



**Archdiocese *of* Omaha**

# **Religion Standards**

## **Grade 11**

**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 ELEVEN SECTION**

### **First Semester Sacraments as Privileged Encounters with Jesus Christ**

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**GRADE ELEVEN  
FIRST SEMESTER**

**SACRAMENTS AS PRIVILEGED  
ENCOUNTERS WITH  
JESUS CHRIST**

## 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 11 First Semester

ES		Sacraments as Privileged Encounters with Jesus Christ		I	D	M
	I		<b>The Sacramental Nature of the Church</b>			
II.2	A		<b>Discuss the definition of sacrament</b>	I	D	M
		1	A sacrament is an efficacious sign of grace, instituted by Christ and entrusted to the Church, by which divine life of grace is dispensed to us through the work of the Holy Spirit (CCC, no. 1131)	I	D	M
		2	Eastern Churches use the word “mystery” for sacrament and celebrate them in a similar but not essentially different way	I	D	M
		3	Sacraments confer the grace they signify (CCC, no. 1127)	I	D	M
			a. Grace: sanctifying and actual – gratuitous (CCC, nos. 1996-2005)			
			b. Sacramental grace (CCC, no. 1129)			
I.2, II.2	B		<b>Explain the nature of the Church and the sacramental economy of salvation (CCC, no. 849)</b>	I	D	M
		1	Jesus Christ is the living, ever-present sacrament of God (CCC, nos. 1088-1090)	I	D	M
		2	The Church as universal sacrament of Jesus Christ (CCC, nos. 774-776)	I	D	M
			a. The Church is the sacrament of salvation, the sign and the instrument of the communion of God and all (CCC, no. 780)			
			b. The Church has a sacramental view of all reality (CCC, no. 739)			
			c. The Church is the sacrament of the Trinity’s communion with us (CCC, no. 774)			
II.1, II.1, II.2	C		<b>Defend that redemption is mediated through the seven sacraments</b>		D	M
		1	Christ acts through the sacraments (CCC, nos. 1084-1085)a	I	D	M
			a. Signs and symbols (CCC, nos. 1145-1152)			
			b. Sacraments for healing and sanctification (CCC, nos. 1123, 1421)			
			c. Experiential sign of Christ’s presence (CCC, nos. 1115-1116)			
		2	The Church at prayer (CCC, no. 1073)		D	M
			a. Prayer defined; different forms (CCC, nos. 2559, 2565)			
			b. Essential for a believer (CCC, no. 2558)			
			c. Liturgical prayer and the sacraments (CCC, nos. 1137-1144)			
			d. Personal prayer; Christian meditation (CCC, nos. 2626-2643, 2705-2719)			

Archdiocese of Omaha Religion Content Checklist  
Grade 11 First Semester

ES	Sacraments as Privileged Encounters with Jesus Christ			I	D	M
	<b>II</b>	<b>Compare, contrast, and discuss the Sacraments of Initiation (CCC, no. 1212)</b>				
<b>I.2, II.1, II.2</b>	<b>A</b>	<b>Baptism:</b> The sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, an temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (CCC, nos. 1279-1280)		D		M
		<b>1</b> Understanding the Sacrament		D		M
		a. Scriptural basis				
		1. The Sacrament of Baptism is pre-figured in the Old Testament at creation when the Spirit of God hovered over the waters at Creation (Gn 1-2); in Noah's ark (Gn 7); in the crossing of the Red Sea (Ex 14) and the Jordan (CCC, nos. 1217-1222)				
		2. New Testament references: Mt 3:1-12; Mt 3: 13-17; Mt 29: 19; Mk 1: 9-11; Lk 3:21-22; Jn 1: 22-34; Jn 3: 1-15; Acts 2: 37-41 (CCC, nos. 1223-1225)				
		b. Historical development (CCC, nos. 1229-1233)				
		1. Baptism of blood (CCC, no. 1258)				
		2. Baptism of desire (CCC, nos. 1258-1261)				
		<b>2</b> Celebration (CCC, nos. 1229-1245)	I	D		M
		a. Baptism of adults (CCC, nos. 1247-1249)				
		b. Baptism of infants (CCC, nos. 403, 1231, 1233, 1250-1252, 1282, 1290)				
		1. The question of infants who die before Baptism (CCC, no. 1283)				
		c. Role of godparents (CCC, no. 1255)				
		<b>3</b> Essential elements (CCC, nos. 1239-1240)	I	D		M
		a. Immersion or the triple pouring of water on the head (CCC, nos. 694, 1214, 1217, 1240)				
		b. Saying the words of the formula (CCC, no. 1240)				
		<b>4</b> Other elements (CCC, nos. 1237-1245)	I	D		M
		<b>5</b> Effects of the sacrament (CCC, nos. 1262-1270)		D		
		a. Die and rise with Christ (CCC, no. 1227)				
		b. Freed from Original Sin and all sins (CCC, no. 1263)				
		c. Adopted children of God (CCC, nos. 12665-1266)				
		d. Members of the Church (CCC, nos. 1267-1270)				
		e. Indelible character; this sacrament cannot be repeated (CCC, nos. 1272-1274)				
		f. Holy Spirit and discipleship (CCC, no. 1241)				
		<b>6</b> Requirements for reception	I	D		M
		a. For adults (CCC, nos. 1247-1249)				
		b. For infants (CCC, nos. 1250-1252)				
		c. Catechesis for baptized (CCC, nos. 1253-1255)				

Archdiocese of Omaha Religion Content Checklist  
Grade 11 First Semester

ES		Sacraments as Privileged Encounters with Jesus Christ		I	D	M
		<b>7</b>	Minister of the sacrament (CCC, no. 1256)	I	D	M
			a. Ordinary circumstances			
			b. In danger of death			
		<b>8</b>	Necessity of Baptism (CCC, nos. 1257-1261)		D	M
		<b>9</b>	Implications		D	
			a. Members of Church (CCC, no. 1267)			
			b. Common priesthood (CCC, no 1268)			
			c. Rights and duties (CCC, no. 1269)			
			d. Call to mission (CCC, no. 1270)			
			e. Ecumenical aspect (CCC, no. 1271)			
		<b>10</b>	Appropriating and living this sacrament (CCC, no. 1694)	I	D	M
			a. Reminders of our Baptism			
			1. In the Church's liturgy: Easter vigil, renewal of baptismal promises, sprinkling rite at Mass (CCC, nos. 281, 1217, 1254, 1668, 2719)			
			2. In pious practices: blessing with holy water (Fonts in churches and homes), sign of the cross (CCC, no. 1668)			
			b. Prayer and reflection on the meaning of Baptism (CCC, nos. 1694, 1811, 1966, 1988, 1987, 1992, 1997, 2015)			
			1. Sharing in the Death and Resurrection of Christ			
			2. Turning away from sin and selfish actions; ongoing conversion			
<b>I.2, II.1, II.2</b>	<b>B</b>		<b>Confirmation:</b> the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated		D	M
		<b>1</b>	Understanding the sacrament	I	D	M
			a. Scriptural basis			
			1. The book of Isaiah foretold that the Spirit of the Lord shall rest on the hoped-for Messiah (Is 11:2; CCC, no. 1286)			
			2. The Holy Spirit descended on the Church (Acts 8:14-17; CCC, nos. 1287-1288)			
			b. Historical development (CCC, nos. 1290-1292)			
			c. Theology			
			1. Western Church (CCC, nos. 1286-1288)			
			2. Eastern Churches (CCC, no. 1289)			
		<b>2</b>	Celebration	I	D	M
			a. Rite of Confirmation (CCC, nos. 1298-1300)			
			b. Rite of Christian Initiation of Adults (RCIA ) (CCC, nos. 1232-1233, 1298)			
			c. Eastern Catholic Churches confirm(chrismate) at the time of Baptism and, in some cases, administer Eucharist then as well (CCC, nos. 1290-1292)			
		<b>3</b>	Essential elements of the sacrament (CCC, no. 1300)	I	D	M
			a. Laying-on of hands and anointing with chrism			
			b. Saying the words of the formula			

Archdiocese of Omaha Religion Content Checklist  
Grade 11 First Semester

ES		Sacraments as Privileged Encounters with Jesus Christ		I	D	M
		<b>4</b>	Requirements for reception	I	D	M
			a. Baptized and age (CCC, nos. 1306-1308)			
			b. Preparation, Confession, sponsor (CCC, nos. 1309-1310)			
		<b>5</b>	Minister (CCC, nos. 1312-1314)	I	D	M
		<b>6</b>	Effects and implications (CCC, no. 1303)		D	M
			a. Perfection of baptismal grace (CCC, no. 1285)			
			b. Help of Holy Spirit's gifts and fruits (CCC, nos. 1830-1832)			
			c. Indelible character; this sacrament cannot be repeated (CCC, nos. 1303-1305)			
			d. Call to spread and defend faith (CCC, no. 1303)			
			e. Discernment of God's call (CCC, no. 1303)			
			f. Stewardship (CCC, no. 1303)			
		<b>7</b>	Appropriating and living this sacrament: life in the Holy Spirit (CCC, no. 1694)	I	D	M
			a. How to know the Holy Spirit's promptings and actions in your life, with the help of the Holy Spirit (CCC, no 1694)			
			1. Learn Sacred Scripture (CCC, nos. 50-51, 94-95, 1066)			
			2. Live the sacraments (CCC, nos. 1071-1072, 1091-1092)			
			3. Love the Catholic Church – the Church that Christ began			
			b. Prayer is the foundation for knowing and following the will and actions of the Holy Spirit (CCC, nos. 1309, 1073, 2670-2672)			
<b>I.2, II.1, II.2</b>	<b>C</b>		<b>Holy Eucharist:</b> The sacrament which re-presents in the Mass the sacrificial Death of Christ and his Resurrection – making possible for us to eat his Body and drink his Blood (CCC, no. 1323)	I	D	M
		<b>1</b>	Understanding the sacrament	I	D	M
			a. Scriptural basis: Ex 12; Mt 14:13-21; Mt 26:26-29; Mk 6:30-33; Mk 14:22-25; Lk 9:1-17; Lk 22:14-20; Jn 2:1-12; Jn 6:22-59; Jn 13-17; 1 Cor 11:23ff (CCC, nos. 1337-1344):			
			1. The Eucharist is pre-figured in the Old Testament, beginning with the priest-king Melchizedek (Gn 14:18-20), Israel eating unleavened bread every year at Passover, and Yahweh providing manna from heaven (CCC, nos. 1333, 1544)			
			b. Historical development (CCC, nos. 1324-1332, 1345)			
			c. Theology			
			1. Signs (CCC, nos. 1333-1336)			
			2. Institution (CCC, nos. 1337-1340)			
			3. "In memory" (CCC, nos. 1341-1343)			
			4. Thanksgiving and praise (CCC, nos. 1359-1361)			
			5. Sacrificial memorial (CCC, nos. 1362-1372)			
			6. <i>Ecclesia de Eucharistia</i>			
		<b>2</b>	Celebration	I	D	M
			a. Parts of the Mass (CCC, nos 1348-1355)			
			b. Roles of priest and deacons (CCC, nos. 1566, 1570)			
			c. Roles of faith community (CCC, nos. 1140, 1348)			

Archdiocese of Omaha Religion Content Checklist  
Grade 11 First Semester

ES		Sacraments as Privileged Encounters with Jesus Christ		I	D	M
	3	Essential elements		I	D	M
		a. Bread (unleavened in Latin Church, leavened in Eastern Churches) and wine from grapes (CCC, nos. 1412; CIC, cc. 924 1-3, 926, 927)				
		b. Eucharistic Prayer (CCC, nos. 1352-1355)				
	4	Christ's Real Presence		I	D	M
		a. Transubstantiation (CCC, nos. 1373-1377)				
		b. Worship of the Eucharist				
		1. Adoration (CCC, no. 1378)				
		2. Tabernacle (CCC, no. 1379)				
		3. Reverence (CCC, nos. 1385-1386, 1418)				
	5	Effects of the sacrament		I	D	M
		a. Union with Jesus and Church (CCC, nos. 1391, 1396)				
		b. Forgiveness of venial sin (CCC, no. 1394)				
		c. Protection from grave sin (CCC, no. 1395)				
		d. Commits us to the poor (CCC, no. 1397)				
	6	Requirements for fruitful reception		I	D	M
		a. Baptized member of the Church who believes in the Real Presence and Transubstantiation (CCC, nos. 1376, 1385, 1387-1388)				
		b. Free from grave sin (CCC, no. 1385)				
		c. One hour fast from food and drink (CCC, no. 1387)				
	7	Other receptions				
		a. Frequent Communion (CCC, nos. 1388-1389)		I	D	M
		b. Viaticum (CCC, nos. 1524-1525)				
		c. Eucharist two times a day (CCC, c. 917)				
	8	Minister of the sacrament (CCC, nos. 1369, 1566)		I	D	M
	9	Role of extraordinary ministers of Holy Communion (CCC, no. 1411; CIC, c. 910 2, c. 230 3)		I	D	M
	10	Implications		I	D	M
		a. Ecumenical (CCC, no. 1398)				
		b. Love of God, neighbor, and poor (CCC, nos. 1396-1397)				
		c. Nourishing Christ's life in us (CCC, no. 1392)				
	11	Appropriating and living this sacrament		I	D	M
		a. Active participation in Mass where the Lord comes in both word and sacrament (CCC, nos. 2042, 2181-2182)				
		b. Prayer of thanksgiving on receiving Jesus Christ in the Eucharist (CCC, nos. 1358-1359)				
		c. Reflective prayer on the meaning of Christ's Death and Resurrection, and petition for the grace to give to others of ourselves as the Lord did (CCC, nos. 1359-1361)				



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ES	Sacraments as Privileged Encounters with Jesus Christ			I	D	M
	<b>III</b>		<b>Analyze and justify the Sacraments of Healing</b>			
<b>I.2, II.1, II.2</b>	<b>A</b>		<b>Penance and Reconciliation:</b> the sacrament through which sins committed after Baptism can be forgiven, and reconciliation with God and community can be effected (CCC, nos. 1422, 1425, 1428, 1446)	I	D	M
		<b>1</b>	Understanding the sacrament	I	D	M
			a. Scriptural basis: Jesus gives the Eleven the power to forgive sins (Jn 20:22-23) Examples of Forgiveness (Mk 2:1-12; Lk 15:11-32; Jn 8:1-11; CCC, no. 1444)			
			b. Historical development (CCC, nos. 1425-1429, 1447-1448)			
			c. Theology (CCC, nos. 1440-1449)			
		<b>2</b>	Celebration	I	D	M
			a. Individual confession (CCC, nos. 1456-1458, 1480, 1484)			
			b. Communal service (CCC, no. 1482)			
			c. General absolution (CCC, no. 1483)			
		<b>3</b>	Essential elements	I	D	M
			a. Acts of the penitent: contrition and firm purpose of amendment, confession of sins, penance or satisfaction (CCC, nos. 1450-1458)			
			b. Absolution (CCC, nos. 1480-1484)			
		<b>4</b>	Effects	I	D	M
			a. Forgiveness of all sin (CCC, no. 1442)			
			b. Reconciliation with God by which grace is received (CCC, nos. 1468-1469, 1496)			
			c. Reconciliation with the Church (CCC, nos. 1443-1445)			
			d. Remission of punishment for sin (CCC, nos. 1470, 1496)			
			e. Peace and serenity (CCC, no. 1496)			
			f. Spiritual strength to resist temptation (CCC, no. 1496)			
		<b>5</b>	Requirements for reception	I	D	M
			a. Contrition, both perfect and imperfect (CCC, nos. 1451-1454)			
			b. Confession of grave or mortal sins (CCC, nos. 1455-1457)			
			c. Confession of venial sins recommended (CCC, no. 1458)			
		<b>6</b>	Minister of the sacrament (CCC, nos. 1461-1466)	I	D	M
			a. The seal of confession (CCC, no. 1467)			
		<b>7</b>	Implications (CCC, nos. 1468-1470)	I	D	M
			a. Thanksgiving and amendment (CCC, nos. 1459, 1451)			
			b. Ongoing conversion (CCC, no. 1423)			
			c. Reconciliation with the Church community (CCC, nos. 1422, 1443-1445, 1469)			
		<b>8</b>	Appropriating and living this sacrament (CCC, nos. 1451, 1468-1469, 1470)	I	D	M
			a. Prayer of thanksgiving for the gift of God's forgiveness of sins			
			b. Reflective prayer on contrition in its fullest sense: sorrow for our sins with the resolution to avoid future sin (CCC, no. 1452)			

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ES		Sacraments as Privileged Encounters with Jesus Christ		I	D	M
	<b>B</b>	<b>Anointing of the Sick:</b> the sacrament which gives spiritual healing and strength to a person seriously ill and sometimes also physical recovery (CCC, nos. 1499-1513)		I	D	M
	<b>1</b>	Understanding the sacrament		I	D	M
		a. Scriptural basis: Jas 5:14-15 (CCC, no. 1510)				
		b. Historical development (CCC, no. 1512)				
		c. Theology				
		1. Illness (CCC, nos. 1500-1502)				
		2. Christ the Physician (CCC, no. 1503)				
		3. Faith and healing (CCC, no. 1504)				
		4. Christ's suffering (CCC, no. 1505)				
		5. Disciples carry cross (CCC, no. 1506)				
		6. Holy Spirit's gift of healing (CCC, no. 1509)				
		7. Christ institutes sacrament of the sick (CCC, nos. 1500-1513)				
	<b>2</b>	Celebration		I	D	M
		a. Individual celebration (CCC, nos. 1514-1516)				
		b. Communal celebration (CCC, nos. 1517-1518)				
		c. Viaticum (CCC, nos. 1524-1525)				
	<b>3</b>	Essential elements (CCC, nos. 1517-1519)		I	D	M
		a. Laying-on of hands; anointing forehead and hands with oil of the sick				
		b. Spoken words of the formula				
	<b>4</b>	Effects (CCC, nos. 1520-1523)		I	D	M
		a. Union of the sick person to Christ in his Passion				
		b. Strength, peace and courage to endure the sufferings of illness or old age				
		c. The forgiveness of sins				
		d. The restoration of health if God wills it				
		e. Preparation for passing over to eternal life				
	<b>5</b>	Requirements for reception (CCC, nos. 1514-1515)		I	D	M
	<b>6</b>	Minister: priest or bishop (CCC, no. 1516)		I	D	M
	<b>7</b>	Implications (CCC, no. 1532)		I	D	M
		a. The Lord Jesus does not abandon or forget us; he is with us in all things				
		b. The Lord Jesus' healing power is still at work in the world				
	<b>8</b>	Appropriating and living this sacrament (CCC, nos. 1522-1523)		I	D	M
		a. Prayerful reflection on the healing power of Jesus Christ				
		b. Prayer on accepting God's will				
		c. Prayer on offering up our sufferings to God				

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ES			Sacraments as Privileged Encounters with Jesus Christ	I	D	M
	IV		<b>Compare, Contrast, and Discern the Value of the Sacraments at the Service of Communion</b>			
II.1 II.2 III.1		A	<b>Holy Orders:</b> the sacrament through which a man is made a bishop, priest, or deacon and is given the grace and power to fulfill the responsibilities of the order to which he is ordained		D	M
		1	Understanding the sacrament		D	M
			a. Scriptural basis: Mt 16; 18ff; Mt 28: 19-20; Lk 6:12-16; Mk 3:14-19 (CCC, no. 1577)			
			1. Jesus consecrates his followers at the Last Supper (Jn 17)			
			2. To remember him, Jesus commanded his followers, "Do this in memory of me". His Apostles continued to celebrate the Eucharist as ordained ministers			
			b. Historical development – instituted by Christ (CCC, nos. 874ff)			
			c. Theology (CCC, nos. 1539-1553)			
		2	Celebration of Ordination	I	D	M
			a. Bishop (CCC, nos. 155-1561)			
			b. Priest (CCC, nos. 1562-1568)			
			c. Deacon (CCC, nos. 1569-1571)			
		3	Essential elements (CCC, nos. 1572-1574)	I	D	M
			a. Imposition of hands			
			b. Spoken prayer of consecration			
		4	Effects	I	D	M
			a. Indelible character; this sacrament cannot be repeated (CCC, nos. 1581-1584)			
			b. Grace of the Holy Spirit (CCC, nos. 1585-1589)			
		5	Requirements for reception	I	D	M
			a. Called to ministry (CC, no. 1578)			
			b. Baptized male (CCC, no. 1577)			
			c. Celibacy in the Latin Church (CCC, no. 1579)			
			d. Adequate education and formation (CCC, nos. 1578, 1598)			
			e. Mental health screening ( <i>Program of Priestly Formation</i> , nos. 5, 53)			
			f. Lifelong commitment to personal prayer and devotion (CCC, nos. 1567, 1579)			
			g. Servant leader in Person of Christ (CCC, nos. 1552-1553, 1548-1551)			
		6	Minister of the sacrament: bishop (CCC, nos. 1575-1576)	I	D	M
		7	Implications		D	M
			a. Servant leaders according to order (CC, nos. 1547ff)			
			b. Distinctive ministries of bishop, priest, and deacon (CCC, Nos. 1594-1596)			

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ES	Sacraments as Privileged Encounters with Jesus Christ			I	D	M
		<b>8</b>	Appropriating and living this sacrament	I	D	M
			a. Prayer for more vocations to the priesthood (CCC, no. 1548)			
			b. Praying for Bishops, priests, and deacons (CCC, no. 1547)			
			c. Offering help and support to bishops, priests, and deacons (CCC, no. 1547)			
	<b>B</b>		<b>Marriage:</b> The sacrament in which a baptized man and a baptized woman form with each other a lifelong covenantal communion of life and love that signifies the union of Christ and the Church and through which they are given the grace to live out this union (CCC, nos. 1601, 1603, 1613-1616, 1642)	I	D	M
		<b>1</b>	Understanding the sacrament: Jesus raises marriage to the dignity of a sacrament	I	D	M
			a. Scriptural basis: Jn 2:1-11; Mt 19:1-15; Mt 5: 31-32 (CCC, nos. 1614-1615)			
			b. Historical development (CCC, nos. 1602-1620)			
			c. Theology			
			1. Sacramental marriage (CCC, nos. 1621-1630)			
			2. Mixed marriages/disparity of cult (CCC, nos. 1633-1637) – Conditions for permission/dispensation			
		<b>2</b>	Celebration	I	D	M
			a. Within Mass (CCC, nos. 1621-1624)			
			b. Within Liturgy of the Word			
		<b>3</b>	Essential elements	I	D	M
			a. Free consent of the couple (CCC, nos. 1625-1629, 1632)			
			b. Consent given in the presence of the Church's minister and two witnesses (CCC, nos. 1630-1631)			
		<b>4</b>	Effects (CCC, nos. 1638-1642)	I	D	M
			a. Grace to perfect the couple's love for each other and strengthen their bond			
			b. Help to live the responsibilities of married life			
			c. Help on the journey to eternal life			
		<b>5</b>	Requirements for reception	I	D	M
			a. Baptism (CCC, nos. 1617, 1625, 1633)			
			b. No prior bond or other impediments (CCC, no. 1625)			
			c. Able to give free consent (CCC, nos. 1625, 1627)			
			d. Celebration of marriage according to Church law (CCC, nos. 1625-1637)			
		<b>6</b>	Ministers: the spouses before priest or deacon and two other witnesses (CCC, nos. 1623, 1630) (N.B. In Eastern Churches, the priest is the minister of the sacrament)	I	D	M
		<b>7</b>	The requirements of marriage	I	D	M
			a. Unity and indissolubility (CCC, nos. 1644-1645)			
			b. Fidelity (CCC, nos. 1646-1651)			
			c. Openness to children (CCC, nos. 1652-1654)			
		<b>8</b>	Divorce, declaration of nullity, remarriages (CCC, no. 1650)	I	D	M

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ES				Sacraments as Privileged Encounters with Jesus Christ			I	D	M
		<b>9</b>	Implications				I	D	M
			a. Lifelong, conjugal fidelity (CCC, nos. 1646ff)						
			b. Domestic Church (CCC, nos. 1655-1658)						
			c. Gift of children and nurturing them (CCC, nos. 1652-1653)						
			d. Qualities of successful marriages (CCC, nos. 1641-1658)						
		<b>10</b>	Appropriating and living this sacrament				I	D	M
			a. Prayer for parents, relatives, and all who are married (CCC, no. 1657)						
			b. Praying for our lives ahead, asking God to help us know his will and to follow it in faith (CCC, no. 1656)						
			c. Careful preparation for marriage, remote, proximate, and immediate (FC, no. 66; CCC, no. 1632)						
			d. Ongoing marriage enrichment (CCC, nos. 1632, 1648)						
			e. Reflective prayer on married life as witness to Christ's love (CCC, no. 1661)						

## 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 9<sup>th</sup>-11<sup>th</sup> 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-12<sup>th</sup> 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](http://lovemyschool.com).

### **11<sup>th</sup> GRADE, SEMESTER 1—**

#### **Sacraments as Privileged Encounters with Jesus Christ**

E. S.	II		Compare, contrast, and discuss the Sacraments of Initiation (CCC, no. 1212)			
I.2, II.1, II.2	A		Baptism: The sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, an temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (CCC, nos. 1279-1280)		D	M
		5	Effects of the sacrament (CCC, nos. 1262-1270)		D	
			c. Adopted children of God (CCC, nos. 12665-1266)			



I.2, II.1, II.2	B		<b>Confirmation: the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated</b>		D	M
		6	Effects and implications (CCC, no. 1303)		D	M
			b. Help of Holy Spirit's gifts and fruits (CCC, nos. 1830-1832)			
I.2, II.1, II.2	C		<b>Holy Eucharist: The sacrament which re-presents in the Mass the sacrificial Death of Christ and his Resurrection – making possible for us to eat his Body and drink his Blood (CCC, no. 1323)</b>	I	D	M
		1	Understanding the sacrament	I	D	M
			a. Scriptural basis: Ex 12; Mt 14:13-21; Mt 26:26-29; Mk 6:30-33; Mk 14:22-25; Lk 9:1-17; Lk 22:14-20; Jn 2:1-12; Jn 6:22-59; Jn 13-17; 1 Cor 11:23ff (CCC, nos. 1337-1344)			
			c. Theology			
			1. Signs (CCC, nos. 1333-1336)			
	III		<b>Analyze and justify the Sacraments of Healing</b>			
I.2, II.1 II.2	A		<b>Penance and Reconciliation: the sacrament through which sins committed after Baptism can be forgiven, and reconciliation with God and community can be effected (CCC, nos. 1422, 1425, 1428, 1446)</b>	I	D	M
		4	Effects	I	D	M
			a. Forgiveness of all sin (CCC, no. 1442)			
			f. Spiritual strength to resist temptation (CCC, no. 1496)			
		5	Requirements for reception	I	D	M
			b. Confession of grave or mortal sins (CCC, nos. 1455-1457)			
	IV		<b>Compare, Contrast, and Discern the Value of the Sacraments at the Service of Communion</b>			
II.1 II.2 III.1	A		<b>Holy Orders: the sacrament through which a man is made a bishop, priest, or deacon and is given the grace and power to fulfill the responsibilities of the order to which he is ordained</b>		D	M
		5	Requirements for reception	I	D	M
			b. Baptized male (CCC, no. 1577)			
	B		<b>Marriage: The sacrament in which a baptized man and a baptized woman form with each other a lifelong covenantal communion of life and love that signifies the union of Christ and the Church and through which they are given the grace to live out this union (CCC, nos. 1601, 1603, 1613-1616, 1642)</b>	I	D	M
		1	Understanding the sacrament: Jesus raises marriage to the dignity of a	I	D	M
			a. Scriptural basis: Jn 2:1-11; Mt 19:1-15; Mt 5: 31-32 (CCC, nos. 1614-1615)			
			b. Historical development (CCC, nos. 1602-1620)			
			c. Theology			
			1. Sacramental marriage (CCC, nos. 1621-1630)			
			2. Mixed marriages/disparity of cult (CCC, nos. 1633-1637) –			

		2	Celebration	I	D	M
			a. Within Mass (CCC, nos. 1621-1624)			
			b. Within Liturgy of the Word			
		3	Essential elements	I	D	M
			a. Free consent of the couple (CCC, nos. 1625-1629, 1632)			
			b. Consent given in the presence of the Church's minister and two witnesses			
		4	Effects (CCC, nos. 1638-1642)	I	D	M
			a. Grace to perfect the couple's love for each other and strengthen their bond			
			b. Help to live the responsibilities of married life			
			c. Help on the journey to eternal life			
		5	Requirements for reception	I	D	M
			a. Baptism (CCC, nos. 1617, 1625, 1633)			
			b. No prior bond or other impediments (CCC, no. 1625)			
			c. Able to give free consent (CCC, nos. 1625, 1627)			
			d. Celebration of marriage according to Church law (CCC, nos. 1625-1637)			
		6	Ministers: the spouses before priest or deacon and two other witnesses (CCC, nos. 1623, 1630) (N.B. In Eastern Churches, the priest is the minister of the sacrament)	I	D	M
		7	The requirements of marriage	I	D	M
			a. Unity and indissolubility (CCC, nos. 1644-1645)			
			b. Fidelity (CCC, nos. 1646-1651)			
			c. Openness to children (CCC, nos. 1652-1654)			
		8	Divorce, declaration of nullity, remarriages (CCC, no. 1650)	I	D	M
		9	Implications	I	D	M
			a. Lifelong, conjugal fidelity (CCC, nos. 1646ff)			
			b. Domestic Church (CCC, nos. 1655-1658)			
			c. Gift of children and nurturing them (CCC, nos. 1652-1653)			
			d. Qualities of successful marriages (CCC, nos. 1641-1658)			
		10	Appropriating and living this sacrament	I	D	M
			a. Prayer for parents, relatives, and all who are married (CCC, no. 1657)			
			b. Praying for our lives ahead, asking God to help us know his will and to follow it in faith (CCC, no. 1656)			
			c. Careful preparation for marriage, remote, proximate, and immediate (FC, no. 66; CCC, no. 1632)			
			d. Ongoing marriage enrichment (CCC, nos. 1632, 1648)			
			e. Reflective prayer on married life as witness to Christ's love (CCC, no. 1661)			



## 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.

### 11<sup>th</sup> GRADE, SEMESTER 1—Sacraments as Privileged Encounters with Jesus Christ

E. S.	I		The Sacramental Nature of the Church			
II.1, II.1, II.2	C		Defend that redemption is mediated through the seven sacraments		D	M
		2	The Church at prayer (CCC, no. 1073)		D	M
			a. Prayer defined; different forms (CCC, nos. 2559, 2565)			
			b. Essential for a believer (CCC, no. 2558)			
			c. Liturgical prayer and the sacraments (CCC, nos. 1137-1144)			
			d. Personal prayer; Christian meditation (CCC, nos. 2626-2643, 2705-2719)			
	II		Compare, contrast, and discuss the Sacraments of Initiation (CCC, no.			
I.2, II.1, II.2	A		Baptism: The sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, an temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (CCC, nos. 1279-1280)		D	M
		1	Understanding the Sacrament		D	M
			a. Scriptural basis			
			1. The Sacrament of Baptism is pre-figured in the Old Testament at creation when the Spirit of God hovered over the waters at Creation (Gn 1-2); in Noah's ark (Gn 7); in the crossing of the Red Sea (Ex 14) and the Jordan (CCC, nos. 1217-1222)			
			2. New Testament references: Mt 3-1-12; Mt 3: 13-17; Mt 29: 19; Mk 1: 9-11; Lk 3:21-22; Jn 1: 22-34; Jn 3: 1-15;			
			b. Historical development (CCC, nos. 1229-1233)			
			1. Baptism of blood (CCC, no. 1258)			

			2. Baptism of desire (CCC, nos. 1258-1261)			
		2	Celebration (CCC, nos. 1229-1245)	I	D	M
			a. Baptism of adults (CCC, nos. 1247-1249)			
			b. Baptism of infants (CCC, nos. 403, 1231, 1233, 1250-1252, 1282,			
			1. The question of infants who die before Baptism (CCC, no.			
			c. Role of godparents (CCC, no. 1255)			
		3	Essential elements (CCC, nos. 1239-1240)	I	D	M
			a. Immersion or the triple pouring of water on the head			
			(CCC, nos. 694, 1214, 1217, 1240)			
			b. Saying the words of the formula (CCC, no. 1240)			
		4	Other elements (CCC, nos. 1237-1245)	I	D	M
		5	Effects of the sacrament (CCC, nos. 1262-1270)		D	
			a. Die and rise with Christ (CCC, no. 1227)			
			b. Freed from Original Sin and all sins (CCC, no. 1263)			
			c. Adopted children of God (CCC, nos. 12665-1266)			
			d. Members of the Church (CCC, nos. 1267-1270)			
			e. Indelible character; this sacrament cannot			
			be repeated (CCC, nos. 1272-1274)			
			f. Holy Spirit and discipleship (CCC, no. 1241)			
		6	Requirements for reception	I	D	M
			a. For adults (CCC, nos. 1247-1249)			
			b. For infants (CCC, nos. 1250-1252)			
			c. Catechesis for baptized (CCC, nos. 1253-1255)			
		7	Minister of the sacrament (CCC, no. 1256)	I	D	M
			a. Ordinary circumstances			
			b. In danger of death			
		8	Necessity of Baptism (CCC, nos. 1257-1261)		D	M
		9	Implications		D	
			a. Members of Church (CCC, no. 1267)			
			b. Common priesthood (CCC, no 1268)			
			c. Rights and duties (CCC, no. 1269)			
			d. Call to mission (CCC, no. 1270)			
			e. Ecumenical aspect (CCC, no. 1271)			
		10	Appropriating and living this sacrament (CCC, no. 1694)	I	D	M
			a. Reminders of our Baptism			
			1. In the Church's liturgy: Easter vigil, renewal of baptismal promises,			
			2. In pious practices: blessing with holy water (Fonts in churches and			
			b. Prayer and reflection on the meaning of Baptism			
			1. Sharing in the Death and Resurrection of Christ			
I.2, II.1, II.2	B		<b>Confirmation: the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated</b>		D	M
		6	Effects and implications (CCC, no. 1303)		D	M
			d. Call to spread and defend faith (CCC, no. 1303)			



I.2, II.1, II.2	C		<b>Holy Eucharist: The sacrament which re-presents in the Mass the sacrificial Death of Christ and his Resurrection – making possible for us to eat his Body and drink his Blood (CCC, no. 1323)</b>	I	D	M
		10	Implications	I	D	M
			b. Love of God, neighbor, and poor (CCC, nos. 1396-1397)			
	IV		<b>Compare, Contrast, and Discern the Value of the Sacraments at the Service of Communion</b>			
	B		<b>Marriage: The sacrament in which a baptized man and a baptized woman form with each other a lifelong covenantal communion of life and love that signifies the union of Christ and the Church and through which they are given the grace to live out this union (CCC, nos. 1601, 1603, 1613-1616, 1642)</b>	I	D	M
		9	Implications	I	D	M
			a. Lifelong, conjugal fidelity (CCC, nos. 1646ff)			
			b. Domestic Church (CCC, nos. 1655-1658)			
			c. Gift of children and nurturing them (CCC, nos. 1652-1653)			
			d. Qualities of successful marriages (CCC, nos. 1641-1658)			

## **Grade Eleven First Semester Challenge Section**

### **Sacraments as Privileged Encounters with Jesus Christ.**

#### **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 Eleven First Semester Challenge Section**

### **Sacraments as Privileged Encounters with Jesus Christ.**

**(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. Can't a person go directly to God without the help of the Church or a priest?**

**(CCC, nos. 1538-1539)**

1. Any person can always pray directly to God. However, God established the Church as a way for him to teach us and to enrich us with his grace. Jesus Christ gave us the Church and the sacraments for our salvation (CCC, nos. 774-776).
2. Sacraments provide an encounter with Christ which is unique and graced (CCC, no. 1076).
3. Sacraments celebrate and strengthen our unity and identity (CCC, no. 774).

**B. Can't God forgive us directly when we are sorry for sin? (CCC, nos. 1434, 1440-1445)**

1. While God can forgive us however and whenever he wants, he knows what is best for us and has taught us through the Sacrament of Penance and Reconciliation (Jn 20:21-23; CCC, nos. 1421, 1442).
2. The Sacrament of Reconciliation is necessary to forgive grave or mortal sins (CCC, no. 1468), but it is not essential for the forgiveness of venial sins (CCC, no. 1493).
3. People need to confess sins to face the reality of the wrong they have done, and in and through this sacrament, they can be assured of forgiveness (CCC, nos. 1455-1457).
4. The sacrament also gives the assurance of forgiveness to a truly repentant person (CCC, nos. 1452-1453).

**C. Aren't the sacraments just celebrations to mark significant moments in our life?**

**(CCC, nos. 1066, 1070)**

1. While the sacraments are usually celebrated at appropriate or significant moments or events in our lives, they are much more than simply celebrations of those moments. They are personal encounter with Christ, who acts through sacraments to help us (CCC, nos. 1088-1090).
2. Each sacrament gives a special grace (CCC, no. 1129).

**D. Is there any difference between receiving Holy Communion in a Catholic Church and going to communion in a Protestant worship service? (CCC, no. 1411)**

1. Yes, there are differences.
  - a. Because of Apostolic Succession and the priesthood, Holy Eucharist in the Catholic Church is the Body and Blood of Jesus Christ. Churches without Apostolic Succession and the priesthood do not have that gift (CCC, nos. 817-822, 1411).
  - b. Reception of Holy Communion in the Catholic Church is a statement of belief in the Real Presence of Jesus in the Eucharist and of unity with all Catholics throughout the world (CCC, nos. 1376, 1391, 1398).

**Grade Eleven First Semester Challenge Section**  
**Sacraments as Privileged Encounters with Jesus Christ.**

2. Because of these differences, Catholics must not take communion in Protestant worship services, and non-Catholics must not receive Holy Communion in Catholic Churches (CCC, no. 1411).

**E. How do we know that any of the sacraments really work? For example, if a person dies after receiving the Sacrament of the Anointing of the Sick, does that mean it did not work? (CCC, nos. 1500-1501, 1503-1505, 1508-1509, 1520-1523)**

1. The effects of the grace we receive through the sacraments is not something that can be seen or measured.
2. Each of the sacraments is effective whether we feel it or not; it is sometimes only in looking back that we can recognize how Christ has touched us and helped us through the sacraments.
3. The Sacrament of the Anointing of the Sick can have different effects. Sometimes Christ does bring about physical healing through that sacrament. Other times, the healing is spiritual in that it helps the person to be better prepared for death, to be at peace, and to be eager to be with the Lord.

## Assessment Score Report

Directions for Administration and Reporting of the Assessment
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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 20<sup>th</sup> or May 20<sup>th</sup>.
6. The Administrator will keep a copy of the School Level Assessment Report.

<p align="center"><b>Grade Eleven First Semester Archdiocesan Assessment (Revised 2019)</b>  <b>Sacraments as Privileged Encounters with Jesus Christ</b></p>
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### Challenge Section Essay Question

Although a person can go directly to God, the Church offers the help of graces received through the sacraments and the Word as revealed by God through the Church. **Explain the teaching of the Church's particular mediation through the sacraments.**

Write a response based on the completion of the first semester of eleventh grade religion instruction.

Include in the essay:

1. A description of the saving work of Jesus Christ through the Sacraments he established.
2. An evaluation of one Sacrament (your choice or as assigned):
  - a. Through what unique graces does the recipient encounter Jesus in the selected sacrament?
  - b. Explain how the selected sacrament celebrates Catholic unity and identity.

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

### **Scoring Guide for First Semester Challenge Question**

	<b><u>Level 1</u></b>	<b><u>Level 2</u></b>	<b><u>Level 3</u></b>	<b><u>Level 4</u></b>
<b>Criteria</b>	<b>Does Not Meet Standard</b>	<b>Progressing Toward Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Profession of Faith	Essay includes one of the items requested.	Essay includes two 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 essay includes personal examples.
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.



<b>Archdiocese of Omaha High School Religion</b> <b>Grade Eleven Assessment Score Report</b>
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**School Name** \_\_\_\_\_

**Teacher Name** \_\_\_\_\_

**Grade/Course** \_\_\_\_\_

**Challenge Essay Question**

<b>Grade 11 1<sup>st</sup> Semester</b>	<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
<b>Sacraments as Privileged Encounters with Jesus Christ</b>				
<b>Six Traits of Writing</b>				

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 eleven students onto the School Level Assessment Report and submit it to the Catholic Schools Office by May 15<sup>th</sup>.

# Six Traits of Writing Guidance for High School

<b>Ideas</b>	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.
<b>Organization</b>	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.
<b>Voice</b>	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.
<b>Word Choice</b>	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.
<b>Sentence Fluency</b>	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.
<b>Conventions/ Mechanics</b>	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 ELEVEN  
SECOND SEMESTER**

**LIFE IN JESUS CHRIST**

## 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 11 Second Semester

ES		Life in Jesus Christ		I	D	M
	<b>I</b>		<b>What is Life in Christ?</b>			
<b>III.1</b>	<b>A</b>		<b>Examine God's plan for us</b> (CCC, nos. 302-314, 1692)		D	M
		<b>1</b>	God creates us to share eternal love and happiness with him in Heaven		D	M
<b>I.1</b>			a. Desire and longing for God (CCC, no. 27)			
<b>II.1</b>			b. Fall and promise of redemption (CCC, no. 410)			
<b>II.2</b>			c. Jesus Christ fulfills this promise (CCC, nos. 456-460)			
<b>I.2</b>		<b>2</b>	God created us in his image and likeness (CCC, nos. 1700-1706)		D	M
			a. The dignity of the human person (CCC, no. 1700)			
			b. Endowed with reason, intellect, and free will (CCC, nos. 1703-1706)			
<b>III.1</b>	<b>B</b>		<b>Illustrate Our response to God's plan</b>		D	M
		<b>1</b>	Response of love (CCC, no. 1828)		D	M
		<b>2</b>	He calls us to beatitude or joy		D	M
<b>III.2</b>			a. The Beatitudes (CCC, no. 1716)			
<b>III.2</b>			b. Effects of the Beatitudes (CCC, nos. 1718-1724)			
			c. God's gift of joy (CCC, no. 1720)			
		<b>3</b>	What it means to be a follower of Christ		D	M
<b>II.2</b>			a. Baptism and divine filiation (CCC, no. 1279)			
			b. Focused on Christ (CCC, no. 1698)			
			c. Moral life and happiness (CCC, nos. 1988ff)			
	<b>II</b>		<b>God Has Taught Us How to Live a New Life in Christ</b>			
<b>I.2, III.2</b>	<b>A</b>		<b>Describe how God rules the universe with wisdom and directs its divine fulfillment</b> (CCC, no. 1719)		D	M
		<b>1</b>	Eternal law (CCC, nos. 1950-1951)	I	D	M
<b>I.1</b>		<b>2</b>	Divine Providence (CCC, no. 1975)	I	D	M
		<b>3</b>	Natural moral law		D	M
			a. Reason participating in eternal law (CCC, nos. 1954-1955)			
<b>III.1</b>			b. Basis for human rights and duties (CCC, no. 1956)			
			c. Found in all cultures, basis for moral rules and civil law (CCC, nos. 1958-1960)			
<b>III.2</b>	<b>B</b>		<b>Examine and apply Revelation to the moral life.</b>		D	M
<b>I.1</b>		<b>1</b>	Teachings revealed by God under the Old Covenant		D	M
			- Context of the Ten Commandments (CCC, nos. 2052-2074)			
<b>I.1</b>			- Principle of interpretation (CCC, no. 2083)			
			a. Ten Commandments			
<b>I.2</b>			1. First Commandment: I am the Lord, your God; you shall not have strange gods before me			
			a) Theological virtues: faith, hope and charity (CCC, nos. 2087-2094)			
<b>II.2</b>			b) Sins to avoid: superstition, idolatry, divination and magic, irreligion, atheism, agnosticism (CCC, nos. 2110-2132)			

# Archdiocese of Omaha Religion Content Checklist

## Grade 11 Second Semester

ES			Life in Jesus Christ	I	D	M
			2. Second Commandment: You shall not take the name of the Lord, your God, in vain			
			a) Reverent speech about God (CCC, nos. 2142-2145)			
			b) Sins to avoid: blasphemy or other abuse of God's name, perjury, misusing God's name in oaths or false oaths (CCC, nos. 2146-2155)			
II.2			3. Third Commandment: Remember to keep holy the Lord's Day			
V.1			a) Meaning of Lord's Day (CCC, nos. 2168-2176)			
			b) Serious obligation to attend Mass (CCC, nos. 2180-2185)			
			c) Day of grace – rest from work (CCC, nos. 2184-2188)			
			d) Sins against Third Commandment: missing Mass on Sundays holy days (CCC, nos. 2180's -2182), failing to pray (CCC, nos. 2744-2745), failing to keep holy the Lord Day (CCC, nos. 2184-2188)			
			4. Fourth commandment: Honor your father and your mother			
			a) Obedience in the family			
			(1) Context of Christian family (CCC, nos. 2201-2206)			
			(2) Duties of family members (CCC, nos. 2214-2231)			
			b) Duties of civil authority and duties of citizens (CCC, nos. 2234-2243)			
			5. Fifth Commandment: You shall not kill			
III.1			a) Respect human life in all its stages and situations (CCC, nos. 2258-2262)			
			b) Legitimate self-defense and the death penalty (CCC, Nos. 2263-2267)			
			c) Principles regarding health, science, bodily integrity (CCC, nos. 2292-2301)			
			d) Sins against the Fifth Commandment: murder; suicide; abortion; euthanasia; embryonic stem cell research; abuse of alcohol, drugs, food, or tobacco; abuse of the body (CCC, nos. 364, 2268-2283, 2290-2291)			
			6. Sixth Commandment: You shall not commit adultery			
			a) Vocation to chastity (CCC, nos. 2337-2350)			
			b) Offenses against chastity (CCC, nos. 2351-2359)			
III.1			c) Christian vision of marriage – theology of the body (CCC, nos. 2360-2379)			
			d) Offenses against the dignity of marriage (CCC, nos. 2380-2391)			
			e) Natural family planning			
			7. Seventh Commandment: You shall not steal			
			a) Right to private property and just treatment (CCC, nos. 2401-2407)			
			b) Sins to avoid: theft, keeping something loaned or lost, the destruction of the property of others, business fraud, paying unjust wages, breaking contracts (CCC, nos. 2408-2418)			
III.1			c) Overview of the social doctrine of the Church (CCC, nos. 2419-2449)			
			d) Economic activity and social justice (CCC, nos. 2426-2436)			
			e) Justice and solidarity among nations (CCC, nos. 2437-2442)			

# Archdiocese of Omaha Religion Content Checklist

## Grade 11 Second Semester

ES			Life in Jesus Christ	I	D	M
			8. Eighth Commandment: You shall not bear false witness against another			
			a) Living and witnessing truth (CCC, nos. 2468-2474)			
			b) Sins to avoid: lying, perjury, rash judgment, detraction, calumny, boasting, making fun of others (CCC, nos. 2475-2487)			
			c) Keeping secrets and confidences (CCC, no. 2489)			
			d) The responsibilities of the media and art (CCC, nos. 2493-2503)			
			9. Ninth Commandment: You shall not covet your neighbor's wife			
			a) Respect the sanctity of marriage vows (CCC, nos. 2364-2365)			
III.1			b) Practice modesty and purity of heart in thought, words, actions and appearance (CCC, nos. 2517-2527)			
			c) Sins to avoid: lust and pornography (CCC, nos. 2351, 2354)			
			10. Tenth commandment: You shall not covet your neighbor's goods			
			a) Practice simplicity of life and trust in God (CCC, nos. 2541-2548)			
			b) Sins to avoid: envy and greed (CCC, nos. 2535-2540)			
	2		Teaching revealed by God in the New Covenant		D	M
			a. Two Great Commandments of Jesus (CCC, no 2083)			
			1) First Great Commandment relates to the first three Commandments of The Decalogue			
			2) Second Great Commandment relates to the rest of the Decalogue			
I.2, IV.1			b. The grace of the Holy Spirit (CCC, nos. 1966, 2003)			
			c. The Sermon on the Mount (CCC, nos. 1966-1970)			
			1) Beatitudes: Christ's answer to the question about happiness (CCC, nos. 1716-1723)			
			a) Blessed are the poor in spirit			
			b) Blessed are they who mourn			
			c) Blessed are the meek			
			d) Blessed are the merciful			
			e) Blessed are those who hunger and thirst for righteousness			
			f) Blessed are the pure in heart			
			g) Blessed are the peacemakers (CCC, nos. 2302-2317)			
			h) Blessed are those who are persecuted for righteousness' sake			
			2) Other teaching			
			a) Love your enemies (CCC, no. 2844)			
			b) Absolute trust in God (CCC, nos. 2828, 2861)			
			c) Non-violence (defense of innocent) (CCC, nos. 2306, 2263-2265)			
			d) Charity to others in judgment and action (CCC, nos. 1823-1827, 2478)			
			e) Avoidance of hypocrisy (CCC, no. 579)			

# Archdiocese of Omaha Religion Content Checklist

## Grade 11 Second Semester

ES		Life in Jesus Christ		I	D	M
I.1, I.2	C		<b>Defend The Church: her teaching authority and responsibility</b>		D	M
		1	The Magisterium (CCC, nos. 2030-2040, 888-892)		D	M
		2	Role of the law in Christian tradition (CCC, nos. 1950-1974)		D	M
		3	The Church as teacher of moral principles (CCC, nos. 2032-2035)		D	M
III.2		4	Church law		D	M
			a. Canon law (CCC, nos. 736-738; See CCC, Glossary)			
			b. The precepts of the Church (CCC, nos. 2042-2043)			
			c. Magisterium and natural law (CCC, no. 2036)			
		5	Church teaching forms one's conscience for moral decision making (CCC, nos. 1776-1782, 1795-1797)		D	M
	III		<b>Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching</b>			
	A		<b>Examine God's love and mercy through Jesus Christ (CCC, nos. 2011, 2196, 2448)</b>		D	M
III.1 III.2	B		<b>Identify our vocation – a universal call to holiness as disciples of Jesus Christ</b>		D	M
		1	Discipleship (CCC, nos. 520-521, 901-913)			
			a. "Love one another as I have loved you"			
			b. Discipleship – lived witness			
			1) Daily life and work			
II.2			2) Married and unmarried			
			3) Service to the Church (CCC, no. 898)			
			4) Missionary activity (CCC, nos. 904-907, 931)			
			5) Religious movements (E.g., charismatic renewal)			
			c. The radical demands of the Gospel for all believers			
		2	New movements which involve the laity (E.g., Focolare; Communion and Liberation)	I	D	M
		3	Consecrated life and societies of apostolic life (CCC, nos. 914-933)	I	D	M
		4	Third orders and associates; life in the Spirit (CCC, nos. 825, 1694)	I	D	M
I.2, III.2	C		<b>Analyze Grace (CCC, nos. 1996-2005)</b>		D	M
		1	Definition		D	M
		2	Types of grace	I	D	M
III.2	D		<b>Analyze Virtue (CCC, no. 1803)</b>		D	M
		1	Definition of virtue (CCC, no. 1803)		D	M
		2	Types of virtue (CCC, nos. 1804-1832)	I	D	M
			a. Theological virtues (CCC, nos. 1812-1829)			
			b. Cardinal virtues (CCC, nos. 1804, 1810-1811)			
III.2 I.2	E		<b>Examine how God sustains the moral life of the Christian</b>		D	M
		1	Seven gifts of the Holy Spirit (CCC, nos. 1830-1831)		D	M
		2	The twelve fruits of the Holy spirit (CCC, no. 1832)		D	M



# Archdiocese of Omaha Religion Content Checklist

## Grade 11 Second Semester

ES		Life in Jesus Christ		I	D	M
III.1 III.2	F		Analyze Conscience		D	M
		1	Definition of conscience (CCC, nos. 1777-1782)		D	M
		2	Types of conscience (CCC, nos. 1785, 1790-1794)	I	D	M
		3	Proper formation of conscience (CCC, nos. 1783-1785)		D	M
		4	Moral responsibility of following an informed conscience (CCC, nos. 1783-1785)	I	D	M
		5	Freedom of conscience (CCC, no. 1782)	I	D	M
II.2, III.2	G		Relate that Sacraments and prayer offer us the grace and strength to live a moral life		D	M
		1	Baptism and Confirmation (CCC, nos. 1262-1274)		D	M
		2	Eucharist (CCC, nos. 1391-1405)		D	M
		3	Penance (CCC, nos. 1468-1484)		D	M
		4	Sacraments of Holy Orders and Matrimony (CCC, nos. 1533-1535)		D	M
IV.1		5	Prayer (CCC, nos. 2623, 2673-2677, 2700-2719)		D	M
III.2	H		Live the moral teaching of Jesus Christ and his Church (CCC, no. 1694)		D	M
IV.1 II.2		1	The importance of regular participation in Mass (CCC, nos. 1742, 2011, 2014, 2016)		D	M
IV.1		2	The importance of personal prayer on Jesus Christ's teachings (CCC, nos. 2014-2016)		D	M
	IV		The Reality of Sin			
I.2	A		Explain Original innocence (CCC, nos. 369-379)		D	M
I.2	B		Analyze Effects of Original Sin (CCC, nos. 396-406)		D	M
III.2	C		Describe The reality of sin (CCC, nos. 1849-1869)		D	M
		1	Definition of sins of omission and commission (CCC, no. 1853)	I	D	M
		2	Types of sin: mortal and venial – conditions for mortal sin (CCC, nos. 1855-1860)	I	D	M
		3	Sins of omission (CCC, no. 1853)	I	D	M
		4	Sins of Commission (CCC, no. 1853)	I	D	M
		5	Effects of sin (CCC, nos. 1861-1864)		D	M
		6	Capital sins (CCC, no. 1866)	I	D	M
	D		List the Scriptural images of sin (CCC, nos. 1852-1853, 1867)	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 9<sup>th</sup>-11<sup>th</sup> 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-12<sup>th</sup> 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](http://lovemyschool.com).

### **11<sup>th</sup> GRADE, SEMESTER 2—Life in Jesus Christ**

E. S.	I	What is Life in Christ?			
III.1	A	Examine God's plan for us (CCC, nos. 302-314, 1692)		D	M
	1	God creates us to share eternal love and happiness with him in Heaven		D	M
I.1		a. Desire and longing for God (CCC, no. 27)			
II.1		b. Fall and promise of redemption (CCC, no. 410)			
II.2		c. Jesus Christ fulfills this promise (CCC, nos. 456-460)			
I.2	2	God created us in his image and likeness (CCC, nos. 1700-1706)		D	M
		a. The dignity of the human person (CCC, no. 1700)			
		b. Endowed with reason, intellect, and free will (CCC, nos. 1703-1706)			
	II	God Has Taught Us How to Live a New Life in Christ			



I.2, III.2	A		Describe how God rules the universe with wisdom and directs its divine fulfillment (CCC, no. 1719)		D	M
		3	Natural moral law		D	M
			a. Reason participating in eternal law (CCC, nos. 1954-1955)			
III.1			b. Basis for human rights and duties (CCC, no. 1956)			
			c. Found in all cultures, basis for moral rules and civil law			
III.2	B		Examine and apply Revelation to the moral life.		D	M
I.1		1	Teachings revealed by God under the Old Covenant		D	M
			a. Ten Commandments			
			5. Fifth Commandment: You shall not kill			
III.1			a) Respect human life in all its stages and situations (CCC, nos. 2258-			
			b) Legitimate self-defense and the death penalty (CCC, Nos. 2263-			
			c) Principles regarding health, science, bodily integrity			
			d) Sins against the Fifth Commandment: murder; suicide; abortion;			
			6. Sixth Commandment: You shall not commit adultery			
			a) Vocation to chastity (CCC, nos. 2337-2350)			
			b) Offenses against chastity (CCC, nos. 2351-2359)			
III.1			c) Christian vision of marriage – theology of the body (CCC, nos. 2360-2379)			
			d) Offenses against the dignity of marriage (CCC, nos. 2380-2391)			
			e) Natural family planning			
			9. Ninth Commandment: You shall not covet your neighbor's wife			
			a) Respect the sanctity of marriage vows (CCC, nos. 2364-2365)			
III.1			b) Practice modesty and purity of heart in thought, words, actions and appearance (CCC, nos. 2517-2527)			
			c) Sins to avoid: lust and pornography (CCC, nos. 2351, 2354)			
		2	Teaching revealed by God in the New Covenant		D	M
			c. The Sermon on the Mount (CCC, nos. 1966-1970)			
			1. Beatitudes: Christ's answer to the question about happiness			
			f) Blessed are the pure in heart			
I.1 I.2	C		Defend The Church: her teaching authority and responsibility		D	M
		5	Church teaching forms one's conscience for moral decision making (CCC, nos. 1776-1782, 1795-1797)		D	M
	III		Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching			
III.1 III.2	B		Identify our vocation – a universal call to holiness as disciples of Jesus Christ		D	M
		1	Discipleship 9CCC, nos. 520-521, 901-913)			
			a. "Love one another as I have loved you"			
			b. Discipleship – lived witness			
II.2			2. Married and unmarried			
III.2	D		Analyze Virtue (CCC, no. 1803)		D	M
		2	Types of virtue (CCC, nos. 1804-1832)	I	D	M
			a. Theological virtues (CCC, nos. 1812-1829)			
			b. Cardinal virtues (CCC, nos. 1804, 1810-1811)			

III.2 I.2	E		Examine how God sustains the moral life of the Christian		D	M
		1	Seven gifts of the Holy Spirit (CCC, nos. 1830-1831)		D	M
		2	The twelve fruits of the Holy spirit (CCC, no. 1832)		D	M
III.1 III.2	F		Analyze Conscience		D	M
		3	Proper formation of conscience (CCC, nos. 1783-1785)		D	M
		4	Moral responsibility of following an informed conscience (CCC, nos. 1783-1785)	I	D	M
	IV		The Reality of Sin			
III.2	C		Describe the reality of sin (CCC, nos. 1849-1869)		D	M
		1	Definition of sins of omission and commission (CCC, no. 1853)	I	D	M
		2	Types of sin: mortal and venial – conditions for mortal sin (CCC, nos. 1855-1860)	I	D	M
		3	Sins of omission (CCC, no. 1853)	I	D	M
		4	Sins of Commission (CCC, no. 1853)	I	D	M
		5	Effects of sin (CCC, nos. 1861-1864)		D	M
		6	Capital sins (CCC, no. 1866)	I	D	M



## 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.

### 11<sup>th</sup> GRADE, SEMESTER 2—Life in Jesus Christ

E. S.	II		<b>God Has Taught Us How to Live a New Life in Christ</b>			
III.2	B		<b>Examine and apply Revelation to the moral life.</b>		D	M
I.1		1	Teachings revealed by God under the Old Covenant		D	M
			- Context of the Ten Commandments (CCC, nos. 2052-2074)			
I.1, I.2	C		<b>Defend The Church: her teaching authority and responsibility</b>		D	M
		1	The Magisterium (CCC, nos. 2030-2040, 888-892)		D	M
		2	Role of the law in Christian tradition (CCC, nos. 1950-1974)		D	M
		3	The Church as teacher of moral principles (CCC, nos. 2032-2035)		D	M
III.2		4	Church law		D	M
			a. Canon law (CCC, nos. 736-738; See CCC, Glossary)			
			b. The precepts of the Church (CCC, nos. 2042-2043)			
			c. Magisterium and natural law (CCC, no. 2036)			
		5	Church teaching forms one's conscience for moral decision making (CCC,		D	M
	III		<b>Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching</b>			
III.1 III.2	B		<b>Identify our vocation – a universal call to holiness as disciples of Jesus Christ</b>		D	M
		1	Discipleship (CCC, nos. 520-521, 901-913)			
			b. Discipleship – lived witness			
III.1 III.2	F		<b>Analyze Conscience</b>		D	M
		4	Moral responsibility of following an informed conscience (CCC, nos. 1783-1785)	I	D	M

## Grade Eleven Second Semester Challenge Section Life in Jesus Christ

### **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 Eleven Second Semester Challenge Section**

### **Life in Jesus Christ**

(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. If God created me free, doesn't that mean that I alone can decide what is right and wrong? (CCC, nos. 1776-1794, 1954-1960)**

1. No. The freedom God gave us is the capacity to choose what is right, true and good and to resist temptation to sin (CCC, nos. 1730-1742); education for freedom (CCC, nos. 2207, 2223, 2228, 2526). The use of freedom to do whatever we want is a misuse of that freedom and actually lessens our freedom (CCC, no. 1742).
2. Freedom is following the natural law God planted in our hearts (CCC, nos. 1954-1960).
3. In reality, sinful acts diminish freedom; moral acts increase it (CCC, no. 1733).

**B. Isn't it wrong to judge other people by telling them something they are doing is wrong?**

1. No. We have a responsibility to each other to encourage one another to live a life free of sin. To do that, we must remember that sin is real (CCC, nos. 1849-1869) and be willing to call "sin".
2. You would warn friends against doing something that could harm them; sin harms them more than physical evil (CCC, no. 1787).
3. The Church reminds us that we are to love the sinner, hate the sin (Jn 8:1-11; CCC, nos. 1465, 1846).
4. The pressure in society to practice tolerance toward all, no matter what they do, is a distorted understanding of what tolerance means; moral actions must always be measured by truth (CCC, nos. 2477-2478).
5. Fraternal correction is an act of charity (CCC, nos. 1793-1794).
6. Objective moral judgment prevents chaos; moral relativism is a common problem today (CCC, nos. 2488-2492).

**C. Isn't it wrong for the Church to impose her views of morality on others? (CCC, nos. 1949-1960)**

1. The Church has the responsibility to teach everyone as persuasively as possible about what God has revealed about how people should live, act, and treat each other; fulfilling this responsibility is not the same as the Church's imposing her own views on others. In the development of public policy, the Church promotes the universal moral law and the common good, not her own ecclesiastical disciplines (CCC, nos. 1716-1724).
2. Human dignity and the moral code revealed by God are universal, that is, meant for every person (CCC, nos. 1700).
3. All people have the ability to understand the Church's basic moral teaching because God has written the natural law on the heart of every person (CCC, nos. 1954-1960).
4. If every person were to live by a relative moral code dependent on choice, this would lead to chaos and a loss of happiness.

## **Grade Eleven Second Semester Challenge Section**

### **Life in Jesus Christ**

**D. Why can't we make up our own minds and be in control over everything?**

1. The Church does teach that everyone can and should make up their own minds about their actions. The key is that the decision is made on the basis of an informed or educated conscience. The Church teaches us what is right and wrong to help us form our consciences correctly.
2. It is always important to remember that we are finite human beings. This means we cannot know everything and we cannot be in control of everything.
3. We have to remember that God knows, sees, and understand more than any of us can.
4. The tragic conflicts that still exist in the world point to the imperfection of human beings (CCC, no. 2317).
5. Our sinfulness can only be overcome by Christ's salvation (CCC, nos. 619-623).

**E. There's an old saying about charity beginning at home. Doesn't this mean that I don't have to worry about helping anyone else until I have enough to take care of me and my family?**

1. No; concern for others is always a responsibility and characteristic of a disciple of Jesus Christ.
2. In the Parable of the Widow's Mite (Mk 12:38-44; Lk 20:45-21:4), Jesus teaches us that real charity is measured not by how much one gives but by the degree of generosity with which something is given or done for another.



## **Assessment Score Report**

<b>Directions for Administration and Reporting of the Assessment</b>
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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 20<sup>th</sup> or May 20<sup>th</sup>.
6. The Administrator will keep a copy of the School Level Assessment Report.

**Grade Eleven Second Semester Archdiocesan Assessment (Revised 2019)**  
**Life in Jesus Christ**

**Challenge Section Essay Question**

There are many issues and laws in society today that disregard the teachings and morality of the Catholic Church. As young adults, you may be asked, “Isn’t it wrong for the Church to impose her views of morality on others?” The question you need to answer in this essay is: **How should you respond to a person who says the Church’s teachings have no validity in society?**

Write a response based on the completion of the second semester of eleventh grade religion instruction.

Include in your essay:

1. An explanation of how the Church has a responsibility to promote natural law and the common good within society.
2. A description of how the teachings on human dignity and the moral code as revealed by God are universal.
3. An analysis of how the use of a relative moral code dependent on choice leads to chaos and loss of happiness.

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

**Scoring Guide for Second Semester Challenge Question**

<b>Criteria</b>	<b><u>Level 1</u></b> <b>Does Not Meet Standard</b>	<b><u>Level 2</u></b> <b>Progressing Toward Standard</b>	<b><u>Level 3</u></b> <b>Meets Standard</b>	<b><u>Level 4</u></b> <b>Exceeds Standard</b>
Celebration of the Christian Mystery	Essay includes one of the items requested.	Essay includes two 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 essay includes personal examples.
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.

<b>Archdiocese of Omaha High School Religion</b> <b>Grade Eleven Assessment Score Report</b>
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**School Name** \_\_\_\_\_

**Teacher Name** \_\_\_\_\_

**Grade/Course** \_\_\_\_\_

**Challenge Essay Question**

<b>Grade 11 2<sup>nd</sup> Semester</b>	<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
<b>Life in Jesus Christ</b>				
<b>Six Traits of Writing</b>				

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 eleven students to the Catholic Schools Office on the School Level Assessment Report by May 15<sup>th</sup>.

# Six Traits of Writing Guidance for High School

<b>Ideas</b>	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.
<b>Organization</b>	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.
<b>Voice</b>	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.
<b>Word Choice</b>	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.
<b>Sentence Fluency</b>	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.
<b>Conventions/ Mechanics</b>	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 ELEVEN**

**OPTIONAL  
PERFORMANCE ASSESSMENT TASKS**

## **Directions for Administration of the Optional Performance Assessment Tasks**

(May be used in addition to the Multiple Choice Assessment but are not submitted to the CSO)

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 Assessments and Scoring Guides are included to provide the teacher with additional information about individual student learning. They 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

## **OPTIONAL Religion Assessment for Grade 11: Sacramental Encounters**

(May be used in addition to the Multiple Choice Assessment but is not submitted to the CSO)

**Program and Essential Standard:** 2 Sacrament-Gift

**Administration:** Upon completion of course study of Sacrament.

**Suggested Time Frame:** Up to one day to explain project. Up to 2-3 weeks for preparation outside of class. Up to 1+ week for presentations..

**Lifelong Learning Skills:**

- Content/Comprehension
- Presentation

**Essential Question:** How do the sacraments touch the lives of God's people?

**Task:** God's presence is evident throughout our Catholic history. Saints and many people in the Bible are remembered for their life-changing sacramental experiences. Research either a Saint or a biblical figure and examine his or her sacramental experience of God's presence. How does this sacramental experience parallel your understanding of one of the Seven Sacraments of the Church?

**Guidelines:**

1. Choose a Saint or biblical figure to examine his or her sacramental experience of God's presence.
2. Write an essay which includes the following content:
  - a. Include a narration of the sacramental experience from scripture or from the Saint's life.
  - b. Explain why you chose this person to research.
  - c. Include any background information (cultural, historical, literary etc.) that would assist in understanding the significance of the event.
  - d. Describe the sacramental experience and how it changed the life of the person you researched.
  - e. Describe how the sacramental experience of the person you researched parallels your understanding of one of the Seven Sacraments of the Church.
  - f. Explain how God's presence in the sacraments today can also have life-changing effects similar to those experienced by the Saint or biblical figure.
  - g. Explain what you learned from the Saint or biblical figure you researched.
3. Assemble your research in a written form including the following:
  - a. Paper is typed.
  - b. Paper follows 6 Trait Rubric.
  - c. Paper meets required length.
  - d. Paper includes a bibliography.
  - e. Paper includes a cover page that is creative and visually engaging.



## **Directions for Use of the Scoring Guide**

### **OPTIONAL Grade 11 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**

Name: \_\_\_\_\_ Assessment Completion Date: \_\_\_\_\_

## Scoring Guide for Grade 11: Sacramental Encounters

God's presence is evident throughout our Catholic history. Saints and many people in the Bible are remembered for their live-changing sacramental experiences. Research a Saint or a biblical figure and examine his/her sacramental experience of God's presence. How does this sacramental experience parallel your understanding of one of the Seven Sacraments of the Church?

Criteria	<b>Level 1</b> Does not meet Standard	<b>Level 2</b> Progressing toward Standard	<b>Level 3</b> Meets Standard	<b>Level 4</b> Exceeds Standard	Results
<b>Content and Comprehension</b>	<ul style="list-style-type: none"> <li>Demonstrates less than six of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates at least six of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the sacramental experience of the Saint or biblical figure.</li> <li>Provides necessary background information.</li> <li>Shows how God's presence in the sacramental experience changed the life of the person researched.</li> <li>Explains what you've learned from the person researched.</li> <li>Provides reasons for choosing the person researched.</li> <li>Describes how the sacramental experience of the person researched parallels your understanding of one of the Seven Sacraments of the Church.</li> <li>Explains how God's presence in the Sacraments today can also have life-changing effects similar to those experienced by the person researched.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting all criteria in Level 3, the student draws meaningful connections between the sacramental experience researched and personal sacramental experiences.</li> </ul>	
<b>Presentation/ Written Work</b>	<ul style="list-style-type: none"> <li>Demonstrates less than four of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates at least four of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>Paper is typed.</li> <li>Follows 6 Trait Rubric.</li> <li>Meets required length.</li> <li>Provides bibliography.</li> <li>Cover page is creative and visually engaging.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting all criteria in Level 3, the essay is well-polished, and shows much attention to detail.</li> </ul>	

**OPTIONAL**

## **Religion Assessment for Grade 11: Passing the Torch**

(May be used in addition to the Multiple Choice Assessment but is not submitted to the CSO)

**Program and Essential Standard:** 3 Christian Living-Life

**Administration:** Upon completion of course study of Christian Living.

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

**Lifelong Learning Skills:**

- Content/Comprehension
- Presentation \*See note to teacher
- Synthesis/Making Connections

**Essential Question:** How can I be a “light” to help others live a faith-filled Catholic life?

**Task:** Positive role models are those who carry a “fire” within them that inspires them to live out their Christian call to holiness. Choose a positive role model to interview. Gather information about this person’s faith experiences. Determine how you can use what you’ve learned and “pass on the torch” to others.

**Guidelines:**

1. Choose a positive role model to interview. Give a brief explanation of your choice describing specific Christ-like traits of the person that you’ve observed.
2. Provide scriptural references that support the character traits you’ve identified as important.
3. Prepare interview questions. Examples of some questions that could be asked include but are not limited to the following: How does this person maintain a Catholic Christian life amidst the many challenges presented in our world and society? How is this person a positive leader in their work place, their home, and their parish? What faith experiences strengthen him or her spiritually? How does this person represent a disciple of Christ?
4. Visit with the role model you’ve chosen. Include your interview questions and their responses in your presentation.
5. Explore your role model’s vocation. Provide documentation from the Catechism of the Catholic Church to define vocation.
6. Explain how your role model lives responsibly as a fully initiated member of the Church putting into practice the truths of faith.
7. Describe the challenges of faith that your role model has experienced and how he/she has responded to those challenges.
8. Describe how you can take what you have learned from the Christ-like characteristics of this positive role in order to “pass on the torch” to others.
9. Submit your research in an oral or written presentation.

## **Teacher Notes for Life in Jesus Christ Assessment (Passing the Torch)**

1. Suggested length for paper – 3-6 pages. Teacher should identify minimum length according to grade level and personal preferences.
2. Teachers may have students orally present their ideas in a creative format that demonstrates and reflects how their chosen person lives out the call to holiness.
3. If an oral presentation is not given, use the 6 Trait rubrics for the writing criteria in place of “Presentation” on the Scoring Guide.
4. Exceptions to the requirement that the interviewee be Catholic should be given on an individual basis and outside of class. If the question arises as to whether a non-Catholic could be interviewed arises, we suggest simply asking that the student approach you after class to discuss it. In any case, the project will be much more difficult to accomplish with a non-catholic, and impossible with someone who is not a person of strong faith.

## **Directions for Use of the Scoring Guide**

### **OPTIONAL Grade 11 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**

Name: \_\_\_\_\_ Assessment Completion Date: \_\_\_\_\_

## Scoring Guide for Grade 11: Passing the Torch

**Positive role models are those who carry a “fire” within them that inspires them to live out their Christian call to holiness. Choose a positive role model to interview. Gather information about this person’s faith experiences. Determine how you can use what you’ve learned to “pass on the torch” to others.**

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
<b>Content and Comprehension</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than five of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates at least five of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains their choice of a role model and that person’s vocation.</li> <li>• Includes documentation and scriptural references.</li> <li>• Includes interview questions and responses.</li> <li>• Describes challenges of faith and role model’s response.</li> <li>• Explains role model’s life as a fully initiated member of the church.</li> <li>• Describes how to “Pass the Torch”.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3 the student showed exceptional depth of thought, reflection, and insight.</li> </ul>	
<b>Presentation</b> *If an oral presentation is not given, use the 6 Trait rubrics for the writing criteria in place of “Presentation”.	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only two of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Relates appropriate visuals to the presentation.</li> <li>• Answers questions from the audience.</li> <li>• Demonstrates self-confidence in delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the presentation clearly enhances the content in a cohesive manner—ties it all together.</li> </ul>	
<b>Synthesis/ Making Connections</b>	<ul style="list-style-type: none"> <li>• Lacks meaningful connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws connections that are less clear or understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• The student draws <u>meaningful</u> connections between Catholic moral principles and a life of discipleship.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the student <u>clearly demonstrates</u> the meaningful connections between Catholic moral principles and a life of discipleship.</li> </ul>	

**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  <b>OPTIONAL PRAYERS AND PRACTICES</b> 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  <b>OPTIONAL PRAYERS AND PRACTICES</b> 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