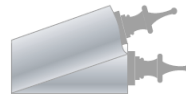




CHURCH EDUCATION

The Holy Bible
The Book of Mormon



'...and they shall become one in thine hand.' Ezekiel 37.17

BASIC BELIEFS CURRICULUM INSTRUCTIONS

A guide for teaching God's word

Grades 1-3

INTRODUCTION

Spiritual Standard for this age group is **EXPLORATION** – to investigate the beliefs of the Church.

This curriculum outlines an approach for teaching, using various methods to develop understanding, such as Instruction, Inquiry, and Tasks. It identifies Topics to uncover and Goals for learners and is based on the fullness of God's word as presented in the Holy Bible and The Book of Mormon.

These educational resources are provided as a starting point for lesson preparation. Seek inspiration from the Holy Spirit through prayer, fasting, reading, and meditating on God's word. Use a prepared lesson plan or create an original lesson that supports Learning Objectives. Thank you for accepting the responsibility and honor of teaching children in the ways of the Lord.

SAMPLE CURRICULUM MAP:

UNITS	LESSON FOCUS (Big Ideas)	LEARNING OBJECTIVES The student will be able to...	LESSONS (L) TASKS (T)	ESSENTIAL QUESTIONS (EQ) REFERENCES (R)
HEAVENLY AUTHORITY	HOLY GHOST God's Power and Thoughts	<p>Through guided discussion, recognize that God reveals His thoughts and uses His power through the Holy Ghost, John 14:16,17,26, 1 Corinthians 2:9-16, 1 Nephi 10:17-19, 22, Moroni 10:4-7.</p> <p>Through guided discussion recognize various ways God reveals His thoughts and uses His power, 1 Corinthians 12:3-11, Moroni 10:8-18.</p> <p>Through song reflect on how we can learn of God thoughts through prayer.</p>	<p>L: Divine Revelation (Joseph's Dreams) T: Teacher shares Power of God experience published in The Gospel News, The Church of Jesus Christ, June 2020, Volume 76. No.5, "Blast From The Past" and/or teacher or students relate testimony of the manifestation of the Holy Spirit or invites a guest to class to relate a heavenly experience. T: Teacher gives students a paper cutout of a sword. Teacher asks students, "How can you use this sword for good?" After brainstorming ideas with students, students will choose which response to write on their sword. T: Songbook: Verse 3 and chorus of <i>The Songs of Zion</i> #103, "Take Some Time To Pray" and "Sweet, Sweet Spirit." (Gloria Gaither)</p>	<p>R: Manifestations of God's Gifts and Power through the Holy Ghost: Teaching the Word of Wisdom and Knowledge Having great Faith Gift of Healing Working mighty Miracles Prophecy Beholding Angels and ministering Spirits (visions) All kinds of Tongues and Interpretation of Languages and Tongues EQ: By what means does God communicate to people? What does God use to cause someone to believe in Jesus, God's Son? What are some ways that God may reveal His will to people? Can you remember a time when you witnessed the Holy Spirit personally or heard of someone who experienced God communicating to them or using His power? How do you know/recognize the Holy Spirit? Why would we want to know God's thoughts? Why would we want to experience God's power? How can we know God's thoughts?</p>

MAP KEY:

- **LESSON FOCUS** – Topics or concepts to be uncovered.
- **LEARNING OBJECTIVES** – Specific and concrete goals for students to achieve. Guides for teachers; Scriptural references aid lesson preparation.
- **LESSONS / TASKS** – Priesthood-approved lesson plans (**L**) on the Church’s Education site. Tasks (**T**) are performances that demonstrate understanding.
- **ESSENTIAL QUESTIONS/ REFERENCES** – Questions that push to the heart of the matter; means for assessing student’s understanding; relate to the Learning Objectives. Scriptural references and Church literature support lesson preparation.

NOTES FOR TEACHERS

How do I use a curriculum map?

1. Select a topic from the Lesson Focus column.
2. Use the content in the lesson topic row to build a lesson plan:
 - a. Select a Learning Objective for the students to achieve.
 - b. Select from Essential Questions and/or create discussion questions that relate to the learning objective.
 - c. Select an activity from the Task cell and/or create your own that relates to the lesson topic.
 - d. Read supportive scriptural references, to build the content of what students will learn. Keep the spiritual standard of Discovery in mind when building the content.
 - e. Organize the material in the sequence to proceed with when teaching.

Option: Use a prepared Lesson from the Task column.

Where do I begin?

1. Start with prayer and seek inspiration from the Holy Spirit on what to teach and when.
Options for sequence:
 - a. Teach Units 1-6 in sequential order,
 - b. Teach a particular Lesson Focus because of its relevance or interest to your audience at a point in time,
 - c. Weave Big Ideas together that relate (e.g. Unit 1, Lesson Focus “Holy Ghost” is revisited in other Units).
2. At the end of the teaching term, inform the next teacher on where to proceed.

LINKS TO RESOURCES

- [LESSONS](#) (Priesthood-approved lessons created by the Church Education Committee)
- [LESSON RESOURCES](#) (Assignments, Coloring pages, Teacher’s supplements ...)
- [LESSON SHARING](#) (Member-developed lessons)
- [MEMBER’S GUIDE](#) (Instructional manual addressing various topics of belief. Education Site -“Select a Theme”, “General Materials”)

Song lyrics (TASKS (T)) may be found on the internet if a songbook is not identified.

GLOSSARY (Terms used in the Map)

Face Paddles - Draw or let students draw a smiling face and a frowning face on the front of two paper plates (one expression on each plate). Secure a tongue depressor to the backsides of the plates for a handle. Students use paddles to respond to questions or prompts.

Miracle Quilt – Teacher collects students’ drawings throughout the year and posts collection on a large wall as a “quilt”. (Ongoing project)

Poster-Based Discussion: Teacher writes a term on a sheet of poster board, and asks students to define it. Teacher adds students’ responses to the poster board.

Scripture Cheer - Teacher states the whole verse aloud while students listen. Then teacher breaks verse into sections and has students repeat aloud after he/she states each section. Then teacher and students repeat the whole verse together aloud. (Optional: add movement to cheers)

Songbooks – Teacher prints lyrics or music of songs learned throughout the year and adds to students’ collections (binder/ notebook) as they are introduced. (Ongoing project)

Telephone Game - Teacher whispers a message into one student’s ear. Then that student whispers what they heard into the ear of the person to their immediate right. Continue in like manner until the message is whispered into the ear of the last person. Teacher then asks the last person to say aloud what they heard. Then teacher shares aloud the message that she whispered to the first person. Compare both messages. Most likely, the message will have changed.

SCOPE OF CURRICULUM

UNIT 1 - Heavenly Authority, Pages 1-4

Creator
Redeemer
Holy Ghost
Angels

UNIT 2 - Love, Kinship, Worship, Pages 5-6

God’s Love
Love to God
Love of Parents and Children
Love to Others

UNIT 3 - Jesus Christ: Ministry and Salvation, Pages 7-9

Signs and Events of Birth
Early Life
Miracles
Ministry in Palestine
Signs and Events of Death and Resurrection

UNIT 4 - Structure and Ordinances of the Church, Pages 10-12

Spiritual Foundation

Anointing

Blessing Children

Baptism and Bestowal of Holy Ghost

Holy Communion and Feet Washing

UNIT 5 - Hope and Restoration, Pages 13-14

God's Word

God's Word - Restoring Plain and Precious Truths...

Zion

UNIT 6 - Evidence of Authority and Establishing the Church, Pages 15-25

Abel and Cain

Noah

Tower of Babel and Jaredites

America

Abraham, Isaac, and Jacob

Joseph

Moses

David

Jonah

Lehi

Daniel

Enos

King Benjamin

King Noah and Abinadi

Alma and Sons of Mosiah

Alma

Peter

Paul and Silas

Nephi and Lehi