COMMONWEALTH OF THE BAHAMAS

MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING

PRIMARY RELIGIOUS STUDIES

CURRICULUM GUIDELINES

GRADES FOUR TO SIX

2023-2028

TABLE OF CONTENTS

	Page
Preface	3
Acknowledgements	4
Vision and Mission	5
Belief Statements	6
Profile of the Ideal Graduate	7
Rationale	8
Definition of Terms	9
Overarching Goal and Sub-Goals	10
Standards and Benchmarks	11
How to Use the Religious Studies Curriculum	28
Scope and Sequence	30
Summary of Topics	63
Scope of Work	69
Appendix	262
Bibliography	275

PREFACE

In the Commonwealth of The Bahamas, the predominant religion practised 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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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: indicates the objectives for each grade level showing 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 Christ 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 and 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 Laws; 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 of 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 behaviour (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 behaviour (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 and 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 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 of 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 of 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 Christ's 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 could 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 Christ'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 Sprit	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 behaviour (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 FOUR

TERM ONE - CHRISTMAS

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	God, the Creator	60 minutes	71
2	God, Our Father	60 minutes	73
3	The Nature of God	60 minutes	75
4	Jesus Christ, the Son of God	60 minutes	77
5	Miracles and Teachings of Jesus Christ	60 minutes	79
6	The Holy Spirit	60 minutes	81
7	The Fruit of the Spirit	60 minutes	83
8	The Bible Our Guide	60 minutes	85
9	The Book of Books	60 minutes	87
10	Who Am I?	60 minutes	89
11	Our Gifts and Talents	60 minutes	91
12	It's Harvest Time Again	60 minutes	93
13	The Birth of Jesus Christ - Christmas	60 minutes	95
14	**REVISION**		
15	**END OF TERM TEST**		

TERM TWO - EASTER

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	Created to Worship	60 minutes	97
2	Teach Us to Pray	60 minutes	99

3	Christian Ceremonies	60 minutes	101
4 and 5	Caretakers of the Earth	2 x 60 minutes	103
6	Helping/ Serving Others	60 minutes	105
7	Taking Care of Me	60 minutes	107
8	The Value of Work	60 minutes	109
9	Be Fruitful	60 minutes	111
10	Families Are Special	60 minutes	113
11	Families Build Communities	60 minutes	115
12	A Community of Believers	60 minutes	117
13	Journey through Holy Week	60 minutes	119
14	Celebrating Easter	60 minutes	121

TERM THREE - SUMMER

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	Obeying Laws and Rules	60 minutes	123
2	Factors that Influence Behaviour	60 minutes	125
3	Human Beings Have Rights	60 minutes	127
4 and 5	Respect and Responsibility	2 x 60 minutes	129
6	Celebrating Pentecost/Whitsun	60 minutes	131
7	Christian Celebrations and Culture	60 minutes	133
8	**REVISION**		
9	**END OF TERM TEST**		

RELIGIOUS STUDIES CURRICULUM
SUMMARY OF TOPICS

GRADE FIVE

TERM ONE - CHRISTMAS

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	God, the Creator	60 minutes	136
2	The Nature of God	60 minutes	138
3	Jesus Christ, the Son of God	60 minutes	140
4	Miracles and Teachings of Jesus Christ	60 minutes	142
5	The Holy Spirit	60 minutes	144
6	The Fruit of the Spirit	60 minutes	146
7	The Bible Our Guide	60 minutes	148
8 and 9	The Book of Books	2 x 60 minutes	150
10	Who Am I?	60 minutes	152
11	Our Gifts and Talents	60 minutes	154
12	It's Harvest Time Again	60 minutes	156
13	The Birth of Jesus Christ- Christmas	60 minutes	158
14	**REVISION**		
15	**END OF TERM TEST**		

TERM TWO - EASTER

WEEKS	TOPICS	TIME ALLOCATION	PAGES IN CURRICULUM DOCUMENT
1	Created to Worship	60 minutes	160
2	Teach Us to Pray	60 minutes	162
3	Christian Ceremonies	60 minutes	164
4 and 5	Caretakers of the Earth	2 x 60 minutes	166

6	Helping/ Serving Others	60 minutes	168
7	Taking Care of Me	60 minutes	170
8	The Value of Work	60 minutes	172
9	Be Fruitful	60 minutes	174
10	Families Are Special	60 minutes	176
11	Families Build Communities	60 minutes	178
12	A Community of Believers	60 minutes	180
13	Journey through Holy Week	60 minutes	182
14	Celebrating Easter	60 minutes	184

TERM THREE - SUMMER

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	Obeying Laws and Rules	60 minutes	186
2	Factors that Influence Behaviour	60 minutes	188
3	Human Beings Have Rights	60 minutes	190
4 and 5	Respect and Responsibility	2 X 60 minutes	192
6	Celebrating Pentecost/Whitsun	60 minutes	194
7	Christian Celebrations and Culture	60 minutes	196
8	**REVISION**		
9	**END OF TERM TEST**		

RELIGIOUS STUDIES CURRICULUM
SUMMARY OF TOPICS

GRADE SIX

TERM ONE - CHRISTMAS

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	God, the Creator	60 minutes	199
2	The Nature of God	60 minutes	201
3	Jesus Christ, the Son of God	60 minutes	203
4	Miracles and Teachings of Jesus Christ	60 minutes	205
5	The Holy Spirit	60 minutes	207
6	The Fruit of the Spirit	60 minutes	209
7	The Bible Our Guide	60 minutes	211
8 and 9	The Book of Books	2 x 60 minutes	213
10	Who Am I?	60 minutes	215
11	Our Gifts and Talents	60 minutes	217
12	It's Harvest Time Again	60 minutes	219
13	The Birth of Jesus Christ - Christmas	60 minutes	221
14	**REVISION**		
15	**END OF TERM TEST**		

TERM TWO - EASTER

WEEKS	TOPICS	TIME ALLOCATION	PAGES IN CURRICULUM DOCUMENT
1	Created to Worship	60 minutes	223
2	Teach Us to Pray	60 minutes	225
3	Christian Ceremonies	60 minutes	227
4 and 5	Caretakers of the Earth	2 x 60 minutes	229
6	Helping/ Serving Others	60 minutes	231
7	Taking Care of Me	60 minutes	233
8	The Value of Work	60 minutes	235
9	Be Fruitful	60 minutes	237
10	Families Are Special	60 minutes	239
11	Families Build Communities	60 minutes	241
12	A Community of Believers	60 minutes	243
13	Journey through Holy Week	60 minutes	245
14	Celebrating Easter	60 minutes	347

TERM THREE - SUMMER

WEEK	TOPIC	TIME ALLOCATION	PAGE IN CURRICULUM DOCUMENT
1	Obeying Laws and Rules	60 minutes	249
2	Factors that Influence Behaviour	60 minutes	251
3	Human Beings Have Rights	60 minutes	253
4 and 5	Respect and Responsibility	2 X 60 minutes	255
6	Celebrating Pentecost/Whitsun	60 minutes	257
7	Christian Celebrations and Culture	60 minutes	259
8	**REVISION**		
9	**END OF TERM TEST**		

SCOPE OF WORK

PRIMARY RELIGIOUS STUDIES CURRICULUM

GRADE FOUR

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Explain how everything created by God is special	Everything God created is special or extraordinary. The sun, moon and stars have special functions. The planets are uniquely designed. All the plants and animals are different and unique. Human beings are God's most special creation (Gen. 1:27).	Concepts: special, unique Skills: thinking critically; analyzing; writing	Make a list of at least five things God created and state why each one is special. Use activity card #12 for information. After watching the video, "Unseen Wonders of Creation," select **one** unique plant, animal, planet or light that God created. Write a paragraph about why it is special.	Lists of at least five things God created with explanations Paragraphs, using essay rubric	*Good News Bible for Children*: Gen. 1:27 File paper Video: "Unseen Wonders of God's Creation' https://www.youtube.com/watch?v= sHRVfc-zYo Religious Studies Activity card #12 – "The Nature of God – Creator"
1.1. A.4.2. Compare and contrast visible and invisible things created by God	God created visible and invisible things. Visible things like humans, animals and plants can be seen and touched. Invisible things like atoms, gases and angels cannot be seen or touched. Visible and invisible things are all important for the Earth to exist.	Concepts: visible, invisible Skill: comparing and contrasting	In groups, write a list of visible and invisible things God created. Write a prayer thanking God for the things you listed. Using a Venn diagram, compare and contrast the visible and invisible things God created.	Prayers which include the visible and invisible things identified Ideas shared in Venn diagrams	Two-column chart Venn diagram template

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Evaluate the purpose of visible and invisible things created by God	Visible and invisible things were created for different reasons. Human beings were created to take care of everything God created. Visible things like plants and animals are used for food, clothes and shelter. Invisible things like atoms and the air support everything. Invisible things like heaven and angels encourage us to have faith in God.	Concept: purpose Skills: evaluating; collaborating with others; writing Attitude: enquiry	In small groups, using a two-column chart, list visible and invisible things and the purpose of each one. Write three to five riddles about the purpose of visible and invisible things God created. Have your classmates solve each riddle.	Charts with ideas indicated Riddles	Two column chart File paper, pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Describe the eternal nature of God's love	God's love for mankind is eternal or everlasting (Psalm 103:17). God loved us from the beginning of creation and His love will never end. Psalm 63:3 states that God's constant love is better than life.	Concepts: eternal, everlasting Skills: collaborating with others; writing Attitude: reverence	In groups, create a paper chain with words describing God's love. In groups, write poems entitled, "God's Love Never Ends." Share poem with the class.	Paper chains with words to describe God's love Poems, using the rubric for poetry	*Good News Bible for Children*: Psalm 102:17; Psalm 63:3 Colourful construction paper cut in strips for chain File paper
1.1. B.4.2. Conclude from biblical evidence that God is a faithful Father	The Bible tells us that God is our Father (Eph. 4:6; Matt.23:9). He provides all our needs (Phil. 4:19). His steadfast love and mercies never cease (Lam. 3:22-23). He promised to protect us forever (Ps. 121:8). From these scriptures we can conclude that God is a faithful Father.	Concepts: father, faithful Skills: drawing conclusions; collaborating with others	Listen to the song, "Great is thy Faithfulness." Write words or phrases that speak about God's faithfulness, from the song. In groups, read and discuss the scriptures listed on your assignment cards. Then write a sentence about God's faithfulness.	Words or phrases that tell about God's faithfulness from the song Sentences about God's faithfulness	Song: "Great is thy Faithfulness" https://www.youtube.com/watch?v=NT0HcAr9aeI Index cards *Good News Bible for Children*: Phil. 4:19; Lam. 3:22-23; Ps. 121:8 File paper /notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Recommend ways to honour God's love and faithfulness	There are many ways in which we can honour God's love and faithfulness. Because God is love, we should show His love to others in our words and actions (1 John 4:7-8). We should honour God's faithfulness by being faithful in praying, worshipping, reading God's Word and loving others.	Concept: honour Skills: writing; expressing ideas Attitude: reverence	Watch the video, "Kids Talk About Loving Others." Record a class video with students expressing ways to love others. Decorate a box with the words, "Loving Others" on it. On small strips of paper write ways to show love to others. Every day select a strip of paper and perform an act of love. Write an acrostic using the letters F-A-I-T-H-F-U-L. For each letter write one way you can show you are faithful to God.	Class video on Loving Others Boxes with ways to love others on strips of paper Words in acrostics	Cell phone for video Video: "Kids Talk about Loving Others" https://www.youtube.com/watch?v=6U3LD_6cX-k Medium size box Strips of paper File paper

SCOPE OF WORK

RELIGIOUS STUDIES

GRADE FOUR

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.4.1. Discover that God is omnipresent, omniscient and eternal	Christians use words such as omnipresent, omniscient and eternal to describe the nature or attributes of God. **Omnipresent** means that God is everywhere. Heaven is His dwelling place but His presence can be felt throughout the Earth. **Omniscient** means that He is all knowing. Man's thoughts and inner secrets are known to God. **Eternal** means that He is unending; He has no beginning and no end.	Concepts: attributes, omnipresent, omniscient, eternal Skills: using vocabulary accurately; writing Attitude: awe and wonder	Use a three column chart with columns labelled omnipresent, omniscient and eternal. Write definition of each word in your own words. Draw a picture to explain each meaning. Watch and discuss YouTube videos about God's nature. Write a sentence to explain each concept: eternal, omnipresent and omniscient.	Three column charts with words, meanings and pictures Ideas discussed from videos	*Attributes of God lessons*: "Omnipresent and omniscient" https://ministry-to-children.com/attributes-god-lessons/ "God is eternal" https://www.youtube.com/watch?v=fevhzDNcevA&t=389s "Omnipresent & Omniscient" https://www.youtube.com/watch?v=PqPIdNCYaoM
1.1. C.4.2. Research scriptures that describe God as omnipresent, omniscient and eternal	Truths related to the nature of God are found in Scripture. Psalm 90:1-2 reveals that God is eternal or everlasting. Psalm 139:7-8 tells us that God is omnipresent or everywhere. First John 3:20b tells us that God knows everything (omniscient).	Skills: researching and interpreting scripture	Use *Good News Bibles* to locate and discuss scriptures which reveal God's nature. Draw a picture to depict one of God's attributes with a scripture included.	Interpretation of Scripture Pictures with scripture	*Good News Bible for Children*: Psalm 90:1-2; Psalm 139:7-8; 1 John 3:20b Copy paper, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. State that God is a Trinity of Persons	Christians believe that God is a Trinity of Persons. The word *trinity* means three. God is one God who exists as three divine persons – The Father, Son and Holy Spirit. St. Matt. 28:19 speaks about the Father, Son and Holy Spirit.	Concept: trinity, divine Skill: communicating beliefs and ideas Attitudes: awe and wonder; reverence	Listen to songs about the Trinity and write key words or phrases about God. Watch the video, "What is the Trinity?" Then write two sentences explaining what the Trinity is. Also draw the model of the Trinity using the triangle.	Key words or phrases about the Holy Spirit Two sentences about the Trinity with triangle model	Video: "Trinity Song" https://www.youtube.com/watch?v=GnUVjLJ6Kas Video: "Holy Trinity" https://www.youtube.com/watch?v=sijW5IdrTAc Video: "What is the Trinity?" https://www.youtube.com/watch?v=n-1AdUwbWLw
1.1. C.4.4. Relate the concept of the Trinity to natural examples	We can use natural examples to help us understand the concept of the Trinity. Objects like an apple or an egg can be used to explain the Trinity. Such comparisons are helpful but not perfect.	Skills: making observations and connections; communicating beliefs and ideas; collaborating with others	In groups, observe the parts of an apple and a hardboiled egg. Discuss how they are like the Trinity. Watch the video, "Children's Sermon for Holy Trinity." Then write three sentences comparing the Trinity to an apple.	Oral discussion Sentences: God is like the ____. Jesus is like the___. The Holy Spirit is like the _____.	Apples Hardboiled eggs Video: Sermon – "Holy Trinity" https://www.youtube.com/watch?v=duP8Ehj6cjE

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.1. Explain that Jesus Christ is the Son of God	Christians believe that Jesus Christ is the Son of God. God referred to Jesus as His beloved Son (Mark 1:11). Jesus existed from the beginning before He came to Earth (John 1:1-2). He was born through the power of the Holy Spirit (Luke 1:35).	Concept: Son of God Skills: examining scripture; writing Attitude: enquiry	Use the *Children's Bible* to help you draw a picture of Jesus. Write three things you know about Jesus, the Son of God Write a short poem about Jesus, the Son of God.	Pictures and three ideas given Poems, using rubric for poetry	*Good News Bible for Children:* Mark 1:11; John 1:1-2; 3:16; Luke 1:35 "Jesus, the Son of God" https://christiananswers.net/dictionary/sonofgod.html Children's Bible in 365 Stories – p. 291; p. 395
1.2. A.4.2. Examine scriptures that explain why Jesus Christ came to Earth	There are many scriptures that explain why Jesus Christ came to Earth. John 6:38 states that Jesus came to do the will of his Father. Jesus came to save sinners and give us eternal life (Luke 19:10; John 3:16). Romans 5:8 states that Jesus came to die for sinners.	Concepts: sin, sinners, eternal life Skills: examining scripture; writing	List three reasons why Jesus came to Earth. Write a scripture that supports each reason. Use the *Good News Bible* to help you. After watching the video, "God's Story," write a short paragraph stating three reasons why Jesus came to Earth.	Three reasons listed with supporting scriptures Short paragraphs with three reasons why Jesus came to Earth with scriptures included.	*Good News Bible for Children:* John 3:16; Luke 19:10; Romans 5:8 Video: "God's Story – Jesus" https://www.youtube.com/watch?v=8u-ICIHAmKk

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.3. Examine the significance of Jesus Christ's coming to Earth	Jesus Christ's coming to Earth was significant because He was the only one who could bring salvation to mankind (Acts 4:12). He came to Earth to die so that individuals can have abundant life (John 10:10) and peace with God (Romans 5:1).	Concepts: salvation, abundant life Skills: writing; communicating ideas Attitudes: gratitude, peace	Watch the YouTube video, "What is Salvation?" Discuss what salvation is and how Jesus brought salvation to man. Write at least two sentences explaining what abundant life means to you.	Discussion, using discussion rubric Students' sentences	*Good News Bible for Children*: Acts 4:12; John 10:10; Romans 5:1 Video – "What is Salvation?" https://www.youtube.com/watch?v=P5hS0AD1M78
1.2. A.4.4. Indicate ways to show gratitude to God for sending His Son to save us	Individuals should express gratitude to God for sending His Son to save mankind. This can be done through verbal praise and thanksgiving. Accepting Jesus Christ as Saviour is the best way to show gratitude to God for sending His Son.	Skills: collaborating; writing Attitude: gratitude	In small groups, using the white board, brainstorm ways to show gratitude to God for sending his Son. Write a prayer thanking God for sending Jesus as our Saviour.	Lists of ways to show gratitude to God for sending His Son Written prayers, using rubric	Teams or Zoom: break out rooms, white board Folder sheets; pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.1. Explain why Jesus Christ performed miracles	While on Earth, Jesus Christ performed miracles for the following reasons: • To show that he was divine or from God • To help people • To build people's faith or belief in Him • To cause people to listen to his teachings.	Concepts: miracles, divine, faith Skills: examining and interpreting scripture; drawing conclusions Attitude: awe and wonder	Locate and discuss scriptures about Jesus' miracles. e.g. Acts 2:22 View and discuss the video, "Why Did Jesus Perform Miracles?" In a two-column chart write at least five miracles Jesus performed and why He performed them.	Discussion of scriptures and video Information in two-column charts	*Good News Bible for Children*: John 10:37-38; Acts 2:22; Luke 8:22-27; Mark 14:14 Douglas Talks video - "Why Did Jesus Perform Miracles?" https://www.youtube.com/watch?v=yHSf2RhD2As Felts- Miracles of Jesus
1.2. B.4.2. Examine some of Jesus Christ's teachings about being a disciple or follower	Jesus Christ taught that a disciple should: • Take up his cross and follow Him (Luke 14:27) • Go and make disciples (Matt. 28:19) • Share the Gospel or Good News (Mark 16:15) • Obey God's Word (John 8:31) • Love others (John 13:35)	Concepts: disciple; cross; Gospel Skills: examining scripture; collaborating with others; writing; designing	In small groups, use the *Children's Bible* to read about being a disciple. Write down your ideas to share with the class. Make a card and share a message about God's love with a classmate	Group reports Cards with a message about God's love	*The Children's Bible in 365 Stories*, pp. 290-291; 318-320 *Good News Bible for Children*: Luke 14:27; Matt. 28:19; Mark 16:15; John 8:31; John 13:35 Copy paper, pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.3. Describe some of the characteristics of a disciple of Jesus Christ	A disciple of Jesus Christ should be: • obedient • willing to learn • humble • willing to suffer • loving • compassionate	Concept: characteristics Skills: drawing conclusions; writing; designing Attitudes: obedience, humility, love	Using a graphic organizer, brainstorm the characteristics of a disciple of Jesus. Using a fish cut-out write three characteristics of a disciple of Jesus. Design a *Want Ad* poster indicating at least four characteristics of a disciple.	Oral responses Characteristics listed on the fish cut-outs Want Ads with characteristics of a disciple of Jesus	Graphic organizer - web Fish cut-outs Want Ad template *Good News Bible for Children*: Matt. 4:19; 5:7; 10:17-18 John 13:14; 15:12

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.1. State that the Holy Spirit is the Third Person in the Trinity	The Holy Spirit is the Third Person in the Trinity. He is known as the Holy Ghost, the Spirit of Truth and the Comforter. Jesus sent the Holy Spirit to be with His disciples (John 14:16).	Concepts: Holy Spirit, Comforter Skills: expressing beliefs and ideas; recording details Attitude: reverence	Use the *Good News Bible* to find scriptures about the Holy Spirit. Write the various names of the Holy Spirit and what He does. Read and discuss the poem, "Spirit of God" by Deborah Ann. Highlight key words about the Holy Spirit.	Information about the Holy Spirit from Scripture Oral discussion Highlighted words in poem	"Who is the Holy Spirit?" https://christiananswers.net/dictionary/holyghost.htm *Good News Bible for Children*: John 14:16; 14:26; 15:26; Eph. 4:30 https://poetrybydeborahann.wordpress.com/category/holy-spirit-poems/
1.3. A.4.2. Explain that the Holy Spirit lives in the hearts of Christians	Before Jesus returned to Heaven, He promised to ask the Father to send the Holy Spirit to be with the disciples and to live in them (John 14:16-18). Christians are called temples of the Holy Spirit (I Corinthians 3:16). They must keep their hearts clean so the Holy Spirit can dwell in them.	Concept: temple Skills: listening; communicating ideas; writing Attitude: reverence	Watch and discuss the object lesson on the Holy Spirit. On a heart shape, write at least five words to describe the kind of heart the Holy Spirt lives in.	Oral responses Lists of words on heart shapes.	*Good News Bible*: John 14:16-18; I Cor. 3:16 Video: "Object lesson on the Holy Spirit" https://www.youtube.com/watch?v=hMhPu32P7oU

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.3. Research scriptures that refer to the Holy Spirit as a part of the Trinity	There are many scriptures where the Holy Spirit is mentioned with God, the Father and Jesus, the Son. In John 14:16 Jesus said that He would ask the Father to send the Holy Spirit. Matthew 3:16-17 reveals that the Father, Son and Holy Spirit were a part of Jesus' baptism.	Concept: Trinity Skills: researching; interpreting scripture Attitude: enquiry	Use the internet and the *Good News Bible* to look up scriptures about the Holy Spirit being a part of the Trinity. Write each scripture and key ideas stated. Using a picture of the baptism of Jesus, identify the Trinity. Write what God said in a speech bubble.	Scriptures and their meanings Picture of Jesus' baptism with correct words in speech bubble	Internet – Google *Good News Bible for Children*: John 14:16; Matthew 3:16-17; 28:19; John 15:26 Picture of Jesus' baptism with the dove - Google
1.3. A.4.4. Express how the Holy Spirit comforts individuals in various situations	The Holy Spirit is referred to as a Comforter. This means that the Holy Spirit assures us of God's presence and helps us. He reveals God's truth to us so that we can have faith and find direction. He fills our hearts with joy, peace and hope.	Concepts: comfort, revelation Skill: communicating ideas Attitude: trust	View and discuss the video, "The Holy Spirit Comforts." Write ways in which the Holy Spirit comforts individuals. Dramatize scenarios where the Holy Spirit comforts individuals who are sick or sad. Use prayer, scriptures and songs in drama.	Oral discussion and lists Assess drama using rubric	*Good News Bible for Children*: John 14:16; 14:26 Video: "The Holy Spirit Comforts" https://www.youtube.com/watch?v=49V2TIE8y-4 Items for drama and songs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. B.4.1. Identify the Fruit of the Spirit	In Galatians 5:22-33 we read about the Fruit of the Spirit. The Holy Spirit produces Fruit in Christians as they learn about Jesus and grow. The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, gentleness and self-control.	Concept: Fruit of the Spirit Skill: defining key terms; recording details	Use poetry and song to memorize the Fruit of the Spirit Complete the Fruit of the Spirit word search Write the meaning or a synonym for each Fruit of the Spirit. Use a two-column chart.	Students repeat the Fruit of the Spirit from memory. Two column charts with words and meanings/synonyms	"The Fruit of the Spirit" https://www.dltk-kids.com/bible/cv/fruits_of_the_spirit.htm Poem, song & word search Two-column chart, Dictionaries Fruit of the Spirit bulletin
1.3. B.4.2. Discover how the Spirit produces love, joy and peace in individuals	The Holy Spirit spreads God's love, joy and peace in our hearts. We develop love by being kind and helpful to others. We become joyful by singing songs, praying and helping others. The Spirit helps us to understand God's Word and this gives us joy and peace.	Skills: interpreting and applying scripture Attitudes: peace, love, joy, kindness	Read and discuss the following scriptures about growing in love, joy and peace: Romans 5:5; 1 Cor. 13; Romans 15:13; Ps. 47:1 Participate in worship with songs and prayers Songs: "Love is something if you give it away" and "I've got peace like a river." *Prayer of Serenity*	Oral responses Behaviour during worship	*Good News Bible for Children*: Romans 5:5; 1 Cor. 13; Romans 15:13; Ps. 47:1 YouTube for songs and prayers Prayer of Serenity

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. B.4.3. Collaborate with others to spread love, joy and peace	Christians are responsible to spread love, joy and peace in this world. Collaborating with others makes it easier to accomplish this mission. Ways to spread love, joy and peace include helping those who are less fortunate, beautifying the environment and being ambassadors for peace.	Skills: collaborating with others; writing; using multimedia Attitudes: peace, love, joy, unity	In groups, brainstorm ways to share love, joy and peace with others. Choose the best idea and write an action plan. Carry out your plan as a group. Produce a PowerPoint presentation or video of your group's action plan, to present to the class.	Written action plans and results of plan PowerPoint presentation or video	File paper Tablets PowerPoint I pads Laptops/computers

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.1. Explain that the Bible is a revelation of God's love for the world	The Bible is a book that reveals God's love for the world. God's love caused Him to send His only Son into the world to save us (1 John 4:8-9). God's love disciplines us (Prov. 5:11-12). God loves us and calls us His children (I John 3:1). God's love endures forever (Psalm 136:1)	Concept: revelation Skills: Interpreting scripture; communicating ideas; writing Attitude: appreciation	Read and discuss Bible verses about God's love. Write three to five sentences about God's love	Oral responses Written sentences	*The Good News Bible for Children*: 1 John 4:8-9; Prov. 5:11-12; Psalm 136:1
1.4. A.4.2. Discover teachings about loving God and others in the Bible	God gave the Israelites the Ten Commandments which teach about loving God and others. The first five teach us about loving and obeying God and the last five about loving others (Exodus 20). Jesus said that we must love God with all our heart, soul and mind and our neighbours as ourselves (Matt. 22:37-39).	Skills: interpreting and applying scripture; writing; communicating ideas Attitude: love	Read and discuss the stories, "The Ten Commandments – Loving God and Loving Others" After watching the video, "The Ten Commandments Message," write two ways to show love for God and two ways to show love for others, in today's world.	Oral responses Written responses	*The Children's Bible in 365 Stories*, "The Ten Commandments," pp. 77-78 Folder sheets, pencils Video: "The Ten Commandments Message" https://www.youtube.com/watch?v=j6ubN8-q-6g

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.3. Conclude that the Bible is an important guide for daily living	The Bible guides our everyday living by instructing us how to: • Live in peace and harmony with others • Obey laws and rules • Care for the environment, including animals and plants • Be fair and just • Take care of the poor • Respect other people • Live a simple life Many people around the world live their lives based on such teachings from the Bible. Without the Bible our lives would be disorganized and meaningless.	Concept: guide Skills: drawing conclusion; investigating beliefs, practices and ways of life; drawing Attitudes: obedience, respect, peace	Read scriptures about everyday living from the Bible. Discuss the importance of each scripture to everyday living. Read and discuss the story, "God Cares." Record instructions for daily living. Draw a road map and based on Scripture, record directions for daily living, on the road signs.	Oral discussion Written responses Road maps with directions for daily living	*Good News Bible for Children*: Heb. 12:14; Gal. 6:10; 1 Thess. 4:11; Luke 12:15; Matt. 6:33 *The Children's Bible in 365 Stories*, "God Cares," p. 80 Copy paper, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.1. State that the Bible is made up of various types of writings	The most commonly used Bible is a collection of sixty-six books made up of various genres or types of writings namely: Law, History, Poetry/Wisdom, Gospels, Epistles/Letters and Prophecy.	Concepts: genre, law, history, wisdom, poetry, epistle, prophecy Skills: communicating ideas; classifying Attitude: enquiry	View the videos *Bible Basics II and III* and discover the types of writings in the Bible. Discuss reasons for the various types of writings. Complete a table with the six genres and the names of the books of the Bible under each category.	Oral responses Tables with genres and books of the Bible	Videos: *Bible Basics II – Old Testament* https://www.youtube.com/watch?v=StN5FpFNCOc&t=192s BB III - New Testament https://www.youtube.com/watch?v=q5BV68-Jamc&t=1s Table with six genres
1.4. B.4.2. Examine content from the books of the Law and Poetry/Wisdom in the Bible	The five books of the Law contain laws and instructions from God to the children of Israel. They also tell stories about creation and great men like Abraham. The five books of Poetry/ Wisdom contain writings about God, life and love.	Concept: commandments Skills: examining scripture; summarizing information; collaborating with others Attitude: enquiry	Use the *Children's Bible* and the *Good News Bible* to write key stories/ideas from each of the five books of the Law, in groups. Use index cards. Read your favourite psalm or proverb and write a lesson you learned from it. Design a banner with that message.	Cards with key stories and ideas from the books of the Law. Banners, each with a lesson from Psalms or Proverbs.	*The Children's Bible in 365 Stories*, pp. 10-90 Index cards *Good News Bible for Children,* pp. 1-246 Paper for banner, markers

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

Strand: 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.4.3. Exemplify ways in which the books of the Law and Poetry/Wisdom are used today	The books of the Law contain rules and instruction that guide our daily lives. The Ten Commandments form the basis of many of society's laws. For example, the Commandments that speak against killing and stealing are still enforced in society. The books of Poetry /Wisdom are read in churches, especially the Psalms. Many parents use wise sayings from Proverbs to train their children. Many individuals use wise sayings from Proverbs to help them in life.	Concept: laws, society Skills: applying scripture; summarizing information; communicating beliefs and ideas Attitude: obedience	Dramatize a court scene where individuals are being tried for stealing, killing and other offenses. Use the Ten Commandments and every day laws to sentence the criminals. Read the story, "*Wise Words*" from the *Children's Bible*. Select one proverb and write a paragraph explaining how you will use the proverb to help you in life. View and discuss the video, *Proverbs for Kids #1.* Discuss – Why is it important to make wise decisions?	Oral responses - Reference must be made to the Ten Commandments and every day laws Paragraphs must contain a proverb and how it will be used in life. Oral responses	Items for court scene: desk, chair, gavel etc. *The Children's Bible in 365 Stories*, "Wise Words," pp. 265 File paper Video: "Proverbs for Kids #1" https://www.youtube.com/watch?v=5dfMVW1UhW8

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. A.4.1. Explain that human beings were created with the ability to think, speak and solve problems	God created man with the ability to think, speak and solve problems. In the Garden of Eden, Adam and Eve communicated with God and each other. Adam named all the animals God created. When they were cast out of the Garden, they had to find ways to provide for their daily needs.	Concepts: ability, solve problems Skills: making inferences; drawing conclusions; collaborating with others; solving problems Attitude: enquiry	In groups, read the story, "God Makes People." Discuss – How did Adam and Eve show their ability to think, speak and solve problems? Pretend to be Adam. Write a story about how you and Eve survived after you both left the Garden of Eden.	Oral responses Short stories, using essay rubric	*The Children's Bible in 365 Stories*: "God Makes People," p.12; "Paradise Lost," p.14 File paper
2.1. A.4.2. Assess the importance of man's ability to think, speak and solve problems	Thinking, speaking and being able to solve problems are very important skills. Human beings can think of new inventions, technology and ways to make life easier. They can share ideas with each other and find ways to solve problems.	Concepts: inventions, technology Skills: conducting research; solving problems; collaborating with others Attitude: enquiry	Think about a problem you are facing. Share it with a classmate and solve the problem together. Write down your problem and solution. List two items in your environment that make life easier. Write about what life would be like if people had not invented these things.	Problems and solutions given Written assignments	File paper Items from the environment, file paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. A.4.3. Discover that all human beings were created with equal worth and value	Both Adam and Eve, as human beings, were created in the image of God (Genesis 1:27). They were created with special skills and abilities. They were both valuable to God and to each other. Galatians 3:28 states that we are all equal in Christ Jesus.	Concepts: equal, worth, value, image Skills: interpreting scripture; valuing others Attitude: appreciation	Use a web to brainstorm ways in which all human beings are equal Choose a scripture that tells about the value of human beings. Write the meaning of that scripture. e.g. Psalm 139:14, Gen. 2:7	Web with suggested ideas Meaning of scripture relating the value of human beings	Video: "God's Story: God Made People" *https://www.youtube.com/watch?v=ZZPfCWV81pE* *Good News Bible for Children*: Gen. 1:27; Galatians 3:28; Psalm 139:14; Gen. 2:7 Web
2.1. A.4.4. Propose ways to celebrate the equal worth and value of all humans	Human beings can celebrate the worth and value of others by: • Respecting one another • Cheering when someone does well • Being kind to one another	Concept: celebrate Skill: listening and responding respectfully Attitude: respect	Stand in a circle and say something special about the classmate to your left. Continue until everyone has been complimented. Draw a picture of a classmate and write three special thing s about him/her.	Compliments from classmates Pictures and three things about a classmate	Copy paper or construction paper, pencil

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. B.4.1. Infer why God gave individuals gifts and talents	Individuals were given gifts and talents for many reasons namely: • To worship God • To help others • To help take care of the Earth • To help us achieve our goals	Concepts: gifts, talents Skills: reflecting; self-understanding; communicating ideas; making inferences Attitude: self-appreciation	Use a web to brainstorm talents that the students have and reasons why God gave them talents. View the video, "Object Lesson on Gifts and Talents." Then write a message about gifts and talents from the video.	Oral responses in web Written messages from the video	Video: "Object Lesson on Gifts and Talents" https://www.youtube.com/watch?v=-zykgdkqnm8 File paper
2.1. B.4.2. Explore biblical examples of individuals who used their talents to help others	Two biblical examples of persons who used their talents to help others are David and Martha. David played his harp to cheer up King Saul (1 Samuel 16). Martha cooked and clean for her family and others (Luke 10).	Skills: summarizing; examining biblical text Attitude: helpfulness	Use the *Children's Bible* to find the stories of David and Martha. Choose one character and complete the character chart telling how he/she used his/her talents. Write a lesson you learned from the story of David or Martha.	Information on the character charts Life lessons learnt from the story of David or Martha	*The Children's Bible in 365 Stories*, "Jealous King Saul," p. 142; "What Matters Most," p. 357 *The Big Book of Graphic Organizers*, "Character Chart," pp. 22-23

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.1. B.4.3. Collaborate with others and use their talents to help those in need	There are many ways in which children can use their talents to help others in need. They include: • Organizing a talent show to raise funds for the needy • Visiting a home for the elderly and sharing their talents • Helping someone clean his/her yard • Making cards to share with people who are sick or in a home Collaborating with others is a powerful way to make a difference.	Skills: collaborating with others; using one's gifts and talents Attitudes: cooperation, caring	In small groups, brainstorm ways to use their gifts and talents to help others. Watch the video, "Time, Talent and Treasure" to get ideas for your group project. Choose the best idea and carry out the plan as a group. Take pictures of what you did as a group. Present your project to the class on a tri-fold bulletin board.	Oral responses Group projects with pictures presented on a tri-fold bulletin board	Video: "Time, Talent & Treasure" https://www.youtube.com/watch?v=jG6O6PCK0Wo Tri-fold bulletin boards iPads/ cell phones (photos)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Examine reasons why individuals and churches celebrate special days/festivals	The celebration of special days and festivals is a common practice. Individuals celebrate special days to observe traditions and create unity among people. Churches celebrate special festivals in remembrance of Jesus and our relationship with Him.	Concepts: festivals, traditions, remembrance Skill: examining reasons for various practices Attitude: celebration	Brainstorm the various events individuals celebrate and why they are celebrated e.g. birthdays, anniversaries etc. List the main festivals churches celebrate and why they are celebrated. Use a two-column chart	Oral responses Lists of festivals and reasons they are celebrated	Web Two-column chart Video : "Christian Festivals" https://www.youtube.com/watch?v=f6GY1-aIHhY
4.1. A.4.2. Discover the biblical origin of Harvest	In the Old Testament there were festivals related to the gathering of crops; for example, the Harvest Festival (Exod. 34:22). The Jews were to bring the first grain of the harvest to God's house. It was a time to honour God for His blessings.	Concept: harvest Skills: examining scripture; writing Attitude: enquiry	Watch the video, "What is a Harvest?" Then write a list of five crops that are harvested. Read about the Jewish festivals related to Harvest and why they were celebrated. Write a short paragraph about the origin of Harvest.	Oral and written responses Short paragraphs using essay rubric	Video: "What is a harvest?" - YouTube *The Good News Bible for Children*: Exod. 23:16-17; 34:22-26 File paper

.**SCOPE OF WORK**
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Describe how Harvest is celebrated in The Bahamas	Harvest Thanksgiving is usually celebrated in the month of November in The Bahamas. During this time, churches have special services when individuals bring food items to church and share with those in need. Songs of thanksgiving are sung.	Skills: observing and recording details; writing Attitude: celebration	Watch a portion of the video of a Harvest service at St. Agnes Church. Write down five special things you observe from the service. Participate in a Harvest service at your school. Write a paragraph about the experience and what you enjoyed most.	Lists of special observations from the Harvest service Paragraphs, using the essay rubric	Video: "St. Agnes Anglican Church – Harvest Service" https://www.youtube.com/watch?v=i9KtLX9ujvM Harvest service at school File paper Essay rubric
4.1. A.4.4. Examine the concept and benefits of sacrificial giving	During Harvest time many people give sacrificially to others. It may be difficult for them to give but they do it because God honours their sacrifice. Like the widow who gave her last coins in the Bible (Mark 12), individuals who give sacrificially will be rewarded by God.	Concept: sacrificial giving Skills: summarizing; applying scripture Attitude: gratitude	Read the story, "The Biggest Gift of All" and discuss the concept of sacrificial giving. Think about something you really treasure. Write a sentence stating how you would feel if you gave it to someone.	Oral responses Completion of sentence: I really treasure my _____ and I would feel _____ if I gave it away.	*The Children's Bible in 365 Stories*, "The Biggest Gift of All," pp. 332-333 File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Examine the importance of Christmas as a festival for Christians	Christmas is a very important festival for Christians. It is a time to reflect on God's love for the world and how He sent His only Son to die for mankind (John 3:16). Christmas is a celebration of our Saviour, Jesus Christ.	Concept: festival Skills: reflecting; analyzing information; writing Attitude: celebration	Read and discuss an article, (*What is the meaning of Christmas?*) and a song about the real meaning of Christmas. In groups, write a message about the real meaning of Christmas and display it on a banner	Oral discussion Christmas messages on banners	Article: "What is the meaning of Christmas?" https://www.christianity.com/wiki/holidays/what-is-the-meaning-of-christmas.html Song: "The Real Meaning Christmas" - Winans Paper for banners
4.1. B.4.2. Summarize the story of the birth of Jesus Christ	The birth of Jesus Christ was a special event. Mary and Joseph, Jesus' earthly parents were of humble means. Jesus was born in Bethlehem in a stable. The angel told humble, poor shepherds the Good News that Jesus the Messiah was born and they were the first who came to worship Jesus. Although Jesus was a king, he had a humble birth.	Concept: census Skills: summarizing; dramatizing Attitudes: reverence, worship	Read the story, "Jesus is Born" and watch a video about the birth of Jesus. Then, use a story board to write the main events of Jesus' birth. Dramatize the story of Jesus' birth using a variety of costumes. Add music to make it exciting.	Story boards showing main events of Jesus' birth Dramatization, using drama rubric	*The Children's Bible in 365 Stories*, "Jesus is Born;" p. 278 Video: "The Nativity" https://www.youtube.com/watch?v=AhuKeFX9HpE *The Big Book of Graphic Organizers*, "Story Board," p. 17 Props and songs for drama

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Infer why Jesus Christ is referred to as the Light of the World	The world experienced great darkness (confusion) before Jesus Christ was born (Isaiah 9:1-6) but when Christ was born he brought light, hope and joy (John 12:46). Jesus was born to be the Light of the World so that mankind would find their way back to God amidst all of the turmoil in the world. (John 8:12) Jesus is still the Light of hope for the world today.	Concept: Light of the World Skills: making inferences; interpreting scripture; depicting a concept	After viewing the video, "The Light of the World," and discussing John 8:12 and other scriptures, write two reasons why Jesus is called the Light of the World. Draw a picture to depict Jesus as the Light of the World. Write a scripture to support your drawing.	Ideas suggested based on video and scripture Drawings with scripture	Video: "The Light of the World" https://www.youtube.com/watch?v=BsaDKAtoGFA *The Good News Bible for Children*: Is. 9:1-6; John 8:12; John 12:46 File paper Copy paper for drawing
4.1. B.4.4. Explore ways in which they could shine as lights in the world	Christians are called to shine as lights in the world. Jesus said that believers are the light of the world (Matt. 5:14 -16). Christians can be lights to others by showing love and kindness and treating others with respect. They can help to make the world a better place.	Concept: being a light Skills: applying scripture; writing Attitude: kindness	View the video, "Letting Your Light Shine," and discuss what it means to let your light shine. Stand in a circle and sing the song, "This Little Light of Mine." Then, on a template of a light, write five ways you can shine as a light in the world.	Oral responses Lists of five ways to shine as lights	Video: "Letting Your Light Shine" https://www.youtube.com/watch?v=f-EDzu3oeIo Song – "This Little Light of Mine" Light template

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Explain that worship should be done reverently and sincerely	Worship expresses a person's reverence for God and it should be done sincerely. According to Jesus, some people worship God "with their lips" but not with their hearts (Matt. 15:8-9). Christians must have honest and sincere hearts when they worship God. Our hearts should be clean and our spirits free (Ps. 51:10).	Concepts: worship, sincere Skill: communicating ideas Attitude: reverence	Listen to the song, "Give Me a Clean Heart." Discuss – Why is it important to have a clean heart to worship God? View a video of a worship service. Observe and discuss ways in which reverence to God is expressed.	Discussion Observations and discussion	Videos: "Give me a Clean Heart" | Virtual Choir - YouTube "Here I Am To Worship" / The Call - Hillsong Worship - YouTube *Good News Bible for Children*: Psalms 51:10 Matthew 15:8-9
2.2. A.4.2. Explore biblical examples of persons who worshiped God reverently and sincerely	The Three Hebrew Boys and David are examples of biblical characters who worshipped God sincerely. The Three Hebrew Boys refused to worship the golden image or idol because they reverenced God (Dan. 3:18). David played music, danced and wrote many psalms in worship to God (2 Sam. 6:5).	Concepts: image, idol; psalms Skills: recording details; expressing poetry Attitude: reverence	Watch the video, "David worships God." Then, write three things David did to worship God. Use the poem, "Shadrach, Meshach and Abednego" and dramatize the story of the Three Hebrew Boys.	List of three things David did to worship God. Dramatization, using rubric	Video: "David worships God" / Bible Story for Kids / David and Goliath Bible Story - YouTube *Bible Story Puppets and Poems*, "Shadrach, Meshach and Abednego," *p. 71* Notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Suggest ways to show reverence to God daily	Christians must show that they reverence God every day. When Christians obey God, they are showing reverence to Him. Ways to reverence God daily include: • Sing songs of praise and worship • Kneel down or bow in prayer to God • Share with others • Perform your daily jobs and tasks well • Use your talents to help others	Concept: reverence Skills: recording details; making a schedule; depicting a concept Attitude: awe and reverence	Watch the video, "Worship, God's Story." Write three ways we can worship God daily, from the video. Make a weekly schedule and write how you will show reverence to God every day. Draw a picture showing at least four ways to worship God daily.	List of ways to worship God daily Schedules and ideas listed Artwork, using a rubric	Video: Worship | God's Story – YouTube Template for schedule Rubric for artwork Copy paper, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Identify the various types of prayers	There are many types of prayers. Prayers of petition and thanksgiving are two types. Petition is asking God for something (food, clothing and healing) for yourself or someone else. Thanksgiving is giving praise to God for what He has done.	Concepts: petition, thanksgiving Skills: analyzing Attitudes: reverence; gratitude	Find examples of prayers of petition and thanksgiving in the Bible - Luke 1:46-55 & Psalm 138. Analyze the contents of each prayer. Complete the Prayer Fingers activity. Include praise and petitions on the fingers.	Oral responses Prayer fingers with information	*Article:* "7 Different Types of Prayers from the Bible" https://www.focusonthefamily.com/bring-your-bible/7-different-types-of-prayer-from-the-bible/ *Bible Messages Make-N-Takes*, Prayer Fingers, pp. 78-79
2.2. B.4.2. Study Jesus Christ's teachings on how to pray	Jesus Christ shared the following teachings about prayer: • Individuals must ask and seek God for what they want (Luke 11:9-10) • God should be honoured before we make petitions (Matt. 6:9-10) • Prayers done in secret will be rewarded openly (Matt. 6:4)	Concept: seek Skills: interpreting scripture; recording details Attitude: enquiry	Read and discuss the story, "Lord Teach Us to Pray." Use the popcorn reading strategy. Write Jesus' main teachings about prayer in note form. Use Matt. 6:5-13 & Luke 11:1-12.	Oral responses Notes – Jesus' teachings on prayer	*The Children's Bible in 365 Stories,* "Lord Teach us to Prayer," p. 300 *Good News Bible for Children*: Matt. 6:5-13; Luke 11:1-12.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Utilize the Lord's Prayer as a model for personal prayers	Individuals should use the Lord's Prayer (Matt. 6:9-13) as a model for personal prayers. Our prayers should begin in praise to God for who He is. Following this, we should ask God to supply our daily needs and to forgive our sins. We should pray in the name of Jesus.	Concepts: model, personal Skills: analyzing prayers; writing Attitude: reverence	Read and analyze the Lord's Prayer. In pairs, say prayers using the Lord's Prayer as a model. Write personal prayers using the Lord's Prayer as a guide. Share prayer with a partner.	Oral prayers Written prayers	Chart: The Lord's Prayer File paper
2.2. B.4.4. Utilize personal expressions and words from the Psalms in prayer	As Christians grow in the faith, they grow in their ability to pray. They can use their personal expressions and words from the Psalms to pray. Words from Psalm 23, Psalm 121 and Psalm 51 can be used when we pray to show that we believe what God has said.	Concepts: grow, personal expressions Skills: recording details; writing Attitude: humility	Write special phrases or sentence from the Psalms that could be used in personal prayers. Write a prayer of thanksgiving to God using words from the Psalms.	List of phrases or sentences from the Psalms Prayers of thanksgiving with relevant words from the Psalms	*Good News Bibles for Children*: Psalm 23; Psalm 51; Psalm 121 File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. C.4.1. Examine styles of worship in various Christian churches	Christian churches or denominations use different styles of worship. Some churches conduct a solemn style of worship with the use of an organ. Members participate in singing, Bible reading and the sacraments. In other churches there is a more spirited style of worship with the use of varied musical instruments. Some churches have worship teams and large choirs.	Concepts: denomination, solemn, sacraments Skills: researching information; communicating ideas; writing; collaborating Attitude: respect	Each group will be given a Christian denomination to research; watch videos and find out more about the church's style of worship. Share findings with the class. Use a Venn diagram and compare and contrast the worship style of two denominations, e.g. Anglican and Church of God.	Oral reports Venn diagrams with information	Videos of various church services on YouTube Article: "The Different Types of Worship in Christianity" (justdisciple.com) *Big Book of Graphic Organizers*, "Shoot for the Circles," pp. 52-53
2.2. C.4.2. Identify the basic components of Christian worship services	Some Christian churches follow a standardized order of worship which includes the singing of hymns, prayers, Bible readings, a sermon and the Eucharist or Holy Communion. Other churches do not follow a strict order of events. Services include worship, prayer and a sermon.	Concepts: hymn, Eucharist Skills: recording details; collaborating Attitude: reverence	In groups, watch videos of two church services and write the components of each. Plan a church service for children or youth. What components would you include?	Information documented from videos Outlines of church service	Videos of church services on YouTube. File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. C.4.3. Examine the importance of Christian fellowship	A very important component of church worship is fellowship. The Bible encourages Christians to assemble together and to encourage one another (Heb. 10:25). This is also a time to express God's love for fellow believers. During the worship service, some churches have fellowship or greeting time. Romans 16:16 states, "Greet one another with a holy kiss." After worship, some churches have a fellowship meal.	Concepts: fellowship, encourage Skills: expressing ideas; interpreting poetry Attitude: unity	Using a web, brainstorm the meaning and importance of Christian fellowship. Read and discuss the poem, "Christian Fellowship" by Connie Bratcher. Highlight the words which express the importance of Christian fellowship. Sing the song, "Greet Somebody" and participate in fellowship time.	Oral responses Oral responses Key words and phrases related to fellowship Students' attitudes and responses to each other	Graphic organizer - web *Good News Bible for Children*: Heb. 10:25; Romans 16:16 Poem: "Christian Fellowship" Inspirational Poetry: Faith Messages 4 (faithpoetry.com) Video: Brinklow Welcome Song: "Greet Somebody" - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Explain what it means to be stewards of the Earth	Human beings were created to be stewards or to take care of the Earth. When God created Adam, he placed him in charge of all the animals (Gen. 1:28). He also instructed him to cultivate and guard the Garden of Eden (Gen. 2:15). Christians believe that the Earth belongs to God who created it (Psalm 24:1).	Concepts: stewards, cultivate, guard Skills: expressing ideas; designing artwork Attitude: responsibility	Discuss the meaning of the word, "steward" and what it means to be stewards of the Earth. In groups, design a poster, explaining what it means to be stewards of the Earth. Include a picture of the Earth and scriptures on your poster.	Oral responses Group posters with definition, picture and scriptures. Use rubric for posters	*God News Bible for Children*: Psalm 24:1; Gen. 1:28; Gen. 2:15 Article: "Environment and Stewardship" - main resource - CEV pdf version.pdf (biblesociety.org.uk)
2.3. A.4.2. Explore ways to preserve and conserve natural resources	Ways to preserve and conserve natural resources include: • Recycling bottles, cans, paper etc. • Conserving energy • Protecting the trees and wetlands • Using less water • Using Earth-friendly products	Concepts: preserve, conserve, natural resources Skills: researching information; writing Attitude: caring	Share examples of natural resources. Watch the video, "Reduce, Reuse and Recycle." Record at list five ways to preserve our natural resources. Write five or ten commandments for preserving our natural resources.	Lists of five ways to preserve and conserve natural resources. Lists of at least five commandments for preserving our natural resources.	Article: "Teach Your Child to Care for the Environment" « Teach Kids How Video: "Reduce, Reuse and Recycle, to enjoy a better life" | Educational Video for Kids. - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Use a biblical example to illustrate preservation and conservation	When Joseph became Prime Minister of Egypt he developed a conservation strategy that saved his nation. Based on the Pharaoh's dream, Joseph knew that there would be seven years of plentiful harvest and seven years of food shortage. During the seven years of harvest. Joseph arranged for huge quantities of grain to be stored. During the seven years when no crops grew, there was sufficient food to feed the people of Egypt and others who needed help.	Concept: shortage Skills: communicating ideas; applying scripture; creating a plan Attitudes: consideration, caring	Read the story, "The New Prime Minister" in the Children's Bible. Discuss Joseph's strategy for conserving food. Was this a successful strategy? Can we use this strategy in our daily lives? Create a survival plan for your family. Write a list of foods you and your family should store in the event of a food shortage. Select foods that are healthy and can last a long time.	Discussion Survival plans – list of foods	*The Children's Bible in 365 Stories*, "The New Prime Minister," p. 52 File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Examine the importance of serving others	Christians believe that a part of their purpose in life is to serve others. To serve means "to give assistance or help." Jesus Christ said if someone wants to be great, he/she must be the "servant of the rest" (Matt. 20:26). When Christians serve, they express the love of God within them and place the needs of others first.	Concepts: purpose, service Skill: expressing ideas Attitudes: love, humility	Brainstorm the meanings of the words: "purpose" and "service." Use dictionaries for further clarification. Watch the video, "Serving Others" and discuss the importance of serving others.	Oral responses Discussion	Webster Dictionary – meanings of the words *purpose* and *service* Douglas Talks – "Serving Others" Serving Others | A Lesson About Service - YouTube
2.3. B.4.2. Study Jesus Christ's example of service to others	Most of Jesus Christ's earthly ministry was spent in service to others. He willingly helped those who were sick, physically challenged or possessed with demons. He wanted people to know that God loved them. In John Chapter 13, Jesus washed His disciples, feet to give them an example of how they should serve others.	Skills: identifying details; depicting events Attitude: humility	Read and discuss examples of Jesus' acts of service. Use the stories: "Jesus Makes People Well" and "Looking After Others." Draw carton strips depicting some of Jesus' acts of service.	Discussion Carton strips – assessment of content depicted. Use rubric for drawing.	*The Children's Bible in 365 Stories: "*Jesus Makes People Well," p. 295; "Looking After Others," p. 368

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Describe the heart of a true servant	The heart of a true servant is ready and willing to help. True servants exhibit the Fruit of the Spirit (Gal. 5:22-23). They are especially filled with joy, patience, goodness and kindness. Galatians 5:13b states "let love make you serve one another."	Concept: servant Skills: identifying the main idea; writing Attitudes: patience, kindness	Listen to the song, "Make me a Servant." Discuss the main idea or message of the song. Write a prayer asking God to give you the heart of a servant. Include attributes you would like to have as a servant.	Oral responses Written prayers	*The Good News Bible for Children*: Gal. 5:22-23; Galatians 5:13b Video: "Make Me A Servant" with Lyrics - YouTube File paper or notebooks
2.3. B.4.4. Explore ways to serve others	There are many ways in which individuals can render service to others. Acts of service include sharing your resources, using your talents to help others, volunteering at a home, helping your parents at home and praying for others in need.	Concepts: resources; volunteering Skills: recording details; applying beliefs; writing Attitudes: kindness, patience	Watch the video, "How Can We Be of Service to Others?" Record five ways to serve others from the video. Students decide on an act of service and carry it out. Write about it in your journals.	Lists of ways to serve others Participation in a special act of service Journal entries	Video: "How can we be of service to others?" CQ Kids - YouTube Journals or notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Examine the importance of caring for one's physical and mental health	Physical and mental health are very important in a person's life. Physical health is how well your body is functioning. Mental health refers to the well-being of your mind and emotions. If you are physically and mentally well, you will be able to cope with everyday issues you face.	Concepts: physical heath, mental health, emotions, cope Skill: self-understanding Attitude: positivity	Watch the video, "Mental Health for Kids." Discuss the importance of physical and mental health. Using a two-column chart write signs of good physical and mental health.	Discussion Information in two-column charts	Video: "MENTAL HEALTH for KIDS" | Miss Ellis #mentalhealthforkids - YouTube Two-column chart
2.3. C.4.2. Examine the connection between one's physical and mental health	Physical and mental health are closely connected. When a person is physically sick, this may affect his/her emotions. When something challenging happens like sickness or death of a family member, a person may lack energy and feel sad. When you exercise, your body and mind feel stronger. If your body and mind are well, you will be successful in school and get along with others.	Concept: mood Skills: self-understanding; drawing conclusions; writing Attitude: positivity	Have students draw emojis to express how they are feeling. Engage them in physical exercises and see if their moods change. Write about a time when you were happy or sad and about how your body and mind felt. End your paragraph with sentence: *Your physical and mental health are connected!*	Oral responses Paragraphs, using rubric	Template for faces Rubric for essays Notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Explore scriptures and biblical stories related to physical and mental health	The Bible provides guidance about our physical and mental health. The story of Daniel and his friends indicate how eating a proper diet can help you be physically and mentally strong (Daniel 1). The following scriptures encourage us to think positive thoughts so that we can be healthy: Phil. 4:8; Prov.17:22: Phil. 4:13.	Concept: proper diet, positive thinking Skills: drawing conclusions; interpreting scripture Attitude: self-understanding	Read and discuss the story of Daniel and his friends. Q. *What can we conclude about eating a proper diet from the story?* Make a card to share with someone. Include a scripture about thinking positively.	Oral responses Cards with scripture	*The Children's Bible in 365 Stories*, "Special Training at the Palace," p. 232 Construction paper and colouring pencils
2.3. C.4.4. Discover ways to care for one's physical and mental health	Individuals should develop healthy habits in order to be healthy. Ways to care for your **physical health**: eat healthy meals, drink water and exercise. Ways to care for your **mental health**: pray to God, think positive thoughts, talk to a friend, play music and do activities you enjoy.	Concept: healthy habits Skills: recording details; planning a schedule Attitude: commitment	Watch the video, "Well-being for Children." Write a list of five healthy habits from the video. Design a healthy habits schedule for your week. Include foods you will eat and activities you will participate in. Display it in your bedroom or on the fridge at home.	List of healthy habits Healthy habits schedules	Video: "Wellbeing for Children: Healthy Habits" - YouTube Construction paper for schedule; colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. D.4.1. Discover the biblical origin of work or manual labour	When God created Adam and Eve, He placed them in charge of the world to keep it in order. They had power over the fish, birds and all animals. They had to work with their hands or perform manual labour. They took care of all the animals and plants in the Garden of Eden. Adam even named all the animals (Gen. 1-2).	Concepts: work, manual labour Skills: summarizing information; making inferences Attitude: responsibility	Read and discuss the story, "God Makes People in the Children's Bible." Make a list of three jobs Adam and Eve performed in the Garden. Draw a cartoon strip showing the jobs Adam and Eve did. Include speech bubbles to share what they might have said as they worked.	Discussion Lists of jobs performed by Adam and Eve Cartoon strips with possible conversations	*The Children's Bible in 365 Stories*, "God Makes People," p. 12. Template for cartoon strip
2.3. D.4.2. Explain reasons why work is valuable to human beings	It is very important for all human beings to engage in some form of work. Work helps individuals to be able to afford the basic things they need (house, food and clothes). Many individuals will also have extra money to have fun and enjoy life. More importantly, individuals should work to express their talents and help others.	Concept: basic needs Skills: communicating ideas; interpreting scripture Attitude: diligence	Brainstorm reasons why work is important, using a web. Discuss the following scriptures about work: Eph. 4:28; Prov.12:9; Prov. 14:23. Select one of the scriptures and make a poster entitled, *Everybody must work!*	Oral responses Interpretation of scripture Scripture posters using rubric	Article: "What Does the Bible Say about Work?" (biblestudytools.com) The Good News Bible for Children: Eph. 4:28; Prov.12:11; Prov. 14:23 Generic poster rubric

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. D.4.3. Reflect on people's attitudes towards work in general	People, in general, have a positive attitude towards work. They view work as a means to obtain money and to provide for their daily needs. People are satisfied at work when they know their jobs well, get paid fairly, enjoy the work environment, get along with their co-workers and have a balanced life. Most people enjoy jobs where they can serve others and use their talents. People may dislike their jobs if the work is difficult, stressful and boring.	Concepts: attitude; balanced life Skills: interpreting poetry; identifying the main idea Attitudes: contentment, satisfaction	Interview a family member about his or her feelings towards work. Write one paragraph about your interview findings. Read and discuss the poem, "Work and Joy" by Robert Service. What is the main idea of the poem? In groups, construct a small book with inspirational quotes about work. E.g. "*Work hard, be kind and amazing things will happen.*" (Conan O'Brien)	Paragraphs from the interview Interpretation of poetry Small books with quotes about work.	Article: 4.2 "Work Attitudes – Organizational Behaviour" (umn.edu) Rubric for essays Poetry: "Work and Joy" - Work and Joy Poem by Robert Service (poemhunter.com) Items for book: construction paper, colouring pencils and file paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. E.4.1. Discover that human beings were created to reproduce	When God created Adam and Eve, He told them to "be fruitful and multiply" or to have many descendants. He wanted them to "live all over the Earth and keep it under control." The scientific term for being fruitful is reproduction. Males and females reproduce sexually and make more of their kind.	Concepts: fruitful, multiply, replenish, reproduce, sexually Skills: expressing beliefs and ideas; writing poetry Attitude: enquiry	After viewing the video, Creation, and reading Genesis 1:28, discuss what it means to be "fruitful and multiply." Write a poem (one verse) entitled, "Be Fruitful." Include God's instructions to Adam and Eve, from Gen. 1:28.	Discussion Short poems, using rubric	*King James Bible and Good News Bible for Children*: Genesis 1:28 Video: "Creation" (Genesis 1-2) - YouTube Rubric for poems and songs
2.3. E.4.3. Communicate the biblical view that all human beings descended from Adam and Eve	The Bible teaches that all human beings descended from the first man and woman, Adam and Eve. Genesis 3: 20 tells us that Eve was the "mother of all human beings." After, Adam and Eve were sent out of the Garden, they had children, including Cain, Abel and Seth. Adam and Eve's children produced other human beings.	Concept: descendants Skills: expressing beliefs and ideas; interpreting scripture Attitude: enquiry	Produce Adam and Eve's family tree. Use Gen. 4-6 to help you. At the bottom of the tree write – *We are all descendants of Adam and Eve.* Read and discuss the following scriptures about Adam and the human race: Gen. 3:20; Rom. 5:12; I Cor. 15:22.	Adam and Eve's family trees. Interpretation of scripture	Template of a tree *Good News Bible for Children*: Gen. 3:20; Rom. 5:12; I Cor. 15:22

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. E.4.4. Discover how human beings were able to populate the whole Earth	Since God created human beings, they have multiplied all over the Earth and kept it under control. Today, there are over seven billion people living on the seven continents around the world. Most people live in China, India and other parts of Asia. Years ago, people moved from Asia to North America and South America. They made the new land their home and had families there. In the early years, many people died because of diseases and lack of food. Today, there is better medical care and more food is being produced so people live longer.	Concept: population Skills: researching information; drawing conclusions Attitude: enquiry	Watch the video, "Seven Billion," and read interesting facts about the earth's population. Discuss how the Earth's population has increased over the years. Download a map of the world. Write two reasons why the population of the Earth has grown, under the world map. Play a Kahoot game and review facts about how The Bahamas got populated.	Discussion Maps with two reasons why the population has grown Answers in Kahoot game	Articles: "7 Billion: How Did We Get So Big So Fast?" | SKUNK BEAR - YouTube "11 facts about the world's changing population" | World Economic Forum (weforum.org) *Primary Social Studies and Tourism Education for The Bahamas*, BK. 4, pp. 50-65 Teacher-made Kahoot game Map of the world

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Express that the family is the main or central part of any society	The family is the main or central part of any society. It is the role of the family to "teach children skills, morals and values" that will help them be better citizens and play their roles in society. Children are greatly influenced by their parents and extended family.	Concepts: family, roles, society, extended Skills: communicating ideas; writing Attitudes: appreciation, respect	Using a web, brainstorm reasons why the family is important in society. Draw a picture of your family and write four sentences about the importance of the family to society.	Oral responses Pictures with sentences	Articles: "What Is the Role of Family in Society?" (reference.com) "Teach Kids About the Importance of Family" - New Kids Center Web File paper or notebooks
3.1. A.4.2. Discover common traditions and values that Bahamian families possess	There are many traditions and values that are common to all Bahamian families. Family traditions include going to church on Sunday, celebrating festivals and holidays, spending time with family and showing kindness to strangers. Bahamian families value hard work, respect for the law, honesty and getting a good education.	Concepts: traditions, values Skills: interviewing; recording details; writing Attitudes: respect, honesty	Make a booklet showing pictures (four to six) of your family traditions. Write a sentence about each picture. Interview your parents about their values concerning work, education, family and church. Record the answers from your interview.	Booklets with pictures and sentences Interview questions and answers e.g. *Why should children do chores at home?*	Article: "The Bahamas - Language, Culture, Customs and Etiquette" "(commisceo-global.com) Questionnaire constructed by students

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Examine the biblical foundation of Bahamian family values	Most of the moral values that Bahamian families uphold are based on the Bible. Parents teach their children to love God and to love others, based on the Ten Commandments (Exod. 20). Because of respect for God's laws, children also learn to respect the laws of our country. Respect for others is based on the Golden Rule (Luke 6:31). Children learn the value of hard work because Scripture indicates that hard work brings success (Prov. 12:11 and 27).	Concepts: moral, values Skills: recording details; communicating ideas; writing Attitudes: commitment, respect	Using a two-column chart, record some common family values and scriptures that support each value. Have students prepare short two-minute or three-minute speeches on the topic, *Bible-based Family Values Are Still Cool!*	Information recorded in two-column charts Short speeches prepared by students using rubric for speeches	Two-column chart Rubric for speeches File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Explain what a community is	A community is a group of people living or working together who share common characteristics and interests (Webster). People of different race, nationality and religion live in communities. Types of communities include the family, school, church, clubs and neighbourhoods. Small communities build larger communities.	Concepts: community, characteristics Skills: discussing ideas, summarizing information, collaborating Attitude: cooperation	Brainstorm the meaning of the word, *community.* Then in groups, select one type of community and discuss what the members have in common. E.g. family Design a poster with pictures of types of communities and explain what a community is in one or two sentences.	Discussion Posters with information	Community Definition & Meaning - Merriam-Webster Copy or construction paper Pictures of various communities, glue sticks
3.1. B.4.2. Analyze the importance of family members working together	A family is a small community and its members must work together. Father, mother and children must play their roles and cooperate so that the family can function effectively. When family members are well behaved and happy, they function well in the wider community.	Concept: roles, responsibilities Skills: collaborating; discussing ideas; writing Attitude: appreciation	In groups, list the roles and responsibilities of each family member. Discuss what would happen if each person did not fulfil his/her role. Write a quote about the importance of family members working together.	Lists with responsibilities of each family member Discussion Written quotes	File paper or notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Discover biblical examples of healthy and unhealthy family relationships	The Bible gives us examples of healthy and unhealthy family relationships. In the story, "The Baby who Survived," we have an example of a supportive family. Moses' family members worked together to save his life. He grew up with love and support. In the story of "Cain and Abel," we see an example of jealousy among brothers that led to murder. Cain's behaviour disrupted his family and caused evil to spread on the Earth. From these stories we can see that our behaviour affects our families and the wider community, positively or negatively.	Concepts: healthy, unhealthy Skills: examining behaviours and attitudes; comparing and contrasting; summarizing Attitude: respect	Read the story of Cain and Abel in the *Children's Bible*. Discuss – Why was Cain jealous of Abel? How did this affect their relationship? Use the poem, "Moses in the Nile" to dramatize the story of Baby Moses. Discuss how Moses' family members protected and cared for him. Use a Venn diagram to compare healthy and unhealthy family relationships.	Discussion Drama, using rubric Discussion Venn diagrams with information	*The Children's Bible in 365 Stories*: "Cain and Abel," pp. 15-17; "The Baby who Survived," pp.58-59 *Bible Story Puppets and Poems*, "Moses in the Nile," p. 32 Venn diagram

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. C.4.1. Describe the church as a community of believers	A church is a body or organization of religious believers (Webster). This group can be made up of individuals of different nationalities and races. They form a community of believers who meet regularly for worship and fellowship.	Concepts: church, body, religious Skills: designing; writing Attitude: commitment	Design a poster of a church building with pictures of members from different nationalities and races. Write a welcome message on your poster. Write three or four sentences about your church. Q. *Is your church a loving group of people?*	Posters of church with welcome message Written sentences	"Church" Definition and Meaning – Merriam-Webster Construction paper, colouring pencils File paper or notebooks
3.1. C.4.2. Explain how families impact the church community	Churches are made up of different families. If families are strong the church will be strong also. Family members help the church by using their time, talents and treasure in Christian service. Parents help the church by teaching their faith to the younger generation thus helping the church to grow.	Concepts: time, talents, treasure, Skills: making inferences, drawing conclusions Attitude: commitment	In groups, view bulletins from various churches. List activities church members are involved in based on the bulletins. Draw a picture of a key and on it, list ways in which the family helps the church.	List of activities Pictures of keys with ideas listed	Church bulletins Article: "Ministry Matters™ | Families Are Key to the Future of the Church" Copy paper, pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. C.4.3. Explain how the Early Church operated as a community of believers	The Early Church was a closely connected group of believers. They met in people's homes for worship. They loved one another and shared everything. Wealthy believers who owned land sold it and gave the money to the apostles to help the church.	Concepts: Early Church, apostles Skills: researching information; drawing conclusions, writing Attitude: unity	Read the story of the Early Church in Acts 4:32-36 in the *Good News Bible* and also watch the supporting video. Discuss reasons why the Early Church was so united. Write a news report about the Early Church and how they interacted with each other.	Discussion News reports and scripts	*Good News Bible for Children*: Acts 4: 32-36 Video: "What is the Church?" | Bible Story | LifeKids - YouTube File paper, microphone
3.1. C.4.4. Examine the benefits of belonging to a church community	There are many benefits of belonging to a church community. Individuals are a part of a group of people who share their faith. They have an extended family to pray for and comfort them in times of distress. They also have access to counselling, money, food and other resources.	Concepts: benefits, faith, counselling Skills: identifying the main idea, writing Attitude: gratitude	Using the diagram of a fish, list the benefits of belonging to a church community. Write the main idea on the fish's spine. Write a short story of how your church helped your family or a family in need.	Information on graphic organizers Paragraphs, using the essay rubric	Video: "Why do we go to church?" CQ Kids - YouTube *The Big Book of Graphic Organizers*, "What's the Main Idea?" pp. 24-25 Essay rubric

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Examine the significance of the main events of Holy Week	The **main** events of Holy Week have great significance. **Palm Sunday –** Jesus Christ rode into Jerusalem on a donkey, to show He was humble and peaceful. **Holy Monday** – Jesus honoured His Father by chasing the money changers out of the temple. **Holy Thursday -** Jesus instituted the Lord's Supper or Holy Communion instructing His disciples to remember His sacrifice. Jesus was arrested in the Garden of Gethsemane and was tried by the religious leaders. **Good Friday** - Jesus died on the cross to save us from our sins. **Holy Saturday** – Jesus remained in the grave awaiting His resurrection.	Concepts: remember, sacrifice, eternal life Skills: sequencing events; summarizing; communicating ideas Attitudes: appreciation, reverence	Use the timeline graphic organizer to sequence the main events of Holy Week. Write one sentence about the importance of each event on the timeline. Use index cards to depict the main events of Holy Week. Include pictures on one side and one or two sentences about the event. Dramatize the events of Palm Sunday and Holy Thursday. Be sure to share the importance of these events.	Information on timelines Holy Week cards with pictures and information Dramatization, using the rubric for dramatic skits	*The Big Book of Graphic Organizers, "*On the Road to the Future," pp. 36-37 Easter Timeline bulletin board set Article: "The end of the solemn Lenten season" | The Bahamas | Bahamas Local News - The Bahamas, Bahamas Index cards, pictures from the internet, Items for drama: Palm branches, clothing, grape juice, crackers

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.2. Distinguish between Christian and secular traditions of Holy Week	There are Christian and secular traditions associated with Holy Week. Christian traditions include prayer, fasting, attending Palm Sunday service, Holy Communion and feet washing and Good Friday service. Secular traditions include decorating eggs, spring cleaning and buying Easter lilies.	Concepts: Christian, secular, traditions Skills: comparing and contrasting; making a schedule Attitude: appreciation	In a two-column chart record Christian and secular traditions of Holy Week. Talk about the importance of the traditions. Students plan activities that they can participate in each day of Holy Week. E.g. prayer, reading stories, etc.	Information recorded in two-column charts Schedules showing Holy Week activities	Articles: "The Holiest of Weeks" | Bahamas Local News Your Guide To Holy Week | Simply Catholic File paper
4.1. C.4.3. Analyze the importance of Jesus Christ's suffering and death	Jesus Christ, who was without sin, suffered and died for the sins of the whole world. His death symbolizes the greatest sacrifice that was made for mankind. Christians believe that through the death of Jesus, their sins would be forgiven and they would be brought back to God (I Peter 3: 17-18).	Concepts: sacrifice, forgiven Skills: communicating beliefs; writing Attitudes: gratitude, reverence	Draw a cross and write a message about the importance of Jesus' death on it. Share it with a friend. Write a prayer thanking Jesus for dying on the cross and taking your punishment.	Cross cut-out with message Written prayers	*Good News Bible for Children*: II Corinthians 5:21; I Peter 3:17-18 Construction paper, pencils File paper or notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Examine the significance of the resurrection for Christians	The resurrection of Jesus Christ is very significant to the Christian faith. If Jesus was not risen from the dead, then the believer's faith is not real and he/she is still in sin (1 Cor. 15:17). Jesus was victorious over death; therefore, all believers can have eternal life.	Concepts: faith, victorious, eternal life Skills: communicating beliefs; recording details Attitude: hopefulness	Watch a video, "The Empty Tomb" and read I Cor. 15:35-58. Then discuss the importance of Jesus' resurrection. Read the story, "What Jesus Did" and then answer questions 1-3.	Discussion Written responses to questions	Video: "Jesus' Resurrection: The Empty Tomb" - John 20 | Easter Story for Kids (Sharefaithkids.com) - YouTube *Foundations of Faith-Easter*, "What Jesus Did," p. 10.
4.1. D.4.2. Explain Christian beliefs about the resurrection of the dead	The resurrection gives hope to believers that one day they will rise from the dead. The physical body that dies will be raised as a spiritual body that lives forever. Death will be destroyed forever. Christians will go to heaven to be with God (1 Cor. 15:35-58).	Concepts: spiritual, physical Skills: communicating beliefs; writing Attitude: hopefulness	Use the *Good News Bible* and read 1 Corinthians 15:35-58. Write two Christian beliefs about the resurrection of the dead. Decorate a picture of Jesus' resurrection and write three beliefs about the resurrection of the dead on the page.	Written notes Pictures and three beliefs indicated	*Good News Bible for Children:* 1 Corinthians 15:35-58. *Foundations of Faith-Easter*, "Jesus is Resurrected," p. 14.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Differentiate between Christian and secular symbols of Easter	Christian symbols of Easter include the following: • The **crucifix** or **cross** symbolizes the death of Jesus Christ. An empty cross means that Jesus was victorious over death and is alive. • The **lamb** symbolizes Jesus' sacrificial death. Jesus was called the "Lamb of God." Secular symbols include the following: • **Easter eggs** symbolize the tomb that Jesus came out of when he was resurrected. • **Hot cross buns** are decorated with crosses on them to symbolize the crucifixion of Jesus.	Concept: secular, symbols, crucifix, sacrifice Skills: communicating ideas; explaining symbols; designing artwork Attitude: enquiry	Watch the video, "Easter Symbols" and record the names of the symbols and their meanings. Make a colourful book of Easter symbols. Use pictures and explain each symbol. Participate in a parade of Easter symbols on the outside of the classroom. Have each participant share the meaning of the symbol being displayed.	Written notes Books of Easter symbols using rubric for artwork Parade and information shared	Video: Easter Symbols - Spring 2 week 4 - YouTube Materials for books: construction paper, pictures of symbols Large pictures of Easter symbols

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Explain the importance of obeying rules and laws in society	Rules and laws are guidelines for how people should behave. They are based on what is considered right and wrong. They guide our behaviour at home, in school and in the wider society. Rules and laws help to keep us safe and in order. They also help us show respect for others.	Concepts: laws, rules Skill: comparing and contrasting Attitude: respect	Compare the rules for living at home to your school rules. How are they alike and different? Draw two pictures, one showing a world with rules and one showing a world without rules. Write a message about the importance of rules.	Discussion Drawings, using artwork rubric	Article: "Rules and Laws" - Kids | Britannica Kids | Homework Help Class rules chart Video:" Why rules are important?" - YouTube
3.2. A.4.2. Examine biblical teachings that guide our behaviour	There are many biblical teachings that guide our behaviour. Scriptures about **living in peace** include: Matthew 5:9; Romans 12:18 and Psalm 34:14. Scriptures about **being honest** include: Prov. 12:22 and Eph. 4:25. Scriptures about **being kind** include: Eph. 4:32 and Gal. 6:10.	Concepts: guide, behaviour Skills: applying scripture, collaborating with others, designing artwork Attitude: obedience	Choose one of the following questions and discuss in your groups: Why should we be peace makers? Is it important to be honest? Report your responses to the class. Use scriptures to help. Design a poster with scriptures to guide our daily behaviour.	Group reports Scripture posters	*Good News Bible for Children:* Matthew 5:9; Romans 12:18; Psalm 34:14 Prov. 12:22; Eph. 4:25 Eph. 4:32; Gal. 6:10. Chart or poster paper Colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Examine the consequences of good and bad behaviour	The way individuals behave will cause them to experience good or bad consequences. When we follow rules at home, school or in the wider community, we get rewards such as verbal praise and treats. When we disobey rules, we are punished and privileges are taken away. In the wider community, if people break laws, they can pay a fine or even go to jail. These consequences are very serious.	Concepts: consequences, rewards, punish, privileges Skills: examining evidence; communicating ideas Attitudes: respect, fairness	Watch the video, "Consequences for Kids." Talk about good and bad consequences. Read and discuss your class rules. Are the rules, rewards and consequences fair? If not, suggest other rules, rewards and consequences. Have a mock trial with a judge, jury, lawyers, witnesses and defendants. Students who have broken class rules could be defendants.	Discussion and oral definitions Ideas communicated during role play / mock trial.	Class rules with rewards and consequences Video: "Consequences for Kids" | Character Education - YouTube Props for trial: wig, tables, chairs, gavel

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. B.4.1. Explain factors that influence one's behaviour	An individual's behaviour can be influenced by factors such as friends, music and groups or clubs. Friends can influence you to do good or bad things. The music you listen to can cause you to be calm, peaceful, angry or unkind. The clubs or groups you join can also influence how you act.	Concepts: influence, behaviour Skills: applying beliefs; evaluating Attitude: reflection	In groups, discuss the positive and negative effects of friendships and belonging to various groups/clubs. Listen to songs from popular music groups and record lyrics that could impact your behaviour, positively and negatively.	Discussion Information recorded from songs	Information about clubs for children: Brownies, Red Cross Selection of songs with positive and negative lyrics
3.2. B.4.2. Study biblical teachings that guide our behaviour	The Bible contains stories and teachings to guide our behaviour. In the story, "Four Friends Find a Way," we learn about friends who influenced each other positively. The following scriptures teach us about choosing the right path: Prov. 3:5-6; 4:5; 13:20.	Concepts: positive, negative, decisions Skills: evaluating actions; decision making Attitude: reflection	Read and discuss the story, "Four Friends Find a Way." *Q. Did the friends make the right decision?* Make a Choice – Teacher reads various scenarios and scriptures about choosing what is right. Students stand (agree) or sit (disagree).	Discussion Student choices	*The Children's Bible in 365 Stories*, "Four Friends Find a Way, pp. 303-304 *Good News Bible for Children:* Proverbs 3:5-6; 4:5; 13:20.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. B.4.3. Investigate Bahamian traditions that have influenced our behaviour	There are many Bahamian traditions that have influenced our behaviour. Two such traditions are storytelling and working together in communities. Through storytelling, Bahamians share advice on how to behave. Bahamians have always practised being good neighbours. Families share resources and help to raise the children in the community. Some communities have neighbourhood watch programmes. Bahamians also buy fruits and vegetables from street vendors in the community.	Concepts: traditions, storytelling Skills: identifying the main idea; collaborating; writing; communicating Attitudes: respect, cooperation	Listen to a Bahamian story, "The Prize for the Most Loving Heart" and write the moral of the story. Share it with your classmates. Interview your neighbours and find out how neighbours in your community help each other. Write a slogan about working together in communities.	Oral responses Interview questions and answers Slogans	*An Evening in Guanima* (2nd Edition), "The Prize for the Most Loving Heart," pp. 149-155 *Preserving Our Heritage*, Level 1: Part 2, Unit 1, "My Neighbours," p. 14 File paper Copy paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Explain the importance of the basic rights of human beings	The Universal Declaration of Human Rights outlines the basic rights of human beings. These rights are "rules for how we should treat each other: with dignity, respect, equality and fairness." They seek to enable all human beings to reach their full potential.	Concepts: human rights, equality, dignity Skill: communicating ideas Attitudes: respect, appreciation	Display the list of basic human rights and discuss why they are important. "Guess the human rights" – Students guess the human rights depicted on the slides in the video – *Teaching Human Rights for Kids*.	Discussion Oral responses	Article: "Universal Declaration of Human Rights" | United Nations Video: "TEACHING HUMAN RIGHTS FOR KIDS!" - YouTube
3.3. A.4.2. Compare and contrast the basic rights of children and human beings in general	Children are human beings so, they enjoy the basic human rights. However, because they need extra protection, their rights have been outlined in a special document called the Convention on the Rights of the Child. In this document, a child is identified as someone under the age of eighteen.	Skills: comparing and contrasting; writing; summarizing Attitude: enquiry	Use a Venn diagram to compare the rights of children to human beings in general. Write a short paragraph entitled – *Children's rights are special!*	Venn diagram with information Paragraphs, using essay rubric	Video: "Rights of the Child Segment 1 - What are Children's Rights" - YouTube "The Convention on the Rights of the Child ": The children's version | UNICEF

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Explain scriptures related to the rights of human beings	According to Scripture all human beings should be loved and protected. Scriptures that are related to all humans include: Genesis 3:21; Prov. 31:8-9 and Col. 3:11. Scriptures that are related especially to children include: Matt. 18:5-6; 19:14 and Eph. 6:4.	Concept: protect Skills: researching and interpreting scripture; collaborating	In groups, read the scriptures given and write a sentence explaining each scripture. In groups, make a scripture booklet showing scriptures and sentences that support human rights.	Interpretation of scriptures Class booklets with scriptures and sentences	File paper *Good News Bible for Children*: Genesis 3:21; Prov. 31:8-9 & Col. 3:11; Matt. 18:5-6; 19:14 and Eph. 6:4. Items for booklet: construction paper, string, colouring pencils
3.3. A.4.4. Explore national laws that help to protect the rights of children	The Child Protection Act of The Bahamas (2010) outlines laws for the protection of children. Children are to be brought up in a safe environment. Parents are responsible to protect them from neglect and abuse. There is now an alert system for missing children (Marco's Alert).	Concept: laws Skills: expressing ideas; identifying details; writing Attitudes: self-understanding; enquiry	Students view and discuss key points on a PowerPoint based on the Child Protection Act. *Q. Why are these laws important?* In groups, make a chart showing five key points from the Child Protection Act of The Bahamas.	Discussion Charts with five key points	Article: "Child Protection" (bahamas.gov.bs) Teacher-made PowerPoint presentation on the Child Protection Act Chart paper, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Examine what it means to show respect and responsibility for others	**Respect** is shown when individuals honour the feelings, wishes or rights of others. Respect requires that we honour our nationalities, individual differences and opinions. Individuals show **responsibility** when they "behave correctly towards or in respect of others."	Concepts: respect, responsibility, nationalities, opinions Skills: communicating ideas; evaluating Attitudes: respect; fairness	Use dictionaries to find the meaning of respect and responsibility. Have children explain words using everyday examples. Write responses to real life scenarios to indicate the meaning of respect and responsibility. Use suggested worksheets.	Oral responses Completed worksheets on respect and responsibility	Definitions: "Respect" and "Responsibility" (Merriam-Webster) Worksheets: sel-worksheet-what-is-respect.pdf (talkingtreebooks.com) sel-worksheet-what-is-responsibility.pdf (talkingtreebooks.com)
3.3. B.4.2. Research scriptures that teach us to respect others and their property	The Bible provides many scriptures about respecting others and their property. Scriptures about respecting people include: Matt. 7:12; I Peter 2:17; Phil. 2:3-4 and Matt. 19:19. The 8th and 10th Commandments (Exodus 20: 15 and 17) teach us to respect people's property.	Concept: property Skills: researching; interpreting scriptures Attitude: respect	Use tablets and google scriptures about showing respect for others and their property. Discuss the meanings of the various scriptures. Produce a respect and responsibility jar with scriptures on index cards.	Interpretation of scripture Jars with scriptures for memorization and application.	Tablets; internet access Plastic jar, index cards Respect scriptures: Matt. 7:12; I Peter 2:17; Phil. 2:3-4 & Matt. 19:19. Exodus 20: 15 and 17.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Examine biblical stories that teach us to show responsibility for others	There are great Bible stories that teach us to show responsibility for others. In the story, "Ruth Finds Work," Ruth acted responsibly and cared for her mother-in-law Naomi. In the story, "The Baby who Survived," Miriam diligently watched and cared for her baby brother Moses.	Skills: analyzing; communicating ideas Attitudes: caring, responsibility	Read about Ruth and Miriam in the Bible. Talk about how they showed responsibility. Use the Character Chart and write about Ruth or Miriam. List ways they showed responsibility.	Discussion Completed character charts	*The Children's Bible in 365 Stories*: "The Baby who Survived, pp. 58-59; "Ruth Finds Work," p. 123. *The Big Book of Reproducible Graphic Organizers*, "Character Chart," pp.22-23
3.3. B.4.4. Give examples of ways in which we can show respect and responsibility for others	Practical ways to show respect and responsibility for others include the following: • Make friends with someone from a different nationality or culture • Use polite words and good manners when speaking to anyone • Ask permission to use people's personal items	Skills: communicating ideas; collaborating Attitudes: respect, responsibility	Watch videos about showing respect and responsibility for others. Share ways to show respect and responsibility from the videos. In groups, make a chart with a list of five ways to show respect and responsibility for others. Decorate your chart.	Oral responses Charts with list of ways to show respect and responsibility	Videos: "ALL ABOUT RESPECT!" song for kids about showing respect) - YouTube "Respect for Others" - How to behave at school, how to treat others and teach good manners - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Explain what the festival of Pentecost/Whitsun is	Pentecost/Whitsun was a Jewish holiday in the Old Testament. It was originally called the Feast of Harvest or Feast of Weeks. It was a time to celebrate the initial wheat harvest. The Jews offered to the Lord two loaves of wheat bread made from the grain they harvested.	Concept: Pentecost/Whitsun Skills: communicating ideas; writing; illustrating ideas Attitude: enquiry	Read an article about the festival of Pentecost and discuss why the Jews celebrated it. Draw a picture showing two loaves of bread and wheat stalks. Write a sentence about the Feast of Harvest/Pentecost.	Discussion Pictures each with a sentence	Articles: "What is Pentecost?" Meaning of Pentecost Sunday 2022 (christianity.com) "Pentecost in the Bible" - 10 Verses and Scriptures for Pentecost Sunday (biblestudytools.com)
4.1. E.4.2. Summarize the story of the coming of the Holy Spirit	When Jesus Christ left the Earth, He promised His disciples that He would send the Holy Spirit to them. On the Day of Pentecost, the Holy Spirit descended from heaven as a great rushing wind and filled the room. The disciples were filled with the Holy Spirit and spoke in other languages.	Concept: promise, languages Skills: summarizing information; writing	Use a Pentecost video and *Activity Card #2* to find out about the coming of the Holy Spirit. Write the details of this event on your story board. Write a short poem about the coming of the Holy Spirit. Use colourful words.	Story boards with details Poems, using rubric for poems and songs	Video: "Pentecost for Kids: The Holy Spirit Comes" - YouTube *The Big Book of Reproducible Graphic Organizers*, "Story Board," p. 16-17 R.S. Activity Card 2: "Pentecost"

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Describe how the Early Church was impacted by the coming of the Holy Spirit	The Early Church was greatly impacted by the coming of the Holy Spirit. After Peter preached a message on the day of Pentecost, about three thousand people were added to the church which increased daily, as many individuals were converted. They met regularly for prayer and fellowship.	Concepts: impact, convert Skills: communicating ideas; analyzing, recording details	Read and discuss stories about the young church in your Children's Bible. Draw a picture of a church and write ideas shared during the discussion in small circles around the pictures. (Title – The Early Church)	Discussion Picture and ideas presented	*The Children's Bible in 365 Stories*: "The Coming of the Holy Spirit," pp. 384-386; "The Young Church," pp. 386-387 Copy paper, colouring pencils
4.1. E.4.4. Explain the significance of Pentecost to the Christian Church	Pentecost is celebrated as the birth of the Christian Church. Christians remember how the gift of the Holy Spirit was poured out on the disciples. At Pentecost believers were empowered by the Spirit for Christian service. The Holy Spirit still empowers, comforts, guides and gives spiritual gifts to believers today.	Concept: birth Skills: listening for information; recording details; analyzing Attitude: celebration	Watch a video of a church service held on Pentecost Sunday. Record details that you hear about the Holy Spirit. On a paper cup, write ways in which the Holy Spirit helps Christians. Ask the Holy Spirit to fill your cup as the class sings the song, "Welcome Holy Spirit."	Written notes from video Paper cups with ideas listed	Video: "Pentecost Sunday" - YouTube Song: "Welcome Holy Spirit" - Lyrics - YouTube Paper cup and markers

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.1. Explain what culture is and how it develops	"Culture is a pattern of behaviour shared by a society or group of people." Things such as food, music, art, traditions and religion make up our culture. "Older people pass culture down to younger people." It changes over time when different cultures come together and with new technology (Britannica Kids).	Concepts: culture, traditions, religion Skill: communicating ideas; contrasting Attitudes: appreciation, enquiry	Watch the video, "Understanding Traditions and Cultures," then brainstorm the meaning of culture. In a two-column chart, list traditions from the past in one column and traditions from today in the other column.	Oral responses Charts with information	Article: "Culture" culture - Kids | Britannica Kids | Homework Help Video: "Understanding Traditions and Cultures for Kids" - YouTube Pictures or video showing Bahamian traditions – past and present
4.2. A.4.2. Explain how Christian celebrations/festivals have helped to shape our culture	The major Christian festivals have helped to shape Bahamian culture. Most of our holidays are connected to Christian festivals. Other cultural activities such as going to church, eating special foods, parades, concerts, regattas and even Junkanoo are connected to Christian festivals.	Concept: connected Skills: communicating ideas; asking questions; creating Attitude: enquiry	Invite a priest or minister to talk about Christian festivals and our culture. Students will conduct interview. Construct a small book showing cultural activities that take place during Christmas or Easter.	Interview questions and discussion Books of cultural activities	Priest or minister from the community List of Bahamian holidays / calendar Items for book: pictures, construction paper, markers

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FOUR

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.4.3. Examine the actions and attitudes of Bahamians during various festivals	Bahamians are generally very respectful of our Christian traditions and customs. We are faithful in attending church services during the various seasons. We observe periods of solemn reflection and joyful celebration appropriately. Christian festivals invoke feelings of unity and harmony among families are communities.	Concepts: faithful, reflection, unity, harmony Skills: asking questions; writing Attitudes: respect, commitment	Read a newspaper article about an event that took place during Christmas, Easter or Pentecost. Look for words describing how people felt and reacted. Write a short story about a family gathering at Christmas or Easter. Write about how family members interacted with each other.	Oral responses Short stories, using essay rubric	Articles from local newspapers: Nassau Guardian or Tribune File paper or notebooks

PRIMARY RELIGIOUS STUDIES CURRICULUM

GRADE FIVE

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Explain how creation reveals the beauty of God	The beauty of God is revealed in all the things He has created. His glory or beauty is displayed in all of nature. Just as the sun gives light, God is the Ultimate Light. The diverse colours and shapes found in creation reveal God's beauty and creativity. Romans 1:20 states how the invisible qualities of God are seen in creation.	Concepts: beauty, glory, creativity Skills: analyzing; reflecting Attitudes: awe and wonder, appreciation	Take a nature walk and discuss what we can learn about God from nature. Watch and discuss the video presentation of the poem "The Creation," by James Weldon Johnson. Perform choral readings of the poem, *The Creation*.	Oral responses Discussion Choral speaking using rubric for oral presentations	Dictionaries "The Creation" by James Weldon Johnson YouTube Video https://www.youtube.com/watch?v=d2nOk-50kXE
1.1. A.5.2. Examine scriptures that describe God's wonderful creation	The beauty of God's creation is revealed in many scriptures. Genesis 1:31 states that everything God created was very good. Psalm 19:1 tells of His glorious handiwork. Psalm 139: 13 - 14 tells how wonderfully the human body was created.	Skills: interpreting scripture; writing poetry Attitude: enquiry	Use Good News Bible to locate and discuss the following scriptures: Genesis 1:31; Psalm 19:1; Psalm 139: 13 – 14 Write a poem describing the beauty of God's creation. Use scriptures in your poem.	Interpretation of scriptures. Poem using rubric for poems	*Good News Bible for Children*: Genesis 1:31 Psalm 19:1 Psalm 139:13 - 14 File paper Rubric for poems

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Investigate how God sustains the beautiful world He created	God is a Sustainer. A sustainer is someone who upholds, maintains or supports. God is a sustainer because He provides all the things creation needs to survive. In His teachings, Jesus reminds us to not worry about food, clothing or shelter for God knows that we need them (Matt. 6:25-32). God takes care of the animals and the plants. He sustains His creation through systems in nature like the water cycle and food chain. The Bible also tells us that God protects His creation (Psalm 91:11).	Concepts: sustain, provide, protect Skills: investigating information; interpreting scripture Attitude: appreciation	Use *Good News Bibles* to locate and discuss the following scriptures: Matthew 6: 25 – 32; Psalm 91: 11 Listen to the song, "Somebody Bigger that You and I," and discuss information from the song about how God sustains mankind. Draw a picture to show how God sustains the world. Include images of all God provides for animals, plants and human beings.	Interpretation of scripture Oral discussion Artwork using the rubric for artwork.	*Good News Bible for Children*: Matthew 6: 25 – 32; Psalm 91: 11 Song: "Somebody Bigger than You and I" https://www.youtube.com/watch?v=XfAgiN1Lwtc Items for artwork: paper and colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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. B.5.1. Examine some of the attributes of God	Christians use many terms to describe the attributes or nature of God: **Omnipotent**: having all power and authority (Jeremiah 32:17); **Omniscient:** having unlimited knowledge (1 John 3:20b); **Omnipresent**: existing everywhere (Psalm 139:7-8; **Eternal:** having no beginning or end (90:1-2).	Concepts: attributes, nature Skills: analyzing; interpreting scripture; writing Attitudes: enquiry, awe and wonder	Write the attributes of God with the meanings on your vocabulary quilt. Draw a picture to illustrate each word. Write a paragraph about God revealing at least three of His attributes. Use scriptures in your paragraph.	Vocabulary quilts with words, meanings and pictures. Paragraphs, using essay rubric.	Attributes of God lessons: https://ministry-to-children.com/attributes-god-lessons/ *The Big Book of Graphic Organizers*, "Vocabulary Quilt," p. 31 File paper
1.1. B.5.2. Explain that God's attributes make Him a Supreme Being	God is a Supreme Being. The word, "supreme" means highest in rank or authority. God is exalted high above all spiritual and natural beings. There is no authority or power higher than that of God. God's many attributes make Him supreme.	Concept: supreme Skill: drawing conclusions Attitude: reverence	Use the web strategy to brainstorm the meaning of the word, "supreme." Draw a visual image to show God as a Supreme Being. Write some of His attributes on your picture.	Oral responses Drawings and concept of supremacy. Use rubric for artwork.	Dictionaries Items for drawing: paper and colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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. B.5.3. Describe God as a Trinity of Persons	Christians believe that God is a Trinity of Persons. The word *trinity* means three. God is one God (Deut. 6:4) who exists as three divine persons - Father, Son and Holy Spirit. Each person in the Trinity performs different roles.	Concepts: Trinity, roles, divine Skills: expressing beliefs and ideas; writing Attitude: reverence	Watch the video, "What is the Trinity?" Then, discuss ideas about the Trinity. Write three things you learned about the Trinity. Write a prayer giving thanks for the Trinity – Father, Son and Holy Spirit.	Oral responses Three key ideas about the Trinity (written in books) Written prayers acknowledging the Trinity	Video: "What is the Trinity?" https://www.youtube.com/watch?v=n-1AdUwbWLw Notebooks File paper
1.1. B.5.4. Research scriptures that reveal the concept of the Trinity	Several scriptures in the Bible reveal that God is a Trinity of Persons. When Jesus was baptized (in Matthew 3:16-17), the voice of God was heard from heaven and the Holy Spirit came in the form of a dove. In Matthew 28:19, Jesus said to baptize disciples in the name of the Father, Son and Holy Spirit.	Skills: researching scripture; illustrating concepts Attitude: enquiry	Use your Bibles to locate and discuss the following verses: St Matt. 3:16-17; St. Matt. 28:19; II Corinthians 13:14 Draw a picture of Jesus' baptism to illustrate how the Trinity is revealed in St. Matt. 3:16-17.	Ability to locate scriptures Oral responses Pictures of Jesus' baptism illustrating the concept of the Trinity from St. Matt. 3:16-17)	*Good News Bible for Children:* Matt. 3:16-17; Matt. 28:19; II Corinthians 13:14 Items for drawing: paper and colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Establish that Jesus Christ is the Son of God	Jesus Christ is the Son of God. Jesus existed from the beginning of time, before He came to Earth as a human being (John 1:1-2). Before Jesus was born, an angel told Mary that she would give birth to the Son of God (Luke 1:31-35). After Jesus was baptized, a voice from heaven said, "This is my beloved Son" (Matt. 3:17).	Concept: Son of God Skills: examining scripture; expressing beliefs and ideas; writing Attitude: reverence	Read the stories of the angel's visit to Mary and Jesus' baptism in the *Good News Bible*. Record evidence from these stories that Jesus is the Son of God. Pretend to be a news reporter. In your report, explain why Jesus is called the Son of God.	Information recorded from the stories in notebooks News stories about Jesus, the Son of God with a least two supporting scriptures	*Big Bible Guide, Kid's Dictionary and Handbook*, "Son of God," p. 139 *Good News Bible for Children*: John 1:1-2; Luke 1: 26-38; Matt. 3:13-17 Toy microphone
1.2. A.5.2. Verify through scripture why Jesus Christ came to Earth	The Bible reveals that Jesus Christ came to Earth to: • Do the will of the Father (John 6:38) • Save sinners (1 Tim.1:15) • Give eternal life (John 3:16) • Preach the Good News and help people (Luke 4:18-19)	Concepts: sinners, eternal life, Good News Skills: researching scripture; recording information	Use your Bibles to locate and discuss the following scriptures: John 6:38; 1 Tim. 1:15; John 3:16; Luke 4:14-19. Using a two-column chart write three reasons why Jesus came to Earth, with supporting scriptures.	Ability to locate scriptures Oral responses Two-column charts with information	*Good News Bible for Children*: John 6:38; 1 Tim. 1:15; John 3:16; Luke 4:14-19 Two-column chart

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Evaluate the significance of Jesus Christ's coming to Earth	Jesus Christ's coming to Earth was very significant. He was the only one who could bring salvation (Acts 4:12) and give us eternal life. He came to restore man's relationship with God and other human beings (John 17:6-11). Millions of people are now called Christians because Jesus came to Earth and died for the sins of the world.	Concepts: salvation, eternal life, relationship, Christians Skills: expressing beliefs and ideas; creating poetry	Discuss the topic, "If Jesus had not come to Earth." Use your ideas and write a class poem. Watch the video, "What is a Christian?" Discuss what it means to be a Christian. Then, sing the song, I am a C-H-R-I-S-T-I-A-N.	Class poem entitled, "If Jesus had not come to Earth." Discussion	Web for brainstorming White board Song: "I am a Christian" Video: "What is a Christian?" https://www.youtube.com/results?search_query=douglas+talks+what+is+a+christian
1.2. A.5.4. Demonstrate appreciation for Jesus Christ, our Saviour	The main way individuals can demonstrate appreciation for Jesus Christ is by accepting Him as Saviour. They would then be able to demonstrate love for God and others. Worship is another way to show appreciation for Jesus, our Saviour.	Concept: Saviour Skill: expressing beliefs and ideas Attitudes: appreciation; awe and reverence	Read and discuss the poem, "Thank You Jesus" by Deborah Ann. In groups, prepare a short worship service with a song and a prayer to show appreciation for Jesus, our Saviour.	Oral responses Students' attitude during worship and their prayers	Poem: "Thank You Jesus" https://poetrybydeborahann.wordpress.com/2013/03/29/thank-you-jesus/ File paper Selected songs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Examine the significance of some of Jesus Christ's miracles	Jesus Christ performed many miracles while on Earth to demonstrate His divine power and love for mankind. He cast out evil spirits to show His power over Satan. He healed the sick, deaf and blind to demonstrate His power to restore their lives. He raised the dead to show that He had power over death.	Concepts: miracles, divine Skills: drawing conclusions; examining biblical texts Attitude: awe and wonder	Read stories about Jesus' miracles from the *Children's Bible* and discuss reasons why Jesus performed miracles. In a two-column chart, write a least seven miracles Jesus performed and why He performed them.	Discussion related to stories about Jesus' miracles Information in two-column charts	*The Children's Bible in 365 Stories*: "Jesus Makes People Well," p. 295; "Awake from the Dead," p. 316 Two-column chart
1.2. B.5.2. Study Jesus Christ's teachings and parables in relation to God's love and forgiveness	In the Bible, Jesus Christ told parables to teach about God's love and forgiveness. The parables, "The Lost Sheep," "The Lost Coin" and "The Lost Son" relate how God feels about a sinner who seeks His forgiveness. He loves and forgives all who turn to Him.	Concepts: parable, love, forgiveness Skills: interpreting; expressing beliefs and ideas Attitude: appreciation	Read and discuss parables about God's love and forgiveness. *Q. Why does God forgive sinners who turn to Him?* Use the poem, "The Lost Son" to dramatize the parable. Share the message of the parable at the end of the drama.	Discussion related to God's love and forgiveness Drama and closing message	*The Children's Bible in 365 Stories,* "Stories about God's Love," pp. 326-329 *Bible Story Puppets and Poems*, "The Lost Son," p.118

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Examine the characteristics of a disciple of Jesus Christ	When individuals accept Jesus Christ as their Saviour, they become His disciples. Disciples of Jesus should be obedient, willing to deny themselves and suffer according to Luke 9:24. They must be brave so that they can share the gospel or Good News about Jesus (Matt. 28:19a). They must be humble and serve others (Mark 9:35). Most of all, true disciples must be loving so that others would know they are Christians (John 13:35).	Concept: characteristics Skills: expressing beliefs and ideas; evaluating ideas; using technology Attitude: enquiry	In small groups, use the *Children's Bible* and the *Good News Bible* to read about the characteristics of a disciple. Write your ideas down to share with the class. Share at least five characteristics and why they are important. Use technology to share a message about God's love with a classmate or family member. Send an e-mail or WhatsApp message.	Ideas written and presented to the class Written messages about God's love	*The Children's Bible in 365 Stories*, pp. 290-291; 318-320 *Good New Bible for Children*: Luke 9:24; Matt. 28:19a; Mark 9:35; John 13:35 Tablets or laptops

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Explain that the Holy Spirit is the Third Person in the Trinity	The Holy Spirit is the Third Person in Trinity. The Holy Spirit works with the Father and Jesus Christ. He is known as the Spirit of Truth (John 15:26), the Comforter and Helper (John 14:16). He is a person because He speaks to people's hearts, teaches, helps and comforts individuals.	Concept: person Skills: expressing beliefs and ideas; recording details	Watch and discuss the video, "What (Who) is the Holy Spirit?" Record details about the Holy Spirit from the video. Record three names for the Holy Spirit and explain what each one means.	Discussion and notes Names and meanings	Video: "What (Who) is the Holy Spirit?" https://www.youtube.com/watch?v=b9yN5VcHTQ0 *Good News Bible for Children*: John 15:26; John 14:16 *Kid's Bible Dictionary and Handbook,* "Holy Spirit, p. 68
1.3. A.5.2. Examine scriptures that refer to the Holy Spirit as a part of the Trinity	When we examine Scripture, we discover that the Holy Spirit is a part of the Trinity. In Matthew 28:19, Jesus said to baptize disciples in the name of the Father, Son ad Holy Spirit. In the famous benediction or grace in 2 Cor. 13:14, Jesus Christ, God and the Holy Spirit are mentioned.	Concepts: Holy Spirit, Trinity Skills: examining scripture; memorizing scripture Attitude: enquiry	Play scripture detectives and find the following scriptures about the Holy Spirit: St. Matthew 28:19; 2 Cor. 13:14; Record what you discover. Learn the benediction (2 Cor. 13:14) and recite it at the end of each day.	Written notes Scripture memorization	*Good News Bible for Children*: Matthew 28:19; 2 Cor. 13:14 Notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Explain how the Holy Spirit helps us to believe in God and strengthen our faith	The Holy Spirit comes into people's hearts when they believe and receive salvation (Acts 5:32). He helps Christians to strengthen their faith as they pray and abide in God's love (Jude 1:20-21). The Spirit helps Christians understand the Bible (John 16:13).	Concepts: faith, truth Skills: expressing beliefs and ideas; interpreting scripture Attitude: trust	Draw a picture of a tree. Write the words, *Holy Spirit* on the trunk and ways He helps individuals to strengthen their faith on the leaves. Write a paragraph about the Holy Spirit and how He helps to strengthen our faith.	Pictures and ideas presented Written paragraphs, using essay rubric	Copy paper and colouring pencils *Good News Bible for Children: Acts 5:32; Jude 1:20-21; John 16:13* File paper Essay rubric
1.3.A.5.4. Discover ways to honour the Holy Spirit in our lives	Christians should always honour the Holy Spirit in their lives. As they obey God's Word the presence of the Holy Spirit will be with them. They must not grieve or make the Holy Spirit sad by their behaviour (Eph. 4:30). They can honour the Spirit in worship and prayer.	Concepts: honour, grieve Skills: expressing beliefs and ideas; interpreting scripture Attitude: awe and wonder; reverence	Sing songs about the Holy Spirit and honour Him in worship and prayer. Discuss Ephesians 4:30 and say how the Holy Spirit can be grieved. Make a scripture card with the Bible verse and a message about honouring the Holy Spirit.	Attitude during worship experience Discussion Scripture cards with message	Video: "Holy Spirit" *https://www.youtube.com/watch?v=42jNyvxqyJg* *Good News Bible for Children,* Ephesians 4:30 Index cards for scripture

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. B.5.1. Explain what the term, Fruit of the Spirit means	In Galatians 5:22-33 we read about the nine Fruit of the Spirit. The Holy Spirit produces fruit in Christians as they grow in their faith. The fruit of the Spirit indicates that the believer is becoming more mature.	Concepts: Fruit of the Spirit; mature Skills: expressing beliefs and ideas; collaborating with others Attitude: humility	Read and discuss Galatians 5: 22-23. Q. Why is the term, "Fruit of the Spirit" used in Scripture? Complete the Fruit of the Spirit puzzle In groups, make fruit salad and share it with one another.	Oral responses Puzzles Attitude of the students	"The Fruit of the Spirit" https://www.dltk-kids.com/bible/cv/fruits_of_the_spirit.htm Lesson and puzzle Variety of fruit for salad, small bowls
1.3. B.5.2. Discover how the Spirit produces longsuffering, gentleness and goodness in individuals	Longsuffering or patience is produced when we wait for blessings and go through trials. Gentleness is produced when we respond kindly to people around us. When we do what is right and perform good deeds for others we are growing in goodness. We cannot produce these virtues without the Holy Spirit.	Concepts: longsuffering, gentleness, goodness, virtues Skills: expressing beliefs and ideas; collaborating with others	Read the lesson, "The Fruit of the Spirit" and discuss real life examples of longsuffering /patience, gentleness and goodness. In groups, produce a short skit about longsuffering, gentleness or goodness and dramatize it. Use costumes and other props.	Discussion Drama, using rubric for dramatic skits	Lesson: "The Fruit of the Spirit" https://www.dltk-kids.com/bible/cv/fruits_of_the_spirit.htm Lesson/Bible story Props for drama Rubric for dramatic skits

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. B.5.3. Examine the lives of modern-day characters who exemplified longsuffering, gentleness and goodness	The following persons exemplified or exemplify longsuffering, gentleness and or goodness: **Nelson Mandela**, suffered for 27 years in prison for fighting against racism in his country. **Mother Teresa** exhibited gentleness and goodness when she served the poor people of India. **Bishop Walter Hanchell** and the staff at Great Commissions Ministries exhibit goodness every day as their organization serves hundreds of poor and homeless people.	Concept: racism Skills: navigating the internet; conducting research; examining characters Attitude: appreciation	Use the internet to research information about Nelson Mandela, Mother Teresa and Bishop Walter Hanchell. Write two facts about them and the virtues shown by them. Use the *Character Chart* and fill in the information about one of the characters you studied in class. Choose one of the people you studied and write a paragraph about their life and qualities. Include a picture with your paragraph.	Recorded facts about Nelson Mandela, Mother Teresa and Bishop Walter Hanchell. Completed character charts Paragraphs about the selected character, with photos	Articles: "The Life of Nelson Mandela" https://www.natgeokids.com/uk/discover/history/general-history/nelson-mandela/ "Story of Mother Teresa" https://www.youtube.com/watch?v=teQb8eubFzg "Great Commission Ministries" https://www.angelfire.com/pro/uploadurstuff/GCM/history.htm *Big Book of Reproducible Graphic Organizers*, "Character Chart," p. 23

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Deduce that the Bible is a revelation of God's love for the world	Throughout the Bible, we read about God's love for mankind. God loved and protected the Israelites, His chosen people (Exodus 12-16). Nehemiah 9:17 states that God is gracious and loving. Romans 5: 8 states that God loved human beings while they were sinners and because of His love, Jesus Christ died.	Concept: revelation Skills: examining scripture; drawing conclusions Attitude: enquiry	Read and discuss stories and scriptures about God's love in the *Children's Bible* and the *Good News Bible*. On a shape of an opened Bible, write the names of three stories on one side and three scriptures about God's love, on the other side.	Discussion	*The Children's Bible in 365 Stories*: "God leads the Way;" "Crossing the Red Sea;" "Food in the Desert," pp. 67-73 *Good News Bible for Children*: Nehemiah 9:17; Romans 5: 8; John 3:16 Template - opened Bible
1.4. A.5.2. Explain how Christians use the Bible for personal guidance every day	Christians use the Bible to guide their thoughts, daily actions and decisions. Proverbs 3:5-6 instructs Christians to trust God and let Him direct their paths. When Christians face daily challenges, they turn to the Bible for help.	Concepts: personal, guidance, thoughts Skills: expressing beliefs and ideas; examining scripture; Attitude: trust	Read and discuss scriptures about God's guidance: Prov. 3:5-6; Ps. 119:105; Ps. 32:8 Read the story, "It Will Light You Home." Discuss – How is God's Word a light that will guide you through life? Read and discuss the poem, *The Bible Is*.	Discussion Scripture memorization	*Good News Bible for Children:* Prov. 3:5-6; Ps. 119:105; Ps. 32:8 *Steps, Foundations of Faith Kit*, God's Word: "It Will Light You Home," p. 6; "The Bible Is" (poem), p. 10

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Apply biblical truths to our daily lives	There are many areas of life where Christians can apply biblical truths such as: • Relationships – John 13:34; Eph. 4:2 • Daily provisions – Phil. 4:8; Matt. 6:31-32 • Wealth – Prov. 23:4; I Tim. 6:10 • Health – Jer. 30:17; Prov. 17:22 • Positive thinking – Phil. 4:8; Ps. 19:14 When Christians live according to God's Word, they find joy and true peace. They can find answers to every problem.	Concept: biblical truths Skills: expressing beliefs and ideas; applying biblical truths to life; researching scripture; collaborating Attitudes: appreciation, trust	Discuss some of the major issues in life that the students and their families might be facing. Find scriptures in the Bible that relate to each issue. In groups, make a box of scripture cards with verses for areas of life discussed in class. Read the scriptures throughout the day. In groups, select one area of life discussed in class and create a drama about how God's Word can be applied.	Discussion of problems and scriptures that apply. Boxes with scripture cards Drama, using rubric for dramatic skits	*Good News Bible for Children*: John 13:34; Eph. 4:2; Phil. 4:8; Matt. 6:31-32; Prov. 23:4; I Tim. 6:10; Jer. 30:17; Prov. 17:22; Phil. 4:8; Ps. 19:14 Index cards and small box Props for drama Rubric for dramatic skits

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Describe the Old Testament as a record of God's relationship with the Jews or Israelites	The Bible is divided into two main sections, the Old and New Testaments. The Old Testament is a collection of books about God and His relationship with His chosen people, the Jews or Israelites. The history of the Jews began with the story of Abraham.	Concepts: Old Testament, collection, relationship Skills: researching information; recording facts	Watch the video, "God's Story: The Bible." Talk about information found in the Old Testament. Use the *Kid's Bible Dictionary and Handbook* and write five facts about Abraham and the Jews.	Discussion Five facts about Abraham and the Israelites	Video: "God's Story: The Bible" God's Story: The Bible - YouTube *Big Bible Guide: Kid's Bible Dictionary and Handbook*, Chapter 2, pp. 183-86
1.4. B.5.2. Examine God's relationship with the Israelites	God made a covenant with Abraham to bless him and all his descendants. Therefore, He showed great love and concern for the Israelites. He rescued them from slavery in Egypt and led them to Canaan, the promised land. He gave them laws to live by. He also punished them when they did wrong.	Concepts: covenant, slavery, laws Skills: researching information; sequencing events; evaluating relationships	Read and discuss stories about God and the Israelites from the *Children's Bible*. Make a timeline of the main events from Egypt to Canaan. Talk about how God reacted towards the Jews as they travelled from Egypt to Canaan. E.g. He protected, He was angry etc.	Discussion Timelines Discussion	*The Children's Bible in 365 Stories*: "God leads the Way," "Crossing the Red Sea," "Food in the Desert," "God's Laws," pp. 67-85 *Big Book of Reproducible Graphic Organizers*, "On the Road to the Future," pp. 36-37

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Classify books of the Old Testament as History, Major or Minor Prophets	Old Testament books are classified according to their genre. The twelve history books are from Joshua to Esther. The five books of the Major Prophets are Isaiah, Jeremiah, Lamentations Ezekiel, Daniel. The twelve books of the Minor Prophets include Micah, Joel and Jonah.	Concepts: classify, genre, history, major, minor, prophets Skills: classifying information; recording details	In a three-column chart write all the books of History, Major and Minor Prophets. Use the internet to help you. Use the Vocabulary Quilt to record meanings of key concepts: minor prophets, history etc.	Three-column charts with information Vocabulary quilts with words and meanings	Google Three-column chart *Big Book of Reproducible Graphic Organizers*, "Vocabulary Quilt," p. 31
1.4. B.5.4. Summarize important biblical truths from the books of History, Major and Minor Prophets	The books of history begin with the story of Joshua being appointed to lead the Jews into the Promised Land and end with the return of the Jews to Israel from Babylon. The prophetic books warned the Jews about God's judgment and encouraged them to turn back to Him.	Concept: judgment Skills: researching information; recording details; writing	Read Chapter Three of your *Bible Dictionary and Handbook*. Write one important fact from each historical book. Pretend to be a prophet and relate a message from God to the Jews.	Historical books and one important fact from each book Drama – message from the prophet selected.	*Big Bible Guide: Kid's Bible Dictionary and Handbook*, Chapter 3, pp. 197-213 *Big Bible Guide: Kid's Bible Dictionary and Handbook*, Chapter 5, pp. 227-242

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Explain that human beings were created with the ability to think and make choices	When we make a decision, solve a problem or create something we demonstrate our unique ability to think and make choices. Human beings are unlike any other creature on Earth. We were created with the ability to think, reason and make decisions.	Concepts: choices, reason Skills: collaborating; solving problems; comparing and contrasting Attitudes: enquiry, open-mindedness	Use a Venn diagram, compare and contrast human beings to other animals. The teacher provides everyday problems for students to solve, in groups. E.g., Students coming late to school.	Venn diagrams with information Solutions to problems given	Venn Diagram List of everyday problems (teacher generated) File paper
2.1. A.5.2. Examine the rewards and consequences of man's ability to think and make choices	God created man with a mind that is free to choose between right and wrong. Our choices can result in rewards or consequences; therefore it is important to practise good decision-making. The story of "The Lost Son" relates an example of poor and good decision making.	Concepts: rewards consequences, Skills: Communicating ideas; evaluating actions Attitude: enquiry	List some rewards and consequences of making right and wrong choices. Role-play the story of "The Lost Son." Discuss the choices, consequences and rewards of characters in the story.	List of actions, rewards and consequences Role play and discussion	File paper / notebooks *The Children's Bible in 365 Stories*, "The Lost Son," pp. 328 – 329

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Conclude that all human beings were created with equal worth and value	All human beings were created with equal worth and value because we were created in the image and likeness of God. (Genesis 1:27). Galatians 3:28 explains that all human beings are equal as Christians. God blesses **all** people who "call to Him" and saves them (Romans 10:12-13).	Concepts: equality, worth, value Skill: drawing conclusions Attitude: respect	Read and discuss the meaning of Bible verses on equality: Genesis 1:27; Galatians 3:28 and Romans 10:12-13. List three reasons, based on the scriptures studied, why human beings are considered equal.	Interpretation of scripture Lists of reasons	Good News Bible for Children: Genesis 1:27; Galatians 3:28; Romans 10:12-13. File paper
2.1. A.5.4. Promote the equal worth and value of all human beings	Because we are all created equal, we should endeavour to follow The Golden Rule (Luke 6:31) and treat others with equal respect. We should encourage our classmates to be kind to others and avoid bullying. We should value those who are different and be their friends.	Concepts: Golden Rule, bullying Skills: creating; designing Attitude: respect	Create a slogan about the equality of all people. Share it with your class. Design a poster that promotes equality for all. Include people of different nationalities on your poster.	Slogans and oral presentation Posters, using rubric for posters	File paper Poster or chart paper, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Examine the purpose and value of gifts and talents	Gifts or talents are special abilities given to an individual. Our gifts and talents are valuable because they help us to fulfil our purpose and glorify God (Rev. 4:11). When we develop and display our talents, we feel a sense of confidence and pride. We can also use our gifts and talents to help others.	Concepts: purpose, value Skills: communicating ideas; displaying talents Attitude: self-understanding	Make a list of at least twenty gifts and talents. Discuss the importance of our gifts and talents. Have students participate in a talent show. Use costumes or musical instruments where appropriate.	Lists of talents generated Discussion Display of talents	White board Students' talents Costumes or props Musical instruments
2.1. B.5.2. Evaluate the lives of biblical characters who used their talents well	There are many Bible characters who used their gifts and talents successfully. Samson had supernatural strength and won many battles in the name of the Lord. Dorcas (Tabitha) was a widow who used the gift of sewing to help those in need.	Skills: recording details; solving puzzles Attitude: appreciation	Read the stories of Samson and Dorcas in your Bibles. Complete a character sketch on one of them. Complete the "Joy in Joppa" puzzle worksheet	Character sketches highlighting the character's gift/talent Puzzles	*Big Book of Reproducible Graphic Organizers,* "Character Sketch," pp. 22-23 *Through the Bible Puzzles for Kids 8 -12*, "Joy in Joppa," p. 165

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Consider ways to use their gifts and talents to help others	We should use our gifts and talents to help others and glorify God. Helping at school or using our gifts in church are just some ways of glorifying God. Volunteer work such as visiting a senior citizens' home, a home for children or assisting in beautifying our surroundings are other ways of using our gifts or talents to help others.	Skills: organizing; planning; writing; collaborating Attitude: cooperation	Special Project – In groups plan a special project to assist someone in need. Use the talents of your group to execute your project. E.g., raising funds for a children's home. Take pictures showing your special project and display them on a tri-fold board. Label your pictures and include sentences describing your activities.	Written plans for project Tri-fold boards showing pictures and sentences about the project	File paper Tri-fold boards, pictures, tablets

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Examine the importance of observing special days/festivals	The celebration of special days and festivals is significant. Individuals celebrate special days to recognize milestones and bring people together. In the Christian church, festivals help us to recognize the impact of Jesus' life and His influence on the church. The memory of such celebrations lives on for generations.	Concepts: festivals, milestones Skills: communicating ideas; writing Attitude: appreciation	Using a web, discuss the many special days and festivals and why they are celebrated. Write about a special day in your life or at church and why it was memorable. Draw a picture showing how you felt.	Webs with information Short stories with pictures	Article: "Why Celebrations Are Important for Kids" https://www.linkedin.com/pulse/why-celebration-important-forkids-renu-rawat Copy paper
4.1. A.5.2. Explain the biblical origin of Harvest	Harvest festivals originated in the Old Testament with the Jews. God commanded the Jews to celebrate the Harvest Festival when they began to harvest their crops and the Festival of Shelters/Ingathering in autumn (Exod. 23: 16-17). Harvest is a time to gather things planted and to honour God for His bountiful blessings.	Concepts: origin, Harvest Skills: communicating beliefs; writing Attitude: gratitude	Research and discuss scriptures about Harvest. Create a rap or poem about Harvest Write a prayer that thanks God for Harvest	Discussion Poems or raps, using rubric for poems and songs Prayers, using essay rubric	*Good News Bible for Children*: Exod. 23:16-17; Deut. 16:9-17 Rubric for poems and songs Essay rubric

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.C.5.3. Discover the origin of the first American Thanksgiving celebration	The first American Thanksgiving took place in 1621 when English settlers (Pilgrims) shared their harvest feast with the American Indian natives who taught them to hunt, farm and fish. Thanksgiving Day is now an American holiday recognized on the fourth Thursday of November that celebrates that first bountiful harvest and other blessings of the past year.	Concept: Thanksgiving Skills: researching; investigating Attitude: enquiry	Watch the video of the first American Thanksgiving. Use a timeline to sequence the events seen on the video. Write a short report on the story of the first American Thanksgiving. Include pictures in your report.	Timeline Reports using rubric	Video: "The First Thanksgiving" https://www.youtube.com/watch?v=brqIER2KHbE Report rubric
4.1.C.5.4. Explain what various Thanksgiving symbols represent	Thanksgiving is represented by many symbols: **Turkey:** a symbol of abundance and fertility **Cornucopia:** Also called the "horn of plenty" is a Greek symbol of abundance, prosperity and bounty **Corn:** a symbol of agriculture and healthy harvest **Pumpkin**: a symbol of the sun and its life-giving power	Skills: identifying symbols; designing	Complete a bubble map graphic organizer of the symbols of Thanksgiving. Draw a cornucopia with things you are thankful for. Design a poster entitled, "Thanksgiving Symbols." Write about each symbol.	Oral responses Cornucopias Posters with symbols and information	Bubble Map Link https://www.education.com/worksheet/article/bubble-map/ Art supplies, paper Rubric for posters

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Explain why Jesus Christ was referred to as the promised Messiah or Saviour	Christmas is a festival that celebrates the birth of Jesus Christ, the Messiah. Long before Jesus was born, it was promised that a saviour would one day come to save mankind from the punishment of sin (Isaiah 53:5). Jesus came to bring mankind salvation and everlasting life (John 3:16).	Concepts: Messiah, promise, salvation Skills: communicating ideas; writing	Use a web and discuss reasons why Jesus was called the promised Messiah. Watch the video, "The Promise of a Saviour." Then write one reason why God promised to send a Saviour.	Web with information	Web Video: "The Promise of a Saviour" - Isaiah 9:6-7, Micah 5:2 - YouTube
4.1.B.5.2. Identify biblical prophecies of Jesus Christ's birth	The Bible records many prophecies of the Jesus Christ's birth. **Genesis 3:15** foretells of one who will crush the serpent's (Satan's) head. **Isaiah 7:14** foretells of a pure young woman who will give birth to God's son. **Isaiah 9:6** tells that Jesus will come as a baby. **Micah 5:2** prophesies that Jesus will be born in Bethlehem.	Concept: prophecy Skill: communicating ideas	Read and discuss prophecies of the Messiah's birth in the Bible. Drama - Pretend to be one of the prophets (Isaiah or Micah). Share a prophecy of Jesus' birth with others. Record prophesies of Jesus' birth on a scroll.	Oral responses Short dramas Scrolls with prophesies	*Good New Bible for Children*: Genesis 3:15; Isaiah 7:14; Isaiah 9:6; Micah 5:2 Props for drama Scroll -Tissue roll and paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.4.3. Infer how Jesus Christ's birth brought hope to mankind	Sin had created a separation between God and the people He created. It caused the world to be filled with sadness, hate, fear, sickness and disease. Sin also brought the penalty of death (Romans 6:23). Priests, judges, and kings could not bring the peace the world needed. The birth of Jesus brought hope for salvation and promise of peace.	Concept: hope Skills: making inferences; identifying the main idea; writing Attitude: hopefulness	Discussion – Talk about what the world was like when Jesus came and how He brought hope. Also, talk about how Jesus gives us hope today. Write a short poem entitled, "Jesus Brought Hope at Christmas." Listen to the song, "Hope Has Come." Write a message of hope from the song.	Discussion Poems, using rubric for poems and songs Messages or main ideas of the songs	Rubric for poems and songs Song: "Hope Has Come" (City Kids Christmas Programme 2015) - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Infer that worship is a lifestyle of reverence to God	We were created to worship God. Our worship of God can be personal (private time spent in worship) or corporate (worship with other believers). Worship is more than the acts performed during devotions or religious ceremonies. To worship is to live a life that praises and honours God in all that we say and do at all times.	Concepts: worship, lifestyle Skills: listening and speaking; interpreting information Attitude: reverence	Discuss what it means to worship God, using a web In groups, create a drama showing how worship is performed in our daily living.	Oral Responses Drama, using rubric for dramatic skits	Web Rubric for dramatic skits
2.2.A.5.2. Describe the heart of a sincere worshipper	As God's creation we should have the heart of a sincere worshipper. The heart of a sincere worshipper: • Loves God completely (Deut. 6:5) • Obeys God's word (John 14:15) • Serves God wholly (Romans 12:1) • Tells others about Him. (John 21:17)	Concept: sincere Skills: researching; interpreting scripture; identifying character traits; designing Attitude: sincerity	Research and discuss scriptures that describe the heart of a sincere worshipper. Design a poster entitled, "The Heart of Worship." Include the characteristics of a sincere worshipper on your poster.	Interpretation of scripture Posters, using poster rubric	*Good News Bible for Children*: Deut. 6:5; John 14:15; John 21:17; Romans 12:1 Poster paper, colouring pencils Poster Rubric

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Examine Biblical examples of persons who worshipped God reverently and sincerely	In The Bible, there are many examples of persons who worshipped God reverently and sincerely. In the Old Testament, Abraham was a sincere worshipper who loved God so much, that he did not hesitate to sacrifice his only son when God told him to. The life of Abraham's son was spared because of his obedience. In the New Testament a woman washed the feet of Jesus with her hair, her tears and an expensive oil. She was a sincere worshipper who spared no expense in honouring Jesus.	Concepts: reverently, sincerely Skills: comparing and contrasting; analyzing characters; collaborating; listening and speaking Attitudes: selflessness; empathy	Complete a Venn diagram comparing Abraham and Mary. Work in groups to compile a list of characteristics that made Abraham / Mary sincere worshippers. Participate in the activity, "Hot Seat." Students can be interviewed by classmates as they pretend to be the main character from each story.	Venn diagrams with information Completed lists of characteristics Oral responses	*The Children's Bible in 365 Stories*, "Put to the Test" pg. 32 Good News Bible for Children, John 12: 1-8 *Big Book of Reproducible Graphic Organizers*, "Comparing Characters Venn Diagram" p. 21; "Character Chart" p. 23

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Distinguish between the various types of prayer	Prayer is important to the Christian faith. Three types of prayers are petition, intercession and thanksgiving. A prayer of petition is asking God to do something for ourselves or for others (Living Prayers, 2013). Intercessory prayer is a prayer of petition for other people. A prayer of thanksgiving expresses thanks to God for His goodness and blessings without making a request of God.	Concepts: petition, intercession Skills: thinking and responding; collaborating; creating; recording details	Listen to the song, "God Answers Prayer" and discuss what it means to pray. In groups, prepare a PowerPoint presentation that explains prayers of petition, intercession and thanksgiving.	Oral Responses PowerPoint presentations	Video: "God Answers Prayer Song and Motions", YouTube Video- https://www.youtube.com/watch?v=ABoyVKTPY5c *Kid's Bible Dictionary and Handbook*, "Intercession" p. 72; "Thanksgiving" p. 145
2.2.B.5.2. Investigate the lives of Biblical characters whose prayers were answered	The Bible records many individuals whose prayers were answered. Hannah, who was barren, prayed for a son. God answered and she gave birth to Samuel (1 Samuel 2:1-10). When Solomon was appointed king, he prayed for wisdom. God answered and he became the wisest and richest man that ever lived (1 Kings 3:7-9). Jabez prayed for a blessing and God granted his request (1 Chronicles 4:10).	Concept: faith Skills: investigating; analyzing characters Attitudes: appreciation; enquiry	Read about Hannah, Solomon and Jabez and how their prayers were answered by God. Work in groups to complete a character chart of Hannah, Solomon or Jabez.	Discussion Information in character charts	*Children's Bible in 365 Stories*, "A Baby for Hannah," p. 125; "Solomon's Dream," pp. 171-172 *Big Book of Reproducible Graphic Organizers*, "Character Chart" p. 23

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Communicate personal prayers fluently	We all can pray to God. He loves it when we talk with Him. When talking to God use these simple steps as a guide: C – Confess your need for Him. H – Honour God by praising Him. A - Ask Him for what you need. T – Thank Him for answering your prayers	Concept: personal prayers Skills: expressing prayers; reflecting; writing; Attitudes: reflection, reverence	Use the CHAT model to write and share personal prayers. Students will practise praying without a script using the CHAT model. Plan a “Day of Prayer” that allows students to share written prayers.	Written and oral prayers Oral prayers	Essay Rubric CHAT Prayer Model, https://ministryspark.com/creative-ideas-teaching-kids-prayer/

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2.C.5.1. Explain why Christian churches practice Holy Communion	There are many ceremonies practised in the Christian church. Holy Communion is a ceremonial meal of bread and wine that observes the remembrance of Christ's death. It is sometimes called the Lord's Supper or Eucharist. In some churches, foot washing is connected to Holy Communion.	Concepts: Christian ceremonies; Holy Communion Skills: listening and speaking; recording details	After watching the video, "What Is Communion?" discuss how this ceremony is practised in their church. Complete K-W-L Chart - "Holy Communion" 	Oral Responses Completed charts	Video: "What is communion?" YouTube Video- https://www.youtube.com/watch?v=YEXdXbkXYks KWL Chart Printable
2.2.C.5.2. Discover the origins of Holy Communion	Holy Communion was first observed by Jesus and His disciples at the Passover meal. Jesus washed His disciple's feet (John 13:4-9) and served them unleavened bread and wine (Mat. 26:26-30). Jesus said that the bread represented His body and the wine His blood, shed for the forgiveness of sins. Holy Communion is served faithfully in Christian churches because of Jesus' command (Luke 22:19).	Concept: origin, unleavened Skills: listening and speaking; research and recording Attitudes: reverence, celebration, honour	Visit a church in the community. Have the priest or minister share about the origin of Holy Communion. Discuss the solemnity of this ceremony. Complete an "Organizing Power" windmill on the topic, "Origins of Holy Communion."	Oral Responses Completed graphic organizers with information	*The Children's Bible in 365 Stories*, "The Passover Meal," p. 369 *Big Book of Reproducible Graphic Organizers*, "Organizing Power," pp. 50 - 51

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2.C.5.3. Describe the rituals of infant dedication and baptism	Christening, infant dedication or baptism is another common Christian ritual. A ritual is a solemn ceremony that follows a set format. During an infant's dedication, the baby, parents and godparents are present. These individuals stand before a minister of God. Then the child is prayed for and dedicated to the Lord. In some churches, the baby is anointed with water. As an infant Jesus was presented to the priest Simeon for a blessing (Luke 2: 22-38). This was a common Jewish practice.	Concepts: dedication, baptism Skills: listening and speaking; comparing and contrasting; writing; interpreting scripture Attitudes: reverence, appreciation	View photos of an infant's dedication. Have students discuss what happens during this ritual. Read the story, "Jesus Is Presented in the Temple." Compare and contrast the events of Jesus' dedication to those of today.	Oral Responses Information in comparison charts	*Good News Bible for Children,* "Jesus is Presented in the Temple," Luke 2: 22 - 38 Essay rubric *Big Book of Graphic Organizers,* "Shoot for the Circles," pp 52 - 53

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Examine what it means to be stewards of the Earth	A caretaker or steward of the Earth is someone who takes personal responsibility for something in his or her care. We are to act as stewards of the Earth. A steward of God's creation is a keeper of the Earth (Flegal, 2018). We can act as stewards of the earth through conservation and preservation.	Concepts: steward, conservation and preservation Attitudes: gratefulness, awareness, responsibility, respect, helpfulness	Watch the music video, "Earth's Song" to determine the main message of the song. Design a poster entitled, "Caring for God's Creation." Include the meaning of a steward.	Oral Responses Posters, using a rubric	Video - "Earth's Song", by Michael Jackson https://www.youtube.com/watch?v=XAi3VTSdTxU Generic poster rubric
2.3. A.5.2. Examine biblical laws connected to protecting the land and animals	The Bible contains many laws that encourage us to be good stewards of the Earth. God gave the Leviticus Laws to protect the land, people and animals (Exodus 21 – 23). One of these laws gave special attention to paying for damage done to the land if there is a fire. Another law enforced repayment for the injuring of animals under someone's care.	Concepts: protect, laws Skill: organizing ideas; identifying main ideas and details: researching and documenting Attitude: responsibility	Make an "Idea Box" with a collection of the Leviticus Laws that protect the land or animals. Use the Idea Box 3D Graphic Organizer. Complete "Organize Power" windmill graphic organizer to document laws that protect the land and animals. Topic: "Leviticus Laws"	Information recorded in "idea boxes" Completed graphic organizers	*Good News Bible*: Exodus 21 – 23 *3-D Graphic Organizers*, "Idea Box," pp 22 – 23 *Big Book of Graphic Organizers*, "Organizing Power," pp 50 - 51 Card stock paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Promote the need to care for animals and plants in the environment	As stewards of the Earth, we should promote its conservation and preservation. Conservation is the wise use and careful management of the Earth's resources. This means practising the Three R's: reduce, reuse and recycle. Preservation is the protection of an area. We should encourage others to care for the Earth. We can donate funds to support national parks like The Union Creek Reserve on Great Inagua, which helps with the preservation of native plants and animals.	Concepts: responsibility; values; conservation; preservation Skills: researching; reporting Attitudes: appreciation, activism, commitment, respect	Research information on one (1) national park. Write a poem or rap informing peers about this park. Start a conservation initiative as a class. E.g., Collecting recyclable items to take to a recycling plant. Design a digital poster promoting conservation and preservation.	Poems or raps, using rubric for poems and songs Conservation initiative Digital posters, using artwork rubric	*Primary Social Studies and Tourism Education for The Bahamas,* Book 6, "What are Our Resources?" pp. 63-65 Artwork and Poems and Songs Rubrics Bahamas National Parks - https://national-parks.org/bahamas Tablets or laptops

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Examine the benefits of supporting and assisting others	When individuals support or assist others, they feel a sense of fulfilment. They feel that they are fulfilling their purpose in life and being good Christian examples. Many people state that life is meaningless if it is not dedicated to serving others.	Concepts: support, assist, purpose, fulfilment Skills: empathy; application Attitudes: respect, empathy	Watch the music video of the song, "Lean on Me" by Kirk Franklin. Discuss ways to assist and support others. Play "Helpful Dodge Ball" game.	Discussion Oral Responses	Video: "Lean On Me" by Kirk Franklin – Music Video - YouTube *Bible Message Make-N-Takes,* "Hooray for Help" (pp. 48 – 49) - Helpful Dodge Ball Game
2.3. B.5.2. Use biblical examples of people who supported and assisted others	In the Bible, there are many examples of persons who supported and assisted others. In The Old Testament, Ruth comforted and supported Naomi after the death of her husband and sons (Ruth 1 and 2). In the New Testament, members of the early church, like Barnabas, sold property and possessions to give to anyone who had a need (Acts 4: 32 - 37).	Concepts: caring for others Skills: investigation; character analysis Attitudes: sympathy, selflessness, cooperation	Complete the puzzle, "What's in a Name?" to find out what the name Barnabas means. Complete a character analysis of Ruth using the "Character Chart". Examine the ways she helped Naomi.	Completed puzzles Ruth's character analysis	*The Children's Bible in 365 Stories*, "The Story of Ruth" - p. 122 *Through the Bible Puzzles for Kids 8 – 12,* "What's in a Name?" p. 161 *Big Book of Reproducible Graphic Organizers*, "Character Chart" p. 23

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Suggest ways to provide support and assistance for others	Today, there are many ways to provide support and assistance for others: • Donate clothing, money, food, or toys that you do not need to those who can use them. • With the assistance of an adult, start a food, clothing or toy drive persons can donate to. • Volunteer your time. Along with an adult visit those who are sick or shut-in. • Join or support clubs or community organizations that help those in need.	Concept: caring for others Skills: designing; researching; interviewing; reporting; summarizing Attitudes: sympathy, selflessness	Think of a drive you can start. Design a digital poster encouraging others to give to your drive. Interview someone in the community who serves others without pay. Then write a one-page report about him/her.	Poster designs, using art rubric One-page summaries. Use essay rubric	Art Rubric Computer Essay rubric Interview questions (three or four)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Examine the importance of caring for one's total being	It is important to care for our total being: our physical, mental, emotional and spiritual selves. Our total being is needed to effectively perform daily activities. An unhealthy body makes it difficult to carry out simple tasks. A healthy mind (the part of our body that thinks) and spirit (the part of you that connects to God) are needed to make good choices and prevent stress, anxiety and depression.	Concepts: personal health; valuing self; mental, emotional, spiritual Skills: classifying; listening and speaking; expressing ideas Attitude: self-understanding	Play a charades game. Have students perform a set of daily activities that require the use of the body, mind and spirit for classmates to guess. Sort and classify a list of daily activities that we use our body, mind and spirit to complete.	Oral Responses Sort and Classify activity sheets	*Kid's Bible Dictionary and Handbook,* "Mind" p. 98; "Spirit", p.140 *Big Book of Reproducible Graphic Organizers*, "Sort and Classify" pp. 22 - 23
2.3. C.5.2. Explain the concept of moderation as it relates to personal health	One way to care for your total being is to do all things in moderation. Moderation is not overdoing something. Over-doing certain activities like playing video games, eating or spending too much time online can affect your physical, mental and spiritual health. Exercise self-control by setting limits to avoid overdoing certain things. You must balance your time.	Concepts: balance, moderation Skills: applying; writing poetry Attitudes: self-appreciation; self-respect	Complete a "Vocabulary Graphic Organizer" on the word moderation. Write a poem or rap that explains the word moderation. Encourage the listeners to be moderate every day.	Graphic organizers Poems, using the rubric for poems and songs	*Kid's Bible Dictionary and Handbook*, "Moderation," pg. 99 Graphic Organizer - https://www.scribd.com/doc/131099403/Vocabulary-Graphic-Organizer

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Interpret scriptures related to one's spiritual, mental, physical and emotional health	God is concerned about our total being. First Timothy 1:7 tells us that God has given us a sound mind. John 14:27 says He gives us His peace. Third John 1:2 tells of God's desire for us to prosper and be in good health. In Mark 9, the story of *The Frantic Father,* Jesus healed a man's son who suffered from mental illness. It is God's will for us to be healthy and whole.	Skills: interpreting scripture; identifying cause and effect Attitude: enquiry	Read and discuss scriptures concerning one's health: 1 Tim. 1:7; John 14:27 and III John 1:2. Read the story, "The Frantic Father." Complete a "Cause and Effects Tree" concerning the boy's illness and how it affected his life.	Interpretation of scripture Cause and effect activity	*The Children's Bible in 365 Stories*, "The Frantic Father," pp 337 – 338 Big Book of Graphic Organizers, "Cause and Effects Tree" pp 46 – 47
2.3. C.5.4. Propose a plan for coping with one's physical, mental and emotional health	Individuals must plan ways to cope with all aspects of their health. We build strong bodies by eating healthily and exercising regularly. Maintaining good mental and emotional health means feeding the mind and spirit positive thoughts. We should avoid conversations, music, or shows that are negative. We should give the body rest by finding time to relax and getting sufficient sleep.	Concept: healthy lifestyle Skills: scheduling; decision-making; organization Attitude: self-care; self-value; self-worth	Think about your needs and construct a personal health daily schedule. "My Daily Plan" p. 135. Work in groups to create a commercial for your peers advertising ways to improve their total health.	Personal health plans Total health commercials, using dramatization rubric	*What Do You Stand For? For Kids*, "My Daily Plan," p. 135 Dramatization Rubric Sample of a daily schedule

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. D.5.1. Establish the biblical origin of work or manual labour	When God created Adam and Eve, He placed them in charge of the world. They had power over the fish, birds and all animals. They were responsible to cultivate, guard and keep the Garden of Eden organized (Gen. 2:15). This was the origin of work or manual labour.	Concepts: cultivate, guard Skills: communicating ideas; writing Attitude: responsibility	Read and discuss the story, "God Makes People" in the *Children's Bible.* Talk about the jobs Adam and Eve performed in the Garden. Write a short paragraph about a day at work in the Garden of Eden from Adam and Eve's perspective.	Discussion Short paragraphs, using essay rubric	*The Children's Bible in 365 Stories*, "God Makes People," p. 12. File paper Essay rubric
2.3. D.5.2. Examine reasons why work is valuable to human beings	Work is valuable to all human beings. It allows individuals to afford their basic needs like shelter, food and clothes. It enables them to have funds for entertainment and relaxation. More importantly, work helps individuals to express their talents and to serve others.	Concepts: basic needs, funds Skills: communicating ideas; drawing conclusions Attitude: diligence	Watch the video, "Why do People Work?" and then discuss reasons why people work. Make a collage of at least ten occupations. Write at least three reasons why people work around the pictures.	Discussion Collages with information, using rubric	Video: "Why Do People Work?" - YouTube Clipart or pictures of various occupations Rubric for artwork

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. D.5.3. Interpret selected proverbs concerning the importance of work	The Bible contains many proverbs about the importance of work. Proverbs 14:23 states that an individual must "work to earn a living" because being idle will make you poor. Proverbs 13:4 states that a hard worker "will get everything he wants." Proverbs 12:11 states that a hard-working farmer "has plenty to eat." This verse also suggests that an individual must not waste time on "useless projects."	Concepts: proverbs; earn a living Skills: interpreting scripture; designing artwork; writing Attitude: diligence	Look up the definition of a proverb, then use your Bibles to find proverbs about the importance of work. Discuss the meaning of each proverb. Design a scripture poster, explaining a scripture about work in your own words. Include a picture of someone working.	Interpretation of selected proverbs Scripture posters, using artwork rubric	*Good News Bible for Children*: Proverbs 12:11; 13:4; 14:23 Artwork rubric Poster paper, colouring pencils, picture

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. E.5.1. Explain why it is important for human beings to reproduce	It is important for human beings to reproduce so that the Earth can survive. God told Adam and Eve to be "fruitful and multiply and replenish the Earth." Through reproduction human beings can increase in numbers and "fill the Earth." They help to manage the Earth's resources.	Concepts: reproduce, survive; replenish, resources Skill: interpreting scripture Attitude: obedience	Read and discuss God's instructions concerning reproduction in Genesis 1:28. Discuss key terms. Use a blank map of the world and draw people's faces all over the continents. Record Gen. 1:28 under the map.	Discussion of key vocabulary words and scripture Maps illustrating the concept of being fruitful.	*King James Bible & Good News Bible for Children*: Genesis 1:28 Blank map of the world
2.3. E.5.2. Infer why God saved males and females on Noah's ark	Before God destroyed the earth by flood, he instructed Noah to bring his family and two of every living creature into the ark. Noah's three sons were married. God wanted them to have children after the flood was over so the Earth could continue. The animals would also be able to reproduce.	Concept: living creature Skills: making inferences; writing Attitude: obedience	Use hand puppets to present the poem, "Noah Builds an Ark." Then discuss reasons why God saved males and females on the ark. Write a message from God to Noah entitled, "A Brand-New World."	Discussion Written messages	*Bible Story Puppets and Poems*, "Noah Builds an Ark," pp. 7-12 File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. E.5.3. Research scriptures that support the benefits of having children	The Bible expresses many truths about the benefits of having children. Psalm 127:3 states that children are a "gift" or "blessing" from the Lord. A woman rejoices when she has children because the shame is gone (Psalm 113:9). Children bring joy to the home. They also help to "bring parents closer to God and develop their Christian character." Children, in the Bible days, assisted their parents by working (Gen. 4:2). Today, children do chores at home and later find jobs.	Concepts: benefits, blessing, character Skills: interpreting scripture; researching; recording details; designing Attitude: enquiry	Students will use their Bibles to find and discuss scriptures about the benefits of having children. Create a banner with a message from Psalm 127:3. Include pictures of children on your banner. Write the names of five children of the Bible and the jobs they did, e.g., Cain was a farmer.	Interpretation of scripture Banners, using artwork rubric Lists of names and jobs	Article: "Children Are a Gift from God" - 15 Encouraging Blessings in Scripture (biblestudytools.com) *Good News Bible for Children*: Psalm 127:3; 113:9; Gen. 4:2 Construction or copy paper Notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Examine reasons why the family is the central part of any society	The family is the main or central part of any society. It is the role of the family to "teach children skills, morals and values" that will help them to become productive citizens. Children normally adopt religious beliefs, work ethics and social skills from their families.	Concepts: central, productive, citizens Skills: communicating ideas; examining; summarizing Attitude: self-understanding	Using a web, brainstorm reasons why the family is important in society. In groups, write a short play to relate the role of the family in society.	Oral responses Short plays, using rubric for dramatic skits	Articles: "What Is the Role of Family in Society?" reference.com) "Teach Kids About the Importance of Family" - New Kids Centre
3.1. A.5.2. Analyze the biblical foundation of Bahamian family traditions and values	Many Bahamian family traditions and values are based on the Bible. The tradition of going to church is based on scriptures like, Heb. 10:25; Acts 2:42 and Ps. 122:1. The tradition of being neighbourly and being kind to strangers is based on scriptures like Heb. 13:2 and Luke 10:25-37. Important values such as being obedient, honest and hard-working are based on the Bible.	Concepts: traditions, values Skills: communicating ideas; applying scripture; researching; analyzing Attitude: enquiry	Using a two-column chart, record Bahamian traditions and family values and scriptures that support them. Read the story of the Good Samaritan and discuss how it has influenced the way Bahamians treat their neighbours and strangers.	Two-column charts and information Discussion	Two- column chart *The Children's Bible in 365 Stories*, "The Good Friend," pp. 343-344. *Good News Bible for Children:* Heb. 10:25; Acts 2:42; Ps. 122:1; Heb. 13:2; Luke 10:25-37

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Propose ways to preserve family traditions and values	Family traditions and values should be preserved and passed on from generation to generation. This will ensure that the family stays strong. Ways to preserve family traditions and values include: • Teaching truths from the Bible to our children • Telling stories about life, work and relationships • Having a mission statement for the family • Having family dinners and gatherings • Videotaping events and keeping photos	Concepts: preserve, generation Skills: communicating ideas; writing; compiling information Attitude: commitment	As a class, write important family values and traditions that should be preserved on gold coins. Place them in a treasure chest. Create a family album using copies of pictures from the past. Write information about each picture. Interview a parent or grandparent about his/her family traditions and values. Write a short story based on the interview.	Traditions and values written on coins Family albums with pictures and sentences Short stories, using essay rubric	Article: "How to | Preserve Family Stories" | Values (timecapsule.com) Treasure chest, paper gold coins Cardboard, poster paper, colouring pencils, string etc. Interview questions (two or three) Essay rubric

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Explain how the strength of the family impacts the community	Strong families help to build strong communities. When family members have strong values they display those values at school, church, work and everywhere. They know how to develop good relationships and make the community stronger.	Concepts: impact, community, relationships Skills: synthesizing; applying; designing Attitude: commitment	Create a poster depicting the theme, "Healthy Families, Strong Communities." Include a picture of a family and a list of values. Create an acrostic using the word F-A-M-I-L-Y. Relate ideas about family and the community.	Posters, using rubric for posters Acrostics	Article: "Strong Families Equal Strong Nations" | USAID Impact Poster paper, colouring pencils File paper
3.1. B.5.2. Distinguish between healthy and unhealthy family relationships	In healthy families, the members love and support one another. They ensure that family members fulfil their roles and potential. In unhealthy family relationships, there may be neglect, lack of love and even abuse.	Concepts: healthy, unhealthy Skills: comparing and contrasting; recording details; collaborating Attitude: supportive	Use a Venn diagram to compare healthy and unhealthy family relationships. Use the video for information. In groups, make a paper chain to represent a healthy family. List ways healthy families support each other on the links.	Venn diagrams with information Paper chains with information	Article: "Supporting Healthy Family Relationships" - YouTube Colourful strips of paper, glue

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Examine biblical examples of healthy and unhealthy family relationships	In the Bible, Noah's family was an example of a healthy family. They obeyed God's laws and worked together to build the ark for their safety, during the flood. On the other hand, Joseph's family was divided because of jealousy and dishonesty. They eventually solved their conflicts and were united.	Concepts: healthy, unhealthy Skills: evaluating; communicating ideas; collaborating	Assign a biblical family to each group. Provide questions for discussion. Use a Venn diagram to compare and contrast the family of Noah with Joseph's family.	Discussion Information in Venn diagrams	Discussion questions related to biblical families *The Children's Bible in 365 Stories*: "Noah Starts Building," 17-21; "Trouble at Home," pp. 43-46.
3.1. B.5.4. Recommend ways to build strong families and communities	Ways to build strong families and communities include: • Read and study God's laws • Express love and appreciation for each other • Spend quality time at home and with friends • Respect each other's space and alone time	Concepts: appreciation, quality time Skills: collaborating; communicating ideas Attitude: commitment	In groups, record ways in which families can become stronger. Share with the class. As a class, record a video about ways to build strong families. Share it on your school's Facebook page.	Lists of ways to build strong families Class video	Video: "11 Powerful Habits of a Healthy Family" -,good habits of family members,family habits and practices - YouTube Cell phone or tablet School's Facebook page

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. C.5.1. Describe the church as a community of believers	A church is a body or organization of religious believers (Webster). This group can consist of people from diverse nationalities and races. They form a community of believers who share the same faith and meet often for fellowship. In Christianity, there are many different denominations.	Concepts: church, denomination, religious Skills: communicating beliefs; writing Attitude: commitment	Use the phone book and write the names of five Christian churches. Write five beliefs that are common to all of them. Write four or five sentences about your church. Q. Is it a diverse group of people?	Lists of five Christian churches and common beliefs Written sentences	"Church" definition and Meaning – Merriam-Webster File paper or notebooks
3.1. C.5.2. Examine the connection between the family and the church community	The church community is made up of different families. These families support the church by dedicating their time, talents and treasure to Christian service. The church provides teaching, counselling and other benefits for its members, to make them strong disciples and good citizens.	Concept: service Skills: recording details; writing Attitude: commitment	Invite a local pastor or priest to talk about the relationship between families and the church. Write a paragraph about the experience. Make a list of activities that your church offers to support families.	Paragraphs, using rubric for essays Lists of activities	Guest speaker – local pastor or priest File paper or notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1.C.5.3. Compare and contrast the Early Church to churches today	The Early Church was a closely connected group of believers. According to the book of Acts, they met regularly in homes, ate meals together, prayed and learned about being Jesus' disciples. The miracles and teachings of the apostles caused many people to join the Church. They were persecuted by the religious leaders. Today, Christian churches meet in small/large buildings for worship and fellowship. At times, the members fellowship in homes and church halls. Some Christians around the world are persecuted for their faith.	Concepts: fellowship, persecution Skills: comparing and contrasting; communicating ideas Attitude: commitment	Use a Venn diagram to compare and contrast the Early Church to churches today. Complete puzzles and activity sheets on the Early Church. Watch a video about Christians today who are persecuted. Discuss the contents of the video and then pray for those who are persecuted.	Venn diagrams with information Oral responses	Video: "The Early Church" | Bible Stories for Kids - YouTube *The Children's Bible in 365 Stories*: 'The Young Church," pp. 386-387. Puzzles and activities: http://www.joyfulmeditations.org/downloads/kids/worksheets/calvarychapel/en/nt/curr246.pdf Video: "About 340 million Christians are persecuted worldwide" - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Analyze the significance of the main events of Holy Week	The **main** events of Holy Week have great significance. **Palm Sunday –** Jesus Christ rode into Jerusalem on a donkey, in fulfilment of Zechariah 9:9. **Holy Monday** – Jesus honoured God's house by chasing the money changers out of the temple. **Holy Thursday -** Jesus instituted the Lord's Supper or Holy Communion instructing His disciples to remember His sacrifice. Jesus was arrested in the Garden of Gethsemane and was tried by the religious leaders. **Good Friday** - Jesus died on the cross to save mankind and bring us back to God. **Holy Saturday** – Jesus remained in the grave awaiting His glorious resurrection.	Concepts: fulfilment; remember, sacrifice; eternal life Skills: sequencing events; recording details; analyzing Attitude: gratitude	Draw a comic strip showing the main events of Holy Week. Use speech bubbles and write a sentence about the importance of each event. In groups, dramatize **one** of the events of Holy Week. Be sure to talk about the importance of the event you are dramatizing. Make stations showing the events of Holy Week. Each group will display a different event with artifacts and written descriptions.	Comic strips with information Drama, using rubric for dramatic skits Stations of Holy Week events	Comic strip template Easter Timeline bulletin board set Article: "A Timeline of Holy Week" — Hope On Demand Items for stations: palm branches, clothes, grape juice, glass, crosses, rocks, cardboard etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.2. Examine the relevance of Holy Week for Christian churches today	Holy Week is a significant period in the Christian church. It is a time to reflect on Jesus Christ's passion or suffering and death. During the week, Christians fast, pray and participate in some of the special ceremonies of the church. They get to "travel through the suffering" before celebrating the joy of Easter.	Concepts: passion death, resurrection Skills: evaluating; communicating beliefs; writing Attitude: reverence, empathy	Watch the video, "What is Holy Week?" and discuss why it is celebrated today. Write a paragraph giving at least two reasons why Christians celebrate Holy Week.	Discussion Written paragraphs, using essay rubric	Article: "Why Holy Week Matters" | Articles | Archdiocese of St Louis (archstl.org) Video: "What is Holy Week?" / Holy Week explained in detail / Importance of Holy Week and why celebrate? - YouTube
4.1. C.5.3. Reflect on the significance of Jesus Christ's suffering and death on the cross	Jesus Christ's suffering and death signify the greatest sacrifice that was made for mankind. He suffered and died so that He could defeat death and give us eternal life. He suffered and died to pay the debt for the sins of mankind. He suffered and died because of His love for us.	Concepts: sacrifice; debt Skill: reflecting Attitude: reverence	Read the poem, "Forsaken Cries," by Deborah Ann. Discuss how the writer helps us feel Jesus' pain. Write a prayer thanking Jesus for suffering and dying on the cross.	Discussion Written prayers	Article: "7 Reasons Christ Suffered and Died" (billygraham.org) "Pain and Suffering" | CHRISTian poetry ~ by Deborah Ann (wordpress.com)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Analyze the significance of Jesus Christ's resurrection	The resurrection of Jesus Christ is very significant to the Christian faith. If Jesus was not resurrected then the Christian faith would be "a delusion" or "vain" and there would be no salvation for mankind (1 Cor. 15:17). Jesus defeated death and obtained eternal life for all who believe.	Concepts: delusion, vain Skills: communicating beliefs; writing Attitude: joy	Watch and discuss the video, "The Real Meaning of Easter." Display ideas from the video on a web. Create a song or poem entitled, "Jesus is Alive!" Be sure to include the real meaning of Easter in your song or poem.	Discussion Songs or poems, using the rubric for poems and songs	*Good News Bible for Children*: 1 Cor. 15:17 Video: "The Real Meaning of Easter" | An Easter lesson for kids! - YouTube Rubric for poems and songs
4.1. D.5.2. Examine Christian beliefs about the resurrection of the dead	Christians believe that because of Jesus' resurrection they will also be resurrected. The physical or mortal body that dies will be raised as a spiritual body that is immortal and will live forever. Death will be destroyed forever. (1 Cor. 15:35-58).	Concepts: physical, mortal, spiritual, immortal Skills: communicating beliefs; writing Attitude: hopefulness	Use the *Good News Bible* and read 1 Corinthians 15:35-58. Write three Christian beliefs about the resurrection of the dead. Draw a picture of Jesus' empty tomb and write a message about the resurrection of the dead.	Information recorded about the resurrection of the dead Pictures and messages	*Good News Bible for Children*: 1 Cor. 15:35-58 Copy or construction paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Explore ways to celebrate Jesus Christ's resurrection	Jesus Christ's resurrection should be celebrated with much joy and excitement. Ways to celebrate Jesus' resurrection include: • Give thanks to God for raising Jesus from the dead • Visit a church near you on Easter Sunday • Invite Jesus into your heart and receive eternal life • Share the good news of Easter with others • Plant a resurrection garden • Remember that your life has purpose	Skills: communicating beliefs; writing; dramatizing; organizing Attitudes: gratitude, joy	Participate in a time of worship, singing songs about the resurrection of Jesus. Read scriptures during worship time. Dramatize the story of Jesus' resurrection – "Easter Play" Plant a resurrection garden in an area of your school. Make banners with a message about Jesus' resurrection.	Expressions and behaviour during worship Dramatization Production of garden Banners with message	Article: "Ten *ways to* Celebrate" ttps://www.ambitionsforchrist.com/celebrate-the-resurrection-of-jesus-kids/ *Foundations of Faith Handbook*, "Easter Play," pp. 47-48 Flowers and tools for planting Songs: "Alive, Alive" and "Celebrate Jesus, Celebrate"

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Analyze the importance of having respect for God's laws and laws of society	God's laws and the laws of society must be respected and obeyed. Respecting God's laws is a sign that we love Him and love others. Respecting our country's laws leads to peace, safety and harmony in society. Respecting laws also shows that we honour authority.	Concepts: authority, honour Skills: comparing and contrasting; analyzing Attitude: respect	Discuss the importance of respecting God's laws and society's laws using a Venn diagram. Write a short paragraph about the importance of respecting God's laws and laws of society.	Oral responses Short paragraphs, using a rubric	Venn diagram "Why We Have Rules" Lesson #1 in the 10 Commandments for Kids - Ministry-To-Children Bible Lesson Plans for Kids, Exodus, Gods Good Rules - The 10 Commandments
3.2. A.5.2. Examine biblical teachings that guide our behaviour	Many biblical teachings provide guidelines for the way individuals should live. The **Ten Commandments** (Exodus 20) are laws that show us how to love God and our neighbours. The **Beatitudes** (Matt. 5:1-13) also teach us to how live with the right values and attitudes.	Concepts: laws, guidelines Skills: examining scripture; writing Attitudes: respect, peace, fairness	Play the game, "Ten Chairs." Students must explain how we should live based on the chair they sit in and commandment indicated. On bee cut-outs write five teachings we should follow based on the Beatitudes. E.g., Be fair.	Oral responses Bee cut-outs with written rules	Ten Commandments and Beatitudes charts Free Ten Commandments Games for Kids, 10 Commands, Bible Games for Kids, Sunday School Activities, Christian clubs (sundayschoolnetworkcom)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Analyze the consequences of good and bad behaviours	In societies good behaviour is rewarded and bad behaviour is punished. When people obey laws and respect each other, they can enjoy a peaceful and quite life. When individuals break the laws of society or commit crimes, they are tried in a court of law and punished for their behaviour. Penalties for crime vary from the paying of fines to spending time in jail.	Concepts: rewards, punishment, crime Skills: analyzing; researching; recording details; writing Attitude: commitment	Conduct an interview with a police or prison officer about crimes and punishment in our society. Discuss what happens to children who commit crimes. Read newspaper articles and list the various crimes people commit in our society and how they are punished. Write a short paragraph about a community without crime. Write about what life would be like for children, in particular.	Discussion Lists of crimes and punishments Short paragraphs, using a rubric	Guest speaker – policeman or prison officer Daily newspapers Rubric for essays

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. B.5.1. Examine factors that influence one's behaviour	An individual's behaviour could be influenced by factors such as social media, movies and television. Most children and teens spend a lot of time on social media and they are affected by what they experience. Movies and television affect how we dress, act and even the language we use.	Concepts: social media, influence Skills: communicating ideas; recording details; examining content Attitude: self-understanding	Watch the video, "What is Social Media?" Then discuss the positive and negative effects of social media on young people. Group work – Use a two-column chart to make a list of popular movies/ television programmes and how they have influenced individuals.	Discussion Information in two-column charts	Video: "WHAT IS SOCIAL MEDIA AS EXPLAINED TO KIDS" - YouTube Article: Effects of Social Media on Children – Cleveland Clinic Two-column chart
3.2. B.5.2. Examine biblical teachings that guide our behaviour and decision making	The Bible provides teachings that help to guide our behaviour and decision making. Scriptures like, Phil. 2:3 and Rom. 12:10 teach us to be kind and respectful of others. Scriptures like, I Cor. 10:31 and Phil. 4:8 teach us to be careful what we watch and think about.	Skills: interpreting scripture; decision making; writing Attitudes: respect; sensitivity	Research and discuss scriptures about kindness, respect and guarding your eyes and thoughts. Write five rules about your behaviour on social media. Write a scripture to support each rule.	Interpretation of scripture Rules with supporting scriptures	Internet to google scriptures *Good New Bible for Children*: Phil. 2:3; Rom. 12:10; I Cor. 10:31; Phil. 4:8 Notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. B.5.3. Examine Bahamian traditions that have influenced our behaviour	There are many Bahamian traditions that have influenced our behaviour. Such traditions include storytelling, being good neighbours and going to church. Storytelling is an excellent way to teach values and build character. Bahamians have always practised being good neighbours based on biblical teachings (Leviticus 19:18 and Luke 10:25-37). Going to church is a tradition all Bahamians value. They learn Christian principles that they can use daily.	Concepts: traditions, storytelling Skills: identifying the main idea; collaborating; writing; communicating Attitudes: respect; cooperation	Listen to a Brer Bouki and Brer Rabbi story (*The Master Trickster)* and discuss the moral of the story. Interview your neighbours and find out how neighbours in your community help each other. In groups, write a short skit about how Bahamian neighbours help each other. Dramatize your skit using props and music. Write a rhyming poem about going to church and what you learn there.	Discussion Interview questions and answers Skits, using rubric for dramatic skits Rhyming poems, using rubric for poems and songs	*An Evening in Guanima* (2nd Edition), "The Master Trickster," pp. 125-136. *Good New Bible for Children*: Leviticus 19:18; Luke 10:25-37 Interview questions Props and Bahamian music for skit File paper *Preserving Our Heritage*, Level 1: Part 2, Unit 1, "My Neighbours," pp. 7-15; "Writing a Poem," p. 22

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Justify the importance of the basic rights of human beings	The basic rights of human beings are essential to their dignity, freedom and development. If these rights are not protected then human beings would be devalued, neglected and even abused. These rights empower human beings to live with dignity and reach their potential.	Concepts: basic rights, freedom Skills: collaborating; communicating ideas; drawing conclusions Attitude: self-understanding	Each group is assigned a basic human right to discuss. The group will report ideas to the class. Listen to short scenarios and guess the human right that applies to each situation.	Discussion and report Student responses	Article: "Universal Declaration of Human Rights" | United Nations Teacher-created scenarios related to human rights issues
3.3. A.5.2. Examine scriptures related to the rights of human beings	The Bible contains several passages related to the basic rights of humans. Acts 10:34 and Romans 10:12 teach us that God accepts all persons equally and we should do likewise. Proverbs 14:31 warns against oppressing the poor. Psalm 15:5 encourages everyone to earn an honest living.	Concepts: discriminate, oppress Skills: interpreting scripture; writing Attitudes: enquiry, empathy	Research, read and discuss scriptures related to basic human rights. Write a letter to someone in authority/newspaper about human rights that are being violated. Use scripture verses to support your argument.	Interpretation of scripture Letters, using rubric	*Good News Bible for Children*: Acts 10:34; Romans 10:12; Proverbs 14:31; Psalm 15:5 Rubric for essays

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Research information about national laws and organizations that help to protect the rights of children and adults	The human rights of all human beings are protected by the Constitution of The Bahamas (1973) as outlined in Chapter III. The Child Protection Act (2010) outlines the rights of the child. Child Protection Bahamas and Human Rights Bahamas are two organizations that help to protect human beings.	Concepts: constitution, protect Skills: researching; recording details; designing Attitude: enquiry	Each group is assigned research on one of the following: The Bahamian Constitution – Chapter III; The Child Protection Act; Child Protection organizations and Human Rights organizations Use information recorded to produce a poster.	Research Posters with information	Articles: "The Bahamas" Constitution – Bahamas Immigration "Child Protection" (bahamas.gov.bs) Internet Chart paper, colouring pencils
3.3. A.5.4. Suggest ways to promote the rights of all human beings	Individuals can promote the rights of human beings by: • Celebrating our differences • Respecting all human beings • Speaking out against injustices	Concept: injustice Skills: collaborating; recording details; writing; using technology Attitudes: respect, tolerance	Brainstorm ways to promote the rights of human beings, using a web. In groups, record a video highlighting the rights of human beings. Display on your school's Facebook page.	Oral responses Videos	Web Tablets Internet / Facebook

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Analyze what it means to show respect and responsibility for others	When you truly respect others, you will honour their worth and value. You value their opinions, respect their space and look out for their safety. You would not bully, devalue or abuse them. Individuals show responsibility when they behave in the right manner towards others.	Concepts: respect, responsibility Skills: analyzing; writing; collaborating Attitudes: respect, responsibility, commitment	Watch the video, "The Importance of Respect." In groups, talk about what it really means to respect and show responsibility for others. As a class, write a pledge of respect and responsibility. Then stand and repeat the pledge.	Discussion Class pledges	Definitions: "Respect" and "Responsibility" (Merriam-Webster) Video: "The importance of respect" - YouTube
3.3. B.5.2. Examine biblical stories related to showing respect and responsibility for others	In the Bible, two characters who demonstrated respect and responsibility are Jonathan and Joseph. Jonathan respected David, his loyal friend, and looked out for his safety. Joseph had great respect for his master, Potiphar, and his master's wife.	Skills: analyzing characters; writing Attitude: loyalty	Complete a character chart on Jonathan or Joseph. Write about how they showed respect and responsibility. Play a *Kahoot* game, answering questions about how Jonathan and Joseph showed respect and responsibility.	Completed character charts Answers to Kahoot game	*The Big Book of Graphic Organizers*, "Character Chart," pp. 22-23 *The Children's Bible in 365 Stories*: "Joseph the Slave," pp. 47-48; "Friends for Life," p. 143; *Kahoot* game by teacher

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Recommend ways to show respect and responsibility for others	Ways to demonstrate respect and responsibility include: • Make friends with people of all nationalities and cultures • Listen to each other's opinion and views • Use kind and polite words • Stay out of people's personal space • Do not touch people's property without permission	Concepts: nationalities, cultures Skills: recording details; collaborating; creating Attitudes: appreciation; empathy	Watch the video, "Respect and Responsibility (Be Nice)." Write down at least eight ways to show respect and responsibility from the video. Have lunch with someone in your grade or school from a different nationality. Learn about their culture. Write a thank-you letter to your new friend. Make a "respect and responsibility" poster. Include three ways to show these virtues on your poster.	Lists of ways to show respect and responsibility Thank you letters Posters, using rubric for posters	Articles: "Why Teaching Respect To Children Is Important" | Childventures "Teaching Your Child about Responsibility and Respect" - Positive Parenting (mypositiveparenting.org) Video: "Respect and Responsibility" (Be Nice) - YouTube Rubric for posters

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Explain the origin of the festival of Pentecost/Whitsun	Pentecost/Whitsun was a Jewish holiday in the Old Testament. It was originally called the Feast of Harvest or Feast of Weeks. It took place fifty (50) days after Passover. It was a time to celebrate the initial wheat harvest.	Concepts: Pentecost, Passover Skills: recording details; writing Attitude: enquiry	Read an article about the Festival of Pentecost and write three facts about the origin of this festival. Pretend to be a Jewish child. Write a prayer thanking God for Pentecost and the wheat harvest.	Written facts about the Festival of Pentecost. Written prayers	Article: "Pentecost in the Bible" - Ten Verses and Scriptures for Pentecost Sunday (biblestudytools.com) File paper
4.1. E.5.2. Examine the story of the coming of the Holy Spirit	The Holy Spirit came on the day of Pentecost after the disciples had prayed and were in agreement. The sound of wind was heard and "separate tongues of flame" settled on every person there. The disciples were filled with the Holy Spirit and spoke in other languages. This was an extraordinary event.	Concept: flame, languages Skills: examining and recording details Attitude: enquiry	Read the story, "God's Spirit Comes," in popcorn style. Then use a story board to dissect the main events. Use story clues to complete the Pentecost crossword puzzle.	Story boards with main events dissected. Completed puzzles	*The Children's Bible in 365 Stories,* "God's Spirit Comes," p. 384. *The Big Book of Graphic Organizers*, "Story Board," pp. 16-17. Puzzle: DLTK's Template Printing (dltk-kids.com)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Examine the impact of the coming of the Holy Spirit on the Early Church	The Early Church was significantly impacted by the coming of the Holy Spirit. Peter, Stephen and the other disciples became bold Christians, empowered to share the gospel. The Church was dynamic and continued to expand daily.	Concepts: empowered, expand Skill: analyzing cause and effect Attitude: courage	Use the cause-effect organizer to analyze how the Early Church was impacted by the Holy Spirit. Write a short paragraph about events that happened in the Early Church after the Holy Spirit came.	Information recorded in cause-effect organizer Written paragraphs	*The Big Book of Graphic Organizers*, "Cause-Effect Contraption," pp. 12-13. *The Children's Bible in 365 Stories,* "The Young Church," *pp. 386-388*
4.1. E.5.4. Analyze the significance of Pentecost to the Christian Church	Pentecost is celebrated as the birth of the Christian Church. Christians remember how the Holy Spirit empowered the disciples to carry the gospel message from Jerusalem to the rest of world. Today, the gifts and Fruit of the Spirit are manifested in the lives of Christians, as they share God's love with the world.	Concept: birth Skills: listening for details; writing poetry Attitude: appreciation	Watch the video, "Pentecost Explained in Three Minutes." Write three to five sentences about the importance of Pentecost. Write a short poem about how the Holy Spirit helps the church today.	Written notes Poems, using rubric for poems and songs	Video: "Pentecost Explained in Three Minutes" (with puppets!) - YouTube Rubric for poems and songs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.1. Explain what culture is and the factors that influence it	"Culture is a pattern of behaviour shared by a society or group of people." A society's culture is made up of things such as food, religion, customs, traditions, language, music and art. Culture is passed down from generation to generation. Culture is influenced by changes in the environment, new technology and when different cultures come together (Britannica Kids).	Concepts: culture, tradition, behaviour, society, Skills: recording details; collaborating; comparing Attitude: enquiry	Watch the video, "Understanding Traditions and Cultures," then write down three sentences about culture. In groups, use a chart to display pictures showing life in The Bahamas, years ago and today. Write sentences explaining your pictures.	Written sentences Pictures and information on chart	Article: "Culture" culture - Kids | Britannica Kids | Homework Help Video: "Understanding Traditions and Cultures for Kids" - YouTube Chart paper, pictures, colouring pencils
4.2. A.5.2. Examine the ways in which Christian celebrations have impacted our culture	Bahamian culture has been heavily influenced by Christian festivals. Holidays, foods, music, art and specific customs are all connected to the various festivals. More importantly, Christian festivals have helped to influence the way we interact in families and in the wider community.	Concept: influenced Skills: collaborating; communicating ideas; designing Attitude: enquiry	Select a major Christian festival. In groups, use a chart paper and brainstorm all aspects of culture related to that festival. Make a mini book showing cultural practices related to one of the major festivals.	Web with information Mini books with activities	Articles: "Christmas in The Bahamas" – The Belltower (mtaloy.edu) "3 Delicious Bahamian Easter Traditions" | Tru Bahamian Food Tours

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE FIVE

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.5.3. Discover special ways in which selected Christian denominations celebrate the festivals	Christian denominations all celebrate the various festivals in special ways. Roman Catholic and Anglican churches celebrate Lent beginning with Ash Wednesday. Roman Catholics, Anglicans and Baptists celebrate Holy Week with special services especially on Good Friday and Easter Sunday. Roman Catholics, Anglicans and Baptist celebrate Christmas Sunday and Pentecost Sunday with special services. Roman Catholics and Anglicans celebrate Advent and then Christmas.	Concept: denominations, Advent, Lent Skills: recording details; summarizing; designing Attitude: enquiry	Invite a priest or pastor from the community to share information about Christian festivals. Students record notes in books. Watch videos of services held at Easter, Christmas and Pentecost from the Catholic, Anglican and Baptist churches. Students will discuss common practices that were viewed. In groups, select one denomination studied and design a chart showing pictures from their major festivals.	Notes recorded by students Discussion Charts, using poster rubric	Article: "The Christian Calendar" - Christianity Priest/pastor from Catholic, Anglican or Baptist denomination YouTube videos (Easter, Christmas and Pentecost) from the Catholic, Anglican and Baptist churches Rubric for posters

PRIMARY RELIGIOUS STUDIES CURRICULUM

GRADE SIX

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.5.1. Evaluate how creation reveals the beauty of God	Creation reveals the beauty of God in many ways. The vast blue sky reminds us that God is great. The sun, moon and stars reveal that God is light. The colourful flowers and birds reveal that God is beautiful. The order of the planets reveal that God loves order. Everything works in harmony to show us that God loves unity.	Concepts: creation, beauty, harmony Skills: evaluating; writing poetry Attitude: awe and wonder	Have students sing the song: "All Things Bright and Beautiful" and discuss what this song means to them. View the movie: "The Creation: The Earth is a Witness." Analyze the movie. Create a poem about how creation reveals God's beauty.	Discussion Poems using poetry rubric	Song: "All Things bright and Beautiful" https://www.youtube.com/results?search_query=all+things+bright+and+beautiful+hymn Movie: "The Creation: The Earth is a Witness." https://youtu.be/4j2C25jlZF4
1.1. A.5.2. Analyze scriptures that express the beauty of God's creation	The Bible expresses truths about the beauty of God's creation. Genesis 1 verse 31 tells that everything God made was very good. Psalm 19 verse 1 states that the sky reveals God's glory. Genesis 1:26:27 states that God made man in His image and likeness.	Concepts: creation, image, likeness Skills: analyzing, summarizing Attitude: awe and wonder	Search the Bible and locate scriptures about the beauty of creation. Discuss the meaning of each scripture. On index cards, summarize two scriptures that express the beauty of God's creation.	Interpretation of scriptures Scrolls with scripture summaries	The Good News Bible: Genesis 1:3; Genesis 1:26-27; Psalm 19:1-6 Index cards

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.5.3. Demonstrate the beauty of God's creation	We can demonstrate the beauty of God's creation in many ways. We can observe the splendour of nature and design paintings and murals. We can reveal the beauty of creation in words of poetry and song. We should show respect for all God has created. Most of all human beings should display the beauty of God's creation by being loving, peaceful and kind.	Concepts: splendour, nature Skills: communicating ideas; creating Attitudes: respect, appreciation	Take a nature walk. Students will observe and express appreciation for what they see, feel, hear and smell. Create a PowerPoint presentation using pictures and scriptures to show the beauty of God's creation.	Oral responses PowerPoint presentations	Nature Article: "The Beauty of God's Creation" | GCU Blog Internet, tablets Pictures from the internet

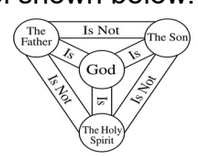
SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.B.6.1. Examine some of the attributes of God	God is **omniscient, omnipotent**, **omni-present**, **omnibenevolent** and **eternal**. **Omnipotent** means mighty and all powerful. **Omniscient** means He has infinite knowledge and understanding of the past, present and future. **Omnipresent** means everywhere at the same time. **Omnibenevolent** means all-loving. **Eternal** means His nature is without beginning or end.	Concepts: omnipotent omnipresent omniscient omnibenevolent eternal Skills: reflecting; synthesizing; creating Attitude: reverence	Use a semantic web to define and discuss some of the attributes of God. Create a rap/song about the attributes of God.	Webs with information Raps or songs using rubric	Graphic organizer Scriptures: Omnipotent: Hebrews 1:3 Omnipresent: Jeremiah 23:24 Omniscient: 1 John 3:20 Omnibenevolent: 1 John 4:8 Eternal: 1 Peter 5:10
1.1. B.6.2. Deduce that God's attributes make Him a Supreme Being	God is a Supreme Being, meaning highest in rank or authority. He is a sovereign being. He is supreme in knowledge and wisdom (Proverbs 21:30). First Chronicles 29:11-12 describes God as Head above all things. God has no beginning or ending. In a contest with Elijah and the prophets of Baal, God proved that He was a Supreme Being (1 Kings18).	Concepts: supreme, sovereign Skill: interpreting scriptures Attitude: reverence	Draw a visual image to show God as a Supreme Being, e.g., a scene with God's name in the clouds. Include five attributes of God in the picture. Dramatize the story of Elijah and the prophets of Baal.	Drawings and concept of supremacy. Use rubric for artwork Dramatization	*The Children's Bible in 365 Stories*: "Elijah Challenges Baal," pp. 187-188 Copy paper Rubric for artwork/drawing

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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. B.6.3. Explain that God is a Trinity of Persons	Christians believe that God is a Trinity of Persons. This means that God is one but operates in the form of three divine persons: "God, the Father", "God, the Son", and "God, the Holy Spirit". Each performs a specific work. Scriptures about the Trinity include John 14:26 and Eph. 3:14-17.	Concept: Trinity, divine Skills: interpreting scriptures; communicating beliefs Attitude: reverence	Display a hard - boiled egg. Cut it in half. Discuss the Trinity in relation to the egg. Write a paragraph about the Trinity, using the model shown below: 	Discussion Paragraphs using rubric for essays	Video: "What's the Trinity? What is in the Bible?" – https://www.youtube.com/watch?v=n-1AdUwbWLw *Good News Bible for Children*: John 25-26; Eph. 3:14-17 Rubric for essays
1.1. B.6.4. Demonstrate understanding of the Trinity in worship.	When Christians worship, they honour the Trinity – Father, Son and Holy Spirit. They worship God by the power of His Spirit (John 4:24). They sing songs about the Trinity like, "Holy, Holy". They pray in the name of the Father, Son and Holy Spirit.	Concept: worship Skills: communicating beliefs; writing Attitude: reverence	Participate in worship singing songs about the Trinity, e.g., *Holy, Holy*. Write a prayer where honour is given to the Trinity.	Reverence shown during worship Written prayers	Trinity song: https://www.youtube.com/watch?v=gZ_vnP0kwrQ Song: "Holy, Holy, Holy" - Audrey Assad - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Explain how the names of Jesus Christ reveal who He is	The names of Jesus Christ reveal His identity. He is the **Good Shepherd** who guides and cares for His children. Jesus is the **Bread of Life**; to live spiritually, abundantly and eternally we need Jesus. He is our **Saviour** who gave His life for the salvation of man (John 3:16).	Concept: Identity Skills: reflecting; analyzing scripture	View and discuss a video about the names of Jesus from Genesis to Revelation. Create a word wall using the names of Jesus Write an acrostic poem using the letters J-E-S-U-S and incorporating the many names of Jesus.	Word wall with the names of Jesus Acrostics with names of Jesus	*Good News Bible for Children*: John 3:16 Video: "The Names of Almighty God Yahweh of Israel" https://www.youtube.com/watch?v=qH-4RphCZ44
1.2. A.6.2. Verify through Scripture Jesus Christ is the Son of God	There are many scriptures that reveal that Jesus Christ is God's Son. In Luke 1:32, the angel said that Jesus was the Son of the Highest. In Matthew 3:17, during Jesus' baptism, God spoke from heaven and said that Jesus was His beloved Son. Again in Matthew 17:5 at the Transfiguration, God said, "This is my beloved Son, listen to Him."	Concept: Son of God Skills: interpreting scripture; designing	Scripture Hunt. Divide children in groups. Locate and discuss scriptures that reference Jesus as God's Son. Design a scripture board with at least five verses about Jesus, the Son of God. Be creative!	Interpretation of scripture Scripture boards, using rubric for artwork	*Good News Bible for Children*: Luke 1:32; Matthew 3:17;17:5 Chart paper and colouring pencils Rubric for artwork

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Examine the story of the "Fall of Mankind" and the promise of salvation	Mankind sinned when Satan deceived Adam and Eve into eating the forbidden fruit. This brought death into the world and placed a barrier between God and man. After the "Fall of Mankind," God promised to send Jesus Christ to save mankind from sin.	Concept: Fall, promise Skill: summarizing	Watch the video, "The Fall of Man," then participate in a discussion. Write a newspaper article retelling the "Fall of Mankind" and the promise to restore man back to God.	Discussion Newspaper articles	Video: "The Fall of Man-Adam and Eve" - Genesis 3 https://youtu.be/ddbb6hlSsBE
1.2. A.6.4. Recommend ways to show gratitude for Jesus Christ, our Saviour	We should always show appreciation to Jesus Christ our Saviour. We can show appreciation through songs such as "Give Thanks". The scripture, 1 Corinthians 15:57 encourages us to give thanks to God "for the victory through Jesus Christ." We can show gratitude for Jesus by sharing His love with others.	Concept: Gratitude Skills: thinking critically; applying scripture Attitude: appreciation	Sing the song, "Give Thanks" and express thanks verbally. Create a big thank you card using poster board chart to show appreciation for what Jesus did for us. Have a *Sharing Jesus' Love Day.* Bring a gift, say a kind word, or bring a fruit for someone to say thank you to Jesus.	Verbal expressions of thanks Cards Acts of love	Song: " Give Thanks" https://youtu.be/PYRgB26rPIs Video: "What does the Bible say about thankfulness and gratitude?" – https://www.youtube.com/watch?v=WMdI-VxaZP4

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Assess the significance of some of Jesus Christ's miracles	Miracles are extraordinary and astonishing happenings performed by God through His Son, Jesus Christ. Jesus performed miracles to reward people because of their faith, to show compassion, to demonstrate God's power at work and to convince persons that He was God's Son. Jesus healed the lame, blind, sick, deaf and others.	Concepts: miracle, faith, compassion Skills: creating; analyzing; comparing and contrasting	Read stories of two miracles: "Healing of the Blind Man" and "Cleansing of a Leper." Compare and contrast these miracles. Students tell why they were performed. Design a "Spinning for Miracles" mobile based on two miracles that Jesus performed and display it.	Discussion Mobiles displaying two miracles Jesus performed.	"Healing of the Blind Man" Matthew 20:30; Luke18:35 and Mark 10:46 "Cleansing of a Leper" Matthew 8:2; Mark 1:40 and Luke 5:12
1.2. B.6.2. Examine Jesus Christ's teachings and parables in relation to loving and forgiving others	While on Earth, Jesus Christ taught many people through parables. A parable is an earthly story with a spiritual message or moral. In the parable of the "Prodigal Son," Jesus teaches us about God's love and forgiveness. The parable also teaches us about the unconditional love of a father for his son and how parents should not give up on their children.	Concepts: parable; spiritual, moral, forgiveness Skill: predicting Attitude: empathy	Make predictions about the lesson's topic after viewing a picture of a son kneeling and hugging his father. View "The Prodigal Son" video and discuss it. Write a modern-day parable about loving and forgiving others.	Predictions Parables, using essay rubric	*The Children's Bible in 365 Stories*, "The Lost Sons" pp. 328 - 329 Video: "The Prodigal Son": https://www.youtube.com/watch?v=DJgROx4wFKM&t=135s

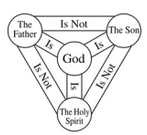
SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Analyze the characteristics of a disciple of Jesus Christ	Jesus Christ chose twelve disciples to work with Him. A disciple is a learner or follower. Characteristics of a disciple are: **Being born again** -John 3.3; **Having a prayerful life** - Luke 6:12; **Being a good listener** - Matthew 17:5; **Showing love and obedience** - John 8:12, Mark 12:30; **Willing to be a witness and serve** - Matthew 28:19 and John 12:26; **Willing to suffer for Jesus' sake** - Philippians 1:29. Matthew 16:24 states: "Deny yourself, take up your cross and follow me."	Concepts: disciple, characteristics Skills: analyzing; writing Attitude: commitment	Students will write a newspaper article describing the character traits of a disciple of Jesus. Create a *Want Ad* poster - *Wanted Disciples of Jesus.* Include characteristics of a disciple.	Newspaper articles *Want Ad* posters with characteristics	*Good News Bible for Children*: John3.3, Luke 6:12, Matthew 17:5, John 8:12, Mark 12:30, Matthew 28:19, John 12:26, Philippians 1:29 Article: "Characteristics of a Follower of Jesus" - https://www.intouch.org/read/blog/9-characteristics-of-a-follower-of-jesus Poster paper, colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Explain that the Holy Spirit is the third person in the Trinity	The Holy Spirit is the third person in the Trinity. God is three divine persons in one: Father, Jesus the Son and the Holy Spirit. The Bible states that there are three that testify in heaven, the Father, the Word (Jesus) and the Holy Spirit (1 John 5:7). The Holy Spirit is also known as the Comforter or Advocate (John 14:16) and the Spirit of Truth (John 14:17).	Concepts: Holy Spirit, Comforter, Advocate, divine Skill: communicating beliefs Attitude: reverence	Sing the song, "Holy Spirit Thou Art Welcome" and then discuss the question – Who is the Holy Spirit? Use the image of the Trinity below to explain who the Holy Spirit is.  	Discussion. Oral responses	Song: "Holy Spirit Thou Art Welcome" - https://www.youtube.com/watch?v=wJ-urZd2x2k *The Good News Bible for Children*: John 14:16; 15:26; John 14:17; John 14:26
1.3. A.6.2. Describe the role of the Holy Spirit in the believer's life	The Holy Spirit helps believers in the many ways. He comforts and strengthens individuals. He reveals truth about God (John 14:17), and teaches believers (John 14:26). He helps us to believe in God and strengthen our faith. He empowers believers (Acts 1:8). He also helps us when we pray (Romans 8:26).	Concepts: Holy Spirit; reveals, faith Skills: communicating beliefs; creating Attitudes: reverence, obedience	Use dove cut-outs to create a word search incorporating words that describe the role of the Holy Spirit. Create a dove mobile and indicate ways in which the Holy Spirit helps believers.	Word search Dove mobiles with information	Puzzle and Word search https://images.app.goo.gl/djyYK4KuV9BNMBxx9 Items for mobile dove cut-outs, strips of paper and string

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Recommend ways to honour the Holy Spirit in our lives	Individuals should seek to honour the Holy Spirit in their daily lives. We honour the Holy Spirit by listening to His voice as He teaches and guides us. We must follow His instructions and be obedient. We must do what is pleasing to God so that the Holy Spirit can dwell in our temples (1 Cor. 3:16). We must produce spiritual fruit (Gal. 5:22-23). We must also honour the Spirit in worship.	Concepts: Holy Spirit; honour Skills: collaborating; creating artwork, dramatizing Attitude: obedience	Dramatic Interpretation – This game is played like *Charades*. Students dramatize ways to honour the Spirit while others guess what they are dramatizing. In groups, create a poster showing ways in which we can honour the Holy Spirit. It can be decorated and displayed in the class.	Dramatization and responses Posters, using rubric for artwork	Dramatic Interpretation: https://classroom.synonym.com/christian-games-that-teach-about-the-holy-spirit-12083999.html Chart paper, colouring pencils Rubric for artwork

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. B.6.1. Explain why it is important for Christians to display the Fruit of the Spirit	The fruit of the Spirit is seen in individuals who are disciples of Jesus Christ. Galatians 5: 22-23 states, "But the Fruit of the Spirit is love, joy, peace, longsuffering, kindness, goodness, faith, gentleness, self-control. Against such, there is no law." When Christians display the Fruit of the Spirit, they truly reflect who Jesus is.	Concepts: Fruit of the Spirit faith, meekness and Temperance Skills: communicating beliefs; identifying the main Idea; comparing	Sing the "Fruit of the Spirit" song. Discuss the message of the song. Read Galatians 5:22-23 and discuss why Christians should display such characteristics.	Discussion Oral responses	Song: "Fruit of the Spirit" https://www.youtube.com/watch?v=X-hrxEjWxkE Article" "Why Is the Fruit of the Spirit so Important?" – https://www.beliefnet.com/faiths/christianity/why-is-the-fruit-of-the-spirit-so-important.aspx
1.3. B.6.2. Recommend ways to develop faith, meekness and temperance	Christians develop faith, meekness and temperance through their daily experiences. Faith comes by hearing God's word and believing, nurturing a prayer life and never giving up. Meekness comes through service and knowing who you are. Temperance comes when you keep calm, speak slowly and meditate on Scripture.	Concepts: faith, meekness, temperance/ self-control Attitudes: humility, obedience	Students will discuss and dramatize scenarios dealing with faith, meekness and temperance. Create a faith, meekness or temperance bracelet (girls) and necktie (boys) using items found in their environment	Oral responses and drama Bracelets or neck ties	Bracelet idea craftygirlaz.blogspot.com Items for bracelets or neck ties

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
1.3. B.6.3. Evaluate the lives of biblical characters who displayed faith, meekness and temperance	The Bible gives us examples of individuals who displayed faith, meekness and temperance. **Ruth**, the Moabite was an example of unwavering faith and bravery. After being widowed early in life, she stayed with her mother-in-law and followed God the rest of her life. **David** displayed self-control when he didn't kill Saul, even though he had opportunity to do so. **Moses** was called the meekest man on earth. He was slow in speech and thought he would not make a good leader. We can certainly learn from their examples.	Skills: analyzing characters; summarizing; reporting information Attitude: appreciation	Complete a character chart on Ruth, Moses or David. State how he/she showed faith, meekness or temperance. Divide students into groups and have them research information on either Ruth, David or Moses. They will report on how the character displayed faith, meekness and/or temperance.	Character charts with information Oral Presentations	*The Children's Bible in 365 Stories*: "God Calls Moses," p.62; "The Story of Ruth," pp. 122-124; "Hide and Seek," p. 148 *Big Books of Reproducible Graphic Organizers*: "Character Chart," pp. 22-23

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Establish that the Bible is a revelation of God's love for the world	The Bible is a sacred book that reveals God's love for the world. Some writers have called the Bible God's love letter to us. Isaiah 54:10 speaks about God's faithful love. Psalm 86:15 tells us about God being very patient and full of faithful love. First John 4:7- 8 reminds us that love comes from God.	Concepts: Bible, revelation Skill: drawing conclusions	Watch the videos, "God's Love for Us" and "113 Bible Verses on God's Love for You." Discuss reasons why the Bible is God's love story. Create a Bible crossword puzzle about God's love.	Discussion Bible crossword puzzles	Video: "God's Love for Us" | Jesus Loves You | Love God Love Others | Bible Story Kids - YouTube 113 Bible Verses on God's Love for You [Audio Bible Scriptures] - YouTube
1.4. A.6.2. Explain how Christians use the Bible for personal guidance every day	Christians use the Bible for guidance every day. It offers advice on different areas of life, such as making choices, eating healthily, loving others and setting goals. It provides promises and prayers to live by. The Bible also provides teachings for spiritual growth.	Concepts: personal, guidance, promises Attitude: obedience	Create scripture flashcards. Write five scriptures that will provide guidance for their lives every day. (This can be typed on a Bible outline) Scavenger Hunt – Make the Bible come alive with clues that will lead students to locate promises in the Bible.	Scripture flashcards Scavenger Hunt – scriptures found	Adapted Scavenger Hunt: https://www.signupgenius.com/church/bible-games-activities-kids.cfm Video: "7 Promises of God You Can Count On" (Today) - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Apply biblical truths to our daily lives	Christians should apply the following teachings to their lives: **Follow the Golden Rule** and treat others with the same respect as we want them to treat us. We must love our enemies and not seek revenge (Luke 6:27-31). **Follow the Beatitudes -** Become humble, merciful, pure in heart and peacemakers (Matt. 5: 3-10). **Do not judge others** - Luke 6:37-42 tells us that we should not judge others. We should examine our lives daily so that we do not come under God's judgment. Judging is condemning or holding unfair thoughts about others.	Concepts: respect, love judging Skills: self-evaluating; reflecting; writing	Role play scenarios concerning the Golden Rule Create a short story about treating others with respect. Reflection activity through journal writing - Make a journal entry reflecting on ways they have gone against the Bible and how they can correct it moving forward.	Drama and oral responses Short stories, using essay rubric Journal Writing	*Good News Bibles for Children*: Luke 6:27-31; Matt. 5: 3-10; Luke 6:37-42 Booklet A4 SE.pdf (twinkl.co.uk) Article: PlanIt RE: The Bible: "How Do Christians Use the Bible?" Year 4 Lesson 5 (twinkl.com)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Describe the New Testament as a record of Jesus Christ's life and teachings	The New Testament is a record of Jesus Christ's life and teachings. It is a collection of twenty-seven books. The first four books of the New Testament, the Gospels contain the story of Jesus' life and teachings. The other books were written by followers of Jesus who shared His teachings and continued Jesus' work.	Concept: New Testament Skills: summarizing; recording details Attitude: enquiry	Watch the video, "What Are the Books of the New Testament?" Discuss and record the overall theme of the New Testament. On a New Testament template write five facts about Jesus.	Discussion and notes Templates with facts	Article: 2. "Introduction to the New Testament" I Bible.org Video: "What Are the Books of the New Testament?" – https://www.youtube.com/watch?v=q5BV68-Jamc New Testament template
1.4. B.6.2. Discover that the New Testament is a record of the history of the Early Church	The New Testament contains the history of the Early Church found in the book of Acts. Jesus started the church with a group of one hundred twenty (120) believers. While in Jerusalem, they were filled with the Holy Spirit. Peter preached a message and over three thousand (3 000) people were added to the church.	Concepts: Early Church, history Skills: sequencing events; recording details	Read and discuss fun facts about the early church from the *Kid's Bible Dictionary*. Use a timeline to record the main events in the life of the Early Church. Complete a crossword puzzle on the Early Church.	Discussion Timelines Completed puzzles	*Kid's Bible Dictionary and Handbook*. "How the Church Got its Start." Pp. 253 – 255 Puzzle: curr246.pdf(joyfulmediatations.org) *Big Book of Graphic Organizers*, "On the "Road to the Future." Pp. 36 -37

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Classify books of the New Testament as Gospels, history, letters or prophecy	The Books of the New Testament are classified as Gospels, history, letters or prophecy. Gospel means 'good news.' The Gospels are Matthew, Mark, Luke and John. Acts is the book of history. Twenty-one letters were written by Paul, Peter and others. Revelations is a book of prophecy about future events.	Concepts: Gospels, history, letters, prophecy Skill: classifying	Use the vocabulary quilt to record the definitions for the following terms: Gospels, history, letters and prophecy. Include one example of each. Use a four-column chart, labelled Gospels, history, letters and prophecy. Classify the books of the New Testament.	Vocabulary words with examples Charts with information	*Big Book of Graphic Organizers*, "Vocabulary Quilt," pp.30 – 31 Four-column chart Books of the Bible chart
1.4. B.6.4. Examine important biblical truths from the Gospels, letters and the prophetic book	There are important truths in the Gospels, letters and the book of prophecy. The Gospels teach us that Jesus was God's Son, He died for the sins of man and was resurrected from the dead. In the letters we find instructions on what Christians should believe, how to live and how to treat people. Revelations tells about Jesus and His second coming.	Concepts: truths, instructions Skills: recording details; summarizing	Select five letters of the New Testament and write a special teaching from each book. Write a message on how we should live, on a shoe cut-out, and share with a friend. On a banner, write a message from Revelations about Jesus' second coming.	Lists of five books of the New Testament and teachings Shoe cut-outs with message Banners with message	*Kids Bible Dictionary and Handbook*, "Letters that become Books of the Bible," pp. 253 – 282; "What's Ahead," pp. 283-285 Template of a shoe Copy paper and colouring pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Explain how man's conscience helps him to make moral choices	Human beings were created with a conscience or inner sense of right and wrong. This helps us to make moral or good choices. Whenever an individual attempts to do something wrong, he or she will hear a "voice" telling him or her not to do wrong (Isaiah 30:21)	Concepts: conscience, moral choices, inner voice Skill: identifying the main idea Attitudes: teachable, willingness	Role play various scenarios and have students talk about if the individual was guided by his or her inner voice. Read the poem, "The Voice" by Shel Silverstein and write the main idea or message of the poem.	Oral responses Messages of poems (written)	Teacher-generated scenarios related to stealing, lying and other areas. Poem: "The Voice" by Shel Silverstein Read Aloud - YouTube
2.1. A.6.2. Explore ways to develop one's sense of right and wrong	Individuals develop their sense of right and wrong by: • Listening to the voice that directs them • Reading God's Word and knowing what is right • Confessing when they do wrong • Doing good deeds	Concept: sense of right and wrong Skills: analyzing information; following directions Attitude: humility	Play the game, "The Still Small Voice Says." (Similar to the game, "Simon Says"). Read the story, "Stolen Conscience" and answer questions about doing the right thing.	Children's actions during the game Answers to questions	Teacher generated directives for the game *Chicken Soup for the Kid's Soul 2,* "Stolen Conscience," pp. 123-125 Teacher-generated questions (5) on the story

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Examine issues related to human equality and equity	Even though human beings are all **equal,** they are not treated with **equity** or fairness. Society places people at different levels based on their race, nationality or wealth. In some countries, people do not have the basic resources they need to live a good life. Some children live in poverty and do not have food, clothes, and access to a good education. People must be treated with equity and given the resources they need to succeed. We must be guided by our conscience and do what is right.	Concepts: equality, equity, fairness, society, resources Skill: evaluating Attitude: fairness	Matching game: Match the key words with their meanings. Use the dictionary to help you. Watch a video on equity and equality and discuss the illustration presented. Respond to statements about equality and equity with thumbs-up or thumbs-down. Discuss ways to help children who may need to improve in school. In groups, write five recommendations from your group.	Oral responses Video discussion Student responses Group recommendations	Index cards with words and meanings Teacher generated statements about equality and equity File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Assess the purpose and value of gifts and talents	Gifts are the natural talents, abilities or qualities one possesses. All gifts come from God and every person has a gift or gifts. Some people have musical, mathematical, artistic or athletic talents/abilities. Gifts and talents are important for an individual's growth, self-esteem, career and life in general.	Concepts: Gifts, Talents Skills: Communicating ideas; writing Attitude: self-understanding	Use the "Organizing Power" graphic organizer and discuss the purpose of gifts and talents. Draw a picture showing his/her talent and write a paragraph entitled, "My Gift is Valuable."	Discussion and information recorded Drawings of talent and paragraphs	*The Big Book of Reproducible Graphic Organizers*, "Organizing Powers," pp. 50 – 51 Article: Object Lesson on Gifts and Talents - Gift (childrens-ministry-deals.com)
2.1. B.6.2. Evaluate the lives of biblical and modern-day characters who used their talents well	There are many biblical and modern-day characters who have used or today use their talents well. In the Bible, Dorcas was known for her good works and acts of charity. Today, persons like Shaunae Miller-Uibo use their talents in sports. Hon. Cynthia "Mother" Pratt and Mrs. Elma Garraway use their talents to help build the youth of our nation.	Concept: charity Skills: communicating ideas; investigating	Watch the video of "The Story of Dorcas." Discuss the impact of her talent on others. Research a modern-day person who uses/has used his/her talents/gifts well. Create a character sketch about this person.	Discussion Character sketches	Video: "The Story of Dorcas" - https://www.youtube.com/watch?v=gNm9gDOdISs&t=87s *The Big Book of Reproducible Graphic Organizers*, "Character Chart," pp. 20 - 21

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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
12.1. B.6.3. Discover how the development of gifts and talents could lead to future career choices	Individuals can use their gifts/talents to help them make decisions about future careers. Individuals who are mathematically gifted can become teachers, engineers and architects. Those who have musical abilities can become singers, musicians and song writers. Athletic abilities can lead to careers in sports. Speech and language abilities can lead to careers in teaching, journalism, public speaking and politics. Gifts and talents can lead to many career choices.	Concepts: career, choice Skills: expressing ideas; decision making Attitude: self – understanding/ self-awareness	Discussion – Talk about ways to find out what career individuals can choose based on their talents (Career Exploration for Kids). Have a Career Day Show where students dress up to display their chosen careers. Students will talk about how their gifts/talents are related to their career choices. Write short speeches about their talents/gifts and future career choices.	Discussion Career Day presentations Speeches, using rubric for speeches	Article: "Career Exploration for Kids" (thebalancecareers.com) Costumes for the different career choices File paper or notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Establish the importance of celebrating special days/festivals	Celebrating special days and festivals is very important. We celebrate special days like birthdays and weddings, in order to recognize milestones in life, bring people together and create lasting memories. The Christian church celebrates special festivals like Christmas and Easter to remember the life, death and resurrection of Jesus.	Concepts: festival, milestones Skills: communicating ideas; recording details; reflecting	Brainstorm all the special days celebrated by people and the Christian church. Discuss why special days are important. Write a list of at least three reasons why people celebrate special days.	Discussion Lists of reasons	Article: "5 Reasons Why it's Important to Commemorate Special Occasions" – Project Happiness Notebooks
4.1. A.6.2. Examine biblical principles of Harvest	Harvest has been a season of rejoicing from biblical times. It brings families together in times of worship. Harvest involves two main areas: "God's provision for us and God's blessing for others. While we celebrate a harvest season just once a year, we experience the spirit of harvest all the time." "Life is about sowing and reaping."	Concept: principles Skills: analyzing; evaluating Attitude: gratitude	Use a web and discuss the concepts of sowing and reaping. Write two paragraphs telling how we experience the spirit of harvest all the time.	Web Paragraphs, using essay rubric	Articles: "Lord of the Harvest" https://www.worldvision.org/blog/lord-of-the-harvest "The Principle of Harvest- https://guardian.ng/news/the-principle-of-harvest/

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Compare and contrast Harvest and the American Thanksgiving celebrations	Both Harvest and the American Thanksgiving are for the purpose of giving thanks to God for the harvest. God commanded Israel to celebrate harvest festivals to give thanks for their crops. The Pilgrims started Thanksgiving in America in 1621, after a difficult winter the previous year, to celebrate a bountiful harvest. Today, in the Christian church we celebrate Harvest by giving thanks to God for all of His blessings. People bring food items to share with the needy. Bahamians also celebrate Thanksgiving with family gatherings and the eating of turkey and ham.	Concepts: Harvest, American Thanksgiving, Skills: comparing and contrasting; identifying symbols Attitude: gratitude	Use a chart paper and draw a Venn diagram. Compare and contrast Harvest and the American Thanksgiving celebrations In a two-column chart, draw and label symbols of Harvest in one column and symbols of the American Thanksgiving in the other column. Watch a video about Harvest. Then, in a horn of plenty draw all the things you are thankful for.	Information in Venn diagrams Two-column charts Horns of plenty with information	Video: "History of the American Thanksgiving": https://www.youtube.com/watch?v=IslqtUMwDxA Chart paper and Venn diagram Two-column chart Video: "On Harvest Festivals in our Churches" - YouTube "Horn of Plenty" 10 Best Printable Cornucopia Craft - printablee.com

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Examine the meanings of the prophetic names of Jesus Christ	The following prophetic names refer to Jesus Christ: **Immanuel** - God with us (Isaiah 7:14); **Messiah/Christ** - Saviour or the Anointed One (Dan. 9:25) ; **Son of the Most High God** (Luke 1:32); **Wonderful Counsellor, Mighty God, Everlasting Father, the Prince of Peace** (Isaiah 9:6).	Concept: prophetic Skills: critical thinking, investigating Attitude: enquiry	In groups, present a parade showing the prophetic names of Jesus and the meanings. Use music for your parade. Write an acrostic using the name J.E.S.U.S. Include some of the prophetic names of Jesus in the acrostic.	Parade of Jesus' names Acrostics, including the prophetic names of Jesus	*Good News Bible for Children:* Isaiah 7:14; Dan. 9:25 Luke 1:32; Isaiah 9:6 Cards - names of Jesus and meanings Christmas music
4.1. B.6.2. Examine prophecies that were fulfilled when Jesus Christ was born	When Jesus Christ was born, many prophesies concerning Him were fulfilled. Jesus was born as a child/son according to the prophecy in Isaiah 9:6. He was born of a virgin according to Isaiah 7:14. He was born in Bethlehem according to the prophecy in Micah 5:2.	Concepts: prophesies, fulfilled Skills: recording details; writing prayers	Make a scroll and write two prophesies about Jesus' birth on it. Write the word, "Fulfilled," under each prophecy. Write a prayer thanking Jesus for fulfilling prophecy. Use words from the prophecies in your prayer.	Scrolls with prophesies Prayers	*Good News Bible for Children*: Isaiah 9:6 Isaiah 7:14;Micah 5:2 Article: "Fulfilling Prophecy" (Luke 2:22-40) Activities and Lesson - Ministry-To-Children Lectionary Sunday School Lessons for Kids

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3 Consider what life would be like if Jesus Christ had not fulfilled prophecy	If Jesus Christ had not fulfilled prophecy, life would be more difficult and without true meaning. We would all be sinners without hope of eternal life (John 3:16). Our lives would be unhappy, without joy, peace and love. Jesus came that we might have abundant life (John 10:10). We would be walking in darkness without Jesus, the Light of the World (John 8:12). Without Jesus there would be no miracles and teachings of the New Testament for Christians to live by.	Concepts: darkness Skills: reflecting; critical thinking; writing poetry; contrasting Attitudes: reverence, gratitude, reflection	Write a poem to explain what life would be like if Jesus had not fulfilled prophecy. Design a poster showing a life without Jesus on one side and a life with Jesus on the other side. Sing Christmas songs and express gratitude for Jesus' coming.	Poems with rubric for poems and songs Posters, using rubric for posters Oral expressions of thanks	*Good News Bible for Children*: John 3:16; 8:12; 10:10 Copy paper, colouring pencils Rubric for poems and songs Song: "Joy to the World" - with Lyrics | Christmas Carol and Song - YouTube

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Explain that the Holy Spirit helps us to worship reverently and sincerely	The Holy Spirit helps us to worship God reverently and sincerely. Romans 8:14-16 reveals that the Holy Spirit motivates us to worship and give honour to God. He helps us to make melody in our hearts and sing spiritual songs (Ephesians 5:19). We must sing praises to God with our mind and our spirit (1 Corinthians 14:15).	Concepts: reverently, sincerely, worship Skills: communicating beliefs; creating Attitude: reverence	List three ways in which the Holy Spirit helps us to worship reverently and sincerely. Holy Spirit scripture wheel – use a paper plate to create a scripture wheel that encourages us to worship reverently.	Lists with information Scripture wheels	*Good News Bible for Children*: Romans 8:14-16; Ephesians 5:19; 1 Corinthians 14:15 Paper plate; colouring pencils
2.2. A.6.2. Examine Jesus Christ's teachings about true worship	Jesus Christ shared important teachings about worship. In John 4:22-24, Jesus states that God is Sprit and is seeking "true worshipers" to worship the Father "in spirit and in truth." This means that when we worship, we should worship God with pure hearts and according to His will.	Concept: true worship Skills: interpreting scripture; analyzing Attitudes: reverence, humility	Read and discuss the meaning of John 4:22-24. Rewrite the scripture in your own words. Write a short poem, with at least four lines, entitled, *True Worship*.	Interpretation of scripture Short poems, using rubric for poems and songs	*Good News Bible for Children*: John 4:22-24 Rubric for poems and songs File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Explore the benefits of reverent and sincere worship	When we worship God reverently and sincerely, He will not withhold any good thing from us. In Exodus 23:25, God told the Israelites that if they worshipped Him, He would bless them "with food and water and take away all their sicknesses." Worship awakens the soul and inner being (Ps. 103:1). We become truly humble in God's presence (Ps. 95:6). Worship turns sadness into hope (Ps. 42:11). Individuals are changed and become better as they worship God (2 Cor. 3:18).	Concept: benefits Skills: expressing ideas; evaluating; creating Attitudes: joy, humility	Discussion on the benefits of sincere worship, using a web. Create a flyer about the benefits an individual can receive from worshipping God reverently and sincerely.	Discussion Flyers, using the rubric for artwork	*Good News Bible for Children*: Exodus 23:25; Ps. 103:1; Ps. 95:6; Ps. 42:11; 2 Cor. 3:18 Article: "Benefits of Cooperate Worship" https://www.desiringgod.org/articles/fivebenefits-of-corporateworship

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Differentiate between the various types of prayer	There are different types of prayers: thanksgiving, petition/ supplication and intercession. A prayer of thanksgiving offers gratitude to God for His blessings. A prayer of petition or supplication is a request for a specific need. Intercession is praying on someone else's behalf.	Concepts: intercession supplication petition Skill: writing Attitudes: gratitude, reverence	Place the names of different types of prayers on strips of paper in a jar or bag. Each student will choose a strip and write the type of prayer selected. Complete a crossword puzzle containing the types of prayers.	Written prayers Crossword puzzles	Article: "The Five Types of Prayer": https://deeperchristian.com/52-2/ File paper
2.2. B.6.2. Study the lives of biblical characters whose prayers were answered	In the Bible, both Hannah and King Hezekiah offered prayers to God that were answered. Hannah petitioned God for a child and God gave her Samuel. When King Hezekiah was sick, God sent the Prophet Isaiah to inform him of his impending death. After he prayed, God added 15 years to his life.	Concept: prayer Skills: recording details; summarizing; designing Attitude: humility	On an index card, write lessons learnt from the story of Hannah or Hezekiah. Pretend to be Hannah or King Hezekiah and write the prayer they may have expressed to God.	Information on index cards Written prayers	*The Children's Bible in 365 Stories*: "A Baby for Hannah," p. 125 *Good News Bible for Children*: Hezekiah - Hezekiah (2 Kings 20:1-6)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Examine reasons why prayers may not be answered	Sometimes our prayers may not be answered. Sin prevents our prayers from being answered (Psalm 66:18). An unforgiving spirit also hinders our prayers (Mark 11:25). Unbelief can be a hindrance according to Matthew 21:22. Improper motives prevent prayer being answered according to James 4:3. Also the sovereignty of God, determines if our prayers are answered (Romans 9:15).	Concepts: hindrance, sovereignty Skill: researching Attitude: reverence	Research reasons why prayers are not answered listing scriptures that go with them. Create a slogan encouraging others to be persistent in prayers.	List of reasons with scriptures Slogans	*Good News Bible for Children*: Matthew 21:22 Psalm 66:18 Mark 11:25 James 4:3 Isaiah 59:1-2 Romans 9:15-16
2.2. B.6.4. Communicate personal prayers with greater fluency	There are many ways individuals can develop fluency in prayer. We can use God's Word and pray the scriptures concerning His promises. Many people use words from the Psalms when they pray. Making a prayer list helps you when pray. Praying constantly leads to greater fluency.	Skills: praying fluently; writing prayers Attitude: commitment	Write a prayer using scriptures from the Psalms and practice reading it daily. Create a prayer list to help you pray fluently. Use your list as you pray daily.	Written prayers Prayer lists	Article: MATTERS OF FAITH: "Communicating with God through prayer" File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. C.6.1. Explain why marriage and funeral ceremonies are performed	Weddings and funerals are special ceremonies performed in churches. A Christian wedding is a ceremony that unites a man and a woman. Weddings celebrate new beginnings and serve as the foundation for building families. Funerals celebrate the end of human life. Christian funeral services serve to offer comfort and support to the bereaved.	Concepts: wedding, funeral celebrate Skills: communicating ideas; summarizing	Watch a video of a wedding and of a funeral. Discuss the importance of each event. Write a short paragraph about the importance of weddings or funerals.	Discussion Paragraphs, using essay rubric.	Article: "Reasons Why Marriage is Important" https://www.allprodad.com/5-reasons-why-marriage-is-so-important/ Article: "Helping Children with Funerals" https://www.centerforloss.com/2016/12/helping-children-funerals/
2.2. C.6.2. Research scriptures related to weddings and funerals	Biblical verses related to love are usually read at weddings. Two examples are: 1 Corinthians 13:4-8 and Romans 12:10. Genesis 2:18 states that "it is not good for man to be alone." Bible readings used at funerals "bring comfort and hope for Christians mourning the death of a loved one." Two examples are Matthew 5:4 and Revelation 21:4.	Skills: researching and interpreting scripture Attitude: enquiry	Research scriptures related to weddings and funerals and create a scripture board. Write a message of comfort to someone who experienced the death of a family member. Use scriptures in your message.	Scripture boards Messages, using essay rubric	Article: "The Most Popular Bible Verses for Weddings & What They Mean" *Good News Bible for Children*: 1 Corinthians 13:4-8; Romans 12:10; Matt. 5:4; Rev. 21:4

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.2. C.6.3. Analyze literary writings connected to weddings and funerals	Literary writings connected with weddings and funerals assist people in getting a clearer understanding of the ceremonies. They are written in the form of poetry, short stories and songs. They also deal with the cultural aspects of these ceremonies such as food, clothing, rings, cake, music, and dance. An example of a poem related to funerals is "Bulla Claudy's Funeral" by Susan J. Wallace. An example of a wedding poem is "May All Good Things Be Yours" by Joanna Fuchs. An example of a song/hymn for weddings is "O Perfect Love."	Concepts: wedding, funerals Skills: analyzing; interpreting; identifying the main idea Attitude: enquiry	Read and discuss the poem, *Bulla Claudy's Funeral.* Record cultural aspects indicated in the poem. Read the words of the song/hymn, "O Perfect Love." Discuss - What did you learn about marriage and love from the song? Use the internet to locate wedding poems for children to read. Select your favourite one and share it, in small groups.	Discussion and recording of cultural aspects Interpretation of song Reading of wedding poems	Poem: "Bulla Claudy's Funeral," by Susan Wallace Song: "O Perfect Love": https://hymnary.org/text/o_perfect_love_all_human_thought_transc Wedding Poems: "Poems for Children to Read at your Wedding" - Perfect Words Ceremonies

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Evaluate the importance of environmental stewardship	The world we live in is a beautiful place. It is also a fragile place because its resources can be depleted or destroyed. Environmental stewardship deals with the "protection of the natural environment through conservation and other practices." If human beings do not care for the environment in which they live, the Earth will not be able to sustain itself for future generations.	Concepts: environment , stewardship Skills: valuating; collaborating Attitude: responsibility	Brainstorm the term "environmental stewardship," using a web. In groups, student will list five reasons why it is important to take care of the environment. A class discussion will follow.	Discussion Lists of reasons	Article: "Stewardship definitions"
2.3. A.6.2. Examine the effects of pollution on their environment	Pollution is a major problem all over the world. "Pollution is the introduction of harmful materials into the environment. Pollutants can be natural, such as volcanic ash." Human beings can create pollutants by throwing garbage on the Earth and through their work in factories. "Pollutants damage the quality of air, water, and land." They can bring destruction to all living things. (National Geographic Society)	Concepts: environment pollution Skills: recording details; classifying Attitude: caring	Take a nature walk around the school. Record examples of pollutants observed on a three column table. Design a poster showing the types of pollutants. Write a message about protecting the Earth.	Tables showing pollutants Posters, using rubric for posters	Article: "Pollution" | National Geographic Society Poster paper Rubric for posters

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Compare and contrast biblical and societal laws that help to protect the earth	There are biblical and societal laws that protect the Earth. In order to protect the land, God told the Israelites to plant crops for six years and then to allow the Earth to rest for a year (Lev. 2:1-7). There are societal laws that prevent people from polluting the earth and destroying natural resources like our mangroves and coral reefs.	Concept: biblical, societal, laws, protect Skills: recording details; comparing and contrasting Attitude: enquiry	Research biblical and societal laws that protect the Earth. Record what you discover in your notebooks. Use a Venn diagram to compare and contrast biblical and societal laws.	Written notes Venn diagrams	*Good News Bible for Children*: Leviticus 2:1-7 "Statute Law: draft environmental planning and protection bill," 2019 Note books
2.3. A.6.4. Persuade others to take care of the earth for future generations	As concerned citizens, we can persuade others to care for the Earth in the following ways: • Be good examples by keeping the environment clean • Have clean up campaigns • Design posters encouraging others to keep earth clean • Join clubs that teach about stewardship.	Skills: communicating ideas; creating Attitude: caring	View a video entitled, "Pollution - What can you do?" Suggest ways to persuade others to care for the Earth. Create slogans/pledges to persuade /encourage others to accept responsibility for care of the environment.	Suggestions Slogans/pledges	Video: "What Can You do to Stop Pollution?" https://www.youtube.com/watch?v=PFSPfx2MUs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Evaluate the benefits of supporting and assisting others	When people serve others they gain a sense of purpose and fulfilment. Helping others can make you feel "rewarded, fulfilled and empowered." "Helping others, especially those who are less fortunate than yourself, can help to put things into perspective and make you feel more positive about your own circumstances." People build relationships when they help others. (Ten Benefits of Helping Others)	Concepts: benefits, volunteerism Skills: listening; writing; researching; recording details Attitudes: helpfulness, empathy	Research information on the benefits of supporting and assisting others. Discuss information in your groups. Record at least three benefits of helping others in your journal.	Research & discussion Lists of benefits	Guest Speaker Article: "10 benefits of helping others" | Students - UCL Journals
2.3. B.6.2. Use biblical examples of people who supported and assisted others	In the Bible, many people supported and assisted each other. In 2 Samuel 9:3-10, we discover that David helped Jonathan's son, Mephibosheth, by showing kindness to him. The Shunammite women helped Elisha by making a room available for him when he travelled. She was blessed with a son because of her kindness (2 Kings 4:8-17).	Skills: communicating ideas; summarizing Attitudes: gratitude, joy	View a video of the Bible story, Elisha and the Shunammite Woman and respond to oral questions. Dramatize the story of David and Mephibosheth in 2 Kings 4:8-17. Be sure to express the joy both characters experienced.	Oral responses Drama, using rubric for dramatic skits	*Good News Bible for Children*: 2 Samuel 9:3 -10; 2 Kings 4:8-17 Video: - "Elisha & the Shunammite Woman" https://www.youtube.com/watch?v=W72gCrRUy-s

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Investigate the lives of everyday individuals who serve others	There are many persons in the world who dedicate their lives to serving others. They volunteer their time and talents to help those who are sick or less fortunate. Some examples of individuals are Bishop Lawrence Rolle and Pastor Carlos Reid. Bishop Lawrence Rolle has a ministry that helps to feed those in need of food. Pastor Carlos Reid helps young people to turn their lives around. He is in charge of the "Hope Center" and is considered an agent of change.	Concepts: dedicate, less fortunate, service Skills: interviewing; communicating ideas; recording details Attitude: caring	View a YouTube video about Bishop Lawrence Rolle. Discuss the purpose and importance of what he does to assist others. Complete a character chart on Dr. Carlos Reid. Use the article provided for information. Invite persons who volunteer in the community to speak to the class concerning their lives and work. Write a short report of what the guest speakers shared.	Discussion Information from interview Short reports, using rubric for reports	Video: "Singing Bishop Lawrence Rolle Giving Back" https://www.youtube.com/watch?v=wFVF6zYgeXs Article: "Dr. Carlos G. Reid" - https://bs.linkedin.com/in/dr-carlosg-reid-944082aa *The Big Book of Reproducible Graphic Organizers*, "Character Chart," pp. 22-23 File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Analyze the importance of caring for one's total being	It is important to take care of one's total being so that an individual can be healthy and whole. If an area of one's life is not healthy then other areas are affected. Caring for one's total being boosts spiritual, physical, mental and emotional health. It helps individuals to manage stress and experience success in all areas of life.	Concepts: self-care, spiritual, mental, physical emotional Skills: creating; designing Attitude: self-awareness	Create a poster with pictures to display how you can take care of your total self. Create a blog to show how you can take care of your total self.	Posters Blogs	Article: "What Does the Bible Say About Self-Care?" - Amy Senter Poster paper, colouring pencils Laptops or tablets
2.3. C.6.2. Examine the concept of moderation as it relates to personal health	Moderation can be defined as the "avoidance of excess or extremes." It is the idea that individuals should commit to living a balanced life. The Bible encourages individuals to do things in moderation and not to be controlled by greed (1 Cor. 6:12) and eating (Prov. 25:16). Being moderate helps us to live a healthy lifestyle.	Concept: moderation Skills: expressing ideas; examining Attitudes: self-control, temperance	Panel discussion on moderation in eating and dressing. Focus on how it affects personal health. Invite a life coach to discuss the concept of moderation. Record notes from the speaker.	Panel discussion Notes from guest speaker	Article: "Moderation" https://novaactiverehab.com/moderation/ Guest Speaker/Life Coach *Good News Bible for Children*: 1 Corinthians 6:12; Proverbs 25:16

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Reflect on scriptures related to one's spiritual, mental, physical and emotional health	There are many scriptures related to one's spiritual, mental, physical and emotional health. Our bodies are living sacrifices (Romans 12:1-2) and our minds need to be transformed. Our bodies are temples of the Holy Spirit (1 Corinthians 6:20). Our spirit is to be preserved from being fearful so we can trust God's power (2 Timothy 1:7). We are to think on virtuous things (Philippians 4:8). We can delight in God because He gives us the desires of our heart (Psalm 37:4).	Concepts: living sacrifice, transformed Skills: reflecting; interpreting scripture Attitude: self-awareness	Create a scripture booklet with the labels Spiritual, Mental, Physical and Emotional Help. Write scriptures for each heading and share with others. Make a poster relating to spiritual, emotional, physical, and mental health.	Scripture booklet Posters	Article: "Physical and Spiritual Health are Intertwined" Good News Bible for Children: Romans 12:1-2 1 Corinthians 6:20 2 Timothy 1:7 Philippians 4:8 Psalm 37:4
2.3. C.6.4. Apply coping strategies for caring for one's total being	There are coping strategies for caring for one's total being. According to the article: "Coping and Emotional Well Being," we should engage in the following: eat nutritious foods; avoid alcohol and other drugs; engage in some kind of physical activity; and take breaks from social media so you would not be overwhelmed by various situations. Prayer is also another way of coping with everyday concerns.	Concepts: coping strategies, nutritious Skills: strategizing; problem solving Attitude: self-understanding	In groups discuss and create strategies for caring for one's total being Create a "survival kit" that will inform others how they can take care of themselves.	Strategies Survival kits with instructions	Article: 'Self Care and Coping Strategies": https://www.uwgb.edu/coping/self-careand-copingstrategies/

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. D.6.1. Justify reasons why work is valuable to human beings	In Genesis, we can see that God worked when He created the world. When we work, we imitate Him. We honour Him when we work. Work teaches us responsibility. It provides money, so we can have the essential things in life and enjoy various activities. Daily routines, physical and mental well-being, self-confidence and a sense of self-worth are also built.	Concept: work Skills: writing; justifying; communicating ideas Attitude: commitment	Write a newspaper article to explain why work is important to human beings. Write a poem about the importance of work.	Newspaper articles Poems, using rubric for poems and songs	Article: "The Value of Work": http://mattragland.com/the-value-of-work Rubric for poems and songs
2.3. D.6.2. Interpret proverbs and parables concerning work	In the Bible, there are proverbs and parables that deal with work. The *Parables of the Talents/ Pounds* in Luke 19:11-27 and *The Shrewd Manager* in Luke 16:1-12 show that work is rewarded. Proverbs 14:23 states, "Work and you will earn a living; if you sit around talking, you will be poor."	Concepts: proverbs, parables, reward Skills: interpreting; reflecting Attitude: reflection	Google proverbs about work and create a banner. Complete a crossword puzzle on the story of the "Parable of the Talents" or "The Shrewd Manager"	Banners, using rubric for artwork Crossword puzzles	*The Children's Bible in 365 Stories*, "The Three Servants," p. 363 Template for crossword puzzle Rubric for artwork

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. D.6.3. Discover values that all workers should possess	All workers should possess certain values. Individuals should be: • Honest (Proverbs 10:4); • Committed (Proverbs 16:3); • Diligent (Proverbs 12:24); • Dependable (Luke 16:10); • Loyal (Colossian 3:22).	Concepts: value, possess Skills: identifying character traits; interviewing Attitudes: commitment loyalty	Create a "Work Values Wall" where students will display words (cut-outs) that relate good work values. Interview workers around the school to solicit their ideas concerning values all workers should possess.	Work Values Wall Information from interview	*Good News Bible for Children*: Proverbs 16:3; Philippians 2:14-15; Proverbs 12:24 File paper
2.3. D.6.4. Conclude that all individuals should contribute to society through work	All individuals should contribute to society through work. Through work individuals can provide for their needs and increase their status in society. They help to "increase the wealth of the nation." They help to develop the nation through paying taxes. Peoples' overall health and well-being are enhanced because they are working to make a better society.	Concept: contribution Skills: drawing conclusions; creating	Create a song or rap to encourage others to work in their society. Write a list of five jobs and explain how each job helps the society.	Raps or songs, using rubric for poems and songs Lists of jobs with explanations	Article: "Importance of Work" - https://qknowbooks.gitbooks.io/class_5_citizenship-the-individual-education-and-w/content/importance_of_work.html Rubric for poems and songs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. E.6.1. Examine the importance of human beings populating the Earth	In Genesis 1:28, God tells Adam and Eve to "be fruitful and increase in number," to have children or to procreate. In Genesis 9:1-7, the same command/blessing, "be fruitful and multiply," is repeated to Noah's family. God desired humans to 'fill' the earth so that they could rule over every living creature and keep it under control (Gen. 1:28).	Concepts: populate, procreate Skills: interpreting scripture; examining Attitude: enquiry	Examine scriptures and discuss reasons why God told Adam and Eve to be fruitful. Create a flyer with pictures and sentences to tell the importance of human beings populating the Earth.	Interpretation of scripture Flyers, using artwork rubric	*Good News Bible for Children*: Genesis 1:28 Genesis 9: 1-7 Artwork rubric
2.3. E.6.2. Evaluate the challenges women faced who were unable to reproduce, in biblical days	Women in biblical days who were unable to reproduce, faced many challenges. Elizabeth was an example of someone who was barren. Because of her barrenness, an angel appeared to her husband and told him that Elizabeth would have a son (Luke 1:5-25). Another example was Sarah who faced the same contempt from Hagar, her maid, who had a child for her husband, Abraham (Genesis 21).	Concepts: challenge, barren, reproduce Skills: evaluating Attitude: empathy	Create a word search on the story of Elizabeth or Sarah. Write the prayer that you think Elizabeth or Sarah would have prayed using information from the Bible story.	Word search Prayers	*The Children's Bible in 365 Stories*, "The Story of Samuel - A Baby for Hannah," p.125 *Good News Bible for Children*: Genesis 21

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
2.3. E.6.3. Research modern day views concerning having children	Over the years, people have changed their views concerning having children. Many people are not having children or are only having a few children. According to the *New York Times*, "people want more leisure time and personal freedom." "Not having a partner yet, and not being able to afford child-care costs" were some of the main reasons given by young adults for not wanting children.	Concept: choices Skills: analyzing; evaluating; reasoning; writing Attitudes: respect, understanding	Group discussion on modern views about family planning. Write a paragraph stating at least two reasons why many people are not having children or are only having a few children, in today's society.	Discussion Paragraphs, using the essay rubric	Article: "Americans Are Having Fewer Babies" - https://www.nytimes.com/2018/07/05/upshot/americans-arehaving-fewerbabies-they-told-uswhy.html Essay rubric

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Establish reasons why the family is the central part of any society	Families are the building blocks of society. Families help to populate society. They help to pass down culture from several generations. According to the article: "Strong families build strong communities," families take the primary responsibility for education, spiritual development and the teaching of life skills. The values of families are reflected in society.	Concepts: building blocks, culture Skills: communicating; creating	Create a poster to depict how families are important to society. Show and Tell - Students create a story board of their family and share a short speech about their family.	Posters, using artwork rubric Show and tell	Article: "Strong Families Build Strong Communities"| Voice - ttownmedia ... https://www.ttownmedia.com › tracy_press › strong-family... Poster paper Rubric for artwork
3.1. A.6.2. Compare and contrast Bahamian family traditions and values with that of other cultures	Traditions and values vary from culture to culture, but many cultures share similar traditions and values. Bahamians, Haitians and Japanese share strong family values, and are friendly and hospitable to others. They all show respect for their elders. In contrast, traditions related to festivals, foods, music and religious beliefs would be different.	Concepts: tradition, values, culture Skills: comparing and contrasting; communicating ideas	Research information on a country discussed in class and compare and contrast its traditions and values with that of The Bahamas, using a Venn Diagram. Locate stories about Haitian and Japanese families and share them with the class.	Research and Venn diagrams Oral presentation of stories	Article: "Haitian Culture: Understanding Family Values and Beliefs" Article: "Japanese Culture and Traditions - Tea Ceremony Japan" Venn diagram

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Recommend ways to preserve family traditions and values	We can preserve family traditions and values in the following ways: • Build and keep your family history intact by creating a family tree. • Bury a time capsule. • Record audio, videos or podcasts. • Create family history books, and newsletters • Worship, pray, study your Bibles, and attend church together.	Concept: preserve Skills: creating; designing; organizing information Attitudes: respect, commitment	Create a recommendation booklet to inform others of how they can preserve their family traditions and values. Make a family time capsule with pictures and other important items.	Recommendation booklets Time capsules	Article: "Seven Ways to Preserve Family Traditions" - https://familytreemagazine.com/projects/back-to-thefuture-tactics-forpreserving-traditions/ Materials for time capsule: can, box, pictures etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1, Examine how the strength of the family impacts the community	Strong families help to build strong communities. Children who are trained in strong families are more peaceful and behave well within the larger society. They are able to communicate well and solve problems when they interact with others. Because they are loved, they are able to build relationships within the larger community.	Concept: impact Skills: creating; examining Attitudes: peace, confidence	Using pictures, create a storyboard to show how the family impacts the community. Create a flyer to show how the strength of a family impacts the community.	Storyboards Flyers, using rubric for artwork	Article: "Strong Families Build Strong Communities | Voice | ttownmedia.com Poster paper, colouring pencils Rubric for artwork
3.1. B.6.2. Reflect on healthy and unhealthy family relationships	Healthy and unhealthy relationships are experienced within families. In healthy relationships, individuals feel loved, safe and supported. They learn to solve disagreements calmly. Family relationships can be considered unhealthy, when there is lack of communication, mistrust, rivalry and even abuse.	Concepts: healthy, unhealthy Skills: comparing and contrasting; observing; reflecting Attitudes: peace, harmony	Use a Venn Diagram to compare and contrast healthy and unhealthy relationship. Complete an observation diary to reflect on what makes relationships healthy and unhealthy.	Venn diagrams Observation dairies	*The Big Book of Reproducible Graphic Organizers*, p. 21 (Venn diagram) *The Big Book of Reproducible Graphic Organizers*, "Observation Diary," p. 58

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Evaluate biblical examples of health and unhealthy family relationships	The Bible provides many examples of healthy and unhealthy family relationships. The story of Esau and Jacob relates an example of an unhealthy family relationship. In their family favouritism, sibling rivalry and deception were quite evident. On the other hand, Lazarus and his sisters, Mary and Martha had a healthy relationship. They lived together in Bethany and were a close-knit family.	Concept: rivalry, deception Skills: evaluating; recording details Attitude: unity	Use the story board to highlight the main events that lead to the feud between Esau and Jacob. Create a checklist to show how Lazarus and his sisters had a healthy relationship.	Story boards Checklists	*The Big Book of Reproducible Graphic Organizers*, "Story Board," p. 19 *The Children's Bible in 365 Stories*: "Jacob's Bargain", p. 36; "Your Friend Is Ill," p. 35
3.1. B.6.4. Propose ways to build strong families and communities	According to the article. "How to Strengthen Family Bonds", we can build strong families and communities in many ways. Some are: • Create a Mission Statement. • Schedule Time together. • Share Meals. • Do Chores Together. • Encourage Support. • Volunteer Together	Concept: family bonds Skills: creating; writing Attitude: unity	In groups, create a plan to build strong families and communities. Write a newspaper article to explain ways to build strong families and communities.	Written plans Newspaper articles, using essay rubric	Article: "How to Strengthen Family Bonds" - https://www.verywellfamily.com/ Rubric for essays

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. C.6.1. Examine how the church operates as a community of believers	Christians live with the understanding that they are a community of believers. Members of the church fellowship with each other (Heb. 10:25) and share resources (1 John 3:17). They suffer and rejoice with each other (1 Cor. 12:26). They demonstrate "brotherly love" in many ways (Rom. 12:10). They are one body united in love (Eph. 4:3-6).	Concept: community Skills: examining; creating Attitude: unity	Using a picture of a church, create a poster board. Write information on or around the church about its operation as a community of believers. Create a collage to display how the church operates as a community of believers.	Information on poster boards Collages, using artwork rubric	*Good News Bible for Children:* Heb. 10:25; 1 John 3:17; 1 Cor. 12:26; Rom. 12:10; Eph. 4:3-6 Poster paper, pictures of the church in action
3.1. C.6.2. Infer how the family is an extension of the church	The church is made up of families that share their faith from generation to generation. Families demonstrate the love of Christ by sharing with others. They show the peace of God by living in harmony with their neighbours and friends. Families share the teachings of Christ with others in the community and win them to Christ.	Concepts: extension; generation Skills: inferring; writing	Under a picture of a family, explain how the family is an extension of the church. Write a story about how their family members demonstrate love in the community.	Pictures with explanation Written stories, using essay rubric	Article: Ministry Matters™ | "Families Are Key to the Future of the Church" Essay rubric

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.1. C.6.3. Investigate how the church helps the wider community	According to the article, "The Role of the Church," Christian churches help the community by: • Being opened for quiet reflection; • Operating programmes for young people and children; • Providing counselling and advice for those in need; • Providing food and clothing banks to assist those in need; • Providing Christian volunteers to work at local charities.	Concepts: counselling, charities Skills: recording details; collaborating; designing; writing; Attitude: servitude	Invite a pastor or minister to talk about ways in which the church helps the wider community. Record information from the guest speaker. Create posters to display ways in which the church assists the community. Visit a local church and participate in a food and clothing drive. Write about your experience in your journals.	Recorded notes Posters, using rubric for posters Journal entries	Article: "The Role of the Church" – local community https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/7 Guest speaker – pastor or minister Poster paper, colouring pencils Journals Rubric for posters

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Evaluate the significance of the events of Holy Week	The **main** events of Holy Week have great significance. **Palm Sunday –** Jesus Christ rode into Jerusalem on a donkey, in fulfilment of Zechariah 9:9. **Holy Monday** – Jesus established respect for God's house by chasing the money changers out of the temple. **Holy Thursday -** Jesus instituted the Lord's Supper or Holy Communion, instructing His disciples to remember his sacrifice. Jesus was arrested in the Garden of Gethsemane and was unlawfully tried by the religious leaders. **Good Friday** - Jesus died on the cross to save mankind and redeem us back to God. **Holy Saturday** – Jesus remained in the tomb awaiting His triumphant resurrection.	Concepts: fulfilment; remember, sacrifice; eternal life, redeem Skills: sequencing events; recording details; analyzing Attitude: gratitude	Research the various events of Holy Week and create a chart which lists them and describes their importance. Create a Holy Week timeline with days and events.	Research Timelines	Article: "Holy Week Timeline: What Are the Events?" https://villalavalencia.com/blog/lifestyle/holyweek-timeline *The Bib Book of Reproducible Graphic Organizers*, "On the Road to the Future," pp. 36-37

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.5.2. Evaluate the impact of Jesus Christ's suffering and death on mankind	Jesus Christ's suffering and death has had tremendous effect on all human beings. Jesus carried our sins in His body on the cross (1 Pet. 2:24). Because of His death all who believe in Him will have forgiveness of sins and eternal life (John 3:16). Jesus received many stripes so that we could be healed (Is. 53:5). When we reflect on Jesus' suffering we feel great remorse for our sins and our hearts are truly sorrowful.	Concepts: suffering, death Skills: examining; interpreting scripture Attitudes: love, reverence	Pretend to be a scripture detective. Read the following scriptures to discover the impact of Jesus' suffering and death: 1 Peter 2:24; John 3:16; Is. 53:5 Write a short poem about how Jesus' suffering and death affected all men.	Oral responses Poems, using rubric for poems and songs	*Good News Bible for Children:* 1 Peter 2:24; John 3:16; Is. 53:5 Rubric for poems and songs
4.1. C.5.3. Propose ways to honour Jesus Christ's suffering and death	Christians must seek to honour Jesus Christ's suffering and death, daily. According to Luke 9:23-24, Jesus said that Christians must "take up their cross and follow Him." We honour Jesus by asking for forgiveness of our sins and living a life pleasing to Him. We honour Him through our praise and worship, prayers, and giving offerings. We honour Jesus by telling others about Jesus.	Concepts: honour, suffering Skills: communicating ideas; writing Attitude: gratitude	Create a Certificate of Honour to show Jesus that we appreciate what He has done for us. Write a declaration to show honour to Jesus for His suffering and death for us.	Certificates Declarations	*Good News Bible for Children*: Luke 9:23-24 Copy paper, pencils

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Evaluate the significance of Jesus Christ's resurrection	Jesus Christ's resurrection is central to the Christian faith. It gives hope to all believers that one day they will also rise from the dead (Corinthians 15:21-24). It confirms that Jesus was indeed no ordinary man. The resurrection indicates that Jesus is the powerful Son of God who has conquered death and was raised to life for all (Romans 1:4; 4:25)	Concepts: Easter, resurrection Skills: interpreting scriptures; writing Attitude: reverence	Read and discuss Corinthians 15:21-24 and Romans 1:4; 4:25. Discuss the importance of Jesus' resurrection. Draw a picture of Jesus' resurrection and write a paragraph telling why it is important to believers.	Oral discussion Drawings, using art rubric	Article: "The Importance of Christ's Resurrection" https://ywfleaders.com/the-importance-ofchrists-resurrection/ *Good News Bible for Children*: Corinthians 15:21-24 Romans 1:4; 4:25
4.1. D.6.2. Connect the resurrection of Jesus Christ to victorious living	The resurrection of Jesus Christ helps believers to live victoriously. We can give thanks because Jesus gives us victory over sin and death (1 Cor. 15:57). The resurrection helps believers to live with joy, hope and peace. We can live like Jesus who was the greatest example for us.	Concept: victorious Skills: writing; illustrating Attitudes: joy, peace	Write a paragraph about how individuals can live a victorious life because of the resurrection. Create a comic strip to show how individuals can live victoriously.	Paragraphs, using essay rubric Comic strips	Article: "The Road to Victory" https://www.crossroadschurchnj.org/messages/roadtovictory4-21 *Good News Bible for Children*: 1 Cor. 15:57

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Compare and contrast Easter celebrations in The Bahamas to those in selected countries	In The Bahamas, Christians attend many Easter services which include Bible readings, worship, live drama and preaching. Many Americans go to church on Easter Sunday. Some communities hold special Easter services with exciting traditions such as reciting poetry. Many Haitians attend church on Easter Sunday. On Good Friday, a big festive meal is served of fish, salads, boiled root vegetables– but never red meat.	Concept: celebration Skill: comparing and contrasting Attitude: enquiry	Research information about Easter in The Bahamas, Haiti and the USA. Use a graphic organizer to compare and contrast Easter in these three countries. Write a report on the similarities and differences between **two** of the countries studied and how they celebrate Easter.	Graphic organizer with information Reports	Article: "3 Great Dishes for Easter" https://haitiantimes.com/2015/04/03/3-greathaitian-dishes-foreaster/ Article: "Easter Traditions in the USA" Easter in the USA - celebrate the American way!
4.1. D.6.4. Recommend ways to celebrate Jesus Christ's resurrection	We can celebrate Jesus Christ's resurrection in the following ways: • Dramatize the story of Jesus' resurrection at a special service • Witness to others • Plant flowers to celebrate new life • Count our blessings.	Concept: resurrection Skills: drawing; communicating ideas Attitudes: joy, gratitude	Students will discuss ideas/ways to celebrate Jesus' resurrection, in small groups. Plant flowers in your school's garden to show new life. Place a resurrection sign in the garden.	Oral responses Beauty of the garden and message	Article: "Embrace New Life at Easter with a New Mindset" https://www.geneva.edu/blog/faith/Easter-reflections

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Assess the importance of having respect for God's laws and laws of society	It is important to have respect for the laws of God and the laws of society. Respecting God's laws indicates an individual's love, trust and faith in God. Society needs laws in order to survive. Without laws there will be chaos. Law-breaking sometimes leads to the violation of people's rights, such as the right to property or to life. Everyone must show respect for laws.	Concept: laws Skills: communicating ideas; inferring Attitude: obedience	Watch a PowerPoint presentation on the importance of obeying God's laws and laws of society. Discuss information presented. Invite a police officer to talk about laws that all citizens should follow. Students will ask appropriate questions.	Discussion Student engagement and levels of questions	Article: "8 Reasons Why Obedience to God Is Important" (learnreligions.com) Teacher-made power point Guest speaker - Police officer
3.2. A.6.2. Study biblical teachings that guide our behaviour	Many biblical teachings help to guide our behaviour. The Ten Commandments are the Christian's code of conduct (Exodus 20). In Romans 12:10-21, Paul gives Christians instructions on how to live in love and peace. He said that individuals should "overcome evil" by doing good deeds.	Concept: behaviour Skills: investigating; recording details Attitude: obedience	In groups, design a fruit tree with terms or biblical teachings that guide us. Create a list that suggests ways children of God should behave based on the Ten Commandments and Paul's teachings.	Behaviour Trees Lists of rules for Christian conduct	*Good News Bible for Children:* Exodus chapter 20 – The Ten Commandments; Romans 12:10-21 File paper or notebooks

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Evaluate the consequences of good and bad behaviour	There are positive or negative consequences for one's behaviour. Second Corinthians 5:10 says that everyone will "receive for the things done in the body, according to what he has done, whether good or bad." Good behaviour is rewarded with positive attention and praise and tangible rewards. That is referred to as positive consequences. Negative consequences seek to prevent bad behaviour from occurring again, for example, sending a child into timeout who was misbehaving.	Concepts: consequences, rewards Skills: evaluating; communicating ideas; researching Attitude: obedience	Create a Behaviour Booklet with scriptures that relate the rewards or consequences of good or bad behaviour. Students will tell of incidents when they did something good or bad and share the rewards or consequences of their behaviour.	Behaviour Booklets Oral reports	Article: "Consequences in child behaviour management" *Good News Bible for Children:* Corinthians 5:10; Matthew 5:16; Galatians 6:9; Prov. 13:24

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. B.6.1. Evaluate factors that influence one's behaviour	There are many factors that influence one's behaviour. Some examples are social media, movies and music. According to the Oxford Dictionary, social media involves websites and applications to create and share content in social networking. It can have positive and negative effects on children. Movies and music are enjoyed by many and can influence the way we dress, behave and even the language we use.	Concept: behaviour Skills: evaluating; communicating ideas; writing Attitude: self-understanding	Read and discuss an article about the positive and negative effects of social media. Select a popular movie or popular music artist. Write a paragraph about how the movie or music has influenced the behaviour of children.	Oral responses Paragraphs, using essay rubric	Article: "Positive and Negative Impacts of Social Media on Our Children" — RiiRoo Rubric for essays
3.2. B.6.2. Analyze biblical teachings that guide our behaviour	The Bible provides teachings that should guide our behaviour. Scriptures like Luke 6:31 and Eph. 4:32 teach us to be kind and respectful of others. Scriptures like Matt. 6:22 and Ps. 101:3 teach us to be careful what we watch as what we watch affects how we think and act. Our speech should "always be with grace, as though seasoned with salt, so we will know how to respond" (Col. 4:6).	Skills: interpreting scripture; applying; recording details; creating Attitude: obedience	Create a scripture quilt with scriptures that influence good behaviour. Create book markers with scriptures that guide our behaviour.	Scripture quits Book markers	*Good News Bible for Children:* Luke 6:31; Eph. 4:32; Col. 4:6; Matt. 6:22; Ps. 101:3 Paper for quilts Bookmark templates

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
3.2. B.6.3. Assess Bahamian traditions that have influenced our behaviour	The Bahamas is rich in traditions that have influenced our behaviour. Character building is an important part of our training. We learn to have manners and respect for others, from our elders. We are taught to be polite to strangers and be a good neighbour. Going to church is vital because our nation is guided by Christian principles. The Bible provides principles for daily living. Bahamians are great story tellers. Stories which teach life lessons have been passed down from generation to generation. Stories about Brer Bouki and Brer Rabbi are famous. Proverbs are sayings that have been passed down from generation to generation; Examples are: "A boaster and liar are first-cousins" and "Mad dogs bite the hand that feed them" (H.H. Finlay – Eleuthera). We use proverbs to guide our actions.	Concept: traditions Skills: evaluating; writing; drawing conclusions; communicating ideas	In groups – dramatize ways to show manners and respect for strangers and your classmates. Watch a YouTube video of the Brer Bouki and Brer Rabbi and write a new Brer Bouki and Brer Rabbi story. Discuss the meanings of various proverbs used by Bahamians, for example, "Don't trust people who talk too much."	Dramatization of ways to show manners and respect Stories using essay rubric Oral responses	Article: "The Bahamas - Language, Culture, Customs and Etiquette" Video: "Junkanoo," by Portia Sands https://youtu.be/spP_1DdpDi4 Bahamian Proverbs - Wikiquote Rubric for essays

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Defend the rights of all human beings	The Universal Declaration of Human Rights states that "all human beings are born free and equal." They are entitled to basic rights and freedoms such as speech, movement, religion, peaceful assembly, free primary education and employment. These rights should be defended by all nations around the world. We should all stand up against discrimination and support organizations that help others.	Concept: rights Skills: justifying; creating Attitudes: respect, tolerance	View a video on human rights. Discuss or debate the importance of human rights. Research human rights violations around the world. Use newspapers, magazines, television, and the Internet to prepare a mini project on defending human rights.	Discussion or debate Research projects, using report rubric	Video: "What are the universal human rights?" - Benedetta Berti https://www.youtube.com/watch?v=nDgIVseTkuE
3.3. A.6.2. Analyze scriptures related to the rights of human beings	The Bible contains several passages that relate to the rights of human beings. Colossians 3:11 and Galatians 3:28 tell us that we should not discriminate. Proverbs 14:31 gives warnings against oppressing the poor. Leviticus 19:10 states that we must provide for the poor. Ephesians 4:28 encourages everyone to earn an honest living.	Concepts: discrimination, oppression Skills: analyzing; writing Attitudes: respect, tolerance	Research, read and discuss scriptures related to basic human rights. Write a short speech about the rights of human beings using Bible verses to support the ideas stated.	Oral responses Written and oral presentations	Good News Bible for Children: Colossians 3:11 Galatians 3:28 Proverbs 14:31 Leviticus 19:10 Ephesians 4:28

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Research information about international laws and organizations that help to protect the rights of children and adults	There are international laws and organizations that protects the rights of children and adults. Some internationally human rights organizations are: • Human Rights Watch • Office of the UN High Commissioner for Refugees. • United Nations Foundation Some international laws that protect children and adults are: • United Nations Conventions on the Rights of a Child • Universal Declaration of Human Rights	Concepts: international, laws, organizations Skills: researching; creating Attitudes: respect, tolerance, fairness	Divide the class into groups. Assign each group a particular international organization or law to research. Groups will give reports to the class. Create a poster after researching some organizations that help protect children's rights. Write two sentences about each organization.	Group reports Poems with rubrics	Article: "The Foundation of International Human Rights Law" | United Nations Article: "Internationally Known Human Rights Organizations" Internet
3.3. A.6.4. Promote the importance of the rights of all human beings	The rights of all human beings should be promoted. We can promote the importance of these rights by speaking up for what we care about, volunteering or donating to a national organization, staying connected with social groups and standing up against discrimination.	Concept: rights, survival Skill: creating Attitudes: respect, fairness	Create an advertisement to promote the importance of Human Rights. Create a cartoon to promote how human beings should be treated.	Advertisements Cartoons	Article: "Six Ways to Protect and Support Human Rights" - Prosperity Candle

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Justify showing respect and responsibility for others	It is important to show respect and responsibility for others. All human beings were created by God and so their worth and value should be respected (Gen. 2:7). The Ten Commandments (Exodus 20) teach us to have respect for people, their personal property and space. Moreover, it is our responsibility to look out for each other and respond in the right manner to all human beings (1 John 3:17).	Concepts: respect, responsibility Skills: justifying; communicating ideas Attitude: respect	As a class, discuss reasons why individuals should be respected and why we should take responsibility for others. Use a web. Write a pledge stating your commitment to show respect and responsibility for others.	Oral responses Written pledges	*Good News Bible for Children: Gen. 2:7; Exodus 20; 1 John 3:17* *What Do You Stand for? For Kids,* "Respect Other People," pp. 111-112 File paper
3.3. B.6.2. Examine biblical stories related to prejudice and discrimination	The Bible contains several stories related to prejudice and discrimination. In the parable of the Rich Man and Lazarus, the rich man did not show respect for Lazarus, a poor beggar. The Story of Esther also speaks of discrimination. Haman wanted to kill the Jewish people because of hate. His plan failed because Mordecai and the Jews fasted and prayed. Esther went to the King and saved the Jews.	Concepts: prejudice, discrimination Skills: examining; summarizing; writing Attitude: tolerance	Make a respect mobile of a biblical story about prejudice and discrimination. Write at least two lessons learnt from the parable of the rich man and Lazarus or the story of Esther.	Mobiles Written responses	*The Children's Bible in 365 Stories*, "The Queen's Request," p. 258 *Good News Bible for Children*: Luke 16:19-31

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Formulate guidelines for displaying respect and responsibility for others	It is through guidance and modelling that we learn respect and responsibility. Some guidelines to display respect and responsibility for others include the following: • Treat people with courtesy, politeness, and kindness. • Express opinions and ideas. • Listen to what others have to say before expressing your viewpoint. • Never interrupt another person.	Concepts: courtesy, viewpoint Skills: creating; synthesizing Attitude: respect	In small groups, write guidelines to encourage respect and responsibility for others. Create a display board incorporating guidelines for showing respect and responsibilities.	Guidelines Display boards	Article: "Teaching Your Child about Responsibility and Respect" Bulletin board

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Establish the origin of the festival of Pentecost/Whitsun	Pentecost is another name for the Festival of Weeks, a feast on the Jewish calendar. It celebrated the giving of the Ten Commandments to the Israelites fifty days after they left Egypt. It was also called the feast of Harvest, a time when the Jews presented offerings of their spring crops. It was celebrated fifty days after the Passover. Pentecost is also referred to as Whitsun.	Concepts: Pentecost, Whitsun Skills: Communicating ideas; writing Attitude: enquiry	Read and discuss the article, "What is Pentecost?" Underline information on the origin of Pentecost. Write a newspaper report to explain the origin of Pentecost/Whitsun.	Web Newspaper reports	Article: "What is Pentecost?" https://www.gominno.com/parents/what-is-pentecost
4.1. E.6.2. Analyze the story of the coming of the Holy Spirit	The Holy Spirit fulfilled the promise Jesus gave at the ascension to send a Comforter. The Holy Spirit was no respecter of persons as it fell on all who were in the room. The Holy Spirit came to live inside the believers and empower them. The disciples spoke in other languages in order to witness effectively to Jews gathered from many different places.	Concepts: ascension, empower Skills: analyzing; creating	Read and discuss the story of the coming of the Holy Spirit at Pentecost. Create a comic strip showing the story of the coming of the Holy Spirit at Pentecost.	Discussion Comic strips	*The Children's Bible in 365 Stories*, "The Coming of the Holy Spirit," p. 384

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Examine the significance of Pentecost to the Christian Church	Pentecost is important to the Christian church. It commemorates the descent of the Holy Spirit upon the Apostles and other followers of Jesus Christ while they were in Jerusalem celebrating the Feast of Pentecost. It also celebrates the birth of the Christian Church. The Church was established with one hundred twenty believers. After Peter preached, over three thousand persons were added to the Church. At Pentecost, the Church was empowered to preach the message of the Gospel.	Concept: Pentecost Skills: examining; writing Attitude: enquiry	Using cut-outs of doves, create a puzzle or word search incorporating words to describe the importance of Pentecost. Draw symbols that represent Pentecost and write two sentences about its importance to the Christian church.	Puzzles or word search Symbols and written sentences	Article: "Importance of the Holy Spirit" - https://thelife.com/the-importance-of-the-holy-spirit *Big Bible Guide Kids' Bible Dictionary & Handbook*, "Pentecost," pp. 112
4.1. E.6.4. Explain how the Holy Spirit impacts the lives of Christians today	The Holy Spirit impacts people's lives every day. The Holy Spirit works in us by replacing our sinful characteristics with the Fruit of the Spirit (Gal. 6:22). His work makes us more and more like Jesus. Acts 1:8 states that the Holy Spirit empowers Christians to be effective witnesses for Jesus Christ. He teaches believers and guides our decisions (John 14:26). He helps us when we do not know what to pray for (Rom. 8:26).	Concept: Holy Spirit Skills: Creating; Interpreting scripture Attitude: obedience	Read and discuss scriptures about the Holy Spirit - Acts1:8; Gal. 6:22; John 14:26; Rom. 8:26 Create a puzzle on the Holy Spirit and its roles.	Discussion Puzzles	*Good News Bible for Children* – Acts 1:8; Gal. 6:22; John 14:26; Rom. 8:26 Template for puzzle

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.1. Establish what culture is and how it evolves	According to the article, "The Importance of Culture," culture is "the lifeblood of a vibrant society, expressed in the many ways we tell our stories, celebrate, remember the past, entertain ourselves, and imagine the future." It is handed down from generation to generation. Across time, various groups developed their own cultures, or sets of beliefs, and behaviours. People of the same culture, societies, or communities had a sense of belonging together.	Concept: culture Skills: communicating ideas; creating Attitude: enquiry	Watch the video, "What is culture?" Participate in a discussion about what was observed. Make a booklet showing aspects of Bahamian culture from the past and present.	Discussion Booklets	Video: "What is culture?" - https://youtu.be/O0Npenbb1tk Article: "The importance of Culture" | Ontario.ca Internet for pictures of The Bahamas
4.2. A.6.2. Analyze the ways in which Christian celebrations have impacted our culture	Christian celebrations have impacted our culture in many ways. They have impacted our behaviour and traditions. Traditions such as going to church services, eating special foods, enjoying seasonal music, decorating our homes and participating in parades are all enjoyed. Christian celebrations have helped Bahamians to be more peaceful, joyous, generous and respectful of their fellow neighbours and visitors to our country.	Concepts: impact, culture Skills: creating; examining; communicating ideas; collaborating	Pretend that you are an event planner. Work in groups to plan an event for a Christian Festival. Create a display using pictures to show Bahamian traditions observed at Christmas, Easter and Pentecost.	Planning of event Displays	Article: "The Christian Church: Festivals" - CCEA - BBC Article: "Cultural Influence: An Opportunity for the Church"

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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.6.3. Discover special ways in which selected Christian denominations celebrate the festivals	Easter and Christmas are the main festivals of the Christian Year. Pentecostal churches participate in special services, programmes or dramas about Christmas and Easter. Songs and scriptures of the seasons are used. Adventist churches celebrate Christmas with special services which include traditional hymns, scripture reading, testimonials, and a sermon. For Easter, churches have special services, communion and musical programmes. Methodist churches celebrate Christmas by having special services like a cantata. During Easter, they may give up eating meat, abstaining from pleasures such as coffee, sweets, sugar, and soft drinks.	Concept: festivals Skills: communicating ideas; comparing and contrasting Attitudes: thankfulness, appreciation	Watch a PowerPoint presentation on how selected denominations celebrate the festivals. Discuss information and have students share their experiences. Choose two different denominations. Compare and contrast how they celebrate Easter or Christmas. Create a poster to display how two denominations celebrate special seasons using pictures and short paragraphs.	Discussion Information in Venn diagrams Posters, using a rubric	Teacher made PowerPoint presentation Information from local church leaders Article: "Pentecostal Beliefs About Christmas" - Classroom Poster paper Rubric for posters Ebenezer Methodist Christmas 2020 https://www.youtube.com/watch?v=LOAhYNskXxg

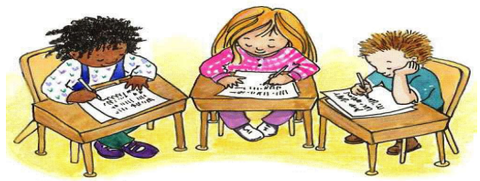
SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

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

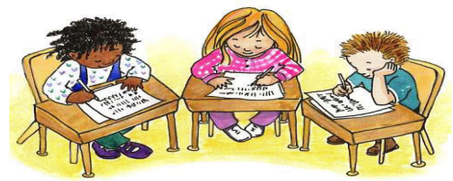
OBJECTIVES	CONTENT	CONCEPTS, SKILLS AND ATTITUDES	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENT	RESOURCES
4.2. A.6.4. Evaluate the benefits of various Christian festivals to Bahamian communities	Christian festivals bring many benefits to Bahamian communities. They help Bahamians to remember important beliefs of Christianity. They bring faith communities together to celebrate these shared beliefs and values. The economy is strengthened when visitors come to our country to participate in these festivals. Bahamians also spend money in their local communities and help the economy. The festivals create belonging and unity. Social growth takes place as relationships are strengthened and community pride is fostered.	Concepts: benefits, economy Skills: evaluating; writing; interviewing Attitude: appreciation	Invite a guest speaker from a Bahamian community to speak about the benefits of Christian festivals to Bahamian communities. Interview a local business owner in your community. Find out how his/her business is affected at Christmas or Easter. Write a paragraph about a special event that happens at Christmas, Easter or Pentecost in your community. How do the people in your community get along during this time?	Notes from guest speaker Notes from interview Short paragraphs	Article: "Community Festivals—Big Benefits, But Risks, Too" File paper Local business owner Interview questions (three or four)

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.

http://www.scholastic.com

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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