

Unit C: Christ Jesus: Fully Divine and Fully Human

How do we enter into a deeper relationship with God?

Understanding who Jesus is through the Gospels, receiving the Eucharist and proclaiming His message deepens our relationship.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 Illustrate how the four Gospels (CCC 512-521) reveal a complete image of Jesus as both human and divine; that is,</p> <ul style="list-style-type: none"> ▪ The Gospel of Luke: Universal Compassionate Saviour ▪ The Gospel of Mark: Suffering Servant ▪ The Gospel of Matthew: Teacher and New Moses ▪ The Gospel of John: Divine Messiah 	<ul style="list-style-type: none"> □ Create a collaged or pictorial image of the characteristics and qualities of Jesus as depicted in an assigned Gospel. Students will then present their work to the class where all will be able to compare and contrast on the different “images” of Jesus. □ Construct and decorate, using a life size outline of a person, Jesus as He is presented in one of the Gospels (ie Jesus as healer / physician / first aid attendant / Luke’s Gospel)
<p>C2 Apply the Proclamation of the Gospel message (Kerygma; CCC 74; YC 1 – 2) to his/her life reflecting on:</p> <ul style="list-style-type: none"> ▪ John 14.1-14 (Jesus: The Way, The Truth and the Life) ▪ Acts 13.26-33 (Paul and Barnabas in Antioch of Pisidia) ▪ Matthew 10.7-15 (Mission of the 12) ▪ James 2.14-26 (Faith without works is dead) 	<ul style="list-style-type: none"> □ Reflect on an assigned passage, and relate it to their own life today (What does it mean and why it’s important) Present to the class in a creative format(skit, spoken word) □ Using the relationship experience of a parent, journal how their relationship has contained or can contain expressions of the Good News during their lives thus far. □ Document and write a reflection on his/her personal service to others (this current year - grade, class, and individual service projects)

Christian Education Grade 9

The purpose and role of including citations from the Catechism of the Catholic Church within the Prescribed Learning Outcomes is to ground and guide our Catholic educators. The citations are not necessarily for common classroom consumption though this is dependent on the educator’s comfort and abilities.

The Grade 9 over-arching guiding questions include: How do the learning outcomes align with students’ evolving understanding of deepening relationship with Jesus: The Man, The Mystery, His Ministry and His Mission? How do the learning outcomes evangelize: lead students into a personal encounter with Jesus? How will teachers engineer environments for personal encounters with Jesus?

<p>C3 Engage in an evangelization experience that strengthens his/her personal relationship with Jesus (CCC 2 – 3)</p> <ul style="list-style-type: none"> ▪ See the appendix: Alpha for Youth program 	<ul style="list-style-type: none"> □ Engage in Lectio Divina, Ignatian Prayer, Guided Meditation, Praying with Colour, Prayer Journaling, and create their own prayer service □ Share through discussion, how we encounter Jesus through all aspects of our lives (challenges, joys, moments of sinfulness and reconciliation)
<p>C4 Use scripture to show how Jesus explains His real presence in the Eucharist (CCC 1373 – 1381; YC 218); for example</p> <ul style="list-style-type: none"> ▪ John 6.49-58 (The Bread from Heaven) ▪ Matthew 26.26-28 (Institution of the Last Supper) ▪ Luke 24.13-25 (Road to Emmaus) 	<ul style="list-style-type: none"> □ Create a poem, song, storybook or skit, using Scripture, which explains the real presence of Christ in the Eucharist to a non-believer or a young child □ Role play the reaction of the disciples to the news they would have to “eat the body of Jesus”. Have a dialogue on why people left and why they stayed.

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