

# Garratt Publishing **Diocesan Outcomes**

for Victoria

CEO Melbourne Coming to Know, Worship and Love Standards

**SECONDARY**  
RESOURCES 



This document outlines how RE resources from Garratt Publishing will help you achieve the outcomes sought by your Diocesan RE themes for years 7-10.



## 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)

#### Years 7 – 8

##### Knowledge and understanding

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS2) They describe the establishment and mission of church communities including the early church and their own school and/or parish community.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.
- » (CS4) They explain the nature of sacraments, liturgy and expression of prayer in the Catholic tradition.
- » (CS5) Students demonstrate an understanding of the life of Jesus and Catholic moral teaching as a basis for making decisions and living justly.

##### Reasoning and responding

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS2) They recognise and evaluate the variety of ways that individuals and groups contribute to the life of the church and community.
- » (CS2) Students evaluate the commitment and vision of the men and women in the early Christian communities.
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.
- » (CS4) Students analyse the Sacraments of Initiation, and prepare and classify a variety of prayers for appropriate use.
- » (CS5) They explore and evaluate the reliability of various sources as a guide for moral choices.

##### Personal and communal engagement

- » (CS1) Students explain how the messages and characters of the Bible have the potential to influence their life and/or the lives of others.
- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.
- » (CS4) They illustrate the ways in which prayer, liturgy and sacraments support the faith life of the community.
- » (CS5) Students explain the relationship between Catholic moral teaching and the decisions and actions of themselves and/or others.



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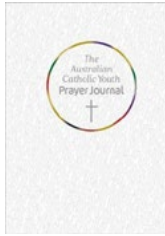
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**AUSTRALIAN  
CATHOLIC  
YOUTH PRAYER  
JOURNAL**  
**ANN RENNIE**  
**9781922152053**

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:**

**Years 7 – 8**

**Knowledge and understanding**

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.
- » (CS4) They explain the nature of sacraments, liturgy and expression of prayer in the Catholic tradition.
- » (CS5) Students demonstrate an understanding of the life of Jesus and Catholic moral teaching as a basis for making decisions and living justly.

**Reasoning and responding**

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS2) They recognise and evaluate the variety of ways that individuals and groups contribute to the life of the church and community.
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.
- » (CS4) Students analyse the Sacraments of Initiation, and prepare and classify a variety of prayers for appropriate use.

**Personal and communal engagement**

- » (CS1) Students explain how the messages and characters of the Bible have the potential to influence their life and/or the lives of others.
- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.
- » (CS4) They illustrate the ways in which prayer, liturgy and sacraments support the faith life of the community.
- » (CS5) Students explain the relationship between Catholic moral teaching and the decisions and actions of themselves and/or others.

**Years 9 – 10**

**Knowledge and understanding**

- » (CS1) Students demonstrate an understanding of literary forms, Biblical themes and characters within their historical context.
- » (CS2) They describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.
- » (CS4) Students outline the role of Mary within the Church, and development of prayers and traditions relating to her.
- » (CS5) Students use selected Scripture and Catholic Social teaching as a guide to develop an understanding of the value systems in Australia and the principles of social justice.
- » (CS5) They identify ways in which individuals develop personal responsibility and moral maturity.

**Reasoning and responding**

- » (CS1) Students analyse and interpret the messages in the Scriptures, critically thinking and focusing on Wisdom and Prophetic Literature and Jesus' life as recorded in the writings of a Gospel.
- » (CS4) Students plan, design and facilitate ritual experiences.
- » (CS5) They apply the principles of justice and compassion to contemporary issues and organisations.
- » (CS5) Students analyse situations which require moral decision-making.

**Personal and communal engagement**

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.
- » (CS2) They review the impact that key Church beliefs and events in history have had on their lives and/or the lives of others.
- » (CS3) Students explain ways that individuals, groups and faith communities respond to, and live God's presence in the world.
- » (CS4) They analyse the role of prayer, liturgy and the sacraments in the lives of themselves and/or others.
- » (CS5) Students use Catholic moral teaching to respond to issues of injustice in the local and/or global community.



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

### OUTCOMES:

#### Years 7 – 8

##### Knowledge and understanding

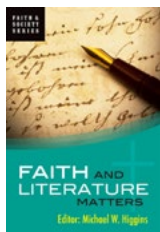
- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.
- » (CS4) They explain the nature of sacraments, liturgy and expression of prayer in the Catholic tradition.
- » (CS5) Students demonstrate an understanding of the life of Jesus and Catholic moral teaching as a basis for making decisions and living justly.

##### Reasoning and responding

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.
- » (CS5) They explore and evaluate the reliability of various sources as a guide for moral choices.

##### Personal and communal engagement

- » (CS1) Students explain how the messages and characters of the Bible have the potential to influence their life and/or the lives of others.
- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.
- » (CS4) They illustrate the ways in which prayer, liturgy and sacraments support the faith life of the community.
- » (CS5) Students explain the relationship between Catholic moral teaching and the decisions and actions of themselves and/or others.



## 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:

#### Years 9 – 10

##### Knowledge and understanding

- » (CS1) Students demonstrate an understanding of literary forms, Biblical themes and characters within their historical context.
- » (CS2) They describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.

##### Reasoning and responding

- » (CS3) Students critique contemporary society in relation to the teachings of the Church.
- » (CS5) They apply the principles of justice and compassion to contemporary issues and organisations.
- » (CS5) Students analyse situations which require moral decision-making.

##### Personal and communal engagement

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.
- » (CS2) They review the impact that key Church beliefs and events in history have had on their lives and/or the lives of others.
- » (CS3) Students explain ways that individuals, groups and faith communities respond to, and live God's presence in the world.



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## 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:

#### Years 9 – 10

##### Knowledge and understanding

- » (CS2) Students describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.
- » (CS5) Students use selected Scripture and Catholic Social teaching as a guide to develop an understanding of the value systems in Australia and the principles of social justice.

##### Reasoning and responding

- » (CS3) Students critique contemporary society in relation to the teachings of the Church.
- » (CS5) They apply the principles of justice and compassion to contemporary issues and organisations.
- » (CS5) Students analyse situations which require moral decision-making.

##### Personal and communal engagement

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.



## 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:

#### Years 7 – 8

##### Knowledge and understanding

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.
- » (CS4) They explain the nature of sacraments, liturgy and expression of prayer in the Catholic tradition.
- » (CS5) Students demonstrate an understanding of the life of Jesus and Catholic moral teaching as a basis for making decisions and living justly.

##### Reasoning and responding

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS4) Students analyse the Sacraments of Initiation, and prepare and classify a variety of prayers for appropriate use.

##### Personal and communal engagement

- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.
- » (CS4) They illustrate the ways in which prayer, liturgy and sacraments support the faith life of the community.

#### Years 9 – 10

##### Knowledge and understanding

- » (CS2) They describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS4) They describe the development, structure and significance of selected sacraments.

##### Personal and communal engagement

- » (CS4) They analyse the role of prayer, liturgy and the sacraments in the lives of themselves and/or others.



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

### Years 7 – 8

#### Knowledge and understanding

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.
- » (CS4) They explain the nature of sacraments, liturgy and expression of prayer in the Catholic tradition.
- » (CS5) Students demonstrate an understanding of the life of Jesus and Catholic moral teaching as a basis for making decisions and living justly.

#### Reasoning and responding

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS2) Students evaluate the commitment and vision of the men and women in the early Christian communities.
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.

#### Personal and communal engagement

- » (CS1) Students explain how the messages and characters of the Bible have the potential to influence their life and/or the lives of others.
- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.

- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.

### Years 9 – 10

#### Knowledge and understanding

- » (CS1) Students demonstrate an understanding of literary forms, Biblical themes and characters within their historical context.
- » (CS2) They describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.
- » (CS5) Students use selected Scripture and Catholic Social teaching as a guide to develop an understanding of the value systems in Australia and the principles of social justice.

#### Reasoning and responding

- » (CS1) Students analyse and interpret the messages in the Scriptures, critically thinking and focusing on Wisdom and Prophetic Literature and Jesus' life as recorded in the writings of a Gospel.

#### Personal and communal engagement

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.



## 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)

### Years 7 – 8

#### Knowledge and understanding

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.

#### Reasoning and responding

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS2) Students evaluate the commitment and vision of the men and women in the early Christian communities.
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.

#### Personal and communal engagement

- » (CS1) Students explain how the messages and characters of the Bible have the potential to influence their life and/or the lives of others.
- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.

### Years 9 – 10

#### Knowledge and understanding

- » (CS1) Students demonstrate an understanding of literary forms, Biblical themes and characters within their historical context.
- » (CS2) They describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.

#### Reasoning and responding

- » (CS1) Students analyse and interpret the messages in the Scriptures, critically thinking and focusing on Wisdom and Prophetic Literature and Jesus' life as recorded in the writings of a Gospel.

#### Personal and communal engagement

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.



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

#### Years 7 – 8

##### Reasoning and responding

- » (CS3) Students articulate how God can be found and expressed in the world and in human experience.

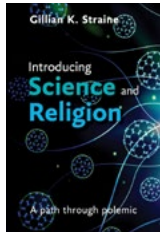
##### Personal and communal engagement

- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS4) They illustrate the ways in which prayer, liturgy and sacraments support the faith life of the community.

#### Years 9 – 10

##### Knowledge and understanding

- » (CS2) They describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS4) They describe the development, structure and significance of selected sacraments.
- » (CS5) Students use selected Scripture and Catholic Social teaching as a guide to develop an understanding of the value systems in Australia and the principles of social justice.



## INTRODUCING SCIENCE AND RELIGION

GILLIAN K. STRAINE  
9780281068739

### OUTCOMES:

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)

#### Years 9 – 10

##### Knowledge and understanding

- » (CS2) Students describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.
- » (CS5) Students use selected Scripture and Catholic Social teaching as a guide to develop an understanding of the value systems in Australia and the principles of social justice.
- » (CS5) They identify ways in which individuals develop personal responsibility and moral maturity.

##### Reasoning and responding

- » (CS3) Students critique contemporary society in relation to the teachings of the Church.
- » (CS3) They analyse and differentiate between the Christian denominations and other religious traditions.
- » (CS5) They apply the principles of justice and compassion to contemporary issues and organisations.
- » (CS5) Students analyse situations which require moral decision-making.

##### Personal and communal engagement

- » (CS2) Students review the impact that key Church beliefs and events in history have had on their lives and/or the lives of others.
- » (CS3) Students explain ways that individuals, groups and faith communities respond to, and live God's presence in the world



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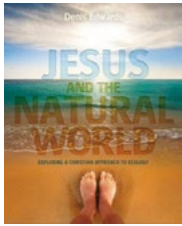
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## JESUS AND THE NATURAL WORLD

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:

#### Years 9 – 10

##### Knowledge and understanding

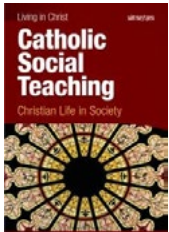
- » (CS1) Students demonstrate an understanding of literary forms, Biblical themes and characters within their historical context.
- » (CS2) They describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.
- » (CS4) They describe the development, structure and significance of selected sacraments.

##### Reasoning and responding

- » (CS1) Students analyse and interpret the messages in the Scriptures, critically thinking and focusing on Wisdom and Prophetic Literature and Jesus' life as recorded in the writings of a Gospel.
- » (CS3) Students critique contemporary society in relation to the teachings of the Church.

##### Personal and communal engagement

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.
- » (CS3) Students explain ways that individuals, groups and faith communities respond to, and live God's presence in the world.
- » (CS4) They analyse the role of prayer, liturgy and the sacraments in the lives of themselves and/or others.
- » (CS5) Students use Catholic moral teaching to respond to issues of injustice in the local and/or global community.



## 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:

#### Years 9 – 10

##### Knowledge and understanding

- » (CS1) Students demonstrate an understanding of literary forms, Biblical themes and characters within their historical context.
- » (CS2) They describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.
- » (CS4) They describe the development, structure and significance of selected sacraments.
- » (CS5) Students use selected Scripture and Catholic Social teaching as a guide to develop an understanding of the value systems in Australia and the principles of social justice.
- » (CS5) They identify ways in which individuals develop personal responsibility and moral maturity.

##### Reasoning and responding

- » (CS1) Students analyse and interpret the messages in the Scriptures, critically thinking and focusing on Wisdom and Prophetic Literature and Jesus' life as recorded in the writings of a Gospel.
- » (CS2) They synthesise the context of the Catholic Church from its beginnings to its development in Australia.
- » (CS3) Students critique contemporary society in relation to the teachings of the Church.

- » (CS4) Students plan, design and facilitate ritual experiences.
- » (CS5) They apply the principles of justice and compassion to contemporary issues and organisations.
- » (CS5) Students analyse situations which require moral decision-making.

##### Personal and communal engagement

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.
- » (CS2) They review the impact that key Church beliefs and events in history have had on their lives and/or the lives of others.
- » (CS3) Students explain ways that individuals, groups and faith communities respond to, and live God's presence in the world.
- » (CS4) They analyse the role of prayer, liturgy and the sacraments in the lives of themselves and/or others.
- » (CS5) Students use Catholic moral teaching to respond to issues of injustice in the local and/or global community.



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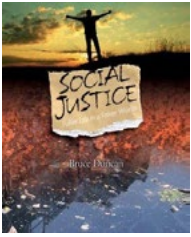
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## SOCIAL JUSTICE

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.

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

## OUTCOMES:

### Years 7 – 8

#### Knowledge and understanding

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS2) They describe the establishment and mission of church communities including the early church and their own school and/or parish community.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.
- » (CS5) Students demonstrate an understanding of the life of Jesus and Catholic moral teaching as a basis for making decisions and living justly.

#### Reasoning and responding

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS2) Students evaluate the commitment and vision of the men and women in the early Christian communities.
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.
- » (CS5) They explore and evaluate the reliability of various sources as a guide for moral choices.

#### Personal and communal engagement

- » (CS1) Students explain how the messages and characters of the Bible have the potential to influence their life and/or the lives of others.
- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.
- » (CS5) Students explain the relationship between Catholic moral teaching and the decisions and actions of themselves and/or others.

### Years 9 – 10

#### Knowledge and understanding

- » (CS2) Students describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.
- » (CS5) Students use selected Scripture and Catholic Social teaching as a guide to develop an understanding of the value systems in Australia and the principles of social justice.
- » (CS5) They identify ways in which individuals develop personal responsibility and moral maturity.

#### Reasoning and responding

- » (CS1) Students analyse and interpret the messages in the Scriptures, critically thinking and focusing on Wisdom and Prophetic Literature and Jesus' life as recorded in the writings of a Gospel.
- » (CS3) Students critique contemporary society in relation to the teachings of the Church.
- » (CS5) They apply the principles of justice and compassion to contemporary issues and organisations.
- » (CS5) Students analyse situations which require moral decision-making.

#### Personal and communal engagement

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.
- » (CS3) Students explain ways that individuals, groups and faith communities respond to, and live God's presence in the world.
- » (CS5) Students use Catholic moral teaching to respond to issues of injustice in the local and/or global community.



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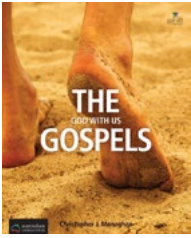
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**THE GOSPELS – GOD WITH US**  
**CHRIS MONAGHAN**  
**9781922152855**

**OUTCOMES:**

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)

**Years 7 – 8**

**Knowledge and understanding**

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS2) They describe the establishment and mission of church communities including the early church and their own school and/or parish community.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.
- » (CS5) Students demonstrate an understanding of the life of Jesus and Catholic moral teaching as a basis for making decisions and living justly.

**Reasoning and responding**

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS2) Students evaluate the commitment and vision of the men and women in the early Christian communities
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.

**Personal and communal engagement**

- » (CS1) Students explain how the messages and characters of the Bible have the potential to influence their life and/or the lives of others.
- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.



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

**OUTCOMES:**

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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**Years 9 – 10**

**Knowledge and understanding**

- » (CS1) Students demonstrate an understanding of literary forms, Biblical themes and characters within their historical context.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.
- » (CS5) Students use selected Scripture and Catholic Social teaching as a guide to develop an understanding of the value systems in Australia and the principles of social justice.
- » (CS5) They identify ways in which individuals develop personal responsibility and moral maturity.

**Reasoning and responding**

- » (CS1) Students analyse and interpret the messages in the Scriptures, critically thinking and focusing on Wisdom and Prophetic Literature and Jesus' life as recorded in the writings of a Gospel.
- » (CS3) Students critique contemporary society in relation to the teachings of the Church.
- » (CS5) They apply the principles of justice and compassion to contemporary issues and organisations.
- » (CS5) Students analyse situations which require moral decision-making.

**Personal and communal engagement**

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.
- » (CS3) Students explain ways that individuals, groups and faith communities respond to, and live God's presence in the world.
- » (CS5) Students use Catholic moral teaching to respond to issues of injustice in the local and/or global community.



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### OUTCOMES:

#### Years 7 – 8

##### Knowledge and understanding

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.
- » (CS5) Students demonstrate an understanding of the life of Jesus and Catholic moral teaching as a basis for making decisions and living justly.

##### Reasoning and responding

- » (CS2) Students recognise and evaluate the variety of ways that individuals and groups contribute to the life of the church and community.
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.
- » (CS5) They explore and evaluate the reliability of various sources as a guide for moral choices.

##### Personal and communal engagement

- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.
- » (CS4) They illustrate the ways in which prayer, liturgy and sacraments support the faith life of the community.
- » (CS5) Students explain the relationship between Catholic moral teaching and the decisions and actions of themselves and/or others.



## 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:

#### Years 7 – 8

##### Knowledge and understanding

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.

##### Reasoning and responding

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS2) Students evaluate the commitment and vision of the men and women in the early Christian communities.
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.

##### Personal and communal engagement

- » (CS1) Students explain how the messages and characters of the Bible have the potential to influence their life and/or the lives of others.
- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.



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**WALK4ONE**  
**SAMUEL CLEAR**  
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<http://w4o.garratt.com.au/>

## OUTCOMES:

### Years 7 – 8

#### Knowledge and understanding

- » (CS1) Students develop an understanding of the nature of Scripture and its portrayal of the story of Jesus and of the people of God.
- » (CS2) They describe the establishment and mission of church communities including the early church and their own school and/or parish community.
- » (CS3) Students demonstrate an understanding of God's presence in the Church, Scripture, creation and in lived experience.
- » (CS4) They explain the nature of sacraments, liturgy and expression of prayer in the Catholic tradition.
- » (CS5) Students demonstrate an understanding of the life of Jesus and Catholic moral teaching as a basis for making decisions and living justly.

#### Reasoning and responding

- » (CS1) Students locate and interact with selected themes, people and events in the Old and New Testaments.
- » (CS2) They recognise and evaluate the variety of ways that individuals and groups contribute to the life of the church and community.
- » (CS3) They articulate how God can be found and expressed in the world and in human experience.
- » (CS5) They explore and evaluate the reliability of various sources as a guide for moral choices.

#### Personal and communal engagement

- » (CS1) Students explain how the messages and characters of the Bible have the potential to influence their life and/or the lives of others.
- » (CS2) They identify reasons why faith inspires people to contribute to the mission of the Church.
- » (CS3) Students recognise various ways individuals come to know and respond to God's presence in the world.
- » (CS4) They illustrate the ways in which prayer, liturgy and sacraments support the faith life of the community.
- » (CS5) Students explain the relationship between Catholic moral teaching and the decisions and actions of themselves and/or others.

### Years 9 – 10

#### Knowledge and understanding

- » (CS2) They describe the key beliefs of the Catholic Church and major aspects of its history.
- » (CS3) Students demonstrate an understanding of God's presence in the lived experience of individuals and communities.
- » (CS3) They exhibit an understanding of the religious responses of Ancient and Indigenous peoples and other Christian denominations.
- » (CS5) Students use selected Scripture and Catholic Social teaching as a guide to develop an understanding of the value systems in Australia and the principles of social justice.
- » (CS5) They identify ways in which individuals develop personal responsibility and moral maturity.

#### Reasoning and responding

- » (CS1) Students analyse and interpret the messages in the Scriptures, critically thinking and focusing on Wisdom and Prophetic Literature and Jesus' life as recorded in the writings of a Gospel.
- » (CS3) Students critique contemporary society in relation to the teachings of the Church.
- » (CS3) They analyse and differentiate between the Christian denominations and other religious traditions.
- » (CS5) They apply the principles of justice and compassion to contemporary issues and organisations.
- » (CS5) Students analyse situations which require moral decision-making.

#### Personal and communal engagement

- » (CS1) Students explore the extent to which the messages and characters of the Bible impact on themselves and/or groups of people.
- » (CS2) They review the impact that key Church beliefs and events in history have had on their lives and/or the lives of others.
- » (CS3) Students explain ways that individuals, groups and faith communities respond to, and live God's presence in the world.
- » (CS4) They analyse the role of prayer, liturgy and the sacraments in the lives of themselves and/or others.
- » (CS5) Students use Catholic moral teaching to respond to issues of injustice in the local and/or global community.



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