

Year Eight

The following table provides an overview of the core and complementary texts for this year level and identifies biblical themes, people and text types. NRSVCE is the recommended translation of the text by BCE. CEV and NABRE are also useful translations depending on a school's context.

Biblical themes: God's saving plan for creation, Covenant, the action of the Holy Spirit in the lives of believers, conversion, social justice, evangelisation, prayer

Bible people: Miriam, David, Jeremiah, Ezekiel, Isaiah, Micah, Jesus, the disciples, Paul

Bible text types: Narratives, prophecy, Gospels, letters

CORE TEXTS

COMPLEMENTARY TEXTS

God's saving plan accomplished through Jesus' life, death and resurrection (*explicit connection to BEHE8*)

Jesus' healing work - [Matthew 12:15-21](#)

A letter from Paul - [Romans 1:1-7](#)

Allow students to select some complementary texts to consider and organise evidence to explain how God's saving plan for creation was accomplished.

God's saving for creation

[Luke 1:67-80](#); [Luke 2:39-56](#); [Luke 2:22-38](#)

[Luke 24:44-49](#); [Ephesians 1:4-11](#)

[Galatians 4:4-7](#); [John 4:7-15](#);

[Ephesians 2:13-21](#); [Hebrews 1:1-2](#)

[1 Corinthians 15:1-11](#); [Acts 1:1-12](#)

The woman's act of defiance to anoint Jesus - [Luke 7:36-50](#)

The purpose of teaching the text:

Christians believe that Jesus was always part of the wisdom of God and God's plan for all creation. The lives of all believers, past and present, through their faith and actions in the world, are also part of God's saving plan for creation. The text from Matthew's Gospel links clearly to the expectations set out in the book of Isaiah, indicating that Jesus was part of God's plan. The text from Paul names the identity of Jesus and the purpose of Jesus' life, death and resurrection.

Questions that may assist students create meaning from the text:

- *What insights about Jesus could readers gain from these texts?*
- *What evidence can you find in these texts that Jesus was always part of God's plan?*
- *What meaning could these texts hold for believers?*
- *What difference does it make to believe that God's saving plan was accomplished through Jesus' life, death and resurrection, or to believe Jesus was just another human who lived a good life?*

Achievement Standard

Students consider and organise evidence from Scriptural texts to explain how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ.

Baptism in the early Church *(explicit connections to BEWR9, CHLS12, CHPG9)*

Paul teaches about Baptism -
[Galatians 3:27-29](#)

Peter teaches about Baptism - [Acts 2:38](#)

Paul's teachings on Baptism -
[Romans 6:3-8](#)
[1 Corinthians 12:12-13](#)
[Galatians 3:26-29](#)

The purpose of teaching the text:

The Sacrament of Baptism in the Catholic Church draws its foundations from the stories of baptism in the New Testament. In addition, this can be used as a foundation to identify comparable links with initiation rituals in Judaism and Islam.

Questions that may assist students create meaning from the text:

- *What insights do these texts provide about the significance of baptism for Christians?*
- *If you lived in the time of Paul or Luke, what debates do you think could have been going on between believers?*
- *How many different insights can you gain into baptism from these texts?*
- *What is common and different about the initial rituals in the Abrahamic religions?*

Achievement Standard:

They identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers.

Responding to emerging moral questions and living cardinal virtues

(explicit connection to CLMF12)

Jesus teaches the Beatitudes -
[Matthew 5:1-12](#)

Paul teaches about love -
[1 Corinthians 13:1-13](#)

Paul's teachings on how to live -
[Galatians 5:13-26](#)
[Romans 12:9-21](#)

The purpose of teaching the text:

Both these texts illustrate what God's dream is for our world. The Beatitudes turns the world of the time upside down. No longer will the rich inherit the land but those who are quiet and submissive. No longer will people of power be considered important, but those who work for peace will be people who are important to God. These texts provide key insights into what is important to God, and therefore into how God calls people to live.

Questions that may assist students create meaning from the text:

- *How do believers know how God calls them to live?*
- *What evidence do these texts provide about how believers need to live in the world today?*
- *What evidence can you find in these texts about moral challenges in the time of the author?*
- *Do any of these moral challenges still exist today?*
- *What evidence is there that people in parish communities try to respond to those moral questions?*

Achievement Standard:

Students evaluate and draw conclusions about the ways in which the Church is present and active in the world today: participation of believers in liturgy and other personal and communal prayer experiences; responding to emerging moral questions; practising the cardinal virtues; and giving witness to the ecumenical spirit.

Key events in the early Church (explicit connection to STNT18)

The followers of Jesus at Pentecost - [Acts 2:1-13](#)

Allow students to select some complementary texts to teach about key events, individuals and groups in the life of the early Church.

The early Apostolic preaching - [Acts 2:14-41](#); [Acts 3:11-26](#)
Living in Christian community - [Acts 2:42-47](#)
Assistants appointed - [Acts 6:1-7](#)
Death of Stephen - [Acts 6:8-15](#), [7:54-60](#), [8:1](#)
Conversion of Saul/Paul - [Acts 8:1-3](#); [9:1-19](#)
Peter preaches in the temple - [Acts 3:11-26](#)
Peter's vision about the gentiles - [Acts 10:9-23](#)
Paul's own account of his conversion and mission to the gentiles - [Acts 22:1-21](#), [26:1-23](#)

The purpose of teaching the text:

The Acts of the Apostles is the book in the New Testament which provides insights into how the Christian community came to be established after the death and resurrection of Jesus. In the Acts of the Apostles, there is evidence of significant challenges and fierce debate. Decisions made by individuals and groups, as recorded in the Acts of the Apostles, shape some of the important ways in which believers still continue the mission of Jesus in the world.

Questions that may assist students create meaning from the text:

- *After the death and resurrection of Jesus, what was life-like for his followers?*
- *What transformed the followers of Jesus from being frightened for their own lives, to being prepared to spread the story of Jesus to many different communities?*
- *What did the followers of Jesus agree was critically important to continue doing to remember, celebrate and continue living the mission of Jesus?*
- *Before Paul's transformation he was known as Saul, and what was he doing to make life so challenging for the early Christians of his time?*
- *Explain why Paul had such an extraordinary transformation.*
- *What connections can you make with the challenges, beliefs and way of living of the early Christian community, to communities of believers today?*
- *What connections can you make between a story / person in the Acts of the Apostles and the name of the Catholic Cathedral in Brisbane?*

Achievement Standard:

Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change. They consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church.

Covenant (*explicit connection to STOT13*)

The Davidic covenant - [2 Samuel 7:8-29](#)

Post-exile covenant - [Jeremiah 31:31-34](#)

Select complementary texts to teach students how to consider and organise Old Testament covenant narratives.

Covenant narratives

The Eden covenant - [Genesis 1:28-30](#)

The Noah covenant - [Genesis 9:1-17](#)

The Abrahamic covenant - [Genesis 12:1-9](#)

The Mosaic covenant - [Exodus 19:1-6; 22-25](#)

The Canaanite covenant - [Deuteronomy 30:1-10](#)

The Davidic covenant - [Psalm 89:3-4](#)

The purpose of teaching the text:

Covenant is a key biblical theme and there are four different Covenant stories in the Old Testament. Understanding Covenant is critical to understanding the Old Testament, as it is the answer to most questions about the Old Testament. Each Covenant expressed God's complete love for the Jewish people and set in place a sacred agreement between the people and God. Whenever humans attempted to gain power to be like God, life always fell apart. Therefore, the covenant relationship with God was broken. A new Covenant then needed to be made with God, as the people regretted their choices and realised that they had lost sight of how God called them to live.

Questions that may assist students create meaning from the text:

- *How is a Covenant different to a promise?*
- *Why are there stories about Covenants in the Old Testament?*
- *Who was chosen to make Covenants with God?*
- *How might these Covenant stories have enabled the Jewish people to find meaning in their lives? What differences and similarities are there between these two Covenant stories?*
- *When did the first Covenant take place in the Old Testament?*
- *Why were multiple Covenants made?*

Achievement Standard:

They consider and organise Old Testament covenant narratives and the actions and messages of some old Testament prophets. Students identify the unique relationship between God and God's people.

Actions and messages of some Old Testament prophets *(explicit connection to STOT13)*

Ezekiel eats a scroll - [Ezekiel 3:1-3](#)

Ezekiel is told to cut his hair - [Ezekiel 5:1-4](#)

Jeremiah and the clay vessel - [Jeremiah 19](#)

Jeremiah's yoke - [Jeremiah 27:1-11](#)

Isaiah walks naked for three years -

[Isaiah 20:1-6](#)

Micah speaks out about the Torah -

[Micah 6:8](#)

Miriam dances with tambourines -

[Exodus 15:19-20](#)

The prophet Moses

Moses tells God he has a speech problem -

[Exodus 4:10-17](#)

Moses obeys God - [Exodus 24:1-18](#)

Moses' anger when he finds the people have built a golden calf - [Exodus 32:1-26](#)

The prophetess Deborah -

Deborah giving judgement - [Judges 4:4-5](#)

Deborah's song - [Judges 5](#)

The prophetess Huldah

Huldah is consulted- [2 Kings 22:14](#); [2 Chronicles 34:22](#)

The prophet Isaiah

God's message is global - God will protect, renew and restore all people -

[Isaiah 43:1-13](#);

We are called to bring good news of hope - [Isaiah 52:4-7](#)

God has chosen you, will help you and never forget you - [Isaiah 49:1-16](#)

The prophet Amos

Let justice roll like the rivers - [Amos 5:18-27](#)

The prophet Jeremiah

Jeremiah's story of the loincloth -

[Jeremiah 13:1-11](#)

Jeremiah tells the people that God is like a potter -

[Jeremiah 18:1-12](#)

The prophet Ezekiel

Ezekiel tells the people about the good that God will do -

[Ezekiel 36:22-28](#)

Jesus came to fulfill the law and the prophets -

[Matthew 5:17](#)

The purpose of teaching the text:

Prophets are not people who predict the future, according to the biblical definition of a prophet. Instead, prophets are people who have clarity about God's dream for the world and they speak out in their own context when they see that people are not living as God desires people to live. Their predictions of what will happen if the people do not change their ways is quite logical. Every generation has prophets. Today there are prophets in our world who speak out about issues such as climate change and how our way of living is going to bring increasing damage to the environment. These are not people with an incredible ability to predict the future. Sometimes these people go to exceptional lengths to get their message heard, and we view images of people undertaking actions such as chaining themselves to trees that are about to be cut down. Examining Old Testament prophets will enable students to discover the connections between being a person of faith with a clear understanding of how God calls people to live, and actions and messages that call communities to change radically and urgently.

Questions that may assist students create meaning from the text:

- *Who are people in the Bible who have spoken out about issues they believed strongly in?*
- *What were the concerns of these people?*
- *What could you say about the actions and messages of some Old Testament prophets?*
- *How would you explain their actions and messages?*
- *What motivated these people?*
- *To what lengths were these people prepared to go to get their message heard?*
- *Are prophets always popular people?*
- *If we plotted on a timeline when these prophets were speaking their messages, what would our timeline look like?*
- *Did they all live at the same time or were they speaking out in different times, different contexts?*
- *Do we have prophets in our world today, and if so, who are they?*
- *What 'crazy' actions can we witness people doing today because they want to get their message out urgently, calling people to change?*
- *Are prophets born into their role or do they grow into their role?*
- *Can someone be a reluctant prophet?*
- *How does a clear vision of God's dream for our world motivate someone to become a prophet in their own context?*
- *Who is an example of this today?*
- *How would you explain their actions and messages?*
- *What motivated these people?*

Achievement Standard:

They consider and organise Old Testament covenant narratives and the actions and messages of some old Testament prophets. Students identify the unique relationship between God and God's people.

Jesus' Mission (explicit connection to BETR10)

The mission of Jesus - [Luke 4:16-21](#)

Spiritual and corporal works of mercy -
[Matthew 25:31-46](#)

Two healing stories: woman of faith
and Jairus' Daughter - Jesus' mission is to minister to all -
[Mark 5:21-31](#);
[Matthew 15:15-39](#)

The purpose of teaching the text:

Understanding that Jesus was a historical person is a limited knowledge of Jesus. Understanding what motivated Jesus' actions and choices is essential for making sense of the Gospels and the mission of the Church today. Through the action of the Holy Spirit in Luke's text, the mission of Jesus is lived out to bring good news to the poor and liberty to captives...

The text from Luke also draws from the book of Isaiah and enables students to find evidence of Jesus' life and work being perceived as part of a much larger story, where the Jewish people had long waited for someone sent by God to bring justice into the world.

Questions that may assist students create meaning from the text:

- *What does this text reveal about Jewish life in 1st Century Palestine, which was a time of challenge and change?*
- *What evidence is there that Jesus personally spoke these words?*
- *If there is no evidence that Jesus personally spoke these words apart from the fact they are written in Luke's Gospel, is there any possibility that Luke could have written these words to help people understand who Jesus was?*
- *Do you think it is more likely the words of Jesus in verse 21 are words Jesus historically spoke, or words that the author of Luke's Gospel cleverly included in his account of the life of Jesus?*
- *Did Jesus finish this work before he died?*
- *What challenges did this mission bring about in Jesus' life?*
- *During times of challenge and change how does the work of Jesus continue today?*
- *What current challenges do people in the church community face today, trying to continue the mission of Jesus?*
- *If Jesus were alive today, in what ways would he continue this mission in our community?*

Achievement Standard:

Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.

Praying with Scripture *(explicit connection to CLPS21)*

Allow students to select one or more texts that they wish to use for prayer from The Liturgy of the Hours.

Allow students to choose one or more texts that are honoured by the Church community for prayer.

The call of Jeremiah - [Jeremiah 1:4-10](#)

The Potter - [Jeremiah 18:1-6](#)

I will put my spirit within you -

[Ezekiel 36:24-28](#)

I will never forget you - [Isaiah 49:14-16](#)

The Spirit comes to help us pray -

[Romans 8:26-27](#)

Love is kind - [1 Corinthians 13:4-10](#)

The purpose of teaching the text:

Scripture is the most treasured document of the Christian community. These ancient, sacred texts have provided spiritual nourishment for believers for thousands of years, and the Bible continues to be one of the best-selling books in the world. Although these texts were written for communities long ago, people can find rich meaning that helps them for their lives today, just as the words of a song may have been written from one experience but can speak to people all over the world from their own experiences. Texts from the Bible have been used for prayer for thousands of years, and some texts have also been included in The Liturgy of the Hours. Believers all over the world pray these same prayers at particular times throughout the day.

Questions that may assist students create meaning from the text:

- *How might an ancient text still hold rich meaning today?*
- *How might this text provide spiritual nourishment for a believer today?*
- *Could a person who does not believe in God still find helpful meaning in these texts?*
- *In what different ways can people use these texts for prayer?*
- *How might I use this text to pray through art; music; dramatisation; journal writing; drawing; movement; silence and stillness; lectio divina; meditation; contemplation?*

The Achievement Standard:

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

Go to the online curriculum platform for greater detail to unpack the Year Level Scripture