

# Garratt Publishing Diocesan Outcomes

for Queensland

Catholic Education Archdiocese of Brisbane Achievement Standards



**SECONDARY**  
RESOURCES



This document outlines how RE resources from Garratt Publishing will help you achieve the outcomes sought by your Diocesan RE themes.



## 25 QUESTIONS SERIES

### OUTCOMES:

Series aimed at building Catholic literacy and identity, which covers a variety of topics in question and extended answer form. Covers a wide range of topics including Signs and Symbols of the Catholic Faith, Virtues and Vices, and Vocations and Ministries.

[garratt.com.au/25q](http://garratt.com.au/25q)

#### Year 7

- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » Students investigate the beginnings of the Christian faith (c.6 BCE – c. 650 CE) and explain the role of key people and events in its development. They explain some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam).
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present.
- » They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally.
- » They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

#### Year 8

- » Students interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people. They select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.
- » Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change.
- » They select evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church.
- » They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; and giving witness to the ecumenical spirit.
- » They explain the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.
- » They participate respectfully in a variety of prayer experiences, including prayers from The Liturgy of the Hours; praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.

#### Year 9

- » Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts. They examine the divergent understandings of God (Allah, God, G\*d) in the monotheistic religions (Islam, Christianity, Judaism). They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.
- » Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world.
- » Students evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.
- » They explain the significance of the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present.
- » They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.
- » They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.



1300 650 878



[sales@garrattpublishing.com.au](mailto:sales@garrattpublishing.com.au)



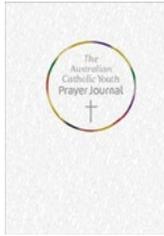
[garrattpublishing.com.au](http://garrattpublishing.com.au)



[facebook.com/garrattpublishing](https://facebook.com/garrattpublishing)



[@GarrattPub](https://twitter.com/GarrattPub)



**AUSTRALIAN  
CATHOLIC  
YOUTH PRAYER  
JOURNAL**  
ANN RENNIE  
9781922152053

Encourages students to connect with and reflect on Scripture with the support of contemporary interpretations and response prompts.

[garrattpublishing.com.au/prayer-journal](http://garrattpublishing.com.au/prayer-journal)

**OUTCOMES:**

**Year 7**

- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place.
- » They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

**Year 8**

- » Students explain how words and images are used to represent the mystery of the Trinity. They interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people. They select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.
- » Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change.
- » They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit.
- » They participate respectfully in a variety of prayer experiences, including prayers from The Liturgy of the Hours; praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.

**Year 9**

- » Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.
- » They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.
- » They evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.
- » They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

**Year 10**

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context.
- » They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response.
- » They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.



1300 650 878



[sales@garrattpublishing.com.au](mailto:sales@garrattpublishing.com.au)



[garrattpublishing.com.au](http://garrattpublishing.com.au)



[facebook.com/garrattpublishing](https://facebook.com/garrattpublishing)



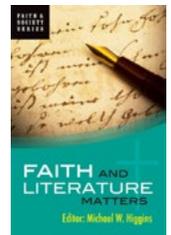
[@GarrattPub](https://twitter.com/GarrattPub)



## AUSTRALIAN CATHOLIC YOUTH DIARY

The Australian Catholic Youth Diary can be customised to individual schools and incorporates weekly Gospel reading connected to reflection and prayer.

[garrattpublishing.com.au/cyd](http://garrattpublishing.com.au/cyd)



## FAITH AND LITERATURE MATTERS

MICHAEL W. HIGGINS  
9782896465422

A resource that examines the links between literature and religion and explores the presence of creativity and the importance of story in the faith journey.

[garrattpublishing.com.au/falm](http://garrattpublishing.com.au/falm)

### OUTCOMES:

#### Year 7

- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present.
- » They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally.
- » They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

#### Year 8

- » Students select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.
- » Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change.
- » They analyse ways in which the Church is present and active in the world today; participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit.

### OUTCOMES:

#### Year 9

- » Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world.
- » Students evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.

- » They participate respectfully in a variety of prayer experiences, including prayers from The Liturgy of the Hours; praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.

#### Year 9

- » Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.
- » They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.
- » Students evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.
- » They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.
- » They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

#### Year 10

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context.
- » They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.
- » They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment).



1300 650 878



[sales@garrattpublishing.com.au](mailto:sales@garrattpublishing.com.au)



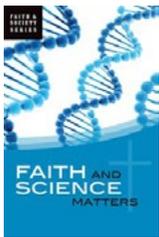
[garrattpublishing.com.au](http://garrattpublishing.com.au)



[facebook.com/garrattpublishing](https://facebook.com/garrattpublishing)



[@GarrattPub](https://twitter.com/GarrattPub)



## FAITH AND SCIENCE MATTERS

MICHAEL O'HEARN  
9782896464074

A resource that highlights the links between science and religion and explains how the Church responds to theological and ethical issues that relate to scientific advancements.

[garrattpublishing.com.au/fasm](http://garrattpublishing.com.au/fasm)

### OUTCOMES:

#### Year 9

- » Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world.
- » Students evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.

#### Year 10

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.
- » Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology.
- » They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response.



## FRIENDLY GUIDE SERIES PRAYER THE MASS

Designed to provide easily accessible information on themes fundamental to understanding Christianity and Catholicism, including the Mass and Prayer. The Friendly Guides are written at an introductory level and include tools such as maps, timelines and summary boxes to engage students.

[garrattpublishing.com.au/friendly-guides](http://garrattpublishing.com.au/friendly-guides)

### OUTCOMES:

#### Year 7

- » Students describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present.
- » They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

#### Year 8

- » Students analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; and giving witness to the ecumenical spirit.
- » They participate respectfully in a variety of prayer experiences, including prayers from The Liturgy of the Hours; praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.

#### Year 9

- » Students examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.
- » They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

#### Year 10

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.



1300 650 878



[sales@garrattpublishing.com.au](mailto:sales@garrattpublishing.com.au)



[garrattpublishing.com.au](http://garrattpublishing.com.au)



[facebook.com/garrattpublishing](https://facebook.com/garrattpublishing)



[@GarrattPub](https://twitter.com/GarrattPub)



**FRIENDLY GUIDE SERIES**  
**JESUS**  
**JOHN'S GOSPEL**  
**LUKE'S GOSPEL**  
**MARK'S GOSPEL**  
**MATTHEW'S GOSPEL**  
**PAUL**

**OUTCOMES:**

Designed to provide easily accessible information on themes fundamental to understanding Christianity and Catholicism, including the Gospels and Jesus. The Friendly Guides are written at an introductory level and include tools such as maps, timelines and summary boxes to engage students.

[garrattpublishing.com.au/friendly-guides](http://garrattpublishing.com.au/friendly-guides)

**Year 7**

- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place.

**Year 8**

- » Students explain how words and images are used to represent the mystery of the Trinity. They interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people. They select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.
- » Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change. They select evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church.

**Year 9**

- » Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.
- » They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.

**Year 10**

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context.
- » They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response.



**FRIENDLY GUIDE SERIES**  
**THE OLD TESTAMENT**  
**THE PROPHETS**

**OUTCOMES:**

Designed to provide easily accessible information on themes fundamental to understanding Christianity and Catholicism, including the Old Testament and the Prophets.

[garrattpublishing.com.au/friendly-guides](http://garrattpublishing.com.au/friendly-guides)

**Year 7**

- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place.

**Year 8**

- » Students explain how words and images are used to represent the mystery of the Trinity. They interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people.
- » They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit.

**Year 9**

- » Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.

**Year 10**

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context.



1300 650 878



[sales@garrattpublishing.com.au](mailto:sales@garrattpublishing.com.au)



[garrattpublishing.com.au](http://garrattpublishing.com.au)



[facebook.com/garrattpublishing](https://facebook.com/garrattpublishing)



[@GarrattPub](https://twitter.com/GarrattPub)



## A FRIENDLY GUIDE TO

### FRIENDLY GUIDE SERIES VATICAN II

Designed to provide easily accessible information on themes fundamental to understanding Christianity and Catholicism, including the Vatican II. The Friendly Guides are written at an introductory level and include tools such as maps, timelines and summary boxes to engage students.

[garrattpublishing.com.au/friendly-guides](http://garrattpublishing.com.au/friendly-guides)

#### OUTCOMES:

##### Year 7

- » Students explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place.

##### Year 8

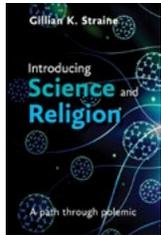
- » Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change.
- » They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit.

##### Year 9

- » Students examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.

##### Year 10

- » Students use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context.
- » They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment).



### INTRODUCING SCIENCE AND RELIGION

GILLIAN K. STRAINE  
9780281068739

A toolkit to help navigate the path between science and religion examining areas such as evolution and human consciousness.

[garrattpublishing.com.au/sar](http://garrattpublishing.com.au/sar)

#### OUTCOMES:

##### Year 9

- » Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.

##### Year 10

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.
- » Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology.



1300 650 878



[sales@garrattpublishing.com.au](mailto:sales@garrattpublishing.com.au)



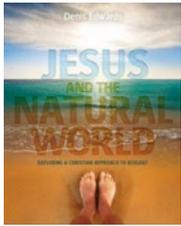
[garrattpublishing.com.au](http://garrattpublishing.com.au)



[facebook.com/garrattpublishing](https://facebook.com/garrattpublishing)



[@GarrattPub](https://twitter.com/GarrattPub)



**JESUS AND  
THE NATURAL  
WORLD**  
DENIS EDWARDS  
9781921946226

A guide to how Christians can embrace ecological conversion to ensure that we lead a sustainable lifestyle and show respect for all creatures on our planet. Includes environmental and stewardship considerations which are not explicitly present in many other texts.

[garrattpublishing.com.au/jnw](http://garrattpublishing.com.au/jnw)

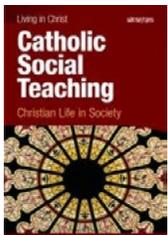
**OUTCOMES:**

**Year 9**

- » Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.
- » They evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.
- » They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.
- » They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

**Year 10**

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context. They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.
- » Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment).
- » They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.



**LIVING IN CHRIST  
SERIES**

Based on the US Bishop's high school curriculum, Catholic theology is presented in an engaging and accessible manner for students and substantial support materials for teachers.

[garrattpublishing.com.au/living-in-christ](http://garrattpublishing.com.au/living-in-christ)

**OUTCOMES:**

**Year 9**

- » Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.
- » They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.
- » They evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.
- » They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.
- » They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths.

**Year 10**

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context.
- » They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.
- » Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment).



1300 650 878



[sales@garrattpublishing.com.au](mailto:sales@garrattpublishing.com.au)



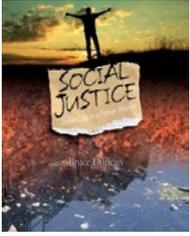
[garrattpublishing.com.au](http://garrattpublishing.com.au)



[facebook.com/garrattpublishing](https://facebook.com/garrattpublishing)



[@GarrattPub](https://twitter.com/GarrattPub)



## SOCIAL JUSTICE

An overview of how Catholic social thinking developed and why it is so important today. Includes clear links to the Scriptures and builds a case for the imperative for social justice for all modern-day Catholics.

[garrattpublishing.com.au/social-justice](http://garrattpublishing.com.au/social-justice)

## OUTCOMES:

### Year 7

- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present.

### Year 8

- » Students interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people. They select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.
- » Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change.
- » They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit.

### Year 9

- » Students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.
- » They evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions. They explain the significance of the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present.
- » They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.

### Year 10

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.
- » They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response.
- » Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment).



1300 650 878



[sales@garrattpublishing.com.au](mailto:sales@garrattpublishing.com.au)



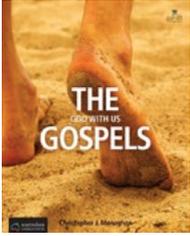
[garrattpublishing.com.au](http://garrattpublishing.com.au)



[facebook.com/garrattpublishing](https://facebook.com/garrattpublishing)



[@GarrattPub](https://twitter.com/GarrattPub)



**THE GOSPELS – GOD WITH US**  
**CHRIS MONAGHAN**  
**9781922152855**

Describes what the Gospels are, who wrote them and why, and what you will find in them, and includes scripture references and vocabulary building activities. Book 2 in Garratt Publishing's landmark Biblical Literacy series – see also 'The Two Hands of God'

[garrattpublishing.com.au/biblical-literacy](http://garrattpublishing.com.au/biblical-literacy)

**OUTCOMES:**

**Year 7**

- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » Students investigate the beginnings of the Christian faith (c.6 BCE – c. 650 CE) and explain the role of key people and events in its development. They explain some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam).
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place.

**Year 8**

- » Students explain how words and images are used to represent the mystery of the Trinity.
- » They select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ.
- » Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change. They select evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church.



**LANGUAGE OF THE UNHEARD**  
**JOHN FALZON**  
**9781921946356**

A mixture of poetry and reflection that gives voice to those who are marginalised in our society, providing insight on a range of social justice issues.

[garrattpublishing.com.au/lou](http://garrattpublishing.com.au/lou)

**OUTCOMES:**

**Year 9**

- » Students evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.
- » They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.

**Year 10**

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context.
- » Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment).
- » They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response.



## THE THIRD SPACE

Thirteen novellas featuring young protagonists from different backgrounds and faiths, providing a springboard for meaningful dialogue about Australia's multi-faith and multicultural society. Available exclusively from Cengage Learning Australia. See [Cengage.com.au](http://Cengage.com.au)



## THE TWO HANDS OF GOD - CREATION & SCRIPTURE

MARY L. COLOE  
9781922152848

Discusses the scriptural view of creation in light of scientific revelations, and includes scripture references and vocabulary building activities. Book 1 in Garratt Publishing's landmark Biblical Literacy Series. See also 'The Gospels With Us'.

[garrattpublishing.com.au/biblical-literacy](http://garrattpublishing.com.au/biblical-literacy)

### OUTCOMES:

#### Year 7

- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place.
- » They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally.

#### Year 8

- » Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change.
- » They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit.
- » They explain the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

### OUTCOMES:

#### Year 7

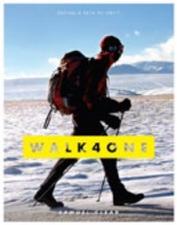
- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place.

#### Year 8

- » Students interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people.

#### Year 9

- » Students examine the divergent understandings of God (Allah, God, G\*d) in the monotheistic religions (Islam, Christianity, Judaism).
- » Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world.
- » Students evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.
- » They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.
- » They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.



**WALK4ONE**  
SAMUEL CLEAR  
9781925009767

Chronicles the journey of Tasmanian Samuel Clear who pledged to walk around the world for the sake of Christian unity. Includes historical and geographical information about the places visited, together with an overriding message of hope. An exclusive Educators Guide is available separately to help teachers share Sam's journey with students.

<http://w4o.garratt.com.au/>

**OUTCOMES:**

**Year 7**

- » Students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
- » They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place.
- » They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

**Year 8**

- » Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change.
- » They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit.
- » They participate respectfully in a variety of prayer experiences, including prayers from The Liturgy of the Hours; praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.

**Year 9**

- » Students evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions.
- » They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.
- » They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

**Year 10**

- » Students explain how the mystery of God can be named and understood through the experience of the created world.
- » Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response.
- » They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.



1300 650 878



[sales@garrattpublishing.com.au](mailto:sales@garrattpublishing.com.au)



[garrattpublishing.com.au](http://garrattpublishing.com.au)



[facebook.com/garrattpublishing](https://facebook.com/garrattpublishing)



[@GarrattPub](https://twitter.com/GarrattPub)



Garratt Publishing is the market leader in publishing and distributing premium Catholic religious resources for Australian Catholic schools. Our state-of-the-art teaching resources are aligned to the Australian Curriculum and suited to the needs of twenty-first century learners.

International resources are 'hand-picked' by our experienced and knowledgeable staff from the world's leading Catholic publishers to meet the needs of Australian Catholic schools and their students. All products must be relevant to the Australian Curriculum and the learning outcomes, suggested by the various Diocesan religious programs.

AUSTRALIA'S LEADING PROVIDER OF CATHOLIC RELIGIOUS  
EDUCATION RESOURCES



**For more teacher resources visit**  
[garrattpublishing.com.au/helping-teachers](http://garrattpublishing.com.au/helping-teachers)



Want to further enhance  
your learning outcomes?  
See the comprehensive range of  
exceptional religious education  
resources at  
[garrattpublishing.com.au](http://garrattpublishing.com.au)  
or contact us today on  
**1300 650 878**

 [garrattpublishing.com.au](http://garrattpublishing.com.au)

 1300 650 878

 32 Glenvale Crescent, Mulgrave VIC 3170

 [education@garrattpublishing.com.au](mailto:education@garrattpublishing.com.au)

 (03) 8545 2922