



**Religion
Standards**

Grade 9

**Revision
June 2019**

Table of Contents

Letter from the Most Reverend George J. Lucas	
Acknowledgements	1
Introduction	2
Archdiocese of Omaha Catholic Schools Mission Statement and Exit Standards	3
Religion Program Mission Statement	4
Religion Program Standards and Essential Standards	5
Explanation of Revisions	7
Grade Nine Section	10
Essential Catholic Practices and Prayer Section	52

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:

**Most Reverend George J. Lucas
Monsignor James E. Gilg**

**Archbishop of the Archdiocese of Omaha, Nebraska
2012 Superintendent of Archdiocese of Omaha Catholic Schools**

Rev. Ross Burkhalter

**Pastor, St. Boniface, Elgin; St. Bonaventure, Raeville; President,
Pope John XXIII Central Catholic High School, Elgin**

**Lori Christensen
Sr. Joellen Kohlmann
Julie LaBerge**

**Teacher, Cedar Catholic Jr./Sr. High School, Hartington
Teacher, Guardian Angels Central Catholic, West Point
Teacher, Marian High School, Omaha**

Rev. Patrick McLaughlin

**Pastor, St. Wenceslaus, Dodge; Sacred Heart, Olean; Teacher,
Guardian Angels Central Catholic, West Point**

**Tim Muetting
Rev. Wayne Pavela**

**Teacher, Roncalli Catholic High School, Omaha
Teacher/Chaplain, St. Francis, Humphrey; Guidance Counselor,
Holy Family, Lindsay**

**Rev. Andrew Roza
China Wiese
Pam Wieser
Marilyn Wiebelhaus**

**Chaplain/Teacher, Scotus Catholic Jr./Sr. High School, Columbus
Teacher, Holy Family School, Lindsay
Teacher, Norfolk Catholic Jr./Sr. High School, Norfolk
Standards and Assessment, Catholic Schools Office**

2019 Revision Team

**Tim Muetting
Lori Christensen
Kelly Koranda
Fr. Marcus Knecht
Megan Fiedler
Vickie Kauffold
Dr. Michael Ashton**

**Teacher, Roncalli Catholic High School, Omaha
Teacher, Cedar Catholic Jr./Sr. High School, Hartington
Teacher, Scotus Central Catholic High School
Ass't Pastor of St. James Parish, former teacher at St. Mary's O'Neill
Facilitator of Curriculum and Assessment
Assistant Superintendent of Schools, Catholic Schools Office
Superintendent of Archdiocese of Omaha Catholic Schools**

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 NINE SECTION

First Semester The Revelation of Jesus in Scripture Page 11

Content Checklist	12
Evangelization Strand	18
Challenge Section	19
Assessment Score Report	22
Six Trait Writing Guidance	25

Second Semester Who Is Jesus Christ? Page 26

Content Checklist	27
Evangelization Strand	34
Theology of the Body Strand	35
Challenge Section	37
Assessment Score Report	41
Six Trait Writing Guidance	44
Optional Performance Assessment	45

**GRADE NINE
FIRST SEMESTER**

**THE REVELATION OF
JESUS CHRIST
IN SCRIPTURE**

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 9 First Semester

The Revelation of Jesus Christ in Scripture

		I	D	M
I	How Do We Know About God?			
A	Recognize the thirst and desire for God (CCC, nos. 27-30, 44-45, 1718)	I	D	M
	1 Within all people there is a longing for God	I	D	M
	2 That longing itself is from God, who desires and initiates a relationship with each person	I	D	M
	3 Only in God can lasting joy and peace be found in this life and in the next	I	D	M
B	Identify the ways God is revealed. (Mastered grade 9, 2 nd sem. I A1)	I	D	
	1 Natural Revelation (CCC, nos. 32-34)	I	D	M
	a. Natural Revelation attested to in sacred Scripture (CCC, no. 32)			
	1. Old Testament references, including Genesis and Wisdom			
	2. Paul's Letter to the Romans			
	b. Artistic testimony (CCC, no 32)			
	c. Scholastic theology's arguments for the existence of God (CCC, nos. 31, 34)			
	1. St. Thomas Aquinas and the five proofs for the existence of God			
	d. Vatican I: we can grasp with certainty the existence of God through human reason (CCC, nos. 36-38, 46-47)			
	e. Contemporary arguments based on the human person's opening to truth, beauty, moral goodness, freedom, voice of conscience (CCC, no. 33)			
	2 Divine Revelation (Mastered grade 9, 2 nd sem. I A1)	I	D	
	a. Definition/meaning (CCC, nos. 50-53, 68-69)			
	b. Scripture as a divinely inspired record of God's Revelation in history (CCC, nos. 54-64, 70-72)			
	1. Abraham, Isaac, Jacob (CCC, nos. 59, 145, 147)			
	2. Moses (CCC, no. 61)			
	3. Old Testament prophets (CCC, nos. 61-64, 522)			
	4. Wisdom literature			
	5. Preparation through John the Baptist (CCC, nos. 523, 717-720)			
	c. Jesus Christ, the first and the last, the definitive Word of Revelation, the one to whom all Scripture bears witness, is God's only Son (CCC, nos. 65-67, 73, 101-104, 134, 423)			
	3 The transmission of Divine Revelation (CCC, nos. 74-95) (Mastered grade 9, 2 nd sem. I A1)	I	D	
	a. Apostolic Tradition (CCC, nos 74-79, 96)			
	b. The relationship between Tradition and Sacred Scripture (CCC, nos. 80-83, 97)			
	c. The Deposit of Faith and the role of the Church (CCC, nos. 84-95, 98-100)			

Archdiocese of Omaha Religion Content Checklist
Grade 9 First Semester

The Revelation of Jesus Christ in Scripture

I D M

II	About Sacred Scripture				
A	Identify Divine Inspiration		I	D	M
1	Inspiration is the gift of the Holy Spirit by which a human author was able to write a biblical book which really has God as the author and which teaches faithfully and without error the saving truth that God willed to be consigned to us for our salvation (CCC, nos. 105, 135)	I	D	M	
2	Since God inspired the biblical writers, he is the author of Scripture (CCC, nos. 106-106, 136)	I	D	M	
3	Because the human authors needed to use the language and thinking of their time, we need to study the conditions and use of language in the context of their time and understand what they intended to communicate, remembering that these human authors might not have been conscious of the deeper implications of what God wanted to communicate (CCC, nos. 106, 108-114)	I	D	M	
4	The Bible is inerrant in matters of Revelation and faith: because God is the author of Scripture, all the religious truths that God intends to reveal concerning our salvation are true; this attribute is called "inerrancy" (CCC, no. 107)	I	D	M	
5	The Bible is a sacred text for Christians; it contains the Old Testament writings sacred to the Jews.	I	D	M	
B	Explain How the Bible came to be	I	D	M	
1	Oral tradition and its role (CCC, nos. 76, 126)	I	D	M	
2	Development of the written books (CCC, nos. 76, 106)	I	D	M	
3	Setting the canon of Scripture (CCC, no. 120)	I	D	M	
	a. Apostolic Tradition is the basis for which books the Church included (CCC, nos. 120, 138)				
	b. Sometimes other criteria came into play, e.g., the Gnostic gospels were rejected in part because they did not include or shied away from the suffering and Death of Jesus				
	c. Local Councils of Hippo (AD 393) and Carthage (AD 397)				
	d. Ecumenical Council of Trent (AD 1545-1563)				
4	Translations of Scripture	I	D	M	
C	Summarize the role of Sacred Scripture in the life of the Church	I	D	M	
1	Importance of Sacred Scripture (CCC, nos. 131, 133, 141)	I	D	M	
2	Study of Sacred Scripture (CCC, no. 132)	I	D	M	
3	Scripture and prayer	I	D	M	
	a. Liturgy of the Hours (CCC, nos. 1176-1177)				
	b. Scripture at Mass and other liturgies (CCC, nos. 103, 1096, 1100, 1184, 1190, 1349)				
	c. The psalms and the Our Father are biblical prayers shared by all Christians (CCC, nos. 285ff., 2759ff.)				
	d. <i>Lectio divina</i> : a meditative, prayerful approach to Scripture (CCC, nos. 1177, 2708)				
	e. Scripture as basis for individual prayer and for prayer within small Christian communities and other parish, school, or local gatherings (CCC, nos. 2653-2654)				

Archdiocese of Omaha Religion Content Checklist
Grade 9 First Semester

The Revelation of Jesus Christ in Scripture

I D M

III	Understanding Scripture	I	D	M
A	Show how the authentic interpretation of the Bible is the responsibility of the teaching office of the Church (CCC, nos. 85-87, 100)	I	D	M
1	<i>Divino Afflante Spiritu</i> (Pius XII, 1943; permitted limited use of modern methods of biblical criticism)	I	D	M
2	<i>Dei Verbum</i> (DV) (Vatican II, 1965; Church teaching on Revelation)	I	D	M
3	Pontifical Biblical Commission, <i>Interpretation of the Bible in the Church</i> , 1993, nos 5-19	I	D	M
B	Explain the criteria for interpreting the Sacred Scripture (CCC, nos. 109-114, 137)	I	D	M
1	Read and interpret Sacred Scripture within the tradition and teaching of the Church	I	D	M
2	Give attention both to what the human authors intended to say and to what God reveals to us by their words	I	D	M
3	Take into account the conditions of the time when it was written and the culture where it was written	I	D	M
4	Read and interpret Sacred Scripture in the light of the same Holy Spirit by whom it was written (DV, nos. 12-13)	I	D	M
5	Read and interpret each part of Sacred Scripture with an awareness and understanding of the unity of the content and teaching of the entire Bible	I	D	M
6	Be attentive to the analogy of faith, that is, the unity that exists in all Church teaching	I	D	M
C	Describe the senses of Scripture (CCC, nos. 115, 118-119)	I	D	M
1	The literal sense: the meaning conveyed by the words of Scripture and discovered by exegesis (CCC, nos. 109-110, 116)	I	D	M
2	The spiritual sense (CCC, no. 117)	I	D	M
	a. Allegorical sense: recognizing the significance of events in the Bible as they relate to Christ			
	b. Moral sense: Scripture teaches us and encourages us how to live and act			
	c. Anagogical sense: Scripture speaks to us of eternal realities			
D	Examine the Bible in relation to science and history (CCC, nos. 37, 159, 1960)	I	D	M
1	The Church teaches us how to relate truths of faith to science	I	D	M
2	There can be no conflict between religious truth and scientific and historical truth (CCC, no. 159)	I	D	M
3	The difference between the Catholic understanding of Scripture and that of those who interpret the Bible in an overly literalist, fundamentalist way or with an approach limited to a symbolic understanding	I	D	M
E	Describe ancillary approaches to Scripture	I	D	M
1	Research done by scholars' critiques of Scripture's texts, history, editing, etc.	I	D	M
2.	Biblical archaeology: discoveries of Dead Sea Scrolls, Nag Hammadi, targums, and other authentic ancient texts	I	D	M
3	The forms of literature in the Bible	I	D	M

Archdiocese of Omaha Religion Content Checklist
Grade 9 First Semester

The Revelation of Jesus Christ in Scripture

I D M

IV	Overview of the Bible			
A	Examine the Old Testament (CCC, nos. 121-123, 138)	I	D	M
1	This is the name given to the forty-six books which make up the first part of the Bible and record salvation history prior to the coming of the Savior, Jesus Christ (CCC, no. 120)	I	D	M
	a. Many Protestant Bibles have only thirty-nine books in the Old Testament; other Protestant Bibles contain the additional seven, referring to them as “deuterocanonical”			
	b. Catholics rely on the Greek version of the Old Testament for their Bible, while Protestants tend to rely on a Hebrew version			
2	It is called the “Old Testament because it relates God’s teaching and actions prior to the coming of Jesus Christ, who is the fullness of Revelation. It also focuses on the covenant God made with the Jewish people, which is called the “Old covenant” to distinguish it from the New Covenant made by Jesus Christ (CCC, nos. 121-123)	I	D	M
3	The Old Testament contains the Pentateuch, the Historical books, the Wisdom books, and the Prophetic books	I	D	M
B	Examine the New Testament (CCC, nos. 120, 124-127)	I	D	M
1	This is the name given to those twenty-seven books which compose the second part of the Bible and which focus on the life and teachings of Jesus Christ and some writings of the early Church	I	D	M
2	The New Testament is composed of the Gospels, the Acts of the Apostles, the Epistles or Letters, and the book of Revelation	I	D	M
C	Evaluate the unity of the Old Testament and the New Testament (CCC, nos. 124-125, 128-130, 140)	I	D	M

Archdiocese of Omaha Religion Content Checklist
Grade 9 First Semester

The Revelation of Jesus Christ in Scripture

I D M

V	The Gospels	I	D	M
A	Explain how the Gospels occupy the central place in Scripture (CCC, nos. 125, 139)	I	D	M
1	They proclaim the Good News of Jesus Christ, the Word of God, the definitive Revelation of God	I	D	M
2	The Gospels contain a record of the life of Jesus Christ and of his teaching and redeeming work	I	D	M
3	The Gospels lead us to accept Jesus Christ in faith and apply his teaching to our lives	I	D	M
B	List the three stages in the formation of the Gospels (CCC, no. 126)	I	D	M
C	Compare and contrast the Synoptic Gospels: Matthew, Mark, and Luke	I	D	M
1	Approximate dates for each Gospel	I	D	M
2	What is known about each of these evangelists	I	D	M
3	The churches for whom Matthew, Mark, and Luke wrote	I	D	M
4	The contents of the Synoptic Gospels (CCC, nos. 512-667)	I	D	M
	a. Infancy narratives in Matthew and Luke			
	b. The Baptism of Jesus			
	c. The Temptation of Jesus			
	d. Sermon on the Mount in Matthew; Sermon on the Plain in Luke			
	e. Jesus' teaching, including the parables			
	f. The miracles			
	g. Last Supper, the Passion, Death, Resurrection, Ascension (CCC, nos. 1329, 1337, 1366, 1323, 1412, 1521-1522, 1532, 1708, 1992, 2020)			
D	Interpret the Gospel of John	I	D	M
1	Approximate date of the Gospel and churches for which John wrote	I	D	M
2	What is known about John	I	D	M
3	The content of the Gospel of John	I	D	M
	a. The Prologue (CCC, Nos. 241, 291)			
	b. John uses Christ's dialogues and personal testimony and is more mystical (CCC, nos. 547-550)			
	c. John treats miracles as signs of Christ's glory/divinity – flows from John 1:14			
	d. The Bread of Life discourse (Jn 6)			
	e. Christ's Last Supper discourse and priestly prayer			
	f. The Passion, Death, Resurrection			

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.

9TH GRADE, SEMESTER 1—The Revelation of Jesus Christ in Scripture

I	How Do We Know About God?			
B	Identify the ways God is revealed. <i>(Mastered grade 9, 2nd sem. I A1)</i>	I	D	
	3 The transmission of Divine Revelation (CCC, nos. 74-95) (Mastered grade 9, 2nd sem. I A1)	I	D	
	a. Apostolic Tradition (CCC, nos 74-79, 96)			
	b. The relationship between Tradition and Sacred Scripture (CCC, nos. 80-83, 97)			
	c. The Deposit of Faith and the role of the Church (CCC, nos. 84-95, 98-100)			

Grade Nine First Semester Challenge Section The Revelation of Jesus Christ in Scripture

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 Nine First Semester Challenge Section

The Revelation of Jesus Christ in Scripture

(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. Is it true that Catholics do not use or read the Bible?

1. No. Catholics use the Bible regularly. The Bible or Scripture is an integral part of Catholic prayer life, forming part of every mass, every sacramental celebration, and the official daily prayer of the Church – the Liturgy of the Hours (CCC, nos. 141, 1190).
2. The Church urges Catholics to use the Bible in personal prayer (CCC, nos. 2653-2654).
3. Scripture study and prayer groups using Scripture are a common part of parish life.
4. In the fourth century, St. Jerome said that “ignorance of the Scriptures is ignorance of Christ”; this underlines the importance of Scripture in the life of the Church (CCC, no 133).

B. Isn't the Bible just another piece of literature?

1. No. While Scripture contains various types of literary forms and genres, it is more than just literature. It is the inspired Word of God (CCC, no. 135).
2. Since it is not just another piece of literature, Scripture cannot be either read or understood merely in the same way as other literature (CCC, no. 108).
3. Scripture always needs to be read or interpreted in the light of the Holy Spirit and under the direction of the Church (CCC, nos. 100, 111, 119, 137).

C. Is the Bible always literally true?

1. It depends on what one means by “literally.” The Church does not always propose a literalist or fundamentalist approach to Scripture but rather a contextualist approach. The Church teaches that all of Scripture is true on matters pertaining to religious and salvific teaching because it is inspired by God for that purpose (CCC, nos. 107, 116).
2. The Bible has a definite historic basis for events recounted in both the Old and the New Testaments; the Church particularly upholds the historicity of the Gospels (CCC, no. 126). However, the Church does not claim that the Bible's purpose is to present scientific or historical facts (CCC, no. 107).
3. The Church give guidelines for interpretation of Sacred Scripture (see earlier in outline).

D. Isn't the Bible about the past? Why do people today think it applies to them?

1. While the Bible contains history, stories, and teaching about events in the past, Scripture is the living Word of God. While the content is rooted in particular moments in history, the message is timeless and universal.
2. God continues to speak to us through Scripture; this is why the liturgies of the Church always contain Scripture and why personal prayer focused on Scripture is vital.

Grade Nine First Semester Challenge Section

The Revelation of Jesus Christ in Scripture

E. Why do Catholics maintain beliefs and practices that are not in the Bible?

1. The Bible is not the sole means that God chose to hand on the truths of Revelation. Scripture and Tradition are the two complementary ways Revelation is passed down (CCC, nos. 80, 97).
2. There are teachings that come through Tradition that are not explicitly found in Scripture. However, nothing taught through Tradition ever contradicts Scripture since both come from Christ through the Apostles (CCC, no. 82).
3. Apostolic Tradition refers to those things that Jesus taught to the Apostles and early disciples, which were passed down to us at first by word of mouth and were only written down later. We identify these beliefs as coming from Tradition and understand that this Tradition is part of God's Revelation to us (CCC, no. 83).

F. Why do some people try to change what the Church teaches about Jesus Christ?

1. People have tried to change teaching about Christ for many different reasons. Sometimes it is to justify their particular belief or lack of belief. Sometimes it has been out of sincere but misguided or misinformed efforts to try to explain mysteries about Jesus Christ or God's Revelation.
2. In the early history of the Church, there were a number of heresies about Jesus Christ which arose when people tried to explain the mystery of who he was and is. An example of this is the Arian heresy, which denied the full divinity of Christ.
3. Sometimes people did not like what Jesus taught or did or what happened to him. There were a number of "gospels" written, which the Church, under the guidance of the Holy Spirit, recognized as not authentic. Some of these gospels shied away from teaching the Incarnation, suffering, Death, and Resurrection of Jesus.
4. In modern times, there are individuals and groups who try to explain in natural scientific terms the miracles of Jesus, thus undermining his divinity.

Assessment Score Report

Directions for Administration and Reporting of the Assessment

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

Grade Nine First Semester Archdiocesan Assessment (Revised 2019)
The Revelation of Jesus Christ in Scripture

Challenge Essay Question

While attending summer camp, one of your peers, who is not Catholic, is curious and asks you, **“Why do Catholics believe in and do things that are not in the Bible?”**

Write a response based on the first semester of 9th grade religion instruction.

Include in your essay:

1. An explanation of how Revelation is transmitted through Scripture and Tradition. Include definitions of all three terms.
2. An explanation of how Scripture and Tradition are related to each other.
3. An explanation of Apostolic Tradition and how it supports beliefs and practices not explicitly found in the Bible. Give examples.

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

Scoring Guide for First Semester Challenge Question

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard
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.

Archdiocese of Omaha High School Religion Grade Level Assessment Score Report

School Name _____

Teacher Name _____

Grade/Course _____

Challenge Essay Question

Grade 9 1 st Semester	<u>Level 1</u> # students Not meeting Standard	<u>Level 2</u> # students Progressing Toward Standard	<u>Level 3</u> # students Meeting the Standard	<u>Level 4</u> # students Exceeding Standard
Profession of Faith				
Six Traits of Writing				

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

Six Traits of Writing Guidance for High School

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

**GRADE NINE
SECOND SEMESTER**

WHO IS 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 9 Second Semester

Who Is Jesus Christ?

I D M

I	God and Revelation			
A	Explain Revelation as God's gift of himself (<i>Introduced grade 9, 1st sem. I B2</i>)		D	M
1	Divine Revelation (CCC, nos. 50-73) (<i>Introduced grade 9, 1st sem. I B2</i>)		D	M
	a. Definition/meaning			
	b. The divine plan is disclosed – salvation history			
2	Scripture, Tradition, and the Deposit of Faith (CCC, nos. 74-100, 103-108, 134-135) (<i>Introduced grade 9, 1st sem. I B3</i>)		D	M
	a. Definitions/meanings			
	b. Scripture is the inspired record of God's Revelation in history			
	c. Tradition is the living transmission of the message of the Gospel in the Church			
B	Recognize Faith as being the response to God's self-Revelation	I	D	M
1	What is faith in general? (CCC, nos 143-144, 153-165)	I	D	M
	a. A grace that enables an assent of mind, heart, and will (CCC, no. 143)			
	b. Willingness to believe and trust in what God has communicated to us			
	c. Relationship with God: Father, Son, and Holy Spirit (CCC, nos. 150-152)			
2	Faith in Jesus Christ leads to discipleship (CCC, nos. 520, 546, 562, 654, 1533)	I	D	M
	a. Recognition and acceptance of him as the Son of God who died to save us from our sins (CCC, no. 1248)			
	b. Willingness to believe and trust in what Jesus has taught us about the Triune God, about ourselves, and about how to live (CCC, nos. 915, 1693, 1816, 1823, 1986, 2262, 2347, 2427, 2466, 2612)c			
	c. This faith has practical implications for daily life and one's relationship with Christ (CCC, no 908)			
	d. Involves active participation in the Church community and working to spread the faith by word and example			
3	The relationship between faith and religion (CCC, nos. 2084, 2135)	I	D	M
	a. Religion refers to a set of beliefs and practices followed by those committed to the service of worship of God			
	b. Faith is different from religion			
4	The fullness of Revelation is reflected in the life and teaching of the Catholic Church (CC, nos. 748-870) (<i>Mastered grade 11, 2nd sem. II C</i>)	I	D	
	a. The Church was founded by Jesus Christ (CCC, nos. 811-812)			
	b. Church is the Body of Christ in the world			
	c. The Church is a unity of one faith in one Lord through one Baptism (CCC, nos. 813-816)			
	d. The Magisterium guards and hands on the deposit of faith and is entrusted with the authentic interpretation of Revelation (CCC, nos. 880-896)			

Archdiocese of Omaha Religion Content Checklist Grade 9 Second Semester

Who Is Jesus Christ?

I D M

II		Jesus Christ's Revelation About God			
A		Identify Jesus as Son of God from all eternity and Son of Mary from the moment of the Incarnation (CCC, nos. 486, 496, 487, 501, 721-730) <i>(Mastered grade 10, 1st sem. II C)</i>	I	D	
	1	Mystery of the Incarnation: Emmanuel (God is with us) (Jn 3: 16-17; CCC, no 484) <i>(Mastered grade 10, 1st sem. II C)</i>	I	D	
		a. Jesus Christ is the Logos, the Word of God, the fulfillment of God's promise to Adam and Eve and to the people of ancient Israel (CCC, nos. 761-762)			
		b. Christ continues his presence in the world through the Church (CCC, nos. 732, 737-739, 747)			
		c. All events of Christ's life are worthy of reflection and imitation (see Gospel accounts)			
B		Explore the Revelation of Jesus regarding God (Jn 14: 9) <i>(Mastered grade 10, 1st sem. II C3)</i>	I	D	
	1	God is Trinity: one in three Divine Persons (CCC, no. 234)	I	D	M
		a. This is the central mystery of our faith (CCC, nos. 235-237)			
		b. The Divine Persons are distinct from one another (CCC, no. 254)			
		c. The Divine Persons are relative to one another; each is God whole and entire; all three persons share the same attributes, i.e., all-loving, eternal, etc. (CCC, nos. 255-256)			
	2	God is the Father: Jesus Christ's Father and our Father <i>(Mastered grade 10, 1st sem. II C4)</i>	I	D	
		a. Jesus teaches us that God is loving, caring, healing, forgiving, true, just			
		b. God the Father's love is faithful and eternal			

Archdiocese of Omaha Religion Content Checklist Grade 9 Second Semester

Who Is Jesus Christ?

I D M

II	Jesus Christ's Revelation About God	I	D	M
C	Distinguish the Three Divine Persons of the Trinity	I	D	M
1	The First Person of the Trinity: God the Father (CCC, nos. 238-242)	I	D	M
	a. God the Father is the source of all that is, visible and invisible			
	b. God is Father in relation to the Son from all eternity (CCC, no. 240)			
	c. God is Father to all those baptized as his adopted sons and daughters through and in the Son (CCC, nos. 232-233, 249)			
	d. God the Father of mercy also cares for the unbaptized (CCC, nos. 1257, 1260-1261)			
2	The Second Person of the Trinity: God the Son	I	D	M
	a. Jesus Christ is eternally begotten and incarnate in time (CCC, nos. 461, 422)			
	b. Son of God, true God, consubstantial with the Father (CCC, no. 252)			
	c. Son of Mary, true man; the perfection of who we are created to be (CCC, nos. 430, 456-469, 484-487)			
	d. Savior and Redeemer (CCC, nos. 517, 651-658)			
3	The Third Person of the Trinity: the Holy Spirit, the Lord and giver of life (CCC, Nos. 243-248)	I	D	M
	a. Eternally proceeding from the Father and the Son (CCC, no. 687)			
	b. Only fully revealed by Jesus (CCC, nos. 689-690, 727-730)			
	c. Sanctifier of the Church and her members, e.g., gifts and fruits of the Holy Spirit (CCC, nos. 32, 731-741, 1830-1832)			
4	The development of Trinitarian theology in the early councils of the Church (CCC, nos. 245-248)	I	D	M
	a. The struggles of the Church to maintain apostolic faith in light of Christological controversies and heresies (CCC, nos. 249-252)			
	b. Church teaching articulated to battle Gnosticism, Arianism, Nestorianism, Monophysitism (CCC, nos. 464-469)			
5	Unique role of Mary, the Mother of God (Mastered grade 10, 2nd sem. III B5)	I	D	
	a. The Annunciation and Mary's "yes" (CCC, nos. 484-487)			
	b. An unparalleled recipient of God's grace: Immaculate Conception; Assumption (CCC, nos. 490-494, 966)			
	c. Mary is ever-virgin (CCC, nos. 499-507)			
	1. Explain references in the Gospels to the brothers and sisters of Jesus (CCC, nos. 500-501)			
	d. Mary is the Mother of the Church (CCC, no. 507)			
	e. Mary is the first disciple			

Archdiocese of Omaha Religion Content Checklist Grade 9 Second Semester

Who Is Jesus Christ?

I D M

III	The Mystery of the Incarnation			
A	Identify Jesus Christ as fully God and fully man (CCC, nos. 464-469)	I	D	M
	1 Jesus Christ, a Divine Person, is truly the Son of God, who, without ceasing to be God and Lord became man and our brother (CCC, no. 469)	I	D	M
	2 Jesus Christ took on a human nature. The eternal Son of God incarnate worked with human hands; he thought with a human mind. He acted with a human will, and with a human heart he loved. He was like us in all things except sin (CCC, no. 470). Man’s creator has become man (CCC, no. 526)	I	D	M
	3 Jesus showed his humanity in every event of his human life (CCC, nos. 512-534)	I	D	M
	a. In his family life, his friendships, and his socialization with others we see him experience human joy and happiness and demonstrate human virtues			
	b. Through things such as hunger and thirst in the desert, temptation by the Devil, grief at the death of Lazarus, agony in the Garden of Gethsemane, and his Death on the Cross, we know that he also experienced pain, suffering, and sorrow. In his human encounter with the sick and the outcast, he personified compassion (CCC, no. 538)			
	4 The unity of the two natures in the one Person is called the “hypostatic union” (CCC, no. 468)	I	D	M

Archdiocese of Omaha Religion Content Checklist Grade 9 Second Semester

Who Is Jesus Christ?

I D M

IV	Jesus Christ Teaches Us About Ourselves	I	D	M
A	Describe how Jesus embodies what has been revealed in and through creation	I	D	M
1	God created the human person in his image and likeness; male and female he created them. This is why we must respect the dignity of all people (CCC, nos. 1700-1709)	I	D	M
2	To be fully human means to fully accept and become the person God created us to be, a human person endowed with special gifts which reflect God: immortality, intellect, free will, the ability to love (CCC, 356-358, 1702-1706)	I	D	M
3	The Incarnation affirms that we are created as good, but in need of salvation, and meant for eternal glory with God. The Incarnation also describes how God continues to work out our sanctification in the world, e.g., Church, Sacraments, priesthood (CCC, 461-469)	I	D	M
B	Discuss how Jesus Christ redeems us and gives us his grace so that we can choose the good according to God's will and resist sin and its effects (CCC, nos. 1705, 1708-1709)	I	D	M
1	Jesus invites us to believe in him, to invite him into our hearts, and to follow him and his teaching as the path that leads to life, for he is "the way, the truth, and the life" and is worthy of our belief, adoration, and love (CCC, nos. 1741-1742)	I	D	M
2	He reveals the way to repentance and conversion, teaching us to leave sin behind and to live a new life in him; he gives us the spiritual power and grace to overcome evil; he also teaches us about God's forgiveness (CCC, nos. 1847-1848)	I	D	M
3	He teaches us how to be single-hearted in our desire for God, to offset the disordered affections and divided hearts with which we live (CCC, nos. 1716-1717)	I	D	M
C	Explain how Jesus Christ reveals the Father to us, who we are, and our call to holiness <i>(Mastered grade 11, 2nd sem. I A and III B)</i>	I	D	
1	By becoming man, and by his Death and Resurrection, Jesus Christ unites us to God (CCC, nos. 461-464)	I	D	M
2	We become the free adopted children of the Father through Baptism (Gal 4; CCC, nos. 1265-1270)	I	D	M
3	We are conformed to Christ and can grow in holiness and goodness <i>(Mastered grade 11, 2nd sem. I A and III B)</i>	I	D	
	a. Lessons from the Sermon on the Mount (Mt 5-7; CCC, nos. 1716-1724)			
	b. Parables and other teaching of Jesus Christ (CCC, no. 546)			
	c. "Good teacher, what must I do to inherit eternal life?" (Mk 10:17-22)			
	d. The Two Great Commandments: love of God and love of neighbor (CCC, nos. 2083-2557)			
	e. Teaching about the final judgment (Mt 25: 31-46; CCC, nos. 544, 1033, 1373, 2447, 2831)			

Archdiocese of Omaha Religion Content Checklist Grade 9 Second Semester

Who Is Jesus Christ?

I D M

IV	Jesus Christ Teaches Us About Ourselves	I	D	M
4	He teaches us to pray and teaches us through prayer (CCC, nos. 2607-2615) <i>(Mastered grade 11, 1st sem. I C2)</i>	I	D	
	a. In the Gospels, the Lord Jesus teaches us about prayer:			
	1. Going off by himself to pray teaches us the importance of finding time for prayer (Mk 1:35, 6:46; Lk 5:16)			
	2. Jesus Christ teaches his Apostles and disciples to pray (Mt 7:7-11; CCC, no 2609)			
	3. The Lord Jesus teaches the importance of perseverance in prayer (Lk 11:5-13, 18:1-8; CCC, nos. 2729-2737, 2742-2745)			
	b. Jesus Christ teaches us through prayer			
	1. The Lord Jesus teaches us to approach prayer with humility and a sense of need (Lk 18:9-14)			
	2. God is our Father, whom we approach through prayer (Mt 6:9-13; Lk 11:2-4; CCC, nos. 2759)			
	3. Jesus Christ intercedes for us (Jn 14:13, 16:24; CCC, nos. 2665-2669)			
5	Jesus send out his disciples to evangelize (Lk 10: 1-20; Mt 28: 16-20; CCC, nos 861, 905) <i>(Mastered grade 10, 2nd sem. IV C1, C2 and C3)</i>	I	D	
D	Summarize the goal of this life and explain the life to come	I	D	M
1	The Communion of Saints (CCC, nos. 948, 957, 960, 1474)	I	D	M
2	Four last things	I	D	M
	a. Death (CCC, nos. 992, 996, 1007, 1010-1014, 2299)			
	b. Judgment: particular and final (CCC, nos. 677-679, 1021, 1038-1041)			
	c. Heaven (CCC, nos. 1023-1029)			
	d. Hell (CCC, nos. 1033-1037)			

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.

9TH GRADE, SEMESTER 2—Who is Jesus Christ?

I		God and Revelation			
A		Explain Revelation as God's gift of himself (Introduced grade 9, 1st sem. I B2)		D	M
	1	Divine Revelation (CCC, nos. 50-73) (Introduced grade 9, 1 st sem. I B2)		D	M
		a. Definition/meaning			
B		Recognize Faith as being the response to God's self-Revelation	I	D	M
	2	Faith in Jesus Christ leads to discipleship (CCC, nos. 520, 546, 562, 654, 1533)	I	D	M
		d. Involves active participation in the Church community and working to spread the faith by word and example			
IV		Jesus Christ Teaches Us About Ourselves			
C		Explain how Jesus Christ reveals the Father to us, who we are, and our call to holiness	I	D	
	5	Jesus sends out his disciples to evangelize (Lk 10: 1-20; Mt 28: 16-20; CCC, nos. 861, 905)	I	D	

THEOLOGY OF THE BODY STRAND FOR THE CURRICULUM FRAMEWORK

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

The following **highlighted** items, within the context of the bishops' Curriculum Framework, emphasize elements from Theology of the Body. They are already contained within each publishers' textbooks as a part of the core curriculum. If teachers need to know where they are located in each textbook, they should refer to the scope and sequence provided by the publisher of the text used. This document is provided to assist teachers in integrating Theology of the Body elements within their normal curricular program. There is no Theology of the Body Strands to reference in first semester content.

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

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

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

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

9TH GRADE, SEMESTER 2—Who is Jesus Christ?

II		Jesus Christ's Revelation About God			
C		Distinguish the Three Divine Persons of the Trinity	I	D	M
	1	The First Person of the Trinity: God the Father (CCC, nos. 238-242)	I	D	M
		c. God is Father to all those baptized as his adopted sons and daughters through and in the Son (CCC, nos. 232-233, 249)			
	2	The Second Person of the Trinity: God the Son	I	D	M
		c. Son of Mary, true man; the perfection of who we are created to be (CCC, nos. 430, 456-469, 484-487)			
III		The Mystery of the Incarnation			

A		Identify Jesus Christ as fully God and fully man (CCC, nos. 464-469)	I	D	M
	2	Jesus Christ took on a human nature. The eternal Son of God incarnate worked with human hands; he thought with a human mind. He acted with a human will, and with a human heart he loved. He was like us in all things except sin (CCC, no. 470). Man's creator has become man (CCC, no. 526)	I	D	M
IV		Jesus Christ Teaches Us About Ourselves			
A		Describe how Jesus embodies what has been revealed in and through creation	I	D	M
	1	God created the human person in his image and likeness; male and female he created them. This is why we must respect the dignity of all people (CCC, nos. 1700-1709)	I	D	M
	2	To be fully human means to fully accept and become the person God created us to be, a human person endowed with special gifts which reflect God: immortality, intellect, free will, the ability to love (CCC, 356-358, 1702-1706)	I	D	M
	3	The Incarnation affirms that we are created as good, but in need of salvation, and meant for eternal glory with God. The Incarnation also describes how God continues to work out our sanctification in the world, e.g., Church, Sacraments, priesthood (CCC, 461-469)	I	D	M
B		Discuss how Jesus Christ redeems us and gives us his grace so that we can choose the good according to God's will and resist sin and its effects (CCC, nos. 1705, 1708-1709)	I	D	M
	1	Jesus invites us to believe in him, to invite him into our hearts, and to follow him and his teaching as the path that leads to life, for he is "the way, the truth, and the life" and is worthy of our belief, adoration, and love (CCC, nos. 1741-1742)	I	D	M
	2	He reveals the way to repentance and conversion, teaching us to leave sin behind and to live a new life in him; he gives us the spiritual power and grace to overcome evil; he also teaches us about God's forgiveness (CCC, nos. 1847-1848)	I	D	M
	3	He teaches us how to be single-hearted in our desire for God, to offset the disordered affections and divided hearts with which we live (CCC, nos. 1716- 1717)	I	D	M
C		Explain how Jesus Christ reveals the Father to us, who we are, and our call to holiness (Mastered grade 11, 2nd sem. I A and III B)	I	D	
	1	By becoming man, and by his Death and Resurrection, Jesus Christ unites us to God (CCC, nos. 461-464)	I	D	M

Grade Nine Second Semester Challenge Section Who Is 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 Nine Second Semester Challenge Section

Who Is 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. How can we know God really exists?

1. Even without the Bible and Divine Revelation, we can know God really exists through reason and through experience (CCC, nos. 36-39, 50, 156-159).
2. By looking around at creation, reason and experience can point to God's existence (CCC, nos. 156-159).
 - a. The order and beauty of the natural world point to God as the origin and Creator of the universe (CCC, no. 295).
 - b. Creation did not happen by chance; throughout history the Church has taught that someone had to be behind it, and that someone is God (CCC, nos. 156, 295).
 - c. The natural law written upon each person's heart and the longing that each person has for God also point to God's existence (CCC, nos. 1954-1960).
3. Reason and experience can also teach us to accept the word of other believers (CCC, no. 39).
 - a. God's Revelation comes down to us through Scripture and Tradition (CCC, nos. 50-53, 74-83).
 - b. The testimony and witness of others who have gone before us: people whose stories appear in the Bible; Apostles, saints, and martyrs (CCC, nos. 823, 828, 857, 946, 1258, 2473).
 - c. The faith of people we know today: the pope and the bishops in union with him; priests and deacons; parents, grandparents, and other family members; teachers and catechists; the witness of fellow Catholics as well as the witness of non-Catholic believers (CCC, nos. 85, 1655-1658).
4. We can also know God exists through faith. For those who do believe, through faith as well as prayer and grace, they can grow in the knowledge and experience of the reality of God and his existence (CCC, nos. 143, 153-159).

B. There are some who see human suffering and conclude that God does not care about us. Why do we say that he loves us deeply (CCC, nos. 1503-1505, 1681, 1808)?

1. We say God loves us deeply, even in the midst of suffering, because he reveals his love to us in many ways, especially in Christ's taking our suffering upon himself for our sake (CCC, no. 1505).
 - a. He shows us his love in creation (CCC, no. 54).
 - 1) God created the world entirely out of love and not out of necessity (CCC, no. 295).
 - 2) God created human beings in his image and likeness with the ability to give and receive love (CCC, nos. 1700-1706).
 - b. The suffering and Death of Jesus Christ shows and proves that love (CCC, nos. 599-623).
 - 1) God sent his Son to redeem everyone from sin so that all can share a life of love eternally with him (Jn 3:16-17; CCC, nos. 599-605).
 - 2) Jesus lives now and establishes a relationship with each and every one of us, particularly through the sacramental life of the Church (CCC, nos. 662-664, 1084-1090).
 - 3) God continually calls us to union with him in his Son through the Holy Spirit by means of a life of holiness (CCC, nos. 1091-1109).
 - c. God helps us know and sense his love through the people and events of our lives (CCC, nos. 897-913, 1069).
2. We also know of his love because he tells us of his loving plan to save us.
 - a. He tells us in Scripture, the living Word of God (CCC, nos. 80-82).
 - b. He also tells us through the liturgy of the Church, speaking to us in the Scripture and giving himself to us in the sacraments, especially the Eucharist (CCC, nos. 1067, 1324-1327).
 - c. He tells us through the Church (CCC, nos. 785-786).

Grade Nine Second Semester Challenge Section

Who Is Jesus Christ?

C. How can people say that God is good if suffering and evil are present in the world?

1. Suffering that exists in the world is not something caused by God or sent by God; God only brings about what is good for he is goodness itself. When there is evil and suffering, God does not cause it, but sometimes he does permit it for reasons we cannot now know or understand (CCC, nos. 1500-1501).
2. Evil is a reality and a mystery, that is, it is hard to understand the why of it (CCC, nos. 309-314) Some evil and suffering are a result of the work of the Devil or Satan (CCC, no. 395).
3. Some suffering is the result of human sin and is not from God. It was God who gave us free will; sin is the result of the misuse of this gift (CCC, nos. 1849, 1852-1853).
4. The Passion and Death of Jesus can help us to see beyond suffering and remind us that God is present with us in our suffering, pain, and death; our own personal suffering when united to Jesus' suffering becomes redemptive for ourselves and others (CCC, no. 1851).
5. The Scriptures try to help us understand suffering: the psalms, the story of Job, and the prophets offer insights and consolation. In particular, the Resurrection of Jesus can help us see beyond suffering to hope and to eternal life (CCC, nos. 638-655).
6. We need to remember that God always wants what is best for us (CCC, nos. 374-379).
7. Natural disasters can be understood in part as a result of Original Sin (CCC, no. 400) and also because the world is in a state of journeying toward ultimate perfection (CCC, no. 310); they are not signs of God's displeasure or punishment.

D. Does God really want us to be happy?

1. Yes. From the beginning of Creation, God has created us to be happy both in this world and in the next and has shown us the ways to be truly happy. Unhappiness was caused by people themselves when they did not or would not listen to him (CCC, nos. 374-379).
2. God sent his only Son, Jesus Christ, so that we might be saved (Jn 3:16); that confident hope is the cause for happiness in spite of suffering (CCC, nos. 599-605).
3. Jesus Christ taught us all he did so that we might share in his joy (Jn 15:11), which shows us again his desire for our happiness (CCC, nos. 736, 1832).
4. The blueprint for true discipleship and happiness is found in Christ's teaching of the Beatitudes (Mt. 5:2-10; CCC, nos. 1716-1718).
5. True joy is the mark of followers of Christ (Phil 4:4; CCC, no. 1832).
6. Jesus established his Church to help people find true happiness and joy (CCC, no. 1832).

E. There are some who dismiss God's Revelation and say that the beliefs and doctrines taught by the Church have been made up by members of the Church. How can we be sure that what the Catholic Church teaches has come from God?

1. We can be sure that what the Church teaches has come from God because of Apostolic Tradition and Apostolic Succession (CCC, nos. 888-892, 861-862, 858-860).
 - a. What was revealed in and through Jesus Christ was entrusted to St. Peter and the Apostles, who were taught directly by Jesus. They in turn passed on those beliefs through those who succeeded them (CCC, nos. 81, 84).
 - b. Through the centuries, the popes and bishops, the successors of St. Peter and the Apostles, have carefully transmitted to the generations whom they shepherd the truths revealed and taught by Jesus Christ (CCC, nos. 96, 171, 173, 815).
 - c. Jesus Christ promised his Apostles that he would be with the Church until the end of time (Mt 28:20).
2. Christ has also given the Church a share in his own infallibility (CCC, nos. 889-892).

Grade Nine Second Semester Challenge Section Who Is Jesus Christ?

F. How do we as Catholics answer questions about the Blessed Virgin Mary and her role in the life and prayer of the Church (CCC, nos. 148, 484-511, 721-726, 773, 963-972, 829)?

1. Questions about why Catholics pray to Mary.
 - a. Catholics do not worship Mary; worship belongs to God alone. They venerate Mary and the saints.
 - b. Mary does not have the power to answer prayers on her own; God alone has that power.
 - c. Prayers to Mary are asking for her intercessory help.
 - 1) Since Mary is already in Heaven, she will know better than we how to offer praise and prayer to God.
 - 2) When people pray to the Blessed Mother they are asking her in turn to offer the same prayer for them to God.
 - 3) When Mary and the saints were on earth, they cooperated with God to do good for others; so now from their place in Heaven they continue to cooperate with God by doing good for others who are in need on earth and in Purgatory.
2. Questions about references in the Gospels to the brothers and sisters of Jesus.
 - a. From the earliest days of the Church, Mary has been revered as ever-virgin; she was a virgin before Jesus' birth and remained a virgin afterward.
 - b. It is not clear who the "brothers and sisters" of Jesus are.
 - 1) At the time Jesus lived, the designation "brother and sister" also referred to cousins and sometimes even close neighbors.

Assessment Score Report

Directions for Administration and Reporting of the Assessment

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

Grade Nine Second Semester Archdiocesan Assessment (Revised 2019)
Who is Jesus Christ?

Challenge Essay Question

Every day we read or hear in the news about accidents, murders, suicides, war, fires, floods, tornadoes, and other events resulting in loss, death, and human suffering. **How can Catholics say that God is good if suffering and evil are present in the world?**

Write a response based on the completion of the second semester of 9th grade religion instruction.

Include in your essay:

1. A description of how all goodness comes from God, who desires our ultimate happiness.
2. An explanation of how suffering and evil can come from our misuse of free will, and how they are a real problem.
3. An analysis of how God's love overcomes evil using examples from the Old and New Testament.

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

Scoring Guide for Second Semester Challenge Question

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
Criteria	Does Not Meet Standard	Progressing Toward Standard	Meets Standard	Exceeds Standard
Celebration of the Christian Mystery	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.	Essay includes all of the requested items with exceptional depth of thought.
Six Traits of Writing	Essay includes three or less of the Six Traits of Writing.	Essay includes four or five of the Six Traits of Writing.	Essay includes all Six Traits of Writing.	In addition to meeting all criteria in Level 3, the essay shows much attention to detail.

Archdiocese of Omaha High School Religion Grade Level Assessment Score Report

School Name _____

Teacher Name _____

Grade/Course _____

Challenge Essay Question

Grade 9 2 nd Semester	Level 1 # students Not meeting Standard	Level 2 # students Progressing Toward Standard	Level 3 # students Meeting the Standard	Level 4 # students Exceeding Standard
Celebration of the Christian Mystery				
Six Traits of Writing				

Submit one copy to the Administrator or Department Chairperson before the end of the school year. That person will transfer the results for all grade nine students to the Catholic Schools Office on the School Level Assessment Report by May 20th.

Six Traits of Writing Guidance for High School

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

GRADE NINE

**OPTIONAL
PERFORMANCE ASSESSMENT**

Directions for Administration of the Optional Performance Assessment

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

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.

Grade 9

Teacher Notes for OPTIONAL Assessment Task

1. Suggested length for paper – 2-5 pages. Teacher should identify minimum length according to grade level and personal preferences.
2. Students will find the creative part of this assignment much easier if they are introduced to other examples of this kind of work.
 - a. Show the students artistic images of Christ from different historical eras, asking them to identify how different artists chose to depict the same event but with different emphasis, color, or meaning. For example, compare images from the Renaissance, from the early church, and from modern art.
 - b. Show the students clips from different film renditions of the gospel stories. For example, in the film *The Passion of the Christ*, one of the most moving and artistically inspired scenes comes as Jesus falls while his mother looks on. The film then flashes back to a moment when he fell as a small child and Mary ran to hold him in her arms and to care for him. Here the artist draws focus to the maternal bond between mother and son, and gives emphasis to the helpless feelings that Mary must have experienced as her son underwent his passion, “you yourself, a sword shall pierce.” – Luke 2:35
3. Many theology teachers have found it effective to give similar assignments to this one during Holy Week. For example, many have asked students to choose a station of the cross and re-write the meditation or narration for it. The class then prays the stations in the school halls or in a chapel while reading each meditation.
4. One teacher piloted this assessment using a similar approach, and followed these steps:
 - a. Ask each student to choose 4 sentences from their story that they find most compelling and interesting (highlight, underline, etc.)
 - b. Put up an overhead of the Stations of the Cross and ask the students to write at the top of their paper the name and number of the station that their story best fits with chronologically.
 - c. Have the students stand or sit in a large circle. Give them 30 seconds to stand up and place themselves in order according to the number of their station.
 - d. Then have each student read their 4 sentence excerpt consecutively, beginning each reading with the phrase: “from the perspective of _____ (Mary, Centurion, small child, Satan, etc)”.

Students commented afterwards that they were able to really experience the meaning of the assignment when they saw their work in the context of everyone else’s. You may also find some way to tie in their “flashback scene” to this presentation of their creative writing.

OPTIONAL

Religion Assessment Grade 9: Walking with Jesus

Program and Essential Standard: 1 The Profession of Faith

Administration: Upon completion of courses of study for 1st Semester, “The Revelation of Jesus Christ in Scripture”; and 2nd Semester, “Who is Jesus Christ?”.

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

Lifelong Learning Skills:

- Content/Comprehension
- Presentation
- Synthesis/Making Connections

Essential Question: How does Jesus help us understand the Creed?

Task: As Catholics, we proclaim the Nicene Creed every Sunday in Mass. Growing into an adult faith means not just saying the words, but meaning them, believing them, and living them. What does it really mean that Jesus came down from the heaven and became man, that he was crucified, died, and rose again from the grave? Create an “imaginative retelling” of a gospel story from Jesus’ Passion and reflect on how the truths contained in those stories relate to your own life and faith.

Guidelines:

Part I. The Story

- A. Write a creative retelling of one of the scenes from Jesus’ Passion from the unique perspective of someone who might have looked on as Jesus’ destiny unfolded. You will have to write in the first person as an eye-witness to the events of Jesus’ life. You may write from any of the following points of view: A child who followed at a distance, Jesus’ Guardian Angel, Mary, Peter, Lazarus, Mary Magdalene, one of the other apostles, an old woman who watched Jesus grow up from his early childhood, a Roman soldier etc. Others may be considered with teacher’s permission.
- B. Include in you story a “flashback” to some other scene from Jesus’ life and teaching (examples: the Sermon on the Mount, “Doubting Thomas”, the healing of the paralytic, “Let the children come unto Me” etc.)
- C. You should also be imaginative and creative in adding other aspects, moments, or events that were never recorded in sacred scriptures, but which add color, meaning, and depth to the gospel story. Nevertheless, your “version” of the story must be true to the reality of who Jesus was and to the facts of the scenes as told in one of the gospels. In short, you will present the truths of the gospels artistically, just as the director of a movie about Jesus might do.

Part II. The Presentation

- A. Suggestions for presentation include a poster, drama, sculpture, painting, poem, dramatic reading of part of your story, or other creative modes with your teacher's permission. Some audio/visual aid(s) must be used to convey your ideas.
- B. After your creative presentation, you must explain the meanings of some of the events that you wrote about in your story by connecting them to **three** of the questions below:
- Why is the idea of the incarnation so important?
 - What is the paschal mystery and what role does it play in our salvation?
 - How does Jesus reveal himself to be fully God and fully man—human and divine?
 - How does Scripture reveal Jesus' mission on earth?
 - How is Jesus the fullness of the revelation of God's love for mankind?
 - Scripture tells us what Jesus experienced during the Passion. What do you think the Father experienced during the Passion?
 - How does the Holy Spirit bring the Passion alive in the Church today?
- C. Apply the story to your life in some meaningful way by connecting the story to **two** of the questions below:
- How does your story relate to your life?
 - How does Jesus' experience on the cross change our view and experience of suffering?
 - How does your story reveal God's love for mankind and for you specifically?
 - How does your story reveal God's merciful love, a love which offers us forgiveness and hope?
 - What examples can you offer to demonstrate how our world is in desperate need of embracing this vision of love, forgiveness, and hope? In our nation? In our communities? In our schools? In our families? In ourselves? You may draw from newspaper or magazine articles or from personal experience.
- D. Your formal presentation must be supported by information from the Catechism of the Catholic Church.

Directions for Use of the Scoring Guide

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.

Name: _____ Assessment Completion Date: _____

Student Scoring Guide for Grade 9: Walking with Jesus

As Catholics, we proclaim the Nicene Creed every Sunday in Mass. Growing into adult faith means not just saying the words, but meaning them, believing them, and living them. What does it really mean that Jesus came down from heaven and became man, that he was crucified, died, and rose again from the grave? Create an “imaginative retelling” of a gospel story from Jesus’ Passion and reflect on how the truths contained in those stories relate to your own life and faith.

Criteria	<u>Level 1</u> Does not meet Standard	<u>Level 2</u> Progressing toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
Content and Comprehension	<ul style="list-style-type: none"> Demonstrates less than five of the criteria listed in Level 3. 	<ul style="list-style-type: none"> Demonstrates at least five of the criteria listed in Level 3. 	<ul style="list-style-type: none"> Creatively retells a scene from Jesus’ Passion. Adds artistic details while remaining true to the facts of the story. Answers 3 questions from section Part II B. Answers 2 questions from section Part II C. Includes information supported by the Catechism. Includes flashback from Jesus’ life. 	<ul style="list-style-type: none"> In addition to meeting all criteria in Level 3, the student showed exceptional depth of thought, reflection, and insight. 	
Presentation	<ul style="list-style-type: none"> Demonstrates only one of the criteria listed in Level 3. 	<ul style="list-style-type: none"> Demonstrates only two of the criteria listed in Level 3. 	<ul style="list-style-type: none"> Presentation is creative, interesting and effective at communicating the ideas. Relates appropriate visuals to the presentation. Demonstrates self-confidence in delivery. 	<ul style="list-style-type: none"> In addition to meeting all criteria in Level 3, the finished product is carefully written, well-polished, and shows much attention to detail. 	
Synthesis/Making Connections	<ul style="list-style-type: none"> Lacks meaningful connections. 	<ul style="list-style-type: none"> Draws connections that are less clear or understandable. 	<ul style="list-style-type: none"> Draws meaningful connections between the Creed, Jesus’ life and death, and your life. 	<ul style="list-style-type: none"> In addition to meeting all criteria in Level 3, the student clearly communicates the content in a cohesive manner-tying it all together. 	

List any modifications made:

**ESSENTIAL
CATHOLIC PRACTICES
AND PRAYER SECTION**

Essential Catholic Practices and Prayer Section

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

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

ESSENTIAL AND OPTIONAL PRACTICES AND PRAYERS

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