Rich Culminating Performance Tasks
Secondary Religious Education Courses

Grade 9: Be With Me
Journeying with Jesus

Catholic Curriculum Corporation Central and Western Region
June 30, 2009
Rich Culminating Performance Tasks: Secondary Religious Education Courses
Forward from the Catholic Curriculum Corporation

Our Purpose
The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards and Catholic partners from across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

Our Mission
To build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

Our Vision
Faith through Learning: A Distinctive Catholic Curriculum

Message from the Executive Director
On behalf of the Catholic Curriculum Corporation, I would like to invite educators to review and use this rich Secondary resource. The writers have made every effort to ensure it aligns with current Religious Education documents, while setting forth Rich Culminating Performance Tasks which engage students in their learning and which assists them with making links to other courses and to their lives.

The lessons are based on the expectations as outlined in the Ontario Catholic Secondary Curriculum Policy Document for Religious Education, OCCB prepared by the Institute of Catholic Education, 2006 as well as links to other key resources for teaching secondary Religious Education courses. It is the intent of the writers to ensure that the overview, lessons, and activities compliment current assessment strategies and provide classroom teachers with everything they need to complete these Rich Culminating Performance Tasks for Grades 9-12 Religious Education courses.

Wishing you continued success in sharing our Catholic faith with your students.

Michael Bator,
Executive Director
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Introduction

Premise for this Resource
“As a religious activity, Religious Education courses invite students to build their relationship with the person of Jesus Christ as witnessed to by the Catholic faith, which recognizes the centrality of God, the dignity of the human person, and the importance of ethical norms. This witness takes many forms, but essential to its self-understanding is the place of Sacred Scripture, Church teachings, the sacramental and liturgical life of the faith community and its moral foundations for Christian living and Family Life Education.”


Rationale
“The challenge faced by the religious educator in the typical Catholic secondary school is enormous. Catholic schools exist to foster in their students not only an understanding of the connection between faith and life, but a commitment to establishing, nourishing and strengthening that connection.”


Student engagement is always a challenge at secondary, especially in Religious Education. This resource tries to address this issue by assisting students in Grades 9-12 Religious Education classes to make clear links not only between the concepts they are learning in class, but to authentically make connections between their learning, their own lives, and their other courses. Students often see no meaning or relevance in what they are being taught. Rich and authentic performance tasks that are designed to support students to make connections throughout the course, will not only focus and engage the students, but will also build community and respect in the classroom.

As Catholic teachers, we have a responsibility to teach Religious Education courses—not courses about Religion. In order to maintain our Catholic identity, our curriculum needs to be different and distinctive. Our Catholic faith must be clearly and purposefully articulated to all students. Realizing that there are followers of other religions in our classrooms, teachers need to be prudent and sensitive in how Catholic Church teachings are delivered. Mutual understanding and respect for one another is paramount.
Organization of the Rich Culminating Performance Tasks
This secondary resource consists of Rich Culminating Performance Tasks for Grades 9 through 12. Each grade package contains the following components: Rich Culminating Performance Task Teacher Package Overview, Teaching and Learning Lessons, Black Line Masters, and Evaluation Rubric.

Essential for Teacher and Student Success
It is absolutely essential that teachers read over the whole package before the course begins to see how the various components build throughout the semester. Students need to work on foundational components throughout the course in order to accomplish the final task that is to be evaluated. Each Rich Culminating Performance Task will take 2-3 weeks to complete.

Teacher Package Overview
Each Teacher Package Overview includes a Detailed Description of the Task and outlines all the steps the teacher and students must follow as they work through the various stages of the task and prepare for the culminating presentation. Each task has been clearly linked to the expectations as outlined in the Ontario Catholic Secondary Curriculum Policy Document for Religious Education, ICE, through the Enduring Understandings. The Enduring Understandings should be posted as Anchor Charts throughout the semester for easy referral. Focusing Questions are provided with links to the Ontario Catholic Graduate Expectations and the Secondary Core Curriculum Maps, Halton CDSB. Each Teacher Package Overview also provides Recommendations to the Teacher outlining sequential steps to assist teachers in planning the lessons, which build up to the Rich Culminating Performance Task. Materials and Resources in the Teacher Package Overview provide teachers with additional background information such as current web resources. The List of Appendices indicates all pertinent Black Line Masters for the task.

The Teaching and Learning Lessons
The Ministry’s three part lesson template, Minds On, Action, and Consolidation, is used to guide teachers through the task and to engage students in their learning. Lessons are not one period in length, but rather are designed to explore the entire concept over a period of time.

The Black Line Masters
The Black Line Masters are used during the teaching of the Rich Culminating Performance Task and are clearly labeled (i.e. Grade 9 – BLM 9.1). The teacher is asked to distribute and collect the Black Line Masters throughout the course, as they will be used as part of the preparation and presentation of the Rich Culminating Performance Task.
Assessment and Evaluation
The Design Down model was used to create the Rich Culminating Performance Tasks. The enduring understandings for each grade were shaped using the overall expectations for each grade found in the *Ontario Catholic Secondary Curriculum Policy Document for Religious Education, 2006* written by ICE. The enduring understandings are those developed by the writers of this resource and may vary somewhat if developed by a different group of educators.

Assessment and evaluation practices continue to evolve in light of ongoing research related to how students learn. These rich culminating performance tasks were designed using the most current assessment and evaluation practices recommended by the Ministry of Education. The lessons include assessment for, as, and of learning.

These tasks emphasize higher order thinking skills and making connections. These skills need to be taught throughout the course so that students can practice using these skills with a variety of concepts and connections before being evaluated by the teacher. The Teacher Package Overview and accompanying Teaching and Learning Lessons outline steps designed to scaffold students to achieve success.

Each task contains an Evaluation Rubric that can be used by the students and teachers to evaluate Knowledge and Understanding, Thinking, Communication, and Application as demonstrated through the Culminating Performance Task.

“It is through the application of new learning to real life situations that students move forward in the acquisition of knowledge and proficiency and the skill necessary for living life to its fullest as light and salt for the world.”


Program Planning Considerations
The Grade 9-11 Rich Culminating Performance Tasks involve students presenting to an authentic audience (e.g. grade 8 students, local parish, and community members). Arrangements will have to be made in order for these audiences to attend. It is strongly recommended that this effort be made as it motivates the students and authenticates the task. In grade 12, students present to their classmates.

“Wealth it is very much a personal matter, our Catholic faith is not a private relationship between the individual and God. It is a faith lived out in community—from family to parish and school, to neighborhood, and to the world community of believers.”

### Grade 9 Religious Education
#### Rich Culminating Performance Task
##### Teacher Package Overview

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Religious Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>HRE 1</td>
</tr>
<tr>
<td>Course Name</td>
<td>Be With Me</td>
</tr>
<tr>
<td>Title of Task</td>
<td>“Journeying with Jesus”</td>
</tr>
<tr>
<td>Time Requirement</td>
<td>2-3 weeks</td>
</tr>
</tbody>
</table>

#### Authentic Scenario
Students develop presentations for grade 8 students to share their increased understanding of being in a relationship with Jesus. The presentations are based on significant connections they make in the course.

#### General Description of the Task
Using the enduring understandings as a guide, grade 9 students share with current grade 8 students the significant insights they have learned and connected to their own lives through this course. The grade 9 Religious Education teachers organize a venue for the student led presentations.

#### Rationale of the Task
Students will use higher order thinking skills, prior knowledge, and Understanding Charts to communicate their comprehension of being in a relationship with Jesus.

#### Detailed Description of the Task
On the day the grade 8 students visit the school, the grade 9 students present their “Journey with Jesus” that they have made throughout the grade 9 Religious Education course. The suggested format is the Carousel Strategy which involves the grade 9 students creating individual presentation stations so the grade 8 students can circulate through the stations and chat with the grade 9 students.

#### Evaluation and Preparation for the Grade 8 Visit:
On a previous day, the grade 9 students sit in a circle in class to share their prepared presentations for evaluation by the teacher about their “Journey with Jesus”. Students are encouraged to have jot notes and artifacts to support them in their presentations.

#### Requirements:
1. Very early in the course, students are given the “My Journey with Jesus“- Course Journey Understanding Chart (BLM9.5). They are asked to ONLY complete Steps #1 and #2 on this chart. The remainder of the Steps will be completed toward the end of the course (using the other Understanding Charts that the students will complete). This approach is diagnostic and will show the students’ increased understanding throughout the course (the teacher collects and stores these charts after Steps #1 and #2 until the appropriate time at the end of the course, when all themes/units—Covenant, Prayer and Happiness, Loving, Discipleship—have been addressed).
2. The remaining “Journeying with Jesus” Understanding Charts [Covenant (BLM9.1), Prayer (BLM9.2), Loving (BLM9.3), and Discipleship (BLM9.4)] are to be completed throughout the course as those themes (Covenant with God through Jesus, Prayer increases Happiness, Loving myself = Loving God through Jesus, Discipleship through Forgiveness) are addressed in units of the course (Again, the teacher collects and stores these sheets throughout the course). It is important to note that each of these Understanding Charts should be completed in the following way: Steps #1 and #2 are completed before the theme/unit begins (as a diagnostic and to create a reference point for increased understanding); Steps #3-5 are completed after the theme/unit has been addressed (to demonstrate increased understanding).

3. Students use three of the Understanding Charts to develop a presentation for the grade 8 students.

4. Using their completed “My Journey with Jesus”- Course Journey Understanding Chart (BLM9.5), students create jot notes and choose their artifact(s) --something to help explain their Journey with Jesus to use in their presentation for the grade 8 students.

5. Creativity in presentations is encouraged (e.g. music, power-point, presentation boards, models, before/after mug shots, visuals, video, etc.).

6. Students need to practise their oral presentations with artifacts so they are comfortable in front of their peers and the grade 8 students (regular opportunities for oral communication need to be given to students throughout the course to develop a comfort level).

**Enduring Understandings (created using the Overall Curriculum Expectations)**

Students will understand that the Ten Commandments and the Beatitudes prove our **covention** with God through Jesus.

Students will understand that in order to be a **disciple** of God through Jesus, you must forgive and reconcile.

Students will understand that **prayer** increases **happiness**.

Students will understand that loving yourself is **loving** God through Jesus.

*Note: Enduring Understandings should be posted in a prominent place in the classroom.*

**Essential Questions**

Students and the teacher create essential questions based on the enduring understandings.

*Examples:*

How might the Ten Commandments and the Beatitudes prove our covenant with God and Jesus?

Why might prayer lead us to happiness?

**Catholic Graduate Expectations**

CGE1a - illustrates a basic understanding of the saving story of our Christian faith

CGE1f - seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship

CGE1i - integrates faith with life

CGE3b - creates, adapts, evaluates new ideas in light of the common good

CGE4c - takes initiative and demonstrates Christian leadership

CGE5c - develops one's God-given potential and makes a meaningful contribution to society

CGE6e - ministers to the family, school, parish, and wider community through service

CGE7j - contributes to the common good
## Connections to Core Curriculum Maps

1. Human Dignity  
2. Rights and Responsibilities

## Focusing Questions:

1. How do we see Jesus as an example of virtuous living?  
2. How do we understand the sacredness of life and human dignity with self and relationships?

## Assessment and Evaluation

The four categories are equally evaluated using the Evaluation Rubric (BLM 9.7):  
- Knowledge/Understanding  
- Communication  
- Thinking  
- Application

## Recommendations to the Teacher

**Before the task** *(in order to ensure student success in this task)* ...

The teacher will:

1. present the rich performance task very early in the course.  
2. model throughout the course possible artifacts that can be used to demonstrate the focus of the Understanding Chart (see Step #5 of Understanding Charts), as a way to better prepare students to be able to share their own understanding.  
3. have the students complete the five Understanding Charts as described in the Requirements section above; if the process is not completed throughout this course as indicated, students will not be able to complete the rich performance task.  
4. keep the Understanding Charts (completed and partially completed, as per the described process) in a file for the students to use toward the end of the course.  
5. regularly make explicit links to the enduring understandings.  
6. explicitly teach peer and self assessment strategies.  
7. teach higher order thinking skills (e.g. Bloom’s Taxonomy, Achievement Chart); provide opportunities to practise higher order thinking skills (e.g. demonstrate a higher order thinking connection using experiences where the students have grown in their understanding of something).  
8. provide several opportunities to practise oral communication skills (pairs, small groups, whole class).  
9. contact grade 8 teachers (especially from local feeder schools) well before the presentation date to invite them and inform them about the rich culminating performance task.

Students will:

1. complete the five Understanding Charts as described in the Requirements section above.  
2. choose several Understanding Charts to develop and translate into a creative presentation suitable for the grade 8 students.  
3. create a “Journeying with Jesus” banner that can be displayed for the grade 8 students on presentation day at the entry point of the presentation space.

## Presentation ... 

Students:

1. creatively present their “My Journey with Jesus” to the class to be evaluated by the teacher.  
2. creatively present their “My Journey with Jesus” to the grade 8 students.
### Prior Knowledge and Skills

#### Terminology
- think/pair/share
- enduring understandings (big ideas/enduring learning)
- covenant/happiness/loving/discipleship
- Understanding Charts
- anchor chart
- Inside Outside Circle strategy
- artifacts, visual representations

#### Collaborative Skills
- taking turns
- active listening (eye contact, body language, etc.)
- effective feedback
- agreeably disagree
- oral presentation skills
- address audience (eye contact)
- project voice
- practise presentation (know content)
- use of props

#### Oral Presentation Skills
- address audience (eye contact)
- project voice
- know content and audience
- practise presentation

#### Higher Order Thinking Skills
- Bloom’s Taxonomy/Bloom’s Revised Taxonomy
- Achievement Chart

#### Peer Assessment
- strengths, weaknesses, recommendations for improvement

### Accommodations
Refer to students’ IEPs

### Materials and Resources
Understanding Charts (BLMs 9.1-9.5); Checklist (BLM 9.6); Evaluation Rubric (BLM 9.7)
### Grade 9 Religious Education Course

#### Rich Culminating Performance Task Schedule

It is absolutely essential that teachers read over the Grade 9 Introduction, Overview and Teaching and Learning Lessons before the course begins to see how the various components build throughout the semester. Students need to work on foundational components throughout the course in order to accomplish the final task that is to be evaluated. Each Rich Performance Culminating Task will take 2-3 weeks to complete. The following chart is provided to show you the sequence of lessons and to assist you with planning.

<table>
<thead>
<tr>
<th>Introduction to Gr. 9 Religious Education Course</th>
<th>BLM 9.5 My Journey with Jesus</th>
<th>Complete Steps One and Two after the introduction, Collect BLM for later use</th>
<th>Complete Steps Three to Five after the theme is completed; Collect BLM for later reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Covenant Theme</td>
<td>BLM 9.1 Journeying with Jesus – Covenant with God Through Jesus</td>
<td>Complete Steps One and Two after the introduction of the theme</td>
<td>Complete Steps Three to Five after the theme is completed; Collect BLM for later reference</td>
</tr>
<tr>
<td>Introduce Prayer and Happiness Theme</td>
<td>BLM 9.2 Journeying with Jesus – Prayer Increases Happiness</td>
<td>Complete Steps One and Two after the introduction of the theme</td>
<td>Complete Steps Three to Five after the theme is completed; Collect BLM for later reference</td>
</tr>
<tr>
<td>Introduce Theme of Loving</td>
<td>BLM 9.3 Journeying with Jesus – Loving Myself = Loving God through Jesus</td>
<td>Complete Steps One and Two after the introduction of the theme</td>
<td>Complete Steps Three to Five after the theme is completed; Collect BLM for later reference</td>
</tr>
<tr>
<td>Introduce Discipleship Theme</td>
<td>BLM 9.4 Journeying with Jesus – Discipleship through Forgiveness</td>
<td>Complete Steps One and Two after the introduction of the theme</td>
<td>Complete Steps Three to Five after the theme is completed; Collect BLM for later reference</td>
</tr>
<tr>
<td>Completion of Grade 9 Religious Education Course</td>
<td>BLM 9.5 My Journey with Jesus</td>
<td></td>
<td>Complete Steps Three to Eight after the theme is completed. Handout BLM 9.1-9.4 Begin selection of artifacts and Gr. 8 Presentations. Use BLM 9.6 Checklist to guide work</td>
</tr>
</tbody>
</table>
# Teaching and Learning

## Lesson 1: Realizing an Increased Understanding

### Minds On  
Approx. Time (10 min)

The teacher asks students to think back to when they were in grade eight and preparing for high school:
"*Remember your worries and fears?*
"*What information would have been helpful to make your transition easier?*

The teacher asks students to jot ideas on sticky notes and post them for the class to see.

The teacher asks students to think about their grade 9 struggles and achievements.
"*What has your grade nine journey been like?*
"*How has your grade 9 journey affected you?*

The students jot their thoughts on sticky notes and post them for the class to see.

(After this lesson, the teacher collects all the sticky notes for students to use while they work on creating and preparing their "Journey with Jesus" presentations.)

### Action  
Approx. Time (375 min)

The teacher reviews the purpose/goal of this task – to present their increased understanding of being in a relationship with Jesus in a “Journey with Jesus” presentation. The teacher refers the students to the sticky notes they created during the Minds On activity, which will help to reinforce the reason behind the presentations to the grade 8 students.

The teacher hands out Checklist (BLM 9.6) to students as a means to keep them on track, and builds excitement for their “Journey with Jesus” presentations.

The teacher returns the four Understanding Charts (BLMs 9.1-9.4) that students developed during the semester (see note below). Students are given time to review their notes and to add new learning only to Steps #3-5 for these Understanding Charts. (The teacher should encourage students not to add anything else to the Steps #1 and #2 at this point, since they will not be able to see increased understanding at the end of the semester if they do.)

### Assessment for Learning (AfL)

- Diagnostic
Note: As per the Requirements section of the Overview, students completed Steps #1 and #2 of each Understanding Chart (BLMs 9.1-9.4) with their initial thoughts before each theme/unit began (covenant, prayer increases happiness, loving, discipleship). At the end of each theme/unit, the teacher handed back the corresponding Understanding Chart so the students could add their new insights through completing Steps #3-5. Students may now require (or have required) the use of the back of the page of the Understanding Charts as their insights develop and multiply.

In order to give students opportunities to practise sharing their thoughts orally, students (in triads) share several of the thoughts they have recorded in their Understanding Charts (BLMs 9.1-9.4). They are encouraged to add new insights they gather from discussion to Steps #3-5 in these Understanding Charts.

At this point, the teacher returns the partially completed ‘Journeying with Jesus’-Course Journey Understanding Chart (BLM9.5) to the students, so they may individually finish the chart in a way that synthesizes all their learning and understanding. (Reminder: the students completed Steps #1 and #2 at the very beginning of the course.) Students should be encouraged to be honest and accurate regarding how their individual journeys have unfolded. Steps #6-10 will help them choose the three concepts and corresponding artifact(s) they might like to develop into their Journey with Jesus presentation for the grade 8 students.

Students share their thoughts/work on their ‘Journeying with Jesus’-Course Journey Understanding Chart (BLM9.5) with two different partners to help them to better organize and reflect their increased understanding.

<table>
<thead>
<tr>
<th>Consolidation</th>
<th>Approx. Time (75-140 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students work on improving their ‘Journeying with Jesus’-Course Journey Understanding Chart (BLM9.5)</td>
<td>Peer and self assessment</td>
</tr>
<tr>
<td>Students begin to develop their presentations by reworking and improving their responses to Steps #6-10 in their ‘Journeying with Jesus’- Semester Journey Understanding Charts (BLM9.5).</td>
<td>Peer and self assessment</td>
</tr>
</tbody>
</table>

Next Steps

Students think about their presentations and gather materials they will need to create a unique visual presentation to demonstrate their “Journey with Jesus” for the grade 8 students.

Students will conference about their ideas using their completed ‘Journeying with Jesus’- Course Journey Understanding Chart (BLM9.5) with the teacher for specific feedback. Teachers can request that the ‘Journeying with Jesus’-Course Journey Understanding Chart (BLM9.5) and any jot notes be handed in.
# Lesson 2: Showing Personal Growth in an Oral and Visual Presentation

## Minds On

**Approx. Time (10 min)**

The teacher asks students to think about a presentation they have been “impressed with” in the past – a presentation they experienced at some time that brings positive memories (e.g. an elementary school public speaker, guest speakers they have seen in other classes, etc.).

In pairs, students make a list of all the qualities of an effective presentation.

The teacher randomly asks students to share their ideas and records them on the board. Together, the teacher and students create an anchor chart (on chart paper) for students to reference while they continue to prepare their presentations for the grade 8 students.

## Action

**Approx. Time (75 min)**

The teacher returns students’ ‘Journeying with Jesus’- Course Journey Growth Charts (BLM9.5) and any accompanying jot notes with feedback (if they were collected for feedback).

Based on teacher feedback, the Evaluation Rubric BLM 9.7 (which the teacher gives to students) and the class developed anchor chart, students work on their oral and visual presentations, keeping their audience in mind.

The teacher uses the Inside Outside Circle strategy, so students can present their thinking/content to their peers one last time to get feedback from their classmates (based on the anchor chart, the Checklist BLM 9.6 and the Evaluation Rubric BLM 9.7).

## Consolidation

**Approx. Time (20 min)**

Students work on implementing changes and improving their presentations, based on self, peer, and teacher assessment.

## Next Steps

Students review their presentations so they are ready to present for evaluation purposes next class.
### Teaching and Learning

**Lesson 3: In-Class Presentations** (grade 9 students only)

<table>
<thead>
<tr>
<th>Minds On</th>
<th>Approx. Time (10 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher plays a song or reads a Scripture passage to set the tone for the presentations (e.g. Be Not Afraid, Matthew 4:17-22).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Approx. Time (140 min)</th>
</tr>
</thead>
</table>
| The teacher reminds the students about how they felt coming into grade 9 as new students. The teacher encourages the students to be welcoming and attentive, and to enjoy each other’s presentations.  
Each student brings forward his/her presentation [presentation notes, artifact(s), etc.] to share with the class to be formally evaluated by the teacher.  
The teacher encourages classmates to provide some last minute suggestions/feedback to each other. |

**Note:** This presentation is for evaluation purposes.

<table>
<thead>
<tr>
<th>Consolidation</th>
<th>Approx. Time (5 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students consider all the feedback they have received and incorporate recommendations into their final presentation preparation for the grade 8 students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher builds student enthusiasm for the Grade 8 Presentation Day! (See notes in Overview on how to possibly proceed.)</td>
</tr>
</tbody>
</table>
Grade 9 Religious Education ‘Journeying with Jesus’ Understanding Chart

**Covenant with God through Jesus**

Complete this graphic organizer and submit it to the teacher in order to see your thought process. If you have another way of showing the teacher your thought process, consult the teacher about that option.

**Step #1:**
In the oval below, share a thought you have as you begin this unit/theme about your understanding of covenant with Jesus. *(e.g. I don’t have a covenant/bond with Jesus)*

**Step #2:**
Explanation of your thoughts. *(Give details about why you wrote what you did.)*

**Step #3:**
In the oval below, share a new thought you gained through the unit/theme about your understanding of covenant with Jesus. *(e.g. I see that I (or Catholics) can have a relationship/bond with Jesus)*

**Step #4:**
Explanation of your increased understanding. *(Give details about how your knowledge/understanding has grown, increased, deepened, changed, etc.)*

**Step #5:**
This is the HIGHER ORDER THINKING part! In the oval above, name an artifact (a visual object) that you believe best represents the focus of this understanding chart. In the triangle, explain how the artifact relates to your journey so far.

Faith Through Learning
A Distinctive Catholic Curriculum
Grade 9 Religious Education ‘Journeying with Jesus’ Understanding Chart  BLM 9.2

Prayer increases Happiness

Complete this graphic organizer and submit it to the teacher in order to see your thought process. If you have another way of showing the teacher your thought process, consult the teacher about that option.

Step #1:
In the oval below, share a thought you have as you begin this unit/theme about your understanding of prayer increasing happiness. (e.g. I don’t think I need prayer to be happy.)

Step #2:
Explanation of your thoughts. (Give details about why you wrote what you did.)

Step #3:
In the oval below, share a new thought you gained through the unit/theme about your understanding of prayer increasing happiness. (e.g. I realize that prayer could make some people happy.)

Step #4:
Explanation of your increased understanding. (Give details about how your knowledge & understanding has grown, increased, deepened, changed, etc.)

Step #5: This is the HIGHER ORDER THINKING part! In the oval above, name an artifact (a visual object) that you believe best represents the focus of this understanding chart. In the triangle, explain how the artifact relates to your journey so far.

Name:
Class:

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Grade 9 Religious Education ‘Journeying with Jesus’ Understanding Chart

**Loving myself = Loving God through Jesus**

**Step #1:**
In the oval below, share a thought you have as you begin this unit/theme about your understanding of the concept “loving myself = loving God through Jesus”. (e.g. I do love myself but see no connection to how this relates to loving God and Jesus.)

**Step #2:**
Explanation of your thoughts. (Give details about why you wrote what you did.)

**Step #3:**
In the oval below, share a new thought you gained through the unit/theme about your understanding of the concept “loving myself = loving God through Jesus”. (e.g. I now understand that loving myself means I love God through Jesus.)

**Step #4:**
Explanation of your increased understanding. (Give details about how your knowledge/understanding has grown, increased, deepened, changed, etc.)

**Step #5:**
This is the HIGHER ORDER THINKING part! In the oval above, name an artifact (a visual object) that you believe best represents the focus of this understanding chart. In the triangle, explain how the artifact relates to your journey so far.

Complete this graphic organizer and submit it to the teacher in order to see your thought process. If you have another way of showing the teacher your thought process, consult the teacher about that option.
Grade 9 Religious Education ‘Journeying with Jesus’ Understanding Chart  

Discipleship through Forgiveness

Complete this graphic organizer and submit it to the teacher in order to see your thought process. If you have another way of showing the teacher your thought process, consult the teacher about that option.

Step #1:
In the oval below, share a thought you have as you begin this unit/theme about your understanding of discipleship through forgiveness. (e.g. I don’t even know what discipleship is.)

Step #2:
Explanation of your thoughts. (Give details about why you wrote what you did)

Step #3:
In the oval below, share a new thought you gained through the unit/theme about your understanding of discipleship through forgiveness. (e.g. I came to see that apologizing makes me a follower of Jesus.)

Step #4:
Explanation of your increased understanding. (Give details about how your knowledge/understanding has grown, increased, deepened, changed, etc.)

Step #5: This is the HIGHER ORDER THINKING part! In the oval above, name an artifact (a visual object) that you believe best represents the focus of this understanding chart. In the triangle, explain how the artifact relates to your journey so far.

Name: 
Class: 

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A Distinctive Catholic Curriculum

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Grade 9 Religious Education: ‘Journeying with Jesus’- Course Journey Understanding Chart

BLM 9.5

Student Name:
Class:

“My Journey with Jesus”

Step #1:
In the oval below, share a few thoughts about your understanding of being in a relationship with Jesus (e.g. I don’t believe in Jesus, so I don’t think I have a relationship with Him.)

Step #2:
Explanation of your thoughts. (Give details about why you wrote what you did.)

Step #3:
In the oval below, write a word that captures your new insights into being in a relationship with Jesus. (e.g. Changed! Not changed! Improved!)

Step #4:
In this box, use all your Understanding Charts to describe your increased understanding of being in a relationship with Jesus.

Complete this graphic organizer and submit it to the teacher. The teacher wants to see your thought process prior to assessing and evaluating your work. If you have another way of showing the teacher your thought process, consult the teacher about that option.
Step #5: What might you like to share with grade 8 students about your “Journey with Jesus” to help them see your understanding of “being in a relationship with Jesus”. How will your artifacts help the grade 8 students see your comprehension and understanding? (Share your ideas with at least two other students in your class for feedback.)

Step #6: Considering your peer feedback, what specific revised ideas will you share with the grade 8 students? How do you expect the grade 8 students to react to your presentation? (Share your thoughts with your teacher for feedback.)

Step #7: Decide the order of your presentation, use your artifacts, and put your presentation together in a meaningful way.

Step #8: “Practise, practise, practise” your presentation so you will feel confident when you present!
Checklist

Name:

You will need to incorporate the following items into your Journeying with Jesus’ presentation:

☐ **Creative Name** - something to attract visitors to your presentation.

☐ **Artifact(s)** - to help you visually explain a concept you learned. What object comes to your mind when you think of “loving”, “covenant”, “discipleship”, and “prayer”? Perhaps this object(s) will help you communicate your thoughts/ideas!

☐ **3 of the 4 Understanding Charts (BLM 9.1-9.4)** - these charts will be used to demonstrate how your understanding has increased in your “Journey with Jesus”.

☐ **2 Peer Assessments** - assessors (peers) will be chosen by the teacher and both assessments will occur in class. Written feedback from peers is required.

☐ **Creativity - And Lots of It** - this ‘Journey with Jesus’ presentation needs to reflect who YOU ARE!!! Put your own spin on it. Use items that are of interest to YOU. After all, this assignment is about YOU!!! Think of the best way to describe and show your journey (using visuals) in this class.

☐ **Have Fun** - The intent is for you to HAVE FUN, so... have fun! Be prepared to work hard, be honest, and have a great time doing it. What good is all this, if you can’t enjoy it?!?!

I know you all will do a great job!! Go out there and not only make yourselves proud, but me too!!!! ☺

Faith Through Learning
A Distinctive Catholic Curriculum
22
### Grade 9 Religious Education: Rich Culminating Performance Task - Journeying with Jesus

#### EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Achievement Chart Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Knowledge and Understanding</td>
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<tr>
<td>Demonstrates knowledge of content specifically three of the following themes: prayer, love, discipleship or covenant</td>
<td>Demonstrates limited knowledge of three themes in the presentation.</td>
<td>Demonstrates some knowledge of three themes in the presentation.</td>
<td>Demonstrates considerable knowledge of three themes in the presentation.</td>
<td>Demonstrates a high degree of knowledge of three themes in the presentation.</td>
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<td>Demonstrates an understanding of content—specifically three of the following themes: prayer, love, discipleship or covenant</td>
<td>Demonstrates a limited understanding of content in the presentation.</td>
<td>Demonstrates some understanding of content in the presentation.</td>
<td>Demonstrates a considerable understanding of content in the presentation.</td>
<td>Demonstrates a thorough understanding of content in the presentation.</td>
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<td>Thinking</td>
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<tr>
<td>Uses processing skills (e.g. discerning, selecting, analyzing and evaluating) to share increased understanding of connections in prayer, love, discipleship and/or covenant. (Develop three areas.)</td>
<td>Uses processing skills (e.g. discerning, selecting, analyzing and evaluating) to share increased understanding of connections in prayer, love, discipleship and/or covenant with limited effectiveness.</td>
<td>Uses processing skills (e.g. discerning, selecting, analyzing and evaluating) to share increased understanding of connections in prayer, love, discipleship and/or covenant with some effectiveness.</td>
<td>Uses processing skills (e.g. discerning, selecting, analyzing and evaluating) to share increased understanding of connections in prayer, love, discipleship and/or covenant with considerable effectiveness.</td>
<td>Uses processing skills (e.g. discerning, selecting, analyzing and evaluating) to share increased understanding of connections in prayer, love, discipleship and/or covenant with a high degree of effectiveness.</td>
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<td>Communication</td>
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<td>Expresses ideas and information about selected themes in an organized way.</td>
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<td>Demonstrates an understanding of the grade 8 student audience and</td>
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<td>the purpose (e.g. to inform, to persuade) of the presentation.</td>
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<td>considerable understanding of the grade 8 student audience and the purpose (e.g. to inform, to persuade) of the presentation.</td>
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