COMMONWEALTH OF THE BAHAMAS
MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING

PRIMARY RELIGIOUS STUDIES

CURRICULUM GUIDELINES

GRADES ONE TO THREE

2023-2028

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PREFACE

In the Commonwealth of The Bahamas, the predominant religion practiced is Christianity. The Preamble to the Bahamian Constitution indicates that the preservation of our nation's freedom is predicated upon a "national commitment to self-discipline, industry, loyalty, unity and an abiding respect for Christian values." Therefore, the Religious Studies Curriculum, at the elementary level, is based entirely on Judeo-Christian teachings and principles.

Religious Studies is a core subject at the elementary level and must be taught as a separate subject or as a part of the integrative process. The Curriculum is based on four strands: Basic Beliefs and Teachings, Purpose, Values and Community Living and Celebrations/Festivals. Through these broad strands, key concepts, values, attitudes and skills are integrated from Grade One to Grade Six.

In this revised document, there is a greater emphasis on the development of skills that students will need to live successfully as national and global citizens. Furthermore, grade level standards and benchmarks are clearly outlined in order to consistently monitor student progress and performance. The curriculum is rigorous but it is designed for flexibility and to encourage creativity.

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Coordinator

Shirley L. Ferguson, Senior Education Officer

Curriculum Team Members

Ms. Rochelle Coakley, Senior Mistress, Garvin Tynes Primary School
Mrs. Charlene Bodie, Senior Mistress, Carlton Francis Primary School
Mrs. Alexandria Ferguson, Senior Mistress, Yellow Elder Primary School
Mrs. Yasmin Newbold, Senior Mistress, Sandilands Primary School
Mrs. Lucy Cunningham, Senior Teacher, T. G. Glover Professional Development and Research School
Mrs. Vernetta Ferguson, Senior Teacher, St. John's College

Contributing Writers

Mrs. Shonell Pinder, Trained Teacher, Ridgeland Primary School
Ms. Desmona Armbrister, Senior Mistress, Albury Sayle Primary School

Curriculum Vetter

Mrs. Dawnette Ferguson, Subject Secretary, Examinations and Assessment Division

Questionnaire Analyst

Mr. Charles Major, Planning and Research Officer

MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING

VISION

Our vision is for a Bahamian education system that will foster academic excellence and equip students with multiple literacies that will enable them to make meaningful contributions as nation builders who are globally competitive.

MISSION STATEMENT

The mission of the Department and Ministry of Education is to provide all persons in The Bahamas an opportunity to receive a quality education that will equip them with the necessary beliefs, knowledge, attitudes and skills required for life, both in a democratic society guided by Christian values and in an inter-dependent changing world.

BELIEF STATEMENTS

We believe that:

1. The learning environment should be student centred;
2. At each grade level students should acquire specific skills to prepare them for the succeeding grade level;
3. All students should have equal opportunity to learn based on their needs, interests and abilities;
4. Students should have opportunities to question, analyze, reason and make decisions as well as to develop self-confidence and greater freedom of expression;
5. All students should acquire essential survival skills enabling them to function well in society;
6. Technology should be integrated into content and instruction;
7. Content should be culturally relevant while still allowing a global perspective;
8. The methods used for assessing achievement should reflect the teaching and learning strategies employed in the curriculum;
9. Student success is integrally linked to parental involvement and community support;
10. All students should be given the opportunity to develop spiritual, moral and ethical values;
11. The principles and teachings of Christianity should be applied to all aspects of daily living.

PROFILE OF THE IDEAL GRADUATE

The principal objective of the Bahamian education system is to develop productive citizens capable of caring for themselves and contributing positively to the national development process. Based on its consultation with stakeholders, the Ministry of Education has developed a profile for the ideal graduate. Among other qualities, the ideal graduate should:

- ✓ possess relevant knowledge in core disciplines/learning areas to be functionally literate;
- ✓ think critically, be an innovative problem solver and show initiative;
- ✓ demonstrate creativity and innovation;
- ✓ communicate effectively and collaborate willingly;
- ✓ demonstrate flexibility and adaptability;
- ✓ utilize social skills effectively;
- ✓ appreciate Bahamian culture and utilize the appropriate cultural skills;
- ✓ work productively and diligently with high level competency;
- ✓ guide and inspire others to do their best;
- ✓ have an appropriate awareness of the forces that shape and influence his/her life and surroundings;
- ✓ exhibit civic responsibility and display behaviours that benefit the wider community;
- ✓ appreciate his/her role in and responsibility to the local community, The Bahamas, the Caribbean Region, the Commonwealth of Nations and the world;
- ✓ demonstrate integrity and ethical behaviour at all times;
- ✓ possess digital literacy, appreciate the role of technology and innovation in national development;
- ✓ display skills and competencies that reflect career and college readiness;
- ✓ possess ability to work effectively in teams; and
- ✓ embrace his/her role as an environmental steward.

Adapted from: the Ministry of Education's ***Shared Vision for Education 2030***

RATIONALE

Throughout our ever-changing world, there is a basic longing for human beings to connect with the spiritual side of their existence. Even very young children express a natural curiosity about their existence and purpose. This curiosity leads to a search to find answers to fundamental questions such as: Why am I here? Why do people suffer? What happens after death? Religion serves the purpose of connecting human beings with their Creator, enabling them to explore answers to some of life's mysteries.

Religious Studies affords learners opportunities to explore religious beliefs and practices and how they impact individuals and the society. It enables them to consider and respond to fundamental questions about their purpose in life. It promotes the development of values and morals, enabling students to make informed decisions on moral and ethical issues. Moreover, Religious Studies provides opportunities for students to demonstrate respect for other people, their opinions and beliefs.

The aim of Religious Studies, therefore, is to help students develop skills for lifelong learning, enabling them to become productive citizens and stewards of the Earth. The Christian beliefs and values that are esteemed in this society will be transmitted to our students, providing them with a foundation on which they can develop good character, strengthen social relationships and build strong communities. Ultimately, students will be equipped with the necessary skills, values and attitudes for life and work in the 21st century.

The Religious Studies Curriculum supports the United Nation's Sustainable Development Goals (2015-2030) which promote equality for all, protection of our natural resources and peaceful societies.

DEFINITION OF TERMS

This document comprises several components. Below is a brief description of each.

Overarching Goal:	defines the ultimate outcome of learning and outlines the intended purpose of the curriculum document.
Sub-Goals:	form the major contextual framework for instruction.
Standards:	show what students should be able to do at the end of schooling at a particular grade level.
Benchmarks:	show the level of progression for students at each grade level upon the completion of the year of instruction.
Scope and Sequence:	shows the objectives for each grade level outlining the progression and overview of the work to be accomplished.
Summary of Topics:	shows the sequence of topics and estimated length of time that should be spent on each topic.
Scope of Work:	provides the basic content that should be included in lessons along with suggested activities, assessments and resources.
Strands:	indicate the sections within a particular content area that may be clustered by topic or process, e.g. Basic Beliefs and Teachings

OVERARCHING GOAL

Students will understand the major beliefs and teachings of the Christian faith; demonstrate respect for themselves and others and exhibit values and attitudes that promote peace and harmony in society.

SUB-GOALS

1) Develop knowledge and understanding of the basic beliefs and teachings of Christianity

2) Learn about their identity and the purposes for which human beings were created

3) Develop moral values and attitudes that will enhance the way we live in communities

4) Understand the importance of Christian celebrations and their influence on culture

STANDARDS AND BENCHMARKS

STRAND ONE – BASIC BELIEFS AND TEACHINGS

Strand 1 – Standard 1

1. 1 Develop an intrinsic understanding of God

Grade 1
1. Begin to recognize that God is the Creator of all things
2. Begin to understand that God takes care of all He has made
3. Become aware that God loves them

Grade 2
1. Recognize that God is the Creator of all things
2. Develop an understanding that God is our Heavenly Father who cares for us
3. Develop an understanding that God loves them

Grade 3
1. Develop an understanding that God is the Creator of all things seen and unseen
2. Develop an understanding that God's love is like the unconditional love of a caring father
3. Begin to discover that God is everywhere, all knowing and eternal

Grade 4
1. Develop an understanding that God is the Creator of all things seen and unseen
2. Deepen their understanding that God our Father, always loves us and is faithful to us
3. Develop an understanding that God is omnipresent (everywhere), omniscient (all knowing) and eternal
4. Become aware that God is a Trinity of Persons – Father, Son and Holy Spirit

Grade 5
1. Deepen their understanding that God is Creator and that creation reflects the beauty of the Creator
2. Describe God as a Supreme Being who is omnipresent (everywhere), omniscient (all knowing), omnipotent (all powerful) and eternal
3. Develop their understanding that God is a Trinity of Persons – Father, Son and Holy Spirit

Grade 6
1. Deepen their understanding that God is Creator and that creation reflects the beauty of the Creator
2. Demonstrate a deeper understanding of the attributes of God as a Supreme Being (omnipresent, omniscient, omnipotent, omnibenevolent and eternal)
3. Deepen their understanding that God is a Trinity of Persons – Father, Son and Holy Spirit

Strand 1: Standard 2

1.2 Develop an intrinsic understanding of Jesus Christ

Grade 1
1. Begin to recognize that Jesus Christ is the Son of God
2. Begin to understand that Jesus Christ was a special person who grew up in a family
3. Begin to discover the qualities and work of Jesus Christ (e.g. caring, kind, helped others)

Grade 2
1. Develop an understanding that Jesus Christ is the Son of God
2. Develop an understanding that Jesus Christ was a special person who grew up in a family
3. Become more familiar with the qualities and work of Jesus Christ (e.g. loving, caring, kind, helped others)

Grade 3
1. Begin to understand that God sent Jesus Christ to earth to save us from our sins
2. Explore some of Jesus Christ's teachings and miracles
3. Begin to learn about Jesus Christ's relationships with friends and followers

Grade 4
1. Develop their understanding that Jesus Christ is God's Son, our Saviour
2. Explore more of Jesus Christ's teachings, miracles and parables
3. Develop an understanding of what it means to be a follower or disciple of Jesus Christ

Grade 5
1. Deepen their understanding that Jesus Christ is the Son of God, our Saviour
2. Deepen their understanding of some of Jesus Christ's teachings, miracles and parables
3. Deepen their understanding of what it means to be a follower or disciple of Jesus Christ

Grade 6

1. Deepen their understanding that Jesus Christ is the Son of God, our Saviour (names associated with Jesus and their meanings - Immanuel, Bread of Life, Lamb of God, and Word made Flesh)
2. Deepen their understanding of some of Jesus Christ's teachings, miracles and parables
3. Demonstrate what it means to be a follower or disciple of Jesus Christ

Strand 1: Standard 3

1.3 Develop an intrinsic understanding of the Holy Spirit

Grade 1

1. Begin to understand that the Holy Spirit was sent to us by God
2. Become aware that the Holy Spirit is our Helper

Grade 2

1. Develop an understanding that the Holy Spirit was sent to us by God
2. Begin to understand that the Holy Spirit is a Teacher (teaches right from wrong; helps us to understand the Bible)

Grade 3

1. Begin to understand that the Holy Spirit was sent by God to live in our hearts.
2. Develop an understanding that the Holy Spirit is a Teacher (teaches right from wrong; helps us to understand the Bible)
3. Begin to understand that the Holy Spirit is our Comforter

Grade 4

1. Develop their understanding that the Holy Spirit was sent by God to live in our hearts.
2. Develop an understanding that the Holy Spirit is our Comforter
3. Develop an understanding that the Holy Spirit is the Third Person in the Trinity
4. Begin to understand that the Spirit produces Fruit in our lives (love, joy, peace)

Grade 5

1. Develop their understanding that the Holy Spirit is the Third Person in the Trinity
2. Begin to understand that the Holy Spirit helps us to believe in God and strengthen our faith

3. Develop their understanding that the Spirit produces Fruit in our lives (longsuffering, gentleness, goodness)

Grade 6
1. Deepen their understanding that the Holy Spirit is the Third Person in the Trinity
2. Deepen their understanding that the Holy Spirit helps us to believe in God and strengthen our faith
3. Deepen their understanding that the Holy Spirit produces Fruit in our lives (faith, meekness, temperance)

Strand 1: Standard 4

1.4 Develop an understanding of the Bible

Grade 1
1. Become aware that the Bible is the Word of God and a special book
2. Begin to understand that the Bible teaches us about God and how to live (belief in God)
3. Begin to recognize that the Bible is a collection of books (Old and New Testament)

Grade 2
1. Develop an understanding that the Bible is the Word of God and a special book (Holy)
2. Develop an understanding that the Bible teaches us about God and how to live (belief/faith in God)
3. Recognize that the Bible is a collection of books (Old and New Testament)

Grade 3
1. Develop an understanding that the Bible is the Word of God and a special book (Holy/inspired)
2. Develop an understanding that the Bible teaches us how to love God and others
3. Develop an understanding that the Bible is a collection of books, chapters and verses

Grade 4
1. Develop an understanding that the Bible is a revelation of God's love for the world
2. Develop an understanding that the Bible teaches us how to love God and others (a guide)
3. Begin to explore the different types of writings in The Old Testament (law, poetry/wisdom)

Grade 5
1. Develop an understanding that the Bible is a revelation of God's love for the world
2. Develop an understanding that Christians use the Bible for personal guidance every day (Old Testament teachings and characters as examples)
3. Discover that the Old Testament is a record of the history of God's chosen people, the Israelites, and His relationship with them (old covenant, stories about the Jews)
4. Explore the different types of writings in The Old Testament (History, Major Prophets and Minor Prophets)

Grade 6
1. Deepen their understanding that the Bible is a revelation of God's love for the world
2. Deepen their understanding that Christians use the Bible for personal guidance every day (New Testament teachings & characters as examples)
3. Discover that the New Testament is a record of Jesus' life, teachings, and history of the early church
4. Explore the different types of writings in The New Testament (The Gospels, Letters and Prophecy)

STRAND 2 – PURPOSE

Strand 2- Standard 1

2.1 Understand the unique nature of human beings

Grade 1
1. Become aware that man is God's special creation (Genesis Story)
2. Begin to understand that each person is unique and special.
3. Begin to understand that individuals have special gifts or things they do well.

Grade 2
1. Begin to understand how human beings are different from other animals
2. Develop an understanding that each person is unique and valuable
3. Develop an understanding that individuals have special gifts and talents

Grade 3
1. Develop an understanding that God created human beings with the ability to think and speak (Adam named Eve and the animals)
2. Develop an understanding that each person is unique and valuable (races, languages and abilities)
3. Discover how individuals can develop their gifts and talents

Grade 4
1. Develop an understanding that God created human beings with the ability to think, speak and solve problems (The Tower of Babel)
2. Develop an understanding that all human beings have equal worth and value (God created mankind in His image and likeness.)
3. Begin to realize the purpose and value of gifts and talents (David and Martha's talents)

Grade 5
1. Deepen their understanding that God created human beings with the ability to think and make choices (decision making process, story of Prodigal Son)
2. Develop an understanding that all human beings were created with equal worth and value (God created mankind in His image and likeness; reflecting God's image
3. Develop their understanding of the purpose and value of gifts and talents (Samson and Dorcas)

Grade 6
1. Deepen their understanding that God created human beings with the ability to think and make choices (making moral choices, conscience)
2. Deepen their understanding about issues related to human equality and equity or fairness (unfair treatment of people based on race, religion etc.)
3. Deepen their understanding of the purpose and value of gifts and talents (Daniel's gift of wisdom and interpretation of dreams)

Strand 2 – Standard 2

2.2 Develop an understanding of human religious rituals

Grade 1
1. Begin to understand that human beings were created to worship God
2. Begin to understand the concept of worship and ways to worship God (worship at home, school, church; singing, giving praise etc.)
3. Begin to discover that individuals can talk to God in prayer (Learn special prayers - The Lord's Prayer, school, lunch prayers)

Grade 2
1. Develop their understanding that human beings were created to worship God
2. Develop their understanding of the concept of worship and ways to worship God (singing, praise, bowing down, music; worship in church, at home etc.)
3. Develop their understanding that prayer is listening to and speaking to God (The story of Samuel and special prayers)

Grade 3
1. Develop their understanding of the concept of worship and ways to worship God (singing, praise, bowing down, music; worship in church, at home etc.)
2. Develop an understanding that the church is a special place of worship
3. Develop their understanding that prayer is listening to and speaking to God (The story of Samuel and special prayers)
4. Begin to pray to God using their language and expressions (personal prayers)

Grade 4
1. Become aware that human beings should worship God reverently and sincerely (be humble, bow in reverence etc.)
2. Begin to understand the purpose and power of prayer (provision, protection and thanksgiving/praise)
3. Develop the ability to pray more fluently, using their language, expressions and scripture. (The Lord's Prayer and Psalms)
4. Become aware of religious rituals and ceremonies that are practised in Christian churches (worship services and fellowship)

Grade 5
1. Develop their understanding that human beings should worship God reverently and sincerely (reverence or in awe of God; clean hands and pure hearts – Psalm 15; daily life of worship and reverence)
2. Develop their understanding about the purpose and power of prayer (thanksgiving/praise, petition and intercession)
3. Develop the ability to pray with greater fluency, using their language, scriptures and types of prayers (thanksgiving/praise, petition and intercession)
4. Develop their understanding about religious rituals or ceremonies that are practised in Christian churches (Holy Communion, baptism, christenings/infant dedications)

Grade 6
1. Deepen their understanding that human beings should worship God reverently and sincerely (reverence or in awe of God; worship in Spirit and in truth – St. John Chapter 4:22-24)
2. Deepen their understanding about the purpose and power of prayer (thanksgiving/praise, petition, supplication and intercession)
3. Develop the ability to pray with greater fluency, using their language, scriptures and types of prayers (thanksgiving/praise, petition, supplication and intercession

4. Deepen their understanding about religious rituals or ceremonies that are practised in Christian churches (marriage and funeral ceremonies; poems and songs about weddings and funerals

Strand 2 – Standard 3

2.3 Develop an understanding of their purpose in life

Grade 1
1. Begin to understand that God created man to care for the earth and its creatures (Adam and Eve in the garden)
2. Begin to understand that human beings were created to help one another (The Four Friends help)
3. Begin to understand that individuals should care for themselves (bodies are special, belong to God, cleanliness)

Grade 2
1. Develop an understanding that individuals should take responsibility to care for the earth and its creatures. (Adam and Eve; Cain and Abel)
2. Develop an understanding that human beings were created to help one another (The Good Samaritan)
3. Develop an understanding that individuals should care for themselves (bodies are temples – special, love for self)

Grade 3
1. Develop an understanding that individuals should take responsibility to care for the earth and its creatures (Noah and the Flood)
2. Develop an understanding that human beings were created to serve one another (The Little Servant Girl and Naaman; Esther saves the Jews)
3. Develop an understanding that individuals should care for themselves (physically and socially - socializing and developing good relationships –David and Jonathan)

Grade 4
1. Develop an understanding that human beings were created to be stewards of the earth (Conservation, preservation, the Story of Joseph the Ruler)
2. Develop an understanding that human beings were created to serve one another (Jesus' teachings; Jesus washed the disciples' feet)
3. Develop an understanding why individuals should care for their personal health. (Physical - diet – The Story of Daniel, mental – thinking positively)
4. Begin to understand the importance and dignity of work (to take care of God's earth; to provide for one's needs; express talents etc.; the Garden of Eden)
5. Begin to understand that human beings were created to reproduce/make more of their kind (Adam and Eve; be fruitful and multiply)

Grade 5
1. Deepen their understanding of what it means to be stewards of the earth. (Conservation, Preservation, the Leviticus Laws)
2. Develop an understanding that human beings must provide support and assistance for each other (sharing resources – Ruth and Naomi and The Early Church)

3. Develop an understanding about why individuals should care for their personal health (Spiritual; mental – The Lunatic Boy; physical – diet, exercise (moderation); emotional)
4. Develop an understanding of the importance and dignity of work (to provide for one's needs; express their creativity etc.; Proverbs about work)
5. Develop an understanding that human beings were created to reproduce/make more of their kind (Be fruitful and replenish the earth; Noah's Ark – sons and wives saved; Scriptures about children – heritage)

Grade 6

1. Deepen their understanding of what it means to be stewards of the earth. (Conservation, preservation, utilization of and development of resources; The Leviticus; national environmental laws)
2. Deepen their understanding that human beings must provide support and assistance for each other (in crisis, lack, loss; for survival; David helps Jonathan's Son; Story of Shunammite Woman
3. Deepen their understanding why individuals should care for their personal health (Spiritual; mental – The Story of Legion; physical – diet, exercise (moderation); emotional)
4. Deepen their understanding of the importance and dignity of work (to provide for one's needs; self-esteem/pride; upward mobility etc.; Proverbs and scriptures about work; The Parable of the Talents)
5. Deepen their understanding that human beings were created to reproduce/make more of their kind (The story of Elizabeth; Abraham; factors affecting population growth)

STRAND THREE – VALUES AND COMMUNITY LIVING

Strand 3- Standard 1

3.1 Understand the importance of family and community relationships

Grade 1

1. Begin to understand that God created the family (first family)
2. Begin to discover the roles of persons who make up the family
3. Begin to understand that families make up the community

Grade 2

1. Develop an understanding that there are different types of families (Noah, Abraham)
2. Develop an understanding of the roles of persons who make up the family
3. Develop an understanding of the roles of persons who make up the community and how they work together (Fishermen, Dorcas)

Grade 3

1. Develop an understanding that the family is the main part of any society
2. Develop an understanding of the importance of family members and the roles they play
3. Develop an understanding that communities are made up of diverse groups who live and work together (home, school, church, nationalities)

Grade 4

1. Develop an understanding that the family is the main/central part of any society
2. Begin to discover that family members share common heritage/traditions and values (Biblical foundation of values and traditions)
3. Develop an understanding that communities are made up of diverse groups who live and work together (home, school, church, nationalities, religions)
4. Begin to understand the differences between healthy and unhealthy family relationships (unhealthy - Cain and Abel, healthy -Baby Moses)
5. Begin to understand that the church is a community of believers (The Early Church; the church today)

Grade 5

1. Deepen their understanding that the family is the central part of any society
2. Develop an understanding that family members share common heritage/traditions and values (Biblical foundation of values and traditions)
3. Develop an understanding of the differences between healthy and unhealthy family relationships (healthy - Noah and Family, unhealthy - Joseph and His Brothers)
4. Develop an understanding that the church is a community of believers (The Early Church - Acts, the church today)

Grade 6

1. Deepen their understanding that the family is the central part of any society (healthy families build strong communities)
2. Deepen their understanding that family members share common heritage/traditions and values (Bahamian and other cultural traditions)
3. Deepen their understanding of the difference between healthy and unhealthy relationships (unhealthy -Esau and Jacob, healthy - Lazarus and His Sisters)
4. Deepen their understanding that the church is a community of believers (The Church – a community of believers; family is an extension of the church)

Strand 3- Standard 2

3.2 Understand how moral values and rules of behaviour (ethics) are expressed in communities

Grade 1
1. Begin to understand that there are rules which guide how we live (rules at home and school)
2. Begin to understand the difference between right and wrong behaviour (good deeds please God; bad deeds displease God)
3. Begin to understand that the Bible helps us learn what is right and wrong (The Ten Commandments)

Grade 2
1. Develop an understanding that there are rules which guide how we live (rules at home and school)
2. Develop an understanding of the difference between right and wrong behaviours (consequences – rewards, punishment)
3. Develop an understanding that the Bible helps us learn what is right and wrong (Ten Commandments and other teachings)

Grade 3
1. Develop an understanding of the importance of rules and laws in communities and society (keep order, protect everyone especially the innocent, consequences)
2. Develop an understanding of the difference between right and wrong behaviours (consequences – rewards, punishments)
3. Develop an understanding that Christian behaviour is based on beliefs about God and on the teachings of Jesus (Beatitudes and other teachings)

Grade 4
1. Develop their understanding of the consequences of obeying and disobeying rules and laws
2. Develop their understanding that Christian behaviour is based on beliefs about God and on the teachings of Jesus Christ
3. Begin to learn about other factors that influence our behavior (music, friends, clubs – The Four Friends)
4. Begin to understand that morals and values influence the traditions in a community (going to church, being a good neighbour and storytelling)

Grade 5
1. Develop their understanding of the importance of having respect for God's law and laws of society
2. Develop their understanding that Christian behaviour is based on beliefs about God and on the teachings of Jesus Christ
3. Develop their understanding of other factors that influence our behavior (social media, movies, television; scriptures regarding what we should watch and do)
4. Develop an understanding that morals and values influence the traditions in a community (character building, going to church, being a good neighbour and storytelling)

Grade 6

1. Deepen their understanding of the importance of having respect for God's law and laws of society
2. Deepen their understanding that Christian behaviour is based on beliefs about God and on the teachings of Jesus Christ
3. Deepen their understanding of other factors that influence our behaviour (social media, movies, and music; scriptures regarding what we should watch & do etc.)
4. Deepen their understanding that morals and values influence the traditions in a community (character building, going to church, being a good neighbour, storytelling and proverbs)

Strand 3- Standard 3

3.3 Develop an understanding of human rights and their responsibilities towards others

Grade 1

1. Begin to understand that all children have basic rights (right to life, food, shelter etc.; Matthew 6)
2. Become aware that the Bible teaches us to show respect and responsibility for each other (Golden rule, helping others, Ephesians 4:32)
3. Begin to understand that individual differences should be respected (physical; nationalities)

Grade 2

1. Develop an understanding that all children have basic rights (right to life, food, shelter, education etc.; Psalm 127)
2. Develop an understanding that the Bible teaches us to show respect and responsibility for each other (The Golden Rule, The Feeding of 5000)
3. Develop an understanding that individual differences should be respected (physical, nationalities – The Good Samaritan)

Grade 3

1. Develop an understanding that all human beings have basic rights (right to life, food, shelter, education etc.)
2. Develop an understanding that the Bible teaches us to show respect and responsibility for each other (The Golden Rule, The Four Friends)
3. Develop an understanding that individual differences should be respected (physical, nationalities – The Good Samaritan)

Grade 4

1. Develop an understanding that all human beings have basic rights that are protected (right to liberty, freedom of opinion, work, privacy; protected – national child protection laws; Matthew 18:6, Matthew 19:14 – Suffer the Children)

2. Develop an understanding that the Bible teaches us to show respect and responsibility for each other (The Ten Commandments; respect for people and property)
3. Develop an understanding that individual differences should be respected (physical differences, nationalities)

Grade 5

1. Deepen their understanding that all human beings have basic rights that are protected (right to liberty, freedom of opinion, work, privacy etc.; protected by national laws and organizations
2. Deepen their understanding that the Bible teaches us to show respect and responsibility for each other (Respect for space, safety of others, David and Jonathan; Joseph)
3. Deepen their understanding that individual differences should be respected (physical differences, nationalities, different cultures)

Grade 6

1. Deepen their understanding that all human beings have basic rights that are protected (right to liberty, freedom of opinion, work, privacy etc.; protected by international child protection laws and organizations
2. Deepen their understanding that the Bible teaches us to show respect and responsibility for each other (human beings have worth and value – Gen. 2:7; Ten Commandments – respect for people, personal property and space)
3. Deepen their understanding that individual differences should be respected (physical, nationalities, culture, religion, social issues – discrimination, hate crimes; The Rich Man and Lazarus; The Story of Esther)

STRAND FOUR: CELEBRATIONS / FESTIVALS

Strand 4 – Standard 1

4.1 Explore celebrations of the Christian faith and their significance

Grade 1

1. Become aware that individuals and Christian churches observe special celebrations/festivals (birthdays, anniversaries, Harvest, Christmas, Easter and Pentecost)
2. Begin to recognize that Harvest is a time to give thanks for God's bountiful blessings

3. Begin to recognize that Christmas is the celebration of the birth of Jesus Christ
4. Become aware of the celebrations of Holy Week and Easter
5. Become aware of the celebration of Pentecost (Coming of The Holy Spirit)

Grade 2

1. Begin to understand about why individuals and Christian churches observe special celebrations/festivals (to remember, to praise God, to come together)
2. Develop an understanding that Harvest is a time to give thanks for God's bountiful blessings and give to others
3. Develop an understanding that Christmas is the celebration of the birth of Jesus Christ
4. Develop an understanding of why Christians celebrate Holy Week and Easter
5. Develop an understanding about the celebration of Pentecost (Coming of The Holy Spirit)

Grade 3

1. Develop an understanding of why individuals and Christian churches observe special celebrations/festivals (biblical teachings, to honor God, observe tradition, to bring families together)
2. Develop an understanding that Harvest is a time to give thanks for God's bountiful blessings and give to others (Scriptures and Psalms)
3. Develop an understanding of the significance of Jesus Christ's birth and why Christians celebrate Christmas
4. Develop an understanding of why Christians celebrate Holy Week and Easter
5. Develop an understanding that Pentecost is the celebration of the coming of the Holy Spirit and birth of the Christian Church

Grade 4

1. Develop an understanding why individuals and Christian churches observe special celebrations/festivals (to remember, observe traditions, and create unity)
2. Develop an understanding that Harvest is a time to honour God for His bountiful blessings and give to others (sacrificial giving)
3. Develop an understanding of the significance of Jesus Christ's birth and why Christians celebrate Christmas
4. Develop an understanding of the significance of Jesus Christ's Passion, Death and Resurrection to the Christian faith
5. Develop an understanding that Pentecost is the celebration of the coming of the Holy Spirit and birth of the Christian Church

Grade 5

1. Deepen their understanding of why individuals and Christian churches observe special celebrations/festivals (sacred nature, observe traditions, Christian identity, memorials, unity)
2. Deepen their understanding that Harvest is a time to honour God for His bountiful blessings and give to others (origin of Harvest – Genesis 8:22 and thanksgiving scriptures, Thanksgiving – Pilgrims)
3. Develop their understanding that Christmas is the celebration of the promised Messiah or Saviour (prophesies of Jesus Christ's birth-Isaiah 9:6; Micah 5:2)
4. Deepen their understanding of the significance of Jesus Christ's Passion, Death and Resurrection to the Christian faith

5. Deepen their understanding that Pentecost is the celebration of the coming of the Holy Spirit and birth of the Christian Church

Grade 6

1. Deepen their understanding why individuals and Christian churches observe special celebrations/festivals (sacred nature, tradition, Christian identity, memorials, unity)
2. Deepen their understanding that Harvest is a time to honour God for His bountiful blessings and give to others (Biblical principles of Harvest – sowing and reaping; Harvest and the American Thanksgiving – Pilgrims)
3. Deepen their understanding that Christmas is the celebration of the promised Messiah or Saviour (prophesies of Jesus' birth - Isaiah 9:6; Isaiah 7:14; Son of God – Luke 1:26-36; prophetic names: Messiah, Wonderful Counsellor, Mighty God, Prince of Peace, Emmanuel etc.)
4. Deepen their understanding of the significance of Jesus Christ's Passion, Death and Resurrection to the Christian faith
5. Deepen their understanding that Pentecost is the celebration of the coming of the Holy Spirit and birth of the Christian Church (relevance to the early church and Christian Church today)

Strand 4 – Standard 2

4.2 Understand how Christian celebrations impact our culture

Grade 1

1. Become aware that culture is the way a group of people act and what they believe
2. Become aware that many cultural practices are connected to Christian celebrations/festivals (church services; Christmas, Holy Week and Easter events, holidays)

Grade 2

1. Begin to understand that culture is the way a group of people act and what they believe
2. Develop an understanding that many cultural practices are connected to Christian celebrations/festivals (church services; Christmas, Holy Week and Easter events, holidays)

Grade 3

1. Develop an understanding that culture is the way a group of people act and what they believe (traditions are passed down from generation to generation)
2. Develop an understanding that many cultural practices are connected to Christian celebrations/festivals (church services; Christmas, Holy Week and Easter events, holidays)

Grade 4

1. Develop an understanding that culture is the way a group of people act and what they believe (traditions are passed down from generation to generation and develop over time)
2. Develop an understanding that many cultural practices are connected to Christian celebrations/festivals (church services; Christmas, Holy Week, Easter and Pentecost events; holidays; behaviour of Bahamians during these seasons)

Grade 5

1. Deepen their understanding that culture is the way of life of a group of people (Christian factors and influence – dress, food, music, dance)
2. Deepen their understanding that many cultural practices are connected to Christian celebrations/festivals (church services; Christmas, Holy Week, Easter and Pentecost events; specific events or activities held by Anglican, Catholic and Baptist churches)

Grade 6

1. Deepen their understanding that culture is the way of life for a group of people (Christian factors and influence – dress, meals, music, dance, changing beliefs and practices)
2. Deepen their understanding that many cultural practices are connected to Christian celebrations/festivals (church services; Christmas, Holy Week, Easter and Pentecost events; specific events or activities held by Pentecostal, Adventist and Methodist churches)

HOW TO USE THE RELIGIOUS STUDIES CURRICULUM

The Primary Religious Studies Curriculum is presented in four strands: **Basic Beliefs and Teachings**, **Purpose**, **Values and Community Living** and **Celebrations/Festivals.** These strands are consistent throughout the primary school and provide a basis for the Religious Studies Curriculum at the secondary school level. The strands are covered in the order indicated above; however, topics under Celebrations/Festivals are to be taught in the appropriate seasons.

The Curriculum focuses on the teaching of the relevant concepts and skills and development of attitudes that students will need to understand and apply the basic teachings and practices of Christianity. All lessons should centre on the development of key concepts, skills and/or attitudes. **Key concepts, skills and attitudes are highlighted in the Scope of Work**.

Key concepts to be developed include: beliefs about God, worship, prayer, purpose, values, community, and culture

Skills incorporated in the curriculum include: communication, critical thinking, reflection, collaboration, interpretation, investigation and application

Attitudes to be developed include: caring, respect, gratitude, responsibility, enquiry and appreciation

The curriculum takes into consideration theories related to the cognitive, physical, moral and faith developmental levels of the learner. As teachers deliver instruction, they must be cognizant of what is developmentally appropriate for the learner. In particular, James Fowler's research on the Stages of Faith (See Bibliography) should be examined and applied by all teachers.

Research shows that learners acquire concepts, skills and attitudes best when they are actively engaged in the learning process. The classroom environment should foster a high degree of participation and productivity. Teachers are therefore encouraged to utilize a variety of strategies in order to engage students in learning and to cater to their various needs. The following strategies should be utilized in the classroom: **brainstorming, cooperative learning, discussion, role-play, games, written and artistic expression, critical thinking and problem solving.**

A wide range of resources is integrated into the curriculum in order to encourage creative, active and student –centred learning. Further, the integration of technology is a key component of the Religious Studies Curriculum. Teachers are encouraged to utilize the various online platforms and digital resources to enhance instruction and engage all learners.

Assessment is an essential part of the teaching and learning process. Assessment is designed to evaluate not only what students **know** and **can do** but their **attitudes** as well. A variety of assessment tools should be utilized by teachers**: journals, discussion, role play, projects, checklists, anecdotal records,**

essays, interviews and structured and open-ended questions. Rubrics are provided in the Appendix to promote objectivity and consistency in assessing students' work. Teachers should be familiar with the **Standards and Benchmarks** outlined in the curriculum document as students will be formally assessed based on them.

With regard to the primary school timetable, **three periods are allocated for the teaching of the Social Sciences in lower primary** and **two periods for Religious Studies in upper primary**. In order to maximize time, teachers should make integration a priority. Many of the topics in Religious Studies should be connected to Health and Family Life Education and Social Studies and in some instances Science. Literacy skills are also integrated in the curriculum document.

The Pacing Guide serves to keep teachers on target and to ensure that the curriculum is completed in a timely manner. Moreover, the special needs of students will determine the pace of learning.

The following example indicates how the curriculum objectives are number:
Example: 1.1.A.1.1

1.1 indicates the specific curriculum standard
A indicates the first topic under that standard
1 indicates the grade level
1 indicates the first objective under that topic

SCOPE AND SEQUENCE

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, the Creator

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
1.1. A.1.1. Identify God as the Creator of all things 1.1. A.1.2. Describe the beauty of God's creation 1.1. A.1.3. Reflect on the beauty of God's creation	1.1. A.2.1. Explain how God created the world 1.1. A.2.2. Differentiate between man-made things and things God created 1.1. A.2.3. Discover that everything God created was very good	1.1. A.3.1. Explain why God created the world 1.1. A.3.2. Differentiate between visible and invisible things created by God 1.1. A.3.3. Reflect on the order in which God created the world	1.1. A.4.1. Explain how everything created by God is special 1.1. A.4.2. Compare and contrast visible and invisible things created by God 1.1. A.4.3. Evaluate the purpose of visible and invisible things created by God	1.1. A.5.1. Explain how creation reveals the beauty of God 1.1. A.5.2. Examine scriptures that describe God's wonderful creation 1.1. A.5.3. Investigate how God sustains the beautiful world He created	1.1. A.5.1. Evaluate how creation reveals the beauty of God 1.1. A.5.2. Analyze scriptures that express the beauty of God's creation 1.1. A.5.3. Demonstrate the beauty of God's creation

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, Our Father

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
1.1. B.1.1. State that God takes care of all He has made 1.1. B.1.2. Explain how God cares for human beings 1.1. B.1.3. Discover that God loves His children	1.1. B.2.1. Explain why Christians refer to God as Father 1.1. B.2.2. Describe how God cares for His children 1.1. B.2.3. Explore scriptures about God's love for His children	1.1. B.3.1. Describe the unconditional nature of God's love 1.1. B.3.2. Compare God's love to that of a caring father 1.1. B.3.3. Interpret scriptures that describe the unconditional nature of God's love	1.1. B.4.1. Describe the eternal nature of God's love 1.1. B.4.2. Conclude from biblical evidence that God is a faithful Father 1.1. B.4.3. Recommend ways to honour God's love and faithfulness	-	-

Grades 1-4 only

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: The Nature of God

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
-	-	1.1. C.3.1. State that God is everywhere, all knowing and eternal 1.1. C.3.2. Explore scriptures that reveal that God is everywhere, all knowing and eternal 1.1. C.3.3. Demonstrate reverence to God for revealing Himself to mankind	1.1. C.4.1. Discover that God is omnipresent, omniscient and eternal 1.1. C.4.2. Research scriptures that describe God as omnipresent, omniscient and eternal 1.1. C.4.3. State that God is a Trinity of Persons 1.1. C.4.4. Relate the concept of the Trinity to natural examples	1.1. B.5.1. Examine some of the attributes of God 1.1. B.5.2. Explain that God's attributes make Him a supreme being 1.1. B.5.3. Describe God as a Trinity of Persons 1.1. B.5.4. Research scriptures that reveal the concept of the Trinity	1.1. B.6.1. Examine some of the attributes of God 1.1. B.6.2. Deduce that God's attributes make Him a supreme being 1.1. B.6.3. Explain that God is a Trinity of Persons 1.1. B.6.4. Demonstrate understanding of the Trinity in worship

Grades 3-6 only

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 - Develop an intrinsic understanding of Jesus Christ
Topic: Jesus Christ, the Son of God

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
1.2. A.1.1. Identify Jesus Christ as the Son of God 1.2. A.1.2. Explain that Jesus Christ came to Earth as a baby and grew up in a family 1.2. A.1.3. Express thanks to Jesus Christ for coming to Earth	1.2. A.2.1. State that Jesus Christ is the Son of God 1.2. A.2.2. Investigate Jesus Chris's way of life as a child 1.2. A.2.3. Extend thanks to Jesus Christ for coming to Earth	1.2. A.3.1. Express that Jesus Christ is the Son of God 1.2. A.3.2. Explain why Jesus Christ came to Earth 1.2. A.3.3. Discover ways to show gratitude to God for sending His Son to save us	1.2. A.4.1. Explain that Jesus Christ is the Son of God 1.2. A.4.2. Examine scriptures that explain why Jesus Christ came to Earth 1.2. A.4.3. Examine the significance of Jesus Christ's coming to Earth 1.2. A.4.4. Indicate ways to show gratitude to God for sending His Son to save us	1.2. A.5.1. Establish that Jesus Christ is the Son of God 1.2.A.5.2.Verify through scripture why Jesus Christ came to Earth 1.2. A.5.3. Evaluate the significance of Jesus Christ's coming to Earth 1.2. A.5.4. Demonstrate appreciation for Jesus Christ, our Saviour	1.2. A.6.1. Explain how the names of Jesus Christ reveal who He is 1.2. A.6.2. Verify through Scripture that Jesus Christ is the Son of God 1.2. A.6.3. Examine the story of the "Fall of Mankind" and the promise of salvation 1.2. A.6.4. Recommend ways to show gratitude for Jesus Christ, our Saviour

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 – Develop an intrinsic understanding of Jesus Christ
Topic: Miracles and Teachings of Jesus Christ

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
1.2. B.1.1. Identify Jesus Christ as a miracle worker 1.2. B.1.2. Discover some of Jesus Christ's qualities 1.2. B.1.3. Display some of the qualities shown by Jesus Christ	1.2. B.2.1. Communicate stories of some of Jesus Christ's miracles 1.2. B.2.2. Explain how Jesus Christ showed love and kindness to others 1.2.B.2.3.Demonstrate some of the qualities shown by Jesus Christ	1.2. B.3.1. Relate stories of some of Jesus Christ's miracles 1.2. B.3.2. Explore some of Jesus Christ's teachings 1.2. B.3.3. Discover how Jesus Christ selected and trained His twelve disciples	1.2. B.4.1. Explain why Jesus Christ performed miracles 1.2. B.4.2. Examine some of Jesus Christ's teachings about being a disciple or follower 1.2. B.4.3. Describe some of the characteristics of a disciple of Jesus Christ	1.2. B.5.1. Examine the significance of some of Jesus Christ's miracles 1.2. B.5.2. Study Jesus Christ's teachings and parables in relation to God's love and forgiveness 1.2. B.5.3. Examine the characteristics of a disciple of Jesus Christ	1.2. B.6.1. Assess the significance of some of Jesus Christ's miracles 1.2. B.6.2. Examine Jesus Christ's teachings and parables in relation to loving and forgiving others 1.2.B.6.3.Analyze the characteristics of a disciple of Jesus Christ

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 1: Basic Beliefs and Teachings
Standard 1.3 - Develop an intrinsic understanding of the Holy Spirit
Topic: The Holy Spirit

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
1.3. A.1.1. State that the Holy Spirit was sent to us by God 1.3. A.1.2. Identify ways in which the Holy Spirit helps us 1.3. A.1.3. Express thanks for the Holy Spirit	1.3. A.2.1. Relate that the Holy Spirit was sent to us by God 1.3. A.2.2. State that the Holy Spirit teaches us right from wrong 1.3. A.2.3. Express thanks for the Holy Spirit, our Teacher	1.3. A.3.1. Express that the Holy Spirit lives in the hearts of Christians 1.3. A.3.2. Explain how the Holy Spirit teaches us right from wrong 1.3. A.3.3. Discover that the Holy Spirit is referred to as a Comforter	1.3. A.4.1. State that the Holy Spirit is the Third Person in the Trinity 1.3. A.4.2. Explain that the Holy Spirit lives in the hearts of Christians 1.3. A.4.3. Research scriptures that refer to the Holy Spirit as a part of the Trinity 1.3. A.4.4. Express how the Holy Spirit comforts individuals in various situations	1.3. A.5.1. Explain that the Holy Spirit is the Third Person in the Trinity 1.3. A.5.2. Examine scriptures that refer to the Holy Spirit as a part of the Trinity 1.3. A.5.3. Explain how the Holy Spirit helps us to believe in God and strengthen our faith 1.3.A.5.4 Discover ways to honour the Holy Spirit in our lives	1.3. A.6.1. Explain that the Holy Spirit is the Third Person in the Trinity 1.3. A.6.2. Describe the role of the Holy Spirit in the believer's life 1.3. A.6.4. Recommend ways to honour the Holy Spirit in our lives

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 1: Basic Beliefs and Teachings
Standard 1.3 - Develop an intrinsic understanding of the Holy Spirit
Topic: The Fruit of the Spirit

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
-	-	-	1.3. B.4.1. Identify the Fruit of the Spirit 1.3. B.4.2. Discover how the Spirit produces love, joy and peace in individuals 1.3. B.4.3. Collaborate with others to spread love, joy and peace	1.3. B.5.1. Explain what the term, Fruit of the Spirit means 1.3. B.5.2. Discover how the Spirit produces longsuffering, gentleness and goodness in individuals 1.3. B.5.3. Examine the lives of modern-day characters who exemplified longsuffering, gentleness and goodness	1.3. B.6.1. Explain why it is important for Christians to display the Fruit of the Spirit 1.3. B.6.2. Discover how the Spirit produces faith, meekness and temperance in individuals 1.3. B.6.3. Evaluate the lives of biblical characters who displayed faith, meekness and temperance 1.3.B.6.4. Recommend ways to develop faith, meekness and temperance

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Bible, Our Guide

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
1.4. A.1.1. State that the Bible is the Word of God 1.4. A.1.2. Discover that the Bible teaches us about God 1.4. A.1.3. Explain that the Bible teaches us how to live	1.4. A.2.1. Explain why the Bible is referred to as the Word of God 1.4. A.2.2. Differentiate between the Bible and other books 1.4. A.2.3. Explain that the Bible helps us to develop belief or faith in God 1.4. A.2.4. Describe the Bible as a guide to the way we live	1.4. A.3.1. Describe the Bible as the Holy Word of God 1.4. A.3.2. Compare and contrast the Bible to other books 1.4. A.3.3. Explain that the Bible is an important guide to daily living	1.4. A.4.1. Explain that the Bible is a revelation of God's love for the world 1.4. A.4.2. Discover teachings about loving God and others in the Bible 1.4. A.4.3. Conclude that the Bible is an important guide for daily living	1.4. A.5.1. Deduce that the Bible is a revelation of God's love for the world 1.4. A.5.2. Explain how Christians use the Bible for personal guidance every day 1.4. A.5.3. Apply biblical truths to our daily lives	1.4. A.6.1. Establish that the Bible is a revelation of God's love for the world 1.4. A.6.2. Explain how Christians use the Bible for personal guidance every day 1.4. A.6.3. Apply biblical truths to our daily lives

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Book of Books

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
1.4. B.1.1. State that the Bible is made up of many books 1.4. B.1.2. Identify some books of the Bible 1.4. B.1.3. Discover that the books of the Bible were written by many different writers	1.4. B.2.1. Discover that the books of the Bible are divided into two main parts or testaments 1.4. B.2.2. Explain the difference between the Old and New Testament 1.4. B.2.3. Identify some of the books of the Old and New Testament 1.4. B.2.4. Give examples of Old and New Testament characters	1.4. B.3.1. Discover that the Bible is made up of books, chapters and verses 1.4. B.3.2. Identify specific books, chapters and verses in the Bible 1.4. B.3.3. Associate special Bible stories with specific books of the Bible	1.4. B.4.1. State that the Bible is made up of various types of writings 1.4. B.4.2. Examine content from the books of the law and poetry/wisdom in the Bible 1.4. B.4.3. Exemplify ways in which the books of the law and poetry/wisdom are used today	1.4. B.5.1. Describe the Old Testament as a record of God's relationship with the Jews or Israelites 1.4. B.5.2. Examine God's relationship with the Israelites 1.4. B.5.3. Classify books of the Old Testament as history, major or minor prophets 1.4. B.5.4. Summarize important biblical truths from the books of history, major and minor prophets	1.4. B.6.1. Describe the New Testament as a record of Jesus Christ's life and teachings 1.4. B.6.2. Discover that the New Testament contains a record of the history of the Early Church 1.4. B.6.3. Classify books of the New Testament as Gospels, history, letters or prophecy 1.4.B.6.4. Examine important biblical truths from the Gospels, letters and the prophetic book

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Who Am I?

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
2.1. A.1.1. Identify man as God's special creation 2.1. A.1.2. Describe how God made man 2.1. A.1.3. Observe that each person is unique or special 2.1. A.1.4. Express thanks to God for making them special	2.1. A.2.1. Compare and contrast human beings to the other animals 2.1. A.2.2. Conclude that each person is unique and special 2.1. A.2.3. Express thanks to God for making individuals unique	2.1. A.3.1. Explain that human beings were created with the ability to think and speak 2.1. A.3.2. Examine the importance of man's ability to think and speak 2.1. A.3.3. Examine characteristics that make individuals unique and special 2.1. A.3.4. Recommend ways to celebrate their unique differences	2.1. A.4.1. Explain that human beings were created with the ability to think, speak and solve problems 2.1. A.4.2. Assess the importance of man's ability to think, speak and solve problems 2.1. A.4.3. Discover that all human beings were created with equal worth and value 2.1. A.4.4. Propose ways to celebrate the equal worth and value of all humans	2.1. A.5.1. Explain that human beings were created with the ability to think and make choices 2.1. A.5.2. Examine the rewards and consequences of man's ability to think and make choices 2.1. A.5.3. Conclude that all human beings were created with equal worth and value 2.1. A.5.4. Promote the equal worth and value of all human beings	2.1. A.6.1. Explain how man's conscience helps him to make moral choices 2.1. A.6.2. Explore ways to develop one's sense of right and wrong 2.1. A.6.3. Examine issues related to human equality and equity

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Our Gifts and Talents

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
2.1. B.1.1. State what a gift or talent is 2.1. B.1.1. Discover some of their gifts and talents 2.1. B.1.1. Display some of their various gifts and talents	2.1. B.2.1. Explain what a gift or talent is 2.1. B.2.2. Identify some of their gifts and talents 2.1. B.2.3. Give biblical examples of individuals who were talented	2.1. B.3.1. Discover various gifts and talents 2.1. B.3.2. Explore ways to develop one's gifts and talents 2.1. B.3.3. Suggest values and attitudes that are needed to develop one's talents	2.1. B.4.1. Infer why God gave individuals gifts and talents 2.1. B.4.2. Explore biblical examples of individuals who used their talents to help others 2.1. B.4.3. Collaborate with others and use their talents to help those in need	2.1. B.5.1. Examine the purpose and value of gifts and talents 2.1. B.5.2. Evaluate the lives of biblical characters who used their talents well 2.1. B.5.3. Consider ways to use their gifts and talents to help others	2.1. B.6.1. Assess the purpose and value of gifts and talents 2.1. B.6.2. Evaluate the lives of biblical and modern day characters who used their talents well 2.1. B.6.3. Discover how the development of gifts and talents can lead to future career choices

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: It's Harvest Time Again

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
4.1. A.1.1. State reasons why individuals and churches celebrate special days/festivals 4.1. A.1.2. Identify Harvest as a special time to give thanks to God for His blessings 4.1. A.1.3. Express thanks to God for His blessings	4.1. A.2.1. Express reasons why individuals and churches celebrate special days/festivals 4.1. A.2.2. Explain why Harvest is celebrated today 4.1. A.2.3. Discover scriptures that encourage individuals to give thanks	4.1. A.3.1. Explain reasons why individuals and churches celebrate special days/festivals 4.1. A.3.2. Examine reasons why Harvest is celebrated today 4.1. A.3.3. Utilize various scriptures and Psalms to express thanks to God	4.1. A.4.1. Examine reasons why individuals and churches celebrate special days/festivals 4.1. A.4.2. Discover the biblical origin of Harvest 4.1. A.4.3. Describe how Harvest is celebrated in The Bahamas 4.1. A.4.4. Examine the concept and benefits of sacrificial giving	4.1. A.5.1. Examine the importance of observing special days/festivals 4.1. A.5.2. Explain the biblical origin of Harvest 4.1. A.5.3. Discover the origin of the first American Thanksgiving celebration 4.1. A.5.4. Explain what various Thanksgiving symbols represent	4.1. A.6.1. Establish the importance of celebrating special days/festivals 4.1. A.6.2. Examine biblical principles of Harvest 4.1. A.6.3. Compare and contrast Harvest and the American Thanksgiving celebrations

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: The Birth of Jesus Christ - Christmas

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
4.1.B.1.1.State why Christians celebrate Christmas 4.1. B.1.2. Retell the main events of the birth of Jesus Christ 4.1. B.1.3. Discover ways to share the joy of Christmas with others	4.1. B.2.1. Explain why Christians celebrate Christmas 4.1. B.2.2. Relate the main events of the birth of Jesus Christ 4.1. B.2.3. Explore ways to share love at Christmas	4.1. B.3.1. Explain why Christmas is an important festival for Christians 4.1. B.3.2. Communicate the story of the birth of Jesus Christ 4.1.B.3.3.Infer how Jesus Christ's birth brought peace, love and joy to the world 4.1. B.3.4. Recommend ways to share peace, love and joy at Christmas	4.1. B.4.1. Examine the importance of Christmas as a festival for Christians 4.1. B.4.2. Summarize the story of the birth of Jesus Christ 4.1. B.4.3. Infer why Jesus Christ is referred to as the Light of the World 4.1. B.4.4. Explore ways in which they can shine as lights in the world	4.1. B.5.1. Explain why Jesus Christ was referred to as the promised Messiah or Saviour 4.1. B.5.2. Study biblical prophecies of Jesus Christ's birth 4.1. B.4.3. Infer how Jesus Christ's birth brought hope to mankind	4.1. B.6.1. Examine the meanings of the prophetic names of Jesus Christ 4.1.B.6.2 Examine prophecies that were fulfilled when Jesus Christ was born 4.1. B.6.3. Consider what life would be like if Jesus Christ had not fulfilled prophecy

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Created to Worship

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
2.2. A.1.1. Discover that human beings were created to worship God 2.2. A.1.2. Explore the concept of worship and ways to worship	2.2. A.2.1. Express that human beings were created to worship God 2.2. A.2.2. Explain the concept of worship and ways to worship God	2.2. A.3.1. Explain the concept of worship and ways to worship God 2.2. A.3.2. Express reasons why the church building is a special place of worship 2.2. A.3.3. Compare and contrast personal and corporate worship	2.2. A.4.1. Explain that worship should be done reverently and sincerely 2.2. A.4.2. Explore biblical examples of persons who worshiped God reverently and sincerely 2.2. A.4.3. Suggest ways to show reverence to God daily	2.2. A.5.1. Infer that worship is a lifestyle of reverence to God 2.2. A.5.2. Describe the heart of a sincere worshiper 2.2. A.5.3. Examine biblical examples of persons who worshiped God reverently and sincerely	2.2. A.6.1. Explain that the Holy Spirit helps us to worship reverently and sincerely 2.2. A.6.2 Examine Jesus Christ's teachings about true worship 2.2. A.6.3 Explore the benefits of reverent and sincere worship

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Teach Us to Pray

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
2.2. B.1.1. State the definition of prayer 2.2. B.1.2. Discover that God hears and answers prayers 2.2. B.1.3. Recite special prayers	2.2. B.2.1. Express what prayer is 2.2. B.2.2. Discover that individuals can listen to and speak to God in prayer 2.2. B.2.3. Communicate special prayers	2.2. B.3.1. Explain what prayer is 2.2. B.3.2. Discover ways to prepare one's heart for prayer 2.2. B.3.3. Utilize personal language and expressions in prayer	2.2. B.4.1. Identify the various types of prayers 2.2. B.4.2. Study Jesus Christ's teachings on how to pray 2.2. B.4.3. Utilize the Lord's Prayer as a model for personal prayers 2.2. B.4.4. Utilize personal expressions and words from the Psalms in prayer	2.2. B.5.1. Distinguish between the various types of prayer 2.2. B.5.2. Investigate the lives of biblical characters whose prayers were answered 2.2. B.5.3. Communicate personal prayers fluently	2.2. B.6.1. Differentiate between the various types of prayer 2.2. B.6.2. Study the lives of biblical characters whose prayers were answered 2.2. B.6.3. Examine reasons why prayers may not be answered 2.2. B.6.4. Communicate personal prayers with greater fluency

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Christian Ceremonies

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
-	-	-	2.2. C.4.1. Examine styles of worship in various Christian churches 2.2. C.4.2. Identify the basic components of Christian worship services 2.2. C.4.3. Examine the importance of Christian fellowship	2.2. C.5.1. Explain why Christian churches practise Holy Communion 2.2. C.5.2. Discover the origin of Holy Communion 2.2. C.5.3. Describe the rituals of infant dedication and baptism	2.2. C.6.1. Explain why marriage and funeral ceremonies are performed 2.2. C.6.2. Research scriptures related to weddings and funerals 2.2. C.6.3. Analyze literary writings connected to weddings and funerals

Grades 4-6 only

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Caretakers of the Earth

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
2.3. A.1.1. State that human beings were created to care for the Earth 2.3. A.1.2. Use a biblical example to illustrate caring for the environment 2.3. A.1.3. Suggest ways to care for the plants in their school environment	2.3. A.2.1. State the importance of caring for the Earth God created 2.3. A.2.2. Use a biblical example to illustrate caring for the environment 2.3. A.2.3. Demonstrate care for the plants and animals in their class and school environment	2.3. A.3.1. Explain the importance of caring for the Earth God created 2.3. A.3.2. Examine the benefits of caring for the Earth 2.3. A.3.3. Research scriptures related to caring for the Earth 2.3. A.3.4. Demonstrate care for the plants and pets in their class and school environment	2.3. A.4.1. Explain what it means to be stewards of the Earth 2.3. A.4.2. Explore ways to preserve and conserve natural resources 2.3. A.4.3. Use a biblical example to illustrate preservation and conservation	2.3. A.5.1. Examine what it means to be stewards of the Earth 2.3. A.5.2. Examine biblical laws connected to protecting the land and animals 2.3. A.5.3. Promote the need to care for animals and plants in the environment	2.3. A.6.1. Evaluate the importance of environmental stewardship 2.3. A.6.2. Examine the effects of pollution on their environment 2.3. A.6.3. Compare and contrast biblical and societal laws that help to protect the earth 2.3. A.6.4. Persuade others to take care of the Earth for future generations

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Helping /Serving Others

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
2.3. B.1.1. State that human beings were created to help one another 2.3. B.1.2. Use a biblical example of helping others 2.3. B.1.3. Identify ways in which children can help others	2.3. B.2.1. Explain why it is important to help others 2.3. B.2.2. Use a biblical example of helping others 2.3. B.2.3. Propose ways to help people who are in need	2.3. B.3.1. Explain what it means to serve others 2.3. B.3.2. Use biblical examples of persons who served well 2.3. B.3.3. Conclude that individuals should serve others willingly	2.3. B.4.1. Examine the importance of serving others 2.3. B.4.2. Study Jesus Christ's example of service to others 2.3. B.4.3. Describe the heart of a true servant 2.3. B.4.4. Explore ways to serve others	2.3. B.5.1. Examine the benefits of supporting and assisting others 2.3. B.5.2. Use biblical examples of people who supported and assisted others 2.3. B.5.3. Suggest ways to provide support and assistance for others	2.3. B.6.1. Evaluate the benefits of supporting and assisting others 2.3. B.6.2. Use biblical examples of people who supported and assisted others 2.3. B.6.3. Investigate the lives of everyday individuals who serve others

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Taking Care of Me

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
2.3.C.1.1.State why it is important to care for one's body 2.3. C.1.2. Illustrate ways to care for one's body 2.3. C.1.3. Reflect on the benefits of being neat and clean	2.3. C.2.1. Explain why it is important to care for one's body 2.3. C.2.2. Propose ways to care for and show love for one's self 2.3. C.2.3. Reflect on the benefits of caring for and loving one's self	2.3. C.3.1. Explain the importance of caring for one's physical and social health 2.3. C.3.2. Examine scriptures related to healthy living and good friendships 2.3. C.3.3. Discover ways to live healthy lives and build friendships	2.3. C.4.1. Examine the importance of caring for one's physical and mental health 2.3. C.4.2. Examine the connection between one's physical and mental health 2.3. C.4.3. Explore scriptures and biblical stories related to physical and mental health 2.3. C.4.4. Discover ways to care for one's physical and mental health	2.3. C.5.1. Examine the importance of caring for one's total being 2.3. C.5.2. Explain the concept of moderation as it relates to personal health 2.3. C.5.3. Interpret scriptures related to one's spiritual, mental, physical and emotional health 2.3. C.5.4. Propose a plan for coping with one's physical, mental and emotional health	2.3. C.6.1. Analyze the importance of caring for one's total being 2.3. C.6.2. Examine the concept of moderation as it relates to personal health 2.3. C.6.3. Reflect on scriptures related to one's spiritual, mental, physical and emotional health 2.3. C.6.4. Apply coping strategies for caring for one's total being

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: The Value of Work

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
-	-	-	2.3. D.4.1. Discover the biblical origin of work or manual labour 2.3. D.4.2. Explain reasons why work is valuable to human beings 2.3. D.4.3. Reflect on people's attitudes towards work in general	2.3. D.5.1. Establish the biblical origin of work or manual labour 2.3. D.5.2. Examine reasons why work is valuable to human beings 2.3. D.5.3. Interpret selected proverbs concerning the importance of work	2.3. D.6.1. Justify reasons why work is valuable to human beings 2.3. D.6.2. Interpret proverbs and parables concerning work 2.3. D.6.3. Discover values that all workers should possess 2.3. D.6.4. Conclude that all individuals should contribute to society through work

Grades 4-6 only

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Be Fruitful

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
-	-	-	2.3. E.4.1. Discover that human beings were created to reproduce 2.3. E.4.2. Communicate the biblical view that all human beings descended from Adam and Eve 2.3. E.4.3. Discover how human beings were able to populate the Earth	2.3. E.5.1. Explain why it is important for human beings to reproduce 2.3. E.5.2. Infer why God saved males and females on Noah's ark 2.3. E.5.3. Research scriptures that support the benefits of having children	2.3. E.6.1. Examine the importance of human beings populating the Earth 2.3. E.6.2. Evaluate the challenges women faced who were unable to reproduce, in biblical days 2.3. E.6.3. Research modern-day views concerning having children

Grades 4-6 only

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families are Special

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
3.1. A.1.1. State that God created the family 3.1. A.1.2. Identify members of the first family and the roles they played 3.1. A.1.3. Identify members of their family and the roles they play	3.1. A.2.1. Identify the various types of families 3.1. A.2.2. Explore biblical examples of the various family types 3.1. A.2.3. Describe the roles of various family members	3.1. A.3.1. Explain that the family is the main part of any society 3.1. A.3.2. Research scriptures about the role of various family members 3.1. A.3.3. Articulate the importance of each family member	3.1. A.4.1. Express that the family is the main or central part of any society 3.1. A.4.2. Discover common traditions and values that Bahamian families possess 3.1. A.4.3. Examine the biblical foundation of Bahamian family values	3.1. A.5.1. Examine reasons why the family is the central part of any society 3.1. A.5.2. Analyze the biblical foundation of Bahamian family traditions and values 3.1. A.5.3. Propose ways to preserve family traditions and values	3.1. A.6.1. Establish reasons why the family is the central part of any society 3.1. A.6.2. Compare and contrast Bahamian family traditions and values with that of other cultures 3.1. A.6.3. Recommend ways to preserve family traditions and values

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families Build Communities

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
3.1. B.1.1. State what a community is 3.1. B.1.2. Explain how families help communities 3.3. B.1.3. Discover scriptures about living in communities	3.1. B.2.1. Define what a community is 3.1. B.2.2. Explain how various individuals contribute to their communities 3.1. B.2.3. Explore biblical examples of individuals who helped their communities	3.1. B.3.1. Relate what a community is 3.1. B.3.2. Indicate how various groups within the community work together 3.1.B.3.3 Examine the importance of groups working together in harmony 3.1. B.3.4. Research scriptures about living and working together	3.1. B.4.1. Explain what a community is 3.1. B.4.2. Analyze the importance of family members working together 3.1. B.4.3. Discover biblical examples of healthy and unhealthy family relationships	3.1. B.5.1. Explain how the strength of the family impacts the community 3.1. B.5.2. Distinguish between healthy and unhealthy family relationships 3.1. B.5.3. Examine biblical examples of healthy and unhealthy family relationships 3.1. B.5.4. Recommend ways to build strong families and communities	3.1. B.6.1. Examine how the strength of the family impacts the community 3.1. B.6.2. Reflect on healthy and unhealthy family relationships 3.1. B.6.3. Evaluate biblical examples of healthy and unhealthy family relationships 3.1. B.6.4. Propose ways to build strong families and communities

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: A Community of Believers

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
-	-	-	3.1. C.4.1. Describe the church as a community of believers 3.1. C.4.2. Explain how families impact the church community 3.1. C.4.3. Explain how the Early Church operated as a community of believers 3.1. C.4.4. Examine the benefits of belonging to a church community	3.1. C.5.1. Describe the church as a community of believers 3.1. C.5.2. Examine the connection between the family and the church community 3.1. C.5.3. Compare and contrast the Early Church to churches today	3.1. C.6.1. Examine how the church operates as a community of believers 3.1. C.6.2. Infer how the family is an extension of the church 3.1. C.6.3. Investigate how the church helps the wider community

Grades 4-6 only

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Journey through Holy Week

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
4.1. C.1.1. State the main events of Holy Week 4.1. C.1.2. Discover ways Christian churches celebrate the events of Holy Week 4.1. C.1.3. Express that Jesus Christ died on the cross for mankind	4.1. C.2.1. Describe the main events of Holy Week 4.1. C.2.2. Relate ways Christian churches celebrate the events of Holy Week 4.1. C.2.2. Explain why Jesus Christ died on the cross for mankind	4.1. C.3.1. Distinguish the main events of Holy Week 4.1. C.3.2. Examine reasons why Christian churches celebrate the events of Holy Week 4.1. C.3.3. Explain the importance of Jesus Christ's suffering and death	4.1. C.4.1. Examine the significance of the main events of Holy Week 4.1. C.4.2. Distinguish between Christian and secular traditions of Holy Week 4.1. C.4.3. Analyze the importance of Jesus Christ's suffering and death	4.1. C.5.1. Analyze the significance of the main events of Holy Week 4.1. C.5.2. Examine the relevance of Holy Week for Christian churches today 4.1. C.5.3. Reflect on the significance of Jesus Christ's suffering and death on the cross	4.1. C.6.1. Evaluate the significance of the events of Holy Week 4.1. C.5.2. Evaluate the impact of Jesus Christ's suffering and death on mankind 4.1. C.5.4. Propose ways to honour Jesus Christ's suffering and death

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Easter

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
4.1. D.1.1. Discover the meaning of Easter 4.1. D.1.2. Express that Jesus Christ rose from the dead 4.1. D.1.3. Identify Christian symbols of Easter	4.1.D.2.1 State why Christians celebrate Easter 4.1. D.2.2. Communicate the main events of the resurrection story 4.1. D.2.3. Describe the Christian symbols associated with Easter	4.1. D.3.1. Explain why Christians celebrate Easter 4.1.D.3.2 Summarize the main events of the resurrection story 4.1. D.3.3. Examine the use of Christian symbols during Easter	4.1. D.4.1. Examine the significance of the resurrection for Christians 4.1. D.4.2. Explain Christian beliefs about the resurrection of the dead 4.1. D.4.3. Differentiate between Christian and secular symbols of Easter	4.1. D.5.1. Analyze the significance of Jesus Christ's resurrection 4.1. D.5.2. Examine Christian beliefs about the resurrection of the dead 4.1. D.5.3. Explore ways to celebrate Jesus Christ's resurrection	4.1. D.6.1. Evaluate the significance of Jesus Christ's resurrection 4.1. D.6.2. Connect the resurrection of Jesus Christ to victorious living 4.1. D.6.3. Compare and contrast Easter celebrations in The Bahamas to those in selected countries 4.1. D.6.4. Recommend ways to celebrate Jesus Christ's resurrection

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 3: Values and Community Living
Standard 3.2 – Understand how moral values and rules of behavior (ethics) are expressed in communities
Topic: Obeying Laws and Rules

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
3.2. A.1.1. Identify rules which should be followed at home and school	3.2. A.2.1. State why it is important to follow rules	3.2. A.3.1. Express the importance of obeying rules and laws	3.2. A.4.1. Explain the importance of obeying rules and laws of society	3.2. A.5.1. Analyze the importance of having respect for God's laws and laws of society	3.2. A.6.1. Assess the importance of having respect for God's laws and laws of society
3.2. A.1.2. Distinguish between right and wrong behaviour	3.2. A.2.2. Articulate rules that should be followed at home and school	3.2. A.3.2. Explore biblical teachings concerning right and wrong behaviour	3.2. A.4.2. Examine biblical teachings that guide our behaviour	3.2. A.5.2. Examine biblical teachings that guide our behaviour	3.2. A.6.2. Study biblical teachings that guide our behaviour
3.2. A.1.3. State that the Bible helps us to learn what is right and wrong	3.2. A.2.3. Explain that the Bible teaches us what is right and wrong	3.2. A.3.3. Discover the consequences of good and bad behaviour	3.2. A.4.3. Examine the consequences of good and bad behaviour	3.2. A.5.3. Analyze the consequences of good and bad behaviours	3.2. A.6.3. Evaluate the consequences of good and bad behaviour

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 3: Values and Community Living
Standard 3.2 – Understand how moral values and rules of behaviour (ethics) are expressed in communities
Topic: Factors that Influence Behaviour

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
			3.2. B.4.1. Explain factors that influence one's behaviour	3.2. B.5.1. Examine factors that influence one's behaviour	3.2. B.6.1. Evaluate factors that influence one's behaviour
			3.2. B.4.2. Study biblical teachings that guide our behaviour	3.2. B.5.2.Examine biblical teachings that guide our behaviour	3.2. B.6.2. Analyze biblical teachings that guide our behaviour
			3.2. B.4.3. Investigate Bahamian traditions that have influenced our behaviour	3.2. B.5.3. Examine Bahamian traditions that have influenced our behaviour	3.2. B.6.3. Assess Bahamian traditions that have influenced our behaviour

Grades 4-6 only

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Human Beings Have Rights

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
3.3. A.1.1. Identify the basic rights of children 3.3. A.1.2. Discover scriptures related to the rights of children 3.3. A.1.3. Express thanks for the rights children enjoy	3.3. A.2.1. State the basic rights of children 3.3. A.2.2. Explore scriptures related to the rights of children 3.3. A.2.3. Express thanks for the rights children enjoy	3.3. A.3.1. Articulate the basic rights of all human beings 3.3. A.3.2. Explore scriptures related to the rights of human beings 3.3. A.3.3. Express gratitude for the rights of all human beings	3.3. A.4.1. Explain the importance of the basic rights of human beings 3.3. A.4.2. Compare and contrast the basic rights of children and human beings in general 3.3. A.4.3. Explain scriptures related to the rights of human beings 3.3. A.4.4. Explore national laws that help to protect the rights of children	3.3. A.5.1. Justify the importance of the basic rights of human beings 3.3. A.5.2. Examine scriptures related to the rights of human beings 3.3. A.5.3. Research information about national laws and organizations that help to protect the rights of children and adults 3.3. A.5.4. Suggest ways to promote the rights of all human beings	3.3. A.6.1. Defend the rights of all human beings 3.3. A.6.2. Analyze scriptures related to the rights of human beings 3.3. A.6.3. Research information about international laws and organizations that help to protect the rights of children and adults 3.3. A.6.4. Promote the importance of the rights of all human beings

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Respect and Responsibility

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
3.3. B.1.1. State what it means to respect others 3.3. B.1.2. Identify ways to show responsibility for others 3.3. B.1.3. Communicate the Golden Rule	3.3. B.2.1. Explain what it means to respect others 3.3. B.2.2. Discover ways to show responsibility for others 3.3. B.2.3. Explore biblical texts related to showing respect and responsibility for others	3.3. B.3.1. Explain what it means to respect others 3.3. B.2.2. Articulate what it means to show responsibility for others 3.3. B.2.3. Explore biblical texts related to showing respect and responsibility for others	3.3. B.4.1. Examine what it means to show respect and responsibility for others 3.3. B.4.2. Research scriptures that teach us to respect others and their property 3.3. B.4.3. Examine biblical stories that teach us to show responsibility for others 3.3. B.4.4. Give examples of ways in which we can show respect and responsibility for others	3.3. B.5.1. Analyze what it means to show respect and responsibility for others 3.3. B.5.2. Examine biblical stories related to showing respect and responsibility for others 3.3. B.5.3. Recommend ways to show respect and responsibility for others	3.3. B.6.1. Justify showing respect and responsibility for others 3.3. B.6.2. Examine biblical stories related to prejudice and discrimination 3.3. B.6.3. Formulate guidelines for displaying respect and responsibility for others

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Pentecost/Whitsun

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
4.1. E.1.1. Discover what Pentecost means 4.1. E.1.2. Retell the story of the coming of the Holy Spirit 4.1. E.1.3. Express why Jesus Christ promised to send the Holy Spirit	4.1. E.2.1. State what Pentecost means 4.1. E.2.2. Relate the story of the coming of the Holy Spirit 4.1. E.2.3. Explain why Jesus Christ promised to send the Holy Spirit	4.1. E.3.1. Explain what Pentecost means 4.1. E.3.2. Communicate the story of the coming of the Holy Spirit 4.1. E.3.3. Discover that Pentecost is celebrated as the birth of the Christian Church	4.1. E.4.1. Explain what the festival of Pentecost /Whitsun is 4.1. E.4.2. Summarize the story of the coming of the Holy Spirit 4.1. E.4.3. Describe how the Early Church was impacted by the coming of the Holy Spirit 4.1. E.4.4. Explain the significance of Pentecost to the Christian Church	4.1. E.5.1. Explain the origin of the festival of Pentecost/Whitsun 4.1. E.5.2. Examine the story of the coming of the Holy Spirit 4.1. E.5.3. Examine the impact of the coming of the Holy Spirit on the Early Church 4.1. E.5.4. Analyze the significance of Pentecost to the Christian Church	4.1. E.6.1. Establish the origin of the festival of Pentecost/Whitsun 4.1. E.6.2. Analyze the story of the coming of the Holy Spirit 4.1. E.6.3. Examine the significance of Pentecost to the Christian Church 4.1. E.6.4. Explain how the Holy Spirit impacts the lives of Christians today

RELIGIOUS STUDIES CURRICULUM
SCOPE AND SEQUENCE

Strand 4: Celebrations/Festivals
Standard 4.2 – Understand how Christian celebrations impact our culture
Topic: Christian Celebrations and Culture

GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
4.2. A.1.1. State what culture is 4.2. A.1.2. Identify cultural practices that are based on Christian celebrations/ festivals 4.2. A.1.3. Associate holidays with festivals on the Christian calendar	4.2. A.2.1. Express what culture is 4.2. A.2.2. Describe cultural practices that are based on Christian celebrations/festivals 4.2. A.2.3. Relate events children enjoy during the various festivals	4.2. A.3.1. Explain what culture is 4.2. A.3.2. Explain how Christian celebrations/festivals have helped to shape our culture 4.2. A.3.3. Describe events Bahamians enjoy during the various festivals	4.2. A.4.1. Explain what culture is and how it develops 4.2. A.4.2. Explain how Christian celebrations/festivals have helped to shape our culture 4.2. A.4.3. Examine the actions and attitudes of Bahamians during various festivals	4.2. A.5.1. Explain what culture is and the factors that influence it 4.2. A.5.2. Examine the ways in which Christian celebrations have impacted our culture 4.2. A.5.3. Discover special ways in which selected Christian denominations celebrate the festivals	4.2. A.6.1. Establish what culture is and how it evolves 4.2. A.6.2. Analyze the ways in which Christian celebrations have impacted our culture 4.2. A.6.3. Discover special ways in which selected Christian denominations celebrate the festivals 4.2. A.6.4. Evaluate the benefits of various Christian festivals to Bahamian communities

RELIGIOUS STUDIES CURRICULUM
SUMMARY OF TOPICS

GRADE ONE
TERM ONE – CHRISTMAS

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	God, the Creator	30 minutes	71
2	God, Our Father	30 minutes	73
3	Jesus Christ, the Son of God	30 minutes	75
4	Miracles and Teachings of Jesus Christ	30 minutes	77
5	The Holy Spirit	30 minutes	79
6 and 7	The Bible Our Guide	2 x 30 minutes	81
8 and 9	The Book of Books	2 x 30 minutes	83
10	Who Am I?	30 minutes	85
11	Our Gifts and Talents	30 minutes	87
12	It's Harvest Time Again	30 minutes	89
13 and 14	The Birth of Jesus Christ - Christmas	2 X 30 minutes	91
15	**REVISION**		
16	**END OF TERM TEST**		

TERM TWO – EASTER

WEEK	TOPIC	TIME ALLOCATION	
1	Created to Worship	30 minutes	93
2	Teach Us to Pray	30 minutes	94
3 and 4	Caretakers of the Earth	2 x 30 minutes	97
5	Helping/ Serving Others	30 minutes	99
6	Taking Care of Me	30 minutes	101
7 and 8	Families are Special	2 x 30 minutes	103
9 and 10	Families Build Communities	2 x 30 minutes	105
11 and 12	Journey through Holy Week	2 x 30 minutes	107
13 and 14	Celebrating Easter	2 x 30 minutes	109

TERM THREE - SUMMER

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	Obeying Laws and Rules	30 minutes	111
2	Human Beings Have Rights	30 minutes	113
3 and 4	Respect and Responsibility	2 x 30 minutes	115
5	Celebrating Pentecost/Whitsun	30 minutes	117
6 and 7	Christian Celebrations and Culture	2x30 minutes	119
8	**REVISION**		
9	**END OF TERM TEST**		

RELIGIOUS STUDIES CURRICULUM
SUMMARY OF TOPICS

GRADE TWO
TERM ONE – CHRISTMAS

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	God, the Creator	30 minutes	122
2	God, Our Father	30 minutes	124
3	Jesus Christ, the Son of God	30 minutes	126
4	Miracles and Teachings of Jesus Christ	30 minutes	128
5	The Holy Spirit	30 minutes	130
6 and 7	The Bible Our Guide	2 x 30 minutes	132
8 and 9	The Book of Books	2 x 30 minutes	134
10	Who Am I?	30 minutes	136
11	Our Gifts and Talents	30 minutes	138
12	It's Harvest Time Again	30 minutes	140
13 and 14	The Birth of Jesus Christ - Christmas	2 X 30 minutes	142
15	**REVISION**		
16	**END OF TERM TEST**		

TERM TWO – EASTER

WEEK	TOPIC	TIME ALLOCATION	
1	Created to Worship	30 minutes	144
2	Teach Us to Pray	30 minutes	145
3 and 4	Caretakers of the Earth	2 x 30 minutes	147
5	Helping/ Serving Others	30 minutes	149
6	Taking Care of Me	30 minutes	151
7 and 8	Families are Special	2 x 30 minutes	153
9 and 10	Families Build Communities	2 x 30 minutes	155
11 and 12	Journey through Holy Week	2 x 30 minutes	157
13 and 14	Celebrating Easter	2 x 30 minutes	159

TERM THREE - SUMMER

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	Obeying Laws and Rules	30 minutes	161
2	Human Beings Have Rights	30 minutes	163
3 and 4	Respect and Responsibility	2 x 30 minutes	165
5	Celebrating Pentecost/Whitsun	30 minutes	167
6 and 7	Christian Celebrations and Culture	2x30 minutes	169
8	**REVISION**		
9	**END OF TERM TEST**		

RELIGIOUS STUDIES CURRICULUM
SUMMARY OF TOPICS

GRADE THREE
TERM ONE – CHRISTMAS

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	God, the Creator	30 minutes	172
2	God, Our Father	30 minutes	174
3	The Nature of God	30 minutes	176
4	Jesus Christ, the Son of God	30 minutes	178
5	Miracles and Teachings of Jesus Christ	30 minutes	180
6	The Holy Spirit	30 minutes	182
7	The Bible Our Guide	30 minutes	184
8 and 9	The Book of Books	2 x 30 minutes	186
10	Who Am I?	30 minutes	188
11	Our Gifts and Talents	30 minutes	190
12	It's Harvest Time Again	30 minutes	192
13 and 14	The Birth of Jesus Christ - Christmas	2 X 30 minutes	194
15	**REVISION**		
16	**END OF TERM TEST**		

TERM TWO - EASTER

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	Created to Worship	30 minutes	196
2	Teach Us to Pray	30 minutes	198
3 and 4	Caretakers of the Earth	2 x 30 minutes	201
5	Helping/ Serving Others	30 minutes	204
6	Taking Care of Me	30 minutes	206
7 and 8	Families are Special	2 x 30 minutes	208

9 and 10	Families Build Communities	2 x 30 minutes	210
11 and 12	Journey through Holy Week	2 x 30 minutes	212
13 and 14	Celebrating Easter	2 x 30 minutes	214

TERM THREE - SUMMER

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	Obeying Laws and Rules	30 minutes	216
2	Human Beings Have Rights	30 minutes	218
3 and 4	Respect and Responsibility	2 x 30 minutes	220
5	Celebrating Pentecost/Whitsun	30 minutes	222
6 and 7	Christian Celebrations and Culture	2x30 minutes	224
8	**REVISION**		
9	**END OF TERM TEST**		

SCOPE OF WORK

PRIMARY RELIGIOUS STUDIES CURRICULUM
GRADE ONE

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, the Creator

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1.A.1.1 Identify God as the Creator of all things	God is the Creator of the universe. He created the world in six days and rested on the seventh day. God created the sun, moon, stars, fish, birds, land, animals and man.	Concept: Creator Skills: sequencing events; writing, drawing Attitude: reverence	View creation felts and discuss scenes depicted. Sequence the events of creation using felts. Draw a picture or make a collage of things that God created. Write a sentence about God, the Creator.	Creation felts sequenced correctly. Pictures or collages, using artwork rubric. Sentences identifying God as Creator.	*The Beginner's Bible:* "The Beginning," pp. 7-13; "Adam and Eve," pp. 14-17. Creation felts & felt board Paper and crayons Magazines with pictures of animals and plants.
1.1. A.1.2. Describe the beauty of God's creation	The beauty of God's creation can be seen all around us. Words like 'awesome,' 'pretty' and 'splendid' can be used to describe the flowers, trees, animals and mankind. Everything God created is absolutely beautiful.	Concepts: beauty, creation Skills: writing; collaborating Attitude: appreciation	Sing the song, "All things Bright and Beautiful." Teacher circles the descriptive words in the song and students read them. Write a class poem describing the beauty of God's creation, using a variety of adjectives.	Oral responses Class poem, using rubric for poems	PowerPoint slide with words of the song, "All things Bright and Beautiful." Overhead projector, LCD projector, laptop Rubric for poems and songs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, the Creator

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. A.1.3. Reflect on the beauty of God's creation	It is amazing how God, the Creator, made this beautiful world in six days. Every creature is unique and wonderful. God could have made the world without colour but He gave us colour and variety. He made this beautiful world for us to live in, so that we can enjoy it.	Concept: variety Skills: writing; reflecting Attitude: appreciation	Take a nature walk, observe and talk about the beautiful things God created. Plan field trips to their local zoos and nature park (BNT/ Adventure Learning Centre). Name the plants and animals they enjoy the most. Show and Tell – Student will bring pictures of their favourite outdoor places and tell why they enjoy these places.	Oral expressions on nature walk or field trip. Pictures and sentences	Articles: "How to Share the Wonders of Creation with Your Children" - FaithGateway ("The Beauty of Creation" (theodysseyonline.com)) School environment, local parks Field Trips: Adventure Learning Centre Bahamas National Trust Ardastra Gardens & Zoo

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, Our Father

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. B.1.1. State that God takes care of all He has made	God cares for everything He has made - the plants, animals, and mankind. That means He gives His creatures everything they need to live. He gives the plants sunshine, rain and air to grow. He gives the animals food, water and places to live.	Concept: care Skills: expressing ideas, classifying Attitude: appreciation	Bring a live plant and pet to class. Discuss how God provides for them to live. Have students take turns watering the plant or feeding the pet. Match the pictures of animals with the homes God has provided for them.	Discussion and student behaviour. Matching activity	*The Beginner's Bible:* "Jesus Teaches on a Mountain," pp. 318-321. Live plant, pet animal Pictures of animals and their homes (https://www.whatchristianswanttoknow.com/what-does-the-bible-say-about-god-taking-care-of-you/#ixzz76vshq6sy)
1.1. B.1.2. Explain how God cares for human beings	God provides food, clothes shelter, protection, families to love us and things for us to enjoy. God placed everything on Earth for mankind to use in order to live. Psalm 23.1-3 and the story, 'Jars of Oil' reveal how God cares for us.	Concepts: shelter, protection Skill: expressing ideas Attitude: appreciation	Read and discuss a story of how God provides - "Jars of Oil." Create a vision board of pictures showing all the things that God uses to take care of them.	Discussion Vision boards of pictures showing all the things that God uses to take care of them.	*The Beginner's Bible:* "Jars of Oil," pp.222-225. Construction paper, magazines, glue, scissors, crayons

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, Our Father

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. B.1.3. Discover that God loves his children	The Bible shows God as a caring and loving Father. Jesus uses the story of "The Lost Son" to show God as a Father who cares, loves and forgives. He wants no one to come to harm (Luke 15:11-32).	Concepts: love, forgiveness Skills: sequencing; discussing ideas Attitudes: forgiveness, enquiry	Sing and discuss the message of the song "Jesus Loves the Little Children" Discuss and dramatize the story of "The Lost Son." Draw emojis to show how the father felt before and after the son returned home on each side of a folded heart. Write ways that God shows His love for us on heart cut outs.	Oral responses Dramatization of the story of "The Lost Son". Folded hearts with two emojis Lists of ways written on heart cut outs.	*Beginner's Bible*, "The Lost Son," pp. 397-404 – pictures. Folded hearts, crayons

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 - Develop an intrinsic understanding of Jesus Christ
Topic: Jesus Christ, the Son of God

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. A.1.1. Identify Jesus Christ as the Son of God	Jesus Christ is the Son of God who came to Earth from heaven. Before Jesus was born the angel told Mary she would give birth to the Son of God (Luke 1:35).	Concept: Son of God Skills: writing; communicating beliefs; drawing Attitude: reverence	Talk about Jesus' special name – Son of God, and what it means. Draw a picture of Jesus as a baby and write a sentence about Him.	Oral responses. Picture and sentence identifying Jesus as God's Son	*Kid's Big Bible Dictionary and Handbook*, "Son of God," p. 13. *Good News Bible for Children*: St. Luke 1:35 File paper for drawing and sentence
1.2. A.1.2. Explain that Jesus Christ came to Earth as a baby and grew up in a family	Jesus Christ was born on Earth as a baby. Mary and Joseph were His parents. He grew up in a family with brothers and sisters (Matt. 13:55-56).	Concepts: baby, family Skills: sequencing events; writing; drawing Attitude: awe and wonder	Display a timeline with pictures from Jesus' birth to age twelve. Talk about Jesus' family. Create a small family album showing moments Jesus might have had with His family growing up. Draw and label each scene.	Timeline with pictures in correct order Jesus' family albums with drawings and sentences	*Beginner's Bible*, "Baby Jesus is Born," pp. 271-276; "Jesus Is Lost," pp. 296-302. Birth and Early Years of Jesus Bulletin Board Pack Song "Jesus Once a Little Child"- https://youtu.be/v1hfiNMJHas

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 - Develop an intrinsic understanding of Jesus Christ
Topic: Jesus Christ, the Son of God

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. A.1.3. Express thanks to Jesus Christ for coming to Earth	Individuals can show gratitude to Jesus Christ for coming to Earth through praise and thanksgiving. They can also show gratitude by asking Jesus to come into their hearts, so that they can become Christ-like or Christians.	Concepts: gratitude, praise, Christians Skills: communicating ideas; writing poetry Attitude: gratitude	In groups, students will discuss ways in which they can show gratitude to God for sending His Son. Record responses. Sing the song, "We Love You Jesus, Son of God." Discuss the message of the song. As a class, write a poem thanking Jesus for coming to Earth. Publish the poem on chart paper. Or Write a prayer giving thanks for Jesus' coming to Earth and then make a video recording.	Oral responses Oral responses Poem using rubric for poems and songs Prayer of thanksgiving	*Follow the Bible*, "Mary Believes God's Message," p. 113. Words for song, "We Love You Jesus, Son of God." Chart paper, cell phone or tablet to record video. Rubric for poems and songs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 – Develop an intrinsic understanding of Jesus Christ
Topic: Miracles and Teachings of Jesus Christ

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. B.1.1. Identify Jesus Christ as a miracle worker	While on Earth, Jesus Christ helped many people by performing miracles. He healed the sick, the blind, caused the lame to walk, and raised the dead. Jesus healed the lepers and fed the 5 000.	Concept: miracle Skill: communicating ideas Attitudes: awe and wonder, faith	Use the 'Miracles of Jesus' felt characters and the *Beginner's Bible* to share stories of Jesus' miracles. Game, "Guess the Miracle." Teacher displays items related to various miracles and students guess the miracle. E.g., bread and fish.	Group presentations using felt characters Student responses	The Beginner's Bible, "Two Miracles," pp.340-350; "Jesus Feeds Thousands," pp. 357-363 Miracles of Jesus felt characters. Items related to miracles: bread, fish, grape juice etc.
1.2. B.1.2. Discover some of Jesus Christ's qualities	The Bible reveals many of Jesus Christ's wonderful qualities. He is seen as loving, kind, caring, forgiving, humble and so much more. His miracles show that He is caring, helpful and powerful.	Concept: qualities Skills: expressing ideas; drawing Attitude: appreciation	Sing the song, "Jesus Hands were Kind Hands" and discuss the message of the song. Draw or use a picture of Jesus. Write a word to describe Him under the picture.	Oral responses Pictures with descriptive words	Song: "Jesus' Hands Were Kind Hands" - YouTube Pictures of Jesus Jesus Bible Colouring Pages

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 – Develop an intrinsic understanding of Jesus Christ
Topic: Miracles and Teachings of Jesus

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. B.1.3. Display some of the qualities shown by Jesus Christ	Christians should do their best to be like Jesus Christ. We can show love by making new friends. We can show kindness by sharing our lunch with someone.	Concept: qualities Skill: expressing ideas Attitudes: loving, kindness, caring	Role play situations that require students to display a quality of Jesus: i. Show love to a classmate today to whom you wouldn't otherwise talk. ii. Find something you love to do and look for a new way to share that passion with other children in your school. Complete a 'Follow in His Footsteps' Challenge. Students colour a footprint that shows a quality of Jesus, after they have displayed it.	Role play of situations that display the qualities of Jesus 'Follow in His Footsteps' Challenge	'Follow in His Footsteps' Challenge sheets (Teacher-made) Crayons

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.3 - Develop an intrinsic understanding of the Holy Spirit
Topic: The Holy Spirit

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. A.1.1. State that the Holy Spirit was sent to us by God	When Jesus Christ was going back to heaven, He promised to send the Holy Spirit to be with His disciples. Jesus said that He would ask the Father to send the Holy Spirit. (John 14:17).	Concept: Holy Spirit Skills: communicating beliefs; writing Attitude: awe and wonder	Listen and discuss the story, "Jesus Goes to Heaven." Share reasons why Jesus promised to send the Holy Spirit to the disciples. As a class, write a goodbye letter from Jesus to His disciples.	Discussion Goodbye letters from Jesus to His disciples	*Beginner's Bible*, "Jesus Goes to Heaven," pp. 466-472
1.3. A.1.2. Identify ways in which the Holy Spirit helps us	The Holy Spirit gives courage and boldness so that we do not have to be fearful. The unseen Holy Spirit guides us in truth, if only we would listen.	Concepts: guidance, courage Skills: communicating beliefs; listening; drawing Attitude: appreciation	Watch the video "What Does the Holy Spirit Do?" Share ideas from the video. On dove cut-outs print the word Guide or Helper. Colour and decorate it. Play game, "Listen to the Holy Spirit." Students must draw a picture based on instruction.	Discussion Dove cut-outs with word to identify the Holy Spirit Pictures drawn during the game	Video "What Does the Holy Spirit Do?" https://youtu.be/OMPoPNWyBdo Dove cut-outs, crayons Items for the game: drawing paper and pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.3 - Develop an intrinsic understanding of the Holy Spirit
Topic: The Holy Spirit

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. A.1.3. Express thanks for the Holy Spirit	Christians are thankful that the Holy Spirit guides, helps, and gives us courage. We can express thanks in our prayers and worship. We must also obey the Holy Spirit.	Concept: thankfulness Skill: expressing thanks Attitude: gratitude	Sing the song, "There's a Sweet, Sweet Spirit In This place." Discuss the message of the song. Write a class prayer expressing thanks for the Holy Spirit.	Attitude during worship Oral responses Class prayer	Song: "There's a Sweet, Sweet Spirit in this place." 'There's a Sweet, Sweet Spirit in This Place'. - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Bible, Our Guide

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. A.1.1. State that the Bible is the Word of God	Christians believe that the Bible is the Word of God. It was written by many different people. God told them what to write (II Tim. 3:16). The Bible is a special book from God.	Concepts: Bible, Word of God Skill: communicating ideas Attitude: enquiry	Sing the song, "The B-I-B-L-E." Discuss the message of the song View and discuss the video, "What Is The Bible?" Students will share reasons why it is a special book.	Oral responses. Oral Presentations – "The Bible is a special book." Students must say why the Bible is a special book.	Song: "The B-I-B-L-E" Video 'What Is the Bible?' https://youtu.be/bKZoWiY5crs
1.4. A.1.2. Discover that the Bible teaches us about God	The Bible teaches us many things about God. God is our Father who lives in heaven (Matt.6:9). God's eyes see everything we do (Prov. 15:3). God does not get tired or go to sleep (Psalm 121:4)	Skill: communicating beliefs Attitude: enquiry	Read and discuss the following scriptures about God: Matt. 6:9; Prov. 15:3 and Ps. 121:4 On Bible cut-outs write two things they learned about God.	Oral responses. Bible cut-outs with two facts about God.	Bible cut-outs *The Good News Bible for Children:* Matt. 6:9; Prov. 15:3; Ps. 121:4

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Bible, Our Guide

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. A.1.3. Explain that the Bible teaches us how to live	The Bible is a guide that helps individuals to live good and peaceful lives. It tells us to love God with all our hearts and to love our neighbours as ourselves (Matt. 22:37-39). We should be kind to others and forgive them (Eph. 4:32).	Concept: guide Skill: communicating beliefs Attitude: obedience	Memorize the Golden Rule - Matthew 7:12a Make a Golden Rule bookmark In groups, students will dramatize ways that they can be good neighbours.	Memorization of the Golden Rule. Artwork, using rubric. Dramatization	*Good News Bible for Children*: Matthew 7:12a Golden Rule anchor chart Drawing paper, crayons and pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Book of Books

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. B.1.1. State that the Bible is made up of many books	The Bible is one big book that is made up of many books. The most commonly used Bible is a collection of sixty-six smaller books. There are two major parts of the Bible, the Old Testament and the New Testament.	Concepts: collection, books Skills: observing; writing; drawing Attitude: enquiry	Have students look at different Bibles and see where various books begin and end. Then, ask them to find the two main parts of the Bible. On a template of the Bible label the two testaments.	Observe how students handle the Bibles Templates with two testaments labelled	Video: "What is the Bible?" https://youtu.be/Z77qnHLSZhE Sample of Bibles Bible template
1.4. B.1.2. Identify some books of the Bible	Each book of the Bible has a special name. Genesis is the first book in the Bible and Revelations is the last book. Other Old Testament books are Psalms, and Daniel. Other New Testament books are Matthew, Acts and Hebrews.	Concepts: Old Testament, New Testament Skill: sequencing Attitude: enquiry	Sing and recite the books of the Bible. Roll a dice and name as many books of the Bible as the number that shows up on the dice.	Memorization of the books of the Bible Identification of books of the Bible	Song: "The Books of the Bible" - Worship Together Kids Hand Motion Dance Video - YouTube Dice and Books of the Bible Chart. Books of the Bible chart

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Book of Books

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. B.1.3. Discover that the books of the Bible were written by many different writers	The books of the Bible were written by many different writers or authors. Moses wrote the first five books in the Bible. In one of his books, Genesis, we can find the story of creation. Mathew wrote the first book in the New Testament that relates the story of Jesus' life while He was on Earth.	Concepts: writers, authors Skill: expressing ideas; drawing conclusions Attitude: enquiry	Talk about who an author is and why he/she may write. Use a web to share ideas. View three short video clips of 'The Creation Story,' 'David and Goliath' and 'Jesus Calms the Storm'. Share the authors of these stories and books in which they are found. Play the game "Who Am I?" Teacher gives clues and students guess the author. E.g. "I wrote the story of creation. Who am I?"	Web with responses Oral responses. Oral responses	Videos: "Creation" - https://youtu.be/teu7BCZTgDs "David and Goliath"- https://youtu.be/OIIHrATwqC0 "Jesus Calms the Storm" - https://youtu.be/iEAUHUjq7nI Teacher-made game cards with clues.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Who Am I?

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. A.1.1. Identify man as God's special creation	God created man in His image and likeness. He breathed life into man. Man is a special being with the ability to think and speak. He can use his hands to write and make things.	Concepts: image, likeness Skills: comparing and contrasting; communicating Attitude: appreciation	Students orally complete the sentence, "I am special because I can _____. Recite and memorize Genesis 1:27.	Sentences given orally Memorization of scripture	*The Beginner's Bible*: "Adam and Eve," pp. 14-17 *Good News Bible for Children*: Gen. 1:27
2.1. A.1.2. Describe how God made man	God created man from the dust of the Earth and breathed into his nostrils. God took some soil or dust from the ground and formed man out of it. He breathed into his nostrils and man began to live (Gen. 2:7).	Concepts: dust, breath Skill: communicating ideas Attitude: appreciation	Listen to and discuss The Creation story. Using clay dough, students will make Adam and Eve models.	Discussion Clay dough models of Adam and Eve.	*The Beginner's Bible*: "Adam and Eve," pp. 14-17 *Good News Bible for Children*: Gen. 2:7

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Who Am I?

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. A.1.3. Observe that each person is unique or special	Each person is a unique and special being. God did not make any mistakes in His design. There are many things that make each person special. All individuals have different fingerprints.	Concepts: unique, special Skill: drawing; communicating ideas Attitude: self-understanding	Parade of faces from different races, culture etc. Sing the song, "Jesus Loves the Little Children." Discuss how the faces are different and unique. Have students use mirrors to see the differences in themselves. Have students use paint to create and display different hands and fingerprints.	Oral responses. Artwork	LCD projector and laptop Song, "Jesus Loves the Little Children." Faces on paper plates with sticks attached to hold Mirrors Paint, drawing paper
2.1. A.1.4. Express thanks to God for making them special	Psalm 139:14 states, "I will praise you for I am fearfully and wonderfully made; marvellous are thy works and that my soul knoweth right well." (KJV). Thus, we see that we should praise God for creating us. We can express thanks through praise and artwork.	Concept: giving thanks Skills: communicating ideas; writing; drawing Attitude: gratitude	Read and discuss Psalm 139:14. (Display on chart or use a projector) Recite and memorize Psalm 139:14. Make thank you cards to God for creating them.	Discussion of Psalm 139:14. Memorization of scripture Thank you cards, using rubric	*The King James Bible*, Psalm 139:14 LCD projector and laptop Construction paper, crayons, scissors, and glue

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Our Gifts and Talents

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. B.1.1. State what a gift or talent is	God gives each individual special abilities or gifts. The talent God has given us is whatever we are good at. It may be leading, singing, dancing, reading, writing, excelling at sports or playing a musical instrument.	Concepts: gifts, talents Skills: communicating ideas; dramatizing Attitude: self-understanding	Display and discuss pictures of children displaying various talents. Play "Gifts and Talents Charades." In teams, students act out a gift or talent for the other team to guess.	Oral responses Oral responses	Video: "Gift" https://youtu.be/-zykgdkqnm8
2.1. B.1.2. Discover some of their gifts and talents	People discover their gifts and talents at different times in life. It is important that children participate in many different activities so they can discover their gifts and talents.	Skills: communicating ideas; drawing; writing Attitudes: self-understanding, confidence	Students talk about things that they like to do such as singing, dancing etc. Play the game, "Ball Roll." Students make picture booklets with sentences about their talents.	Oral responses Picture booklets with sentences. Use artwork rubric.	*Foundations of Faith Handbook*, Everyone is special to God, "Ball Roll," p. 50 Pictures of students for booklet construction paper, crayons

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Our Gifts and Talents

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. B.1.3. Display some of their various gifts and talents	Individuals can display their talents at church, at home and at school. At church they can sing or play an instrument. At home they can sew, cook, or clean. At school they can read aloud, write, act or dance.	Skills: displaying talents; drawing Attitudes: confidence; appreciation	Have students put on a talent show "Grade One's Got Talent," displaying individual talents. Have students draw pictures of things they enjoy doing and display them in the classroom.	Assess each student's talent presentation. Artwork, using rubric	Toy microphone, computer, speaker Paper, paint, crayons Rubric for artwork

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: It's Harvest Time Again

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. A.1.1. State reasons why individuals and churches celebrate special days/festivals	Many Christian celebrations and festivals are based on important events in Jesus' life, for example Christmas. Special events in an individual's life such as birthdays, graduations, and weddings are marked by celebrations and special services.	Concepts: celebrations, festival, special Skill: communicating ideas	View pictures of various special days/festivals. Discuss reasons why individuals and churches celebrate special days/festivals. Show and Tell – Students share pictures and stories of special days in their lives.	Oral responses Presentations	Pictures of various special days/festivals Laptop computer and LCD projector Special pictures from students (birthday, weddings etc.)
4.1. A.1.2. Identify Harvest as a special time to give thanks to God for His blessings	Harvest is a time to show thankfulness to God for His blessings on us as Bahamians. Harvest is celebrated at the end of the Christian Church's year. It is based on Deuteronomy 16:9-12.	Concept: Harvest Skills: expressing beliefs; writing Attitude: gratitude	Watch the video, "Harvest Thanksgiving" and talk about why Harvest is celebrated. Draw a picture of a basket with things God has provided. Write a sentence about Harvest under the picture, e.g. At Harvest we give thanks!	Discussion Pictures of various special days/festivals, each with a sentence	Article: "It's Harvest Thanksgiving NOT Thanksgiving" (Proud to be Bahamian) | The Tribune (tribune242.com) Video: Harvest Thanksgiving - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: It's Harvest Time Again

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. A.1.3. Express thanks to God for His blessings	At Harvest we can express thanks to God in many ways. We should go to church and participate in a special service. We could bring fruits, vegetables and other food items to share with others. We should remember to give God thanks every day.	Concept: blessings Skills: communicating ideas; drawing Attitude: gratitude	Sing the song, "Give Thanks with a Grateful Heart." Discuss the message of the song. Say a prayer of thanksgiving. Play the game, "Thankfulness Charade." Students will draw five things for which they are thankful.	Oral responses Prayer Oral responses. Students' drawings, using artwork rubric	Foundations of Faith Handbook, "Thankfulness Charade," p. 104 Paper, pencils and crayons

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: The Birth of Jesus Christ - Christmas

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. B.1.1. State why Christians celebrate Christmas	Christmas is a very important festival. It is the season when we celebrate the birth of Jesus. Christmas is not merely about presents, the Christmas tree and the lights. Christmas is about Jesus Christ.	Concepts: Christmas, birth Skills: communicating ideas; drawing Attitude: appreciation	Brainstorm the word, 'Christmas' using a web. Make a banner with a special message about the importance of Christmas – e.g. At Christmas, we celebrate Jesus.	Oral responses Banners, using the artwork rubric	Paper, crayons and pencils
4.1. B.1.2. Retell the main events of the birth of Jesus Christ	The main events surrounding the birth of Jesus Christ include: • The angel's visits to Mary and Joseph • Journey to Bethlehem • Jesus is born • Visit of the shepherds	Concept: events Skills: retelling stories; sequencing events Attitudes: joy, hopefulness	View DVD – The Nativity and discuss the Christmas story. Use felt cut-outs to sequence events. In groups, dramatize the angels' visits to Mary, Joseph and the shepherds.	Oral responses Correct sequence of events Group drama, using dramatic skits rubric	DVD – "The Nativity" Television and DVD player Birth of Jesus felts and felt board Props for drama: angel costumes, robes, shepherd's staff etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: The Birth of Jesus Christ - Christmas

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. B.1.3. Discover ways to share the joy of Christmas with others	We can share the joy of Christmas by spending time with family and friends, giving gifts, as well as by being kind to others. More importantly, we should share the story of Jesus Christ's birth and the joy He brings to us.	Concept: joy Skills: communicating ideas; drawing Attitudes: kindness, generosity	Sing the song, "Joy to the World." Discuss the message of the song. Discuss ways to share the joy of Christmas with others. Make Christmas cards with the scripture, Luke 2:11, written on them.	Oral responses Presentation of Christmas cards with scripture. Use artwork rubric	Song, "Joy to the World" Paper, crayons, markers etc. for cards *Good News Bible for Children*: Luke 2:11

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Created to Worship

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. A.1.1. Discover that human beings were created to worship God	Human beings were made to worship and praise God their Creator. (Rev. 4: 9-11). Psalm 95:6 states that we should worship, bow down and kneel before the Lord, our Maker.	Concept: worship Skill: communicating ideas Attitudes: respect; admiration	Read and discuss Rev. 4: 9-11 and Psalm 95:6. The teacher will write important ideas from the scriptures. Display various tools and talk about the purpose/job of each. Discuss reasons why human beings were created.	Oral responses	Tools – hammer, saw, shovel etc. Rev. 4: 9-11 and Ps.95:6 displayed on transparency or computer slides Overhead or LCD projector
2.2. A.1.2. Explore the concept of worship and ways to worship	The word, 'worship' means to respect and honour a divine being. It is also a special service or ceremony. We worship God through song, dance, praise and the playing of musical instruments. Worship can also be done in quiet reverence and in prayer.	Concepts: divine, service Skills: dramatizing; observing; communicating ideas Attitudes: respect, joy	Students view DVD of a worship service – "To Worship You I Live." Observe expressions of worship. Discuss the various elements of worship and why they are important – singing, dancing, praying, bowing, playing music Make worship bells. In groups, role-play a worship service.	Group presentations of a worship service. Must include singing, praising, bowing, use of instruments etc. Use rubric for dramatic skits.	Definition of worship: http://www.merriam-webster.com/dictionary/worship Song, "To Worship You I Live," Israel Houghton. https://youtu.be/4he2tgF3ZRE Bible Message Make-n-Takes, "Worship Bells" (pp. 38-39) Craft items – cups, bells etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Teach Us to Pray

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. B.1.1. State the definition of prayer	Prayer is "talking to or having a conversation with God." It is a two-way relationship in which a person should not only talk to God but also listen to Him. When we pray, we should thank and praise God. We ask Him to forgive us and provide our needs.	Concept: prayer Skills: communicating beliefs; drawing Attitude: humility	View and discuss the video "God's Story: Prayer." In groups students will make a collage entitled "What is Prayer?"	Oral responses. Group collages	Video – "God's Story: Prayer" https://www.youtube.com/watch?v=ZrdlXOk_QdQ Drawing paper crayons and pencils Pictures of people praying (for collage)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Teach us to Pray

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. B.1.2. Discover that God hears and answers prayers	The Bible tells us in Psalm 91:15 that God hears or listens to and answers prayers: "He shall call upon me and I will answer him: I will be with him in trouble; I will deliver him, and honour him." The story of Hannah tells of God hearing and answering prayers.	Concepts: listening, answering Skills: communicating ideas; drawing; writing Attitudes: hopefulness, trust	View and discuss the video "God Answers Prayer-The Super Book" View and discuss the video "God Answers Hannah's Prayer." On praying hand cut-outs draw a picture of something you prayed for on one hand. Then write God's response on the other hand.	Oral responses Discussion Praying hands with information	"God Answers Prayer-The Super Book" video up to 3min 36sec.: https://youtu.be/Tf-tWJs6iXY "God Answers Hannah's Prayer" video: https://youtu.be/16ZPZ9Hm7OQ Praying hand cut-outs.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Teach us to Pray

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. B.1.3. Recite special prayers	Just as Jesus Christ taught His disciples how to pray, children can learn special prayers that teach them how to pray. The Lord's Prayer is an example of such prayers.	Concept: special, prayers Skills: communicating ideas; memorizing Attitude: reverence	Discuss and memorize the "Lord's Prayer" Memorize the hymn prayer, "Now the Day Is Over."	Oral responses and memorization Memorization	Anchor chart of "The Lord's Prayer" Hymn prayer - "Now the Day is Over"

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Caretakers of the Earth

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. A.1.1. State that human beings were created to care for the Earth	God created people to care for the Earth. Caring for the earth means keeping it clean and safe for all living creatures. When we care for the Earth, it grows food for animals and people.	Concepts: caretakers, Earth Skills: communicating ideas; observing Attitudes: responsibility, cleanliness, caring	Students and their teacher will take a nature walk around the school or neighbourhood. Observe how these areas are kept. Discuss findings in class. View the Creation mural and observe the beauty of the world God created. Discuss – Why should we take care of the world God created?	Oral responses Oral responses	Definition of caring: http://www.merriam-webster.com/dictionary/caring Creation mural bulletin board set

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Caretakers of the Earth

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. A.1.2. Use a biblical example to illustrate caring for the environment	In the Bible, God told Adam and Eve to "dress and keep" the Garden of Eden. Adam and Eve cared for God's creation by protecting the animals and keeping the Garden of Eden clean.	Concepts: caretakers, protect Skills: communicating; drawing; writing Attitudes: responsibility, cleanliness, caring	Read and discuss the story, "Adam and Eve." Draw a picture of Adam and Eve caring for the plants and animals. Write a sentence about the picture.	Oral responses Students' drawings, using artwork rubric	The Beginner's Bible, "Adam and Eve," pp. 14-17 Paper, pencils and crayons
2.3. A.1.3. Suggest ways to care for the plants in their school environment	Students can show that they care for their environment by keeping it clean and beautiful. Picking up trash, raking leaves and starting class gardens are a few ways to improve the environment.	Concept: environment Skills: communicating; writing; collaborating Attitudes: responsiveness, concern, helpfulness	In groups, write a message or slogan about caring for the environment. Students discuss ways in which they could improve the school environment. Decide on a project for the class to carry out e.g., a class garden, planting flowers etc. Carry out project.	Slogans written by various groups. Assess the success of the project, students' attitudes and behaviour.	Sentence strips for slogan or message Gardening tools, gloves, potted plants, seed, soil

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Helping /Serving Others

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. B.1.1. State that human beings were created to help one another	Human beings were created to help one another as instructed in God's Word (1 John 3:17-18). Being helpful is a good way to show we care for others.	Concept: help Skill: communicating ideas Attitudes: empathy; helpfulness	The teacher shares scenarios, for example - A student falls down and cannot get up. What should we do and why? Students respond to various scenarios. Read and discuss 1 John 3:17-18.	Oral responses Oral responses	*Good News Bible for Children*: 1John 3:17-18
2.3. B.1.2. Use a biblical example of helping others	In the Bible, we find a wonderful story of four men who helped their paralyzed friend. They lowered him through a hole in the roof, down to Jesus. Jesus healed the man and he stood up and walked.	Concept: paralyzed Skills: communicating ideas; sequencing events; dramatizing Attitudes: empathy, helpfulness	Read and discuss the story, "A Hole in the Roof," from the *Beginner's Bible.* Using picture cards, sequence the events from the story of the paralyzed man.	Oral reading and responses Sequencing of events	*The Beginner's Bible*: "A Hole in the Roof," pp. 328- 333 Teacher-made cards using pictures from the Beginner's Bible

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Helping /Serving Others

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. B.1.3. Identify ways in which children can help others	Children can be helpful at home and at school by completing tasks assigned to them. They can help by taking care of family members and doing chores.	Concept: help Skills: communicating ideas; writing Attitudes: empathy, helpfulness, responsiveness	Sing the song, "Jesus Wants Me for a Sunbeam." At intervals, each student shares how he/she can be helpful at home or at school. On hand cut-outs students will write two ways to be helpful at home or school.	Oral Responses Hand cut-outs with two ways to be helpful.	Song: "Jesus Wants Me for a Sunbeam" https://youtu.be/IQ6xqEkE51s Laptop computer, speakers Hand cut-outs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Taking Care of Me

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. C.1.1. State why it is important to care for one's body	Human beings must take care of the bodies God gave to them. The Bible tells us that our bodies are "temples of the Holy Spirit" and that we must glorify God with them (1 Corinthians 6:19-20). We must also take care of our bodies so we can be strong, healthy and happy.	Concepts: care, temple Skills: communicating; writing; creating Attitudes: self-understanding, caring	Read 1 Cor. 6:19-20, then discuss the importance of caring for one's body according to the Bible. In groups, make a banner with a message about caring for one's body.	Discussion Banners, using rubric	Good News Bible for Children: 1 Corinthians 6:19-20 Crayons, pencils and copy paper
2.3. C.1.2. Illustrate ways to care for one's body	Since our bodies are temples of the Lord, we should take care of them. We should eat healthy foods, practice self-control, exercise, and keep our bodies clean.	Concepts: healthy, self-control, exercise Skills: recording details; creating Attitudes: cleanliness, self-control	View a video about ways to care for one's body. As a class, write three ways to care for one's body from the video. Make a collage showing ways to care for the body.	Written notes Collages, using artwork rubric	Video: "Taking Care of my Body" http://youtu.be/afVm7H4eQV4 Pictures showing ways to care for one's body Artwork rubric

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Taking Care of Me

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. C.1.3. Reflect on the benefits of being neat and clean	The benefits of being neat and clean include: ✓ Feeling good about oneself; ✓ Doing well in school; ✓ Making friends with others If we are not neat and clean, we would not have a happy life.	Concept: benefits Skill: communicating ideas Attitudes: cleanliness, confidence	Glitter students' hands and have them try to remove the "glitter germs". Then discuss the benefits of being neat and clean. Selected students will roleplay good grooming habits. The other students will state the benefits of the habits role played.	Oral responses Role-play and oral responses	Glitter, water, and soap Items for role-play: toothbrush, hairbrush, hand soap etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families Are Special

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. A.1.1. State that God created the family	The Bible tells us that God created the family beginning with Adam and Eve. He wanted a group of people who would love and care for each other. Families come in all sizes.	Concept: family Skills: communicating ideas; writing, drawing Attitudes: respect, appreciation	View the video, "God Gave Us Family". Share reasons why God created the family. Draw a picture and write a sentence about their family that God created.	Oral responses Family pictures and sentences.	Video, "God Gave Us Family". https://youtu.be/DL2_kVy2-EA Drawing paper, crayons and pencils
3.1. A.1.2. Identify members of the first family and the roles they played	God made Adam and Eve. He blessed them and gave them children. They had Cain, Abel, Seth and more sons and daughters (Genesis 5:4). Cain was a farmer. Abel was a shepherd.	Concepts: first, roles Skills: drawing; writing Attitudes: appreciation, cooperation	Make stick puppets of the first family. Students will create a scene using various materials to show the first family carrying out their assignments. Write sentences describing the scene.	Puppets Scenes and sentences	*Good News Bible for Children:* Gen. 5:4 Popsicle sticks, construction paper, plastic eyes, macaroni, glue, crayons, paper cutouts, and paint, scissors

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families are Special

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. A.1.3. Identify members of families and the roles they play	Families today are composed of various members. Most families have one or two parent/s with a child or children. Parents were made by God to raise children to be godly (Proverbs 6:22). They must also provide for and care for their children. Children are to respect and obey their parents according to Ephesians 6:1.	Concepts: families, special Skills: drawing, communicating ideas; writing Attitudes: respect, thoughtfulness, selflessness	Sing the song, "Baby Shark" and identify members of the family. Students use popsicle sticks to create a house picture frame. Then draw and colour pictures of their families on the frames. Afterwards, name each family member drawn. Role play activities that are carried out by members of families. Draw and colour a picture showing the roles played by the mother or father in the family. Write a sentence describing the roles. Memorize Ephesians 6:1.	Family portraits drawn. Role play Drawings and sentences Memorization of scripture.	"Baby Shark" song https://youtu.be/JYnvpJL-0HA Popsicle sticks, drawing paper, crayons, colouring pencils 53 CTCC God Made Families ideas | family theme, preschool family, preschool family theme (pinterest.com) *Good News Bible for Children*: Ephesians 6:1.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Topic: Families Build Communities
Standard 3.1 – Understand the importance of family and community relationships

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. B.1.1. State what a community is	A community is a "particular area or place considered together with its inhabitants" (Merriam-Webster). A community is also referred to as a neighbourhood. Communities are made up of families and other groups.	Concepts: community, group Skills: communicating ideas; writing; drawing Attitudes: concern, loving, helpfulness	View pictures of communities and identify the people, buildings, parks and roads. Draw and colour a picture of their neighbourhood. Write sentences about a family in their neighbourhood.	Oral responses Artwork and sentences	Definition of community- Merriam Webster Dictionary merriam-webster.com Pictures of various communities Drawing paper and crayons
3.1. B.1.2. Explain how families help the community	Families help the community by providing the basic needs of their members: food, shelter, love and safety. Families produce good citizens with values and skills who can work and build up the community. They show people how to care for and serve one another with their time, talent, and money.	Concepts: basic needs, citizens, values Skills: writing; recording details; collaborating Attitudes: helpfulness, concern, commitment	On a helping hand template, write at least two ways in which families help the community. In groups, make a poster showing pictures of families helping their communities.	Lists of ways on helping hand template Posters, using artwork rubric	Hand Template For Kids - Printable Colouring Pages (wonder-day.com) Pictures from the local newspapers Rubric for artwork

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families Build Communities

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. B.1.3. Discover scriptures about living in communities	The Bible has many scriptures like Romans 12:9-13 that tell us how to live in a community. It tells us to love, share, care for, live peacefully, and be kind to each other. Other scriptures include: **Love:** John 15:12-13 **Share:** Acts 2:44-46 **Care:** Philippians 2:3-4 **Live peacefully:** Romans 12:16 **Be Kind:** 1 Peter 4:8-11	Concept: support Skills: communicating ideas, role-playing, writing Attitudes: loving, helpfulness, caring, peace, kindness	Project and display Rom.12:9-21. Read and discuss Bible verses. In groups, read scriptures about living in communities. Then role-play the meaning of the scriptures. Create a word wall collage of the words love, share, care for, live peacefully, and be kind to each other on a template of a neighbourhood.	Oral responses Roleplay Artwork of word wall	Laptop computer and projector. *Good News Bible for Children*: Rom.12:9-13 John 15:12-13 Acts 2:44-46 Philippians 2:3-4 Romans 12:16 1 Peter 4:8-11 Crayons, marker, colouring pencils, Neighbourhood template

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Journey through Holy Week

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. C.1.1. State the main events of Holy Week	**Palm Sunday**: Jesus Christ rode on a donkey into Jerusalem **Maundy Thursday**: Jesus observed Passover **Good Friday**: Jesus was tried, crucified and buried. **Saturday**: Jesus slept in the tomb.	Concept: Holy Week Skills: sequencing events; drawing Attitudes: empathy, joy, gratitude	Make a Holy Week calendar by drawing and labelling pictures depicting each event. In groups, use large picture cards and have a parade of the events of Holy Week.	Holy Week calendars Correct order of cards in parade.	Construction paper, crayons Large picture cards of the events of Holy Week.
4.1. C.1.2. Discover ways Christian churches celebrate the events of Holy Week	Many Christian churches celebrate Holy Week with: - Palm Sunday parades - Church services from Monday to Wednesday - Thursday- Feet washing - Good Friday services	Concept: celebrate Skills: communicating ideas; dramatizing Attitudes: humility, respect, adoration	Re-enact a Palm Sunday parade. Dramatize feet washing, in small groups.	Re-enactment of a Palm Sunday parade. Dramatization	Palm branches Items for feet washing: Basin, water and cloth

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Journey through Holy Week

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. C.1.3. Express that Jesus Christ died on the cross for mankind	When Jesus Christ was in the Garden of Gethsemane the religious leaders had Him arrested. Jesus was later tried and sentenced to death. They took Him to a place called Golgotha where He was crucified on a cross. Jesus was willing to die on the cross because He loved mankind. He knew that His death would bring new life to all who believed in Him.	Concepts: crucifixion, cross Skills: communicating beliefs; drawing; writing Attitude: appreciation	Read and discuss the story, "Jesus is Arrested and Crucified." Discuss Jesus' prayer in the garden. Draw a cross and write the scripture, John 3:16 on it. Watch the video of the Easter Story. Discuss the events of Jesus' arrest and crucifixion. Use the crucifixion felt pieces to sequence the story events.	Oral responses Artwork Oral responses Correct sequence of events	*The Beginner's Bible,* "Jesus is Arrested and Crucified," pp. 446-452 Construction paper for crosses Bible verse John 3:16 Video of the Easter Story The Crucifixion felts and felt board

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Easter

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. D.1.1. Discover the meaning of Easter	Easter is one the most important and joyous festivals on the Christian calendar. It celebrates the resurrection of Jesus Christ from the grave. Jesus over powered death and brought new life to all believers.	Concept: Easter Skills: communicating beliefs; writing Attitudes: appreciation, joy	Watch and discuss the video of the Easter Story. As a class, write a poem about the meaning of Easter.	Oral responses Class poem	Video of the Easter Story Laptop computer and projector
4.1. D.1.2. Express that Jesus Christ rose from the dead	Jesus Christ died on Good Friday and was resurrected three days later. Early Sunday morning, Mary Magdalene and other women found that Jesus' body was not in the tomb. Later, Jesus showed Himself to the women and told them to tell the news to His disciples	Concept: resurrection Skills: communicating ideas; writing Attitude: joy	Read and discuss the story, 'Jesus is Risen,' from the Beginner's Bible. Complete the Bible puzzle, "Jesus is Alive"	Oral responses Puzzles	*The Beginner's Bible,* "Jesus Is Risen," pp. 453-458 *Bible Puzzles for Kids Ages 6-8*, "Jesus is Alive, p. 97

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Easter

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. D.1.3. Identify Christian symbols of Easter	Easter symbols have been around for centuries. Some of them are the cross, palm branches, hot cross buns, and Easter lilies.	Concept: symbols Skills: communicating ideas; identifying symbols Attitudes: joy, respect	Display pictures of the symbols of Easter and discuss the significance of each. Play “Easter Three in a Row” game Play “Symbols of Easter Match” game	Oral responses	Article: “15 Easter Symbols and Their Unique Meanings” (yourdictionary.com) Games: Printable Bible Games for Sunday School and Children's Church (daniellesplace.com) “Easter Three in a Row” and “Symbols of Easter Match” Game

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Standard 3.2 – Understand how moral values and rules of behaviour (ethics) are expressed in communities
Topic: Obeying Laws and Rules

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. A.1.1. Identify rules which should be followed at home and school	There are many rules that should be followed at home and at school. At home children should go to bed on time, do chores and play safely. At school they should be on time, complete assignments on time, and play safely.	Concepts: rules, obedience Skills: communicating ideas; writing Attitudes: self-control, obedience	Listen to and discuss the story, "A Very Smart Choice." In groups, using a graphic organizer, students will write rules (two each) that should be followed at home and at school.	Discussion Rules recorded by group	*20 Bible Stories Every Child Should Know*, "A Very Smart Choice," pp. 30-31 *The Big Book of Reproducible Graphic Organizers*, "Organizer Power," pp.49-50
3.2. A.1.2. Distinguish between right and wrong behaviour	Individuals exhibit right and wrong actions daily. Right actions include playing fairly, telling the truth, being kind and following rules. Wrong actions include lying, stealing, fighting and disobeying rules. We should think before we act. Our actions not only affect us but also people around us.	Concepts: right, wrong Skills: communicating idea Attitudes: self-control, obedience	The teacher takes the children outside for a game of tug-of-war. Talk about everyday battles – good against evil. In groups, role-play scenes where good and bad actions were demonstrated. Students talk about good and bad characters on television.	Discussion Role-play Discussion about good and bad television characters.	Rope for tug-of-war game Laptop, LCD projector, slide show of characters from children's television shows.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Standard 3.2 – Understand how moral values and rules of behavior (ethics) are expressed in communities
Topic: Obeying Laws and Rules

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. A.1.3. State that the Bible helps us to learn what is right and wrong	In the Bible, God gave the Israelites or the Jews, the Ten Commandments to follow. These laws are found in Exodus Chapter 20. The first commandment states, "I am the Lord thy God and thou shall have no other gods before me." These commandments, help us know what is right and pleasing to God.	Concepts: right, wrong, commandments Skill: communicating ideas Attitude: self-control	Teacher displays the first five commandments on a chart or PowerPoint. Students discuss the meaning of each one. Sing the song, "The Ten Commandments" and then state at least two of them.	Discussion Students must be able to state at least two commandments	Chart/transparency/slide with Ten Commandments Overhead / LCD projector *20 Bible Stories Every Child Should Know*, "The Ten Commandments," pp. 20 – song

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Human Beings Have Rights

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. A.1.1. Identify the basic rights of children	All children have basic rights that they need in order to live. These rights are identified by the United Nations and the Government of The Bahamas. They are the right to basic needs: the right to life, right to speak, right to food and shelter and an education. Children also have the right to be free from being abused.	Concepts: rights, basic needs Skills: identifying details, drawing Attitude: respect	In groups, students will create a 'Rights of the Child Picture Quilt' On the outline of a child, students will write or illustrate the rights of a child.	'Rights of the Child Picture Quilt' Illustrations	Articles on Children's Rights http://www.unicef.org/crc http://www.bahamas.gov.bs The Rights of a Child 'Rights of the Child Picture Quilt' resource_sheet_8.pdf (google.com) Video: "What are child rights and why are they important?" https://youtu.be/HCYLdtug8sk
3.3. A.1.2. Discover scriptures related to the rights of children	The Bible says that children are to be protected and respected according to Matthew 18: 5-6 and Ephesians 6:4.	Concepts: rights, scriptures Skills: communicating ideas; writing Attitudes: respect, loving, consideration	Display and discuss and Matthew 18: 5-6. Complete "What's the Main Idea?" graphic organizer on Ephesians 6:4. Write ways fathers can protect children.	Oral responses Graphic organizers on Ephesians 6:4.	*Good News Bible for Children*: Matthew 18: 5-6 and Ephesians 6:4 *The Big Book of Reproducible Graphic Organizers,* pp.24 "What's the Main Idea?" graphic organizer - Organizer Power

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Human Beings Have Rights

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. A.1.3. Express thanks for the rights children enjoy	All countries do not protect the rights of children. Therefore, in The Bahamas we should be thankful for these rights. Thankfulness can be shown by words, attitudes, and actions.	Concepts: rights, enjoyment Skills: communicating ideas; writing Attitude: gratitude	Make cards expressing thanks for the rights they enjoy. On a template of praying hands write a prayer giving thanks for the rights of children.	Cards, using artwork rubric. Prayers	Construction paper, crayons, pencils Template of praying hands-free template of praying hands - Bing images

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Respect and Responsibility

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. B.1.1. State what it means to respect others	According to the Merriam Webster dictionary, respect means "having special regard and esteem for another; to treat with courtesy". Respect should be shown for oneself and others. When individuals learn to respect each other, there will be greater harmony in our communities.	Concept: respect Skill: communicating ideas Attitude: respect	Read sections of the passage, "Someone Who Respects Herself and Others." Write key words from story in a respect web on the chalkboard. Discuss. As a class, students create an acrostic for the word respect. Teacher displays on chart.	Oral responses Acrostic	Definition of respect http://www.merriam[1]webster.com/dictionary/respect *What Do You Stand For? For Kids*, "Respect", pp.107-108
3.3. B.1.2. Identify ways to show responsibility for others	Showing responsibility for others is showing respect and looking out for them. It involves taking care of their belongings and doing good things for them.	Concept: responsibility, Skills: listening; writing Attitudes: reliability responsibility, commitment	Read the passage, "Someone Who's Responsible." Write key words from the story in a graphic organizer, on the chalkboard. Students draw a picture of someone they can be responsible for. Complete sentence: "I am responsible for ___."	Information on graphic organizer Pictures with sentences completed. Use artwork rubric.	*What Do You Stand For? For Kids,* "Someone Who's Responsible," pp.120-121 *The Big Book of Reproducible Graphic Organizers,* "Organizing Power" – pp.51

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Rolling with Respect and Responsibility

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. B.1.3. Communicate the Golden Rule	The Golden Rule states: "Do unto others as you would have them do unto you" (Matthew 7:12a; Luke 6:31). Individuals should treat others the way they want to be treated.	Concepts: rule, treat, kindness Skills: communicating ideas; writing Attitudes: thoughtfulness, friendliness, respect	View and discuss the video 'The Golden Rule.' Write sentences stating three ways they should treat others.	Oral responses Written sentences	Video- "The Golden Rule" https://youtu.be/wHthuwl8eVM https://youtu.be/d6MWzziBM44

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Pentecost/Whitsun

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. E.1.1. Discover what Pentecost means	Pentecost or Whit Sunday is celebrated fifty days after Easter Sunday. It is a time to remember the coming of the Holy Spirit on the disciples in Jerusalem.	Concepts: Pentecost, fifty, Holy Spirit Skill: drawing Attitude: joy	Students make and wear tongues of fire head pieces. Sing the song, "There's a Sweet, Sweet Spirit in this place." Draw and decorate a cake to celebrate the "birthday" of the Christian church.	Head pieces Artwork	Video: "Pentecost Explained in Three Minutes" https://youtu.be/7TZofFP0WTM Tongues of fire head pieces (teacher-made), crayons Song, "There's a Sweet, Sweet Spirit in this place"
4.1. E.1.2. Retell the story of the coming of the Holy Spirit	The disciples were gathered in the Upper Room in Jerusalem when the Holy Spirit came. There was a sound from heaven like a mighty wind. The Holy Spirit looked like tongues of fire on the disciples. They were filled with the Holy Spirit and spoke in other languages.	Concepts: Holy Spirit, wind, tongues, languages Skills: communicating ideas; sequencing Attitude: joy	Read and discuss the story," The Holy Spirit Comes." Sequence picture cards to retell the events of the day of Pentecost	Oral responses Sequencing of cards	*The Beginner's Bible*, "The Holy Spirit Comes, pp. 473-479 "The Pentecost Story" picture cards https://primarysite-prod-sorted.s3.amazonaws.com/stjosephsretford/UploadedDocument/d730673e52234157a6e1c1ec79974a7f/the-pentecost-story-sequencing-cards.pdf

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Pentecost/Whitsun

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. E.1.3. Express why Jesus Christ promised to send the Holy Spirit	Jesus Christ promised to send the Holy Spirit to His disciples to be with them and to comfort them, after He went back to heaven. This promise was fulfilled on the Day of Pentecost.	Concepts: Holy Spirit, Comforter, Heaven, promise Skills: writing; communicating ideas Attitudes: trust, hopefulness, confidence	Read and discuss the story, "Jesus Goes to Heaven." Share reasons why Jesus promised to send the Holy Spirit to the disciples. As a class, write a goodbye letter from Jesus to His disciples.	Oral responses Ideas presented in class letter.	*The Beginner's Bible*, "Jesus Goes to Heaven,' pp. 466-472 File paper for letters

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.2 – Understand how Christian celebrations impact our culture
Topic: Christian Celebrations and Culture

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.2. A.1.1. State what is culture	Culture is the way a group of people act. It includes their food, music, language, clothes, sports and beliefs.	Concept: culture Skills: Communicating ideas; drawing Attitudes: appreciation, respect	View and discuss the video, "Understanding Traditions and Cultures for Kids" Create a 'Culture' poster showing pictures of Bahamian cultural items.	Oral responses Poster, using rubric for artwork	Video: "Understanding Traditions and Cultures for Kids" Crayons, magazines, pictures depicting culture.
4.2. A.1.2. Identify cultural practices that are based on Christian celebrations/ festivals	A number of our cultural practices are rooted in Christian celebrations like Christmas and Easter. **Christmas**: Going to church on Christmas Sunday, giving gifts. **Easter:** Palm Sunday services and parades; Good Friday and Easter Sunday church services; Eating fish and hot cross buns; Christmas programmes and family gatherings; going to the beach and planting flowers.	Concepts: culture, Christian, celebration, festival Skills: classifying; recording details Attitude: respect	Match pictures showing secular Bahamian traditions with Christian festivals (e.g. hot cross buns matched with a picture of Jesus on the cross). List Bahamian traditions related to the Christian celebration of Christmas.	Completed matching activity sheets List of Bahamian Christmas traditions	Pictures showing Bahamian traditions and Christian celebrations

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE ONE

Strand 4: Celebrations/Festivals
Standard 4.2 – Understand how Christian celebrations impact our culture
Topic: Christian Celebrations and Culture

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.2. A.1.3. Associate holidays with festivals on the Christian calendar	A number of our holidays are based on Christian celebrations: Christmas Day honours the birth of Jesus. Good Friday honours Jesus' crucifixion. Whit Monday holiday honours the celebration of Pentecost.	Concepts: calendar, holiday Skills: sequencing; observing; identifying details Attitude: celebration	In groups, use pictures to create a calendar showing the holidays that are related to the Christian calendar. Use a list of Bahamian holidays. Circle all holidays related to Christian festivals.	Group calendars Identification of holidays related to Christian festivals	Calendar- 5 cute calendar crafts for kids (todaysparent.com) Pictures showing Bahamian holiday celebrations and events on the Christian calendar

PRIMARY RELIGIOUS STUDIES CURRICULUM
GRADE TWO

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, the Creator

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. A.2.1. Explain how God created the world	God created the world in a powerful way. He created the world by speaking everything into existence. He did not use any materials we can see to make the world.	Concept: creation Skills: investigating; using sources Attitude: enquiry	In groups, pretend to be detectives and find out how God created the world. Watch a video about the creation and search your Bibles. Report your findings to the class. Dramatize the creation story. Use pictures of all the things God created.	Group reports Drama, using rubric	*The Beginner's Bible*, "The Beginning" (pp. 7-13) Video: "The Creation" – *The Beginner's Bible* https://www.youtube.com/watch?v=D9oh4YO8N7M Large pictures of the creation story for drama
1.1. A.2.2. Differentiate between man-made things and things God created	The things God created are different from man-made things. Some things God created are: animals, plants, human beings, light, sky, sea, land, sun and moon. Some man-made things are: buildings, books, clothing, technology, light bulbs, airplanes, rockets and cars.	Concept: man-made Skills: navigating the internet; comparing and contrasting; classifying information Attitude: appreciation	In groups, navigate the internet and find pictures of things God created and things that are man-made. Stick pictures on a two-column chart. Use a Venn diagram to compare and contrast things created by God and things created by man.	Two-column charts with pictures Information on Venn diagrams	Paper for two-column chart Pictures of things God created and man-made things Venn diagram template

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, the Creator

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. A.2.3. Discover that everything God created was very good	Everything God created on the earth was very good. Everything God made was beautiful and important for the Earth to continue. Everything God made had a function or job. Genesis 1:31 states, "And God saw everything that He had made and it was very good."	Concepts: good, function Skills: expressing opinions; investigating; drawing; writing Attitude: appreciation	*Thumbs Up, Thumps Down* - Teacher displays pictures of things God created. Students are asked to put thumbs up if they like the image and thumbs down it they don't. Students share reasons for their likes and dislikes of certain animals or plants. Use pictures and discuss why the animals or plants displayed are good or useful. Draw a picture of one thing God created and write a sentence stating why it is a good thing. E.g. Some plants are good for food.	Student responses Oral responses Pictures and sentences	Pictures of snakes, lions, people and other things God created *King James Bible*: Genesis 1:31 Paper for drawing and writing

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, Our Father

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. B.2.1. Explain why Christians refer to God as Father	In the Lord's Prayer, Jesus taught us to address God as "Our Father" (Matt. 6:9). The Bible tells us that through faith individuals can become children of God and can refer to Him as "Abba" or Father (Rom. 8:15). God is called Father because He cares and provides for His children.	Concepts: Father, Abba Skills: expressing beliefs; interpreting scripture; writing Attitude: respect	Read and discuss the following scriptures: Matt. 6:9 and Romans 8:15. Share reasons why Christians call God their Father. Write a short letter to God, addressing Him as Father and thanking Him for His love and protection.	Oral responses Letters to God. Use essay rubric	*Good News Bible for Children*: Matt. 6:9; Romans 8:15 File paper or writing books
1.1. B.2.2. Describe how God cares for His children	God shows He cares for His children in many ways. He provides the things they need such as food, clothing, shelter, family and friends. He protects and forgives His children.	Concept: caring Skills: articulating ideas; drawing Attitude: appreciation	Draw a picture showing ways in which God shows He cares for you. Identify each picture. Discuss ways in which God shows He cares for His children. List ideas (2-5) on basket cut-outs.	Pictures with labels Basket cut-outs with ideas listed	Paper for drawing Basket cut-outs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, Our Father

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. B.2.3. Explore scriptures about God's love for His children	There are many scriptures that tell of God's love for His children. John 3:16 tells us that God gave His only Son because He loved us. God loves us as His children whether we do bad or good (Matthew 5:45). God loves us so much that He calls us His children (1 John 3:1). God loves us even when our earthly parents neglect us (Psalm 27:10).	Concept: love Skills: locating scriptures; differentiating ideas; drawing Attitude: appreciation	In groups, use the Bible to find the two scriptures listed on your card. Read each scripture and choose the one that tells about God's love. Read the scripture to the class. Complete a worksheet filling in key words from two scriptures – John 3:16 and 1 John 3:1. Write one of the scripture verses and draw a picture to show what it means. Memorize the verse of scripture.	Oral responses Worksheets with key words filled in Scripture verses with drawings Memorization of scripture	*Good News Bible for Children*: John 3:16; Matt. 5:45; 1 John 3:1; Psalm 27:10 Scripture cards Teacher made worksheet Paper for scripture and drawing

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.2 - Develop an intrinsic understanding of Jesus Christ
Topic: Jesus Christ, the Son of God

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. A.2.1. State that Jesus Christ is the Son of God	Christians believe that Jesus Christ is the Son of God. When Jesus was baptized by John the Baptist, God spoke from heaven and said that Jesus was His beloved Son (Matt. 3:17). John 3:16 tells us that Jesus was God's begotten Son.	Concepts: Christians, Son of God Skills: expressing beliefs; examining scripture Attitude: reverence	Listen to the story, "John Baptizes Jesus." Read the scripture, John 3:16. Talk about why Jesus is called the Son of God. Watch and sing along with the video, *Jesus, Son of God.* Write three of the titles given to Jesus, from the video, including Son of God.	Oral responses Lists of names given to Jesus. Must include the title, Son of God.	*Good News Bible for Children*: Matt. 3:17; John 3:16 *The Beginner's Bible*, "John Baptizes Jesus," pp. 303-307 Song – "Jesus, Son of God" https://www.youtube.com/watch?v=epdh7ei6gDw
1.2. A.2.2. Investigate Jesus Christ's way of life as a child	Jesus Christ is the Son of God who came to Earth as a baby. He grew up as a child in Nazareth. His earthly parents were Mary and Joseph. As a male child, Jesus had to study the laws of Moses and was trained in the synagogue. He may have worked in the carpenter's shop with Joseph.	Concepts: baby, study, training, synagogue Skills: investigating; making inferences; recording details; writing Attitude: enquiry	Teacher displays pictures of Jesus' early life from birth to His visit to Jerusalem. Students view and discuss. Read and discuss the story, "Jesus is Lost." Write at least two sentences about Jesus' visit to Jerusalem.	Oral responses Sentences (at least two)	The Beginner's Bible, "Jesus is Lost," pp. 296-302 Writing books

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.2 - Develop an intrinsic understanding of Jesus Christ
Topic: Jesus Christ, the Son of God

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. A.2.3. Extend thanks to Jesus Christ for coming to Earth	As Christians, we should be grateful that Jesus Christ came to earth to die for our sins. We should express thanks in worship, prayer and singing. We can give Him thanks by obeying His commands. Psalm 107:21 states, "They must thank the Lord for His constant love, for the wonderful things He did for them."	Concept: thankfulness Skills: writing poetry; thinking critically; expressing beliefs and attitudes Attitude: gratitude	Use a web to brainstorm reasons why people should be thankful that Jesus came to Earth. As a class, write a poem entitled, "Thank you Jesus, Son of God." Participate in a time of worship and sing songs about Jesus' coming to Earth. Let each child give thanks orally.	Ideas presented in the web Class poem Behaviour and expressions of gratitude during worship	*Good News Bible for Children*, Psalm 107:21 Web White board (physical or virtual) Song: "Jesus Came to Earth" https://www.youtube.com/watch?v=hBzfbxaXXi0 Song: "Give Thanks with a Grateful Heart" https://www.youtube.com/watch?v=BV_OHTCzoZc

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.2 – Develop an intrinsic understanding of Jesus Christ
Topic: Miracles and Teachings of Jesus Christ

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. B.2.1. Communicate stories of some of Jesus Christ's miracles	While on earth, Jesus Christ performed many miracles. He calmed a terrible storm, healed a woman who was sick for twelve years and raised a little girl from the dead. Jesus was indeed a miracle worker.	Concept: miracle Skills: expressing beliefs; summarizing Attitude: awe and wonder	Watch the video, "Jesus and His Miracles." Discuss – What is a miracle? Do you believe in miracles? Listen to stories about Jesus miracles. Choose your favourite miracle and draw a picture of it. Write a sentence about your favourite miracle.	Oral responses Pictures and sentences	Song – "Jesus and His Miracles" https://www.youtube.com/watch?v=63mU_tgtvso *The Beginner's Bible:* "Jesus Calms the Storm," pp. 334-339 "Two Miracles," pp. 340-350
1.2. B.2.2. Explain how Jesus Christ showed love and kindness to others	Jesus Christ showed love and kindness to many persons He met. He performed miracles to help people. He fed over five thousand people (Matt. 14:13-22). He showed love and kindness when He blessed the children who came to see Him (Mark 10:13-16)	Concepts: love, kindness Skills: reflecting on attitudes and practices Attitude: appreciation	Use a web and brainstorm ways in which Jesus showed love and kindness to other. Listen and discuss Bible stories about how Jesus showed love and kindness to others. Dramatize one of the stories.	Ideas presented in the web Discussion and drama	Web *The Beginner's Bible*: "Jesus Feeds Thousands," pp. 357-363; "Jesus and the Children," pp. 409-412 Props for drama

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.2 – Develop an intrinsic understanding of Jesus Christ
Topic: Miracles and Teachings of Jesus Christ

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2.B.2.3.Demonstrate some of the qualities shown by Jesus Christ	Through Jesus Christ's miracles and actions He showed that He was loving and kind. As His children, Christians must be kind and loving too. We can do this in many ways, including the following: • Sharing our lunch with others; • Giving clothes and food to the poor; • Spending time with friends and family.	Concept: qualities Skills: applying lessons learnt; demonstrating right behaviour Attitudes: kindness, loving	As a class, create a kindness jar. On strips of paper, write ways in which children can show love and kindness to others. Each day children can select a paper and perform the task on it. Students will draw their hands on a piece of paper and write ways to show love and kindness on the hands. Display on a bulletin board entitled, *Kind Hands.*	Ideas suggested Behaviour of students as they perform their deeds of kindness. Bulletin board display with suggestions on hands	Large jar and strips of paper Colourful construction paper for hands Scissors, pencils Bulletin board

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.3 - Develop an intrinsic understanding of the Holy Spirit
Topic: The Holy Spirit

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. A.2.1. Relate that the Holy Spirit was sent to us by God	God sent the Holy Spirit to be with all Christians. Before Jesus left the Earth He prayed to God to send us the Holy Spirit to be with us forever (John 14:16).	Concept: Holy Spirit Skills: expressing beliefs; interpreting scripture Attitude: reverence	Read and discuss the Bible verse, John 14:16. Watch the video, "Who is the Holy Spirit?" Write one thing you learned about the Holy Spirit.	Oral responses Sentences about the Holy Spirit	*Good News Bible for Children*: John 14:16 Video: "Who is the Holy Spirit?" https://www.youtube.com/watch?v=BjY9LaZGReE
1.3. A.2.2. State that the Holy Spirit teaches us right from wrong	The Bible tells us that the Holy Spirit is a Teacher (John 14:26). He teaches us right from wrong and helps us to do the things that are right.	Concepts: teacher, right, wrong Skills: distinguishing between right and wrong actions; writing Attitude: appreciation	Talk about and write a list of good and bad things people do. Watch the video of the object lesson on the Holy Spirit. Then, complete a prayer asking the Holy Spirit to guide us in doing what is right.	Oral responses Prayers - Holy Spirit, help me to _____.	Video: "Holy Spirit" – object lesson https://www.youtube.com/watch?v=rnwoNlBDn9A Writing books or file paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.3 - Develop an intrinsic understanding of the Holy Spirit
Topic: The Holy Spirit

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. A.2.3. Express thanks for the Holy Spirit, our Teacher	Christians can express thanks to God for sending us the Holy Spirit in our words and actions. We can sing songs inviting the Holy Spirit to be with us. We can express thanks to the Holy Spirit in prayer. We can show we are grateful by listening to the Holy Spirit and doing what is right.	Concept: thankful Skills: expressing thanks; reflecting Attitude: appreciation	Participate in a time of reflection and sing a song about the Holy Spirit. Say a prayer of thanks to the Holy Spirit for teaching and guiding us. On a dove cut-out write a message thanking the Holy Spirit for being our Teacher.	Behaviour and attitude during reflection and prayer Dove cut-outs with messages	Song: "Holy Spirit thou art welcome in this place" https://www.youtube.com/watch?v=n4XkLWJEITU Teacher directed prayer Dove cut-outs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Bible, Our Guide

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. A.2.1. Explain why the Bible is referred to as the Word of God	The Bible is the Word of God (Heb. 4:12a). God used special men to write the Bible. He spoke to them and guided their thoughts as they wrote the Bible (2 Tim. 3:16a).	Concept: Word of God Skills: interpreting scripture; writing	Read and discuss the following scriptures: Heb. 4:12a; 2 Timothy 3:16a. Draw a picture of the Bible and write one sentence identifying it as God's Word.	Oral responses Pictures of the Bible and sentences	*Good News Bible for Children*: Heb. 4:12a; 2 Timothy 3:16a Paper, colouring pencils
1.4. A.2.2. Differentiate between the Bible and other books	The Bible is different from other books in the following ways: • It is God's Word; • It teaches us how to love God and others; • God's Word is true (John 17:17b).	Concept: difference Skills: identifying differences; writing	Get a book/s from the class library and a Bible. In groups, talk about how the Bible is different from all other books. Complete the sentence: The Bible is different from other books because it is _____.	Oral responses Completed sentences	*Good News Bible for Children*: John 17:17b Writing books or paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Bible, Our Guide

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. A.2.3. Explain that the Bible helps us to develop belief or faith in God	The Bible tells us stories about God and His love for His children. These stories help us to have faith in God. Every time we read Bible stories and scriptures our faith gets stronger.	Concept: faith /belief Skills: communicating ideas; memorizing scripture Attitude: trust	Sing the song, "Read Your Bible" and discuss the message of the song. Listen to the story, "Noah's Ark" and write what you learned about God from the story. Memorize John 3:16	Oral responses Written sentences about God Memorization of scripture	Song – " Read Your Bible, Pray Every Day" https://www.youtube.com/watch?v=3FACFyVCens *The Beginner's Bible*, "Noah's Ark" (pp. 26-33) *Good News Bible for Children*: John 3:16
1.4. A.2.4. Describe the Bible as a guide to the way we live	The Bible is a guide to the way Christians live. It is like a lamp to brighten our way and a light to guide us (Ps. 119:105). The Bible teaches us to love God and others (Matt 22: 37-39). It provides teachings and examples of right and wrong living and what happens as a result of our actions.	Concepts: guidance, lamp, light Skills: making comparisons; writing poetry Attitude: obedience	Watch the video, "The Importance of God's Word." Discuss why God's Word is important. Write a line to complete this poem: *The Bible* The Bible guides me every day, _____.	Oral responses Poem, using poetry rubric	Object lesson – "The Importance of God's Word" https://www.youtube.com/watch?v=PRt6Kfu1PBA *Good News Bible for Children*: Ps. 119:105; Matt. 22:37-39

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Book of Books

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. B.2.1. Discover that the books of the Bible are divided into two main parts or testaments	There are sixty-six books in the most commonly used Bible. These books are divided into two main parts: Old Testament and New Testament. A testament is either of two main divisions of the Bible (Merriam-Webster).	Concept: testament Skill: critical thinking Attitude: enquiry	Use dictionaries to read and discuss the meaning of testament. Record the meaning in your own words. Discuss – Why is the Bible divided into two main parts? Record answers on the white board.	Meaning of key word - testament Oral responses	Meaning of testament https://www.merriam-webster.com/dictionary/testament White board
1.4. B.2.2. Explain the difference between the Old and New Testament	The Old and New Testaments are different in contents. The Old Testament has stories about God and the Children of Israel. It also reveals promises that Jesus would come to Earth. The New Testament has stories about Jesus, His birth, death and resurrection and the Christian church.	Concept: content Skills: classifying information; summarizing; using a Table of Contents Attitude: enquiry	Listen to the video, *God's story: The Bible* and discuss the differences between the Old and New Testaments. Use the Table of Contents in the *Beginner's Bible* and find stories listed in the Old and New Testaments. Write the titles of two stories from each testament on a Bible cut-out.	Oral responses Bible cut-outs with titles of stories from the Old and New Testament	Video: "God's Story: The Bible" https://www.youtube.com/watch?v=dv8dHsxjLd8&t=114s Table of Contents – *The Beginner's Bible* Bible cut-outs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Book of Books

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. B.2.3. Identify some of the books of the Old and New Testament	The Old Testament has thirty-nine (39) books including Genesis, Exodus, Isaiah, Daniel and Psalms. The New Testament has twenty-seven (27) books including Matthew, Mark, Acts and Ephesians.	Concept: book Skills: memorizing information; classifying information Attitude: enquiry	Sing the "Books of the Bible" song and memorize some of the books of the Old and New Testaments. Using a two column chart labelled Old and New Testament, write the names of five books that belong to each section.	Oral responses Chart with five books under each section	Books of the Bible song https://www.youtube.com/watch?v=OwDywQ5qaqM Books of the Bible chart Two column chart
1.4. B.2.4. Give examples of Old and New Testament characters	There are many important characters or people in the Old and New Testaments. In the Old Testament some of the main characters are God, Noah, Abraham, David, Moses, Samuel, Ruth and Esther. In the New Testament we read about Jesus, the Holy Spirit, Peter, Paul and Timothy.	Concept: characters Skills: using a Table of Contents; writing Attitude: enquiry	Play the game, *Concentration* and have each person say the name of one person in the Bible. Then discuss the term, 'characters.' Draw a picture of an Old Testament or a New Testament character. Write one sentence about him/her.	Oral responses Picture and one sentence about the character.	Definition of character https://www.merriam-webster.com/dictionary/character Article: "What is the Bible?" https://www.dltk-kids.com/bible/jesus/bible-index.htm *The Beginner's Bible* – for pictures of characters and information

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Who Am I?

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. A.2.1. Compare and contrast human beings to the other animals	Human beings are the greatest of all animals. Like all animals they can see, feel, eat, move and make babies. However, God made human beings in special ways (Gen. 2:7). They know right from wrong, can think, speak, create things and communicate with God.	Concepts: human beings, special Skills: comparing and contrasting; creating artwork Attitude: self-understanding	Use a Venn diagram to compare and contrast human beings to other animals Make a collage of people and animals showing human beings at the top. Write a sentence about how special human beings are.	Ideas shared in Venn diagram Collages and sentences	*Good News Bible for Children*: Gen. 2:7) Video: "The differences between human and animals" https://harvest.org/know-god-article/the-differences-between-humans-and-animals/ Paper, pictures
2.1. A.2.2. Conclude that each person is unique and special	Even though we are all human beings, each person is unique and special. We all look different and come from different families. We have different skin colours, talents, likes and dislikes. No two people are exactly alike.	Concepts: unique, difference, individual Skills: using vocabulary; recognizing differences Attitude: appreciation	Watch the video, "I Am Unique" and then talk about ways individuals are different. Show and Tell. Have students display their photographs and talk about what makes them special.	Oral responses Oral presentation by each student	Video: "I Am Unique" https://www.youtube.com/watch?v=DQs7hc3kuLw Student photographs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Who Am I?

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. A.2.3. Express thanks to God for making individuals unique	God made us all unique and we should give Him thanks for this. He knew that the world would be a more exciting place because of our differences. David states in Psalm 139:14, "I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well." Psalm 100:3 encourages us to give thanks to God who made us.	Concept: thankfulness Skills: expressing thanks; designing artwork Attitude: appreciation	Sing the song, "If I were a Butterfly" and give thanks to God for making each person unique. Write a thank you prayer to God for making you unique. Use water paint and make handprints on a piece of paper. Write a sentence thanking God for making you so special.	Oral responses Thank you prayers Hand print designs and sentences	*King James Bible*: Ps. 139:14; Ps. 100:3 Song: "If I were a Butterfly" https://www.youtube.com/watch?v=L-nb5CR1uec Colourful paper for cards Copy paper Water paint

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Our Gifts and Talents

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. B.2.1. Explain what a gift or talent is	A gift/talent is a special ability or skill. Some individuals have one talent while others have many. Some talents are natural and some are developed. Examples of talents include singing, writing, playing music and creating things.	Concepts: gift, talent, ability, skill, natural, develop Skills: using vocabulary; recording details	Vocabulary quilt – Write the meanings of the key concepts on the quilt. Use a dictionary to help you. In groups, write a list of at least ten examples of talents.	Vocabulary quilts with meanings List of talents	*The Big Book of Graphic Organizers*, Vocabulary Quilt (p. 31) Merriam-Webster dictionary File paper
2.1. B.2.2. Identify some of their gifts and talents	An individual's gift or talent could be identified early in life. The activities that an individual enjoys doing or that he/she does easily could be considered talents. An individual may try many activities before talents are discovered. Parents and teachers usually help children to discover their gifts / talents.	Concepts: enjoyment; easy Skills: displaying one's talent; creating artwork Attitude: self-understanding	Have a class talent show. Have each child complete a Multiple Intelligence Test Make a picture booklet showing activities you enjoy doing. Write a sentence about each activity.	Observe students' talents on display Results from tests Picture booklets with sentences	Students' talents Multiple Intelligence test https://lauracandler.com/mitheory-for-kids/ Paper and pictures

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Our Gifts and Talents

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. B.2.3. Give biblical examples of individuals who were talented	Two biblical examples of persons who were talented are David and Aaron. David was a shepherd and a musician. He played the harp and wrote many psalms or songs. He took good care of his father's sheep. Aaron was the brother of Moses. He was a good speaker and leader. He went with Moses and told Pharaoh what God had said.	Concepts: leader, musician Skills: summarizing information; writing Attitudes: appreciation; respect	Listen to stories about David and Aaron. Also watch the video, "Little David Play on Your Harp." Talk about their skills and talents. Use clip art or draw pictures of David and Aaron. Write a sentence about each character's talent/s.	Discussion Pictures and a sentence about each character	*The Beginner's Bible*: "The Burning Bush" (pp. 98-103) "David and Goliath" (pp. 173-179 "Best Friends" (p. 181) Song, "Little David" https://www.youtube.com/watch?v=HtymXHStTOU Worksheet about David https://sermons4kids.com/david_playing_harp_colorpg.htm Pictures of David and Aaron from the internet Paper for drawing

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: It's Harvest Time Again

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. A.2.1. Express reasons why individuals and churches celebrate special days/festivals	There are many reasons why individuals and churches celebrate special days or festivals. Individuals celebrate special days to recognize occasions, bring families together and to give thanks. Churches celebrate to remember the birth, death and resurrection of Jesus Christ and to fellowship with one another.	Concepts: celebration, festivals Skills: critical thinking; classifying Attitude: joy	Brainstorm reasons why people and churches celebrate special days. Use a web. Use a two column chart and list special days that people and churches celebrate.	Oral responses Lists of special days people and churches celebrate in two columns	Article: "Why do we celebrate special days?" https://everythingwhat.com/why-do-we-celebrate-special-days Two column chart
4.1. A.2.2. Explain why Harvest is celebrated today	Harvest is a time when Christians thank God for all the food and gifts that He has provided. During the month of November, churches and schools have special thanksgiving services when individuals bring food items to share with others.	Concepts: Harvest, gifts Skills: critical thinking; interacting with others; reflecting Attitude: gratitude	Watch the *Harvest* video and discuss reasons why we celebrate Harvest. Participate in a thanksgiving service at your school. Sing songs and give thanks. Bring a food item to share with the less fortunate.	Oral responses Students' behaviour and participation in service	Video – "Harvest" https://www.youtube.com/watch?v=IboCFyv7cFQ&t=99s Song – "It's Harvest time" https://www.youtube.com/watch?v=4-3JPZcLjVE

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: It's Harvest Time Again

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. A.2.3. Discover scriptures that encourage individuals to give thanks	There are many scriptures that encourage individuals to give thanks. Psalm 107:1 states that we must give thanks unto God for His love endures forever. First Thess. 5:18 states that we must give thanks in all circumstances. Philippians 4:6 states that we must pray and give thanks in all things. According to Scripture, it is important to give thanks.	Concept: giving thanks Skills: interpreting scriptures; designing artwork Attitude: gratitude	Memory verse cards - Write Bible verses about giving thanks on fish shaped cut-outs. Decorate the classroom with them. Learn at least one memory verse. Make a Harvest card with pictures of Bahamian fruits and vegetables and a thanksgiving scripture. Share the card with a family member or friend. Make a colourful Give Thanks Bible verse place mat. Learn the verse on the placemat.	Scriptures on cards Scripture memorization Harvest cards with scriptures Give Thanks placemats Scripture memorization	*Good News Bible for Children*: Ps. 107:1; 1 Thess. 5:18; Phil. 4:6 Fish shaped cut-outs Paper for cards, colouring pencils Printable Bible verse placemat https://biblestoryprintables.com/thanksgiving-bible-printables/

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: The Birth of Jesus Christ - Christmas

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. B.2.1. Explain why Christians celebrate Christmas	Christmas is the celebration of the birth of Jesus Christ. At Christmas we honour God for sending His only begotten Son to Earth so that those who believe in Him can have eternal life (John 3:16). We celebrate the love, joy and peace Jesus brought to the world.	Concepts: celebration, birth, honour, eternal life Skills: critical thinking; writing Attitude: celebration	Listen to two Christmas prayers from the book, *Candlelight Prayers*. Discuss reasons why we celebrate Christmas, given in the prayers. In pairs, write one sentence about the real meaning of Christmas.	Oral responses Sentence about the real meaning of Christmas	*Candlelight Prayers*, pp. 58-59 File paper or writing books
4.1. B.2.2. Relate the main events of the birth of Jesus Christ	Many important events happened when Jesus Christ was born. Jesus' earthly parents, Joseph and Mary went to Bethlehem for a census. Jesus was born there in a stable. The angels told the shepherds that Jesus was born. They found Baby Jesus in the stable and worshipped Him. The wise men visited Jesus later.	Concept: events Skills: locating supporting details Attitude: enquiry	Listen to stories about Jesus' birth from the *Beginner's Bible.* As a class write down the main events that took place when Jesus was born. Make a cartoon strip showing the main events of Jesus' birth.	Oral responses Cartoon strips with three or four main events of Jesus' birth Live worksheets about Jesus' birth	*The Beginner's Bible:* " An Angel Visits Mary," pp. 266-270 "Baby Jesus Is Born," 271-276 "Shepherds Visit," pp. 277-281 Cartoon strip The Birth of Jesus https://www.liveworksheets.com/ta1390979xy

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: The Birth of Jesus Christ – Christmas

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. B.2.3. Explore ways to share love at Christmas	Christmas is a celebration of God's love for mankind as revealed in His son Jesus Christ. Jesus came to show us love so that we can share His love with others. Christmas is a wonderful time to share love with others in the following ways: • Tell someone about Jesus' birth and God's love for us; • Share a gift with someone who is less fortunate; • Share a warm hug with someone; • Spend time with the elderly.	Concept: sharing, love Skills: brainstorming ideas; designing artwork Attitudes: caring, loving	As a class, brainstorm at least ten ways to share love at Christmas. Use a web. Make Christmas cards and share them with the elderly or the less fortunate. Make a banner with a message about God's love. Decorate it with Christmas colours.	Oral responses Christmas cards with messages about God's love Banners with message about God's love	Web Article – "12 Ways Children Can Give Back This Holiday" https://www.parenting.com/holidays/12-ways-children-can-give-back-holiday-season/ Paper for banners and colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Created to Worship

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. A.2.1. Express that human beings were created to worship God	God created human beings to worship Him. This is their main purpose or reason for being alive. Isaiah 43:7, God states, "They are my own people and I created them to bring me glory." Psalm 150:6 states, "Praise the Lord, all living creatures."	Concepts: creation, worship Skills: critical thinking; writing poetry; using scripture Attitude: appreciation	Discuss – How are human beings especially designed to worship? E.g., We can talk. As a class, write a poem entitled, "Created to Worship." Use information from the scriptures in the poem.	Oral responses Class poem with scripture reference/s.	*Good News Bible for Children*: Isaiah 43:7; Psalm 95:6; Psalm 150:6 White board
2.2. A.2.2. Explain the concept of worship and ways to worship God	The word worship means to honour, adore or show reverence to God. We can worship God by singing, praying, dancing and reading His Word. Worship can take place at home, in church and everywhere we go.	Concepts: worship, reverence Skills: communicating belies and ideas; recording details Attitude: adoration	Brainstorm the meaning of worship then use a dictionary to record the definition. Watch the video, "Why do we worship?" Write a least three ways we can worship God from the video.	Oral responses and written definition List of at least three ways we can worship God.	Definition of worship – Merriam Webster Dictionary Video – "Why do we Worship?" *https://www.youtube.com/watch?v=D2RyakyNd30* Writing books

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Teach us to Pray

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. B.2.1. Express what prayer is	Prayer is "talking to or having a conversation with God." God our Father listens to His children and answers their prayers. In Isaiah 58:9, God said that when His children pray, He will answer. In Psalm 61:1, David asks God to hear his cry and listen to his pray. We can humbly pray for our needs and for forgiveness.	Concepts: prayer, conversation Skills: expressing beliefs and ideas; writing Attitudes: humility, gratitude	Discuss and practise the C.H.A.T. method of talking to God. C – Confess; H – Honour God; A – Ask for what you need; T – Thank God for His blessings. Write a prayer to God using the C.H.A.T. method. Your prayer should have four sentences.	Oral prayers using the C.H.A.T. method Written prayers	Video: "What is Prayer?" https://www.youtube.com/watch?v=v6muRREUOU0 *Good News Bible for Children*: Isaiah 58:9; Psalm 61:1 Article: 11 Creative ideas...Prayer https://ministryspark.com/creative-ideas-teaching-kids-prayer/
2.2. B.2.2. Discover that individuals can listen to and speak to God in prayer	Prayer involves talking to and listening to God. God speaks to individuals when they pray. We must be still and silent before God so that He can speak to our hearts and minds. Sometimes God may speak in an audible voice like He did with the boy Samuel (1 Sam. Chap. 3).	Concepts: stillness; listening Skills: summarizing information; locating details; practising stillness and silence Attitude: reverence	Children sit still and listen to sounds around them. Then discuss the importance of being still and listening to God when we pray. Read and discuss the story, "A Voice in the Night." Then dramatize the story in small groups.	Student behaviour Oral responses Drama using rubric for dramatic skits	*The Beginner's Bible*, "A Voice in the Night," pp. 160-163 Props for drama Rubric for dramatic skits

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Teach us to Pray

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. B.2.3. Communicate special prayers	There are many special prayers that students should learn. Two such prayers are the *Lord's Prayer* and *Thank You for the World So Sweet*. Jesus taught His disciples the Lord's Prayer in Matthew 6:9-13. This prayer teaches us how to honour God, ask for our daily needs and for forgiveness. *Thank you for the World so Sweet* is a grace said before we eat.	Concept: grace Skill: communicating special prayers Attitudes: reverence, gratitude	Use the Lord's Prayer chart and discuss the key parts of the prayer. Memorize the Lord's Prayer. Listen to the Lord's Prayer song and memorize the words. Complete a worksheet filling in key missing words from the "Lord's Prayer" and "Thank You for the World So Sweet." Memorize the grace, "Thank You for the World so Sweet" and use it during break and lunch times.	Oral responses Memorization of prayer Worksheets with key words filled in Memorization of prayer	Lord's Prayer chart Song: "The Lord's Prayer" https://www.youtube.com/watch?v=YdGId-ZJtSU Song: "Thank You for the World So Sweet" https://dltk-kids.com/bible/thank_you_for_the_world_so_sweet.htm Teacher-made worksheet

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Caretakers of the Earth

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. A.2.1. State the importance of caring for the Earth God created	It is very important for human beings to take care of the Earth God created. Planet Earth is the home of billions of people and many animals and plants. We must take care of the Earth so that everyone can enjoy living here now and in the future.	Concept: care Skills: exploring cause and effect relationship; critical thinking Attitudes: appreciation, caring	Oral discussion – *Why should we care for the Earth God created?* Watch the video entitled, *Earth*. Then, write one or two sentence/s stating why we must take care of the earth.	Oral responses Written sentence or sentences.	Video: "The Earth" - https://www.youtube.com/watch?v=thuViaxRd_w Writing books
2.3. A.2.2. Use a biblical example to illustrate caring for the environment	When God created Adam and Eve, He placed them in the Garden of Eden. They were responsible for taking care of the animals and plants in their environment. Adam and Eve took good care of God's Garden.	Concept: environment Skills: locating details; drawing Attitude: caring	Read and discuss the story, "Adam and Eve." Discuss – How did Adam and Eve care for God's Garden? Draw a picture of the Garden of Eden from your Bible. Include Adam, Eve, plants and two animals they cared for. Write a title for your drawing.	Oral responses Pictures with all the components and a title	*The Beginner's Bible*, "Adam and Eve," pp. 14-17 Paper for drawing, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Caretakers of the Earth

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. A.2.3. Demonstrate care for the plants and animals in their class and school environment	Children must do their part to care for the plants and animals in their environment. Plants: • Make sure plants have water, sunlight and air to grow; • Grow plants in good soil; • Keep the grass clean and litter free; • Protect plants from harmful insects. Animals: • Give them enough food and water daily; • Keep them in a clean home with lots of fresh air; • Keep animals clean; • Be kind to animals.	Skills: demonstrating care and responsibility; cooperating with others Attitude: caring	Watch and discuss the video, "Taking Care of Plants and Animals." Then, list ways to care for plants and animals, in your books. Keep a class pet (gold fish or gerbil). Take turns taking care of the pet. Also, have a plant in the classroom and take turns caring for it. Plant a class garden outside and take care of it. Roster students to ensure that everyone gets a chance to demonstrate responsibility.	Oral and written responses Behaviour of students	Video: "Taking Care of Plants and Animals" - https://www.youtube.com/watch?v=dAA1wpuCv10 Writing books Class pet and plant/s Class garden Watering can

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Helping /Serving Others

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. B.2.1. Explain why it is important to help others	As followers of Jesus, Christians should be helpful to others. Prov. 19:17 tells us to be gracious to the poor. Phil. 2:4 tells us to watch out for what is better for others. If we really love God, we will help others (1 John 3:17).	Concept: helping others Skills: interpreting scripture; writing Attitude: helpfulness	Discuss what it means to help others. Write a list of synonyms for the word, *help.* Read and discuss the meaning of key scripture verses about helping others: Prov. 19:17; Phil.2:4 etc. Choose one scripture and write a sentence about it.	Oral responses List of synonyms Sentences about the scriptures selected Writing books	*The Good News Bible for Children*: Prov. 19:17; Phil. 2:4; 1 John 3:17
2.3. B.2.2. Use a biblical example of helping others	One day Jesus told the story of the Good Samaritan to teach us about being good neighbours. The Samaritan helped a wounded man who had been attacked by robbers. Jesus said that we must go and help others also.	Concept: neighbour Skills: communicating beliefs and ideas; summarizing information; Attitudes: helpfulness, kindness	Read and discuss the story, "The Good Samaritan." Use the discussion questions on pg. 109, *Bible Story Puppets and Poems*. Dramatize the story using the poem, "The Good Samaritan" (Bible Story Puppets and Poems, pg. 109).	Oral responses to questions Drama using rubric for dramatic skits	*The Beginner's Bible*, "The Good Samaritan" (pp. 379-384) *Bible Story Puppets and Poems*, "The Good Samaritan," p. 109 Props for drama

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Helping /Serving Others

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. B.2.3. Propose ways to help people who are in need	There are many ways in which children can be helpful to people who are in need. They can use their time, talents and money to help others in the following ways: • Raise funds for a home for children or the elderly; • Become a part of a service organization like the Red Cross; • Make cards or draw pictures to cheer up someone who is sick or sad; • Donate clothes, food or toys.	Concept: in need Skills: listening for details; collaborating with others; designing artwork Attitude: helpfulness	View and discuss the video, "Helping Others." Talk about ways individuals can help others as suggested in the video. Participate in a class project to help others in need. Carry out the project. Take pictures and display in the classroom. Make a card to cheer up someone who is sick or sad. Write a special message in the card.	Oral responses Project and attitude of students Cards with special messages	Article: "Teaching Children to Help" https://www.brighthorizons.com/family-resources/Teaching-Children-to-Help-Others Video: "Helping Others" https://www.youtube.com/watch?v=Ytwpzz3NCcI Construction paper for cards, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Taking Care of Me

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. C.2.1. Explain why it is important to care for one's body	Our bodies were "fearfully and wonderfully" made by God (Psalm 139:14). Therefore, we should take good care of them. We must take care of our bodies so that we can have healthy bodies and minds. We will feel good about ourselves and get along better with others.	Concept: self-care Skills: expressing ideas; making inferences; writing Attitudes: self-appreciation, caring	Display pictures of people exercising, working, at the beach etc. Talk about how they look and infer how they might feel. View a PowerPoint presentation on the importance of self-care. Write two reasons why we should take care of our bodies from the information given.	Oral responses Lists with two reasons given.	*King James Bible*: Psalm 139:14 Article: "Self-care for Kids by Age" https://www.childsavers.org/self-care-for-kids-by-age/ Teacher made power point Writing books
2.3. C.2.2. Propose ways to care for and show love for one's self	There are many ways to care for and show love for one's self. They include: • Taking regular baths; • Brushing your teeth and hair; • Eating the right foods and drinking water; • Exercising regularly; • Getting enough sleep.	Skills: listening for and identifying details; writing; drawing Attitude: self-appreciation	After watching the video, "Taking Care of my Body," draw a picture showing five ways to care for your body. Label each picture. Use the word C-A-R-E and write an acrostic identifying ways to care for and love yourself.	Pictures showing ways to care for one's body. Acrostics	Video: "Taking Care of My Body" https://www.youtube.com/watch?v=afVm7H4eQV4&t=43s

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Taking Care of Me

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. C.2.3. Reflect on the benefits of caring for and loving one's self	When we think about the benefits of having a healthy body and mind we should be happy to take care of ourselves. Imagine having the right amount of energy so that you can do your school work, run and play. Think about how much confidence an individual will have if he/she looks good and feels well. Taking care of one's self is a really good thing!	Concepts: benefits, confidence Skills: reflecting; writing; Attitude: appreciation	Show and tell – students will share one of their favourite photographs and talk about how they felt when the photo was taken. Write at least two sentences to complete the following idea: When I look and feel my best, _____.	Oral expressions Written sentences	Video: "Self-care for Children" (first part of video) https://www.youtube.com/watch?v=hfbO2K-pU3Q

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families Are Special

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. A.2.1. Identify the various types of families	There are many different types of families namely the nuclear, single parent and extended families. The nuclear family consists of mother, father and a child or children. The single parent family has a mother or father and a child or children. The extended family may include grandparents or other family members.	Concepts: family, nuclear, extended, single-parent Skills: comparing and contrasting; drawing	Display pictures of nuclear, single parent and extended families. Discuss how the families are alike and different. Draw a picture of your family and write your family type.	Oral responses Pictures with family type identified	Article: "Types of family structure" https://family.lovetoknow.com/about-family-values/types-family-structures Paper for drawing
3.1. A.2.2. Explore biblical examples of the various family types	In the Bible, Adam and Eve and their children were an example of a nuclear family. Noah's family was an example of an extended family. Abraham's family was also an example of an extended family.	Skills: observing details; writing Attitude: enquiry	View pictures of the families of Adam, Noah and Abraham. Discuss their family types. Choose one of the biblical families discussed in class and write at least two sentences about that family.	Oral responses Written sentences	Pictures of the families of Adam, Noah and Abraham from the Beginner's Bible or internet Writing books

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families are Special

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. A.2.3. Describe the roles of various family members	Each family member has a role or a part to play in the family. The father is the leader and provider for the family. The mother is the main caretaker and provider. The child's role is to learn from his/her parents and to grow into a responsible adult. Grandparents are also caretakers. **Bible verses**: Ephesians 6:1 states, "Children obey your parents in the Lord for this is right." (KJV) Ephesians 6: 4 states "And ye Fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord." (KJV)	Concepts: role, leader, parent, caretaker, provider Skills: expressing beliefs and ideas; memorizing scripture Attitude: obedience	After watching the video, "All About Family Roles," discuss and record the roles of family members. Sing the song, "Happy, Happy Home." Then discuss how each family member makes the home a happy place. Complete a family role questionnaire (two or three questions) about your role in the family. Memorize Ephesians 6:1 and share the scripture with a classmate.	Written notes Oral responses Completed questionnaires Memorization of scripture	Video: "All about Family Roles" https://www.youtube.com/watch?v=gwXKtM0N-EY King James Version of the Bible: Ephesians 6:1; 6:4 Song: "Happy, Happy Home" https://www.youtube.com/watch?v=uc_n-iMmEro Family Role Questionnaire http://momitforward.com/printable-family-roles/ Writing books

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families Build Communities

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. B.2.1. Define what a community is	A community is a group of people living and working in the same area, town or village. They work together in love and unity. The group can be a small group or a large group. Most communities have buildings such as shops, houses and schools. You can also find a park and roads in communities.	Concepts: community, unity, love Skills: communicating; drawing Attitude: unity	Watch the video, "What is a Community?" Then brainstorm what a community is using a graphic organizer. . Create a portrait of how a community looks. Write two sentences about their community.	Ideas on graphic organizer Portraits of their community and sentences	Video: "What is a Community?" https://www.youtube.com/watch?v=Fl0NJ2rAafs Graphic Organizer http://www.sanchezclass.com/reading-graphic-organizers.htm Paper for drawing
3.1. B.2.2. Explain how various individuals contribute to their communities	Individual family members contribute to their communities in many ways. Pastors teach about God and how to live. Teachers help students to learn and develop skills. Police officers make sure we follow the laws of our country. Garbage collectors keep our communities clean. Their jobs assist in making the community a better place.	Concepts: community, unity Skills: listening; communicating ideas Attitude: appreciation	Watch the video, "People who Help Us." Listen to the clues and guess the various community helpers. Complete a live worksheet (crossword puzzle) about community helpers	Oral responses Completed Worksheets	Community Helpers Worksheet https://www.liveworksheets.com/zf163704dx Video: "PEOPLE WHO HELP US," by Kids Fun Learnings//COMMUNITY HELPERS by Kids Fun Learnings - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families Build Communities

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. B.2.3. Explore biblical examples of individuals who helped their communities	There were many community helpers in the Bible. Levi was a tax collector (Mark 2:14). Dorcas made clothing for people in her community (Acts 9:39). Peter and his brother Andrew were fisherman (Mathew 4:18).	Concepts: tax collector, fishermen Skills: communicating ideas; drawing Attitude: respect	Read stories about community helpers in the Bible (Levi, Dorcas, Peter and Andrew) and talk about how they helped their communities. Draw a picture of Peter, Levi or Dorcas. Write one sentence about how that person helped his/her community.	Oral responses Drawings and sentences	*Good News Bible for Children*: Mark 2:14; Acts 9:39; Mathew 4:18 Paper and colouring pencils for artwork

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Journey through Holy Week

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. C.2.1. Describe the main events of Holy Week	Holy Week is the week between Palm Sunday and Easter. **Palm Sunday**: Jesus Christ entered Jerusalem. **Holy Monday**: Jesus was anointed at Bethany. **Holy Tuesday**: Jesus predicted His own death. **Holy Wednesday:** Judas arranged the betrayal of Jesus. **Holy Thursday:** Jesus and His disciples ate the Last Supper. **Good Friday:** Jesus was crucified. **Holy Saturday**: Jesus laid in the tomb awaiting His resurrection.	Concepts: Holy Week, anoint, crucifixion Skill: sequencing events Attitude: appreciation	Complete a timeline graphic organizer by arranging the events of Holy Week in time order. In groups, use index cards to draw and label the events of Holy Week. Shuffle the cards and they arrange them in order.	Completed timeline graphic organizers Set of index cards with the events of Holy Week	Graphic Organizer https://mrswarnerarlington.weebly.com/graphic-organizers.html Video: "Holy Week" https://www.youtube.com/watch?v=xoXX-c9Ztvg Easter Story Chart Index cards
4.1. C.2.2. Relate ways Christian churches celebrate the events of Holy Week	Christian churches celebrate events of Holy week in special ways. On Palm Sunday, some churches have a special service and a parade. On Holy Thursday churches observe the Lord's Supper or Communion and washing of the saints' feet. On Friday, a special service is held in honour of Jesus' death.	Concepts: celebration, Communion Skill: communicating ideas Attitude: reverence	Watch videos and discuss ways Christian churches celebrate the events of Holy week. Role play a Palm Sunday march or Communion service. Use props.	Discussion Role Play	Videos: "Bahamians Observed Palm Sunday" https://www.youtube.com/watch?v=IeQlPwcSRRk "The Last Supper" https://www.youtube.com/watch?v=KywnAfLnOxw

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Journey through Holy Week

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. C.2.2. Explain why Jesus Christ died on the cross for mankind	Jesus Christ died on the cross for mankind so that those who believe in Him could have everlasting life (John 3:16). By dying on the cross, He took the punishment for all of our sins, at once.	Concepts: cross, punishment Skills: expressing beliefs; writing; drawing Attitudes: appreciation, reverence	Draw and colour a picture of Jesus on the cross. Write one sentence about the picture and write another sentence about what Jesus' death means to you. Write a prayer as a class, thanking Jesus for dying for the sins of mankind.	Drawings of Jesus on the cross and two sentences. Class prayer	*Good News Bible for Children:* John 3:16 Crayons, pencils, colouring pencils, construction paper and computer paper Whiteboard

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Easter

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1.D.2.1 State why Christians celebrate Easter	Christians celebrate Easter to remember Jesus Christ's resurrection from the dead. It is because of Jesus' resurrection that Christians have salvation and the promise of eternal life. Easter is a very joyous festival.	Concepts: resurrection, salvation, eternal life Skills: communicating beliefs; writing Attitude: joy	Watch the video, "Why We Celebrate Easter?" Then discuss reasons why Christians celebrate Easter using a web. As a class, write a poem about the real meaning of Easter.	Oral responses Class poem	Video: "Easter Children's Talk | Why Do We Celebrate Easter?" | Gospel for Kids - YouTube Web Whiteboard Chart paper for poem
4.1. D.2.2. Communicate the main events of the resurrection story	Three days after Jesus Christ's death, He arose from the dead. There was an earthquake and the angel rolled the stone away from the tomb. Mary and some of her friends came to the tomb to anoint Jesus. The angel told them that Jesus was risen. He told them to share the good news with Peter and the other disciples.	Concept: Good News Skill: sequencing events Attitude: enquiry	Read and discuss the Easter Story, *Jesus Is Risen.* Record the main events of the resurrection story on a graphic organizer. Complete Bible puzzles – *Jesus is Alive* and *What the Angel Said.*	Oral responses Completed graphic organizers Puzzles	*The Beginner's Bible,* Jesus is Risen, pp. 453-458 *Bible Puzzles for Kids Ages 6-8*, "Jesus Is Alive" and "What the Angel Said," pp. 97-98 Timeline Graphic Organizer https://mrswarnerarlington.weebly.com/graphic-organizers.html

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Easter

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. D.2.3. Describe the Christian symbols associated with Easter	Some symbols that are associated with Easter are: **Palms** symbolize victory and peace; The **cross** – Jesus Christ was crucified and died on the cross; The **Lamb** symbolizes Jesus Himself; The **fish** represents Christianity. Jesus told His disciples that He would make them "fishers of men."	Concept: symbol Skills: communicating ideas; interpreting the meaning of symbols Attitude: enquiry	Cut out pictures of the symbols and glue them on popsicle sticks. Have students share the meaning of one of the symbols. Participate in a parade of Easter symbols and share the meaning of each symbol. In groups, make a book of Easter symbols and their meanings.	Completed pictures of symbols and meanings Parade and meaning of symbols Books of symbols	Cross https://www.pinterest.com/pin/284852745163518263/ Lamb https://coloringhome.com/coloring-page/50666?album=lamb-pictures-to-color Palm http://clipart-library.com/palm-branch-coloring-page.html Fish http://yscbrqo.cluster020.hosting.ovh.net/wp-content/uploads/2019/02/CFshJ.pdf

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.2 – Understand how moral values and rules of behaviour (ethics) are expressed in communities
Topic: Obeying Laws and Rules

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. A.2.1. State why it is important to follow rules	It is important to follow rules for the reasons indicated below: • Rules help to keep children safe; • Rules prepare children for life; • Rules help children learn how to get along with others; • Rules help to keep us in order.	Concepts: rules, guide, socializing Skills: communicating ideas; writing Attitude: respect	Have students close their eyes and imagine life without rules. Have them talk about what would happen. Watch the video, "Why Rules are important," and then write two reasons why rules are important.	Oral responses Two reasons written	Article: "Why Kids Need Rules - Parenting" Video: "Why Rules Are Important?" - YouTube Notebooks
3.2. A.2.2. Articulate rules that should be followed at home and school	There are many rules that should be followed at home and at school. At home children should go to bed on time, do chores and play safely. At school they should attend school on time, keep the classroom clean and play safely.	Skills: communicating ideas; evaluating; writing Attitude: obedience	Discuss the class rules with your teacher and decide if they are fair. Make suggestions for new rules. In groups, students write rules (two each) that should be followed at home and at school.	Oral responses Rules written by the group	Classroom Rules chart

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.2 – Understand how moral values and rules of behaviour (ethics) are expressed in communities
Topic: Obeying Laws and Rules

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. A.2.3. Explain that the Bible teaches us what is right and wrong	The Bible teaches us what is right and what is wrong. In the Old Testament, God gave the Israelites or the Jews, rules or laws called the Ten Commandments. These laws are found in Exodus Chapter 20. It is right to worship God, honour our parents and respect others. It is wrong to worship idols or false gods, tell lies, kill someone and steal. Other scriptures also teach us to do what is right such as: Eph. 6:1-2; 1 John 4:7-8; Eph. 4:32	Concepts: laws, commandments Skills: recording details; classifying Attitude: respect	Read and discuss the story, "Ten Commandments." List right and wrong actions based on the Ten Commandments. Create a chart to classify consequences for doing wrong and rewards for doing right.	Discussion Classification charts showing consequences and rewards	*The Beginner's Bible,* "Ten Commandments," pp. 120-123. Ten Commandments chart *Good News Bible for Children*: Eph. 6:1-2; 1 John 4:7-8; Eph. 4:32

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Human Beings Have Rights

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. A.2.1. State the basic rights of children	Children's rights indicate what they need to be happy and to live a full life. The basic rights of children include provision of basic needs, protection, education and freedom of expression. These rights are outlined by the United Nations and the Government of The Bahamas.	Concepts: basic rights, needs, education, expression, freedom Skill: communicating ideas Attitude: self-understanding	Read and talk about the basic rights of children. Memorize some of these rights. Play the game, *Charades*. Have volunteers to role play the various rights of children. Their classmates will guess the answers.	Oral responses – Students can state at least two rights of children Correct answers to the Charade game.	Video: "What are Child's Rights?" https://www.youtube.com/watch?v=V1BFLitBkco Articles: "Children's Rights" http://www.unicef.org/crc "The Rights of a Child" http://www.bahamas.gov.bs
3.3. A.2.2. Explore scriptures related to the rights of children	According to the Bible, children should be protected and respected. Scriptures related to the protection of children include: Matt. 18:5-6; Mark 10:13-14. Scriptures related to education or training include: Pro. 22:6; Eph. 6:4.	Skills: locating scriptures; designing Attitude: appreciation	Play *Draw Swords*, using scriptures that speak about children's rights. Design a poster with a picture of a child and a scripture related to children's rights.	Ability to locate scriptures Posters with scripture, using rubric for artwork	*Good News Bible for Children:* Matt. 18:5-6; Mark 10:13-14; Pro. 22:6; Eph. 6:4. Poster/chart paper, colouring pencils, clip art Rubric for artwork

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Human Beings Have Rights

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. A.2.3. Express thanks for the rights children enjoy	Children should always be grateful for the rights they enjoy. They should show gratitude by honouring God, their parents, being good citizens and valuing their education and being responsible for the rights they enjoy and not abuse them. They can express thanks through song, dance, poetry and other creative work. They should also show their gratitude by sharing some of what they have with others. They should pray for those who are neglected.	Concepts: gratitude, honour Skills: communicating ideas; expressing thanks; writing Attitude: gratitude	Write a thank-you prayer to God for the rights and freedom they enjoy and for their parents or guardians who help them. Visit a children's home and share food items with the children. Watch the video, "Songs for Rights" and give thanks for the rights they enjoy.	Written prayers Children's attitude towards giving	File paper or note books Song: "Songs for Rights" - Children's Rights Education Through Music - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Respect and Responsibility

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. B.2.1. Explain what it means to respect others	Respect means that you accept people for who they are, even when they are different from you or you don't agree with them. Respect in your friendships builds feelings of trust, safety, and well-being.	Concepts: respect, trust Skills: communicating ideas; writing Attitude: respect	Watch the video, "All About Respect." Discuss ways to show respect for others. Then list five ways to show respect for others. Write an acrostic for the word R-E-S-P-E-C-T.	Oral responses List of ways to show respect Acrostics	Video: "ALL ABOUT RESPECT!" (song for kids about showing respect) - YouTube Pencil, folder sheet
3.3. B.2.2. Discover ways to show responsibility for others	Children can show responsibility for others by: • Treating others who are different with respect; • Looking out for the safety of others (Brother's keeper); • Taking care of other people's belongings; • Working together.	Concept: responsibility Skills: communicating ideas; interviewing Attitude: valuing others	Have students interview classmates to find out ways to show responsibility for others Have students pick scenarios about showing responsibility from a bag and role play them, in groups. E.g. walking your younger sibling to the store.	Interview Scenarios using rubric for dramatic skits	Video: "Respect and Responsibility" (Be Nice) - YouTube Interview questions Rubric for dramatic skits

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Respect and Responsibility

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. B.2.3. Explore biblical text related to showing respect and responsibility for others	Scriptures related to showing respect and responsibility for others are: Galatians 6:2, Ephesians 4:32, Colossians 3:20-21, Matthew 5:43-48, Luke 6:31-36. These verses promote respect for parents, children, friends and even one's enemies. The **Golden Rule**, "Do unto others just what you want them to do for you," is found in Luke 6: 31. This verse should be our guiding light with regards to showing respect and responsibility.	Skills: interpreting scripture; writing Attitudes: respect, responsibility	Discuss scriptures about showing respect and responsibility for others Write rules for showing respect and responsibility, based on the scriptures discussed. Write a slogan based on the *Golden Rule*. Display on a banner or poster board.	Interpretation of scripture Rules based on scripture Slogans	*Good News Bible for Children:* Galatians 6:2, Ephesians 4:32 Colossians 3:20-21, Matthew 5:43-48, Luke 6:31-36 Paper for slogan

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Pentecost/Whitsun

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. E.2.1. State what Pentecost means	Pentecost / Whitsun is celebrated fifty days after Easter. It is a festival held in celebration of the outpouring of the Holy Spirit on the disciples in Jerusalem.	Concepts: Pentecost, outpouring, disciples Skill: communicating ideas Attitude: enquiry	Define key terms – Pentecost, Holy Spirit, outpouring Using yarn, sentence strips and Velcro, have students match the words to their meanings, in their groups.	Key terms defined Matching of key terms to their meanings	Video*: "*Pentecost Explained in 3 Minutes" https://www.youtube.com/watch?v=7TZofFP0WTM yarn, sentence strips with words and meanings, Velcro
4.1. E.2.2. Relate the story of the coming of the Holy Spirit	Jesus' disciples were in Jerusalem for the Feast of Pentecost when the Holy Spirit came. The disciples heard a sound from heaven like a strong wind. The Holy Spirit appeared as tongues of fire on each of the disciples. They all spoke in tongues or languages they did not know or had not learnt.	Concepts: wind, tongues Skills: identify main idea and details; communicating beliefs Attitude: awe and wonder	Read the story in your Bibles and watch a video about the coming of the Holy Spirit. Discuss the main events of the story. In groups, draw pictures and write sentences about the coming of the Holy Spirit on index cards. Shuffle the cards and then put them in order. Store cards in a Ziploc bag.	Discussion of story events Index cards with pictures and sentences about the coming of the Holy Sprit	*The Beginner's Bible*, "The Holy Spirit Comes," pp. 473-479 Index cards, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Pentecost/Whitsun

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. E.2.3. Explain why Jesus Christ promised to send the Holy Spirit	When Jesus Christ was going back to heaven, He promised to send the Holy Spirit to his disciples. He wanted them to have a special Helper to be with them. The Holy Spirit would give them power to perform miracles and tell others about Jesus. The Holy Spirit would give them courage so they would not be afraid.	Concepts: heaven, promise, power Skills: communicating ideas; recording details; designing Attitude: gratitude	Read and discuss the story, "Jesus Goes to Heaven." Share reasons why from the story Jesus promised to send the Holy Spirit. Use a picture of Jesus. Draw a speech bubble and write one promise Jesus made about the Holy Spirit. On an index card write the message – "The Holy Spirit is my Helper." Decorate your card and keep it in a special place at home.	Discussion Pictures with information in speech bubble Decorated scripture cards	*The Beginner's Bible,* "Jesus Goes to Heaven," pp. 466-472. Picture of Jesus Free Printable Jesus Colouring Pages For Kids (bestcoloringpagesforkids.com) Index card, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.2 – Understand how Christian celebrations impact our culture
Topic: Christian Celebrations and Culture

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.2. A.2.1. Express what is culture	Culture refers to the way a group of people act/behave. It includes their foods, music, language, sports and beliefs. Every culture is unique and different.	Concepts: culture, language, beliefs, unique Skills: communicating ideas; asking questions Attitude: enquiry	View and discuss a YouTube video about the meaning of culture. Invite a guest speaker to talk about Bahamian culture, especially religious practices. Students ask questions.	Discussion Student interaction and questions asked	Video: "Understanding Traditions and Cultures for Kids" https://www.youtube.com/watch?v=FOEB87B0Zas Teacher made anchor chart Guest speaker – Priest or local pastor
4.2. A.2.2. Describe cultural practices that are based on Christian celebrations/festivals	Many cultural practices are connected to Christian celebrations. At **Christmas** we eat ham and turkey, buy new clothes, exchange gifts and decorate our houses. On **Good Friday**, we attend church in dark colours because of Jesus' death. We eat hot cross buns and fried fish. On **Easter Sunday** we dress in bright colours to celebrate new life.	Concept: cultural practices Skills: communicating ideas; creating; recording details Attitude: commitment	Use a two column chart to record Christian festivals and Bahamian cultural practices connected to them. Collect pictures and create a collage showing cultural practices related to Christian festivals.	Two-column charts with information Collages using artwork rubric	T-Chart https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/TChart.pdf Pictures and chart paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO

Strand 4: Celebrations/Festivals
Standard 4.2 – Understand how Christian celebrations impact our culture
Topic: Christian Celebrations and Culture

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.2. A.2.3. Relate events children enjoy during the various festivals	Children enjoy many events during the various festivals. During **Christmas,** they enjoy participating in plays or programmes at church, opening gifts, singing carols, attending family gatherings and going to the carnival. During **Easter**, they enjoy picnics, Easter egg hunts, Easter break and receiving Easter baskets. During **Pentecost** they go to church to learn about the Holy Spirit. During all the festivals, children enjoy being on holiday and spending time with family members.	Skills: designing; writing poetry Attitude: celebration	In groups, write a poem about the main activities that children enjoy during, Christmas, Easter and Pentecost. Write a short paragraph about special activities you and your family engage in during one of the Christian festivals.	Poems, using rubric for poems and songs Short paragraphs, using essay rubric	Chart or poster paper, pictures, clip art, colouring pencils File paper or note books

PRIMARY RELIGIOUS STUDIES CURRICULUM
GRADE THREE

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, the Creator

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. A.3.1. Explain why God created the world	God created the entire world and everything in it. God's creation shows His wisdom, glory, power and majesty (Ps.19:1) God wanted creation to praise, worship and communicate with Him. He created a world that mankind can live in, enjoy, reproduce and have dominion over (Genesis 1:28-29).	Concepts: wisdom, glory, majesty Skills: communicating, ideas; drawing conclusions; writing Attitude: enquiry	Create a poem or rap about the scripture taken from Genesis 1:28-29 using the rubric. Complete a live worksheet on the creation.	Poems or raps with at least two reasons for why God created the world Completed worksheets	*Good News Bible for Children*: Genesis 1:28-29; Ps.19:1 File paper Creation worksheet: https://www.liveworksheets.com/ui2325789ox Creation felts and felt board
1.1. A.3.2. Differentiate between visible and invisible things created by God	God created things that are visible and invisible. Some visible things include the sky, waters, land, plants, sun, moon, stars, animals and man. Examples of invisible things are gases, heaven and the wind.	Concepts: visible, invisible Skills: classifying; creating artwork	Create an artwork of visible and invisible things created by God. Make a list of invisible and invisible things created by God.	Drawings using artwork rubric. Images must reflect at least three things seen and two things unseen. Lists of visible and invisible things	Paper for drawing and crayons Magazines with pictures of animals, plants etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, the Creator

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. A.3.3. Reflect on the order in which God created the world	When God created the world, He began by first forming and shaping what was void and without form. Then God began to fill the world with everything that was needed so that mankind can have a place to live and enjoy. He wanted everything to work together in harmony.	Concepts: void, harmony Skills: identifying cause and effect; reflecting; critical thinking Attitude: awe and wonder	Read and discuss the importance of the order of the creation of the world for everything to work together. Complete a cause-and-effect graphic organizer showing the relationships between everything God created.	Journal entries on how God designed His creation to work together. Cause-and-effect graphic organizers	*The Beginner's Bible*: "The Beginning," pp. 7-13; "Adam and Eve," pp. 14-17 Cause-effect graphic organizer- https://www.teacherspayteachers.com/Product/Cause-and-Effect-Graphic-Organizer-1291664

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, Our Father

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. B.3.1. Describe the unconditional nature of God's love	God loves us unconditionally. Even when Adam and Eve sinned God had a plan to save mankind. He sent His only Son to die for our sins so that we may have eternal life. (John 3:16) Even when we do wrong God's love for His children is constant.	Concept: unconditional love Skills: communicating ideas; writing Attitude: reverence	Listen to the song, "His Love is Warmer" and then discuss the nature of God's love. Students will display photographs of themselves on paper plates and write a message about God's love.	Discussion Photo displays and messages	*Good News Bible for Children:* John 3:16 Paper plates photographs Song: "His Love is Warmer" https://www.youtube.com/watch?v=kWVM60P1CpU
1.1. B.3.2. Compare God's love to that of a caring father	The Bible describes God as a caring and loving Father (Hosea 14:3 & Mt. 6:6-13). God demonstrates his love just like a caring and loving father does for His children. He provides the things His children need such as food, clothing and shelter.	Concepts: father, providing Skills: writing; making comparisons Attitude: gratitude	Compare God's love to a parent's love using a comparison chart. Write a short letter to God, addressing Him as "Father" and thanking Him for His love and protection.	Graphic organizers with information Letters to God. Use essay rubric.	*Good News Bible for Children:* Hosea 14:3; Mt. 6:6-13; 1 John 3:1 & 1 Peter 5:7. Compare and Contrast graphic organizer - https://www.studenthandouts.com/00/200811/venn2.pdf

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: God, Our Father

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. B.3.3. Interpret scriptures that describe the unconditional nature of God's love	God's unconditional love is indicated throughout Scripture. **Romans 5:8** states that God loved us while we were still sinners. **Romans 8:35-39** states that nothing shall be able to separate us from the love of God. **Jeremiah 31:3** tells us that God loves us with an everlasting love. There is no love greater than God's love (**John 15:13).**	Concept: everlasting Skills: interpreting scripture; writing; designing Attitude: enquiry	Read and discuss the following scriptures: John 3:16, Romans 5:8, Romans 8:35-39, 1 John 4:8, 1 John 4:19, Jeremiah 31:3, John 15:13, Ephesians 2:4-5 Display scriptures using the LCD projector. Make a card with your favourite verse about God's love. Write the verse in your own words. Share the card with a friend.	Interpretation of scriptures Cards with scriptures	*Good News Bible for Children:* John 3:16; Romans 5:8; Romans 8:35-39; 1 John 4:8; 1 John 4:19; Jeremiah 31:3; John 15:13; Ephesians 2:4-5. Poster or construction paper, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: The Nature of God

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. C.3.1. State that God is everywhere, all knowing and eternal	God is everywhere at the same time. He knows all things and He knows everything about His creation. God is eternal and exists forever.	Concepts: unlimited, eternal Skill: expressing beliefs Attitude: reverence	Discuss the concept that God is everywhere and why God is considered to be all knowing, using a web. In groups, write a list of synonyms for the word "eternal" on index cards.	Oral responses Lists of synonyms	Index cards Dictionaries
1.1. C.3.2. Explore scriptures that reveal that God is everywhere, all knowing and eternal	There are scriptures that show that God is everywhere, all knowing and eternal. **Isaiah 66:1** states "The heavens are my thrones, and the earth is my footstool". **Jer. 1:5** states, "Before I formed you I knew you". **Ps. 90:2** states, "From forever in the past to forever in the future you are God".	Skills: interpreting scripture; designing Attitude: reverence	Play the game "Draw Swords" and research scriptures that describe God being everywhere, all knowing and eternal. In groups, decorate posters with scriptures about God being everywhere, all knowing and eternal.	Interpretation of scripture Scripture posters, using poster rubric	*Good News Bible for Children*: Gen. Isa. 66:1; Acts 7:49; Jer. 1:5; Ps. 139:2; Ps. 90:2 Items for poster: chart paper, glue, glitter, markers etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.1 - Develop an intrinsic understanding of God
Topic: The Nature of God

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.1. C.3.3. Demonstrate reverence to God for revealing Himself to mankind	Because God is holy, it is only fitting that He should be reverenced. Christians show reverence to God by bowing down and worshiping Him, singing songs of praise to Him and by avoiding distractions during prayer. Reverence is also shown in the way the Bible and other sacred objects are handled. We place God far above everything because He has revealed Himself to mankind through His creation, His Word (The Bible) and through His Son, Jesus Christ.	Concepts: reverence, awe, sacred Skills: writing; communicating ideas Attitude: reverence	Discuss and role-play ways to reverence God in various scenarios (During worship, prayer etc.) In groups, create a poem, rap or song about ways to reverence God.	Role-play, using the rubric for dramatic skits Poems, raps or songs using rubric for poems and songs	Robes, Bibles and other props File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 - Develop an intrinsic understanding of Jesus Christ
Topic: Jesus Christ, the Son of God

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. A.3.1. Express that Jesus Christ is the Son of God	Jesus Christ is the Son of God who became human and lived on Earth. Scriptures that refer to Jesus as the Son of God include Luke 1:35, John 3:16 and Matthew 16:15-17. During the baptism of Jesus, God confirmed that Jesus was His Son (Matthew 3:13-17)	Concept: Son of God Skill: examining scripture Attitude: enquiry	Use felt cut-outs and the chart, "All about Jesus for Kids," to learn about Jesus. Play scripture detectives and locate scriptures that identify Jesus as God's Son. Discuss the meaning of scriptures.	Oral responses Ability to locate and interpret scripture	Birth of Jesus felts "All about Jesus for Kids" chart *Good News Bible for Children*: Luke 1:35, Matthew 3:17, John 3:16 & Matthew 16:15-17. LCD
1.2. A.3.2. Explain why Jesus Christ came to Earth	Jesus Christ came to Earth to fulfil the scriptures (Hebrews 10:7) and to help mankind (Acts 10:38). He came to express God's unconditional love, to show mankind how to live and to sacrifice His life by dying for the sins of mankind (John 3:16).	Concept: fulfillment Skills: writing, communicating beliefs; creating artwork Attitude: gratitude	Sing the song "Lord I Lift Your Name On High" and discuss the details of the song – reasons Jesus came to Earth. Create banners with a message revealing why Jesus came to Earth.	Discussion Banners with messages	*Good News Bible for Children*: Hebrews 10:7; John 3:16 & Acts 10:38 Song: "Lord I Lift Your Name On High" https://www.youtube.com/watch?v=mfxtmpsT-2k

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 - Develop an intrinsic understanding of Jesus Christ
Topic: Jesus Christ, the Son of God

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. A.3.3. Discover ways to show gratitude to God for sending His Son to save us	God sent His only Son to Earth to save us from our sins. We can show gratitude to God by loving Him with all of our mind, heart, soul and strength and loving our neighbours as ourselves (Matt. 12:30-31). We can obey Him, worship Him and tell others about His love and faithfulness.	Concepts: obey, worship Skills: communicating ideas; writing Attitude: gratitude	Cut out a hand pattern and write ways to show gratitude on each finger. Write a prayer, thanking God for sending his Son to save us. Send a WhatsApp message about God's love to a friend.	Ideas presented on hand cut out Prayers using essay rubric WhatsApp messages	*Good News Bible for Children*: Matt. 12:30-31 Hand pattern: https://patternuniverse.com/download/hand-pattern/ Tablet or cell phone

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 – Develop an intrinsic understanding of Jesus Christ
Topic: Miracles and Teachings of Jesus Christ

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. B.3.1. Relate stories of some of Jesus Christ's miracles	Jesus Christ performed many miracles. The first miracle Jesus performed was turning water into wine. He also fed over 5 000 people, calmed a storm, cast out demons and healed many people. Even more amazing, He raised Lazarus and the widow's son from the dead.	Concept: miracle Skills: communicating ideas; recording details Attitude: awe and wonder	Discuss the definition of the word 'miracle.' View and discuss clips showing miracles that Jesus performed. Divide the class into two teams and play a game on *Baamboozle* about the miracles of Jesus.	Discussion Answers given - *Baamboozle* game	Definition of miracle Miracles of Jesus https://www.youtube.com/results?search_query=superbook+miracles+of+jesus+full+episode Miracles of Jesus https://www.baamboozle.com/game/378660
1.2. B.3.2. Explore some of Jesus Christ's teachings	The New Testament is a record of Jesus Christ's life and teachings. Jesus taught us how to love God, your neighbours and your enemies. He taught important lessons about how to pray and forgive. He also taught believers not to worry.	Concepts: neighbour, enemies, forgive Skills: summarizing; applying Attitudes: humility, loving, trust	Read about and discuss some of Jesus' teachings using the following stories: "Jesus teaches on a Mountain," and "The Lord's Prayer." Record three of Jesus' teachings and where they are found in the Bible.	Discussion Lists of teachings and Bible references	*The Beginner's Bible:* "Jesus Teaches on a Mountain" & "The Lord's Prayer," pp. 318-323 *Good News Bible for Children:* Mark 12:30-31, Matt. 5:44, Matt. 6:9-13, Matt. 18:21-22

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.2 – Develop an intrinsic understanding of Jesus Christ
Topic: Miracles and Teachings of Jesus

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.2. B.3.3. Discover how Jesus Christ selected and trained His twelve disciples	Jesus Christ chose twelve men to be His disciples. A disciple is a "follower or learner" of Christ. The first disciples were Peter, Andrew, James (the son of Zebedee) and John. They were all fishermen, but Jesus made them fishers of men. The other disciples were James (the son of Alphaeus), Philip, Bartholomew, Matthew, Thomas, Thaddeus, Simon and Judas. The disciples heard Jesus teach about God's kingdom and watched Him perform many miracles which they would also later do.	Concepts: disciple, follower Skills: collaborating; communicating ideas Attitude: enquiry	Sing the song, "I Will Make You Fishers of Men" and discuss how Jesus chose His disciples. In groups, discuss ways they can become disciples of Jesus. Report ideas to the class. Complete worksheets on the Twelve Disciples	Discussion Group reports Completed worksheets	*Good News Bible for Children*: Luke 5 *Religious Education for Younger Children, Grade 3,* pp. 47-49 Song: "I Will Make You Fishers of Men" https://www.youtube.com/watch?v=o0suPTeFjrM Worksheets: https://www.dltk-kids.com/t.asp?t=https://www.dltk-kids.com/bible/crosswords/b-crossword-withwords-disciples.gif

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.3 - Develop an intrinsic understanding of the Holy Spirit
Topic: The Holy Spirit

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. A.3.1. Express that the Holy Spirit lives in the hearts of Christians	The Holy Spirit lives in the hearts of Christians. Our hearts are like a house for the Holy Spirit to live in and should be clean and free from hate, unforgiveness and anger. Romans 5:5 tells us that God's love has been "poured into our hearts" through the Holy Spirit.	Concept: Holy Spirit Skills: interpreting scripture; communicating ideas Attitude: reverence	Read and discuss Romans 5:5 and Ephesians 2:21-22. Pretend that the Holy Spirit is the landlord of your heart. Create an essay in the form of a lease explaining how your heart should be kept at all times.	Oral responses Essays using rubric	*Good News Bible for Children*: Rom. 5:5; Ephesians 2:21-22 Essay rubric
1.3. A.3.2. Explain how the Holy Spirit teaches us right from wrong	The Holy Spirit teaches us right from wrong. John 16:13 tells us that when the Spirit of truth has come, He will "lead believers into all truth." When individuals have to decide between right and wrong actions, the Holy Spirit speaks to their hearts.	Concepts: right, wrong Skill: interpreting scripture; making decisions Attitude: obedience	Play the game "Draw Swords." Locate and discuss scriptures that speak about the Holy Spirit as a Teacher. Activity - "Listen to the Spirit." Teacher reads scenarios and students choose right or wrong pathways, in response. They must pray before moving.	Ability to locate and interpret scripture Behaviour of students and choices made.	*Good News Bible for Children*: John 14:26,1 John 2:27, John 16:13, 1Cor. 2:13 Teacher-made pathways showing signs, Right Way and Wrong Way

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.3 - Develop an intrinsic understanding of the Holy Spirit
Topic: The Holy Spirit

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. A.3.3. Discover that the Holy Spirit is referred to as a Comforter	The Holy Spirit lives within us to provide us with comfort. John 14:16 states: "And I will pray the father and He will send you another Comforter that He may abide with you forever". The Holy Spirit comforts us in sadness, in sorrow, in trouble, in sickness and in death. He helps us and brings relief which gives us courage when we need it (Acts 4:29-31).	Concepts: comfort, sorrow, trouble Skills: interpreting scripture; communicating ideas; writing; designing Attitudes: reverence, trust	Read the scriptures John 14:16 and John 16:7 and discuss why the Holy Spirit is called a Comforter. Sing the song "Holy Spirit to the Rescue" and discuss ways the Holy Spirit can comfort us. Read the story, "Refuge from the Storm," and discuss how the Holy Spirit brings comfort in trouble. Use discussion questions on p. 12. Make a card with a message of comfort to someone who lost a loved one. Be sure to include a scripture verse.	Oral responses Oral responses Discussion Cards with messages	*Good News Bible for Children*: John 14:16; 16:7; Acts 4:29-31 Song: "Holy Spirit to the Rescue" https://www.youtube.com/watch?v=RDIodImwO64 *Foundations of Faith Kit,* Comfort, "Refuge from the Storm," pp. 11-12 Construction paper, colouring pencils

SCOPE OF WORK
RELIGIOUES STUDIES
GRADE THRE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Bible, Our Guide

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. A.3.1. Describe the Bible as the Holy Word of God	The Bible is the Holy Word of God. Second Timothy 3:16 tells us that "All scripture is inspired by God." Second Peter 1:21 states that people were under the control of the Holy Spirit as they wrote the message that came from God.	Concepts: Holy Word, scripture, inspired Skills: defining key terms; following instructions Attitude: obedience	Match key words with their definitions using word cards. Key words: holy, inspired, scripture Place students in groups. Have children draw an object from verbal instructions given by the group leader. This allows them to understand the concept of being "inspired."	Correct matching of words and definitions Drawings done through verbal instruction	Dictionaries Index cards with words and meanings *Good News Bible for Children*: 2 Tim. 3:16; 2 Peter 1:21 Break out rooms
1.4. A.3.2. Compare and contrast the Bible to other books	The Bible is like other books because it has stories, however it is quite different. Most books are written by one author, but the Bible was written by many authors who were inspired by God. The Word of God is true (John 17:17).	Concept: author Skills: comparing and contrasting; drawing conclusions; writing	Choose a book and use a Venn diagram to compare and contrast the Bible to that book. Write three sentences explaining why the Bible is a special book, on a Bible template.	Venn diagrams with information Sentences	Compare and Contrast graphic organizer - https://www.studenthandouts.com/00/200811/venn2.pdf Bible template

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Bible, Our Guide

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. A.3.3. Explain that the Bible is an important guide to daily living	The Bible is an important guide that teaches us how to live. It teaches us live joyfully, to be peaceful, kind, patient, and to have self-control. Galatians 5:22-23 tells us about the characteristics we should have. The Ten Commandments are rules/laws that govern how we should live.	Concepts: peaceful, self-control, patient Skills: classifying; critical thinking Attitude: obedience	Read and discuss the scripture taken from Galatians 5:22-23 and list some characteristics that guide the kind of person God wants us to be. Write words reflecting the Fruit of the Spirit on each fruit cut out. Use a T-Chart and classify the characteristics that you possess and the ones you need to develop.	Oral responses Fruit cut-outs with words T-Charts with information	*Good News Bible for Children*: Galatians 5:22-23; Exodus 20:1-17 Template www.teacherspayteachers.com/Product/Fruit-of-the-Spirit-Template-918549 T-Chart https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/TChart.pdf

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Book of Books

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. B.3.1. Discover that the Bible is made up of books, chapters and verses	The most commonly used Bible is a collection of sixty-six books. Each Book is made up of chapters and each chapter is made up verses. The Bible is divided into two parts, the Old and New Testaments. The Old Testament has 39 Books and the New Testament has 27 Books. This organization allows readers easy access to stories and important teachings.	Concepts: Bible, books, chapter, verses Skills: examining; recording details Attitude: enquiry	Create Old Testament and New Testament book marks. Complete a live worksheet on the books of the Bible	Old and New Testament book marks Completed worksheets	Old and New Testament book mark templates https://www.dltk-kids.com/t.asp?t=https://www.dltk-kids.com/bible/bookmarks/bbiblebookmarkold.gif Worksheet https://www.liveworksheets.com/ja1342828lo
1.4. B.3.2. Identify specific books, chapters and verses in the Bible	Some famous Old Testament books are Genesis, Psalm and Jonah. Some famous New Testament books are Matthew, Mark, Luke, John and Revelations. Psalm 23 and Mathew 6 are famous chapters. Famous Bible verses are Genesis 1:1 and John 3:16.	Skills: recognizing details; memorizing scripture Attitude: enquiry	Play the game, *Concentration* using the books of the Bible. Read and talk about Psalm 23 and Matthew Chapter 6. Memorize Psalm 23, Gen. 1:1 and John 3:16	Oral responses Oral responses Ability to memorize scripture	Game – Concentration Good News Bible for Children: Psalm 23; Matt. 6; Gen. 1:1; John 3:16 Teacher-made PowerPoint with scriptures

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 1: Basic Beliefs and Teachings
Standard 1.4 - Develop an understanding of the Bible
Topic: The Book of Books

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.4. B.3.3. Associate special Bible stories with specific books of the Bible	The books of the Bible contain many special stories. In Genesis we read about the story of creation. In Exodus we learn about the Jews and their exit from Egypt. The story of Jonah in the belly of the great fish is found in the book of Jonah. The story of David and Goliath is found in the book, 1 Samuel. Matthew, Mark, Luke and John contain stories about Jesus' birth, life, death and resurrection.	Skills: using sources; recording details; drawing conclusions; writing Attitude: enquiry	Use the *Beginner's Bible* and find famous Bible stories. Write a list of at least five stories and which books of the Bible they are found in. Watch the video, "Five Most Famous and Best Bible Stories." Talk about why these stories are considered most famous. Write the name of your favourite Bible story and the book where it is found. State at least two reasons why you enjoy that story.	List of Bible stories and books Oral responses Short paragraphs	*Beginner's Bible* Note books Video: "Five Most Famous and Best Bible Stories" 5 Most Famous & Best Bible Stories - Birth Of Jesus, Noah's Ark, Joseph & More Best Bible Tales - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Who Am I?

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. A.3.1. Explain that human beings were created with the ability to think and speak	God created human beings with the unique ability to think and speak. In Genesis 1:26 God said, "Let us make man in our image and likeness." Humans are the only animals created with a mind to think and communicate to others by speaking. God gave Adam the task of naming all the animals in the Garden of Eden.	Concepts: image, likeness, think, speak, ability Skill: comparing and contrasting Attitude: self-awareness	Read Genesis 1:26 and discuss ways in which human beings are made in the image and likeness of God. Use a Venn diagram to compare and contrast human beings to other animals.	Discussion Written responses	*Good News Bible for Children*: Genesis 1:26 Compare and Contrast graphic organizer https://www.studenthandouts.com/00/200811/venn2.pdf
2.1. A.3.2. Examine the importance of man's ability to think and speak	The ability to think and speak is very important. The ability to think enables you to process and analyze information and also solve problems and make good decisions. Speaking allows you to communicate with other human beings.	Concepts: process, analysis Skills: examining; drawing conclusions; communicating ideas Attitude: enquiry	Play the game, "Charades" and have students use non-verbal gestures or communication to guess various animals. Solve riddles using drawing conclusions task cards.	Non-verbal communications/gestures Oral responses Oral/written responses	Drawing Conclusions task cards https://minds-in-bloom.com/wp-content/uploads/2019/04/Drawing-Conclusions-Task-Cards-Inference-Reading-Skills-Practice-preview.pdf

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Who Am I?

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. A.3.3. Examine characteristics that make individuals unique and special	Each individual possesses qualities or characteristics that are unique to him or her. A person may be described as being loving, caring or cooperative. These are examples of personal qualities. Every individual must get to know him/herself.	Concepts: unique, characteristics Skills: communicating ideas; collaborating with others Attitude: self-understanding	Discuss their personal qualities and the importance of knowing oneself using a web. Write words that describe their qualities on flashcards and share them with the class.	Oral responses Words on flashcards	Word Web Graphic Organizer" https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/cluster-web-1.pdf Flashcards, markers
2.1. A.3.4. Recommend ways to celebrate their unique differences	Human beings come from different races, have different nationalities and speak different languages. However, we are all special and we should celebrate our differences. Ways that we can do this are sharing our cultures and showing appreciation for various nationalities and languages.	Concepts: celebrate, unique, races, nationalities, cultures Skills: interpreting scripture; communicating ideas Attitude: appreciation	Read Psalm 139:14 and discuss what it means to be fearfully and wonderfully made. Create posters displaying various nationalities, languages and cultures. Write Psalm 139:4 on your poster.	Oral responses Poster, using poster rubric	*Good News Bible for Children*: Psalm 139:14 Rubric for posters

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Our Gifts and Talents

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. B.3.1. Discover various gifts and talents	Our gifts and talents also make us special and unique. We can discover our gifts and talents by finding out what things we are good at or asking questions. Some gifts and talents include singing, dancing, drawing, athletic abilities and playing an instrument.	Concepts: discover, gifts, talents, unique Skills: interpreting scripture; identifying strengths Attitude: self-understanding	Complete a gifts and talents inventory Watch and discuss the object lesson on gifts and talents.	Information from inventories Oral responses	Identifying Talents Activity Sheet https://truewaykids.com/parable-of-the-talents/#jp-carousel-7911 Video: Object Lesson on Gifts and Talents - Gift - YouTube
2.1. B.3.2. Explore ways to develop one's gifts and talents	We develop our gifts and talents when we use them. God is pleased when we use the gifts and talents He has given to us. In the story of the Ten Talents, the person who was given the one talent did not do anything with it, and this displeased God.	Concept: develop Skills: communicating ideas; collaborating with others Attitude: confidence	Read the story of the Ten Talents and discuss what happens when we use our talents for God. Have a talent show involving all the students.	Oral responses Display of talents	*Good News Bible for Children*: Matthew 25:14-30 Students and their various talents

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.1 – Understand the unique nature of human beings
Topic: Our Gifts and Talents

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. B.3.3. Suggest values and attitudes that are needed to develop one's talents	In order to develop our gifts and talents, we need the right attitudes and values. We should understand that since it is God that has blessed us with the talents we have, we should use it to honour Him and to help others. We should find creative and innovative ways to selflessly share our talents as we collaborate with others to perfect and demonstrate our talents.	Concepts: values, attitudes, creative, innovative Skills: examining scriptures; collaborating with others; thinking creatively Attitudes: humility, gratitude, selflessness	Read 1 Samuel 16:14-23 and discuss how David used his talent, with the right attitude. Write an acrostic using the word T-A-L-E-N-T. Be sure to include some of the values and attitudes an individual must possess in order to develop his/her talent. Work with your classmates and use your talents to help a special charity.	Oral responses Acrostics Children's attitudes during this special project	*Good News Bible for Children*: 1 Samuel 16:14-23 Note books

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: It's Harvest Time Again

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. A.3.1. Explain reasons why individuals and churches celebrate special days/festivals	Special days and festivals are celebrated by individuals because of traditions that have been passed down from one generation to the next. Churches celebrate these special days and festivals because of biblical teachings and to show honour to God. Celebrations bring people together.	Concepts: festivals, celebrate, traditions Skills: communicating ideas and beliefs; identifying details	Brainstorm the various events individuals celebrate and why they are celebrated e.g. birthdays and anniversaries. Watch the video, "Christian Festivals" and then write two reasons why festivals are celebrated.	Oral responses Written responses	Web Video: Christian Festivals - YouTube
4.1. A.3.2. Examine reasons why Harvest is celebrated today	Harvest is celebrated by Christians to show gratitude to God. A part of having a relationship with God is expressing thanks to Him. We should express thanks to God because He is our Creator, He protects us, He provides for us and He gives us health and strength.	Concepts: Harvest, gratitude Skills: communicating ideas; reflecting Attitude: gratitude	Watch the videos, Harvest Festival" and "Thanks to God." Discuss reasons why they should be thankful to God. Use a beach ball and allow students to catch the ball and state one reason why they are thankful to God.	Oral responses Oral responses	Videos: EPC Harvest Festival - Children's Worship! - YouTube Thanks to God https://www.youtube.com/watch?v=zD6G5tuNMPs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: It's Harvest Time Again

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. A.3.3. Utilize various scriptures and Psalms to express thanks to God	There are many scriptures in the Bible that urge individuals to express thanks to God. Psalm 107:1 states, "Give thanks to the Lord, because He is good; His love is eternal." Other scriptures include Psalm 100:4, Psalm106:1-2 and I Thessalonians 5:16-18. Individuals can use these scriptures when they worship and pray.	Concept: giving thanks Skills: examining scriptures; articulating Attitude: gratitude	Play the game, "Draw Swords" to see who would be the first to find and read scripture verses related to giving thanks to God. Fill in the blanks to complete scripture verses about giving thanks to God. Make a scripture poster using a favourite scripture about giving thanks to God. Have a thanksgiving service using the psalms and thanksgiving songs.	Ability to locate scriptures Completed scripture verses Scripture posters, using the generic poster rubric	Good News Bible for Children: Psalm 100:4 Psalm 106:1-2; Psalm 107: 1; I Thessalonians 5 :16-18 Poster paper, markers, crayons, colouring pencils, glitter glue, etc. Songs: "O Give thanks Unto the Lord" and "Give thanks with a grateful heart."

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: The Birth of Jesus Christ - Christmas

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. B.3.1. Explain why Christmas is an important festival for Christians	Christmas is an important festival for Christians. Every time we celebrate Jesus Christ's birth, we are reminded that He was God's greatest gift to mankind. Jesus was born so that He could eventually die for the sins of mankind.	Concepts: Christmas, festival, Christians Skills: collaborating; critical thinking Attitude: joy	In groups, write an acrostic using the word C-H-R-I-S-T-M-A-S. Talk about the importance of Christmas. Make a manger scene to remind them that God's gift to them was Jesus.	Acrostics Manger scenes, using the artwork rubric	*Fold-n-Hold Object Talks for Kids*, "Born For You," pp. 50, 51, 63 *Good News Bible for Children*: Luke 2:1-14
4.1. B.3.2. Communicate the story of the birth of Jesus Christ	The story of Jesus Christ's birth is very exciting. Mary, a young virgin, was engaged to Joseph, a carpenter. One day, God sent the angel Gabriel to Mary and told her she would have a son by the power of the Holy Ghost. Later, they travelled to Bethlehem for a census and Jesus was born there.	Concepts: virgin, engaged, power Skills: examining scripture; sequencing events	Read and discuss the story of Jesus' birth in the Beginner's Bible. In groups, dramatize the story of Jesus' birth. Be sure to include the important events.	Discussion Drama, using rubric for dramatic skits	The Beginner's Bible: "An Angel Visits Mary; "Baby Jesus is Born;" "Shepherds Visit," pp. 266-281 Rubric for dramatic skits R.S. Activity Cards #1 – Christmas – The Birth of Jesus

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: The Birth of Jesus Christ - Christmas

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1.B.3.3.Infer how Jesus Christ's birth brought peace, love and joy to the world	Jesus Christ's birth brought peace, love and joy to the world. Jesus was the Prince of Peace so He brought peace to earth (Isaiah 9:6). The angels brought "good news of great joy" to the shepherds and people everywhere (Luke 2:10). Jesus was God's gift of love to mankind (John 3:16).	Concepts: love, joy, peace Skills: making inferences; interpreting scripture Attitude: adoration	Listen to Christmas songs with messages about peace, love and joy. Discuss how Jesus' birth brought peace, love and joy to the world. Make a banner with a message and scripture about peace, love or joy at Christmas.	Discussion Banners with special messages	Christmas songs: "Joy to the World," "Love Came Dawn at Christmas," "Hark the Herald Angels Sing" Copy paper and colouring pencils
4.1. B.3.4. Recommend ways to share peace, love and joy at Christmas	Christmas is a time to share love, joy and peace with our family, friends, classmates and neighbours. We can show love by offering a meal or buying a gift for someone in need. We can also spend time with others so that they can feel the joy that Christ has brought.	Concepts: love, joy, peace, sharing Skills: communicating ideas; organizing Attitudes: joy, peace	Complete a web by stating ways you can help others experience love, joy and peace. Organize a project to assist someone at Christmas time.	Webs with information Special projects	Word Web Graphic Organizer" https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/cluster-web-1.pdf

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Created to Worship

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. A.3.1. Explain the concept of worship and ways to worship God	Worship is an expression of love, adoration and gratitude to God for who He is and what He has done for us. John 4:23 states that God is seeking true worshippers. We can worship God by singing, praising, praying, bowing down and lifting hands not only at church, but everywhere we go. We also worship God by how we live.	Concepts: worship, adoration Skills: critical thinking; interpreting scripture Attitudes: gratitude, adoration	Play the game, "Charades" and have teams guess which aspect of worship is being portrayed. Create a song about worshipping God using the meaning of worship and at least three ways that we can worship God.	Oral responses Songs with the meaning of worship and at least three ways to worship God, using rubric for poems and songs.	*Good News Bible for Children*: John 4:23; Psalm 150:6; Psalm 34:1 Romans 12:1 Video: "God's Story – Worship" https://www.youtube.com/watch?v=EJZ6iHMMF6M
2.2. A.3.2. Express reasons why the church is a special place of worship	The church building is God's house and it is holy. It is a special place where people are able to gather in order to be taught the Word of God. Individuals can pray together and serve each other in special ways.	Concept : church, holy Skills: expressing beliefs and ideas, writing Attitudes: servitude, unity	Create a poem about why the church is a special place of worship. Using a template of a church building draw various reasons why people go to church.	Poems, using rubric for poems and songs Drawings and reasons listed on template, using artwork rubric	*Good News Bible for Children*: Exodus 25:8; Hebrews 10:25; Acts 20:28; Luke 19:46 Template of a church https://www.kindpng.com/imgv/ThTmTRi_link-church-simple-church-outline-hd-png-download/

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Created to Worship

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. A.3.3. Compare and contrast personal and corporate worship	Personal worship refers to acts of worship done privately and individually. It may include, singing, praying, Bible reading and meditating. Corporate worship refers to acts of worship done as a church body collectively. It may include worship, Bible reading and a sermon.	Concepts: personal, corporate Skills: communicating ideas; comparing and contrasting Attitude: sincerity	Discuss the differences between personal and corporate worship. Talk about various acts of worship that are done privately and corporately. Using a Venn diagram, organize information drawn from the discussion on personal and corporate worship.	Oral responses Written responses	Compare and Contrast graphic organizer https://www.studenthandouts.com/00/200811/venn2.pdf

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Teach Us to Pray

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. B.3.1. Explain what prayer is	Prayer is communicating with God which includes both talking and listening to God. Jeremiah 29:12 tells us that when we pray God listens. God speaks to our heart when we pray. If we listen, we will hear His still voice. In the Bible, Hannah prayed to God for a child. God heard Hannah's prayer and blessed her with a son, Samuel. Samuel grew to serve the Lord. Some special prayers that children learn are the Lord's Prayer, the school's prayer, lunch time prayers, end of school dismissal prayers and bedtime prayers.	Concepts: prayer, communication, Skills: expressing beliefs and ideas; writing Attitude: humility	Watch the video on "Prayer" and discuss what prayer is. Read the *Story of Samuel* and discuss how both talking and listening occurred in the story. Create a prayer cube with various special prayers on each side.	Oral responses Oral responses Prayer cubes	Video: "God's Story: Prayer" https://www.youtube.com/watch?v=ZrdIXOk_QdQ *The Children's Bible in 365 Stories*: The Story of Samuel, pp.125-127 Cube box Construction paper Glue/clear tape

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Teach Us to Pray

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. B.3.2. Discover ways to prepare one's heart for prayer	When coming before God in prayer we must show reverence and honor Him as the most important person. Our hearts must also be pure (Psalm 24:4). Some ways we can prepare our hearts for prayer are: • being still and silent • listening to soft worship music • singing worship songs • forgiving others who have hurt us • bowing our heads • kneeling • reading a scripture	Concepts: honour, importance Skills: examining scripture; listening critically Attitude: reverence	Children can listen to various environmental sounds and decipher which environment is conducive for prayer. Using a hand template write five ways we can prepare our hearts for prayer.	Oral responses Written responses on hand templates	*Good News Bible for Children*: Psalm 24:4, Psalm 66:18 Pencil markers Hand template

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.2 – Develop an understanding of human religious rituals
Topic: Teach us to Pray

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. B.3.3. Utilize personal language and expressions in prayer	When praying to God, He wants us to be ourselves. We can use our personal language to pray to God in a simple way. One model we can use is the P.R.A.Y. model. P-praise God, R-repent of our sins, A-ask God for what we need, Y-yield to His will for our lives.	Concepts: praise, repent, yield Skills: communicating; writing Attitude: reverence	Discuss the four aspects of the P.R.A.Y. model. Write a prayer to God with at least six sentences using the P.R.A.Y model.	Oral responses Written prayers	P.R.A.Y. model chart Article: P.R.A.Y. – A Prayer Acronym for Daily Life https://cpcresources.net/p-r-a-y-a-prayer-acronym-for-daily-life/

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Caretakers of the Earth

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. A.3.1. Explain the importance of caring for the Earth God created	Human beings should take care of the Earth because the Earth is our home. It provides us with everything we need to survive. If human beings don't take care of the Earth, plants and animals (including humans) will become extinct. In the story of Noah, God told Noah to bring pairs of male and female animals into the Ark. They cared for the animals on the Ark during the flood. The animals were able to survive and continue to reproduce after the flood.	Concepts: care, extinct, reproduction Skills: identifying cause and effect; critical thinking; writing Attitude: caring	Watch the video about taking care of the Earth and discuss the importance of taking care of the Earth. Read the story, "Noah and the Ark" and write a paragraph with four to five sentences about the cause and effect of Noah's obedience in bringing pairs of animals into the Ark.	Oral responses Written sentences.	Video: "Taking Care of the Earth" https://www.youtube.com/watch?v=tgzGm9QaOYs *The Beginner's Bible*, "Noah and the Ark," pp. 26-33

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Caretakers of the Earth

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. A.3.2. Examine the benefits of caring for the Earth	There are many benefits of caring for the Earth. Some benefits are: • We become more educated about our environment; • We develop a sense of caring; • There is an increased level of respect and appreciation for environmental conservation.	Concepts: environment, respect, conservation Skills: critical thinking; observing; writing Attitudes: caring, awareness	Watch the video about ways to take care of the Earth and discuss some of the benefits. Plant a seed and monitor the progress and growth of the plant. Write five to seven sentences about the benefits of plants to human beings.	Oral responses Written sentences	Video: "How To Take Care of the Earth" https://www.youtube.com/watch?v=X2YgM1Zw4_E seed cup soil

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Caretakers of the Earth

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. A.3.3. Research scriptures related to caring for the Earth	The Bible has many scriptures that tell us how we should care for the Earth. Genesis 2:15 states that God took the man and placed him in the Garden of Eden to work and take care of it. Numbers 35:33-34 states that we should not pollute or defile the land.	Concepts: care, pollute, defile Skills: examining scriptures; recording details; designing Attitudes: caring, awareness	Play the game, "Draw Swords." Locate and read scriptures about caring for the Earth. List ways that the Earth is polluted or defiled Design a poster with a scripture about caring for the Earth.	Oral responses Written responses Poster, using rubric	*Good News Bible for Children*: Genesis 2:15, Numbers 35:33-34 Writing books Poster rubric
2.3. A.3.4. Demonstrate care for the plants and pets in their class and school environment	Plants and animals are all important to the earth. We can take care of our class pets by ensuring that their homes are clean and that they are fed. We can ensure that the plants are in an environment where they are receiving enough sunlight, air, nutrients and water to grow.	Concepts: environment, home, nutrients Skills: communicating; identifying cause-and-effect Attitudes: caring, awareness	Discuss ways to care for the class pet and plant, after watching the video. Construct a group roster and have groups demonstrate responsibility in caring for the class pet and plant Write a paragraph on how to care for a class pet or a class plant.	Oral responses Students' attitudes and behaviour Paragraphs, using the essay writing rubric	Video: "Taking Care of Plants and Animals" https://www.youtube.com/watch?v=dAA1wpuCv10 Writing books Essay rubric

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Helping /Serving Others

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. B.3.1. Explain what it means to serve others	A part of our purpose in life is to serve others. To serve means to assist someone in any way possible. Jesus said that the greatest among you will be your servant (Matt. 23:11). Philippians 2:4 states that individuals must look after the interests of others.	Concept: serving others Skills: interpreting scripture; writing Attitude: service	Use an object lesson involving a skateboard and other objects to discuss the idea of service. Show a slideshow of pictures where people are serving others and discuss what it means to serve others.	Oral responses Oral responses	*Object Talks from Sports Kids Love*, "Serving With A Whole Heart," pp.40-41 *The Good News Bible for Children*: Matt. 23:11, Phil. 2:4
2.3. B.3.2. Use biblical examples of persons who served well	In the Bible, there are many examples of persons who rendered service to others. The servant girl worked diligently for her master Naaman. She also led him to the prophet Elisha, who helped Naaman experience healing from leprosy. God used the servant girl to cause others to desire to know more about Him. Esther served her people, the Jews, by using her influence as the queen to save them from being killed.	Concepts: service, healing, leprosy Skills: expressing beliefs and ideas; Attitudes: service, gratitude	Read the story of Naaman and discuss how the servant girl influenced others to serve God. Watch the story of Esther. Draw a picture of Esther and write a paragraph about how she saved the Jewish people.	Oral responses Drawings, using essay rubric	*The Children's Bible in 365 Stories*, "The Girl Prisoner/Cure for Naaman" pp. 204-206 Video: 'God's Story: Esther" https://www.youtube.com/watch?v=KPDRmkh7J9c

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Helping /Serving Others

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. B.3.3. Conclude that individuals should serve others willingly	Individuals should render service with a willing heart. They should be willing to serve in obedience to God's instruction. First Peter 4:10 admonishes us to serve others. They should be willing to use their gifts and talents to help others. They should not "grow weary in well doing" (Gal. 6:9). God's love causes individuals to serve willingly (John 15:12).	Concept: willingness Skills: communicating ideas; writing Attitude: helpfulness	On a heart-shaped cut, out write at least five adjectives to describe someone who serves willingly. Children will create a five-day journal, relating how they served others at school, home, or in the community.	Hearts with adjectives Written responses	*The Good News Bible for Children*: 1 Peter 4:10; Ephesians 6:7-8 Heart-shaped cut outs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Taking Care of Me

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. C.3.1. Explain the importance of caring for one's physical and social health	Having physical health is an important part of self-care. When you feel well, you will have the energy needed to accomplish your daily tasks and goals. Caring for one's social health allows you to build healthy relationships with others and also one's self-esteem.	Concept: self-esteem Skills: communicating ideas; making inferences; comparing and contrasting; writing Attitude: self-care	Have students discuss how they are feeling before participating in a workout routine. Then, have students participate in a three-minute workout routine, and discuss how they felt after the routine. Compare and contrast physical and social activities, using a Venn diagram.	Oral responses Written responses	Video: " Build Your Body and Your Brain"-Jack Hartman https://www.youtube.com/watch?v=RzbTmBIpGdQ Article: "Physical health…Self Care" https://www.recoveryacademymn.com/2020/12/04/physical-health-is-an-important-part-of-self-care/
2.3. C.3.2. Examine scriptures related to healthy living and good friendships	There are many scriptures that tells us about healthy living and good friendships. 1 Corinthians 6:19-20 states that our bodies are "temples" created for God's glory. Ecclesiastes 4:9-10 states that two individuals are better together. 1 Samuel 18:1-16 tells us about David and Jonathan who were good examples of a healthy friendship.	Concepts: healthy living, temple Skills: examining scripture; writing Attitude: appreciation	Create a banner with a slogan and graphics about keeping your bodies as temples of God. Read Ecclesiastes 4:9-10 and discuss the benefits of having a good friend. Watch the story of David and Jonathan and discuss how they displayed good friendship.	Oral Responses Banners, using artwork rubric Oral responses	*The Good News Bible for Children*: 1 Corinthians 6:19-20; Ecclesiastes 4:9-10 David and Jonathan Animated Bible Stories: David and Jonathan's Friendship - 1 Samuel 18 | Online Sunday School - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 2: Purpose
Standard 2.3 – Develop an understanding of their purpose in life
Topic: Taking Care of Me

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. C.3.3. Discover ways to live healthy lives and build friendships	Living a healthy life and building friendships are both very important. Here are some tips to follow: -Eat a healthy, balanced diet with lots of vegetables and fruits; -Tell your parent or an adult if you are not feeling well; -Exercise as often as you can -Get enough sleep; -Spend time with your family and friends; -Play games with your family and friends; -Find a friend that you can trust, who you can communicate your thoughts and feelings to; - Take time out to engage in hobbies and extracurricular activities.	Concept: self-care Skills: communicating ideas; drawing conclusions; writing; creating Attitudes: self-appreciation, caring	Play the "Good Choice, Bad Choice" game. Divide students into teams. Place a cut-out of a smiley face on a chair and a cut-out of a sad face on another chair. Call a list of healthy and unhealthy actions. Ask students to indicate their choices by racing to the correct chair. Create pamphlets to be shared with others. Include information and graphics that communicate ways to care for one's physical health and build friendships.	Students' active participation Pamphlets, using artwork rubric	PowerPoint on Caring for one's physical and social health Construction paper Markers Pictures Crayons/Colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families are Special

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. A.3.1. Explain that the family is the main part of any society	The family is the building block of any society. Families play an important role because they are the first to educate their children. They also instil morals and values in them to help them become responsible citizens and adults in society. Our values teach us how to treat other people, respect ourselves and others and find our purpose in life.	Concepts: building block, society, morals, values Skills: communicating ideas; justifying; creating Attitude: responsible	Brainstorm reasons why families are important in society, using a web. Create a poem stating at least three values or morals practiced in your family.	Written responses Poetry, using the rubric for poems and songs	Web graphic organizer Writing books Rubric for poems and songs
3.1. A.3.2. Research scriptures about the role of various family members	Scripture reveals the roles of family members. Proverbs 22:6 states that parents should train their children in the way they should go which includes being respectful, responsible and God-fearing. Ephesians 6:1 states that children should obey their parents for this is right, and Ephesians 6:4 states the fathers should not provoke their children to wrath.	Concepts: role, providing, obedience Skills: examining scriptures; communicating ideas; creating Attitudes: respect, responsibility	Discuss the scriptures found in Proverbs 22:6 and Ephesians 6:1. Create a rap about the role of parents and children, using Proverbs 22:6, Ephesians 6:1 and Ephesians 6:4.	Oral responses Raps, using rubric for poems and songs	*The Good News Bible for Children*: Proverbs 22:6; Ephesians 6:1; 6:4 Writing books Rubric for poems and songs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families are Special

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. A.3.3. Articulate the importance of each family member	Each member in the family is important. Everyone should ensure that their role in the family is carried out to make the load lighter. The parents are caretakers and are important in a family. Children depend on them emotionally to show them love, to take care of them and to provide for them. Children are important because they can assist parents by completing chores around the home. One day, children will become adults who will also need to know how to function and contribute to society.	Concepts: role, parent, caretaker, provider Skills: communicating ideas; identifying cause-and-effect Attitudes: self-identity, appreciation	After watching the video, "All About Family Roles," discuss why each family member is important and the important roles each plays. Write at least two effects of parents and children not functioning in their roles as family members.	Oral responses Written responses	Video: "All About Family Roles" https://www.youtube.com/watch?v=gwXKtM0N-EY Writing books

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families Build Communities

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. B.3.1. Relate what a community is	A community is a place where diverse groups of people live and work together. In a community you can find buildings such as houses, churches, libraries, clinics, police stations, shops and schools. All communities have roads and some may have parks. There are many individuals who work in a community such as cashiers, librarians, nurses, doctors, police officers and teachers.	Concepts: diverse, community, working together Skills: communicating ideas; creating Attitude: unity	Watch the video, "What Is a Community?" List at least five groups of people and at least five places found in communities. . Construct a community including roads, buildings, a park and various people living and working in a community.	Written responses Community structures	Video: "What Is a Community?" https://www.youtube.com/watch?v=wP_IbZSxhEs Cardboard, markers, clay, construction paper and glue
3.1. B.3.2. Indicate how various groups within the community work together	Although people in a community may come from different families, nationalities or religions they must work together. People in a community work together to keep the community clean. Sometimes they form a "Neighbourhood Watch" group to help keep the community safe. They support each other through businesses. Churches often partner with schools by donating funds and offering assistance where needed.	Concepts: nationalities, religions, respect Skills: interviewing; communicating ideas; creating Attitude: cooperation	Talk about how people from different families, nationalities and religions in our communities work together. Create a video by interviewing persons from various groups in the community and showing how they work together.	Oral responses Completed videos	Teacher-made PowerPoint of pictures of various religions, nationalities, churches and schools

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.1 – Understand the importance of family and community relationships
Topic: Families Build Communities

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. B.3.3. Examine the importance of groups working together in harmony	It is important for all groups in a community to work together in harmony. When harmony exists within diverse groups of people everyone will work peaceably irrespective of nationalities, religion or culture. Communities are stronger when there is love, respect, teamwork and unity amongst one another.	Concepts: community, harmony Skills: communicating ideas; collaborating; designing Attitude: unity	Watch the video, "Celebrating Diversity" and discuss how the characters got along although they were different. List some nationalities and religions in The Bahamas. Discuss ways that love and respect can be shown for all groups. Work in groups to create a flag collage using the flags of The Bahamas and other nationalities.	Oral responses Oral responses Completed collages	Video: "Celebrating Diversity" https://www.youtube.com/watch?v=m9joPq-JHao Poster Glue Construction paper Flag template
3.1. B.3.4. Research scriptures about living and working together	There are many scriptures that express ideas about living and working together. Psalm 133:1 states "how wonderful and pleasant it is for brothers to live together in harmony". Romans 12:18 states, "If it is possible, as much as depends on you live peaceably with all men".	Skills: examining scripture; summarizing; creating Attitudes: unity, respect	Read and discuss Psalm 133:1 and Romans 12:18. Write a sentence or sentences explaining each scripture. Create a scripture poster with a scripture and pictures about working together.	Written responses Scripture posters, using rubric for artwork	*The Good News Bible for Children*: Psalm 133:1, Romans 12:18 Rubric for Artwork Paper, pencil, crayons/colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Journey through Holy Week

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. C.3.1. Distinguish the main events of Holy Week	Holy Week is celebrated the week before Easter beginning on **Palm Sunday**. **Palm Sunday** was the day that Jesus Christ rode through Jerusalem. On **Holy Monday,** Jesus' feet were anointed at Bethany. On **Holy Tuesday,** Jesus told His disciples about His death. On **Holy Wednesday,** Judas spoke to the religious leaders and was convinced to betray Jesus. **Holy Thursday** was the Last Supper and the day Jesus was arrested. On **Good Friday,** Jesus went on trial and was crucified. On **Holy Saturday,** Jesus' body rested in the tomb.	Concepts: Holy Week, anoint, betray, trial, crucified, Last Supper Skills: analysing details; sequencing events Attitude: gratitude	Watch the video, "Holy Week" and discuss the events of Holy Week. Complete a Four Square graphic organizer by outlining the main events of Holy Week: Palm Sunday, Holy Wednesday, Holy Thursday and Good Friday.	Oral responses Completed Four Square graphic organizers	Video: "Holy Week" https://www.youtube.com/watch?v=xoXX-c9Ztvg Graphic Organizer https://www.teacherspayteachers.com/Product/Blank-4-Square-Graphic-Organizer-3774561

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Journey through Holy Week

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. C.3.2. Examine reasons why churches celebrate the events of Holy Week	Christian churches celebrate the events of Holy Week because it reminds us of the sacrifice of God's Son and also about God's love for His people. Palm Sunday reminds us of Jesus' humility and that He is worthy of praise. Holy Thursday reminds us to always remember the sacrifice of Jesus' body and blood shared for us. We are also reminded to wash one another's feet as a sign of humility and love for each one another.	Concepts: celebrate, humility Skills: communicating ideas; examining; creating Attitudes: reverence, remembrance	Discuss the events of Holy Week and reasons why churches celebrate these events Create a Holy Week booklet. Draw pictures for each event and state why it is important to celebrate these events.	Discussion Oral Responses Completed booklets with artwork and written responses	Construction paper Pencils Crayons/ colouring pencils stapler
4.1. C.3.3. Explain the importance of Jesus Christ's suffering and death on the cross	Jesus Christ suffered greatly before dying on the cross. Although He endured much pain, His desire was to complete God's plan for mankind. He came to pay the price for sin so that we can receive eternal life. Jesus' sufferings remind us that we will also have to endure difficult times in life.	Concepts: cross, suffered Skill: communicating beliefs Attitudes: appreciation, reverence	Watch the video "Jesus Dies on the Cross" and discuss the details of His death. List words that explain how Jesus' suffering and death benefitted the whole world. Use a graphic organizer.	Oral responses Written responses on web graphic organizer	Video: "Jesus Dies on the Cross" https://www.youtube.com/watch?v=n_M3mBduIMY Web Graphic Organizer https://www.teacherspayteachers.com/Product/Brainstorming-Web-227258

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Easter

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1.D.3.1 Explain why Christians celebrate Easter	Christians celebrate Easter to remember that Jesus Christ not only died but was resurrected from the dead on this day. Because of this, God's plan for mankind to obtain salvation and eternal life was fulfilled. Jesus defeated death which means that Christians now have the power to overcome anything.	Concepts: resurrection, salvation, eternal life Skills: expressing beliefs; creating; collaborating Attitudes: gratitude, victorious	Watch the video, *"Easter Story"* and discuss reasons why Christians celebrate Easter. In groups, create a rap about why we celebrate Easter.	Oral responses Raps, using the rubric for poems and songs	Video: "Easter Story" https://www.youtube.com/watch?v=cZ4gQniUVO8 Web Rubric for poems and songs Writing books
4.1. D.3.2. Summarize the main events of the resurrection story	Three days after Jesus' death, Mary Magdalene and a few other women went to the tomb. They saw that Jesus was not there. Two angels appeared in the tomb and sat where Jesus' body had laid. A man appeared and told Mary to tell Jesus' disciples that He had risen. Mary then realized that the man was Jesus. Mary ran to tell the disciples the good news.	Skills: summarizing; identifying main idea and details Attitude: awe and wonder	Read the story, "He is Alive" and discuss the main events of the resurrection story. Summarize the main events of the resurrection story on a 'main idea hand' graphic organizer.	Oral responses Written responses on graphic organizers	*The Children's Bible in 365 Stories,* "He is Alive", pp. 378-379 Main Idea Hand Organizer https://imgs.edhelper.com/clipart/teachers/org-handwhowhatwhere.pdf

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Easter

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. D.3.3. Examine the use of Christian symbols during Easter	During Easter there are many Christian symbols that are used. Some of these symbols include: **Lilies -** which symbolize new life and purity; **Palms -** which symbolize victory and peace; **Cross –** which symbolizes Jesus' crucifixion and death on the cross; **Empty Tomb** – which symbolizes Jesus' resurrection; **Lamb -** which symbolizes Jesus as the Lamb of God	Concept: symbol Skill: communicating ideas Attitude: enquiry	Display a PowerPoint with Christian symbols used during Easter and discuss the meaning of each. Participate in an "Easter Symbols Fashion Show." Display the meaning of each symbol during the show. Create an Easter Symbols booklet. Draw symbols and explain the meaning of each one.	Oral responses Students' participation in fashion show Easter booklets, using the rubric for artwork	Laptop Projector PowerPoint Sashes/Crowns with Easter Symbols pictures Rubric for artwork Construction paper Crayons/colouring pencils Pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.2 – Understand how moral values and rules of behaviour (ethics) are expressed in communities
Topic: Obeying Laws and Rules

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. A.3.1. Express the importance of obeying rules and laws	It is very important to obey rules and laws because they keep everyone safe and help to maintain order. In addition, laws and rules outline the consequences of what happens when they are not obeyed.	Concepts: rules, laws, obedience Skills: collaborating; communicating ideas; writing Attitude: obedience	Play the game, "Simon Says." Then, discuss the importance of following instructions. Distribute sticky notes to groups of students. Each group will write two reasons why it is important to follow rules.	Oral responses Written information	"Why Do We Need Rules and Laws?" https://youtu.be/flSjeLJkFMo?list=TLPQMjAwNzIwMjKsQEq6IRizCQ&t=31 Sticky notes, pencils
3.2. A.3.2. Explore biblical teachings concerning right and wrong behaviour	There are many biblical teachings concerning right and wrong behaviour. In Matthew 5:1-12, Jesus teaches the Beatitudes which help us to live right. They teach us to be meek, pure in heart, merciful and peacemakers. Jesus said that those who follow these teachings will be blessed or happy.	Concept: Beatitudes Skills: communicating ideas; identifying cause and effect Attitude: obedience	Use the chart, *Beatitudes for Kids*. Discuss the meaning of each one, using every day examples. Beatitudes matching sheet – Match the cause with the effect of each Beatitude.	Oral responses Completed worksheets	*Good News Bible for Children:* Matthew 5:1-12 Bee-Attitude-Match-Jesus-Beatitudes-Kids-Korner-BibleWise.png (400×565) (alquilercastilloshinchables.info)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.2 – Understand how moral values and rules of behaviour (ethics) are expressed in communities
Topic: Obeying Laws and Rules

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. A.3.3. Discover the consequences of good and bad behaviour	Consequences are the result of our actions. There are good consequences and bad consequences. However, they both teach us how to exhibit better behaviour. When we do what is right, we are rewarded with good consequences. For example if you found money lying on the floor in our classroom and take it to the teacher so that he/she can find the rightful owner, you may be given praise or even a treat for doing the right thing. When we exhibit bad actions the consequences for our actions will also be bad. For example, if you did not study and got a low grade the consequence may be that your parents may not allow you to use your tablet for a week.	Concepts: consequences, rewards Skills: communicating ideas; creating; collaborating Attitudes: appreciation, obedience	Watch the video, "Consequences for Kids." Then discuss examples of good and bad consequences. In groups, have students determine good or bad consequences, based on the scenarios given. Students will write their answers. Create a rap or song about good and bad consequences. Share it with your classmates.	Oral responses Written responses Raps or songs, using the rubric for poems and songs	Video: "Consequences for Kids" https://www.youtube.com/watch?v=LLZZYf_mlOA Scenarios (written by teacher) Rubric for poems and songs Musical instruments to present song or rap

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Human Beings Have Rights

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. A.3.1. Articulate the basic rights of all human beings	The basic rights of human beings are outlined in the Universal Declaration of Human Rights. The basic rights of all human beings are the right to life, food, shelter, education, work, freedom of opinion, freedom of expression and security.	Concepts: rights, freedom Skills: communicating ideas; writing Attitudes: appreciation, valuing others	Draw or collect pictures to create a collage depicting the rights of a human being. Write a short letter to the editor of a local newspaper about human rights.	Completed picture collages Completed letters to the editor of newspaper	Video: "Human Rights in Two Minutes" https://youtu.be/ew993Wdc0zo?t=115 Magazine pictures, printed pictures, pencils, glue, poster board, folder sheets
3.3. A.3.2. Explore scriptures related to the rights of human beings	The Bible tells us about the rights of human beings. Psalm 82:3 states "Defend the poor and fatherless, do justice to the afflicted and needy. Ephesians 6:4 states, "Fathers do not provoke your children to anger but bring them up in the discipline and instruction of the Lord. Mark 12:31 states, "Love your neighbour as yourself."	Concepts: rights, respect, responsibility Skills: communicating ideas; memorizing scripture Attitudes: appreciation, respect, responsibility	Read and discuss the following scriptures: Mark 12:31, Eph. 6:4, Psalm 82:3. Display scriptures using a projector. Have students fill in the blanks with the missing words from the scripture, Mark 12:31. Students will also memorize Mark 12:31.	Oral responses Memorization of the scripture and the completed worksheets	*Good News Bible for Children:* Mark. 12:31, Eph. 6:4, Psalms 82:3 Mark. 12:31 Worksheet https://sermons4kids.com/greatest_commandment_mk12_cloze.htm Projector and laptop

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Human Beings Have Rights

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. A.3.3. Express gratitude for the rights of all human beings	We should always be grateful for the rights we have as human beings. These rights help us to be happy and to realize our potential. In some countries human rights are not respected. We can express our gratitude by: • Coming to school daily and doing our best; • Treating others with respect; • Taking care of our homes and surroundings; • Enjoying and not wasting our food.	Concepts: rights, freedom, respect, responsibility Skills: communicating ideas; collaborating Attitudes: appreciation, valuing others	Have students play the game, “Charades,” acting out the various rights of a human being. After the students complete the game, they will express thanks for the rights they enjoy. In groups, compose a skit about a person whose human rights are being abused. At the end of the skit, actors must express gratitude for the rights they enjoy.	Oral responses Expressions of gratitude Dramatization, using rubric for dramatic skits	Items for the game: Flashcards with examples of human rights, timer, folder sheets, pencils Props for drama

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Respect and Responsibility

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. B.3.1. Explain what it means to respect others	When you respect someone, you care about how the person feels. You believe that the person's feelings and ideas are important. You believe that he or she deserves to be treated kindly and politely. Individuals should not be treated unfairly because of their individual differences and nationalities.	Concept: respect Skill: communicating ideas Attitudes: valuing others, caring, helpfulness	Students will participate in the activity, "Please and Thank You." Complete an acrostic for the word, R.E.S.P.E.C.T. Use words that express the meaning of respect.	Oral responses Acrostics	*What Do You Stand For? For Kids,* "Respect- What Does It Mean?" pp. 109 *The Value-Able Child,* "Please and Thank You," pp. 113
3.3. B.2.2. Articulate what it means to show responsibility for others	"A responsible person does what he or she promises to do." "Responsibility helps you learn to be a leader - someone who starts things and keeps them going" (Barbara Lewis). In the Bible story, "The Four Friends," four men carried their sick friend to Jesus to be healed. They demonstrated responsibility.	Concept: responsibility Skill: communicating ideas Attitude: valuing others	Create responsibility mobiles using pictures that show how to be responsible. Read the story "Four Friends Find A Way." Discuss how the friends showed respect and responsibility for their sick friend.	Completed responsibility mobiles Oral responses	Drawing paper, scissors, crayons, colouring pencils/ markers, string etc. *The Children's Bible in 365 Stories* "Four Friends Find A Way," pp. 303-304 *What Do You Stand For? For Kids,* "Responsibility," p. 182.

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RELIGIOUS STUDIES
GRADE THREE

Strand 3: Values and Community Living
Standard 3.3 – Develop an understanding of human rights and their responsibilities towards others
Topic: Respect and Responsibility

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.3. B.2.3. Explore biblical text related to showing respect and responsibility for others	There are scriptures that teach about respect and responsibility. Some of these scriptures include: Exodus 20:12, Matt. 7:12, 1 Pet. 2:17, 1 Thess. 12-13 and Heb. 13:17. We should respect others and commit to being responsible for them also. Matt. 7:12 states, "In everything, do unto others what you would have them do to you".	Concepts: respect, responsibility Skills: examining scripture; communicating ideas Attitudes: respect, responsible	Matching activity - Place scriptures and scripture texts about respect and responsibility on separate cards on the floor. Have students match the scriptures to the corresponding scripture texts. Select two Bible verses dealing with respect and responsibility. Write each verse in your own words.	Correct matching of scripture to scripture text Bible verses written in the students' vocabulary.	*Good News Bible for Children:* Exodus 20:12, Matt. 7:12, 1 Pet. 2:17, 1 Thess. 12-13, Heb. 13:17 Cards with scriptures and text references for matching game Notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Pentecost/Whitsun

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. F.3.1. Explain what Pentecost means	Pentecost is a special time in the Bible when the disciples received the Holy Spirit. The Holy Spirit descended from heaven as a great rushing wind and filled the house where the disciples assembled, fifty days after Easter Sunday. Another name for Pentecost is Whitsun.	Concepts: Pentecost, descent, disciples Skill: expressing beliefs and ideas	Read the story, "The Holy Spirit Comes" and discuss the meaning of Pentecost. Complete a crossword puzzle on Pentecost	Oral responses Completed crossword puzzles	*The Beginner's Bible*, "The Holy Spirit Comes," pp. 466-479 Pentecost Crossword https://www.dltk-kids.com/t.asp?t=https://www.dltk-kids.com/bible/crosswords/b-answer-crossword-pentecost.gif
4.1. F.3.2. Communicate the story of the coming of the Holy Spirit	Jesus Christ had already gone back to heaven and the disciples were in the Upper Room, in Jerusalem, attending the Feast of Pentecost. They were waiting for the Holy Spirit. When the Holy Spirit came, the disciples heard a sound from heaven like a strong wind. The disciples were filled with the Holy Spirit and were able to speak in other languages. They were also filled with great joy.	Concepts: wind, tongues Skills: identifying main idea and details; expressing beliefs and ideas	Watch the video "The Holy Spirit Comes" and discuss what took place on that day. Participate in a scripted skit about the coming of the Holy Spirit	Oral responses Drama, using rubric for dramatic	Video: "The Holy Spirit Comes" https://www.youtube.com/watch?v=IqG_IvZhU-A *30 New Testament Quick Skits for Kids*, "Goodness, Gracious, Great Tongues of Fire" (pp.74-76)

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RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.1 – Explore celebrations of the Christian faith and their significance
Topic: Celebrating Pentecost/Whitsun

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.1. F.3.3. Discover that Pentecost is celebrated as the birth of the Christian Church	Pentecost is special because it marks the birth of the Christian Church. The Holy Spirit was sent to fill every Christian so they can tell others about the Good News. On the day of Pentecost, Peter preached to the crowds that gathered telling them about Jesus. Three thousand people were added to the Church as a result.	Concepts: birth, Good News, repentance, apostles Skills: communicating ideas; recording details; creating Attitude: joy	Watch the video "The Early Church" and discuss the main events of how the Christian Church began. Create a comic strip using two characters. The characters should retell the story of the birth of the Christian Church.	Oral responses Comic strips	Video: "The Early Church" https://www.youtube.com/watch?v=q-tZz57nZyI Paper, pencil, crayons/colouring pencils Comic strip template

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.2 – Understand how Christian celebrations impact our culture
Topic: Christian Celebrations and Culture

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.2. E.3.1. Explain what culture is	Culture is the way a group of people act and what they believe. This includes food, music, language, sports and beliefs. Every culture has its own traditions that have been passed down from one generation to the next.	Concepts: culture, tradition, language, beliefs Skills: communicating ideas; recording details; classifying; collaborating Attitude: enquiry	Watch the video, "Understanding Traditions and Cultures for Kids." Discuss what culture is and some of the traditions practised in The Bahamas. Play "Brainstorming Carousel." In groups, record information on the charts under the categories Bahamian sayings, Bahamian foods, Bahamian music and Bahamian practices.	Discussion Written responses	Video: "Understanding Traditions and Cultures for Kids" https://www.youtube.com/watch?v=FOEB87B0Zas Chart paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.2 – Understand how Christian celebrations impact our culture
Topic: Christian Celebrations and Culture

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.2. E.3.2. Explain how Christian celebrations/ festivals have helped shaped our culture	Christian celebrations/festivals have helped shaped our culture in many ways. The **Christmas** festival has created cultural practices such as going to church, gift-giving, decorating homes, shopping and spending time with family members. Special foods are eaten like, ham, turkey and peas n' rice. The Easter season has also impacted our culture. Easter is a time of reflection and self-sacrifice. On **Good Friday**, many Bahamians attend church, eat hot cross buns and fried fish, to remember Jesus' death. On **Easter Sunday,** we attend church dressed in bright colours to symbolize the new life of our resurrected Saviour. Cultural practices related to **Pentecost** include celebrating Pentecost Sunday, and wearing white to represent the purity of the Holy Spirit. Whit Monday holiday is celebrated.	Concept: celebrations, festivals Skills: communicating ideas; writing; recording details Attitude: celebration	Complete a table under the headings Christian Celebrations/Festivals, Biblical Aspects and Cultural Aspects, by providing information for the three main Christian festivals. Write an essay on the topic, "Christmas in The Bahamas" or "Easter-the Bahamian Way"	Table with information Essays, using the rubric for essays	Table template Articles: "Christmas in the Bahamas" – The Belltower (mtaloy.edu) "Easter in The Bahamas" (bestonbahamas.com) Video: "Holy Cross Church Pentecost Sunday Service" - YouTube Essay Rubric

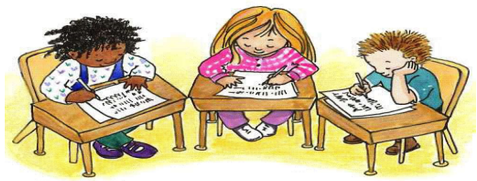
SCOPE OF WORK
RELIGIOUS STUDIES
GRADE THREE

Strand 4: Celebrations/Festivals
Standard 4.2 – Understand how Christian celebrations impact our culture
Topic: Christian Celebrations and Culture

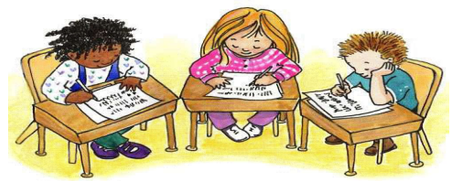
OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.2. E.3.3. Describe events Bahamians enjoy during various festivals	There are many events Bahamians enjoy during the various festivals. During **Christmas,** they attend musical concerts, dramas or plays to celebrate Jesus' birth. They also attend Junkanoo, the carnival and festive parties. During **Easter**, Bahamians enjoy having beach picnics, Easter egg hunts, regattas and homecoming. On **Pentecost Sunday,** they go to church to learn about the coming of the Holy Spirit. They enjoy the holiday known as Whit Monday by going to the beach and spending time with family members.	Skills: recording details; designing; writing Attitude: celebration	Create a chart showing pictures of events Bahamians attend during two of the main festivals. Write a sentence describing each picture. Make a pamphlet showing things to do on your island during Christmas, Easter and Pentecost. Add clip art to make it interesting.	Completed chart, using rubric for artwork Pamphlets, using rubric for artwork	Chart – *The Easter Story* Chart or poster paper, pictures, glue, pencils, crayons Pictures and articles from local newspapers Artwork Rubric Article: "A Celebration of Freedom: Christmas in The Bahamas" | Joshua Expeditions (travelje.org)

APPENDIX

RUBRICS



Listening and Sharing Rubric
Group Discussion



Category	4	3	2	1
Respects Others	Student listens quietly, does not interrupt, and stays in assigned place without distracting /fidgeting.	Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.	Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.	Student interrupts often by whispering, making comments or noises that distracts others OR moves around in ways that distract others
Participates Willingly	Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Student volunteers once or twice and willingly tries to answer questions s/he is asked.	Student does not volunteer answers, but willingly tries to answer questions s/he is asked.	Student does not willingly participate.
Positive Attitude	Student is helpful to those who do not understand and tries to maintain a positive attitude throughout the discussion.	Student is helpful to those who do not understand and keeps a positive attitude most of the time.	Student does not provide help for those who do not understand and may/may not maintain positive attitude.	Student does not provide help for those who do not understand and has a negative attitude during the discussion.

http://www.studyzone.org

Essay Rubric
6 + 1 Trait Writing Model

Student Name: _____

Category	4	3	2	1
Focus on topic (content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Accuracy of facts (content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	No facts are reported or most are inaccurately reported.
Introduction (Organization)	The introduction is inviting, states the main topic, and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but it is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Flow & Rhythm (sentence fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are awkward or difficult to understand.	The sentences are difficult to read along because they sound awkward, are distractingly repetitive, or difficult to understand.
Word choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural, and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.	Writer uses a limited vocabulary, which does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.

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Report Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Totally unrelated	Remotely related	Somewhat relevant	Directly relevant	
Organization	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	
Quality of Information	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	Supporting details specific to subject	
Grammar & Spelling	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
Interest Level	Needs descriptive words	Vocabulary is constant, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
Neatness	Illegible writing, loose pages	Legible writing, some ill formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
Timeliness	Report handed in more than one week late	Up to one week late	Up to two days late	Report handed in on time	
				TOTAL	

http://www.sdcoe.k12.ca.us/score/actbank/reportrub.html

Journal Response and Comprehension Rubric

Use this rubric to assess students' abilities to complete the journal activities assigned for this lesson. Share this assignment with students prior to completing the journal writing lesson so they will understand how they will be assessed. You can also use the rubric as a basis for discussion and feedback with each student.

Student name: _____ **Date: _____**

1. The student writes journal responses in complete sentences. _____
2. The student writes three or more sentences to answer questions. _____
3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character. _____
4. The student's experiences and opinions are clear. _____
5. The student works with a peer to share journal responses and to develop a combined response when requested. _____

Scale:

Excellent 4	**Very Good 3**	**Fair 2**	**Poor 1**
The student completes the task with no major errors. The student demonstrates a full understanding of the concepts	The student completes the task with only a few major errors and some minor errors. The student demonstrates a strong understanding of the concepts	The student completes the task with some major errors and many minor errors. The student has difficulty understanding the concepts	The student fails to complete the task. The student does not understand the concepts.

Include anecdotal notes in the space below:

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Poems and Songs

DIRECTIONS: This form is designed to help you evaluate student-created poems and songs. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1= Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The content of the poem or song fulfills all the requirements of the assignment.
   1 2 3 4 5

2. The organization of the poem or song is clear and easy to follow.
   1 2 3 4 5

3. The poem or song is descriptive, expressive, and creative.
   1 2 3 4 5

4. The contents of the poem or song demonstrate an understanding of the appropriate events, concepts, or topics.
   1 2 3 4 5

5. The poem or song is well written.
   1 2 3 4 5

6. For songs: the lyrics and tune go together well.
   1 2 3 4 5

7. The spelling, punctuation, and grammar in the poem or song are accurate.
   1 2 3 4 5

8. The poem or song is neatly typed or handwritten.
   1 2 3 4 5

9. The student did a good job in presenting the poem or song to the class.
   1 2 3 4 5

10. Overall, the work represents the student's full potential.
    1 2 3 4 5

Total Points/Grade: _____

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Rubric for Speeches

Student Name: _____

Speech Topic: _____

	4	3	2	1
Audience	You knew your audience and how to address them.	There were a few people to which your speech did not apply.	You knew little about your audience.	You did not know your audience at all.
Posture and Eye Contact	Excellent posture and you kept eye contact with your audience.	You maintained good eye contact most of the time.	Little eye contact and your posture needs improvement.	No eye contact and poor posture.
Word Choice	Your word choice was excellent and appropriate for the audience. You avoided “ums, “ers” and “likes.”	Some of the words you chose could be replaced, but for the most part, you speech was good.	Your audience seemed confused at times.	Poor word choice.
Content	Your content was always accurate.	Your content was essentially accurate.	Your content was mostly unclear.	Not enough information was presented or was not relevant.
Use of Time	Maintained time frame	You mostly stayed within the time frame.	You exceeded the time frame, but that’s okay.	Your message was too sort or too long.
Confidence	Your confidence was contagious!	Your confidence was good, no wonder everyone likes you.	Your confidence was okay.	You lacked confidence.
Sources	You disclosed 3 sources.	You disclosed 2 sources.	You disclosed 1 source.	You did not disclose any sources.

Generic Poster Rubric

Category	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics – Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
Content – Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.

Assessment Rubric for Drawing

Performance Indicator	1	2	3	4
Creativity and Originality	Piece is finished but provides no evidence of creativity or originality	Piece includes an idea, but lacks originality and may have imitated someone else's plan	Piece includes some unique ideas and several materials were used	Piece includes many unique ideas and creative use of materials
Effort and Perseverance	Piece is incomplete	Piece is completed with minimal effort, work is somewhat careless	Piece is completed with good effort, meeting all requirements	Piece is completed with substantial evidence of effort, beyond what was required
Concept Understanding	Piece was created but does not show understanding of the main concept at all	Piece was created but with limited understanding of the main concept	Piece was created to display understanding of the main concept	Piece was obviously planned and created to display understanding of the main concept

Rubric for “Live Puppet Shows” or Dramatic Skits

Name: _____

Title: _____

1 = Very Poor; 2 = Poor; 3 = Good; 4 = Above Average; 5 = Outstanding

	1	2	3	4	5
Stage and/or Props (effectively designed to enhance performance					
Costumes (appropriately developed the characters)					
Script (clear plot; effective characters; action held audience’s attention)					
Performance (effective pace, volume, expression, gestures, action)					
Age-Appropriateness (diction; plot; topic; theme)					
Theme (positive message delivered; informative; inspirational; motivational)					

Comments: _____
_____
_____

Class Debate Rubric				
Category	**Excellent**	**Good**	**Satisfactory**	**Needs Improvement**
Information	All information was accurate and clear	Most information was accurate and clear	Most information was accurate and clear, but not usually thorough	Information had several inaccuracies or was usually unclear.
Rebuttal	All counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate and relevant, but several were weak	Counter-arguments were not accurate or relevant
Organization	All arguments were logical and clearly followed a premise	Most arguments were logical and clearly followed a premise	Arguments were logical, but did not always follow a premise	Arguments were illogical and did not follow a premise
Understanding of Topic	The team clearly understand the topic fully and presented convincingly	The team clearly understood the topic and presented with ease	The team understood the main points of the topic and presented those well	The team did not exhibit an adequate understanding of the topic
Respect for other Team	Showed high respect for other team in language, responses, and body language	Showed good respect for other team in language, responses, and body language	Showed moderate respect for other team in language, responses, and body language	Language, responses, and body language were consistently disrespectful

File:///andromeda/Desktop%20Folder/favourites/Education/...tro_project/content/html/information/debate_rubic.html

Artwork Rubric

Directions: This form is designed to help you evaluate student-created artwork. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's or group's artwork.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5=Strong

1. The artwork contains all the required items or information.
   1 2 3 4 5

2. The artwork is clean and neat.
   1 2 3 4 5

3. The artwork is colourful and creative.
   1 2 3 4 5

4. The information in the artwork is well organized.
   1 2 3 4 5

5. The spelling, punctuation, and grammar of text that accompanies the artwork are accurate.
   1 2 3 4 5

6. The artwork shows an understanding of the concepts or topics being depicted.
   1 2 3 4 5

7. The information in the artwork is appropriate to the topic.
   1 2 3 4 5

8. If a group project, every member of the group appears to have participated in developing the artwork.
   1 2 3 4 5

9. The student or group did a good job presenting the artwork to the class.
   1 2 3 4 5

10. Overall, the final result represents the student's or group's full potential.
    1 2 3 4 5

Additional comments: _____

Total Points/Grade: _____

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