i> Act of Faith Act of Hope Act of Love Angelus Canticle of Mary Family Prayer Prayer of St. Francis Morning Prayer Evening Prayer New Commandment Canticle of Zechariah Canticle of Simeon Praying the Scriptures Meditate on the Scriptures Chaplet of Divine Mercy Liturgy of the Hours