



UNITS	LESSON FOCUS (Big Ideas)	LEARNING OBJECTIVES The student will be able to...	PRIESTHOOD APPROVED LESSONS (L) TASKS (T)	ESSENTIAL QUESTIONS (EQ) REFERENCES (R)
H E A V E N L Y  A U T H O R I T Y	CREATOR Father Good Orderly Powerful Wise	<b>Explore</b> God as our Father in heaven, Matthew 6:9. <b>Discover</b> that God is good, Matthew 6:9, Luke 18:19. <b>Recognize</b> the power and wisdom of God in the creation, Jacob 4:9, Mosiah 4:9, Genesis chapters 1 and 2. <b>Describe</b> how man became a living soul, Genesis 2:7. <b>Recall/State</b> Adam's responsibility with animals, Genesis 1:28. 2:19,20. <b>Discuss</b> why God deserves praise, Psalms 74:16-17. 95:1-3. 100:1,2. 145:3, Revelation 4:11.	<b>L: Light and Life</b> <b>T:</b> Students learn a few facts about sunlight and plant growth, and benefits of plants in the environment. Students plant seeds in two small pots and place one pot in sunlight and one pot in a dark place (e.g. closet) and observe outcomes. <b>T:</b> Students learn a few facts about fruit and vegetables. Students sample various fruit and vegetables and describe texture and taste. <b>T:</b> Students learn a few facts about animal behaviors and habitats by visiting a zoo, watching videos, or storytelling (e.g. bears, honey bees, hummingbirds, and fish). <b>T:</b> Students learn song, "He's Got the Whole World in His Hand" <b>T: Scripture Cheer:</b> 1 John 1:5, "... God is light..."	<b>EQ: Why</b> do you think God made light before plants, animals, and people? Why do you think God made plants before animals and people? <b>When</b> God said, "Let there be..." it happened. Why can't we do that? <b>How</b> powerful is God? What did God say after He finished making everything? If God made everything to be "Very good", can we say that God is good, too? <b>What</b> does God have power over other than the weather? Tell us about His power. <b>What</b> were the first man and woman named? Who is the Father of all people? Where does God live? <b>How</b> did God bring Adam to life? <b>Why</b> do you think God gave Adam the job of taking care of the plants and animals? <b>How</b> do we praise God in our lives?



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H E A V E N L Y  A U T H O R I T Y	REDEEMER God's Son Jesus	<b>Consider</b> that Jesus has great love for all people. <b>Visualize</b> the time when Jesus, God's Son, came to live on earth, Luke 2:7-17, Mosiah 3:5. <b>Consider</b> that Jesus is the Savior of men and women, John 3:16.	<b>L: A Sure Foundation - Building Our Lives Upon the Rock of Christ</b> <b>L: Life In Jesus's Time</b> <b>T:</b> Have students explore what the world looked like during Jesus's time - landscape, clothing, how people lived. Children could play act how people lived. <b>T:</b> Students learn song "Jesus Loves Me"	<b>EQ: What</b> is the name of God's Son? <b>Why</b> did Jesus come to earth? <b>What</b> is Jesus's mother's name? <b>Why</b> is Jesus our friend? <b>How</b> do you know that Jesus loves you?
	ANGELS Roles	<b>Describe</b> at least one job that angels have, Moroni 7:22,25,29-31. <b>Explore/Listen</b> to one or more accounts of angels telling the good news (proclaiming the Gospel): Mary, Luke 1:26-32, Shepherds, Luke 2:8-14.	<b>L: Angels Tell of Jesus</b> <b>T:</b> Teacher shares angel experience published in <i>The Gospel News</i> , The Church of Jesus Christ, April 2020, Volume 76. No.3, "Have You Ever Seen An Angel?" <b>T:</b> Students draw a picture of an angel. <b>T:</b> Students learn verse 1 and chorus "Angels We Have Heard on High." <b>T: Scripture Cheer:</b> Luke 2:10, "Fear not: for, behold, I bring you good tidings of great joy..."	<b>EQ: Where</b> do angels live? <b>What</b> might an angel look like? <b>What</b> is one job that angels have? <b>What</b> would you do if you saw an angel?



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L O V E  *  K I N D E R G A R T E N  *  W O R S H I P	GOD'S LOVE	<b>Discover</b> that Jesus, God's Son, loves little children, 3 Nephi 17:12,21, Mark 10:14, 16. <b>Identify</b> that Jesus loves me .	<b>L: To Be Highly Favored of the Lord</b> <b>T:</b> Students learn songs, " <b>Jesus Loves Me</b> " and "Jesus Loves the Little Children." <b>T: Scripture Cheer:</b> 1 John 4:16, "... <b>God is love</b> ..."	<b>EQ:</b> Can you think of a time when Jesus showed love for little children? <b>How</b> do you know that Jesus loves you?
	LOVE TO GOD Heart-Mind-Soul- Strength Obedience Prayer	<b>Identify</b> examples and non-examples of how God wants to be loved, Matthew 22:37, John 13:34. 14:15. <b>Explore</b> how to pray in Jesus's name, 3 Nephi 18:19, John 14:13. <b>Visualize</b> how Jesus shares your prayers with God.	<b>L: Abinadi Teaches God's Commandments</b> <b>L: Obedience Is Better Than Sacrifice</b> <b>L: Righteousness</b> <b>L: The Life Span of Man</b> <b>T: Scripture Cheer:</b> 1 John 5:2, "...love God, and keep his commandments."	<b>EQ: How</b> much love does God want? <b>How</b> does listening to God (obeying His word) show that we love Him? What rules does God want us to follow? <b>How</b> can we pray in the name of Jesus? Who tells God that we love Him? <b>Can</b> you describe what a rock feels like? Is Jesus like this rock?



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L O V E  *  K I N D E R G A R T E N  *  W O R S H I P	LOVE OF PARENTS AND CHILDREN	<b>Explore</b> examples of scripture of honoring parents, Exodus 20:12, Ephesians 6:1. <b>Create</b> examples of how we can honor our parents in our own lives.	<b>L: Our Children</b> <b>T:</b> Teacher dictates <b>what children love about their parents</b> and have students create a drawing. <b>T:</b> Students learn the song, "I Am a Promise"	<b>EQ: Why</b> should we listen to our mother and father? What have our parents taught us that we should do? <b>How</b> can we show love to our mother or father?
	LOVE TO OTHERS	<b>Give</b> examples of how we love our friends, Matthew 22:39. <b>Play act</b> what it means to be peaceful in everyday situations, Matthew 5:9. <b>Practice</b> <b>praying</b> for others, 3 Nephi 18:21.	<b>L: Fruit of the Spirit - Joy</b> <b>L: Righteous Relationships</b> <b>T:</b> Students think of someone they will pray for and why. <b>T:</b> Students learn one verse "Whisper a Prayer in the Morning."	<b>EQ: How</b> do we feel when we are loved? <b>Why</b> should we love our friends? Why should we not argue or hit? What are some examples of kindness? <b>How</b> can we use prayer to help someone?



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J E S U S  C H R I S T  *  M I N I S T R Y  A N D  S A L V A T I O N	JESUS Signs and Events of Birth	<b>Explore</b> a retelling of ways God communicated Jesus's birth, 3 Nephi 1:15-21, Matthew 2:1-10, Luke 2:8-16. <b>Illustrate</b> signs of Jesus's birth.	<b>L: Signs of Jesus's Birth</b> <b>T:</b> Students illustrate or make a craft representing a sign of Jesus's birth. <b>T:</b> Students learn song "Away in the Manger" <b>T: Scripture Cheer:</b> Luke 2:12, "Ye shall find the babe... lying in a manger."	<b>EQ: The</b> night Jesus was born, the sky was lit with lights. How is Jesus our light? <b>Who</b> told the shepherds where Jesus was born? Where did the shepherds find the baby Jesus? <b>Who</b> followed a star to come and worship Jesus?
	JESUS Early Life	<b>Discover</b> a retelling of what Jesus was like in His youth, Luke 2:40-47. <b>Generate</b> ideas from whom he/she can receive wisdom. <b>Recognize</b> that God is the most wise, Alma 37:35-37.	<b>L: Jesus's Wisdom as a Youth</b> <b>T:</b> Students play a game that involves listening: (ex. Simon Says, Red Light, Green Light, Follow the Leader) <b>T:</b> Guide students to ask questions in prayer. <b>T:</b> Students sing "Whisper a Prayer in the Morning."	<b>EQ: Who</b> knows everything? Of whom can you ask questions ? Where can you find answers?



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J E S U S  C H R I S T  *  M I N I S T R Y  A N D  S A L V A T I O N	JESUS Miracles - Divinity	<b>Identify</b> that Jesus is God's Son, Matthew 3:16-17. <b>Explore</b> that Jesus has God's power, Matthew 28:18, Mosiah 3:5, 3 Nephi 9:15. <b>Discover</b> one or more miracles performed by Jesus. <b>Listen</b> to retelling of modern day miracles.	<b>L: Jesus Calms the Storm</b> <b>L: Jesus Feeds the 5000 with 5 Loaves of Bread and 2 Small Fish</b> <b>L: Jesus Turns Water Into Wine</b> <b>L: Jesus Heals the Paralyzed Man</b> <b>T:</b> Have students brainstorm what <b>God's power</b> looks like. Have students make connections to <b>Jesus's power</b> . <b>T:</b> Invite guest speakers into classroom to share first hand accounts of miracles. <b>T:</b> Students learn chorus to <i>Songs of Zion</i> #91, "There's Not Anything That Jesus Cannot Do"	<b>R: Miracles of Jesus:</b> <b>Calmed storm</b> , Matthew 8:23-27 <b>Multiplied loaves and fish</b> , Matthew 14:17-21 <b>Healed blind</b> , Mark 8:23-25, Luke 18:35-43 <b>Draught of fish</b> , Luke 5:3-6 <b>EQ: Who</b> is able to make it rain, thunder and lightning? Who is able to make the wind blow? Who can say, "Let there be..." and it happens? <b>Who</b> is Jesus's Father? From where does Jesus get His power? <b>Where</b> does Jesus live today? Does Jesus still perform miracles? How does Jesus help people today?
	JESUS Ministry in Palestine	<b>Explore</b> retelling of Jesus's baptism, Matthew 3:13-17. <b>Discover</b> that Jesus called men to lead His church, Mark 1:14-20. <b>Discover</b> that Jesus came to teach us how to love one another, Matthew 5:9,42,44,45; Luke 4:18,19.	<b>L: Jesus's Assignment (Teaching People to Love)</b> <b>L: Jesus's Baptism</b> <b>T:</b> Students observe ordinance of baptism (live/virtual) or color page depicting baptism, and describe what he/she observed (illustrate, verbalize)	<b>EQ: What</b> descended from heaven when Jesus was baptized? <b>Who</b> spoke from heaven after Jesus was baptized? What did God say? <b>Can</b> you think of something that Jesus instructed people? <b>Why</b> did Jesus teach people to love one another? <b>Can</b> you think of how Jesus is a friend? <b>Why</b> is it good to be a friend?



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J E S U S  C H R I S T  *  M I N I S T R Y  A N D  S A L V A T I O N	JESUS Signs and Events of Death and Resurrection	<p><b>Explore</b> through retelling signs of Jesus's death and resurrection, Helaman 14:20-27, Matthew 27:51-54, Luke 23:44-45. 24:1-6.</p> <p><b>Discover</b> through song/activity that Jesus rose from the dead and lives today.</p> <p><b>Explore</b> how rising from the dead is significant.</p>	<p><b>L: Signs and Events of Jesus's Death and Resurrection</b></p> <p><b>T:</b> Teacher will turn off the lights during the retelling of Jesus's death. Have students describe what they can see and what they cannot see. Then teacher turns lights on and describes Jesus's resurrection. Students discuss benefits of light. Students relate light to Jesus - Jesus lights path (shows the way) to God. If <b>Jesus is the light</b> that leads to God, how can we be a light to lead people to God?</p> <p><b>T:</b> Students relate return of sunlight to Jesus's life/resurrection, Helaman 14:20.</p> <p><b>T:</b> Students learn chorus <i>Saints Hymnal</i> , #32 "He Lives."</p>	<p><b>EQ: What</b> happened to the weather when Jesus died? What did the world look like when Jesus died? When did the sun shine again?</p> <p><b>Who</b> moved the stone that sealed Jesus's tomb? What did the angels tell the people who went to Jesus's empty tomb?</p> <p><b>Who</b> has the power to bring light? Can you recall who has the power to change the weather? Who has the power to bring people back to life?</p> <p><b>Where</b> does Jesus live today?</p>



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C H U R C H  S T R U C T U R E  A N D  O R D I N A N C E S	ORDINANCE: ANOINTING God's Love	<b>Discover</b> how people came to Jesus to be healed, 3 Nephi 17:6-10, James 5:14,15. <b>Identify</b> that he/she can go to Jesus to be healed. <b>Identify</b> that Jesus's commandments are followed in The Church of Jesus Christ, Mark 16:17,18, James 5:14,15.	<b>L: Ordinances of God (Anointing)</b> <b>T:</b> Students observe the ordinance of anointing (live/virtual) and share their observations. Students color page depicting anointing. <b>T:</b> Students sing, "Whisper A Prayer."	<b>EQ: Why</b> does Jesus help people who are sick? Who has power to heal the sick? Who has power to make us well? <b>Who</b> does Jesus give power to today? Where can we go to be healed by Jesus's power?
	ORDINANCE: BLESSING CHILDREN God's Love	<b>Explore</b> examples of Jesus showing great love for little children, 3 Nephi 17:11,21-24, Mark 10:13,14,16.	<b>L: Blessing Little Children</b> <b>T:</b> Students observe the ordinance of blessing a child (live/virtual) and share their observations or color page of Jesus blessing children. <b>T:</b> Students learn song, " <b>Jesus Loves Me.</b> "	<b>EQ: How</b> do you know that Jesus love little children? <b>How</b> did Jesus show love for little children in the Bible? <b>How</b> does Jesus show His love for you in our church?





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H O P E  A N D  R E S T O R A T I O N	GOD'S WORD Light Reveal	<b>Discover</b> that the Bible and Book of Mormon are God's word, 2 Nephi 29:12, Ezekiel 37:16,19. <b>Explore</b> how God's word is a light that reveals God and Jesus, Psalms 119:105, John 1:1-4. <b>Explore</b> instances where God commanded people to write His word, 1 Nephi 13:24-25. 19:3, 2 Nephi 5:30, Exodus 34:27,28.	<b>L: Divine Revelation</b> <b>L: The Importance of the Written Word of God</b> <b>T:</b> Teacher turns off the lights. Explore how light can be used to find a safe place to walk using a flashlight. <b>T:</b> Teacher turns off lights. Explore how a flashlight can be used to reveal objects in the room. <b>T:</b> Students learn chorus "Thy Word is a Lamp Unto My Feet" (Amy Grant, Michael W. Smith) <b>T: Scripture Cheer:</b> Psalm 119:105, "Thy word is a lamp unto my feet."	<b>EQ: Why</b> is it easier to see in the daytime than at nighttime? What does light allow us to see? <b>What</b> does God's word allow us to see? Can you recall what it reveals about God? What it reveals about Jesus? <b>Where</b> can we look to learn about God and Jesus? What books teach us about God and Jesus? <b>Can</b> you recall someone who wrote God's word?
	ZION	<b>Explore</b> God's plan for peace on earth, 3 Nephi 21:1,23-25, Isaiah 2:2-4. 65:17-25. <b>Discover</b> how he/she can create peace on earth.	<b>L: Fruit of the Spirit - Peace</b> <b>L: The Promise of Zion</b> <b>T:</b> Students give examples of what a perfect world looks like/what makes them happy. <b>T:</b> Students learn chorus Saints Hymnal #265, "Sweet Peace The Gift of God's Love"	<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? <b>What</b> can we do or should we do to create peace on earth?



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EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH	ABEL AND CAIN Free Will	<b>Explore</b> what happens when we choose to do good things, 2 Nephi 2:26-29, Genesis 4:2-7.	<b>L: Choices</b> <b>T:</b> Students generate ideas of <b>good choices and bad choices</b> . <b>T:</b> Students sing chorus "Thy Word is a Lamp Unto My Feet" (Amy Grant, Michael W. Smith).	<b>EQ: What</b> happens when we make good choices? How do we know which choices are good and which choices are bad? Who tells us? <b>Does</b> God want us to make good choices or bad choices? Why is it good to listen to our parents?
	NOAH Obedience	<b>Act</b> out the account of Noah and the ark, Genesis chapters 6-8. <b>Discover</b> why Noah and his family were saved from the great flood. <b>Listen</b> to the promise of the rainbow, Genesis 9:12-15.	<b>L: Noah</b> <b>L: Noah and the Flood</b> <b>T:</b> Reenact the story of Noah and the ark. <b>T:</b> Through guided discussion, recognize that <b>God also cares for their family</b> . Students draw their family on the ark. <b>T:</b> Students learn song The Songs of Zion #132, "And Then The Rains Came."	<b>EQ: Why</b> did God tell Noah to build an ark (big boat)? <b>What</b> animals did Noah bring on the ark? Who else did Noah bring on the ark with him? <b>How</b> long did it rain? How did Noah know when it was safe to leave the ark? <b>What</b> did God put in the sky as a reminder of His promise to never flood the whole earth again?



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E V I D E N C E  O F  A U T H O R I T Y  A N D  E S T A B L I S H I N G  T H E  C H U R C H	BABEL, BROTHER OF JARED, AND JAREDITES Faith	<b>Discover</b> the events of the tower of Babel through a retelling, Genesis 11:1-9. <b>Explore</b> how the Lord (Jesus) took care of Jared, his brother, and their families and friends who lived in Babel, Ether chapters 1-3 and 6. <b>Identify</b> that it is good to listen to the Lord.	<b>L: Faith As Demonstrated by the Brother of Jared</b> <b>L: The Brother of Jared Meets Jesus Christ</b> <b>L: The Jaredites Receive the Promise of a Choice Land</b> <b>L: The Jaredites Travel to the Promised Land</b> <b>L: Tower of Babel</b> <b>T:</b> Students role play getting ready for a trip. Students look at a map to see how far the Jaredites had to travel. <b>T:</b> Students sing "This Little Light of Mine."	<b>EQ: Why</b> was Jesus unhappy with men's desire to build a tower to heaven? How did Jesus stop them from building the tower? <b>Who</b> did Jared's brother ask for help? Did Jesus listen? What did Jared's brother do to show he was listening to Jesus? <b>How</b> did Jared, his brother, their family and friends pack for their long trip? <b>What</b> did Jesus reveal to Jared's brother when he prayed about light? What do we know about light and Jesus? <b>How</b> does Jesus protect the Jaredites while they travel in the water? <b>Where</b> does Jesus bring Jared, Jared's brother, their family and friends? <b>Why</b> is it good to listen to Jesus?
	AMERICA Promised Land	<b>Identify</b> that the Americas are special to God, Ether 13:2. <b>Discover</b> who God brought to the Americas (Jared, Nephi, Pilgrims). <b>Explore</b> stories of how living in America was a blessing to people.	<b>L: America the Promised Land (The Decrees of God)</b> <b>T:</b> Students take a nature walk outside and talk about how great the world is that they live in. Option: Look at pictures of cities in America. <b>T:</b> Teacher uses map to show where America is. Option: In addition, show where Israel is/the events where Jesus's life took place. <b>T:</b> Students learn song "God Bless America" (Irving Berlin).	<b>EQ: What</b> makes America special? <b>Can</b> you name one person God brought to America? <b>How</b> did your family travel to America? What do you like about living in America? <b>Does</b> God bless people wherever they live?



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EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH	ABRAHAM, ISAAC AND JACOB God's Promise	<p><b>Discover</b> how Abraham became God's friend, Genesis 26:5, James 2:23.</p> <p><b>Hear</b> God's promise to Abraham and his family, Genesis 22:17-18. 26:1-5. 28:3-4,13-15.</p> <p><b>Discover</b> he/she is a part of God's family.</p>	<p><b>L: A Great Promise</b></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> Teacher will create/prompt for promises. Students will generate their own promise. (Keep promises simple.) With teacher guidance, recognize that God never breaks His promise.</p> <p><b>T:</b> Students sing "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 God's Love	<p><b>Discover</b> how God used dreams to speak to Joseph, Genesis 37: 5-9.</p> <p><b>Recognize</b> that God was with Joseph, Genesis 39:2-5,21-23.</p> <p><b>Recognize</b> that God helped Joseph and his family because Joseph listened, Genesis chapters 42-45.</p>	<p><b>L: God Took Care of Joseph</b></p> <p><b>Resource:</b> Coloring pages - Joseph, Son of Jacob</p> <p><b>T:</b> Students sing "I Am a Promise."</p>	<p><b>EQ: How</b> did God show Joseph what He wanted him to do? What did the dreams tell Joseph?</p> <p><b>Did</b> Joseph remember to listen to God or did he forget?</p> <p><b>What</b> did Joseph's family need? Was God able to give it to them?</p>



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E V I D E N C E  O F  A U T H O R I T Y  A N D  E S T A B L I S H I N G  T H E  C H U R C H	<b>MOSES</b> God's Love Love of Parents and Children	<b>Discover</b> how God took care of Moses as a baby, Exodus 2:1-10, Acts 7:20-22.	<b>L: God Took Care of Baby Moses</b> <b>T:</b> Students make boats out of foil and try to make them float. Teacher will relate how carrying a person in that boat would require <b>God's protection.</b> <b>T:</b> Students sing "This Little Light of Mine."	<b>EQ: What</b> did Moses's mother do to protect him from danger? Who found the basket with Moses in it? What did the princess do when she saw the baby crying?
	<b>DAVID</b> God's Love	<b>Discover</b> how God helped David in times of trouble, 1 Samuel 17:32-37,45. <b>Relate</b> through David's story how God protects those who love Him.	<b>L: God Helps David</b> <b>T:</b> Students tell their favorite parts of the story. <b>T:</b> Students share account of <b>God's care</b> for them. <b>T:</b> Students share things they are afraid of. Teacher guides students to realize who they should ask for help.	<b>EQ: Did</b> David think he could beat Goliath on his own? Who did David ask for help? How did David know that God would help him beat the giant? <b>How</b> do we know that God will help us?



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EVIDENCE OF AUTHORITY AND ESTABLISHING THE CHURCH	JONAH God's Love	<b>Listen</b> to a retelling of Jonah and the great fish, Jonah chapters 1,2. <b>Discover</b> that God heard and answered Jonah's prayer.	<b>L: God Heard Jonah's Prayer</b> <b>T:</b> Children act out the story of Jonah or watch a video of the account, i.e. "Jonah Song" Saddleback Kids, Source YouTube <b>T:</b> Jonah was in the belly of a great fish when he prayed and <b>God heard his prayer</b> . Discuss that God hears His children when they pray wherever they are. <b>T:</b> Students learn song, <i>Sunday School Songbook</i> , "Jonah", by Pamela Cooper Bye	<b>EQ: What</b> did God tell Jonah to do? How did Jonah disobey God? What happened to Jonah after he disobeyed God? <b>How</b> did Jonah know that God would help him? How did Jonah tell God he was sorry? How do we know that God heard Jonah's prayer? Where was Jonah when he prayed to God? <b>How</b> do we know that God loved Jonah? <b>How</b> do we know that God hears our prayers? How do we know that God loves us?
	LEHI Faith God's Power and Thoughts	<b>Discover</b> what Lehi did to show that he believed God, 1 Nephi 1:5-14,18,19. 2:1-3. 3:2-4.	<b>L: Lehi Receives the Blessing of a Land of Promise</b> <b>T:</b> Discuss <b>what God sounds like and what He feels like</b> . <b>T:</b> Students learn song, "This Little Light of Mine."	<b>EQ: What</b> did Lehi do when He heard God? Was God happy that Lehi listened to Him? Who does Lehi believe?

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E V I D E N C E  O F  A U T H O R I T Y  A N D  E S T A B L I S H I N G  T H E  C H U R C H	<b>DANIEL</b> God's Power and Thoughts Loyalty	<b>Listen</b> to a retelling of how God protected Daniel from the lions, Daniel chapter 6. <b>Explore</b> ways God protects us.	<b>L: God Protects Daniel from the Lions</b> <b>T:</b> Students take turns telling their favorite part of the story. <b>T:</b> Students brainstorm and share things they need protection from. With teacher guidance, identify how <b>God protects us</b> from those things and how we ask Him for that protection, i.e. storms. <b>T:</b> Students learn one verse "Whisper a Prayer in the Morning."	<b>EQ:</b> What did Daniel do three times every day? Why did Daniel get in trouble for praying? What was Daniel's punishment for breaking the king's law? Who did God send to protect Daniel from the lions? Does God protect those that love Him?
	<b>KING BENJAMIN</b> Righteousness	<b>Discover</b> what made king Benjamin a good man, Words of Mormon 1:12-18, Mosiah 1:1-8. 2:9-19. <b>Explore</b> how we can be like king Benjamin.	<b>L: King Benjamin</b> <b>T:</b> Students make gold crowns and glue icons on the jewels of the crown that depict what made him a <b>good king</b> . Resource: King Benjamin_ icons <b>T:</b> Students sing chorus "Thy Word is a Lamp Unto My Feet" (Sandy Patty, Michael W. Smith).	<b>EQ: What</b> good things did king Benjamin do? <b>How</b> can you do the things that king Benjamin did?

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E V I D E N C E  O F  A U T H O R I T Y  A N D  E S T A B L I S H I N G  T H E  C H U R C H	<b>ALMA AND SONS OF MOSIAH</b> God's Power and Thoughts Love of Parents and Children	<b>Explore</b> why Mosiah and Alma prayed for their sons, Mosiah 27:8-37. <b>Recognize</b> that his/her parents pray for him/her. <b>Discover</b> that God answered the prayers of Alma and Mosiah.	<b>L: The Prayer of Faith and Fasting and Prayer Unleash the Power of God</b> <b>T:</b> Students will answer the prompt, "I know that <b>my parents love</b> me because____", with teacher dictation. Students create an illustration to go with it. <b>T:</b> Students sing "Whisper a Prayer in the Morning."	<b>EQ: Does God love family?</b> <b>How</b> do your parents show that they love you? <b>How</b> do we know that Alma and Mosiah loved their sons?
	<b>PETER</b> Faith	<b>Discover</b> though retelling how Jesus saved Peter, Matthew 14:24-31. <b>Identify</b> that he/she can ask Jesus to help him/her.	<b>L: Around the Clock with God (God is Always There)</b> <b>T:</b> Students act out the story of <b>Peter's rescue</b> . <b>T:</b> Students sing their favorite song(s) of praise or sing verse 3 and chorus <i>The Songs of Zion</i> # 91, "There's Not Anything That Jesus Cannot Do."	<b>EQ: Who</b> does Peter see walking on the water? What does Peter want to do when He sees Jesus walk on the water? <b>What</b> is Peter able to do when he focuses his eyes on Jesus? What happens when Peter takes his eyes off Jesus? <b>When</b> Peter cries for help, what does Jesus do? How do we know we can trust Jesus to help us?