

| UNIT  | LESSON FOCUS<br>(Big Ideas)                    | LEARNING OBJECTIVES<br>The Student will be able to...   | PRIESTHOOD APPROVED LESSONS (L)<br>TASKS (T)  | ESSENTIAL QUESTIONS (EQ)<br>REFERENCES (R)   |
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| H<br>E<br>A<br>V<br>E<br>N<br>L<br>Y<br><br>A<br>U<br>T<br>H<br>O<br>R<br>I<br>T<br>Y | CREATOR<br>Good<br>Orderly<br>Powerful<br>Wise | <p><b>Recognize</b> God as our Father in heaven, Matthew 6:9.</p> <p><b>Recognize</b> that God is good, Matthew 6:9, Luke 18:19.</p> <p><b>Recognize</b> the power and wisdom of God in the creation, Jacob 4:9, Mosiah 4:9, Genesis chapters 1 and 2, Proverbs 3:19 .</p> <p><b>Describe</b> how man became a living soul, Genesis 2:7.</p> <p><b>Recall</b> Adam's responsibility with animals and plants, Genesis 1:28. 2:8-20.</p> <p><b>Discuss</b> why God deserves praise, Psalms 95:1-7. chapters 100. 145. 148, Revelation 4:13.</p> | <p><b>L: Light and Life</b></p> <p><b>T:</b> Students create a diorama of ecosystem they live in. Students will collect materials on a nature walk and can collect animals using printed cut-outs or drawings. Discuss how <b>God created all things</b> in nature and how they work together.</p> <p><b>T: Miracle Quilt:</b> Students choose a day of creation to draw. Discuss the miracles of creation.</p> <p><b>T:</b> Students learn a few facts about a few animals - visit a zoo, watch videos, or storytelling. (e.g. bears, doves, honey bees, fish)</p> <p><b>T:</b> Students imagine if they could be a parent or boss for one day what tasks would they give to their children or employees?</p> <p><b>T:</b> Students use information learned to <b>relate order, power, and wisdom to God.</b></p> <p><b>T: Songbook:</b> Students learn song "Seven Days of Creation," or "<b>He's Got the Whole World in His Hand.</b>"</p> <p><b>T: Scripture Cheer:</b> Isaiah 46:9, "...for I am God, and there is none else; I am God, and there is none like me"</p> | <p><b>EQ: Why</b> do you think God created light before plants, animals, and people? Why do you think God created plants before animals and people?</p> <p><b>When</b> God said, "Let there be..." it happened. Why can't we do that? How powerful is God?</p> <p><b>What</b> did God say about everything that He made? What do the things that God made say about Him? How do we know that God is good?</p> <p><b>What</b> does God control other than the weather? Tell us about His power.</p> <p><b>What</b> were the first man and woman named? Who is the Father of all people? Where does God live?</p> <p><b>How</b> did God bring Adam to life?</p> <p><b>What</b> was the name of the garden that God asked Adam to take care of? How would you describe the garden? Why do you think God gave Adam the task of taking care of the plants and animals?</p> <p><b>What/who</b> of God's creation praises Him? Why should we praise God? How do we praise God in our lives?</p> |

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|  | <b>LOVE TO GOD</b><br>Heart-Mind-Soul -<br>Strength<br>Obedience<br>Prayer | <p><b>Describe</b> how God wants to be loved, Matthew 22:37-40, John 13:34. 14:15.</p> <p><b>Describe</b> how to pray in Jesus's name, John 14:13, 3 Nephi 18:19.</p>   | <p><b>L: Abinadi Teaches God's Commandments</b></p> <p><b>L: Freewill Giving</b></p> <p><b>L: Love The Lord Thy God</b></p> <p><b>L: Righteousness</b></p> <p><b>L: The Life Span of Man</b></p> <p><b>T: Songbook:</b> "Jesus Loves Me" and "Oh, <b>How I Love Jesus</b>"</p> <p><b>T: Scripture Cheer:</b> Deuteronomy 6:5, "And thou shalt love the Lord thy God with all thine heart, and with all thy soul, and with all thy might."</p> | <p><b>EQ: How</b> much love does God want?</p> <p><b>How</b> is God good to you? How does knowing God's love make it easy to love others?</p> <p><b>What</b> is one way to show God that we love Him? What does loving other people tell about our love for God?</p> <p><b>What</b> commandments does God want us to obey?</p> <p><b>How</b> does believing on Jesus tell God that we love Him? How can we pray in the name of Jesus? Why do we pray in the name of Jesus?</p> |

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|  | LOVE TO OTHERS<br>Compassion<br>Prayer<br>Service | <b>Describe</b> Jesus's commandment on brotherly love, Matthew 22:39.<br><b>Recognize</b> what Jesus said about peacemakers, Matthew 5:9.<br><b>Demonstrate</b> how to love through prayer, 3 Nephi 18:21.<br><b>Through the example in the scriptures,</b><br><b>Demonstrate</b> how to love others through actions, Luke 10:30-37. | <b>L: Righteous Relationships</b><br><b>L: We Can Make a Joyful Noise - Love</b><br><b>T:</b> Students think of someone they will pray for tonight.<br><b>T:</b> Students cut out a people chain and draw those in their life who they love with things that they love about them.<br><b>T: Songbook:</b> "I've Got the Joy, Joy, Joy, Joy" (George W. Cooke) or "Whisper a Prayer in the Morning."<br><b>T: Scripture Cheer:</b> Matthew 22:39, "...Thou shalt love thy neighbor as thyself." | <b>EQ: How</b> do we feel when we are loved?<br>Why should we love our friends and neighbors?<br>Why should we not argue or hit? What are some examples of kindness?<br><b>How</b> can we use prayer to help someone?<br><b>How</b> does our love for people tell God that we love Him? |

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|  | JESUS<br>Early Life                | <b>Recall</b> the wisdom of Jesus in His youth, Luke 2:40-47.<br><b>Through guided discussion, Know</b> that Jesus received wisdom from His father in heaven, John 3:34.<br><b>Describe/List</b> how he/she can become more wise, Alma 37:35-37. | <b>T:</b> Students play a game that involves <b>listening</b> : (ex. Simon Says, Red Light, Green Light, Follow the Leader).<br><b>T:</b> Students discuss reasons to <b>pray</b> before going to sleep at night. Students will write a simple prayer to say at night before going to bed.<br><b>T: Songbook:</b> "Whisper a Prayer in the Morning."<br><b>T: Scripture Cheer:</b> "O, remember my son, and learn wisdom in thy youth; yea, learn in thy youth to keep the commandments of God." Alma 37:35   | <b>EQ: Who</b> is the source of wisdom? From where did Jesus learn wisdom?<br><b>From</b> whom can you learn wisdom? What is one thing you can do to get wisdom?  |

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|  | JESUS<br>Ministry in Palestine | <p><b>Describe</b> Jesus's baptism experience, Matthew 3:13-17.</p> <p><b>Tell</b> how Jesus called men to lead His church, Mark 1:14-20.</p> <p><b>Recall with guidance</b> that Jesus taught people that God loved them and that He came into the world to save them, John 3:16,17.</p> <p><b>Recognize with guidance</b> that Jesus taught people to love God and to love one another, Matthew 22:37-39.</p> <p><b>Identify with guidance</b> that Jesus taught his disciples how to love through ordinances, Matthew 19:13-15 (Blessing children-love), John 13:4-17 (Feet washing-humility), 3 Nephi 11:22-30 (Baptism-peace), Luke 18:35-43 (Anointing-compassion).</p> | <p><b>L: Jesus's Assignment (Teaching People to Love)</b></p> <p><b>T:</b> Students will observe each of the ordinances and define with teacher guidance what each ordinance does. Teacher creates a <b>Poster-based Discussions</b> on LOVE, HUMILITY, PEACE, and COMPASSION.</p> <p><b>T: Scripture Cheer:</b> John 15:12, "This is my commandment, That ye love one another, as I have loved you."</p>   | <p><b>EQ: Who</b> baptized Jesus? What descended from heaven when Jesus was baptized? Who spoke from heaven after Jesus was baptized? What did God say?</p> <p><b>How</b> do we know that love is important to Jesus? Who does Jesus want us to love?</p> <p><b>What</b> are some examples of how Jesus taught His disciples to love?</p>  |



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| R<br>U<br>C<br>T<br>U<br>R<br>E<br><br>A<br>N<br>D<br><br>O<br>R<br>D<br>I<br>N<br>A<br>N<br>C<br>E<br>S<br><br>O<br>F<br><br>T<br>H<br>E<br><br>C<br>H<br>U<br>R | <b>SPIRITUAL<br/>FOUNDATION</b><br>Christ's Church | <p><b>With guidance Explore</b> how Jesus is like a rock, Helaman 5:12.</p> <p><b>With guidance Explore</b> how and why Jesus built a church, Matthew 28:18-20, 3 Nephi 27: 7-10, 21,22.</p> <p><b>With guidance Explore</b> how Jesus wants His church to love, Mark 12:30,31, John 14:15.</p> | <p><b>L: A Sure Foundation, Building A Church Upon the Rock of Christ</b></p> <p><b>T:</b> Students illustrate things taught in church (Mind map - Structure of Christ's Church).</p> <p><b>T:</b> Students illustrate God's love for them.</p> <p><b>T:</b> Students explore ways to love (Mind map - Main Idea, Built Upon Christ).</p> | <p><b>EQ:</b> Can you recall one reason why Jesus is a rock? Can you think of something that would be taught in a church built upon Jesus?</p> <p><b>How</b> is church like a school? What would you expect to learn in church?</p> <p><b>Who</b> did Jesus call to teach His gospel?</p> <p><b>What</b> does Jesus promise to a church that is built upon His Gospel? Who has seen the power of God in church? How would we recognize it?</p> <p><b>How</b> do we know that love is important to Jesus?</p> <p><b>How</b> does Jesus want His church to love? What are some ways we show love in our church?</p> |

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| S<br>T<br>R<br>U<br>C<br>T<br>U<br>R<br>E<br><br>A<br>N<br>D<br><br>O<br>R<br>D<br>I<br>N<br>A<br>N<br>C<br>E<br>S<br><br>O<br>F<br><br>T<br>H<br>E<br><br>C<br>H<br>U<br>R<br>C<br>H | ORDINANCE:<br>ANOINTING<br>God's Love         | <b>Recall</b> how people came to Jesus to be healed, 3 Nephi 17:6-10.<br><b>Recognize</b> through guided discussion how he/she can come to Jesus to be healed, Mark 16:18, James 5:14,15.         | <b>T: Miracle Quilt:</b> Students observe the <b>ordinance of anointing</b> (live/virtual) and share their observations.<br><b>T: Songbook:</b> Verse 1 and chorus, <i>The Songs of Zion</i> #91, " <b>There's Not Anything That Jesus Cannot Do.</b> "                   | <b>EQ: Why</b> does Jesus help people who are sick?<br><b>Who</b> has power to heal the sick? Who has power to take away pain?<br><b>Where</b> can we go to be healed? Why do the elders of the church use oil when anointing? |
|   | ORDINANCE:<br>BLESSING CHILDREN<br>God's Love | <b>Give</b> examples of how Jesus showed great love for little children, 3 Nephi 17:11,21-24, Mark 10:13,14,16.<br><b>Describe</b> how little children are blessed in The Church of Jesus Christ. | <b>T: Miracle Quilt:</b> Students observe the <b>ordinance of blessing</b> a child (live/virtual) or color page depicting ordinance of blessing, and share their observations or color page of Jesus blessing children.<br><b>T: Songbook:</b> " <b>Jesus Loves Me.</b> " | <b>EQ: Why</b> does Jesus love little children?<br><b>How</b> does Jesus show love for little children?<br><b>Why</b> are little children blessed in our church?<br><b>How</b> does Jesus show His love for you?               |

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| S<br>T<br>R<br>U<br>C<br>T<br>U<br>R<br>E<br><br>A<br>N<br>D<br><br>O<br>R<br>D<br>I<br>N<br>A<br>N<br>C<br>E<br>S<br><br>O<br>F<br><br>T<br>H<br>E<br><br>C<br>H<br>U<br>R<br>C<br>H | <b>ORDINANCES:<br/>BAPTISM<br/>BESTOWAL OF HOLY<br/>GHOST</b><br>New Life in Christ             | <p><b>Recognize through guided discussion</b> that baptism represents becoming a new person/starting a new life in Christ, Titus 3:5.</p> <p><b>Recognize through guided discussion</b> that baptism is the way to become a member of God's family, Mosiah 18:8, Mosiah 5:7,8.</p> <p><b>Describe</b> Jesus's baptism experience, Matthew 3:13-17.</p> <p><b>Recognize through guided discussion</b> that the Holy Ghost teaches us God's way, 2 Nephi 32:5, John 14:16,17,26.</p> <p><b>Recall</b> how Jesus received the Holy Ghost, Matthew 3:16.</p> <p><b>Through guided discussion Explain</b> why people are baptized and have the gift of the Holy Ghost given(bestowed) to them in our church.</p> | <p><b>L: Ordinances of God (Baptism)</b></p> <p><b>T: Miracle Quilt:</b> Students observe the ordinances of baptism and bestowing the Holy Ghost (live/virtual) and share their observations or color pages depicting baptism and bestowing the Holy Ghost.</p> <p><b>T: Songbook:</b> Verse 1 and chorus to song, <i>The Songs of Zion</i> #27 "Sing Hallelujah!"</p> | <p><b>EQ:</b> What are some ways we can become a member of a family? How does a person become a member of God's family?</p> <p><b>When</b> we are born, adopted, or married into a family, we take upon us the name of the head of the family. Whose name do we take when we become a member of God's family?</p> <p><b>Was</b> Jesus baptized as a child or an adult?</p> <p><b>Why</b> do we follow Jesus's example in baptizing in our church?</p> <p><b>What</b> came down from heaven and landed on Jesus after He was baptized? How do people receive the gift of the Holy Ghost in our church? How does the Holy Ghost help a person in their life with God?</p> |
|   | <b>ORDINANCES:<br/>HOLY COMMUNION<br/>FEET WASHING</b><br>Remembering Life and Lessons of Jesus | <p><b>Recognize through guided discussion</b> what the bread and wine represents, Matthew 26:26-28, Moroni 4:3. 5:2, 3 Nephi 18:1-11.</p> <p><b>Discuss</b> ways to show respect during the ordinance of communion.</p> <p><b>Recognize through guided discussion</b> how Jesus taught humility through washing of feet, John 13:4-17.</p>  | <p><b>T: Miracle Quilt:</b> Students observe the ordinance of communion (live/virtual) and share their observations or color pages depicting the bread and wine.</p> <p><b>T:</b> Students observe the ordinance of feet washing (live/virtual) and share their observations or color page depicting feet washing.</p>   | <p><b>EQ: When</b> someone gives you a gift, how do you show appreciation? When someone gives you a really special gift that you are very excited to receive, how do you show appreciation?</p> <p><b>What</b> gift did we receive when Jesus died on the cross? Why do we appreciate the gift of eternal life/salvation?</p> <p><b>What</b> do we do in our church to remember Jesus's gift of salvation?</p> <p><b>How</b> can we respectfully show appreciation to Jesus when the bread and wine are being served?</p> <p><b>What</b> did Jesus teach by washing His disciples feet? What does it mean to be humble?</p>   |

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| H<br>O<br>P<br>E<br><br>A<br>N<br>D<br><br>R<br>E<br>S<br>T<br>O<br>R<br>A<br>T<br>I<br>O<br>N | GOD'S WORD<br>Life<br>Light<br>Reveal | <p><b>Recognize</b> that the Bible and Book of Mormon are God's word, 2 Nephi 29:12, Ezekiel 37:16,19.</p> <p><b>Explore</b> how God's word is a light that reveals God and Jesus. Psalm 119:105, John 1:1-4.</p> <p><b>Cite</b> examples of when God commanded people to record His word, Exodus 34:27,28, Revelation 1:1,2, 1 Nephi 13:24,25. 19:3, 2 Nephi 5:30.</p> | <p><b>L: The Importance of the Written Word of God</b></p> <p><b>T:</b> Teacher turns off the lights. Explore how light can be used to find a safe place to walk using a flashlight. Relate to how God's word <b>reveals</b> the way to heaven.</p> <p><b>T:</b> Teacher turns off lights. Explore how a flashlight can be used to reveal objects in the room. Relate to God's word revealing God and Jesus.</p> <p><b>T:</b> Telephone Game: Play the telephone game and emphasize that each person is a hundred years of time. Try playing the telephone game where you pass a written statement instead of verbal message and describe the difference.</p> <p><b>T:</b> Songbook: Chorus to "Thy Word is a <b>Lamp</b> Unto My Feet." (Amy Grant, Michael W. Smith)</p> <p><b>T:</b> Scripture Cheer: Psalm 119:105, "Thy word is a lamp unto my feet."</p> | <p><b>EQ: Why</b> is it easier to see in the daytime as opposed to the nighttime? Can you explain why it is safer to walk in daylight rather than darkness?</p> <p><b>How</b> would you compare God's word to a lamp? Can you recall something it reveals about God? Something it reveals about Jesus?</p> <p><b>What</b> books do we use in our church to learn about God and Jesus? Can you recall who wrote God's word?</p> <p><b>Why</b> was it important to write God's word? Can you explain the importance of knowing God's word? How does reading a story again and again help us to remember?</p> |

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| H<br>O<br>P<br>E<br><br>A<br>N<br>D<br><br>R<br>E<br>S<br>T<br>O<br>R<br>A<br>T<br>I<br>O<br>N | <b>GOD'S WORD</b><br>Restoring<br>Plain and Precious<br>Truths<br>and Covenants | <b>Recognize through guided discussion</b> that Joseph Smith, Jr. was used to restore God's word by translating the Nephite and Jaredite records.<br><b>Relate</b> the Jaredite and Nephite records to The Book of Mormon.<br><b>Recognize</b> the benefits of having more of God's word, 2 Nephi 29:6-9. | <b>L: Restoration</b><br>T: Teacher turns off the lights. Explore how light can be used to find a safe place to walk using a flashlight. Relate to how God's word reveals the way to heaven.<br>T: Teacher turns off lights. Explore how a flashlight can be used to reveal objects in the room. Relate to God's word revealing God and Jesus.<br>T: Telephone Game: Play the telephone game and emphasize that each person is a hundred years of time. Try playing the telephone game where you pass a written statement instead of verbal message and describe the difference.<br>T: Songbook: Chorus to "Thy Word is a Lamp Unto My Feet." (Amy Grant, Michael W. Smith)<br>T: Scripture Cheer: Psalm 119:105, "Thy word is a lamp unto my feet." | <b>EQ: Why</b> is it easier to see in the daytime as opposed to the nighttime? <b>Can</b> you explain why it is safer to walk in daylight rather than darkness?<br><b>How</b> would you compare God's word to a lamp?<br><b>Can</b> you recall something it reveals about God? Something it reveals about Jesus?<br><b>What</b> books do we use in our church to learn about God and Jesus? <b>Can</b> you recall who wrote God's word?<br><b>Why</b> was it important to write God's word? <b>Can</b> you explain the importance of knowing God's word? <b>How</b> does reading a story again and again help us to remember? |
|  | <b>ZION</b><br>Restoring<br>Knowledge and Peace                                 | <b>Describe</b> God's plan for peace on earth, 1 Nephi 30:12-15, 3 Nephi 21:1, 23-25, Isaiah 2:2-4, Isaiah 65:17-25.<br><b>Discover</b> how he/she can create peace on earth.   | <b>L: Fruit of the Spirit - Peace</b><br>T: Teacher can bring in milk and honey and have students taste them.<br>T: <b>Miracle Quilt:</b> Students draw a picture of Zion.<br>T: <b>Songbook:</b> <i>The Songs of Zion</i> #107, "They Say The Land Has Milk And Honey."<br>T: <b>Scripture Cheer:</b> 2 Nephi 30: 15, "They shall <b>not hurt nor destroy</b> in all my holy mountain; for the earth shall be full of the <b>knowledge of the Lord...</b> "   | <b>EQ: What</b> is the name of God's city of peace? How will animals behave in God's city of peace called Zion? How will people behave in God's city of peace called Zion?<br><b>What</b> can we do/what should we do to create peace on earth?   |

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| EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH | ABEL AND CAIN<br>Free Will  | <b>Discuss</b> the value of choosing good, 2 Nephi 2:26-29, Genesis 4:2-10.   | <b>L: Choices</b><br><b>T:</b> Students play Jesus says (Simon Says). Discuss afterward, If Jesus doesn't say, should we do it?<br><b>T: Face Paddles:</b> Use to teach concept of <b>free will</b> . Have <b>students choose</b> from everyday scenarios<br><b>T: Songbook:</b> "Thy Word is a Lamp Unto My Feet." (Amy Grant, Michael W. Smith)                           | <b>EQ: Why</b> is it good to obey God? How does obedience tell God we love Him?<br><b>What</b> rewards does God give those who obey Him?<br><b>Can</b> you think of an example when you obeyed God? What good things happened when you obeyed God?  |
|   | NOAH<br>Obedience           | <b>Act</b> out the account of Noah and the ark, Genesis chapters 6-8.<br><b>Tell</b> why Noah and his family were saved from the great flood.<br><b>Describe</b> the promise the rainbow symbolizes, Genesis 9:12-15.<br><b>Discuss</b> how he/she can find favor with God. | <b>L: Noah</b><br><b>T:</b> Reenact the story of Noah and the ark.<br><b>T:</b> Students identify one way to <b>make God happy</b> this week, write it down to take home, and discuss next week what happened.<br><b>T: Miracle Quilt:</b> Draw a scene depicting the story of Noah's Ark.<br><b>T: Songbook:</b> <i>The Songs of Zion</i> #132, "And Then The Rains Came." | <b>EQ: Why</b> did God tell Noah to build an ark?<br><b>What</b> animals did Noah take on the ark? Who else did Noah take on the ark with him?<br><b>How</b> long did it rain? Why did God protect Noah and his family during the flood? How did Noah know when it was safe to leave the ark?<br><b>What</b> did God put in the sky as a reminder of His promise to never flood the whole earth again?<br><b>What</b> are some ways we can find favor with God? |

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| EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH | BABEL,<br>BROTHER OF JARED,<br>AND JAREDITES<br>Faith<br>God's Love | <b>Dramatize</b> account of the tower of Babel, Genesis 11:1-9.<br><b>Describe</b> how and why the Lord favored Jared, his brother, their families and friends who lived in Babel, Ether 1:33-43, chapters 2-3.<br><b>Give</b> examples of why it is good to listen to the Lord.          | <b>L: Faith As Demonstrated by the Brother of Jared</b><br><b>L: The Brother of Jared Meets Jesus Christ</b><br><b>L: The Jaredites Receive the Promise of a Choice Land</b><br><b>L: The Jaredites Travel to the Promised Land</b><br><b>L: Who was the Brother of Jared?</b><br><b>L: Tower of Babel</b><br><b>T: Songbook:</b> "This Little Light of Mine."<br><b>T: Scripture Cheer:</b> Matthew 5:16, "Let your light so shine before men..." | <b>EQ: Why</b> is the Lord unhappy with men's desire to build a tower to heaven? How does the Lord stop them from building the tower?<br><b>Why</b> does Jared's brother cry to the Lord? Why does the Lord listen to Jared's brother?<br><b>How</b> does Jared's brother listen to the Lord? How does Jared, his brother, their families and friends prepare for their long trip?<br><b>What</b> does the Lord reveal to Jared's brother when he prays about light? What do we know about light and Jesus?<br><b>How</b> does the Lord protect the Jaredites while traveling under and over the water?<br><b>To</b> what land does the Lord bring the Jaredites?<br><b>Why</b> is it good to listen to the Lord? |
|   | AMERICA<br>Promised Land  | <b>Give</b> examples through discussion why the Americas are special to the Lord, Ether 13:2.<br><b>Recall</b> who the Lord (Jesus) brought to the Americas (Jared, Nephi, Pilgrims).<br><b>Recognize</b> the blessing of living in the Americas by identifying examples in his/her life. | <b>L: America the Promised Land (The Decrees of God)</b><br><b>T:</b> Talk about <b>ways that America is good</b> . Assign students to draw different types of land in America - farms, cities, oceans, mountains - and add to a mapped outline of the United States.<br><b>T: Songbook:</b> Students learn songs "God Bless America" (Irving Berlin) and chorus of "This Land is Your Land" (Woodie Guthrie)                                      | <b>EQ: When</b> did the Americas become special to the Lord?<br><b>What</b> does the Lord want people who live in the Americas to do?<br><b>Name</b> one person that the Lord brought to the Americas?<br><b>How</b> did your family travel to the Americas?<br><b>What</b> do you like about living in America?  |



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| EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH | ABRAHAM<br>ISAAC AND JACOB<br>Everlasting Covenant | <p><b>Identify</b> why Abraham became God's friend, Genesis 26:5, James 2:23.</p> <p><b>Recite</b> God's promise to Abraham, Isaac, and Jacob, Genesis 22:17-18. 26: 1-5. 28:3-4,13-15.</p> <p><b>Discuss</b> how she/he can become God's friend, John 15:14.</p>   | <p><b>L: Abraham, God's Friend</b></p> <p><b>L: God's Promise to Abraham, Isaac, and Jacob</b></p> <p><b>T:</b> Students think of a <b>promise</b> that God made to them (God's love for them...). Students draw a picture of themselves and write down a promise that God has made to them, with teacher guidance. (Option for full body trace). Option to add to the <b>Miracle Quilt</b>.</p> <p><b>T: Songbook:</b> "I Am a Promise."</p>  | <p><b>EQ: Abraham</b> became God's friend by listening to Him. How can we become God's friend?</p> <p><b>God</b> made the same promise to Abraham, Isaac, and Jacob. What was the promise?</p> <p><b>How</b> long does God keep His promises?</p>  |
|   | JOSEPH<br>God's Power and Thoughts                 | <p><b>Recall</b> Jacob's great love for his son Joseph, Genesis 37:3.</p> <p><b>Recognize</b> how God revealed future events to Joseph, Genesis 37:5-9.</p> <p><b>Recognize</b> through guided discussion that God reveals His thoughts through the Holy Spirit.</p> <p><b>Recognize</b> through guided discussion that Joseph was blessed for keeping God's commandments, Genesis 39:2-5,21.</p> <p><b>Tell</b> how Joseph provided food for his family during a famine, Genesis chapters 42-45.</p> | <p><b>Resource:</b> Coloring page - Joseph, Jacob's Eleventh Son</p> <p><b>T:</b> Teacher lead discussion on things that are difficult. "Can you think of a time when something was hard?" Students draw the hard experience in black pencil. Then students imagine <b>God helping</b> them and draw that in color over the top of the pencil-image. Option: Second layer can be on trace paper so that it can be added or removed to show the difference with God and without God.</p> <p><b>T: Songbook:</b> Verse 1 and chorus to hymn The Songs of Zion #117, "Maybe I'm A Dreamer."</p> | <p><b>EQ: What</b> special piece of clothing did Joseph's father make for him?</p> <p><b>How</b> did God reveal His plan to Joseph? What did the dreams tell Joseph?</p> <p><b>When</b> Joseph lived in Egypt, did he remember to keep God's commandments or did he forget?</p> <p><b>How</b> did Joseph provide food for his brothers in Egypt?</p> <p><b>How</b> happy was Joseph to see his brothers once again?</p> <p><b>What</b> is one way that God reveals His thoughts through the Holy Spirit?</p> |

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| E<br>V<br>I<br>D<br>E<br>N<br>C<br>E<br><br>O<br>F<br><br>A<br>U<br>T<br>H<br>O<br>R<br>I<br>T<br>Y<br><br>A<br>N<br>D<br><br>E<br>S<br>T<br>A<br>B<br>L<br>I<br>S<br>H<br>I<br>N<br>G<br><br>T<br>H<br>E<br><br>C<br>H<br>U<br>R<br>C<br>H | MOSES<br>God's love         | <p><b>Recall and Give</b> some examples how God favored Moses in infancy and childhood, Exodus 2:1-10, Acts 7:20-22.</p> <p><b>Define</b> the name Moses as meaning being pulled from the water.</p> <p><b>Give</b> examples of how God has favored him/her.</p>                     | <p><b>T:</b> Students share account of <b>God's care</b>.</p> <p><b>T: Miracle Quilt:</b> Students draw a picture of <b>Moses being rescued</b> from the water. Discuss what the name Moses means.</p> <p><b>T: Songbook:</b> Verse 1 and chorus to <i>Saints Hymnal</i> #335, "Tis So Sweet To <b>Trust In Jesus</b>."</p>  | <p><b>EQ: What</b> did Moses's mother do to protect him from danger? Who found the basket in which Moses was floating? How did the princess feel when she saw the baby crying? What is the meaning of Moses's name?</p> <p><b>Who</b> ran to tell Moses's mother to come and care for him?</p> <p><b>In</b> what ways has God shown you favor (blessed your life)?</p>  |
|   | DAVID<br>Confidence         | <p><b>Define</b> courage and explore how a belief in God gives us courage.</p> <p><b>Recognize and Give</b> examples of David's courage in God through guided storytelling, 1 Samuel 17:32-37,45.</p> <p><b>Relate</b> through David's story how he/she can be confident in God.</p> | <p><b>L: David and Goliath</b></p> <p><b>T:</b> Students tell their favorite parts of the story and tell why.</p> <p><b>T: Poster Based Discussion:</b> Teacher leads on <b>COURAGE</b>.</p> <p><b>T:</b> Students draw a time when they were afraid in pencil and then draw <b>God's intervention</b> in color over it.</p> <p><b>Scripture Cheer:</b> 2 Samuel 22:2, "... the Lord is my <b>rock</b>, and my fortress, and my <b>deliverer</b>."</p> | <p><b>EQ: What</b> task does David's father give him? <b>How</b> is David able to beat the lion and bear? How does David know that he can beat Goliath, the giant?</p> <p><b>Who</b> has promised to protect His people? Can you recall an experience where God helped you? What did this experience teach you about God?</p> <p><b>How</b> can we be sure that God will help us?</p> <p><b>How</b> is God a rock for David?</p> <p><b>How</b> is God a rock for you?</p> |

| UNIT  | LESSON FOCUS<br>(Big Ideas)                      | LEARNING OBJECTIVES<br>The Student will be able to...  | PRIESTHOOD APPROVED LESSONS (L)<br>TASKS (T)   | ESSENTIAL QUESTIONS (EQ)<br>REFERENCES (R)  |
|---|--|--|--|---|
| EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH | <b>JONAH</b><br>God's Love<br>Love to God        | <b>Act</b> out the account of Jonah and the great fish, Jonah chapters 1 and 2.<br><b>Understand</b> that God hears His children when they pray, 1 Peter 3:12.<br><b>Recognize</b> that God forgives us when we repent, Mosiah 26:30.  | <b>T:</b> Students dramatize the account of Jonah and the great fish and/or watch a dramatization of the account.<br><b>T:</b> Teacher relates scenarios from the story of Jonah that demonstrate listening to God or disobeying God. Students use <b>Face Paddles</b> to demonstrate when God was pleased or not pleased.<br><b>T:</b> Discuss how repenting and being forgiven are demonstrations of love.<br><b>T: Scripture Cheer:</b> Mosiah 26:30, " ...As often as my people repent will I forgive them their trespasses against me." | <b>EQ: How</b> does Jonah disobey God? What happened to Jonah after he disobeyed God?<br><b>Who</b> sent the great fish to rescue Jonah? How long was Jonah in the fish's belly? How did Jonah know that God would help him?<br><b>How</b> did Jonah repent? Can you explain what it means to repent or to be sorry?<br><b>How</b> do you feel when you say, "I'm sorry?" How do you feel when someone tells you they are sorry?<br><b>How</b> did God answer Jonah's prayer? How do we know that God loved Jonah?<br><b>Why</b> should we listen to God? What should we do when we disobey God?<br><b>How</b> do we know that God hears our prayers?<br><b>How</b> do we know that God forgives us when we repent? How do we know that God loves us? |
|   | <b>LEHI</b><br>Faith<br>God's Power and Thoughts | <b>Describe and Explore</b> various accounts where Lehi believed God , 1 Nephi 1:5-14,18,19. 2:1-3. 3:2-4.<br><b>Recognize</b> God's preservation of Lehi's family from Jerusalem to the promised land.<br><b>Relate</b> through Lehi's story how he/she can show love to God. | <b>L: Lehi Leaves Jerusalem</b><br><b>L: Lehi Receives the Blessing of the Promised Land</b><br><b>Part 1: The Brass Plates</b><br><b>Part 2: The Liahona</b><br><b>Part 3: Crossing the Waters</b><br><b>T: Miracle Quilt:</b> Students choose to depict <b>God's intervention</b> in Lehi's life and add to Miracle Quilt.<br><b>T: Songbook:</b> "God Bless America" (Kate Smith)   | <b>EQ: Why</b> does God warn Lehi to leave his home? Where does God plan to take Lehi and his family? What instrument does God give Lehi to show him the way?<br><b>What</b> method of transportation does Lehi's family use to travel to the promised land?<br>Which of Lehi's sons are obedient? Which of Lehi's sons are disobedient?<br><b>Do</b> you recall who can change the weather? Why does Lehi's family encounter a storm on their way to the promised land? What is the reason the weather gets calm again?<br><b>What</b> does Lehi's family do when they arrive on the promised land?<br><b>Why</b> is it good to listen to God? How does listening to God tell Him we love Him?   |

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|---|--------------------------------------|---|--|--|
| EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH | DANIEL<br>God's Love                 | <b>Recall</b> how God protected Daniel from the lions, Daniel chapter 6.<br><b>Describe</b> ways God protects him/her.  | <b>T:</b> Students take turns telling their favorite part of the story.<br><b>T: Poster Based Discussion:</b> Teacher leads on <b>PRAYER</b> .<br><b>T:</b> Pray for someone they want <b>God to protect:</b> Students write their prayer down and draw a corresponding image and give it to the person they want God to protect.<br><b>T: Songbook:</b> "Whisper a Prayer." | <b>EQ: What</b> does Daniel do three times every day? Why does Daniel get in trouble for praying? What is Daniel's punishment for breaking the king's law?<br><b>Who</b> does God send to protect Daniel from the lions?<br><b>Does</b> God protect those that love Him? |
|   | ENOS<br>God's Love<br>Love to Others | <b>Recognize</b> Enos's father was a good teacher, Enos 1:1,3.<br><b>Recognize</b> the faith and desire of Enos to belong to God's family.<br><b>Recognize</b> that God listened to Enos's prayers.<br><b>Recognize</b> that God listens to your prayers. | <b>L: Enos' Wrestle with Prayer</b><br><b>L: The Faith of Enos - How is it Done?</b><br><b>T: Songbook:</b> Students sing, "Whisper a Prayer."   | <b>EQ: Who</b> taught Enos about God?<br><b>What</b> does Enos think about when he goes hunting one day?<br><b>What</b> does Enos pray for? How does God answer his prayer?<br><b>What</b> are some things that you pray for and how does God answer your prayers?       |

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|---|------------------------------------|---|--|---|
| EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH | KING BENJAMIN<br>Righteousness     | <p><b>Describe</b> ways king Benjamin was righteous (obeyed God), Words of Mormon 1:12-18, Mosiah 1:1-8. 2:9-19.</p> <p><b>Identify</b> through guided discussion what he/she has in common with king Benjamin.</p> | <p><b>L: King Benjamin</b><br/> <b>L: King Benjamin's Wisdom</b><br/> <b>T:</b> Teacher gives certain scenarios and students act out what king Benjamin would do. Students can take turns wearing a crown when pretending to be him.<br/> <b>T: Songbook:</b> Chorus to "Thy <b>Word is a Lamp</b> Unto My Feet" (Sandy Patty, Michael W. Smith)</p> | <p><b>EQ: How</b> do we know king Benjamin is God's friend?<br/> <b>What</b> habits do you share with king Benjamin?<br/> <b>How/In</b> what ways are you God's friend?</p>   |
|   | KING NOAH AND ABINADI<br>Free will | <p><b>Identify and Label</b> why God was not pleased with king Noah, Mosiah 11:1-19.</p> <p><b>Explore</b> the commandments that Abinadi taught Noah.</p>   | <p><b>L: Abinadi Teaches God's Commandments</b><br/> <b>T:</b> Teacher retells story of King Noah and Abinadi and students express if <b>God was pleased or not pleased</b> with <b>Face Paddles</b>.<br/> <b>T: Songbook:</b> Verse 1 of <i>Saints Hymnal</i> #254, "O Jesus, I have Promised."</p>   | <p><b>EQ:</b> In the story of king Noah and Abinadi, what makes God happy?<br/> <b>In</b> the story of king Noah and Abinadi, what makes God sad?<br/> <b>Should</b> we do things that make God happy or sad?<br/> <b>Explain</b> ways we can make God happy.</p> |

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|---|--|--|--|---|
| EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH | ALMA AND SONS OF MOSIAH<br>Love to Others    | <p><b>Recognize</b> why Mosiah and Alma prayed for their sons.</p> <p><b>Describe</b> how God answered the prayers of Alma and Mosiah, Mosiah 27:8-14.</p> <p><b>Recognize</b> through the story how our prayers can benefit others.</p>   | <p><b>L: The Prayer of Faith and Fasting and Prayer Unleash the Power of God</b></p> <p><b>T:</b> Students brainstorm a time when they did something wrong or identify someone they need to apologize to. Students write an <b>apology</b> or make a craft for that person. Teacher can give examples, "Did you say, 'Thank you' after eating breakfast this morning?"</p> <p><b>T: Songbook:</b> "Whisper a Prayer in the Morning."</p>   | <p><b>EQ: What</b> were Alma and Mosiah praying for? Why were Alma and Mosiah praying for their sons? <b>What</b> are some things for which we should pray? Why should we pray for people to believe that Jesus saves?</p>  |
|   | ALMA High Priest<br>God's Power and Thoughts | <p><b>Recognize with guidance</b> the role of the Holy Spirit in preaching the gospel, Alma 5:43-52.</p> <p><b>Recognize with guidance</b> how the ministry of our church relies on the Holy Spirit in preaching the gospel.</p> <p><b>Recognize with guidance</b> how the Holy Spirit reveals truth to him/her.</p> | <p><b>L: Alma, Son of Alma, and the Gifts of Prophecy and Revelation</b></p> <p><b>T:</b> Invite a member of the ministry to speak on how the <b>Holy Spirit guides</b> him.</p> <p><b>T:</b> As a class, write a prayer for the ministry to be guided by the Holy Spirit. Teacher writes students' thoughts on a card and shares it.</p> <p><b>T: Songbook:</b> The Songs of Zion #122, "In The Army Of The True and Living God."</p> <p><b>T: Songbook:</b> Verse 1 and chorus, "Sweet, <b>Sweet Spirit</b>." (Gloria Gaither)</p> | <p><b>EQ: What</b> was Alma's (son of Alma) responsibility in the church in his day? <b>What</b> made Alma confident that he was speaking truth? To what source did Alma look for truth? How is God's word like a light? <b>Why</b> would we want our church leadership to be guided by the Holy Spirit? <b>When</b> have you witnessed a brother preaching under the influence of the Holy Spirit? How did you know?</p> |



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|---|-----------------------------|--|--|--|
| EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH | PETER<br>Faith              | <b>Recall</b> how Jesus rescued Peter from the storm, Matthew 14:24-31.<br><b>Understand</b> that we can trust Jesus to help us. | <b>T:</b> Students discuss other <b>people who need help</b> .<br>Teacher can pull from current stories or storybook collections and create stations for students to visit and to write who needs help and <b>how Jesus can help</b> them.<br><b>T: Songbook:</b> Students' choice | <b>EQ: Who</b> does Peter see walking on the water?<br><b>What</b> does Peter want to do when He sees Jesus walking on the water?<br><b>What</b> is Peter able to do when he focuses his eyes on Jesus? What happens when Peter takes his eyes off Jesus?<br><b>When</b> Peter cries for help, what does Jesus do?<br><b>How</b> are you like Peter?<br><b>How</b> will Jesus also help you? |

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| E<br>V<br>I<br>D<br>E<br>N<br>C<br>E<br><br>O<br>F<br><br>A<br>U<br>T<br>H<br>O<br>R<br>I<br>T<br>Y<br><br>A<br>N<br>D<br><br>E<br>S<br>T<br>A<br>B<br>L<br>I<br>S<br>H<br>I<br>N<br>G<br><br>T<br>H<br>E<br><br>C<br>H<br>U<br>R<br>C<br>H | PAUL AND SILAS<br>Faith     | <p><b>Act</b> out the account of Paul and Silas and the fortuneteller, Acts 16:16-34.</p> <p><b>Identify</b> that Paul and Silas were faithful in a difficult circumstance.</p> <p><b>Recognize</b> how God was faithful toward Paul and Silas.</p> <p><b>Recall</b> God's love for all people.</p> <p><b>Imagine and Recognize</b> God's faithfulness to him/her.</p> | <p><b>L: Paul and Silas in Prison</b></p> <p><b>T:</b> Students act out the account of Paul and Silas in prison. Students share their favorite parts of the story.</p> <p><b>T: Poster Based Discussion:</b> Teacher leads on <b>FAITH</b>. List people from the Bible or Book of Mormon who have faith.</p> <p><b>T: Songbook:</b> Verse 2 and chorus to "I Go To The Rock." (Dottie Rambo)</p> | <p><b>EQ: What</b> behavior do Paul and Silas witness that displeases them? What kind of spirit is controlling the woman?</p> <p><b>What</b> does Paul do to free the woman from the evil spirit? Why are Paul and Silas punished for helping the woman?</p> <p><b>How</b> do we know that Paul and Silas did not regret freeing the woman from the evil spirit?</p> <p><b>How</b> do praying and singing hymns in prison demonstrate the faith of Paul and Silas? <b>How</b> are Paul and Silas freed from prison? Why does God free Paul and Silas from prison?</p> <p><b>Who</b> desires to be saved because of what they witnessed?</p> <p><b>How</b> does the story happily end?</p> <p><b>What</b> does this story tell us about the faithfulness of God?</p> <p><b>What</b> does this story tell us about God's love for all people?</p> <p><b>How</b> is Jesus a rock for Paul and Silas?</p> <p><b>When</b> is Jesus a rock for you?</p> |



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|---|--|---|--|---|
| E<br>V<br>I<br>D<br>E<br>N<br>C<br>E<br><br>O<br>F<br><br>A<br>U<br>T<br>H<br>O<br>R<br>I<br>T<br>Y<br><br>A<br>N<br>D<br><br>E<br>S<br>T<br>A<br>B<br>L<br>I<br>S<br>H<br>I<br>N<br>G<br><br>T<br>H<br>E<br><br>C<br>H<br>U<br>R<br>C<br>H | NEPHI AND LEHI<br>Sons of Helaman<br>God's Power and<br>Thoughts | <p><b>Act</b> out the account of Nephi and Lehi (Helaman's sons) in prison, Helaman 5:18-51.</p> <p><b>Recognize with guidance</b> the power of the Holy Spirit in preserving the lives of Nephi and Lehi.</p> <p><b>Understand with guidance</b> the gift of visions.</p> <p><b>Identify</b> through the story the Holy Spirit convinced the Lamanites of truth <b>and with guidance Identify</b> the Holy Spirit as the source of truth.</p> <p><b>Recognize</b> God's favor in his/her life.</p> | <p><b>L: Nephi and Lehi - The Gift of Visions</b></p> <p><b>T:</b> Students act out the account of Nephi and Lehi in prison. Students share their favorite parts of the story.</p> <p><b>T: Poster Based Discussion:</b> Teacher leads on <b>TRUTH</b>. Create a list of sources of truth.</p> <p><b>T: Songbook:</b> Verse 1 and chorus to hymn <i>The Songs of Zion</i> # 83, "He'll Take Care of Me."</p> <p><b>T: Scripture Cheer:</b> John 8:32, "And ye shall know the truth, and the <b>truth shall make you free.</b>"</p> | <p><b>EQ: Who</b> gives Nephi and Lehi great power when preaching to the Lamanites?</p> <p><b>How</b> many Lamanites in and around the land of Zarahemla are baptized because of their preaching?</p> <p><b>How</b> are Nephi and Lehi treated in the land of Nephi?</p> <p><b>Who</b> protects Nephi and Lehi with a ring of fire? Who causes the prison walls to shake?</p> <p><b>What</b> do the Lamanites fear? What does God say to the Lamanites?</p> <p><b>How</b> do we know the Lamanites listen to God?</p> <p><b>Does</b> the Holy Spirit lie to the Lamanites or tell the truth?</p> <p><b>Does</b> God love all people?</p> <p>How does God protect His people?</p> <p><b>What</b> does God's power look like in this story?</p> |