

Garratt Publishing Diocesan Outcomes

for Tasmania

Tasmanian Catholic Education Office 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

Year 7

- » Students will pose questions about how Jesus' words and actions reveal God.
- » They will examine how the complete self-giving of Jesus reveals what God is like. They communicate how the Resurrection shows Jesus' triumph over death.
- » Students express through a variety of forms how prayer celebrates the sacredness of God within time and place.
- » Students name and recall the parables and miracles of Jesus. They articulate some key features of the world in right relationship with God.
- » Students list a variety of ways in which the Church moves out in love to the world. Students identify how the Holy Spirit inspires and guides the life and mission of the Church. Selecting a range of tools and techniques students communicate how the Church has expressed God's mission throughout history.
- » Students explain that the Bible is a library of books containing many different genres: narratives, psalms, the writings of the prophets, wisdom literature, myths, letters, wise sayings and apocryphal writing.
- » Students communicate how the Bible is the inspired Word of God. They interpret passages from the Bible using questions (such as who, what, when, how, why and for whom).
- » Students pose questions and explore answers about how the Sacraments help us to understand the mystery of God. Students demonstrate their knowledge and understanding of how creation is sacramental and that Sacraments express and enrich the shared life of the Catholic community.
- » Students identify the three major groups of Sacraments: initiation, healing and service.

- » Students identify key features and significant aspects of Jesus teaching on prayer. Students participate in a variety of prayer forms, in particular Christian meditative prayer. They know some formal prayers and begin to reflect on and identify how every person is a spiritual being.
- » Students recognise and describe how Christ is the embodiment of God's desire for a just world. They discuss what the concept of justice means using references from art, literature and modern culture.
- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition. They discuss the effects of self-centered personal choices on relationships with God, others and the earth.

Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students locate information and formulate questions about Jesus as the Way, the Truth and the Life. They demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection.
- » Students identify and describe aspects of their own lives and modern culture that need to be transformed. They present their findings in a variety of written and visual forms.
- » Students recognise and describe the links between the Church's mission, the nature of God's love and the person of Jesus Christ. Students pose and answer questions about how the People of God are reconciled and formed for mission through the Word of God and the Body of Christ.
- » Students will be able to explain how the Bible came to be written and collected in the Canon and describe the structure and the genres of the Bible.
- » Students can outline the covenant relationship between the people of the Hebrew scriptures and their God.
- » Students explore the way Sacraments are a visible sign of God's active presence. Students explore the words used by Christians to describe Sacraments, distinguishing paradox, irony and contradiction. They apply this understanding to explaining how Sacraments celebrate paradox [e.g. Baptism (life and death) and Penance (mercy and justice)].
- » Students recognise symbols, rituals and different ways of praying as very human experiences. They participate in a variety of prayer forms and can lead meditative prayer. Students know some formal prayers and are introduced to some from the tradition.
- » Students locate information from a variety of sources as evidence to answer inquiry questions about the ways we are sent as part of the community of faith, to proclaim God's love in the world.
- » Students are able to identify and analyse issues of injustice in the world in the light of Church Social Teaching. They demonstrate an understanding of a variety of groups that work for justice within the community and use a variety of tools and techniques to communicate these findings.
- » Students identify some of the benefits of participating in action to promote social justice in the school, local or wider community. They can draft responses to issues in the world, in a range of forms, in written and visual texts.

Year 9

- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students identify key features and significant aspects of the Kingdom of God, described as the Reign of God or the world in right relationship: a world of truth, goodness and beauty.
- » Students identify similarities and differences and examine sources to identify and describe different points of view, values, attitudes and perspectives about a variety of spiritual traditions within the Church: East and West. They research and explore questions about the search for meaning acknowledging the Catholic Church celebrates diversity but seeks unity with other world religions and/or peoples.
- » Students can use some of the skills and techniques of biblical criticism. They can articulate personal interpretations of Jesus' teachings supported by evidence.
- » Students can explain the context, content, structure and purpose and audience of the Synoptic Gospels.
- » Students recognise and describe how Eucharist celebrates reconciliation, healing and unity and how we are called to service and justice through the Eucharist.
- » Students participate in a variety of prayer forms and lead meditative prayer. Students know a variety of formal prayers.
- » Students examine sources to identify and describe different points of view, values, attitudes and perspectives. They explain the context for people's actions and experiences from a range of different ethical positions. They analyse the positive and negative outcomes of a range of personal decisions and behaviours and how our choices impact on others.
- » Students present an understanding of how Mary and the prophets are models for Christian life.
- » They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance.
- » They can acknowledge common 'structures, for example the significance of the Hebrew Prophets for Judaism, Christianity and Islam, and how their distinct traditions are a search for meaning.



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AUSTRALIAN CATHOLIC YOUTH PRAYER JOURNAL

ANN RENNIE
9781922152053

OUTCOMES:

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

garrattpublishing.com.au/prayer-journal

Year 7

- » Students will pose questions about how Jesus' words and actions reveal God.
- » Students will examine how the complete self-giving of Jesus reveals what God is like. They communicate how the Resurrection shows Jesus' triumph over death. Students express through a variety of forms how prayer celebrates the sacredness of God within time and place.
- » Students name and recall the parables and miracles of Jesus. They articulate some key features of the world in right relationship with God.
- » Students list a variety of ways in which the Church moves out in love to the world. Students identify how the Holy Spirit inspires and guides the life and mission of the Church.
- » Students communicate how the Bible is the inspired Word of God. They interpret passages from the Bible using questions (such as who, what, when, how, why and for whom).
- » Students pose questions and explore answers about how the Sacraments help us to understand the mystery of God. Students demonstrate their knowledge and understanding of how creation is sacramental and that Sacraments express and enrich the shared life of the Catholic community.
- » Students identify key features and significant aspects of Jesus teaching on prayer. Students participate in a variety of prayer forms, in particular Christian meditative prayer. They know some formal prayers and begin to reflect on and identify how every person is a spiritual being.
- » Students recognise and describe how Christ is the embodiment of God's desire for a just world. They discuss what the concept of justice means using references from art, literature and modern culture.

- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition. They discuss the effects of self-centered personal choices on relationships with God, others and the earth.

Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students locate information and formulate questions about Jesus as the Way, the Truth and the Life. They demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection. Students collect and organise information about how Jesus challenged people to change their lives.
- » Students identify and describe aspects of their own lives and modern culture that need to be transformed. They present their findings in a variety of written and visual forms.
- » Students use the skills and techniques of biblical criticism. They can express personal interpretations of Jesus supported by evidence. Students can outline the covenant relationship between the people of the Hebrew scriptures and their God.
- » Students recognise symbols, rituals and different ways of praying as very human experiences. They participate in a variety of prayer forms and can lead meditative prayer. Students know some formal prayers and are introduced to some from the tradition. They participate in a variety of prayer forms and can lead meditative prayer.
- » Students are able to identify and analyse issues of injustice in the world in the light of Church Social Teaching.
- » Students identify some of the benefits of participating in action to promote justice in the school, local or wider community. They can draft responses to issues in the world, in a range of forms, in written and visual texts.

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students identify key features and significant aspects of the Kingdom of God, described as the Reign of God or the world in right relationship: a world of truth, goodness and beauty.
- » Students can use some of the skills and techniques of biblical criticism. They can articulate personal interpretations of Jesus' teachings supported by evidence. Students can use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries and study guides.
- » Students participate in a variety of prayer forms and lead meditative prayer. Students know a variety of formal prayers. Students write their own prayers and can plan and lead their own prayer services. Students prepare a class experience of prayer using

Scripture, symbol, music, sacred space, movement and youth ministry skills.

- » Students write reflectively about the characteristics of relationships and how they change over time. Students present an understanding of how Mary and the prophets are models for Christian life. They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance.

Year 10

- » Students pose and answer questions about times when Jesus challenged people to change their lives. Students recognise and describe and write reflectively about aspects of their own lives, culture and the world that need to be transformed. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders. They ask the question 'who is Jesus' in light of the Paschal Mystery, Scripture, the Incarnation and the Resurrection of Christ. Students make reasoned judgements about the significance of events, individuals and groups and the consequences of their actions in the light of these understandings.
- » Students read icons as sacramental and liturgical expressions of Catholic culture. They identify Mary as having a unique relevance as the feminine iconic expression of humanity cooperating with God. Students recognise and describe how Mary is a statement about our own humanity in unity with God and that Mary is a clear model of free and faithful cooperation with God for us to emulate.
- » Students use the skills and techniques of biblical criticism accurately. They share personal interpretations of Jesus' teachings supported by evidence. Students use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries, study guides, concordances, source documents, atlases and dictionaries.
- » Students ask and respond to relevant questions about how the Sacraments are an invitation to engage in the Christian quest for meaning and purpose. They particularly focus on the vocational options including matrimony and holy orders. They select a range of tools and techniques to communicate the complexity of sacraments, exploring notions of paradox and the sacramentality of life in the everyday.
- » Through reflective writing, meditation and a variety of prayer forms students communicate understanding of how prayer draws us to encounter God throughout our lives in new and diverse ways in and through creation. Students express how prayer leads us to discover and know ourselves more and develops our relationship with God.
- » Students communicate that prayer is deeply personal but also communal. Students actively participate and lead Christian meditation and Lectio Divina.
- » Students identify, analyse and communicate a clear understanding of the principles of Catholic Social Teaching. Students demonstrate an awareness of our responsibility to protect the dignity of the human person. Students recognise and write reflectively on some of the challenges and opportunities for living as prophets and disciples in the world today. Students construct and communicate considered and informed personal views of the significance of respecting the dignity of each human person and the sanctity of human life when making ethical choices.



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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

OUTCOMES:

Year 7

- » Students will examine how the complete self-giving of Jesus reveals what God is like.
- » Students express through a variety of forms how prayer celebrates the sacredness of God within time and place.
- » Students name and recall the parables and miracles of Jesus. They articulate some key features of the world in right relationship with God.
- » Students list a variety of ways in which the Church moves out in love to the world. Students identify how the Holy Spirit inspires and guides the life and mission of the Church.
- » Students communicate how the Bible is the inspired Word of God. They interpret passages from the Bible using questions (such as who, what, when, how, why and for whom).
- » Students identify key features and significant aspects of Jesus teaching on prayer. Students participate in a variety of prayer forms, in particular Christian meditative prayer. They know some formal prayers and begin to reflect on and identify how every person is a spiritual being.
- » Students recognise and describe how Christ is the embodiment of God's desire for a just world. They discuss what the concept of justice means using references from art, literature and modern culture.
- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition. They discuss the effects of self-centered personal choices on relationships with God, others and the earth.

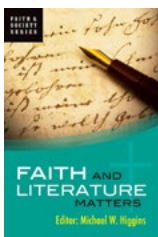
Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students locate information and formulate questions about Jesus as the Way, the Truth and the Life. They demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection.
- » Students recognise and describe the links between the Church's mission, the nature of God's love and the person of Jesus Christ. Students pose and answer questions about how the People of God are reconciled and formed for mission through the Word of God and the Body of Christ.
- » Students recognise symbols, rituals and different ways of praying as very human experiences. They participate in a variety of prayer forms and can lead meditative prayer. Students know some formal prayers and are introduced to some from the tradition.
- » Students are able to identify and analyse issues of injustice in the world in the light of Church Social Teaching.

Year 9

- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » They research and explore questions about the search for meaning acknowledging the Catholic Church celebrates diversity but seeks unity with other world religions and/or peoples.
- » Students can use some of the skills and techniques of biblical criticism. They can articulate personal interpretations of Jesus' teachings supported by evidence.
- » Students can explain the context, content, structure and purpose and audience of the Synoptic Gospels.
- » Students participate in a variety of prayer forms and lead meditative prayer. Students know a variety of formal prayers.
- » Students present an understanding of how Mary and the prophets are models for Christian life.
- » They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance.





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

OUTCOMES:

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students identify similarities and differences and examine sources to identify and describe different points of view, values, attitudes and perspectives about a variety of spiritual traditions within the Church: East and West. They research and explore questions about the search for meaning acknowledging the Catholic Church celebrates diversity but seeks unity with other world religions and/or peoples.
- » Students can use some of the skills and techniques of biblical criticism.
- » Students examine sources to identify and describe different points of view, values, attitudes and perspectives. They explain the context for people's actions and experiences from a range of different ethical positions.

Year 10

- » Students explain change and continuity over time with reference to God's will in history and their own lives. They investigate arguments for and against the existence of God.
- » Students pose and answer questions about times when Jesus challenged people to change their lives. Students recognise and describe and write reflectively about aspects of their own lives, culture and the world that need to be transformed. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders.
- » Students recognise and write reflectively on some of the challenges and opportunities for living as prophets and disciples in the world today.



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

OUTCOMES:

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students identify similarities and differences and examine sources to identify and describe different points of view, values, attitudes and perspectives about a variety of spiritual traditions within the Church: East and West. They research and explore questions about the search for meaning acknowledging the Catholic Church celebrates diversity but seeks unity with other world religions and/or peoples.
- » Students examine sources to identify and describe different points of view, values, attitudes and perspectives. They explain the context for people's actions and experiences from a range of different ethical positions.

Year 10

- » Students explain change and continuity over time with reference to God's will in history and their own lives. They investigate arguments for and against the existence of God.
- » Students identify, analyse and communicate a clear understanding of the principles of Catholic Social Teaching. Students demonstrate an awareness of our responsibility to protect the dignity of the human person.
- » Students recognise and write reflectively on some of the challenges and opportunities for living as prophets and disciples in the world today. Students construct and communicate considered and informed personal views of the significance of respecting the dignity of each human person and the sanctity of human life when making ethical choices.



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

OUTCOMES:

Year 7

- » Students will examine how the complete self-giving of Jesus reveals what God is like. They communicate how the Resurrection shows Jesus' triumph over death. Students express through a variety of forms how prayer celebrates the sacredness of God within time and place.
- » Students identify how the Holy Spirit inspires and guides the life and mission of the Church.
- » Students pose questions and explore answers about how the Sacraments help us to understand the mystery of God. Students demonstrate their knowledge and understanding of how creation is sacramental and that Sacraments express and enrich the shared life of the Catholic community.
- » Students identify key features and significant aspects of Jesus teaching on prayer. Students participate in a variety of prayer forms, in particular Christian meditative prayer. They know some formal prayers and begin to reflect on and identify how every person is a spiritual being.
- » Students recognise and describe how Christ is the embodiment of God's desire for a just world.

Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students locate information and formulate questions about Jesus as the Way, the Truth and the Life. They demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection. Students collect and organise information about how Jesus challenged people to change their lives.
- » Students recognise and describe the links between the Church's mission, the nature of God's love and the person of Jesus Christ. Students pose and answer questions about how the People of God are reconciled and formed for mission through the Word of God and the Body of Christ.
- » They participate in a variety of prayer forms and can lead meditative prayer. Students know some formal prayers and are introduced to some from the tradition.

Year 9

- » Students participate in a variety of prayer forms and lead meditative prayer. Students know a variety of formal prayers. Students write their own prayers and can plan and lead their own prayer services. Students prepare a class experience of prayer using Scripture, symbol, music, sacred space, movement and youth ministry skills.

Year 10

- » Through reflective writing, meditation and a variety of prayer forms students communicate understanding of how prayer draws us to encounter God throughout our lives in new and diverse ways in and through creation. Students express how prayer leads us to discover and know ourselves more and develops our relationship with God.



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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

Year 7

- » Students will examine how the complete self-giving of Jesus reveals what God is like. They communicate how the Resurrection shows Jesus' triumph over death. Students express through a variety of forms how prayer celebrates the sacredness of God within time and place.
- » Students name and recall the parables and miracles of Jesus. They articulate some key features of the world in right relationship with God.
- » Students identify how the Holy Spirit inspires and guides the life and mission of the Church.
- » Students explain that the Bible is a library of books containing many different genres: narratives, psalms, the writings of the prophets, wisdom literature, myths, letters, wise sayings and apocryphal writing.
- » Students communicate how the Bible is the inspired Word of God. They interpret passages from the Bible using questions (such as who, what, when, how, why and for whom).
- » Students identify key features and significant aspects of Jesus teaching on prayer.
- » Students recognise and describe how Christ is the embodiment of God's desire for a just world.
- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition. They discuss the effects of self-centered personal choices on relationships with God, others and the earth.

Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students locate information and formulate questions about Jesus as the Way, the Truth and the Life. They demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection. Students collect and organise information about how Jesus challenged people to change their lives.
- » Students recognise and describe the links between the Church's mission, the nature of God's love and the person of Jesus Christ. Students pose and answer questions about how the People of God are reconciled and formed for mission through the Word of God and the Body of Christ.
- » Students will be able to explain how the Bible came to be written and collected in the Canon and describe the structure and the genres of the Bible. They summarise some of the geographical and historical backgrounds to the Bible. Students use the skills and techniques of biblical criticism. They can express personal interpretations of Jesus supported by evidence. Students can outline the covenant relationship between the people of the Hebrew scriptures and their God.

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students can use some of the skills and techniques of biblical criticism. They can articulate personal interpretations of Jesus' teachings supported by evidence. Students can use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries and study guides. They apply a variety of biblical and information research tools to undertake an investigation of scripture, recalling and communicating the central message of the parables and miracles of Jesus. Students can explain the context, content, structure and purpose and audience of the Synoptic Gospels.

Year 10

- » Students pose and answer questions about times when Jesus challenged people to change their lives. Students recognise and describe and write reflectively about aspects of their own lives, culture and the world that need to be transformed. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders. They ask the question 'who is Jesus' in light of the Paschal Mystery, Scripture, the Incarnation and the Resurrection of Christ. Students make reasoned judgements about the significance of events, individuals and groups and the consequences of their actions in the light of these understandings.
- » Students use the skills and techniques of biblical criticism accurately. They share personal interpretations of Jesus' teachings supported by evidence. Students use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries, study guides, concordances, source documents, atlases and dictionaries. They apply a variety of biblical and information research tools to undertake an investigation of a gospel.



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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

Year 7

- » Students identify how the Holy Spirit inspires and guides the life and mission of the Church.
- » Students explain that the Bible is a library of books containing many different genres: narratives, psalms, the writings of the prophets, wisdom literature, myths, letters, wise sayings and apocryphal writing.
- » Students communicate how the Bible is the inspired Word of God. They interpret passages from the Bible using questions (such as who, what, when, how, why and for whom).
- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition. They discuss the effects of self-centered personal choices on relationships with God, others and the earth.

Year 8

- » Students will be able to explain how the Bible came to be written and collected in the Canon and describe the structure and the genres of the Bible. They summarise some of the geographical and historical backgrounds to the Bible. Students use the skills and techniques of biblical criticism. They can express personal interpretations of Jesus supported by evidence. Students can outline the covenant relationship between the people of the Hebrew scriptures and their God.

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life"
- » They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students can use some of the skills and techniques of biblical criticism. They can articulate personal interpretations of Jesus' teachings supported by evidence. Students can use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries and study guides.
- » Students present an understanding of how Mary and the prophets are models for Christian life. They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance.

Year 10

- » Students use the skills and techniques of biblical criticism accurately. They share personal interpretations of Jesus' teachings supported by evidence. Students use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries, study guides, concordances, source documents, atlases and dictionaries. They apply a variety of biblical and information research tools to undertake an investigation of a gospel.



FRIENDLY GUIDE SERIES VATICAN II

OUTCOMES:

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

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.

Year 10

- » Students pose and answer questions about times when Jesus challenged people to change their lives. Students recognise and describe and write reflectively about aspects of their own lives, culture and the world that need to be transformed. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders..
- » Students use the skills and techniques of biblical criticism accurately. They share personal interpretations of Jesus' teachings supported by evidence. Students use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries, study guides, concordances, source documents, atlases and dictionaries.



**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

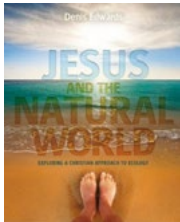
OUTCOMES:

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students identify similarities and differences and examine sources to identify and describe different points of view, values, attitudes and perspectives about a variety of spiritual traditions within the Church: East and West. They research and explore questions about the search for meaning acknowledging the Catholic Church celebrates diversity but seeks unity with other world religions and/or peoples.
- » Students examine sources to identify and describe different points of view, values, attitudes and perspectives. They explain the context for people's actions and experiences from a range of different ethical positions.

Year 10

- » Students explain change and continuity over time with reference to God's will in history and their own lives. They investigate arguments for and against the existence of God.
- » Students identify, analyse and communicate a clear understanding of the principles of Catholic Social Teaching. Students demonstrate an awareness of our responsibility to protect the dignity of the of the human person.



**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.

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OUTCOMES:

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students identify key features and significant aspects of the Kingdom of God, described as the Reign of God or the world in right relationship: a world of truth, goodness and beauty.
- » Students can use some of the skills and techniques of biblical criticism. They can articulate personal interpretations of Jesus' teachings supported by evidence.
- » Students participate in a variety of prayer forms and lead meditative prayer. Students know a variety of formal prayers. Students write their own prayers and can plan and lead their own prayer services. Students prepare a class experience of prayer using Scripture, symbol, music, sacred space, movement and youth ministry skills.
- » Students examine sources to identify and describe different points of view, values, attitudes and perspectives. They explain the context for people's actions and experiences from a range of different ethical positions. They analyse the positive and negative outcomes of a range of personal decisions and behaviours and how our choices impact on others.

Year 10

- » Students pose and answer questions about times when Jesus challenged people to change their lives. Students recognise and describe and write reflectively about aspects of their own lives, culture and the world that need to be transformed. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders.
- » Students use the skills and techniques of biblical criticism accurately. They share personal interpretations of Jesus' teachings supported by evidence. Students use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries, study guides, concordances, source documents, atlases and dictionaries. They apply a variety of biblical and information research tools to undertake an investigation of a gospel.
- » Students ask and respond to relevant questions about how the Sacraments are an invitation to engage in the Christian quest for meaning and purpose. They particularly focus on the vocational options including matrimony and holy orders. They select a range of tools and techniques to communicate the complexity of sacraments, exploring notions of paradox and the sacramentality of life in the everyday.
- » Through reflective writing, meditation and a variety of prayer forms students communicate understanding of how prayer draws us to encounter God throughout our lives in new and diverse ways in and through creation. Students express how prayer leads us to discover and know ourselves more and develops our relationship with God.



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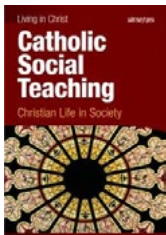
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LIVING IN CHRIST SERIES

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.

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OUTCOMES:

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students identify key features and significant aspects of the Kingdom of God, described as the Reign of God or the world in right relationship: a world of truth, goodness and beauty.
- » Students can use some of the skills and techniques of biblical criticism. They can articulate personal interpretations of Jesus' teachings supported by evidence. Students can use historical critical method to interpret a text from the Bible.
- » Students use the tools of Scripture interpretation: commentaries and study guides. They apply a variety of biblical and information research tools to undertake an investigation of scripture, recalling and communicating the central message of the parables and miracles of Jesus. Students can explain the context, content, structure and purpose and audience of the Synoptic Gospels.
- » Students present an understanding of how Mary and the prophets are models for Christian life. They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance.

Year 10

- » Students explain change and continuity over time with reference to God's will in history and their own lives.
- » Students pose and answer questions about times when Jesus challenged people to change their lives.
- » Students recognise and describe and write reflectively about aspects of their own lives, culture and the world that need to be transformed. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders.
- » They ask the question 'who is Jesus' in light of the Paschal Mystery, Scripture, the Incarnation and the Resurrection of Christ. Students make reasoned judgements about the significance of events, individuals and groups and the consequences of their actions in the light of these understandings.
- » Students use the skills and techniques of biblical criticism accurately. They share personal interpretations of Jesus' teachings supported by evidence. Students use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries, study guides, concordances, source documents, atlases and dictionaries. They apply a variety of biblical and information research tools to undertake an investigation of a gospel.
- » Students identify, analyse and communicate a clear understanding of the principles of Catholic Social Teaching. Students demonstrate an awareness of our responsibility to protect the dignity of the human person. Students recognise and write reflectively on some of the challenges and opportunities for living as prophets and disciples in the world today.



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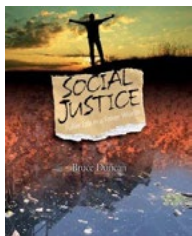
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SOCIAL JUSTICE

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.

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OUTCOMES:

Year 7

- » Students name and recall the parables and miracles of Jesus. They articulate some key features of the world in right relationship with God.
- » Students list a variety of ways in which the Church moves out in love to the world. Students identify how the Holy Spirit inspires and guides the life and mission of the Church. Selecting a range of tools and techniques students communicate how the Church has expressed God's mission throughout history.
- » Students communicate how the Bible is the inspired Word of God. They interpret passages from the Bible using questions (such as who, what, when, how, why and for whom).
- » Students demonstrate their knowledge and understanding of how creation is sacramental and that Sacraments express and enrich the shared life of the Catholic community. Students identify the three major groups of Sacraments: initiation, healing and service.
- » Students identify key features and significant aspects of Jesus teaching on prayer. Students participate in a variety of prayer forms, in particular Christian meditative prayer. They know some formal prayers and begin to reflect on and identify how every person is a spiritual being.
- » Students recognise and describe how Christ is the embodiment of God's desire for a just world. They discuss what the concept of justice means using references from art, literature and modern culture.
- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition. They discuss the effects of self-centered personal choices on relationships with God, others and the earth.

Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students locate information and formulate questions about Jesus as the Way, the Truth and the Life. They demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection. Students collect and organise information about how Jesus challenged people to change their lives.
- » Students identify and describe aspects of their own lives and modern culture that need to be transformed. They present their findings in a variety of written and visual forms.
- » Students recognise and describe the links between the Church's mission, the nature of God's love and the person of Jesus Christ. Students pose and answer questions about how the People of God are reconciled and formed for mission through the Word of God and the Body of Christ.
- » Students are able to identify and analyse issues of injustice in the world in the light of Church Social Teaching. They demonstrate an understanding of a variety of groups that work for justice within the community and use a variety of tools and techniques to communicate these findings. Students identify some of the benefits of participating in action to promote justice in the school, local or wider community. They can draft responses to issues in the world, in a range of forms, in written and visual texts.

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » They research and explore questions about the search for meaning acknowledging the Catholic Church celebrates diversity but seeks unity with other world religions and/or peoples.
- » Students can use some of the skills and techniques of biblical criticism. They can articulate personal interpretations of Jesus' teachings supported by evidence. Students can use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries and study guides. They apply a variety of biblical and information research tools to undertake an investigation of scripture, recalling and communicating the central message of the parables and miracles of Jesus. Students can explain the context, content, structure and purpose and audience of the Synoptic Gospels.
- » They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance.

Year 10

- » Students pose and answer questions about times when Jesus challenged people to change their lives. Students recognise and describe and write reflectively about aspects of their own lives, culture and the world that need to be transformed. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders. They ask the question 'who is Jesus' in light of the Paschal Mystery, Scripture, the Incarnation and the Resurrection of Christ. Students make reasoned judgements about the significance of events, individuals and groups and the consequences of their actions in the light of these understandings.
- » Students use the skills and techniques of biblical criticism accurately. They share personal interpretations of Jesus' teachings supported by evidence. Students use historical critical method to interpret a text from the Bible. Students use the tools of Scripture interpretation: commentaries, study guides, concordances, source documents, atlases and dictionaries.
- » Students identify, analyse and communicate a clear understanding of the principles of Catholic Social Teaching. Students demonstrate an awareness of our responsibility to protect the dignity of the human person. Students recognise and write reflectively on some of the challenges and opportunities for living as prophets and disciples in the world today.
- » Students construct and communicate considered and informed personal views of the significance of respecting the dignity of each human person and the sanctity of human life when making ethical choices.



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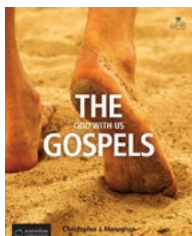
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THE GOSPELS – GOD WITH US

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

OUTCOMES:

Year 7

- » Students will examine how the complete self-giving of Jesus reveals what God is like. They communicate how the Resurrection shows Jesus' triumph over death. Students express through a variety of forms how prayer celebrates the sacredness of God within time and place.
- » Students name and recall the parables and miracles of Jesus. They articulate some key features of the world in right relationship with God.
- » Selecting a range of tools and techniques students communicate how the Church has expressed God's mission throughout history.
- » Students explain that the Bible is a library of books containing many different genres: narratives, psalms, the writings of the prophets, wisdom literature, myths, letters, wise sayings and apocryphal writing. They identify some of these genres. Students communicate how the Bible is the inspired Word of God. They interpret passages from the Bible using questions (such as who, what, when, how, why and for whom).
- » Students identify key features and significant aspects of Jesus teaching on prayer.
- » Students recognise and describe how Christ is the embodiment of God's desire for a just world.
- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition.

Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students locate information and formulate questions about Jesus as the Way, the Truth and the Life. They demonstrate their understanding of the Christian teaching of Jesus overcoming death in the resurrection. Students collect and organise information about how Jesus challenged people to change their lives.
- » Students recognise and describe the links between the Church's mission, the nature of God's love and the person of Jesus Christ.
- » Students will be able to explain how the Bible came to be written and collected in the Canon and describe the structure and the genres of the Bible. They summarise some of the geographical and historical backgrounds to the Bible. Students use the skills and techniques of biblical criticism. They can express personal interpretations of Jesus supported by evidence. Students can outline the covenant relationship between the people of the Hebrew scriptures and their God.



THE 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.

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OUTCOMES:

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students examine sources to identify and describe different points of view, values, attitudes and perspectives. They explain the context for people's actions and experiences from a range of different ethical positions. They analyse the positive and negative outcomes of a range of personal decisions and behaviours and how our choices impact on others.
- » They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance.

Year 10

- » Students recognise and describe and write reflectively about aspects of their own lives, culture and the world that need to be transformed. Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders. They ask the question 'who is Jesus' in light of the Paschal Mystery, Scripture, the Incarnation and the Resurrection of Christ. Students make reasoned judgements about the significance of events, individuals and groups and the consequences of their actions in the light of these understandings.
- » Students identify, analyse and communicate a clear understanding of the principles of Catholic Social Teaching. Students demonstrate an awareness of our responsibility to protect the dignity of the human person. Students recognise and write reflectively on some of the challenges and opportunities for living as prophets and disciples in the world today.
- » Students construct and communicate considered and informed personal views of the significance of respecting the dignity of each human person and the sanctity of human life when making ethical choices.



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

OUTCOMES:

Year 7

- » Students express through a variety of forms how prayer celebrates the sacredness of God within time and place.
- » They articulate some key features of the world in right relationship with God.
- » Students list a variety of ways in which the Church moves out in love to the world. Students identify how the Holy Spirit inspires and guides the life and mission of the Church.
- » Students pose questions and explore answers about how the Sacraments help us to understand the mystery of God. Students demonstrate their knowledge and understanding of how creation is sacramental and that Sacraments express and enrich the shared life of the Catholic community.
- » Students recognise and describe how Christ is the embodiment of God's desire for a just world. They discuss what the concept of justice means using references from art, literature and modern culture.
- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition. They discuss the effects of self-centered personal choices on relationships with God, others and the earth.

Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students identify and describe aspects of their own lives and modern culture that need to be transformed. They present their findings in a variety of written and visual forms.
- » When researching, students formulate questions, plan an inquiry and identify relevant sources using information technologies and other methods in order to understand how prayer draws us into a mysterious encounter with God. Students write reflectively about how every person is a spiritual being whether this is acknowledged through religious practice or not.
- » Students locate information from a variety of sources as evidence to answer inquiry questions about the ways we are sent as part of the community of faith, to proclaim God's love in the world.
- » Students are able to identify and analyse issues of injustice in the world in the light of Church Social Teaching. They demonstrate an understanding of a variety of groups that work for justice within the community and use a variety of tools and techniques to communicate these findings.
- » Students identify some of the benefits of participating in action to promote social justice in the school, local or wider community. They can draft responses to issues in the world, in a range of forms, in written and visual texts.

Year 9

- » Students identify similarities and differences and examine sources to identify and describe different points of view, values, attitudes and perspectives about a variety of spiritual traditions within the Church: East and West. They research and explore questions about the search for meaning acknowledging the Catholic Church celebrates diversity but seeks unity with other world religions and/or peoples.
- » Students examine sources to identify and describe different points of view, values, attitudes and perspectives. They explain the context for people's actions and experiences from a range of different ethical positions. They analyse the positive and negative outcomes of a range of personal decisions and behaviours and how our choices impact on others.
- » They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance.
- » They can acknowledge common 'structures, for example the significance of the Hebrew Prophets for Judaism, Christianity and Islam, and how their distinct traditions are a search for meaning.





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'.

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OUTCOMES:

Year 7

- » Students identify how the Holy Spirit inspires and guides the life and mission of the Church.
- » Students explain that the Bible is a library of books containing many different genres: narratives, psalms, the writings of the prophets, wisdom literature, myths, letters, wise sayings and apocryphal writing. They identify some of these genres. Students communicate how the Bible is the inspired Word of God. They interpret passages from the Bible using questions (such as who, what, when, how, why and for whom).
- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition. They discuss the effects of self-centered personal choices on relationships with God, others and the earth.

Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students will be able to explain how the Bible came to be written and collected in the Canon and describe the structure and the genres of the Bible. They summarise some of the geographical and historical backgrounds to the Bible. Students use the skills and techniques of biblical criticism.



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

OUTCOMES:

Year 7

- » Students express through a variety of forms how prayer celebrates the sacredness of God within time and place.
- » They articulate some key features of the world in right relationship with God.
- » Students list a variety of ways in which the Church moves out in love to the world. Students identify how the Holy Spirit inspires and guides the life and mission of the Church. Selecting a range of tools and techniques students communicate how the Church has expressed God's mission throughout history.
- » Students communicate how the Bible is the inspired Word of God. They interpret passages from the Bible using questions (such as who, what, when, how, why and for whom).
- » Students identify key features and significant aspects of Jesus teaching on prayer. Students participate in a variety of prayer forms, in particular Christian meditative prayer. They know some formal prayers and begin to reflect on and identify how every person is a spiritual being.
- » Students recognise and describe how Christ is the embodiment of God's desire for a just world. They discuss what the concept of justice means using references from art, literature and modern culture.
- » Students outline and explain the Christian imperative for justice from the Scriptural texts. Students identify key elements of moral and ethical thinking from the Judeo Christian tradition. They discuss the effects of self-centered personal choices on relationships with God, others and the earth.

Year 8

- » Students communicate that God reaches out to us through the experiences of our lives and invites us into a personal relationship through Jesus as revealed in scripture and tradition.
- » Students identify and describe aspects of their own lives and modern culture that need to be transformed. They present their findings in a variety of written and visual forms.
- » Students recognise and describe the links between the Church's mission, the nature of God's love and the person of Jesus Christ. Students pose and answer questions about how the People of God are reconciled and formed for mission through the Word of God and the Body of Christ.
- » Students recognise symbols, rituals and different ways of praying as very human experiences. They participate in a variety of prayer forms and can lead meditative prayer.
- » Students locate information from a variety of sources as evidence to answer inquiry questions about the ways we are sent as part of the community of faith, to proclaim God's love in the world.
- » Students are able to identify and analyse issues of injustice in the world in the light of Church Social Teaching. They demonstrate an understanding of a variety of groups that work for justice within the community and use a variety of tools and techniques to communicate these findings.
- » Students identify some of the benefits of participating in action to promote justice in the school, local or wider community. They can draft responses to issues in the world, in a range of forms, in written and visual texts.

Year 9

- » Students identify and communicate in a variety of ways that God's creation is intended to "enjoy fullness of life".
- » Students dialogue about how Jesus calls us to respond to the needs of the world. They share an understanding of our responsibility to creation and can substantiate their conclusions drawing on evidence from Scripture and other sources present their descriptions and explanations in a range of forms using written or visual texts in a range of different mediums.
- » Students identify key features and significant aspects of the Kingdom of God, described as the Reign of God or the world in right relationship: a world of truth, goodness and beauty.
- » They research and explore questions about the search for meaning acknowledging the Catholic Church celebrates diversity but seeks unity with other world religions and/or peoples.
- » Students examine sources to identify and describe different points of view, values, attitudes and perspectives. They explain the context for people's actions and experiences from a range of different ethical positions. They analyse the positive and negative outcomes of a range of personal decisions and behaviours and how our choices impact on others.
- » Students write reflectively about the characteristics of relationships and how they change over time. Students present an understanding of how Mary and the prophets are models for Christian life. They explore and present the life stories of people striving to follow Gospel values in their particular time and circumstance.

Year 10

- » Students pose and answer questions about times when Jesus challenged people to change their lives. Students recognise and describe and write reflectively about aspects of their own lives, culture and the world that need to be transformed.
- » Students evaluate and discuss the actions, motives, values of individuals and groups such as lay people and founders of religious orders. They ask the question 'who is Jesus' in light of the Paschal Mystery, Scripture, the Incarnation and the Resurrection of Christ. Students make reasoned judgements about the significance of events, individuals and groups and the consequences of their actions in the light of these understandings.
- » Through reflective writing, meditation and a variety of prayer forms students communicate understanding of how prayer draws us to encounter God throughout our lives in new and diverse ways in and through creation. Students express how prayer leads us to discover and know ourselves more and develops our relationship with God.
- » Students communicate that prayer is deeply personal but also communal.
- » Students identify, analyse and communicate a clear understanding of the principles of Catholic Social Teaching. Students demonstrate an awareness of our responsibility to protect the dignity of the human person.
- » Students recognise and write reflectively on some of the challenges and opportunities for living as prophets and disciples in the world today. Students construct and communicate considered and informed personal views of the significance of respecting the dignity of each human person and the sanctity of human life when making ethical choices.



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