

**Archdiocese of Omaha**

**Religion  
Curriculum**

**K-12**

**1<sup>st</sup> Draft May 2003  
1<sup>st</sup> Revision August 2004  
2nd Revision July 2005**

# Table of Contents

Letter from the Most Reverend Elden Francis Curtiss.....	1
Acknowledgements.....	2
Introduction.....	3
Archdiocesan Mission Statement and Exit Standards.....	4
Religion Program Mission Statement.....	6
Family and Parish Partnership.....	7
Religion Program Standards.....	19
Religion Essential Standards.....	20
Primary Grades K-2 Section.....	24
Assessment, Scoring Guide, Content Checklist	
Intermediate Grades 3-5 Section.....	38
Assessment, Scoring Guide, Content Checklist	
Middle School Grades 6-8 Section.....	55
Assessment, Scoring Guide, Content Checklist	
High School Grades 9-12 Section.....	72
Assessments, Scoring Guides, Content Checklist	
Essential Catholic Practices and Prayers.....	96
Textbook and Testing Recommendation.....	112
Appendix.....	113



# ARCHDIOCESE OF OMAHA

Office of the Archbishop

100 NORTH 62ND STREET  
OMAHA, NEBRASKA 68132

June 24, 2003

Ms. Lisa Nelson, Director  
Standards and Assessment  
Catholic Schools Office  
3212 North 60<sup>th</sup> Street  
P.O. Box 4130  
Omaha, NE 68104-0130

Dear Lisa,

Thank you for your letter of May 29th and the draft of the Archdiocese of Omaha Religion Curriculum. I asked Fr. Taphorn to review the document, and I personally reviewed the changes that he proposed. I understand that you met with Fr. Taphorn on June 19 to go over his remarks. I hereby approve the document with the provision that his corrections and recommendations are incorporated into the final text.

Thank you for all of your hard work on this important project. Let us pray that it will bear much fruit for the young people of the Archdiocese of Omaha.

I am sincerely yours in the Lord,

A handwritten signature in cursive script, reading "Elden Francis Curtiss".

Most Reverend Elden Francis Curtiss  
Archbishop of Omaha

# Acknowledgements

We would like to thank the following individuals for their support and assistance in the writing of the *Archdiocese of Omaha Religion Curriculum Guide May 2003*:

Most Reverend Elden Francis Curtiss	Archbishop of the Archdiocese of Omaha, Nebraska
Reverend Joseph Taphorn	Vice Chancellor
Sr. Michelle Faltus	Superintendent of Archdiocese of Omaha Catholic Schools
Reverend Franklin Dvorak	Pastor, St. Wenceslaus, Omaha
Reverend Robert English	Pastor, St. Rose of Lima, Crofton
Reverend Mark McKercher	Pastor, St. Mary, West Point
Reverend John Pietramale	Pastor, Holy Trinity, Hartington; St. Michael, Coleridge
Reverend Michael Schmitz	Pastor, St. John, Fordyce; St. Boniface, Menominee
Sr. Charlotte Schuele, SSSF	Principal, St. Rose of Lima School, Crofton
Deacon Duane Thome	Teacher, V.J. and Angela Skutt Catholic High School, Omaha
Dan Connelly	Teacher, Daniel J. Gross Catholic High School, Omaha
Becky Jones	Teacher, Cedar Catholic Junior/Senior High School, Hartington
LaNeda Kuehler	Teacher, St. Rose of Lima School, Crofton
Sue Knier	Teacher, St. Wenceslaus School, Omaha
Mary Ann Spicka	Teacher, Howells Community Catholic School, Howells
Nancy Snyder	Teacher, St. Wenceslaus School, Omaha
Misty Andreasen	Teacher, St. Michael School, South Sioux City
Michaela Blazek	Parent, V. J. and Angela Skutt Catholic High School, Omaha
Marilyn Wiebelhaus	Director of Academic Programs
Lisa A. Nelson	Director of Standards and Assessment

# Introduction

## Purpose of this curriculum:

The purpose of this standards-based curriculum is to assist pastors, principals, and teachers in the Archdiocese of Omaha in using the Catechism of the Catholic Church to provide a full, age-appropriate presentation of Catholic teaching for Archdiocesan Catholic schools. This guide contains clear expectations for religious education standards as well as specific Catholic doctrine relating to each essential standard. It is intended that this material be used in the development of local religious education curriculum plans and for the training of teachers of religious education.

This curriculum guide offers instructional direction within the wider task of faith formation in which the family and the entire parish community are engaged. One cannot internalize all the elements of Catholic formation simply by participating in a Catholic school. Conversion is a life-long process. In the Catholic tradition, 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.

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 them as well.

## **Archdiocese of Omaha 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 educate students 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 Exit Standards

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

- **Religious knowledge, virtues, morals, and practices;**
- **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:  
    Sound health and stable families;  
    Responsible stewardship;  
    Mature, responsible, and sensible use of technology; and  
    Effective citizenship.**

## **Religion Program Mission Statement**

Our mission of Religious Education in the Archdiocese of Omaha is to guide all students in the development of their Catholic faith.



## **The Family and Parish Partnership Section: Directions for Use**

- The following section has been created to assist the parish and school in strengthening a partnership with the parents.
- This information should be used as an educational tool to assist parents.
- It is recommended that a copy of this information be given to parents along with a copy of the section on Catholic practices and prayers.
- The Pastor and Administrator are encouraged to use this information for incoming families.
- This information may also be used as a recruiting tool.
- The information in this section may be reproduced as a packet or be split into sections and distributed as needed.

## **The Family and Parish Partnership**

Parents contribute to the spiritual growth of their children by nurturing the intellectual, emotional, and physical growth of their children. “Parents have the mission of teaching their children to pray and to discuss their vocation as children of God” (CCC, #2226).

The parish community, in its turn, assists parents in their role as catechists. The catechism states that “the parish is the Eucharistic community and the heart of the liturgical life of Christian families; it is a privileged place for catechesis of children and parents” (CCC, #2226).

These two sources, families and parish, have appropriate roles and responsibilities in complementary ways; together they form a partnership in the responsibility for forming children in the four pillars of the Catholic faith: Creed, Sacraments, Christian Life, and Prayer. In this light, parents should be made aware of and asked to participate in teaching these standards, thereby enriching their own faith through the process of catechizing their children.

**The following pages provide suggestions for ways the family and parish can enhance each stage of their partnership throughout a child’s involvement in the parish or school program. These recommendations are organized around the four pillars of the Catechism of the Catholic Church which is the foundation of the Archdiocese of Omaha’s religion curriculum.**

# Preschool

## Young Children:

- Experience God's love mainly through parents/guardians and family members such as grandparents, brothers, sisters, aunts, and uncles.
- Enjoy discovering the wonders of their world.
- Accept what is taught about God.
- Learn through stories and physical activities: seeing, hearing, touching, tasting, and smelling.
- Require a variety of activities to maintain their attention.
- Need to learn in an atmosphere of trust and personal acceptance.
- Form their image of God from the important people in their lives.

## Practical Tips:

Establish consistent prayer times, for example, before meals and at bedtime.

Celebrate your child's baptismal anniversary with a special celebration.

Set aside a few minutes each evening to read an appropriate Bible story and ask your child what he or she thinks about the story.

When your child asks about a significant family event (birth of a child, wedding, Baptism), try to explain the ceremony and rituals in terms of God.

Read age-appropriate books to your child that speak of God and the importance of being good.

Let your child see you praying and going to Church on a regular basis.

Practice simple rituals such as the sign of the cross, peace exchange, folding hands, genuflecting.

Practice simple acts of service.

## Prayers and Prayer Practices to be learned:

**Sign of the Cross**

**Glory Prayer**

**The Lord's Prayer**

**Hail Mary**

**Meal Prayers**

# Preschool

## Creed

Family: Parents stimulate awareness, awe, and joy for life in their preschool child through nurturing loving relationships and experiencing life's precious moments together. Noticing the beauty of God's creation in nature with a preschooler can be particularly illuminating.

Parish/School: The parish community assists parents by providing preschool religious education classes where children can relate the everyday events of their lives to the Gospel. Adult education sessions on parenting, family living, and the basic teachings of Catholic faith can also be offered.

## Sacraments

Family: Parents teach young children the meaning of ritual and family. Participation in family rituals (such as bedtime rituals, family prayer, seasonal celebrations, etc.) by preschoolers forms the basis for their future understanding of worship.

Parish/School: A sense of belonging to the faith community is fostered by encouraging participation in the social and worship life of the parish. Since preschoolers learn through their senses, it is important that the parish provide liturgies and prayer experiences that make the best use of colors, sound, and symbols, which foster a sense of belonging. Thus, your child may learn what it means to be part of a worshipping community before he/she is able to grasp the concept.

## Christian Life

Family: Setting aside time to be with preschoolers to share the events of the day, to hug them, and carefully listen to them are some ways parents nurture the faith of the child by being models of loving service and care. A sense of security and trust in the home are also of vital importance as a basis upon which faith builds. Parents also instill an age-appropriate sense of right and wrong, good and bad.

Parish/School: Parish service projects designed for family involvement help children form a positive attitude toward Christian service. Programs of support and outreach to families in need model loving service and care for all.

## Prayer

Family: Families pray simple prayers with children and establish patterns of prayer that are comfortable for them as a family. Spontaneous prayer, meal prayers, bedtime prayers and prayers at special family times are all excellent ways to introduce prayer to your preschool child.

Parish/School: The most important way the parish community helps parents lead their children to worship is through liturgy. Offering Children's Liturgy of the Word for young children helps them to gradually understand the liturgy and feel included in the worship experience. The parish also provides other opportunities for common prayer and popular devotion.

# Primary Grades K-2

## Primary Children:

- Form an image of God from the important people in their lives.
- Need to have concepts and facts presented one at a time.
- Experience God's love through prayer and interaction with others.
- Enjoy song, ritual, and humor.
- Need to learn cooperation with peers.
- Require a variety of activities due to a short attention span.
- Need to learn in an atmosphere of trust and personal acceptance.

## Practical Tips:

Establish consistent prayer times, for example, before meals and at bedtime.

Celebrate your child's baptismal anniversary with a special celebration.

Help your child memorize the Our Father, Hail Mary, Glory Be, and Sign of the Cross.

Determine specific ways to say, "I am sorry" and to make up when things go wrong in the family.

Place a family Bible in a special location in the home.

Read stories to your child from a children's Bible.

Decorate your dinner table with simple symbols of the Church season: Advent wreath, cross during Lent or a candle at Easter.

Plan a family meal to which you invite someone who may be lonely.

Make treats to share with classmates on a special holy day.

Take care of a garden or house plant as a way of showing respect for God's creation.

## Prayers and Prayer Practices to be learned:

**Sign of the Cross**

**The Lord's Prayer**

**Hail Mary**

**Act of Contrition**

**Liturgy of the Eucharist**

**Glory Prayer**

**Ten Commandments**

**Guardian Angel Prayer**

**Liturgy of the Word**

**Meal Prayers**

**Reconciliation**

**First Communion**

**Apostles' Creed**

# Primary Grades K-2

## Creed

Family: Parents of primary-grade children provide the most powerful influence on forming the faith of their children by living out their own faith with consistency and joy. Children experience God's loving presence in the everyday care and nurturing provided by parents. Families can also engage in primary-age discussions of the Catholic faith.

Parish/School: The parish plays a vital catechetical role by relating the stories and beliefs of our tradition to children in a systematic way. Just as important are the parish programs designed to assist adults in their personal growth and education in faith.

## Sacraments

Family: Parents educate and prepare their primary child for celebration of the Sacraments of First Reconciliation and First Eucharist by connecting daily experiences to Gospel teachings and their own experience of these Sacraments. Families celebrate Mass with the parish community and discuss participation and the meaning of symbols.

Parish/School: The parish provides parents with catechetical resources, support, and encouragement to enable them to fully prepare their children for first and subsequent celebrations of the Sacraments. Parish sacramental celebrations are family-friendly and support parents in their role as primary educators of their children.

## Christian Life

Family: Parents influence children through the witness of their lived faith expressed in integrity and service. Children are included in service projects when possible. Issues related to justice, peace, respect for life, and other moral issues are discussed routinely around the dinner table or elsewhere at a level understandable to the primary-age child.

Parish/School: The parish community provides children with the opportunity to share their material goods with those less fortunate, especially at Thanksgiving and Christmas time. The parish community models itself after the Gospel values of peace, justice, and stewardship and provides adult education programs on moral issues.

## Prayer

Family: Families help children memorize traditional prayers such as the Our Father and Hail Mary through daily repetition. The family prays together regularly at mealtime, bedtime, and special seasonal observances and to commemorate significant life events.

Parish/School: The parish regularly provides families with prayer resources that can be used easily in the home. Occasional parish family prayer services are held to celebrate, support, and encourage families in their role as the domestic church.

# Intermediate Grades 3-5

## Intermediate Children:

- Learn faith identity through community customs and traditions.
- See God as judge and lawgiver due to their sense of fair play.
- Tend to be conformists and identify strongly with their peer group.
- Experience the beginnings of sexual awareness.
- Begin to think abstractly and have longer attention spans.
- Are curious and independent.
- Have a wide range of interests.

## Practical Tips:

Say a prayer before family meals.

Plan a special day with your child where you celebrate the gifts he or she brings to the family.

Periodically watch your child's favorite TV shows and discuss the values presented in the light of our Catholic faith tradition.

Share with your child the story of a saint who is special to you.

As a family, celebrate the Sacrament of Reconciliation during Advent and Lent.

Attend Mass as a family on a regular basis.

Set aside a specific time each week to review with your child what is being taught in his or her religion class.

Participate with your child in a parish-sponsored service project, such as the Lenten Rice Bowl, a clothing drive, or a parish potluck.

Identify one or more chores that your child could do that would be a real service to the family.

Invite your child to talk about how God is a part of his or her life.

## Prayers and Prayer Practices to be learned:

**Sign of the Cross**

**Meal Prayers**

**Hail Mary**

**Act of Contrition**

**Apostles' Creed**

**Nicene Creed**

**Liturgy of the Eucharist**

**Glory Prayer**

**The Lord's Prayer**

**Guardian Angel Prayer**

**Ten Commandments**

**Mysteries of the Rosary**

**Sacraments**

**Reconciliation**

**Liturgy of the Word**

**Communion**

**Benediction**

**Stations of the Cross**

**Order of Mass**

## Intermediate Grades 3-5

### **Creed**

Family: The willingness of parents to grow in their understanding of faith issues models for their children the belief that growth in faith is a lifelong process. Parents seek opportunities to share their faith with other adults as well as their children. Parents take the time necessary to answer informal faith questions as they arise or research unknown answers with the child, using scripture or the Catechism of the Catholic Church when appropriate. Families actively participate in the life of the parish.

Parish/School: The parish community provides programs that support the faith and role of parents. Opportunities such as retreats, Scripture study, and adult education sessions on aspects of the Catholic tradition are good examples. Catechists communicate to parents ways in which the systemic presentation of the faith can be reinforced at home through family discussion and activities.

### **Sacraments**

Family: Parents help to deepen their children's understanding of Sacraments by regular participation in sacramental celebrations followed by conversation about the experience. Participation in communal reconciliation services and other opportunities for reconciliation and weekly Sunday liturgy are particularly important for the intermediate child and his or her family.

Parish/School: The parish nurtures the grade school child's affinity for ritual by offering regular opportunities for active involvement and a sense of inclusion. Catechetical sessions teach children the meaning of symbolic action and how to worship with respect.

### **Christian Living**

Family: Parents help their children learn to make right choices through dialogue about routine decisions. Respect and appreciation for ourselves and others are communicated when parents show respect and appreciation for their children. Participation in the responsibilities of family life teaches intermediate students the value of Christian service and wholesome moral life.

Parish/School: Consistent messages from the parish regarding Christian stewardship (time, talent and treasure) support and empower families. Structured opportunities for families to participate in direct service to the poor, elderly, or infirm are available. Education in complex moral issues is provided for parents.

### **Prayer**

Family: Parents speak about the importance of prayer in life when their children see them pray. The prayer life of children is enriched by praying at home and at regular celebrations of liturgy and sacraments.

Parish/School: Catechists broaden the experience of intermediate children by offering a variety of prayer forms, including traditional Catholic prayers, in the classroom. Large group prayer services help children learn the value of communal prayer (i.e. Stations of the Cross, Eucharistic Adoration, and Marian Devotions).



# Middle School Grades 6-8

## Young Adolescents:

- Learn faith identity through experience of community customs and traditions.
- Are in a period of rapid growth: physical, mental, and emotional.
- May experience awkwardness, uncertainty, and self-consciousness.
- Change from a strong interest in the group to an interest in one or two “best” friends.
- Find peer acceptance more important than adult approval.
- Experience an increase in sexual awareness.
- Are capable of reflective thinking.

## Practical Tips:

Get to know your child’s friends.

Talk with your child about the values he or she sees reflected in the media and in his or her daily surroundings.

Take every opportunity to affirm your child’s gifts and talents.

Encourage your child to become involved in some Church activity, for example, youth group, altar server, lector, choir member, or altar server at school Masses.

Provide your child with books or videos about the lives of the saints.

Participate with your child in a program sponsored by the parish: food and clothing collection, parish festival, a political action, or a spiritual retreat.

Encourage your child to take some “private time” each day for personal prayer.

As often as possible, attend Mass as a family.

As a family, celebrate the Sacrament of Reconciliation during Advent and Lent.

Read your youngster’s religion textbook and talk about what the class is studying.

Give your child a Bible that is written specifically for his or her age and understanding.

## Prayers and Prayer Practices to be learned:

**Sign of the Cross**

**Hail Mary**

**Guardian Angel Prayer**

**Liturgy of the Word**

**Apostles’ Creed**

**Stations of the Cross**

**Order of Mass**

**Precepts of the Church**

**Glory Prayer**

**Meal Prayers**

**Act of Contrition**

**Liturgy of the Eucharist**

**Ten Commandments**

**Nicene Creed**

**Rosary/Mysteries**

**Theological Cardinal Virtues**

**The Lord’s Prayer**

**Memorare**

**Reconciliation**

**Communion**

**Sacraments**

**Benediction**

## **Middle School Grades 6-8**

### **Creed**

Family: Parents communicate their values to their children through family participation in the life, mission, and work of the parish community. Frequent reference to Jesus and the Gospels and the Church helps keep them in relevant the life of the young adolescent.

Parish/School: In addition to curriculum-based catechetical sessions, the parish provides opportunities for young people to discuss life and faith issues in a Catholic Christian context with a catechist and their peers.

### **Sacraments**

Family: Parents set standards for family involvement in parish liturgical celebrations including: attending regularly, speaking positively about them, dressing with care, arriving on time and participating fully. Family encouragement for young people to take on the responsibility of liturgical ministries is essential in their decision to do so.

Parish/School: The parish provides opportunities for young people to participate fully in liturgical ministries. Listening, understanding, patient teaching, and responding pastorally to the sacramental needs of this age group help them feel a sense of belonging.

### **Christian Living**

Family: Families who open their hearts to those in need, and put their faith into action witness Christian service to their young adolescent child. Parents discuss moral decision-making and human sexuality with their children in light of the Catholic tradition.

Parish/School: The parish lives and teaches the scriptural vision of life that encompasses justice, peace, equality, charity, and stewardship. Special attention needs to be made to assist parents on how to communicate this vision. The parish calls families to conversion and offers catechetical, worship, community, and service opportunities to support this call.

### **Prayer**

Family: The family participates in a variety of prayer experiences at home, at church, or on retreat. Prayer is regarded as a natural expression of faith and is frequently experienced in the home. Young adolescent children are given responsibility for planning and implementing special family prayer services.

Parish/School: Students are trained to be prayer leaders and active participants through regular practice in classroom prayer. Parish leadership supports student prayer by attending services planned by the youth. Families are exposed to a variety of prayer styles at parish functions.

# High School Grades 9-12

## Older Adolescents:

- Display a searching faith.
- Are capable of developing a personal spirituality.
- Move toward critical consciousness: “What do I think and why do I think that?”
- Establish a personal identity and independence from parents.
- Change from a strong interest in the group to one or two “best” friends.
- Establish their sex role identity.
- Experiment with career choices.
- Critique personal and social values, and develop their own value system.

## Practical Tips:

Keep Christian symbols in your home: a crucifix, Bible, or pictures.

Celebrate various rites of passage-driver’s license, graduation, awards or honors-with gifts that symbolize the Catholic faith.

Encourage your child to participate in a youth retreat.

When the opportunity presents itself, discuss with your child the importance of religion in your own life.

Discuss with your child the values portrayed in the media in light of your family’s values and your Catholic faith.

Know your child’s friends.

Encourage your child to take some quiet time and pray when he or she is faced with a difficult choice.

Talk with your child about what God may be calling him or her to do with his or her life.

Encourage your child to volunteer for service projects in the parish or in the community. Invite your child to share his or her thoughts on the experience.

Encourage your child to become involved in some type of Church activity: youth group, lector, altar server, extraordinary minister of the Eucharist, musician or choir member, catechetical teacher, or campus ministry.

## Prayers and Prayer Practices to be learned:

**Sign of the Cross**

**Hail Mary**

**Act of Contrition**

**Liturgy of the Word**

**Apostles’ Creed**

**Sacraments**

**Order of Mass**

**Theological/Cardinal Virtues**

**Glory Prayer**

**Meal Prayers**

**Reconciliation**

**Liturgy of the Eucharist**

**Ten Commandments**

**Nicene Creed**

**Rosary/Mysteries**

**Precepts of the Church**

**The Lord’s Prayer**

**Guardian Angel Prayer**

**Stations of the Cross**

**Communion**

**Benediction**

**Memorare**

# High School Grades 9-12

## **Creed**

Family:

Parents share the Catholic faith story with their older adolescents when they turn to the resources of the Catholic faith to respond to moral dilemmas or other challenges of daily living. Values are also shared during family discussions about current events and movies or TV shows.

Parish/School

The parish community complements family catechesis by offering catechetical programming through which teens can come together with their peers and a catechist to discuss the implications of the Sunday readings for their faith lives.

## **Sacraments**

Family:

Families celebrate the liturgical year as well as special life events with rituals and prayers for the Catholic tradition. Patterns of celebrating are adjusted at this time to meet the unique needs of the older adolescent. Families discuss the meaning of the Sacraments on a deeper level as the teen matures.

Parish/School:

The parish invites all confirmed youth to participate fully in the liturgical ministries of the parish. Age-appropriate training is provided and efforts are made to provide mentoring when necessary. Families participate together in the liturgical life of the parish.

## **Christian Living**

Family:

Parents make time to listen to and talk with their teenage child. Efforts are made to do things together in order to maintain a healthy, open relationship. Families work at communication skills that are based on respect, appreciation, and support for one another. Parents support their teenager's need for increased responsibility and freedom while sustaining a secure family structure.

Parish/School:

The parish provides opportunities for families to organize to address common concerns such as communication skills, the parent/teen relationship, single parent families, responding to community justice issues and others.

## **Prayer**

Family:

Families incorporate prayer into their daily living both individually and together. Families pray together in times of stress, crisis, joy, and celebration and offer prayers of petition, adoration, thanksgiving, or contrition during mealtime or bedtime prayers. Additional responsibilities are given to the teen in regard to planning and implementing family prayer rituals.

Parish/School:

The parish liturgical year celebrations are family-focused and offer something for every member of the family, especially the teen. Teens are invited and welcomed to parish prayer events. All graduates receive special recognition and a blessing at a regular Sunday liturgy in the spring.

# Religion Program Standards

## **Standard #1: CREED [BELIEF]**

Demonstrate faith by accepting the Creed as a foundation of personal life.

- Recognize the gifts of the Father, Son, and Holy Spirit.
- Explore the identifying marks of the Church.

## **Standard #2: SACRAMENTS [GIFT]**

Understand, demonstrate, and celebrate the importance of the Sacraments.

- Apply the Sacraments in relation to God's action in the Church today.
- Recognize the Eucharist as the source and summit of Christian life.

## **Standard #3: CHRISTIAN LIVING [LIFE]**

Lead a Christian life by applying Catholic principles based on the Gospel message.

- Acknowledge and affirm the dignity of the human person.
- Identify and apply principles of a well-formed conscience.
- Explore vocations.

## **Standard #4: PRAYER [RELATIONSHIP]**

Develop a relationship with God.

- Understand that prayer is essential.
- Know and participate in the diverse Catholic traditions of prayer.

# Religion Essential Standards

## **Standard #1: CREED [BELIEF]**

**Grades K- 2: Recognize God’s love for us.**

**Grades 3-5: Know Jesus as the Son of God.**

- Recognize Jesus as Savior.

**Grades 6-8: Explore the presence of the Trinity.**

- Recognize the presence of the Father, Son, and Holy Spirit.

**Grades 9-12: Analyze and profess the Creed.**

- Investigate and apply the teachings of the Church revealed in the Creed.
- Understand the key role that the paschal mystery (the life, death, and resurrection of Jesus Christ) plays in the redemption and salvation of the world

# Religion Essential Standards

## **Standard #2: SACRAMENTS [GIFT]**

**Grades K- 2: Recognize the Sacraments as gifts from God.**

**Grades 3-5: Recognize the presence of Christ in the Sacraments.**

- Know that the Sacraments of Initiation, Healing and Service bring us into a closer relationship with God.

**Grades 6-8: Understand the Sacraments as the life-giving powers of Christ.**

**Grades 9-12: Analyze the Sacraments and apply them to life.**

- Understand that God is active in our daily lives through the Sacraments.

# Religion Essential Standards

## **Standard #3: CHRISTIAN LIVING [LIFE]**

**Grades K- 2: Recognize that we are children of God.**

**Grades 3-5: Recognize Jesus' life as a model for our own.**

- Recognize that God calls us to be responsible for our actions.
- Recognize the importance of serving others.

**Grades 6-8: Demonstrate principles of Christian living.**

- Model faith in words and actions.
- Make moral decisions consistent with Church teachings.
- Examine vocations as God's call.

**Grades 9-12: Live responsibly as fully initiated members of the Church.**

- Integrate discipleship in our call to holiness.



# Religion Essential Standards

## **Standard #4: PRAYER [RELATIONSHIP]**

**Grades K-2: Recognize that prayer is a conversation with God.**

**Grades 3-5: Understand prayer as a way to grow closer to God.**

- Understand and practice different forms of prayer.

**Grades 6-8: Know the meaning and importance of prayer in life.**

**Grades 9-12: Commit to a deeper relationship with God.**

## **PRIMARY GRADES K-2**

- **RELIGION ESSENTIAL STANDARDS**
- **DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT**
- **PERFORMANCE ASSESSMENT**
- **DIRECTIONS FOR USE OF SCORING GUIDE**
- **SCORING GUIDE**
- **DIRECTIONS FOR USE OF GRADE LEVEL TALLY SHEET**
- **GRADE LEVEL TALLY SHEET**
- **DIRECTIONS FOR USE OF CONTENT CHECKLIST**
- **CONTENT CHECKLIST**

# **Grades K-2 Religion Essential Standards**

## **Standard #1: CREED [BELIEF]**

**Recognize God's love for us.**

## **Standard #2: SACRAMENTS [GIFT]**

**Recognize the Sacraments as gifts from God.**

## **Standard #3: CHRISTIAN LIVING [LIFE]**

**Recognize that we are children of God.**

## **Standard #4: PRAYER [RELATIONSHIP]**

**Recognize that prayer is a conversation with God.**

## **Directions for Administration of the 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. In doing so, the teacher will have read through the assessment task, guidelines, and scoring guide to know when in the year to place the instruction that will precede the administration of the assessment. The assessment should flow from the curriculum. This should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and state. When used properly, the assessment and scoring information provides the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher has already gone through 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 assessment guidelines and scoring guide in the specific grade level section of the curriculum. The teacher will want to remove the “teacher notes” section from the original before making copies for the students. The teacher will provide each student with both the 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 assessment and 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 not graded on the assessment; instead, they are rated for proficiency on the scoring guide. As a criterion referenced test, the performance assessments are designed for the individual student to show what they know. Scoring results from all K-12 archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the 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 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. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor as needed.
7. The teacher will collect the assessments and rate them for proficiency using the Scoring Guide.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student some additional time or give them another chance to show what they know if the student has not achieved a proficiency rating of Level 3, "Meets the Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the scoring guide in the individual student's cumulative file.

# Religion Assessment Grade 2: Talking with God

**Program and Essential Standard:** 4: Prayer - Relationship

**Administration Time:** Grade 2, 2<sup>nd</sup> Semester

**The assessment must be completed so that the Tally Sheet is submitted to the CSO by the week of April 22<sup>nd</sup>**

**Suggested Time Frame:** Allow two weeks for students to complete (see below).

**Lifelong Learning Skills:**

- Content/Comprehension
- Communication
- Classification

**Essential Question:** What is prayer and how do we pray?

**Task:** Complete a project that shows your understanding of prayer.

**Guidelines:**

1. Define prayer orally or in writing,
2. Explain what prayers are important to you when you talk with God and tell when and where you can pray them.
3. Recite or write at least one example of both formal and informal prayer and label them correctly.
4. Tell how you know that the prayers are formal or informal.
5. Illustrate the examples of prayers with pictures, through role-playing with a partner, creative dramatics, using the computer or another creative method for sharing these with your class.
6. The presentation of your examples of prayers can be for your own or another class. If teacher prefers, presentations may be given in small groups.

**Notes to teacher:**

- This task may be done alone or with a partner at teacher's discretion. (If working with a partner, each student must present his/her own examples of both formal and informal prayer.)
- Suggestion: Instead of using a 2 week time frame, over the course of the school year the teacher may have students develop a prayer portfolio. During the 2<sup>nd</sup> semester, prayer portfolios will be compiled and presented.
- Limit presentations as needed.
- Definition of formal prayer: Prayers that are formally taught to us: e.g. Our Father, Hail Mary, Mass etc.
- Definition of informal prayer: Original prayers from the heart.
- **Student Checklist of Assessment can be found in Appendix A (Student Checklist).**

## **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 “Scoring Guide” for archdiocesan reporting purposes.**

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 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’s next step is to transfer the students’ totals from the scoring guide to the **“Grade Level Tally Sheet”**. Directions for use of the Grade Level Tally Sheet follow in this section.

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

## Religion Scoring Guide Grade 2: Talking with God

Complete a project that shows your understanding of prayer.

Criteria	<u>Level 1</u> Does not meet Standard	<u>Level 2</u> Progressing toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
<b>Content and Comprehension</b>	<ul style="list-style-type: none"> <li>• Shows less than three of the items listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows only three of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines prayer.</li> <li>• Includes one example of both formal and informal prayer.</li> <li>• Tells what prayers are important to you.</li> <li>• Tells when and where to pray them.</li> </ul>	<ul style="list-style-type: none"> <li>• Does everything in Level 3, and includes more than one example of formal and informal prayer.</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Shows only two of the items listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows only three of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain your examples.</li> <li>• Uses complete sentences.</li> <li>• Speaks clearly (voice and volume).</li> <li>• Illustrates prayers.</li> </ul>	<ul style="list-style-type: none"> <li>• Does everything in Level 3, and examples are clearly understandable and detailed.</li> </ul>	
<b>Classification</b>	<ul style="list-style-type: none"> <li>• Nothing listed in Level 3 is shown.</li> </ul>	<ul style="list-style-type: none"> <li>• Only shows one item listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Labels prayers correctly.</li> <li>• Can tell why the prayers are formal or informal.</li> </ul>	<ul style="list-style-type: none"> <li>• Does everything in Level 3, and includes more than one formal and informal prayer.</li> </ul>	

**List any modifications made:**



## Directions for Use of Grade Level Tally Sheet

1. You must administer the assessment to your students and then rate the individual student's assessment using the individual student **Scoring Guide** included in the curriculum guide before you may proceed to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet. Please note that the Grade Level Tally Sheet is a generic form that contains all criteria that could be used for grades 1-12 assessments. **You will only enter the class results for the criteria that were listed on the Scoring Guide of the assessment given in your grade level.**
4. If there are other teachers from your grade level who gave the same assessment, you will then need to meet with them to combine your results with theirs to submit only one Grade Level Tally Sheet to your administrator.
5. Once you have combined the grade level results, submit the completed form to your administrator.
6. The teacher will then file the individual student Scoring Guide in the student's cum folder.

## Grade Level Tally Sheet for Religion

**School Name/City:**

**Assessment Date:**

**Grade Level:**

**Total # Students Assessed:**

**Name of Assessment Task:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual student scoring guides and enter the totals. Submit only one sheet per grade level to your administrator.

<b>Criteria</b>	<b><u>Level 1</u> # students not meeting Standard</b>	<b><u>Level 2</u> # students progressing toward Standard</b>	<b><u>Level 3</u> # students meeting Standard</b>	<b><u>Level 4</u> # students exceeding the Standard</b>
<b>Content and Comprehension</b>				
<b>Communication</b>				
<b>Presentation</b>				
<b>Classification</b>				
<b>Collaboration</b>				
<b>Creativity</b>				
<b>Synthesis/ Making Connections</b>				

## Directions for Use of 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 format for the Content Section is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Catechism of the Catholic Church Reference (CCC)
5. Level of Teacher Instruction:  
Introduce (I), Develop (D), Master (M)

Introduce (I): To provide with a beginning knowledge or first experience of something.

Develop (D): To progress from simple to more complex through practice.

Master (M): To gain control over content; to understand and be able to retrieve the specified material for use as needed.

**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 Curriculum  
Primary Grades K-2 Content Checklist**

**CREED-BELIEF**

<b>Essential Standard #1: Recognize God's love for us.</b>	<b>Gr. K</b>	<b>Gr. 1</b>	<b>Gr. 2</b>
--	------------------	------------------	------------------

**Faith**

1.1.1	Identify that God is good and loving.	I	D	M
1.1.2	Identify that God made all things and everything He made is good.	I	D	D
1.1.3	Identify that God is with us in family, community, scripture, and Sacraments.	I	D	D
1.1.4	Identify that God loves us and wants us to respond to that love.	I	D	M
1.1.5	Identify that every person has a guardian angel. (CCC, #336; 352)	I	D	M
1.1.6	Name Adam and Eve's disobedience toward God as original sin.		I	D

**Scripture**

1.2.1	Recognize that the Bible is a special book about God.	I	D	D
1.2.2	Recognize that the Bible is made up of stories of the Old Testament and the New Testament.	I	D	D
1.2.3	Recognize that God speaks to us through Bible stories.	I	D	D

**Doctrine and Dogma**

1.3.1	Recognize that God is the creator of everything.	I	D	M
1.3.2	Recognize that God sent Jesus because of His love for us.	I	D, M	
1.3.3	Recognize that Jesus is the Son of God who became man to teach us about God.	I	D	D
1.3.4	Recognize that God chose Mary to be the mother of His son, Jesus, and because of that we honor her. (CCC, #492)	I	D	D
1.3.5	Recognize that Mary said "Yes" to be the mother of Jesus.	I	D	D
1.3.6	Recognize that Jesus died on the cross for us so we can go to heaven.	I	D	D
1.3.7	Recognize that Jesus rose from the dead on Easter.	I	D	M
1.3.8	Recognize that Jesus went back to heaven.	I	D	M
1.3.9	Recognize that Jesus and the Father sent the Holy Spirit to guide the Church.		I	D
1.3.10	Recognize that God wants us to live in heaven with Him.	I	D	D

**Trinity**

1.4.1	Recognize that God is Father, Son, and Holy Spirit.	I	D	M
1.4.2	Recognize that Jesus became human to show us the love of God, and to teach us about God the Father.			I

**Archdiocese of Omaha Religion Curriculum  
Primary Grades K-2 Content Checklist**

<b>Gr.</b>	<b>Gr.</b>	<b>Gr.</b>
<b>K</b>	<b>1</b>	<b>2</b>

**CREED CONTINUED**

**Church**

1.5.1	Identify that the Church is the People of God and the Body of Christ.	I	D	D
1.5.2	Identify that the Church building is a holy place, the house of God's family, and a house of prayer.	I	D	M
1.5.3	Identify that the Catholic Church is a family of believers.	I	D	M
1.5.4	Identify that the Pope, Bishops and Priests are leaders of the Church.		I	D

**Community**

1.6.1	Recognize that our parish community is a family.	I	D	M
1.6.2	Recognize that, as a family, we are asked to respect and care for everyone.	I	D	D
1.6.3	Recognize that Jesus lived in a family with Mary and Joseph.	I	D	M
1.6.4	Recognize that Jesus taught us how to live.	I	D	M
1.6.5	Recognize that, as brothers and sisters of Jesus we believe that Mary is also our mother.	I	D	M

**Creation**

1.7.1	Identify that creation is a gift from God.	I	D, M	
1.7.2	Identify that humans are created in the image and likeness of God. (CCC, #41)		I	D
1.7.3	Identify that creation is the whole world; persons, places and things created by God.	I	D	D
1.7.4	Identify that we thank God for all He has created.	I	D	D
1.7.5	Identify that we show appreciation, respect, and care for God's creation.		I	D
1.7.6	Identify that animals are created by God and entrusted to our care. They may be used to serve our needs. (CCC, #2457)	I	D	D
1.7.7	Identify the Sabbath (Sunday) as a day to worship God.	I	D	D

**SACRAMENTS-GIFTS**

**Essential Standard #2: Recognize the Sacraments as gifts from God.**

**Sacrament**

2.1.1	Recognize Sacraments as celebrations and signs of Jesus' love for us.		I	D
2.1.2	Recognize that Sacraments have outward signs.		I	D
2.1.3	Identify Sacramentals as sacred signs of the Church. (CCC, #1677)		I	D
2.1.4	Identify that Catholics celebrate their faith through the Sacraments.		I	D

**Baptism**

2.2.1	Tell how Baptism washes away original sin and gives us new life.		I	D
2.2.2	Recognize that Baptism initiates us into the Church and God's family.	I	D	D
2.2.3	Recognize that Baptism gives us the right to receive other Sacraments.			I

**Archdiocese of Omaha Religion Curriculum  
Primary Grades K-2 Content Checklist**

Gr. K	Gr. 1	Gr. 2
----------	----------	----------

**SACRAMENTS CONTINUED**

**Reconciliation**

2.3.1	Recognize that God is ready to forgive us when we ask Him.	I	D	D, M
2.3.2	Show how we celebrate God's forgiveness in the Sacrament of Reconciliation.		I	D
2.3.3	Identify mortal sins as those that separate us from God.			I
2.3.4	Identify venial sins as those that harm our love for God, but do not take it away.			I

**Eucharist**

2.4.1	Recognize that Jesus shares himself with us in a special meal we call the Eucharist.		I	D
2.4.2	Describe how Jesus celebrated the first Eucharist at the Last Supper.	I	D	D
2.4.3	Recognize that the bread and wine are changed into the body and blood of Jesus during Mass by the priest through the power of the Holy Spirit.		I	D
2.4.4	Recognize that Jesus is truly present in the Eucharist under the appearance of Bread and wine.		I	D, M
2.4.5	Recognize that the presence of Jesus remains in the consecrated hosts in the tabernacle.		I	D

**Mass**

2.5.1	Tell how we participate at Mass in prayer and song.	I	D	D
2.5.2	Identify the Mass as a celebration of Christ's sacrifice and remembrance.		I	D
2.5.3	Recognize the liturgical seasons of Advent, Christmas, Lent and Easter as a way to celebrate the story of Jesus and his friends.	I	D	D

**Discipleship**

2.6.1	Recognize that the Sacraments of Baptism, Reconciliation and Eucharist help us to be followers of Jesus.	I	D	M
2.6.2	Describe how Mary, the saints and bible stories teach us to live as God wants us to live.	I	D	D

**CHRISTIAN LIVING-LIFE**

**Essential Standard #3: Recognize that we are children of God.**

**Vocation**

3.1.1	Tell how Jesus is our model and teaches us how to live this life.	I	D	M
3.1.2	Show how we can serve God by serving others.	I	D	D

**Archdiocese of Omaha Religion Curriculum  
Primary Grades K-2 Content Checklist**

Primary Grades

Gr.	Gr.	Gr.
K	1	2

**CHRISTIAN LIVING CONTINUED**

**Human Dignity**

3.2.1	Recognize that, as children of God, we are unique and all loved by God.	I	D	M
3.2.2	Describe how people are different, but special.	I	D	D
3.2.3	Recognize that Jesus teaches us how to love and respect God, others, and ourselves.	I	D	M
3.2.4	Recognize that life is sacred because it comes from God.		I	D
3.2.5	Describe how we can care for all people of different cultures and races.	I	D	D

**Human Interaction/Sexuality**

3.3.1	Illustrate ways that we love our family and neighbors.	I	D	M
3.3.2	Describe how we can respect our parents, thank them, and obey them.	I	D	M

**Moral Conscience**

3.4.1	Recognize that the Ten Commandments are based on love and respect.		I	D
3.4.2	Demonstrate that we show love by how we act.	I	D	M
3.4.3	Illustrate how we can choose to do good.	I	D	M
3.4.4	Recognize that we sin when we choose to do wrong.	I	D	D

**Social Justice**

3.5.1	Recognize that we are called good stewards when we share what we have with others.		I	D
3.5.2	Recognize the need to care for the poor and suffering.	I	D	D

**Community Service**

3.6.1	Describe how we follow Jesus by loving and serving others.	I	D	D
3.6.2	Illustrate that service begins by being helpful at home.	I	D	M
3.6.3	Illustrate how we participate in school, church, and community projects.	I	D	D

**PRAYER-RELATIONSHIP**

<b>Essential Standard #4: Recognize that prayer is a conversation with God.</b>
---

**Prayer**

4.1.1	Show how Jesus teaches us how to pray.	I	D	M
4.1.2	Recognize that prayer is listening to and talking with God.	I	D	M
4.1.3	Demonstrate how Catholics begin prayers with the Sign of the Cross.	I	D, M	
4.1.4	Identify Mass as the greatest prayer.	I	D	M
4.1.5	Identify formal and informal prayers.	I	D	M
4.1.6	Describe how we pray together as a family, a class, a school community and Church.	I	D	M

## **INTERMEDIATE GRADES 3-5**

- **RELIGION ESSENTIAL STANDARDS**
- **DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT**
- **PERFORMANCE ASSESSMENT**
- **DIRECTIONS FOR USE OF SCORING GUIDE**
- **SCORING GUIDE**
- **DIRECTIONS FOR USE OF GRADE LEVEL TALLY SHEET**
- **GRADE LEVEL TALLY SHEET**
- **DIRECTIONS FOR USE OF CONTENT CHECKLIST**
- **CONTENT CHECKLIST**



# Grades 3-5 Religion Essential Standards

## **Standard #1: CREED [BELIEF]**

### **Know Jesus as the Son of God.**

- Recognize Jesus as Savior.

## **Standard #2: SACRAMENTS [GIFT]**

### **Recognize the presence of Christ in the Sacraments.**

- Know that the Sacraments of Initiation, Healing and Service bring us into a closer relationship with God.

## **Standard #3: CHRISTIAN LIVING [LIFE]**

### **Recognize Jesus' life as a model for our own.**

- Recognize that God calls us to be responsible for our actions.
- Recognize the importance of serving others.

## **Standard #4: PRAYER [RELATIONSHIP]**

### **Understand prayer as a way to grow closer to God.**

- Understand and practice different forms of prayer.

## **Directions for Administration of the 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. In doing so, the teacher will have read through the assessment task, guidelines, and scoring guide to know when in the year to place the instruction that will precede the administration of the assessment. The assessment should flow from the curriculum. This should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and state. When used properly, the assessment and scoring information provides the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher has already gone through 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 assessment guidelines and scoring guide in the specific grade level section of the curriculum. The teacher will want to remove the “teacher notes” section from the original before making copies for the students. The teacher will provide each student with both the 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 assessment and 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 not graded on the assessment; instead, they are rated for proficiency on the scoring guide. As a criterion referenced test, the performance assessments are designed for the individual student to show what they know. Scoring results from all K-12 archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the 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 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. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor as needed.
7. The teacher will collect the assessments and rate them for proficiency using the Scoring Guide.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student some additional time or give them another chance to show what they know if the student has not achieved a proficiency rating of Level 3, “Meets the Standard”.
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the scoring guide in the individual student’s cumulative file.

# Religion Assessment Grade 5: The Game Show

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

**Administration Time:** Grade 5, 2<sup>nd</sup> Semester

The assessment must be completed so that the Tally Sheet is submitted to the CSO by the week of April 22<sup>nd</sup>.

**Suggested Time Frame:** Allow 2-3 weeks of class time for students to complete the design of the game.

## Lifelong Learning Skills:

- Content/Comprehension
- Presentation
- Creativity
- Collaboration

**Essential Question:** How is Christ present in the Sacraments?

**Task:** You are part of a team of creative consultants who have been given the job of making up an engaging game show that will attract kids ages ten to twelve. The game will be based on the presence of Christ in the Seven Sacraments. Your task is to design an appropriate game which you will present or demonstrate to the class, then you will be asked to personally respond to guideline 10.

## Guidelines:

1. With a team design a game show that includes all the necessary pieces.
2. Each team member is responsible for writing at least 2 game show questions for all Seven Sacraments. When turning in the questions to the teacher, the student's name must be on all of their work.
3. The game show questions must include the sign and at least one other example, fact, or scriptural reference about each Sacrament.
4. Submit the rules of the game and the game show questions to the teacher for possible revisions prior to the class presentation.
5. When explaining the game to the class, all team members will take turns answering questions about the rules.
6. All team members will present or demonstrate the game to the class.
7. After games have been played, each student personally respond to this prompt: Give at least two examples of how you feel Christ is present in your life through the Sacraments.

## Note to the teacher:

- Limit team presentations knowing that it is not necessary for every student to have a turn at playing each game.
- Teacher will assign teams of not more than 4 students designating tasks as needed.
- **For further teacher notes see Appendix B (Teacher Notes).**

## 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 “Scoring Guide” for archdiocesan reporting purposes.**

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 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’s next step is to transfer the students’ totals from the scoring guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.

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

## Scoring Guide Grade 5: The Game Show

You are part of a team of creative consultants who have been given the job of making up an engaging game show that will attract kids ages 10 to 12. The game will be based on the presence of Christ in the Seven Sacraments. Your task is to design an appropriate game which you will present or demonstrate to the class, then you will be asked to personally respond to guideline 10.

Criteria	<u>Level 1</u> Does not meet Standard	<u>Level 2</u> Progressing toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
<b>Content and Comprehension</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than three of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only three of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Game show questions include an appropriate sign, fact, example, or scriptural reference for all 7 Sacraments.</li> <li>• Submits at least 2 game show questions for each Sacrament.</li> <li>• Gives personal response with 2 examples.</li> <li>• Submits rules of the game and game show questions.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all the criteria in Level 3, includes more than 2 examples in their personal response.</li> </ul>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than three of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only three of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents in a clear and understandable manner.</li> <li>• Answers questions from the audience.</li> <li>• Demonstrates self-confidence in the delivery.</li> <li>• Demonstrates the game.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the presentation motivates the learners so that they wish to participate.</li> </ul>	
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• The game design does not include necessary pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• The game design includes some necessary pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs a game that includes all necessary pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the game could be used as a model.</li> </ul>	
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than three of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only three of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Works to stay on task.</li> <li>• Demonstrates respect to team members.</li> <li>• Positively contributes to the success of the group task.</li> <li>• Takes turns answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, effectively performs a variety of roles within the group.</li> </ul>	

**List any modifications made:**

## Directions for Use of Grade Level Tally Sheet

1. You must administer the assessment to your students and then rate the individual student's assessment using the individual student **Scoring Guide** included in the curriculum guide before you may proceed to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet. Please note that the Grade Level Tally Sheet is a generic form that contains all criteria that could be used for grades 1-12 assessments. **You will only enter the class results for the criteria that were listed on the Scoring Guide of the assessment given in your grade level.**
4. If there are other teachers from your grade level who gave the same assessment, you will then need to meet with them to combine your results with theirs to submit only one Grade Level Tally Sheet to your administrator.
5. Once you have combined the grade level results, submit the completed form to your administrator.
6. The teacher will then file the individual student Scoring Guide in the student's cum folder.

# Grade Level Tally Sheet for Religion

**School Name/City:**

**Assessment Date:**

**Grade Level:**

**Total # Students Assessed:**

**Name of Assessment Task:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual student scoring guides and enter the totals. Submit only one sheet per grade level to your administrator.

<b>Criteria</b>	<b><u>Level 1</u> # students not meeting Standard</b>	<b><u>Level 2</u> # students progressing toward Standard</b>	<b><u>Level 3</u> # students meeting Standard</b>	<b><u>Level 4</u> # students exceeding the Standard</b>
<b>Content and Comprehension</b>				
<b>Communication</b>				
<b>Presentation</b>				
<b>Classification</b>				
<b>Collaboration</b>				
<b>Creativity</b>				
<b>Synthesis/ Making Connections</b>				



## Directions for Use of 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 format for the Content Section is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Catechism of the Catholic Church Reference (CCC)
5. Level of Teacher Instruction:  
Introduce (**I**), Develop (**D**), Master (**M**)

Introduce (**I**): To provide with a beginning knowledge or first experience of something.

Develop (**D**): To progress from simple to more complex through practice.

Master (**M**): To gain control over content; to understand and be able to retrieve the specified material for use as needed.

**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 Curriculum Intermediate Grades 3-5 Content Checklist

### CREED-BELIEF

<b>Essential Standard #1: Know Jesus as the Son of God. (CCC, #441-445) * Recognize Jesus as Savior.</b>	<b>Gr. 3</b>	<b>Gr. 4</b>	<b>Gr. 5</b>
--	------------------	------------------	------------------

#### Faith

1.1.1	Describe how God takes care of us and is always faithful to us.	I	D	D
1.1.2	Recognize that humans and all things were created good by God.	D	M	
1.1.3	Recognize that we are created in God's image to have a loving relationship with God and others.	I	D	D
1.1.4	Describe how Adam and Eve transmitted to their descendants the effect of the first sin called original sin. (CCC, #417)	D	D	D
1.1.5	Recognize that death and the inclination to sin are consequences of original sin. (CCC, #418; 1008; 1018)	I	D	D

#### Scripture

1.2.1	Describe how God speaks to us through the stories of the Bible.	D	D	M
1.2.2	Illustrate how the Bible is organized into books, chapters, and verses of the Old Testament and the New Testament.	I	D	D
1.2.3	Recognize that the Bible teaches us about God's goodness within ourselves and our world.	I	D	D
1.2.4	Recognize that Jesus teaches us about choices and how to live good lives through the Bible.	I	D	D
1.2.5	Illustrate how the gospels tell us about the life of Jesus as both divine and human.	I	D	M
1.2.6	Identify the four gospel writers as Matthew, Mark, Luke, and John.	I	D	M
1.2.7	Recognize that the Bible is the inspired Word of God.	I	D	D

#### Doctrine and Dogma

1.3.1	Recognize that Jesus, our Savior, came to bring God's salvation to everyone. (CCC, #609, 624)	D	D	D
1.3.2	Identify that Jesus came to bring us God's word.	D	M	
1.3.3	Illustrate how Catholics honor Mary as the mother of God.	D	M	
1.3.4	Define Mary's life as the perfect example of faith and obedience to God.	D	D	M
1.3.5	Recognize that Mary was taken into heaven preserved free from all stain of original sin. (CCC, #966)	I	D	D
1.3.6	Recognize that in death the soul is separated from the body. (CCC, #997)			I
1.3.7	Recognize that in resurrection God will give new life to our body in union with our soul. (CCC, #997)	D	D	D
1.3.8	Recognize that hell's punishment is the eternal separation from God. (CCC, #1035)			I

**Archdiocese of Omaha Religion Curriculum  
Intermediate Grades 3-5 Content Checklist**

Gr. 3	Gr. 4	Gr. 5
----------	----------	----------

**CREED CONTINUED**

**Trinity**

1.4.1	Identify the mystery of the Trinity as the core of our faith. (CCC, #234)			I
1.4.2	Identify Jesus, the Son of God, as true God and true man.	I	D	M
1.4.3	Identify that to be Christian, one must believe that Jesus Christ is the Son of God. (CCC, #454)	D	M	
1.4.4	Define the name of Jesus as "God saves," and the title Christ as "Anointed One." (CCC, #452-453)		I	D
1.4.5	Recognize the Holy Spirit as the third person of the Blessed Trinity and that He can be understood as the love of the Father for the Son, and the love of the Son for the Father.			I
1.4.6	Identify that the Holy Spirit came to the disciples at Pentecost to guide the Church.	D	D	M
1.4.7	Recognize how the Holy Spirit helps us to live in peace as Jesus did, making good choices.	I	D	M

**Church**

1.5.1	Illustrate the Church as the People of God and the Body of Christ.	D	D	D
1.5.2	List the apostles as the first leaders of the Church.	I	D	M
1.5.3	Identify the Pope as the leader of the whole Church on earth and the Bishop as the leader of the local Church assisted by priests and deacons, religious and laity.	D	D	M
1.5.4	Show how we learn from others and teach others the way to the reign of God as members of the Church.	I	D	M
1.5.5	Define Pentecost as the celebration of the birthday of the Church.	I	D	D
1.5.6	Recognize that the Church is one: in acknowledging one Lord; confessing one faith born in one Baptism, and is given life by the one Spirit. (CCC, #886)	I	D	D
1.5.7	Recognize that the Church is Holy because God created it.	I	D	D
1.5.8	Define the meaning of the term "Catholic" as universal. (CCC, #830)	I	D	D
1.5.9	Define that the term "Apostolic" means founded on the Apostles' mission; built on a lasting foundation. (CCC, #857;869)	I	D	D
1.5.10	Illustrate how, as members of the Catholic Church, we follow its laws, the Precepts. (CCC, #2041-2043)	I	D	D

**Community**

1.6.1	Examine how we are a community of believers who follow Jesus.	I	D	M
1.6.2	Identify the Church community as including the pope, clergy, religious and lay people.	I	D	D
1.6.3	Explore how we care for those in need and work to build a better world through the Corporal and Spiritual Works of Mercy.	D	D	D
1.6.4	Recognize that we gather at Mass as a community of faith to be reconciled, to give thanks, and to celebrate.	I	D	D

**Archdiocese of Omaha Religion Curriculum  
Intermediate Grades 3-5 Content Checklist**

Gr.	Gr.	Gr.
3	4	5

**CREED CONTINUED**

**Creation**

1.7.1	Illustrate God as the creator of all things and everything that God created as good. (CCC, #299)	D	D	M
1.7.2	Identify that all of God's creation is to be respected and as Christians we accept responsibility to care for it.	D	D	D
1.7.3	Illustrate that we are to be thankful for the gifts we have been given and share generously with others.	D	D	M
1.7.4	Identify Satan, or the devil and the other demons, as fallen angels who have freely refused to serve God and His plan. (CCC, #414)	I	D	M
1.7.5	Identify that the Sabbath is to be kept holy.	D	D	M

**SACRAMENTS-GIFT**

**Essential Standard #2: Recognize the presence of Christ in the Sacraments.**  
**\* Know that the Sacraments of Initiation, Healing, and Service bring us into a closer relationship with Christ. (CCC, #1210-1658)**

**Sacrament**

2.1.1	Identify that the Church has Seven Sacraments that help us to share in Christ's presence.	I	D	M
2.1.2	Recognize that Jesus gave us the Seven Sacraments to nourish our spiritual life.	D	D	M
2.1.3	Recognize that God gives us grace through the Sacraments to help us live a holy life.	I	D	M
2.1.4	Identify that Sacraments have effects and outward signs.	D	D	M
2.1.5	Define the Sacraments of Initiation as Baptism, Eucharist, and Confirmation.	I	D	M
2.1.6	Define the Sacraments of Healing as Reconciliation and Anointing of the Sick.	I	D	M
2.1.7	Define the Sacraments of Service as Matrimony and Holy Orders.	I	D	M
2.1.8	Recognize that we celebrate the presence and action of Christ in our lives through the Sacraments.	I	D	M

**Baptism**

2.2.1	Identify how Baptism gives new life, cleanses sin, and joins us to the Christian community.	D	D	M
2.2.2	Recognize that Baptism imprints a spiritual mark or indelible character on the Christian's soul: for this reason, one can receive this Sacrament only once in one's life. (CCC, #1272)	I	D	M
2.2.3	Recognize that Baptism calls all of us to a life of service especially helping those in need.	I	D	M

**Reconciliation**

2.3.1	Define how Catholics confess their sins and celebrate God's forgiveness.	D	D	M
2.3.2	Recognize that only an ordained priest can forgive sins in the name of Christ. (CCC, #1495)	I	D	M

**Archdiocese of Omaha Religion Curriculum  
Intermediate Grades 3-5 Content Checklist**

Gr. 3	Gr. 4	Gr. 5
----------	----------	----------

**SACRAMENTS CONTINUED**

**Eucharist**

2.4.1	Recognize how the Eucharist makes present the sacrifice of Christ and is a community meal in which Christ is really present to us.	D	D	M
2.4.2	Identify that only an ordained priest can preside at the Eucharist and consecrate the bread and wine so that they become the Body and Blood of the Lord. (CCC, #1411)	D	D	M
2.4.3	Identify that Catholics are encouraged to receive Communion whenever they attend Mass; however, they must receive at least once a year. (CCC, #1388-1389)	I	D	M
2.4.4	Identify that anyone who receives Christ in the Eucharistic Communion must be in a state of grace. Anyone aware of having sinned mortally must not receive Communion without having absolution in the Sacrament of Reconciliation. (CCC, #1415)	I	D	M

**Confirmation**

2.5	Define how Confirmation strengthens us in the Holy Spirit.	I	D	M
-----	--	---	---	---

**Anointing of the Sick**

2.6.1	Recognize that anointing of the Sick celebrates Christ's healing presence in our lives.	I	D	M
2.6.2	Recall that a Christian may receive the Anointing of the Sick each time one falls seriously ill. (CCC, #1529)	I	D	M

**Matrimony**

2.7.1	Recognize that Matrimony celebrates the grace-filled covenant between a man and a woman to love each other as husband and wife. (CCC, #1601)	I	D	M
-------	--	---	---	---

**Holy Orders**

2.8.1	Recognize that Holy Orders celebrates the call to serve God's people through the ordained ministry.	I	D	M
2.8.2	Understand that the Church confers the Sacrament of Holy Orders on baptized men that God has chosen.	I	D	D
2.8.3	Define Holy Orders as a Sacrament of special service and commitment to the Church.	I	D	M

**Mass**

2.9.1	Identify the essential parts of Mass as the Liturgy of the Word and Liturgy of the Eucharist.	I	D	M
2.9.2	Examine how we remember the sacrifice of Christ and thank God for salvation during the Mass.	D	M	
2.9.3	Identify how we celebrate liturgical feasts and seasons as a Church community.	D	D	D
2.9.4	Recognize how the season of Advent prepares us for Christmas and for the second coming of Christ.	D	D	M
2.9.5	Recognize Lent as a special time for praying, sacrificing, and sharing because of Jesus' suffering.	D	M	
2.9.6	Explain how the Eucharistic celebration (Mass) on Holy Thursday reminds us of the Last Supper.	D	M	
2.9.7	Identify that Christians celebrate Jesus' rising from the dead on Easter Sunday.	D	M	
2.9.8	Explore how sacred music enhances our prayer at Mass.	D	M	
2.9.9	Recognize that when we volunteer to help at Mass, we are helping the priest (ministry).	I	D	D

**Archdiocese of Omaha Religion Curriculum  
Intermediate Grades 3-5 Content Checklist**

Gr.	Gr.	Gr.
3	4	5

**SACRAMENTS CONTINUED**

**Discipleship**

2.10.1	Recognize that Mary and the saints offer us examples of good Christian lives.	D	D	D
--------	---	---	---	---

**CHRISTIAN LIVING-LIFE**

**Essential Standard #3: Recognize Jesus' life as a model for our own.  
(CCC, #1694; 1716-1717)**

**\* Recognize that God calls us to be responsible for our actions.**

**\* Recognize the importance of serving others.**

**Vocation**

3.1.1	Explore how we all have vocations.	I	D	D
3.1.2	Recognize the purpose of a Christian's life is to know, love, and serve God.	I	D	M
3.1.3	Recognize that we serve God and others by following the Commandments, Beatitudes, and Works of Mercy.	I	D	D
3.1.4	Recognize that parents should respect and encourage their children's vocations remembering to teach that the first calling of the Christian is to follow Jesus. (CCC, #2253)	I	D	M

**Human Dignity**

3.2.1	Recognize how God created persons of different races and cultures; all are one in God.	D	D	D
3.2.2	Explore how differences in personalities, races, and nationalities are good for the whole human family and we show appreciation for God's creation when we appreciate differences.	D	D	D
3.2.3	Recognize that God teaches us to lead a healthy life and make good choices.	I	D	D
3.2.4	Recognize that human life is sacred and must be respected. (CCC, #2258)	D	D	D

**Human Interaction/Sexuality**

3.3.1	Recognize that parents have the first responsibility for the education of their children in faith, prayer, and the virtues. (CCC, #2252)	I	D	D
3.3.2	Recognize that responsible relationships are based on love, honesty and respect.	I	D	D
3.3.3	Recognize that we respect the human body as sacred life.	I	D	D

**Archdiocese of Omaha Religion Curriculum  
Intermediate Grades 3-5 Content Checklist**

Gr.	Gr.	Gr.
3	4	5

**CHRISTIAN LIVING CONTINUED**

**Moral Conscience**

3.4.1	Illustrate how all people are called to be faithful to God's love by following the two great commandments.	I/D	M	
3.4.2	Show how the Ten Commandments help us to model our life after the life of Jesus.	D	M	
3.4.3	Recognize that our conscience helps us to know what is right and do what we believe is right.	I	D	D
3.4.4	Identify how God calls us to be responsible for our own actions.	D	D	M
3.4.5	Explore how the virtues of faith, hope, and love help us live good lives.	I	D	D
3.4.6	Recognize how sin is choosing to turn away from God, harming our relationship with God, ourselves and others.	D	D	D
3.4.7	Identify that Scripture teaches us there are two kinds of sin: mortal and venial. (CCC, #1854-1864)	D	D	D
3.4.8	Recognize that purity of heart enables us to see God. (CCC, #2531)		I	D

**Social Justice**

3.5.1	Describe how whatever we do for people in need, we do for Jesus.	D	D	M
3.5.2	Recognize that the Church teaches that we must work for a more just and fair world.	I	D	D
3.5.3	Explore how we share in Jesus' mission when we reach out to the poor, the lonely, and the suffering.	I	D	D
3.5.4	Examine how the Beatitudes show us how to trust God, and how to forgive and have mercy for others. (CCC, #1716-1729)		I	D
3.5.5	Recall that "Blessed are the peacemakers for they shall be called Sons of God." (CCC, #2330)		I	D

**Community Service**

3.6.1	Recognize the importance of our call to share in Jesus' ministry of love and service.	D	D	D
3.6.2	Explore how charity and kindness are a response to God's call to serve.	D	D	D
3.6.3	Recognize that service is shown through the contribution of time, talent and treasure.			I

**Archdiocese of Omaha Religion Curriculum  
Intermediate Grades 3-5 Content Checklist**

**PRAYER-RELATIONSHIP**

<b>Essential Standard #4: Understand prayer as a way to grow closer to God. (CCC, #2564-2565; 2644; 2650-2651; 2659-2660; 2670-2672)</b>	<b>Gr.</b>	<b>Gr.</b>	<b>Gr.</b>
<b>*Understand and practice different forms of prayer. (CCC, #2625-2642)</b>	<b>3</b>	<b>4</b>	<b>5</b>

4.1.1	Recognize that prayer strengthens our relationship with God. (CCC, #2786-2788)	I	D	D
4.1.2	Recognize that Christians talk to and listen to God daily. (CCC, #2659-2660)	I/D	M	
4.1.3	Recognize that there is public prayer and private prayer. (CCC, #2691)	I/D	M	
4.1.4	Define Mass as the best public prayer.	I	D	M
4.1.5	Identify the Lord's Prayer as the most perfect prayer. (CCC, #2765-2766; 2774)	I	D	D
4.1.6	Explore how Christians forgive those who hurt them, bear wrongs patiently, and pray for everyone, both the living and the dead.	I	D	M
4.1.7	Recognize how the Holy Spirit helps us to pray. (CCC, #2670-2672)	I	D	D
4.1.8	Recognize that we praise God in prayers of praise.	I	D/M	
4.1.9	Recognize that we are thankful in prayers of thanksgiving.	I	D/M	
4.1.10	Recognize that we express sorrow for sin in prayers of contrition.	I	D/M	
4.1.11	Recognize that we ask for what we need in prayers of petition.	I	D/M	
4.1.12	Recognize that Mary is the mother of all and we can pray to her and with her. (CCC, #2617-2619)	I	D	D
4.1.13	Recognize that we ask for the Lord's help through the intercession of the saints.	I	D	D
4.1.14	Identify that Psalms are prayers found in the Old Testament that Jesus liked to pray.	I	D	D
4.1.15	Recognize that Indulgences help the faithful obtain forgiveness.			I
4.1.16	Recognize that we adore Christ by making visits to the Blessed Sacrament. (CCC, #1378; 1418)	I	D	D



## **MIDDLE SCHOOL GRADES 6-8**

- **RELIGION ESSENTIAL STANDARDS**
- **DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT**
- **PERFORMANCE ASSESSMENT**
- **DIRECTIONS FOR USE OF SCORING GUIDE**
- **SCORING GUIDE**
- **DIRECTIONS FOR USE OF GRADE LEVEL TALLY SHEET**
- **GRADE LEVEL TALLY SHEET**
- **DIRECTIONS FOR USE OF CONTENT CHECKLIST**
- **CONTENT CHECKLIST**

# **Grades 6-8 Religion Essential Standards**

## **Standard #1: CREED [BELIEF]**

**Explore the presence of the Trinity.**

- Recognize the presence of the Father, Son, and Holy Spirit.

## **Standard #2: SACRAMENTS [GIFT]**

**Understand the Sacraments as the life-giving powers of Christ.**

## **Standard #3: CHRISTIAN LIVING [LIFE]**

**Demonstrate principles of Christian living.**

- Model faith in words and actions.
- Make moral decisions consistent with Church teachings.
- Examine vocations as God's call.

## **Standard #4: PRAYER [RELATIONSHIP]**

**Know the meaning and importance of prayer in life.**

## **Directions for Administration of the 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. In doing so, the teacher will have read through the assessment task, guidelines, and scoring guide to know when in the year to place the instruction that will precede the administration of the assessment. The assessment should flow from the curriculum. This should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and state. When used properly, the assessment and scoring information provides the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher has already gone through 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 assessment guidelines and scoring guide in the specific grade level section of the curriculum. The teacher will want to remove the “teacher notes” section from the original before making copies for the students. The teacher will provide each student with both the 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 assessment and 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 not graded on the assessment; instead, they are rated for proficiency on the scoring guide. As a criterion referenced test, the performance assessments are designed for the individual student to show what they know. Scoring results from all K-12 archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the 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 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. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor as needed.
7. The teacher will collect the assessments and rate them for proficiency using the Scoring Guide.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student some additional time or give them another chance to show what they know if the student has not achieved a proficiency rating of Level 3, “Meets the Standard”.
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the scoring guide in the individual student’s cumulative file.

# Religion Assessment Grade 8: The Lighthouse

**Program and Essential Standard:** 1 Creed - Belief

**Administration Time:** Grade 8, 1<sup>st</sup> or 2<sup>nd</sup> Semester

**The assessment must be completed so that the Tally Sheet is submitted to the CSO by the week of April 22<sup>nd</sup>.**

**Suggested Time Frame:** Allow up to one month for students to complete with up to 25% class time.

## Lifelong Learning Skills

- Content/Comprehension
- Presentation

**Essential Question:** How does our faith in the Holy Trinity help us find our way?

**Task:** Your life is like a ship at sea. Sometimes it is calm with smooth sailing, and sometimes it is stormy. There is a lighthouse near shore. The lighthouse is God the Father, the caretaker is Jesus, and the light is the Holy Spirit. Your task is to create a presentation illustrating how faith in the Holy Trinity helped you or someone you know through a difficult situation or problem.

(See below for teacher note)

## Guidelines:

1. Identify and describe a difficult situation or problem in your life or in the life of another.
2. Identify and describe how faith in the Holy Trinity helped you or someone you know with the difficult situation or problem.
3. Using your information, create a presentation, i.e. poster, Power Point, essay, news bulletin, poem, etc., that explains how faith in the Holy Trinity helped with the difficult situation or problem.
4. Include the recognition of the presence of God the Father, Son, and Holy Spirit in working through the difficult situation by providing scripture examples that supports God the Father, Son, and Holy Spirit answering a call of the faithful.(Example-The Wedding Feast at Cana)  
You will need to provide one scripture example for each of the following:  
God the Father—Creator: All He made was good. He chose us.  
God the Son—God’s Gift: Jesus taught, suffered and died for us.  
God the Holy Spirit—Advocate: Inspires and guides us and the Church; revealed to us through others.
5. Provide relevant scriptural references.
6. Relates appropriate visuals to the presentation.
7. Share the presentation with your class.

## Notes to teacher:

- Task Note: Student may choose a parent, grandparent, sibling, etc. The student must discuss the assignment with that person.
- Limit presentations according to classroom need.
- **For additional Teacher Notes see Appendix C.**

## 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 “Scoring Guide” for archdiocesan reporting purposes.**

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 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’s next step is to transfer the students’ totals from the scoring guide to the **“Grade Level Tally Sheet”**. Directions for use of the Grade Level Tally Sheet follow in this section.

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

## Scoring Guide Grade 8: The Lighthouse

Your life is like a ship at sea. Sometimes it is calm with smooth sailing, and sometimes it is stormy. There is a lighthouse near shore. The lighthouse is God the Father, the caretaker is Jesus, and the light is the Holy Spirit. Your task is to create a presentation illustrating how faith in the Holy Trinity helped you or someone you know through a difficult situation or problem.

Criteria	<u>Level 1</u> Does not meet Standard	<u>Level 2</u> Progressing toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
<b>Content and Comprehension</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than five of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only five of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a presentation.</li> <li>• Describes a difficult life situation.</li> <li>• Describes how faith in the Holy Trinity helped the difficult situation.</li> <li>• Includes recognition of the presence of the Father, Son, and Holy Spirit. in dealing with difficult situations.</li> <li>• Provides relevant scriptural references.</li> <li>• Provides scripture examples.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, includes a new metaphor for the Holy Trinity other than the Lighthouse.</li> </ul>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only two of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Relates appropriate visuals to the presentation.</li> <li>• Presents in a clear and understandable manner.</li> <li>• Demonstrates self-confidence in delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the presentation clearly enhances the content in a cohesive manner– ties it all together.</li> </ul>	

**List any modifications made:**

## Directions for Use of Grade Level Tally Sheet

1. You must administer the assessment to your students and then rate the individual student's assessment using the individual student **Scoring Guide** included in the curriculum guide before you may proceed to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet. Please note that the Grade Level Tally Sheet is a generic form that contains all criteria that could be used for grades 1-12 assessments. **You will only enter the class results for the criteria that were listed on the Scoring Guide of the assessment given in your grade level.**
4. If there are other teachers from your grade level who gave the same assessment, you will then need to meet with them to combine your results with theirs to submit only one Grade Level Tally Sheet to your administrator.
5. Once you have combined the grade level results, submit the completed form to your administrator.
6. The teacher will then file the individual student Scoring Guide in the student's cum folder.



# Grade Level Tally Sheet for Religion

**School Name/City:**

**Assessment Date:**

**Grade Level:**

**Total # Students Assessed:**

**Name of Assessment Task:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual student scoring guides and enter the totals. Submit only one sheet per grade level to your administrator.

Criteria	<u>Level 1</u> # students not meeting Standard	<u>Level 2</u> # students progressing toward Standard	<u>Level 3</u> # students meeting Standard	<u>Level 4</u> # students exceeding the Standard
<b>Content and Comprehension</b>				
<b>Communication</b>				
<b>Presentation</b>				
<b>Classification</b>				
<b>Collaboration</b>				
<b>Creativity</b>				
<b>Synthesis/ Making Connections</b>				

## Directions for Use of 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 format for the Content Section is as follows:

1. Blank box to record the date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Catechism of the Catholic Church Reference (CCC)
5. Level of Teacher Instruction:  
Introduce (I), Develop (D), Master (M)

Introduce (I): To provide with a beginning knowledge or first experience of something.

Develop (D): To progress from simple to more complex through practice.

Master (M): To gain control over content; to understand and be able to retrieve the specified material for use as needed.

**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 Curriculum  
Middle School Grades 6-8 Content Checklist**

**CREED-BELIEF**

<b>Essential Standard #1: Explore the presence of the Trinity. * Recognize the works of the Father, Son and the Holy Spirit.</b>	<b>Gr. 6</b>	<b>Gr. 7</b>	<b>Gr. 8</b>
--	------------------	------------------	------------------

**Faith**

1.1.1	Explore faith as a gift from God. (CCC, #179)	I	D	M
1.1.2	Describe how we are called to be God's chosen ones as He knows us and calls us by name.	D	D	M
1.1.3	Recognize that God's covenant is revealed to us through Jesus.	I	D	D
1.1.4	Examine how Christian faith requires a relationship with God and others.	D	D	D
1.1.5	Recall that Adam and Eve transmitted to their descendants the effects of the first sin called original sin. (CCC, #417)	M		
1.1.6	Recognize how death and the inclination to sin are consequences of original sin. (CCC, #418; 1008; 1018)	D	D	M

**Scripture**

1.2.1	Explore how the Bible tells us that God and God's goodness prevail over sin and evil.	D	D	M
1.2.2	Recall that the Bible is a collection of books written under God's inspiration.	D	M	
1.2.3	Recognize that the Bible contains a variety of literary forms.	I	D	M
1.2.4	Describe the Bible as 46 books in the Old Testament and 27 books in the New Testament.	D	M	
1.2.5	Recognize that the Old Testament contains the roots of our faith and prayer. (Creation, Sacrifice, Covenant, Wisdom Books i.e. Psalms, Proverbs)	I	D	M
1.2.6	Recognize that the Old Testament is fulfilled in Jesus Christ.	I	D	M
1.2.7	Describe how the New Testament teaches us about the person of Jesus and the meaning of following Jesus and living the Good News.	I	D	M
1.2.8	Summarize how Jesus teaches about God, prayer, justice, peace, service, stewardship, and moral life in Scripture.	D	D	D
1.2.9	Relate the Church teachings to Scripture through the use of the Bible.	D	D	D

**Doctrine and Dogma**

1.3.1	Describe how God, the Father, chose to send Jesus to us for our salvation.	M		
1.3.2	Recognize that the Nicene Creed states our beliefs.	I	D	M
1.3.3	Recognize that the Paschal Mystery is Jesus' dying, rising, and sending of the Spirit to live forever with God's people.	I	D	D
1.3.4	Recognize that Jesus' dying and descending into the "realm of the dead" conquered death and the devil. (CCC, #635-637)	I	D	D
1.3.5	Recognize that Jesus' ascension into heaven marks the entrance of humanity into heaven. (CCC, #665)	I	D	D
1.3.6	Recognize that, at death, the soul is separated from the body. (CCC, #997)	D	D	D
1.3.7	Identify that, in resurrection, God will give new life to our body in union with our soul. (CCC, #997)	D	D	D
1.3.8	Recognize that hell's principal punishment is the eternal separation from God. (CCC, #1035)	D	D	M
1.3.9	Recognize that Mary remained a virgin in conceiving her Son. (CCC, #510)	I/D	M	
1.3.10	Recall that the Immaculate Conception and Assumption are dogmas regarding Mary.	D	M	

**Archdiocese of Omaha Religion Curriculum  
Middle School Grades 6-8 Content Checklist**

Gr.	Gr.	Gr.
6	7	8

**CREED CONTINUED**

**Trinity**

1.4.1	Recognize the mystery of the Trinity as the core of our faith through the presence of the Father, the Son, and the Holy Spirit, as one God, the Holy Trinity. (CCC, #234)	D	D	M
1.4.2	Recognize that the Incarnation is the mystery of the union of true God true man. (CCC, #464-478)	I	D	D
1.4.3	Examine how the mystery of the Holy Spirit was revealed in the person, words, and works of Jesus Christ.	I	D	M
1.4.4	Describe creation, redemption, inspiration, and guidance as the work of the Holy Trinity. (CCC, #290-292)	I	D	M

**Church**

1.5.1	Define the Church as the People of God and the Body of Christ.	M		
1.5.2	Define Pentecost as the birth of the Church.	D	D	M
1.5.3	Identify how the Holy Spirit guides the Church. (CCC, #683-701; 737-741)	I	D	M
1.5.4	Describe the Church as one, holy, catholic, and apostolic.	D	D	D
1.5.5	Recognize that the Church exercises its teaching authority through the Magisterium.			I
1.5.6	Recognize that the beliefs of the Church are rooted in Scripture and Tradition. (CCC, #80-82)	I	D	M
1.5.7	Describe how we follow the laws, (precepts) of the Catholic Church. (CCC, #2041-2043)	D	D	D
1.5.8	Recognize that the Church is the means through which God's plan is revealed for all humanity. (CCC, #758-760)	I	D	D
1.5.9	Describe Mary as the mother of the Church. (CCC, #963)	I	D	D
1.5.10	Recognize that there is a relationship between the Roman Catholic Church and other established religions.	I	D	D

**Community**

1.6.1	Recognize how God's people are called to continual reform and renewal.	I	D	D
1.6.2	Summarize how Catholics are involved in the life, mission, and work of the family, parish, and community through the Corporal and Spiritual Works of Mercy.	D	D	D

**Creation**

1.7.1	Explain how God has asked us to explore all the ways that we can care for the world.	D	D	M
1.7.2	Illustrate how we are thankful for the gifts that we have been given.	M		
1.7.3	Investigate how Catholic tradition calls us to share what we have with others.	I	D	M

**Archdiocese of Omaha Religion Curriculum  
Middle School Grades 6-8 Content Checklist**

**SACRAMENTS-GIFT**

<b>Essential Standard #2: Understand the Sacraments as the life-giving powers of Christ.</b>	<b>Gr. 6</b>	<b>Gr. 7</b>	<b>Gr. 8</b>
--	------------------	------------------	------------------

**Sacrament**

2.1.1	Explore how Sacraments are the center of the daily life of a Catholic Christian.	I	D	D
2.1.2	Recognize that Sacramental actions of the Church originated in Jewish rituals.	I	D	D
2.1.3	Understand Sacraments as the "power that comes forth" from Christ. (CCC, #116)	I	D	M
2.1.4	Define Sacraments as signs and symbols that make God's grace present to us.	I	D	M
2.1.5	Define the Sacraments of Initiation (Baptism, Confirmation, Eucharist) as those that give us new life, strengthen us, and nourish us as we are joined to the Christian community. (CCC, #1275)	I	D	M
2.1.6	Define the Sacraments of Healing (Reconciliation, Anointing of the Sick) as those that celebrate God's forgiveness and the renewal of the spiritual and physical life.	I	D	M
2.1.7	Define the Sacraments of Service (Matrimony, Holy Orders) as those directed towards the salvation of others as well as one's personal salvation. (CCC, #1534)	I	D	M
2.1.8	Explain the name Jesus to mean "God saves," and the title Christ to mean "Anointed One." (CCC, #430-440)	D	M	
2.1.9	Define the unfolding of the Paschal Mystery throughout the Liturgical Year.	I	D	M
2.1.10	Examine the Mass as the community's central act of worship including thanksgiving, remembrance, and communion.	D	D	D
2.1.11	Define grace as God's gift of His own life and presence to people. (CCC, #2023)	I	D	M

**Baptism**

2.2.1	Define Baptism as the beginning of the Christian experience of a call from God. (CCC, #1267-1269)	I	D	M
2.2.2	Explain that Baptism imprints a spiritual or indelible character on the Christian's soul so that no sin can erase the mark. (CCC, #1272)	I	D	M

**Reconciliation**

2.3.1	Recognize Reconciliation as a celebration of God's forgiveness that unites us with God and the Church.	I	D	M
-------	--	---	---	---

**Eucharist**

2.4.1	Recognize that we celebrate peace and unity as Jesus calls us to participate in the reign of God through the Eucharist.	I	D	M
2.4.2	Define the mystery of the Eucharist as the sacrifice of the body and blood of the Lord.	I	D	M

**Archdiocese of Omaha Religion Curriculum  
Middle School Grades 6-8 Content Checklist**

**SACRAMENTS-GIFT**

<b>Essential Standard #2: Understand the Sacraments as the life-giving powers of Christ.</b>	<b>Gr. 6</b>	<b>Gr. 7</b>	<b>Gr. 8</b>
--	------------------	------------------	------------------

**Confirmation**

	2.5.1	Recognize that Confirmation, like Baptism, imprints a spiritual mark or indelible character on the Christian's soul; for this reason, one can receive this Sacrament only once in one's life. (CCC, #1317)	I	D	M
	2.5.2	Identify the seven gifts of the Holy Spirit as wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord. (CCC, #1831)	I	D	M
	2.5.3	Recognize that a candidate for Confirmation must be in the state of grace. (CCC, #1310)	I	D	D
	2.5.4	Identify how the Sacrament of Confirmation prepares us to assume the role of disciple and witness to Christ. (CCC, #1319)	I	D	M

**Anointing of the Sick**

	2.6.1	Explore how the Anointing of the Sick celebrates Christ's healing presence in our lives.	I	D	M
--	-------	--	---	---	---

**Archdiocese of Omaha Religion Curriculum  
Middle School Grades 6-8 Content Checklist**

<b>Gr.</b> <b>6</b>	<b>Gr.</b> <b>7</b>	<b>Gr.</b> <b>8</b>
------------------------	------------------------	------------------------

**SACRAMENTS CONTINUED**

**Matrimony**

2.7.1	Define Matrimony as a Sacrament when it is validly contracted between a baptized woman and man. (CCC, #1601)	I	D	M
-------	--	---	---	---

**Holy Orders**

2.8.1	Discuss the Sacrament of Holy Orders as one that the Church confers only on baptized men, whose suitability for the exercise of ministry has been duly recognized. (CCC, #1577-1579)	D	D	M
-------	--	---	---	---

**Mass**

2.9.1	Explain the seasons of the liturgical year. (CCC, #1163-1173)	D	M	
2.9.2	Explain how lay people assist the priest at Mass by performing particular ministries. (CCC, #1143-1144)	D	D	D

**Discipleship**

2.10.1	Identify the Church as a communion of saints, holy persons in communion with Christ who died for all. (CCC, #946-948)	I	D	D
--------	---	---	---	---

**CHRISTIAN LIVING-LIFE**

<p><b>Essential Standard #3: Demonstrate principles of Christian living.</b>  <b>* Model faith in words and actions.</b>  <b>* Make moral decisions consistent with Church teachings.</b>  <b>* Examine vocation as God's call.</b></p>
---

**Vocation**

3.1.1	Identify Christian vocations including single, married, religious, or ordained life as God's call to discipleship.	D	D	M
-------	--	---	---	---

**Archdiocese of Omaha Religion Curriculum  
Middle School Grades 6-8 Content Checklist**

Gr. 6	Gr. 7	Gr. 8
----------	----------	----------

**CHRISTIAN LIVING CONTINUED**

**Human Dignity**

3.2.1	Identify that we are all children of God because of God's creation and covenants.	I	D	D
3.2.2	Recognize that human life is sacred and must be respected and protected from conception to natural death. (CCC, #2258-2301)	D	D	D
3.2.3	Examine people's individual and cultural differences as gifts from God that should be respected.	D	D	D
3.2.4	Examine how cultural diversity enriches our Church.	D	D	D
3.2.5	Define how our life and physical health are precious gifts entrusted to us by God. (CCC, #2288)	D	D	D

**Human Interaction & Sexuality**

3.3.1	Recognize that responsible relationships are based on love, honesty, and respect.	D	D	M
3.3.2	Identify skills such as listening, self-disclosure, and compromise as necessary for communication with others, being a friend, handling peer pressure, and specific problems.	I	D	D
3.3.3	Recognize that human sexuality is integral to one's personal identity.	I	D	D
3.3.4	Recognize that Catholic Christians have specific sexual moral values.	I	D	M
3.3.5	Identify how Jesus Christ, the model of chastity, calls every baptized person to lead a chaste life.	I	D	D
3.3.6	Explore how parents are responsible to educate their children in the right use of reason and freedom. (CCC, #2221-2231)	D	D	D
3.3.7	Recognize that we respect the human body as sacred life.	D	D	M

**Moral Conscience**

3.4.1	Recognize that Catholics make moral decisions based on Scripture, principles of Christian living and consistent with Church teachings.	I	D	D
3.4.2	Recognize that Christians are obliged to follow the moral law to do what is good and avoid what is evil. (CCC, #1700-1709)	I	D	D
3.4.3	Identify the basis of moral decision-making within the Catholic Christian context as conscience, sin, and reconciliation.	D	D	M
3.4.4	Identify the theological virtues as the foundation of Christian moral activity. (CCC, #1813)	D	D	D
3.4.5	Recognize that the human (cardinal) virtues (prudence, justice, fortitude, and temperance) give Christians the habit and firm disposition to do good. (CCC, #1805-1809; 1834-1838)		I	D
3.4.6	Recognize that Catholics identify two different types and degrees of sin. (CCC, #1854-1864)	D	D	D
3.4.7	List the capital sins of pride, envy, lust, gluttony, laziness, greed, and anger. (CCC, #1866)		I	D
3.4.8	Examine how purity of heart demands prayer, the practice of chastity, and purity of intention. (CCC, #2517-2533)	D	D	D
3.4.9	Recognize that Superstition, Divination, and Idolatry are practices that are contrary to our love of one God. (CCC, #2110-2117)	I	D	D



**Archdiocese of Omaha Religion Curriculum  
Middle School Grades 6-8 Content Checklist**

Gr. 6	Gr. 7	Gr. 8
----------	----------	----------

**CHRISTIAN LIVING CONTINUED**

**Social Justice**

3.5.1	Recognize that Scripture teaches us the importance of working for justice, peace, equality, and stewardship in our lives.	D	D	D
3.5.2	Identify how the Beatitudes challenge us to continual conversion in our personal and social lives.	D	D	M
3.5.3	Recognize that peace is the work of justice and the effect of charity. (CCC, #2304)	D	D	D
3.5.4	Explore how we are called to respond to injustice by showing charity and love to others as good stewards. (CCC, #1937)	D	D	M
3.5.5	Recognize that human work is a gift from God, created to provide service to the entire human community. (CCC, #2426-2436)	I	D	D

**Community Service**

3.6.1	Explore how service is an essential element of discipleship.	D	D	D
3.6.2	Identify ways that Jesus lived and taught us about living a life of love and service.	D	D	M
3.6.3	Model the Catholic faith in words and actions through the contribution of time, talent, and treasure.	D	D	D

**PRAYER-RELATIONSHIP**

**Essential Standard #4: Know the meaning and importance of prayer in life.**

**Prayer**

4.1.1	Identify how prayer provides a deepening awareness of our covenant relationship with God.	I	D	D
4.1.2	Examine how the Mass is the community's central act of worship.	I	D	D
4.1.3	Explore the meaning and importance of developing our relationship with God through personal prayer, reading of Scripture, the Sacraments and devotions.	D	D	M
4.1.4	Identify the Psalms as the masterwork of prayer in the Old Testament. (CCC, #2585-2589)	D	D	D
4.1.5	Recognize that diverse expressions of prayer (e.g. vocal, meditative, contemplative) create openness to God. (CCC, #2700-2724)	I	D	D
4.1.6	Identify the obstacles of prayer that attempt to move us away from a loving relationship with our Father. (CCC, #2725-2745)	I	D	D
4.1.7	Recognize that indulgences help the faithful obtain forgiveness for themselves and also for the souls in Purgatory. (CCC, #1498)	D	D	D
4.1.8	Examine how the Holy Spirit, dwelling within us, teaches us to pray. (CCC, #2650-2652; 2661; 2670-2672)	D	D	M
4.1.9	Identify the five basic forms of prayer: blessing, petition, intercession, thanksgiving, and praise. (CCC, #2626-2649)	I	D	D
4.1.10	Recognize that the Lord's Prayer summarizes the whole gospel and is the most perfect prayer. (CCC, #2759-2776)	D	D	D
4.1.11	Recognize that we express our faith and trust in the Lord just as Mary did when we pray to and with the Blessed Virgin Mary. (CCC, #2673-2679)	D	D	D
4.1.12	Identify that the saints share in the living tradition of prayer so we can and should ask them to intercede for us and for the whole world. (CCC, #2683; 2692)	D	D	M

## **HIGH SCHOOL GRADES 9-12**

- **RELIGION ESSENTIAL STANDARDS**
- **DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENTS**
- **PERFORMANCE ASSESSMENTS**
- **DIRECTIONS FOR USE OF SCORING GUIDES**
- **SCORING GUIDES**
- **DIRECTIONS FOR USE OF GRADE LEVEL TALLY SHEET**
- **GRADE LEVEL TALLY SHEET**
- **DIRECTIONS FOR USE OF CONTENT CHECKLIST**
- **CONTENT CHECKLIST**

# Grades 9-12 Religion Essential Standards

## **Standard #1: CREED [BELIEF]**

**Analyze and profess the Creed.**

- Investigate and apply the teachings of the Church revealed in the Creed.
- Understand the key role that the paschal mystery (the life, death, and resurrection of Jesus Christ) plays in the redemption and salvation of the world.

## **Standard #2: SACRAMENTS [GIFT]**

**Analyze the Sacraments and apply them to life.**

- Understand that God is active in our daily lives through the Sacraments.

## **Standard #3: CHRISTIAN LIVING [LIFE]**

**Live responsibly as fully initiated members of the Church.**

- Integrate discipleship in our call to holiness.

## **Standard #4: PRAYER [RELATIONSHIP]**

**Commit to a deeper relationship with God.**

## **Directions for Administration of the 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. In doing so, the teacher will have read through the assessment task, guidelines, and scoring guide to know when in the year to place the instruction that will precede the administration of the assessment. The assessment should flow from the curriculum. This should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and state. When used properly, the assessment and scoring information provides the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher has already gone through 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 assessment guidelines and scoring guide in the specific grade level section of the curriculum. The teacher will want to remove the “teacher notes” section from the original before making copies for the students. The teacher will provide each student with both the 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 assessment and 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 not graded on the assessment; instead, they are rated for proficiency on the scoring guide. As a criterion referenced test, the performance assessments are designed for the individual student to show what they know. Scoring results from all K-12 archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the 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 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. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor as needed.
7. The teacher will collect the assessments and rate them for proficiency using the Scoring Guide.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student some additional time or give them another chance to show what they know if the student has not achieved a proficiency rating of Level 3, “Meets the Standard”.
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheets has been completed, the teacher will place the scoring guide in the individual student’s cumulative file.

# Religion Assessment Grades 9-12: Walking with Jesus

**Program and Essential Standard:** 1 Creed-Belief

**Administration:** Upon completion of course study on Creed.

**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 your 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 to Catholics?
  - 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.

Note to teacher: See Teacher Notes for Creed Assessment in Appendix D.

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

The teacher will note the information that was shared in the “**Directions for Administration 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 “Scoring Guide” for archdiocesan reporting purposes.**

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 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’s next step is to transfer the students’ totals from the scoring guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.



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

## Scoring Guide for Grades 9-12: 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
<b>Content and Comprehension</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than five of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates at least five of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Creatively retells a scene from Jesus’ Passion.</li> <li>• Adds artistic details while remaining true to the facts of the story.</li> <li>• Answers 3 questions from section Part II B.</li> <li>• Answers 2 questions from section Part II C.</li> <li>• Includes information supported by the Catechism.</li> <li>• Includes flashback from Jesus’ life.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the student showed exceptional depth of thought, reflection, and insight.</li> </ul>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only two of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is creative, interesting and effective at communicating the ideas.</li> <li>• Relates appropriate visuals to the presentation.</li> <li>• Demonstrates self-confidence in delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the finished product is carefully written, well-polished, and shows much attention to detail.</li> </ul>	
<b>Synthesis/Making Connections</b>	<ul style="list-style-type: none"> <li>• Lacks meaningful connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws connections that are less clear or understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws meaningful connections between the Creed, Jesus’ life and death, and your life.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the student clearly communicates the content in a cohesive manner-tying it all together.</li> </ul>	

**List any modifications made:**

# Religion Assessment for Grades 9-12: Sacramental Encounters

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

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

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

**Lifelong Learning Skills:**

- Content/Comprehension
- Presentation

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

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

**Guidelines:**

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

**Note to teacher:** See Teacher notes for Sacramental Encounters Assessment in Appendix E.

## Scoring Guide for Grades 9-12: Sacramental Encounters

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

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

# Religion Assessment for Grades 9-12: Passing the Torch

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

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

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

**Lifelong Learning Skills:**

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

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

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

**Guidelines:**

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

**\*Notes to teacher:** If an oral presentation is not given, use the 6 Trait rubrics for the writing criteria in place of “Presentation” on the Scoring Guide.

Additional teacher Notes for Passing the Torch Assessment can be found in Appendix F.

## Scoring Guide for Grades 9-12: Passing the Torch

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

Criteria	<u>Level 1</u> Does not meet Standard	<u>Level 2</u> Progressing toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
<b>Content and Comprehension</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than five of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates at least five of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains their choice of a role model and that person’s vocation.</li> <li>• Includes documentation and scriptural references.</li> <li>• Includes interview questions and responses.</li> <li>• Describes challenges of faith and role model’s response.</li> <li>• Explains role model’s life as a fully initiated member of the church.</li> <li>• Describes how to “Pass the Torch”.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3 the student showed exceptional depth of thought, reflection, and insight.</li> </ul>	
<b>Presentation</b> *If an oral presentation is not given, use the 6 Trait rubrics for the writing criteria in place of “Presentation”.	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only two of the criteria listed in Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Relates appropriate visuals to the presentation.</li> <li>• Answers questions from the audience.</li> <li>• Demonstrates self-confidence in delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the presentation clearly enhances the content in a cohesive manner—ties it all together.</li> </ul>	
<b>Synthesis/ Making Connections</b>	<ul style="list-style-type: none"> <li>• Lacks meaningful connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws connections that are less clear or understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• The student draws <u>meaningful</u> connections between Catholic moral principles and a life of discipleship.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, the student <u>clearly demonstrates</u> the meaningful connections between Catholic moral principles and a life of discipleship.</li> </ul>	

**List any modifications made:**

## Religion Assessment for Grades 9-12: An Encounter with God

**Program and Essential Standard:** 4 Prayer-Relationship

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

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

### **Lifelong Learning Skills:**

- Content/Comprehension
- Presentation
- Synthesis/Making Connections

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

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

### **Guidelines:**

#### **Part I: Designing the Prayer Service**

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

#### **Part II: Executing the Prayer Service**

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

### **Note to teacher:**

Limit presentations as needed.

See additional notes to teacher for Prayer Assessment in Appendix F.

# Scoring Guide for Grades 9-12 Prayer Assessment: An Encounter with God

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

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

**List any modifications made:**

## Directions for Use of Grade Level Tally Sheet

1. You must administer the assessment to your students and then rate the individual student's assessment using the individual student **Scoring Guide** included in the curriculum guide before you may proceed to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet. Please note that the Grade Level Tally Sheet is a generic form that contains all criteria that could be used for grades 1-12 assessments. **You will only enter the class results for the criteria that were listed on the Scoring Guide of the assessment given in your grade level.**
4. If there are other teachers from your grade level who gave the same assessment, you will then need to meet with them to combine your results with theirs to submit only one Grade Level Tally Sheet to your administrator.
5. Once you have combined the grade level results, submit the completed form to your administrator.
6. The teacher will then file the individual student Scoring Guide in the student's cum folder.



# Grade Level Tally Sheet for Religion

**School Name/City:**

**Assessment Date:**

**Grade Level:**

**Total # Students Assessed:**

**Name of Assessment Task:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual student scoring guides and enter the totals. Submit only one sheet per grade level to your administrator.

<b>Criteria</b>	<b><u>Level 1</u> # students not meeting Standard</b>	<b><u>Level 2</u> # students progressing toward Standard</b>	<b><u>Level 3</u> # students meeting Standard</b>	<b><u>Level 4</u> # students exceeding the Standard</b>
<b>Content and Comprehension</b>				
<b>Communication</b>				
<b>Presentation</b>				
<b>Classification</b>				
<b>Collaboration</b>				
<b>Creativity</b>				
<b>Synthesis/ Making Connections</b>				

## Directions for Use of 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 format for the Content Section is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Catechism of the Catholic Church Reference (CCC)
5. Level of Teacher Instruction:  
Introduce (I), Develop (D), Master (M)

Introduce (I): To provide with a beginning knowledge or first experience of something.

Develop (D): To progress from simple to more complex through practice.

Master (M): To gain control over content; to understand and be able to retrieve the specified material for use as needed.

**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 Curriculum  
High School Grades 9-12 Content Checklists**

**CREED-BELIEF**

<b>Essential Standard #1: Analyze and profess the Creed.</b> <b>* Investigate and apply the teachings of the Church revealed in the Creed.</b>	<b>Gr. 9</b>	<b>Gr. 10</b>	<b>Gr. 11</b>	<b>Gr. 12</b>
---	------------------	-------------------	-------------------	-------------------

**FAITH: Present an understanding of the human need for God based on revelation and faith.**

1.1.1	Understand how human relationships bring fulfillment of life. (CCC, #27-35)				
1.1.2	Examine how God's covenant with humanity is progressive and occurs in stages.				
1.1.3	Examine our personal covenant with God. (CCC, #51-67)				
1.1.4	Recognize that Jesus is the fullness of God's revelation. (CCC, #51-53; 65-67)				
1.1.5	Explain the meaning of the phrase, "mystery of faith" in the Catholic tradition. (CCC, #142-184; 2558)				

**SCRIPTURE: Read, understand, interpret and apply Scripture to life.**

1.2.1	Define revelation as the sharing of God's existence and mystery of His divine plan. (CCC, #50-53)				
1.2.2	Identify the Bible as the story of God's revelation to people as well as the Church's role in the transmission of divine revelation. (CCC, #74-87; 131-133)				
1.2.3	Demonstrate and understand various methods of biblical interpretation. (CCC, #109-119, 128-130, 137)				
1.2.4	Apply ideas of Scripture to daily life.				

**DOCTRINE AND DOGMA: Illustrate basic understanding of Catholic dogma and doctrine in light of the Creed.**

1.3.1	Recall and explain the articles (teachings) of the Apostles' Creed and the Nicene Creed. (CCC, #167; 185-197)				
1.3.2	Identify the key doctrines and dogma of the Catholic Tradition. (CCC, #88; 232-267)				
1.3.3	Explain dogma, doctrine, creed, tradition, and Magisterium. (CCC, #80-95; 888-892)				
1.3.4	Demonstrate how the Nicene Creed is essential for Christian living. (CCC, #142-184)				
1.3.5	Summarize and explain the main points of the Nicene Creed. (CCC, #142-184)				
1.3.6	Describe the correlation between personal faith (I believe) and ecclesial faith (we believe). (CCC, #142-143; 166-167)				
1.3.7	Explore the meaning of death and resurrection for the Christian believer. (CCC, #988-1019)				

**Archdiocese of Omaha Religion Curriculum  
High School Grades 9-12 Content Checklist**

Gr. 9	Gr. 10	Gr. 11	Gr. 12
----------	-----------	-----------	-----------

**CREED CONTINUED**

**TRINITY: Recognize the mystery of one God in Three Persons (the Trinity).**

1.4.1	Describe the understanding of the mystery of the Trinity as distinct persons of Father, Son, and Holy Spirit. (CCC, #232-267)				
1.4.2	Summarize the historical development of the doctrine of the Trinity. (CCC, #232-260)				
1.4.3	Explain the Catholic understanding of the necessity of the mystery of the Incarnation. (CCC, #359; 456-463; 502-511)				
1.4.4	Explain the Paschal Mystery in relation to our understanding of redemption. (CCC, #571-682; 1362-1372)				
1.4.5	Define the titles, symbols, and missions of the Holy Spirit. (CCC, #683-701; 731-747; 1108; 1112)				

**CHURCH: Illustrate a basic understanding of Church.**

1.5.1	Explain the names, images, and symbols used for "church". (CCC, #751-757)				
1.5.2	Recognize that the church is the means through which God's plan is revealed for all humanity. (CCC, #758-769)				
1.5.3	Define the church as the universal Sacrament of salvation for humanity. (CCC, #774-776)				
1.5.4	Explain the four marks of the Church. (CCC, #811-870)				
1.5.5	Recognize and explain the Catholic belief of Mary as Mother of God and Mother of the Church. (CCC, #484-511; 963-975)				
1.5.6	Explain the relationship of the Roman Catholic Church to other Christian churches and other faiths. (CCC, #817-822; 838; 1271)				
1.5.7	Recognize and explain that the teaching authority of the Church rests in the Magisterium. (CCC, #85-88; 890; 2033)				
1.5.8	Describe the precepts of the Church as directives for love of God and neighbor. (CCC, #2041-2043)				

**COMMUNITY: Understand the Church as a community for sharing faith within and beyond itself.**

1.6.1	Explain a Christian's involvement in the life, mission, and work of the Church, family, and community as a means of fulfillment of God's plan of salvation through the Corporal and Spiritual Works of Mercy. (CCC, #1877-1896; 1939-1948; 2201-2233)				
1.6.2	Explain the belief in the Communion of Saints. (CCC, #828; 946-959; 962; 1474-1477)				
1.6.3	Examine that the Church is a community of God's people called to continual reform and renewal. (CCC, #820-821; 827; 1428)				

**Archdiocese of Omaha Religion Curriculum  
High School Grades 9-12 Content Checklist**

Gr. 9	Gr. 10	Gr. 11	Gr. 12
----------	-----------	-----------	-----------

**CREED CONTINUED**

**CREATION: Exercise responsible stewardship for the gift of creation.**

1.7.1	Explore the expressions of "God creator" and the Catholic understanding of the sacred origin of humanity. (CCC, #279-324)				
1.7.2	Examine the Catholic understanding of natural order of creation. (CCC, #325-354)				
1.7.3	Examine the Catholic understanding of "Sabbath." (CCC, #345-349; 2174-2195)				

**SACRAMENTS-GIFT**

**Essential Standard #2: Analyze the Sacraments and apply them to life.  
\* Understand that God is active in our daily lives through the Sacraments.**

**SACRAMENTS: Understand and celebrate the importance of Sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.**

2.1.1	Define the term "Sacrament" and explain how the Sacraments are "instituted" by Christ. (CCC, #1113-1134)				
2.1.2	Explore how Sacraments always involve signs and symbols - both word and matter - in their celebration. (CCC, #1145-1162)				
2.1.3	Analyze the Sacraments of Initiation as foundational to Christian life: include names of Sacraments, essential signs, effects, traditions, biblical basis and history of Sacraments. (CCC, #1210-1419)				
2.1.4	Analyze the Sacraments of Healing as a renewal in the Christian life: include names of Sacraments, essential signs, history, effects, traditions, and biblical basis for each. (CCC, #1420-1532)				
2.1.5	Analyze the Sacraments of Service as directed toward the salvation of others: include the names of Sacraments, essential signs, history, effects, traditions, and biblical basis for each. (CCC, #1533-1666)				
2.1.6	Analyze how God is active in our daily lives through the Sacraments.				
2.1.7	Acknowledge how the liturgical celebration of the Eucharist is thanksgiving, memorial, and Eucharistic presence of Christ. (CCC, #1356-1419)				
2.1.8	Examine liturgy and its importance in the life of the Catholic Church and the individual Catholic. (CCC, #1066-1112)				

**Archdiocese of Omaha Religion Curriculum  
High School Grades 9-12 Content Checklist**

Gr. 9	Gr. 10	Gr. 11	Gr. 12
----------	-----------	-----------	-----------

**SACRAMENTS CONTINUED**

**DISCIPLESHIP: Examine the Sacraments as ways to respond to the call of holiness.**

2.2.1	Describe how the Sacraments of Initiation give one a share in being priest, prophet, and king. (CCC, #901-913; 1546)				
2.2.2	Specify how the laity share in the common "priesthood of all believers". (CCC, #1120; 1141; 1268; 1546)				
2.2.3	Describe the particular ministries that lay people perform while assisting the priest in liturgical celebrations. (CCC, #1140-1144)				

**CHRISTIAN LIVING-LIFE**

**Essential Standard # 3: Live responsibly as fully initiated members of the Church.**  
\* Integrate discipleship in our call to holiness.

**VOCATION: Examine personal salvation as God's call of service to others.**

3.1.1	Describe the role of the laity, hierarchy, and those in consecrated life within the Body of Christ. (CCC, #871-945)				
3.1.2	Describe the term "vocation" and identify vocation as our call from God to discipleship and holiness. (CCC, #618; 767; 1212; 1533; 1691-1694)				
3.1.3	Describe the difference between the priesthood of the believers and the ordained priesthood. (CCC, #1546-1547)				

**HUMAN DIGNITY: Acknowledge and affirm the dignity of the human person and community.**

3.2.1	Understand that every human life is sacred. (CCC, #2258-2262; 2319)				
3.2.2	Describe how murder, abortion, euthanasia, suicide, and scandal violate God's covenant. (CCC, #2268-2287)				
3.2.3	Describe how the equality of all people rests essentially on their dignity as persons and the rights that flow from it. (CCC, #1934-1935)				
3.2.4	Explain how we must take reasonable care of our lives and our physical health as they are precious gifts entrusted to us by God. (CCC, #2288-2291)				
3.2.5	Observe and critique North American society in light of Catholic values. (CCC, #813-822; 830-838; 2820)				
3.2.6	Identify the varied cultures and contributions they make to the Church, including spirituality, traditions, popular views, and ethics. (CCC, #820; 822; 838)				

**Archdiocese of Omaha Religion Curriculum  
High School Grades 9-12 Content Checklist**

**CHRISTIAN LIVING CONTINUED**

Gr. 9	Gr. 10	Gr. 11	Gr. 12
----------	-----------	-----------	-----------

**HUMAN INTERACTION AND SEXUALITY: Apply Catholic principles to human relationships.**

3.3.1	Recognize the relationships between love of God, love of self, and love of others. (CCC, #850; 1822; 2055; 2069)				
3.3.2	Identify and apply Catholic principles to our understanding of eternal and temporal relationships. (CCC, #357; 362; 1700; 1879; 2284-2298)				
3.3.3	Explain the role of parents and family in interpersonal relations. (CCC, #2196-2257)				
3.3.4	Identify and fully understand the virtue of chastity. (CCC, #2337-2350)				
3.3.5	Understand how offenses against chastity and/or offenses against the dignity of marriage violate the teachings of the church in relation to our sexuality. (CCC, #2351-2359; 2380-2391)				
3.3.6	Recognize the image of God in self and others. (CCC, #2212)				
3.3.7	Understand and live our sexuality as a divine gift with the responsibility enabled by God's grace. (CCC, #2332-2390)				

**Archdiocese of Omaha Religion Curriculum  
High School Grades 9-12 Content Checklist**

**CHRISTIAN LIVING CONTINUED**

Gr. 9	Gr. 10	Gr. 11	Gr. 12
----------	-----------	-----------	-----------

**MORAL CONSCIENCE: Develop a moral conscience informed by Church teachings.**

3.4.1	Define a simple, moral lifestyle based on the Catholic Church teaching.				
3.4.2	Define the Catholic understanding of the morality of human actions. (CCC, #1749-1775)				
3.4.3	Describe the role of the Magisterium of the Church in the moral life of individuals. (CCC, #2032-2040)				
3.4.4	Describe the Catholic understanding of the natural moral law (CCC, #1954-1986)				
3.4.5	Define sin and differentiate between the various kinds of sin. (CCC, #1846-1876)				
3.4.6	Explain the Catholic understanding of justification, grace, and merit. (CCC, #1987-2029)				
3.4.7	Recognize that the reality of sin dictates the need for addressing the things that divide us from God. (CCC, #1730-1876)				
3.4.8	Explain how a well-formed conscience is developed in accord with reason and divine law. (CCC, #1776-1802)				
3.4.9	Describe the theological and human virtues and their role in conscience formation. (CCC, #1803-1845)				
3.4.10	Describe the struggles to maintain purity of heart. (CCC, #2517-2533)				
3.4.11	Describe how Superstition, Idolatry, Divination, Irreligion, Atheism, and Agnosticism are sins against the first commandment. (CCC, #2110-2141)				

**SOCIAL JUSTICE: Know, critique, and apply social justice principles to personal and societal situations.**

3.5.1	Define the Catholic understanding of authority, the common good, solidarity and the role of the human person. (CCC, #1905-1948; 2419-2442)				
3.5.2	Understand the responsibility to be stewards and to promote responsible stewardship. (CCC, #2401-2449; 2535-2547)				
3.5.3	Define the Catholic understanding of human work. (CCC, #2426-2436)				
3.5.4	Define the Church's teaching regarding peace as a work of justice and the effect of charity (e.g. the avoidance of war). (CCC, #1878-1885; 2302-2317)				

**COMMUNITY SERVICE: Engage in service to the community (e.g. family, parish, local, national, and global) in response to the Gospel.**

3.6.1	Articulate that service is an essential element of discipleship. (CCC, #1905-1917; 1939-1942)				
3.6.2	Explain the call of people to participate in society and the responsibilities of citizenship. (CCC, #1913-1917; 2234-2243)				
3.6.3	Recognize the Christian responsibility to share time, talent, and treasure. (CCC, #1716-1724; 1803-1841)				



## Archdiocese of Omaha Religion Curriculum High School Grades 9-12 Content Checklist

Gr.	Gr.	Gr.	Gr.
9	10	11	12

### PRAYER-RELATIONSHIP

**Essential Standard #4: Commit to a deeper relationship with God.**

**RELATIONSHIP: Recognize our dependence on God for our growth in faith and salvation. (CCC, #2566-2567)**

4.1.1	Understand that the Holy Spirit is instrumental in prayer by providing the faithful with gifts of wisdom, faith and discernment. (CCC, #2657; 2670-2672)				
4.1.2	Recognize our call to join the Body of Christ. (CCC, #787-796; 1267; 2655)				
4.1.3	Understand that prayer is a gift from God and is our way to commit to a deeper relationship with Him. (CCC, #2558-2565)				
4.1.4	Describe the forms of prayer. (CCC, #2626-2649)				
4.1.5	Explain how the diverse expressions of prayer create an openness to God. (CCC, #2697-2724)				
4.1.6	Explain how through indulgences the faithful can obtain the remission of temporal punishment resulting from sin for themselves and also for the souls of Purgatory. (CCC, #1471-1498)				
4.1.7	Describe the spiritual battle of the Christian's life as inseparable from the battle of prayer. (CCC, #2725-2758)				
4.1.8	Explain how the Lord's Prayer is the summary of the whole gospel; how it is the integral part of the major hours of the Divine Office and of the Sacraments of Christian Initiation, and how integrated into the Eucharist, it reveals the eschatological character of its petitions. (CCC, #2759-2865)				
4.1.9	Explain how our prayer to and honor of the Blessed Mother inspires us to imitate her obedience to God's will. (CCC, #2673-2682)				
4.1.10	Describe how the Psalms are the masterwork of prayer in the Old Testament. (CCC, #2585-2589)				
4.1.11	Examine the Eucharist as the most visible expression of Church as community. (CCC, #1322; 1324; 1396)				

## **Directions for use of 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 are one list and two charts that display the Essential and Optional Catholic Practices and Prayers by grade level. The first list may be shared with parents if deemed appropriate. The remaining two charts are for teachers to use in planning their teaching year. The teacher charts indicate when a practice or a prayer should be (I) Introduced, (D) Developed, or (M) Mastered by the student of a specific grade.**

**Also included in this section is the text version of the Essential Catholic Practices and Prayers. The formulas found here are not intended to be held as an absolute. Local custom or preference may result in a variation of words used within each prayer.**

**It is recommended that this information be shared with parents as we continue to build a partnership between family and parish.**

**ESSENTIAL PRAYERS**  
**OPTIONAL PRAYERS**

<b>Grades Pre K-Kdg</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers  <b>OPTIONAL PRAYERS</b>  Guardian Angel Prayer  Act of Contrition Reconciliation Liturgy of the Word  Liturgy of the Eucharist	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition  <b>OPTIONAL PRAYERS</b> Reconciliation Liturgy of the Word Liturgy of the Eucharist First Communion	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist  First Communion Apostles Creed Ten Commandments  <b>OPTIONAL PRAYERS</b> Spontaneous Prayer Sacraments  Devotions Nicene Creed Order of Mass Rosary/Mysteries Stations of the Cross	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist  Communion Apostles Creed Ten Commandments  Sacraments Nicene Creed Order of Mass  <b>OPTIONAL PRAYERS</b> Spontaneous Prayer Rosary/Mysteries Stations of the Cross Benediction

**ESSENTIAL PRAYERS**  
**OPTIONAL PRAYERS**

<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation 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	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation 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	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation 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
<p><b>OPTIONAL PRAYERS</b></p> Spontaneous Prayer Precepts of the Church Theological and Cardinal Virtues	<p><b>OPTIONAL PRAYERS</b></p> Spontaneous Prayer Precepts of the Church Theological and Cardinal Virtues	<p><b>OPTIONAL PRAYERS</b></p> Precepts of the Church Theological and Cardinal Virtues
Act of Faith Act of Hope Act of Love Memorare 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	Act of Faith Act of Hope Act of Love Memorare 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	Spontaneous Prayer Act of Faith Act of Hope Act of Love Memorare 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

**ESSENTIAL PRAYERS**  
**OPTIONAL PRAYERS**

<b>Grade 7-8</b>	<b>Grade 9-12</b>
Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation 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	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation 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
<p><b>OPTIONAL PRAYERS</b></p> Spontaneous Prayer 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	<p><b>OPTIONAL PRAYERS</b></p> Spontaneous Prayer 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

Essential Catholic Practices - Prayers

Grades Pre K-1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7 - 8	Grades 9 - 12	
Sign of the Cross (I, D, M)	Sign of the Cross	Sign of the Cross	Sign of the Cross	Sign of the Cross	Sign of the Cross	Sign of the Cross	Sign of the Cross (M)	
Glory Prayer (I, D, M)	Glory Prayer	Glory Prayer	Glory Prayer	Glory Prayer	Glory Prayer	Glory Prayer	Glory Prayer (M)	
The Lord's Prayer (I, D, M)	The Lord's Prayer	The Lord's Prayer	The Lord's Prayer	The Lord's Prayer	The Lord's Prayer	The Lord's Prayer	The Lord's Prayer (M)	
Hail Mary (I, D, M)	Hail Mary	Hail Mary	Hail Mary	Hail Mary	Hail Mary	Hail Mary	Hail Mary (M)	
Meal Prayers (I, D, M)	Meal Prayers	Meal Prayers	Meal Prayers	Meal Prayers	Meal Prayers	Meal Prayers	Meal Prayers (M)	
Guardian Angel Prayer (I, D, M)	Guardian Angel Prayer	Guardian Angel Prayer	Guardian Angel Prayer	Guardian Angel Prayer	Guardian Angel Prayer	Guardian Angel Prayer	Guardian Angel Prayer (M)	
Act of Contrition (I)	Act of Contrition	Act of Contrition	Act of Contrition	Act of Contrition	Act of Contrition	Act of Contrition	Act of Contrition (M)	
	Reconciliation (I)	Reconciliation	Reconciliation	Reconciliation	Reconciliation	Reconciliation	Reconciliation (M)	
	Liturgy of the Word (I)	Liturgy of the Word	Liturgy of the Word	Liturgy of the Word	Liturgy of the Word	Liturgy of the Word	Liturgy of the Word (M)	
	Liturgy of the Eucharist (I)	Liturgy of the Eucharist	Liturgy of the Eucharist	Liturgy of the Eucharist	Liturgy of the Eucharist	Liturgy of the Eucharist	Liturgy of the Eucharist (M)	
	First Communion (I)	Communion	Communion	Communion	Communion	Communion	Communion (M)	
	Apostles Creed (I)	Apostles Creed	Apostles Creed	Apostles Creed	Apostles Creed	Apostles Creed	Apostles Creed (M)	
	Ten Commandments (I)	Ten Commandments	Ten Commandments	Ten Commandments	Ten Commandments	Ten Commandments	Ten Commandments	Ten Commandments (M)
		Sacraments (I)	Sacraments	Sacraments	Sacraments	Sacraments	Sacraments	Sacraments (M)
		Nicene Creed (I)	Nicene Creed	Nicene Creed	Nicene Creed	Nicene Creed	Nicene Creed	Nicene Creed (M)
		Order of the Mass (I)	Order of the Mass	Order of the Mass	Order of the Mass	Order of the Mass	Order of the Mass	Order of the Mass (M)
			Rosary/Mysteries (I)	Rosary/Mysteries	Rosary/Mysteries	Rosary/Mysteries	Rosary/Mysteries	Rosary/Mysteries (M)
			Stations of the Cross (I)	Stations of the Cross	Stations of the Cross	Stations of the Cross	Stations of the Cross	Stations of the Cross (M)
			Benediction (I)	Benediction	Benediction	Benediction	Benediction	Benediction (M)
				Precepts of the Church (I)	Precepts of the Church	Precepts of the Church	Precepts of the Church (M)	
				Theological/Cardinal Virtues (I)	Theological/Cardinal Virtues	Theological/Cardinal Virtues	Theological/Cardinal Virtues (M)	
					Memorare (I)	Memorare	Memorare (D, M)	

Optional Catholic Practices - Prayers

Grades Pre K-1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7 - 8	Grades 9 - 12
Spontaneous Prayer (I)	Spontaneous Prayer	Spontaneous Prayer	Spontaneous Prayer	Spontaneous Prayer	Spontaneous Prayer	Spontaneous Prayer	Spontaneous Prayer (M)
Mass Responses (I)	Sacraments (I)	Rosary/Mysteries	Morning Prayer (I) Evening Prayer (I)	Morning Prayer Evening Prayer	Morning Prayer Evening Prayer	Morning Prayer Evening Prayer	Morning Prayer (M) Evening Prayer (M)
First Communion (I)	Rosary/Mysteries (I)	Stations of the Cross	Angelus (I)	Angelus	Angelus	Angelus	Angelus (M)
Reconciliation (I)	Nicene Creed (I)	Benediction (I)	Act of Faith (I)	Act of Faith	Act of Faith	Act of Faith	Act of Faith (M)
Liturgy of the Word (I)	Order of the Mass (I)		Act of Hope (I)	Act of Hope	Act of Hope	Act of Hope	Act of Hope (M)
Liturgy of the Eucharist (I)	Stations of the Cross (I)		Act of Love (I)	Act of Love	Act of Love	Act of Love	Act of Love (M)
			Precepts of the Church (I)	Precepts of the Church	Precepts of the Church	Memorare	Canticle of Mary (M)
			Theological/Cardinal Virtues (I)	Theological/Cardinal Virtues	Theological/Cardinal Virtues	Canticle of Mary	Family Prayer (M)
			Memorare (I)	Memorare	Memorare	Family Prayer	Prayer of St. Francis (M)
			Canticle of Mary (I)	Canticle of Mary	Canticle of Mary	Prayer of St. Francis	New Commandment (M)
			Family Prayer (I)	Family Prayer	Family Prayer	New Commandment	Canticle of Zechariah (M)
			Prayer of St. Francis (I)	Prayer of St. Francis	Prayer of St. Francis	Canticle of Zechariah	Canticle of Simeon (M)
			New Commandment (I)	New Commandment	New Commandment	Canticle of Simeon	Praying the Scriptures (M)
			Canticle of Zechariah (I)	Canticle of Zechariah	Canticle of Zechariah	Praying the Scriptures	Meditate on the Scriptures (M)
			Canticle of Simeon (I)	Canticle of Simeon	Canticle of Simeon	Meditate on the Scriptures	Chaplet of Divine Mercy (I)
			Praying the Scriptures (I)	Praying the Scriptures	Praying the Scriptures		Liturgy of the Hours (I)
			Meditate on the Scriptures (I)	Meditate on the Scriptures	Meditate on the Scriptures		

## **I. Biblical Texts**

The Ten Commandments

## **II. Devotional Practices**

Benediction  
Praying the Rosary and Mysteries of the  
Rosary  
The Stations of the Cross

## **III. Liturgical Practices**

Order of the Mass  
Liturgy of the Word  
Liturgy of the Eucharist  
Receiving Holy Communion  
Sacrament of Penance  
The Seven Sacraments

## **IV. Moral Practices**

Cardinal Virtues  
Precepts of the Church  
Theological Virtues

## **V. Prayers**

Act of Contrition (Form A and B)  
Apostles' Creed  
Nicene Creed  
Glory Prayer  
Meal Prayers  
Guardian Angel Prayer  
Hail Mary  
Memorare  
Sign of the Cross  
The Lord's Prayer



## I. Biblical Texts

### The Ten Commandments

1. I am the Lord your God; you shall not have strange gods before me.
2. You shall not take the name of the Lord your God in vain.
3. Remember to keep holy the Lord's day.
4. Honor your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbor.
9. You shall not covet your neighbor's wife.
10. You shall not covet your neighbor's goods.

## II. Devotional Practices

**Benediction – Rite of Eucharistic Exposition and Benediction** (Eucharistic Devotion) CCC, #1378, 1416

### a) Traditional Format Exposition

Song [such as “O Saving Victim/O Salutaris”](optional)  
Ciborium or monstrance taken from tabernacle, (place of reservation), and placed upon altar  
Incensation

### Adoration

Prayers  
Songs [such as “Come Adore, Tantum Ergo”] or reading (optional)  
Reverence the Monstrance or Ciborium  
Silence

### Benediction-Incensation

Priest makes Sign of the Cross over people with monstrance or ciborium

### Reposition

Blessed Sacrament placed back in tabernacle

The Divine Praises (optional)

Song (or Acclamation) (optional)

### b) Alternate format of Benediction

### Introductory Rite of Exposition and Benediction of the Holy Eucharist

Call to worship

Expression of worship

– (song or psalms)

### Liturgy of the Word

Incensation of the Scripture [optional]

Proclamation of the Word

Response: prayer or song (optional)

Homily and/or silent meditation (optional)

### Exposition/Benediction

Exposition of the Blessed Sacrament on the altar

Incensation of the Blessed Sacrament, altar

Song/prayer of exposition

Priest Blesses with the Blessed Sacrament or “Benediction” Reposition

### Concluding Rite

Canticle (of Zechariah, Mary, or Simeon)

Prayers of Intercession

Concluding Prayer

Blessing and Dismissal

Divine Praises (optional)

**The Divine Praises** (often used in context of Benediction)

Blessed be God

Blessed be his holy name

Blessed be Jesus Christ, true God and true man

Blessed be the name of Jesus

Blessed be his most Sacred Heart

Blessed be his most Precious blood

Blessed be Jesus in the most holy Sacrament of the altar

Blessed be the Holy Spirit, the Paraclete

Blessed be the great Mother of God, Mary most holy

Blessed be her holy and Immaculate Conception

Blessed be her glorious assumption

Blessed be the name of Mary, virgin and mother

Blessed be St. Joseph, her most chaste spouse

Blessed be God in his angels and in his saints

**The Rosary** [CCC, #2678, 2708, cf. 1674]

**- Praying the Rosary**

- a. Hold the crucifix and pray the Apostles' Creed.
- a. Pray the Lord's Prayer when holding each single bead.
- b. Pray the Hail Mary on each bead in a group of three or ten. A group of ten Hail Mary's is called a decade of the Rosary.
- c. After each group of Hail Mary's, pray the Glory Be to the Father.
- d. Close the Rosary by praying Hail, Holy Queen.

Hail, Holy Queen, mother of mercy, our life, our sweetness, and our hope. To you do we cry poor banished children of Eve; to you we send up our sighs, mourning and weeping in this valley of tears.

Turn, then, most gracious advocate, your eyes, of mercy toward us; and after this our exile show unto us the blessed fruit of your womb, Jesus: Oh clement, Oh loving, Oh sweet Virgin Mary. Pray for us, O, Holy Mother of God.

That we may be worthy of the promises of Christ.

**Mysteries of the Rosary:**

**Joyful Mysteries**

The Annunciation

The Visitation

The Nativity

The Presentation

Finding Jesus in the Temple

**Sorrowful Mysteries**

The Agony in the Garden

The Scourging

Crowning with Thorns

Carrying the Cross

The Crucifixion

**Glorious Mysteries**

The Resurrection

The Ascension

The Coming of the Holy Spirit

The Assumption

The Coronation of Mary as Queen of Heaven

**Luminous Mysteries**

Baptism of the Lord

Wedding of Cana

Proclamation of the Kingdom

Transfiguration

Institution of the Eucharist

**The Stations of the Cross**  
[CCC, #2669]

Jesus is condemned to die.  
Jesus takes up cross.  
Jesus falls the first time.  
Jesus meets his mother.  
Simon helps Jesus carry cross.  
Veronica wipes the face of Jesus.  
Jesus falls the second time.  
Jesus meets the women of Jerusalem.  
Jesus falls the third time.  
Jesus is stripped of his garments.  
Jesus is nailed to the cross.  
Jesus dies on the cross.  
Jesus is taken down from the cross.  
Jesus is laid in the tomb.

**III. Liturgical Practices**

**Order of the Mass (Eucharist, the Lord's Supper, Sacrifice of the Mass)** [#1332; cf 1088, 1382, 2192]

**A. Introductory Rites**

Entrance (with Song)  
Veneration of the Altar and Greeting  
Penitential Rite or Rite of Blessing and Sprinkling with Holy Water  
Glory to God (Gloria – except during Advent and Lent)  
Opening Prayer

**B. Liturgy of the Word**

First Reading (usually from the Old Testament or the Acts of the Apostles)  
Responsorial Psalm  
Second Reading (not on weekdays unless a Feast) from New Testament Letters  
Gospel Acclamation (Alleluia, except during Lent)  
Gospel Reading  
Homily  
Profession of Faith (Creed)  
General Intercessions

**C. Liturgy of the Eucharist**

Preparation of the Gifts (with song or music)  
Eucharistic Prayer (with sung acclamations-Holy, Holy [Sanctus], Memorial Acclamation, Great Amen)  
Distribution of Communion (with song)

**D. Concluding Rite**

Greeting  
Blessing  
Recessional (with song)

**Receiving Holy Communion** (see also the Seven Sacraments, Eucharist) [CCC, #1382]

To receive Holy Communion, you must be free from mortal sin. You must be sorry for any venial sin committed since your last confession. The penitential rite at the beginning of Mass is an opportunity to express your sorrow for venial sins not mortal sins.

To honor the Lord, we fast for one hour before receiving Holy Communion.

Fasting means going without food or drink, except water and medicine.

Catholics are required to receive Holy Communion at least once a year during Easter time (Ash Wednesday to Trinity Sunday). But it is important to receive Holy Communion often, if possible, at every Mass.

Since 1983, Catholics are permitted to receive Communion two times per day, provided that one time is within the celebration of the Mass in which the person participates.

### **Sacrament of Penance**

(also Confession, Reconciliation, Conversion, Forgiveness) See also The Seven Sacraments, [CCC, #980, 1422, 1440]

#### A. Individual Rite of Reconciliation

- a. Welcome
- b. Reading from Scripture (optional)
- c. Confession of Sins
- d. Act of Contrition
- e. Absolution
- f. Closing Prayer

#### B. Communal Rite of Reconciliation

- a. Greeting
- b. Reading from Scripture
- c. Homily
- d. Examination of Conscience with Litany of Contrition and the Lord's Prayer
- e. Individual Confession and Absolution
- f. Closing Prayer

### **The Seven Sacraments**

[CCC, #1210]

Baptism [CCC, #977, 1213ff; 1275, 1278]

Confirmation [CCC, #1285]

Eucharist [CCC, #1322ff; 2177]

Reconciliation [CCC, #1422; 1442-1468]

Anointing of the Sick [CCC, #1499, 1520, 1527, 1526-32]

Marriage [Matrimony, CCC, #1601]

Holy Orders [CCC, #1536]

## IV. Moral Practices

**Cardinal Virtues** (Prudence, Justice, Fortitude and Temperance)

**Theological Virtues** (Faith, Hope and Charity (or Love)); (CCC, #1813)

**Precepts of the Church** (or Commandments of the Church) [CCC, #2041]

Some of the specific duties expected of Catholic Christians as minimal duties are:

1. Celebrate Christ's resurrection every Sunday and Holy Day of Obligation by taking part in Mass and avoiding unnecessary work.
2. Lead a sacramental life. Receive Holy Communion frequently and the sacrament of reconciliation or penance regularly. We must receive Holy Communion at least once a year at Lent-Easter time. If we have committed serious, or mortal, sin, we must confess before receiving Holy Communion.
3. Study Catholic teaching throughout one's life, especially in preparing for the sacraments.
4. Observe the marriage laws of the Catholic Church and give religious training to one's children.
5. Strengthen and support the Church: one's own parish; the diocese, the worldwide Church and the Holy Father.
6. Do penance, including not eating meat and fasting from food on certain days of fast and abstinence.
7. Join in the missionary spirit and work of the Church.

## V. Prayers

### **Act of Contrition**

(See also Liturgical Practices -  
Sacrament of Reconciliation)

A. My God, I am sorry for my sins with all my heart. In choosing to do wrong and failing to do good, I have sinned against You whom I should love above all things. I firmly intend, with your help, to do penance, to sin no more, and to avoid whatever leads me to sin. Our Savior Jesus Christ suffered and died for us. In his name, my God, have mercy. Amen.

B.O My God, I am heartily sorry for having offended you. I detest all my sins because of the loss of heaven and the pains of hell. But most of all because they offend you my God who art all good and deserving of all my love. I firmly resolve with the help of thy grace to confess my sins, to do penance, and to amend my life. Amen.

### **Apostles' Creed**

I believe in God,  
The Father Almighty,  
Creator of heaven and earth.  
I believe in Jesus Christ,  
His only Son, our Lord.  
He was conceived by the power of the Holy Spirit  
And born of the Virgin Mary.  
He suffered under Pontius Pilate, was crucified, died, and was buried.  
He descended to the dead.  
On the third day He rose again.  
He ascended into heaven, and  
Is seated at the right hand of the Father.  
He will come again to judge the living and the dead.  
I believe in the Holy Spirit,  
the Holy Catholic Church,  
the communion of saints,  
the forgiveness of sins,  
the resurrection of the body,  
and life everlasting.  
Amen.

**Nicene Creed**

We believe in one God,  
the Father, The Almighty,  
the maker of heaven and earth,  
of all that is seen and unseen.  
We believe in one Lord, Jesus Christ,  
the only Son of God,  
eternally begotten of the Father,  
God from God, Light from Light,  
true God from True God,  
begotten, not made,  
one in being with the Father.  
Through him all things were made,  
For us men and for our salvation  
he came down from heaven:  
by the power of the Holy Spirit  
he was born of the Virgin Mary,  
and became man.  
For our sake he was crucified under Pontius  
Pilate;  
he suffered, died, and was buried.  
On the third day he rose again in fulfillment of  
the Scriptures;  
he ascended into heaven and is seated  
at the right hand of the Father.  
He will come again in glory to judge the living  
and the dead,  
and his kingdom will have no end.  
We believe in the Holy Spirit, the Lord, the  
giver of life,  
who proceeds from the Father and the Son.  
With the Father and the Son he is worshipped  
and glorified He has spoken through the  
Prophets. We believe in one, holy, catholic,  
and apostolic Church. We acknowledge one  
baptism for the forgiveness of sins. We look  
for the resurrection of the dead, and the life of  
the world to come. Amen.

**Glory Prayer**

Glory be to the Father  
and to the Son,  
and to the Holy Spirit:  
as it was in the beginning,  
it is now, and ever shall be,  
world without end. Amen.

**Grace Before Meals**

Bless us, O Lord,  
and these Your gifts,  
which we are about to receive  
from Your bounty,  
through Christ our Lord, Amen.

**Grace After Meals**

We give you thanks,  
almighty God,  
for these and all Your blessings  
which we have received  
from your bounty  
through Christ our Lord. Amen.

**Guardian Angel Prayer**

Angel of God my guardian  
dear, to whom God's love  
commits me here. Ever  
this day be at my side,  
to light and guard, to rule and guide.  
Amen.

**Hail Mary**

Hail Mary, full of grace,  
the Lord is with you;  
blessed are you among women,  
and blessed is the fruit of your womb,  
Jesus.  
Holy Mary, Mother of God,  
pray for us sinners  
now and at the hour of our death.  
Amen.

**Memorare**

Remember,  
O most gracious Virgin Mary,  
that never was it known  
that anyone  
who fled to your protection,  
implored your help,  
or sought your intercession  
was left unaided.  
Inspired by this confidence,  
I fly unto you, O Virgin of virgins,  
my Mother. To you I come;  
before you I stand  
sinful and sorrowful.  
Mother of the Word Incarnate,  
despise not my petitions,  
but in your mercy hear and answer me. Amen.

**Sign of the Cross** [CCC, #1257; cf. 786]

In the name  
of the Father,  
and of the Son,  
and of the Holy Spirit. Amen

**The Lord's Prayer**

Our Father, who art in heaven, hallowed be thy  
name;  
thy kingdom come, thy will be done on earth,  
as it is in heaven.  
Give us this day our daily bread;  
and forgive us our trespasses  
as we forgive those who trespass against us;  
and lead us not into temptation,  
but deliver us from evil. Amen



# TEXTBOOK AND TESTING RECOMMENDATIONS:

## TEXTBOOK RECOMMENDATIONS:

The Religion Standards Committee was asked to evaluate some of the current religion texts to see if they were in alignment with the newly revised Archdiocesan Religion Curriculum. The committee specifically addressed the following questions:

- Is the series in alignment to the Catechism of the Catholic Church, Second Edition?
- Is the series in alignment to the Archdiocese of Omaha Religion Standards?
- Does the series include scriptural references?
- Does the series provide materials to share lessons with families to nurture at home?
- What are the major strengths and major weaknesses of the series?
- Would you recommend this series for use by the schools in the Archdiocese of Omaha?

Eight companies were evaluated and all eight were recommended for use by the schools in the Archdiocese of Omaha. The companies are listed below:

Sadlier  
Ave Maria Press  
Loyola  
Harcourt

RCL  
Benzinger  
St. Mary's Press  
Silver Burdette

**It should be noted that an additional textbook company may be used as long as it is found to be in alignment to the Catechism of the Catholic Church Second Edition, and it is found to be in alignment to the Archdiocese of Omaha Religion Standards.**

## TESTING RECOMMENDATIONS:

The Religion Standards Committee was asked to review two norm-referenced tests that could be used as Archdiocesan assessments for Religion. The two tests reviewed were the NCEA, ACRE Test and the Archdiocese of Indianapolis, FAITH 2000 Test.

The Religion Standards Committee Recommendation:

Explore the possibility of creating our own norm-referenced assessment based on the Archdiocese of Omaha Religion Standards.

Rationale:

Creating our own assessment would be cost efficient if the results could be scored and the reporting communicated through the Archdiocese of Omaha Office of Information Management Services.

Action taken:

Research will be done during the 2003-2004 school year to explore the feasibility of this option. No other norm-referenced assessments will be given during the 2003-2004 school year.

# Appendix

## Contents of Appendix

**Grade 2** – Appendix A (Student Checklist)

**Grade 5** – Appendix B (Teacher Notes Sacrament Assessment)

**Grade 8** – Appendix C (Teacher Notes Creed Assessment)

**Grade 9-12** – Appendix D (Teacher Notes Creed Assessment)

**Grade 9-12** – Appendix E (Teacher Notes Sacrament Assessment)

**Grade 9-12** – Appendix F (Teacher Notes Christian Living Assessment)

**Grade 9-12** – Appendix G (Teacher Notes Prayer Assessment)

**Glossary**

**Timeline**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Prayer Assessment  
Talking with God**

- Did I tell what prayer is?
- Did I say or write at least one formal and one informal prayer?
- Did I tell if the prayers are formal or informal?
- Did I tell how I know if the prayer is formal or informal?
- Did I tell what prayers are important to me?
- Did I tell when and where I can pray?
- Did I explain my examples?
- Did I use complete sentences?
- Did I speak loudly and clearly?

## Religion Grade 5 Sacrament Assessment: The Game Show

### Scoring Guide

- Creativity – graded as group who made up the game.
- Game Project – should be completed in school not as a home project.
- Personal Response – Can be written in paragraph form, picture form or other form at teacher discretion.
- Teacher comments on the Scoring Guide only needed if modifications were made.

### Pre-teaching suggestions

- Writing directions – use examples from real life games, sequencing, etc.
- Skills on cooperation.
- Keep a notebook on sacraments:
  1. Write 4-5 questions on each sacrament as you go.
  2. Questions may highlight misunderstandings that can be retaught.
- Create worksheets for each sacrament to review the sacraments before assessment actually begins. This sheet can also give clues for actual questions.
- Have team who created game play their own game before demonstrating to the entire class.
- Make up a game that 5<sup>th</sup> graders could use to teach second graders as practice.

## Religion Grade 8 Assessment: The Lighthouse

### References

- Use songs as references. Scripture is usually listed at the bottom of the music in missalette or Music Issue (see if music teacher has old copies)
- Use indexes at the back of Bible (if there is one)

### Miscellaneous

- Time permitting, invite other staff members (pastor, teachers, etc) to come and discuss how the Trinity has helped them.
- If teacher feels that the presentation is not appropriate to be given to the class, allow the student to give the presentation to you individually.
- A good reference for teaching the Trinity is called *3 in 1 (A Picture of God)* by *Joanne Marxhausen*.
- Divide guidelines. Example- Make guidelines #1 and 2 due on a certain day. Look over what was assigned to ensure the students are doing what is assigned. This allows you to check their understanding.

## Teacher Notes for Creed Assessment

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. Then give them 30 seconds to stand up and place themselves in order according to the number of their station.
  - d. Then have them read their 4 sentence excerpts 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.*

## **Teacher Notes for Sacrament Assessment**

1. Suggested length for paper is 3-6 pages. Teacher should identify minimum length according to grade level and personal preferences.
2. Teachers may have students orally present their ideas in a creative format – including a work of art, a dramatic presentation of the key moment of grace in a person’s life, etc.

## **Teacher Notes for Christian Living Assessment (Passing the Torch)**

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



## Teacher Notes for Prayer Assessment

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

## **CURRICULUM GUIDE GLOSSARY:**

**Assessment-** The deliberate use of many methods to gather evidence to indicate that students are meeting standards. Assessment results are used to identify instructional practices that should be improved, to focus professional development for teachers, and to supply new or different instructional resources for learners.

**Essential Question-**Points to the essence of what you believe students should examine and know in their course of study. The essential question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, “This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the essential question.” Student assessment should focus on essential learning.

**Essential Standards-**Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

**Guidelines-**Specific directions for students to follow as they complete the assessment task.

**Lifelong Learning Skills-**Deal with knowledge and skills that cut across all disciplines and are applicable to life outside the classroom. Developing mental habits that will enable individuals to learn on their own whatever they want or need to know at any point in their lives.

**Performance Assessment-**A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance assessments recognize that there is more than one way to show a “right” answer.

**Proficiency-**Having or demonstrating mastery of knowledge or skill in a particular area.

**Program Standards-**Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

**Scoring Guides-**A document that describes student performance on a specific task. The description in the scoring guide clearly differentiate levels of performance, such as exceed the standard, meets the standard, progressing toward the standard, or not yet meeting the standard. The Scoring guide contains the rubrics which are the specific rules written in student language and linked to the standards.

**Standards-**General expectations of academic excellence that indicate what a student should know and be able to do.

**Standards-based curriculum-** a curriculum based on standards with use of standards-based assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the standards by asking themselves to what standard does this activity relate.

**Tally Sheet-**The reporting form that records assessment results completed by grade level teacher(s). The form is given to the building administrator who reports to the Catholic Schools Office.

**Task-**An activity, exercise, or problem given to students to perform.

**Time Frame-**The recommended time allotted for students to complete the assessment.

# Curriculum Guide Resource: Time Line for Implementation

## ONGOING ACTIVITIES

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on content checklist.
- Study Professional resources on Standards and Performance Assessment.

## AUGUST

Administrator's role:

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study assessments and scoring guides that will be used for the year.
- Meet with faculty to align your curriculum with the Archdiocesan curriculum.
- (Religion) Meet with pastor or assigned priest to review the Prayer Section in the Religion Curriculum Guide checking the text of prayers for use in your building.
- (Religion) Review the Prayer Section with faculty checking the text of prayers for use in your school.
- (Religion) Consider distributing Parish and Family Partnership Section and Prayers to parents at Open House or Curriculum Night.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

Teacher's role:

- Plan instruction based on the standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study assessments and scoring guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

## **SEPTEMBER**

Administrator's role:

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the standards, curriculum and the assessments. We recommend that you attach a copy of the program standards.
- Have key people (grade level coordinator/curriculum coordinator) meet with their level and review assessments that will be used, and determine assessment dates for first semester assessments. Discussion needs to begin on determining dates for the second semester assessments as well.

Teacher's role:

- Meet with Level teachers to create an example of a completed assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for assessment.
- Report assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your Level or the Key Person in your building.
- Distribute the assigned assessment task guidelines and scoring guide sheets to students.
- Go through the task, guidelines, scoring guides, and administration time with students explaining terminology and procedures.
- Rewrite the scoring guides with students using age appropriate language if needed.
- Share the assessment example with students.
- Begin teaching to the Standards.

## **OCTOBER**

Administrator's role:

- Contact the CSO for assistance as needed.
- In early October, receive assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking their progress, and allow time for work in levels.

Teacher's role:

- Continue teaching to the standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the task, guidelines, scoring guides, and administration time with students explaining terminology and procedures.
- Continue to share the assessment example with students.

## **NOVEMBER**

Administrator's role:

- Share information with faculty checking for progress.
- Share standards/assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in Levels.

Teacher's role:

- Continue working with students on standards, curriculum, and assessment.
- Administer the 1st semester assessment.

## **DECEMBER**

Administrator's role:

- Collect Grade Level Tally Sheets from the faculty who has administered an assessment.
- Send the Building Level Tally Sheet to the CSO.
- Share information with faculty and allow time for work in Levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

Teacher's role:

- Continue working with students on standards, curriculum, and assessment.
- Collaborate with other faculty members to rate assessments.
- Compare results with other faculty.
- Meet with Level teachers to discuss student's ratings on 1st semester assessments in order to plan for the rest of the year.
- Turn in Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the 1st semester assessment and scoring guide to be used in the future.
- Place student scoring guide in their cumulative folder.

## **Spring Semester Time Line**

### **ONGOING ACTIVITIES**

Administrator's role:

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

Teacher's role:

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on content checklist.
- Study professional resources on Standards and Performance Assessment.

### **JANUARY**

Administrator's role:

- Look at calendar to schedule time for faculty to work on curriculum.
- (Religion) Revisit the Prayer Section with faculty checking for progress on teaching Essential Prayers.
- (Religion) Consider distributing the Parish and Family partnership Section and the Prayer Section to parents if you have not done so yet.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of standards, curriculum, and assessments.
- Have key people (grade level coordinator/curriculum coordinator) meet with their level and review assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the CSO is the week of April 22.

Teacher's role:

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study assessments and scoring guides that will be used for second semester.
- Meet with Level teachers to create an example of the assessment that can be shared with students.
- Work with Level teachers to schedule dates for the assessment. Report assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned assessment and scoring guide sheets to students.
- Explain/Review the task, guidelines, scoring guides, and administration time with students explaining terminology and procedures.
- Rewrite the scoring guide with students using age appropriate language if needed.
- Share your assessment example with students.
- Administer assessment if students have achieved mastery over the material.
- Collect assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

## **FEBRUARY**

Administrator's role:

- Share information with faculty checking for progress.
- Allow time for faculty to work in Levels.
- Check with key people (grade level coordinator/curriculum coordinator) on dates for the assessments.
- Place assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to CSO is the week of April 22.

Teacher's role:

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for assessment.
- Continue to go through the task, guidelines, scoring guides, and administration time with students explaining terminology and procedure.
- Continue to share assessment example with students.
- Administer assessment if students have achieved mastery over the material.
- Collect assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

## **MARCH**

Administrator's role:

- Share information with faculty checking for progress.
- Share standards/assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in Levels.
- Remind faculty of deadline for reporting to CSO is the week of April 22.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the task, guidelines, scoring guides, and administration time with students explaining terminology and procedure.
- Continue to share assessment example with students.
- Administer assessment if students have achieved mastery over the material.
- Collect assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

## **APRIL**

Administrator's role:

- Share information with faculty and allow time for work in Levels.
- Remind teachers of deadline for reporting to CSO is the week of April 22.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the CSO.

Teacher's role:

- Continue working with students on Standards and Curriculum as they prepare for the assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the task, guidelines, scoring guides, and administration time with students explaining terminology and procedure.
- Continue to share assessment example with students.
- Administer assessment if students have achieved mastery over the material.
- Collect assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

## **MAY**

Administrator's role:

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

Teacher's role:

- Meet with Level teachers to discuss student's ratings on assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the assessment and scoring guide to be used next year.
- Place individual student scoring guide in their cumulative folder.