

Resource Notebook for Teachers

JOURNEYS WITH GOD



GRADE ONE

In the Family of God

Writer: Phyllis Horst Nofziger
Collaborating Teacher: Arlene D. Birt
Illustrator: Sara Hershberger
Graphic Art: Patience Sern
Story Apron Figures: Sherry A. Gingerich,
Beth A. Hochstetler, and Tonya Kauffman
Editors: Nancy Nussbaum and Rose M. Stutzman

Originally published by
Mennonite Publishing House, Scottsdale, Pennsylvania

Journeys with God is a joint venture of Mennonite Elementary Education Council, Mennonite Board of Education and Mennonite Publishing House. The Education and Publishing Council provided direction through all phases of this project. Members of this Council were: Glenna Hershberger (Mennonite Elementary Education Council), J. Nelson Kraybill (pastor and theologian), Betty Livengood (curriculum specialist), J. Laurence Martin (Mennonite Publishing House), Jane Moyer (Mennonite Elementary Education Council), Judy Mullet (teacher educator), Nancy Nussbaum (project manager), Jay Roth (teacher/administrator), Marilyn Studer (teacher), and Orville Yoder (Mennonite Board of Education). Content consultants included: Richard C. Detweiler, Dorothy Harnish, and Paul M. Zehr.

The Education and Publishing Council wishes to acknowledge some of the many people at Mennonite Publishing House who nurtured a dream into reality. J. Laurence Martin, director of the Congregational Literature Division, provided overall leadership, wisdom, and guidance through all phases of this venture. The production team included: James E. Horsch (consulting editor), Timothy J. Sprinkle (editorial assistant), J. W. Sprunger (marketing manager), Carol Garber (copy editor), Merrill R. Miller (graphic designer), and Glenn Millsagle (manufacturing manager). Nancy Nussbaum served as executive director. Rose M. Stutzman, Saralyn K. Yoder, and Rose Widmer acted as editorial assistants.

The development of these materials was made possible through contributions of individuals, foundations, churches, businesses, and schools. Students, teachers, and administrators were consulted throughout the developmental phases. We are greatly indebted to the many people who shared their time, expertise, and financial resources. **We pray for God's blessings upon each person who participates in the activities outlined in this resource notebook. May the Holy Spirit instruct and guide, educating the heart as well as the mind.**

The publisher gratefully acknowledges the cooperation of individuals, publishers, and trusts who have granted permission to include copyrighted materials in these curriculum materials. We have carefully endeavored to ascertain the copyright status of each piece. If any materials have been included without proper permission or credit, please contact Mennonite Publishing House, 616 Walnut Avenue, Scottdale, PA 15683-1999.

Journeys with God, First Grade: Outlines and summaries for *In the Family of God* were developed by J. Nelson Kraybill, Nancy Nussbaum, and Marilyn Studer.

Bible text is from *The New Revised Standard Version Bible*, © 1989 by the Division of Christian Education of the National Council of Churches of Christ in the United States of America, and is used by permission.

Journeys with God

© 1993 by Mennonite Publishing House, 616 Walnut Avenue, Scottdale, PA 15683.
Printed in the United States of America. All rights reserved.

The materials in this **Resource Notebook** are intended for use in one classroom only. Blackline masters and other designated pages may be photocopied for the number of students in the classroom for which these materials were purchased. Other parts of this **Resource Notebook** or other curriculum components of **Journeys with God** may not be copied or reproduced in any form, except for brief quotations in curriculum reviews, without written permission from the publisher.



Journeys with God Revision

Committee:

Pam Nyce Yoder, chair
Jonathan Bowman
Dawn Graber
Beth Berry
Myrna Moyer

Editor:

Mary Clemens Meyer

Mary lives in Fresno, Ohio, and is an editor for Mennonite Publishing Network. Her work includes editing children's curriculum and books, VBS materials, and prayer requests for *Rejoice!* devotional magazine. She has written Bible school and Sunday school materials, and is author of the book *Walking with Jesus: Stories about Real People Who Return Good for Evil*.

Writer:

Mary Ann Weber

Mary Ann taught first grade at two Mennonite schools, and kindergarten, first, second, sixth, seventh and eighth grades in Sunday school. She earned a B.A. in early childhood education from Eastern Mennonite University and a Master's in Christian Formation from Associated Mennonite Biblical Seminary. Mary Ann served with Mennonite Mission Network in Los Angeles and with Mennonite Central Committee in the Philippines. She currently lives in Goshen, Indiana, and works for MCC Great Lakes. She attends Prairie Street Mennonite Church and enjoys reading, gardening, baking bread, and spending time with friends.

The publisher has carefully endeavored to ascertain the copyright status of each song or quoted passage. If any material has been included without proper permission or credit, the publisher will upon notification gladly make necessary corrections.

Journeys with God Revision

© 2006 Mennonite Schools Council

Contents

Journeys with God Scope and Sequence	8
---	---

Introduction to Journeys with God

Development and Organization	13
Bible Reference Skills	21
Key Bible Texts	23
Memory Passages	33
Overview of Content Strands and Lessons	34
Statement of Theology	35

Introduction to First Grade: In the Family of God

General Introduction	39
Storytelling	41
Resources	42

Theme 1: Neighbors

Theme Introduction	45
--------------------------	----

Unit 1: Who Is My Neighbor?

Unit Overview	46
Unit Information	47
<i>Lessons</i>	
1. Neighbors Are Those Around Us	51
2. Neighbors Are Those We Do Not Know	53
3. Neighbors Live Around the World	56
4. Neighbors Work Together	60
5. Neighbors Cooperate with Each Other	62
6. Neighbors Care about Each Other	64
7. Neighbors Welcome Each Other	67
8. Neighbors Solve Problems Peacefully, Part 1	69
9. Neighbors Solve Problems Peacefully, Part 2	72
10. Neighbors Solve Problems Peacefully, Part 3	75

Theme 2: Families

Theme Introduction	78
--------------------------	----

Unit 2: The Church Family

Unit Overview	79
Unit Information	80
<i>Lessons</i>	
1. My Family	84
2. The Church Is a Family	86
3. I Am Part of the Family of God	89
4. Children Are Part of the Family of God	92
5. Jesus Wants People to Be Part of the Family of God	94
6. An Early Church Family	96
7. The Church Family Worships God	102

Unit 3: The Many Faces of God’s Family	
Unit Overview	107
Unit Information	108
<i>Lessons</i>	
1. The World Belongs to God.....	111
2. Brazil.....	114
3. Burkina Faso.....	120
4. Thailand	124
5. France	129
6. Mexico	133
7. Ending Travels.....	139
8. Paul Goes on a Trip	141
Theme 3: Preparing for Jesus and Welcoming a Baby	
Theme Introduction	146
Unit 4: Nothing Is Impossible with God	
Unit Overview	147
Unit Information.....	148
<i>Lessons</i>	
1. An Angel Visits Zechariah	152
2. Zechariah and Elizabeth Wait	154
3. John Has a Special Purpose	156
Unit 5: A Special Surprise	
Unit Overview	161
Unit Information	162
<i>Lessons</i>	
1. An Angel Visits Mary	165
2. Jesus Is Born	167
3. Shepherds Spread Good News	171
Unit 6: Special Religious Traditions of Jesus’ Time	
Unit Overview	177
Unit Information	178
<i>Lessons</i>	
1. Religious Ceremonies for Babies	182
2. Jesus Worshipped God	186
3. Jerusalem Adventure	191
Theme 4: Jesus	
Theme Introduction	196
Unit 7: The Light of Christ Has Come	
Unit Overview	197
Unit Information	198
<i>Lessons</i>	
1. Jesus Prepares for His Mission	202

2. Jesus Is Light	205
3. Jesus Brings Light.....	209
Unit 8: Jesus Has Risen!	
Unit Overview	213
Unit Information	214
<i>Lessons</i>	
1. Jesus Forgives Us	217
2. People Praise Jesus	220
3. Jesus Dies	222
4. Jesus Is Alive.....	224
5. Jesus' Life	226
Theme 5: The Beginning	
Theme Introduction	230
Unit 9: Trouble in God's World	
Unit Overview	231
Unit Information	232
<i>Lessons</i>	
1. Creation.....	235
2. Adam and Eve Make Trouble in God's World	239
3. Cain Makes Trouble in God's World	242
Unit 10: Hey, Noah, Are You Listening?	
Unit Overview	246
Unit Information	247
<i>Lessons</i>	
1. Noah Listens to God	250
2. Noah Listens to Rain	252
3. Noah Listens to God's Promise.....	255
Theme 6: The Founding Family	
Theme Introduction	260
Unit 11: Are We There Yet?	
Unit Overview	261
Unit Information	262
<i>Lessons</i>	
1. Moving Day	267
2. Walking with Abraham and Sarah	271
3. God Makes Promises to Abraham	273
4. Solving Problems Peacefully.....	275
5. Sarah Has a Baby.....	278
Unit 12: Carrying Out God's Plan	
Unit Overview	284
Unit Information	285

<i>Lessons</i>	
1. Preparing to Follow God’s Plan	288
2. Following God through Prayer	290
3. Receiving a Blessing	292
Unit 13: A Tale of Two Brothers	
Unit Overview	296
Unit Information	297
<i>Lessons</i>	
1. Everyone Is Special.....	301
2. A Trick Is Planned	305
3. The Trick Continues	308
4. Jacob Has a Dream	311
5. Another Tricky Situation.....	313
6. Esau Forgives Jacob.....	317
Unit 14: Faithful In a Strange Land	
Unit Overview	322
Unit Information	323
<i>Lessons</i>	
1. A Special Gift.....	327
2. Joseph Has Dreams.....	329
3. Joseph Goes to Egypt	332
4. Joseph Depends on God	334
5. Rags to Riches	337
6. Famine Begins	339
7. Joseph Forgives, Part 1.....	341
8. Joseph Forgives, Part 2.....	344

Journeys with God Scope and Sequence

KINDERGARTEN: A TIME OF WONDER

Theme 1: We Are God's Gifts

- Unit 1: I Am Special (The parable of the lost sheep)
- Unit 2: The Five Senses (Jesus heals the deaf mute; the woman who washed Jesus' feet with Perfume; Jesus blesses the children)
- Unit 3: We Change and Grow (Samuel's birth: Hannah's Joy; Samuel grows)
- Unit 4: What Can We Share? (David is chosen; Zacchaeus)
- Unit 5: The Fruits of the Spirit (The Shunamite woman; the crippled man; the slave girl)

Theme 2: God's Most Precious Gift

- Unit 6: The Christmas Story
- Unit 7: Jesus Was a Child Like You and Me (Fleeing to Egypt; Jesus in the temple—Jesus Lost)
- Unit 8: Jesus Grew to Be a Man of God (The temptations of Jesus; Jesus chooses friends; calming the storm; healing 10 lepers; feeding the 5,000)

Theme 3: God Teaches Us How to Live

- Unit 9: Love: The Greatest Rule (The 10 Commandments; the Good Samaritan)
- Unit 10: Love and Obey (The widow of Zarephath; Daniel eats vegetables; the fiery furnace; Daniel prays/Daniel and the lions)
- Unit 11: Jesus Is a Friend to You And Me (Healing the lame man; Peter and forgiveness—70 x 7; the king who loaned his servant money)
- Unit 12: Jesus' Great Gift of Love (Easter)

Theme 4: Creation: God's Gift to All People

- Unit 13: What a Wonderful, Wonderful World! (Children learn the story of creation and make a Creation Book. An important unit to prepare for first grade.)
- Unit 14: God's Creation Keepers (Scripture telling about God's earth, *Creation Keeper* newsletter to take home.)

FIRST GRADE: IN THE FAMILY OF GOD

Theme 1: All God's Family

- Unit 1: Who Is My Neighbor? (Good Samaritan; Jesus welcomes Levi; peaceful problem-solving; Zaccheus)

Theme 2: Families

- Unit 2: The Church Family (Building a church from various materials; children are in the family of God; Mary and Martha are in God's family; Lois, Eunice, and Timothy's family)
- Unit 3: The Many Faces of God's Family (The world belongs to God; churches in Brazil, Burkina Faso, Thailand, France, and Mexico; Paul goes on a mission trip)

Theme 3: Preparing for Jesus and Welcoming a Baby

- Unit 4: Nothing Is Impossible with God (Elizabeth, Zechariah, and John the Baptist)
- Unit 5: A Special Surprise (Mary gets a message; Mary visits Elizabeth; Jesus' birth; shepherds spread good news)
- Unit 6: Special Religious Traditions of Jesus' Time (Jewish naming ceremony; Jesus' dedication at the temple; Simeon and Anna; rites of passage—age 12, phylacteries Jesus' trip to the temple at age 12)

Theme 4: Jesus

- Unit 7: The Light of Christ Has Come (Jesus' baptism; Jesus as Light; healings of Jesus)
- Unit 8: Jesus Has Risen! (Easter)

Theme 5: The Beginning

- Unit 9: Trouble in God's World (review of creation; Adam and Eve; Cain and Abel)
- Unit 10: Hey, Noah! Are You Listening? (Noah and the ark)

Theme 6: The Founding Family

- Unit 11: Are We There Yet? (Abraham and Sarah's travels; promises made to Abraham Sarah; Abraham and Lot; Sarah has a baby)
- Unit 12: Carrying Out God's Plan (The servant Eliezer and Rebekah)
- Unit 13: A Tale of Two Brothers (Jacob and Esau; Jacob tricks Esau and Isaac; Jacob's dream; Jacob and Laban; two brothers reconcile)
- Unit 14: Faithful in a Strange Land (Joseph)

SECOND GRADE: A PLACE TO BELONG**Theme 1: Slaves in Egypt**

- Unit 1: Who Will Free Us? (A review of God's promises; slaves in Egypt; Moses in the basket; Egypt and the Nile River)
- Unit 2: From Riches to Rags in Egypt (Moses in the desert; the burning bush)

Theme 2: Exodus from Egypt

- Unit 3: God with Us (10 plagues, Miriam's song, *Henry's Red Sea*)
- Unit 4: The Sinai Experience (10 Commandments, the golden calf, the tabernacle)
- Unit 5: The Israelites Remember (Simple Sabbath and Passover meals)
- Unit 6: Choices in the Wilderness (Joshua and Caleb; Moses' disobedience)
- Unit 7: Entering the Promised Land (God chooses Joshua; the battle of Jericho)

Theme 3: Helping Each Other Find a Place to Belong

- Unit 8: Naomi Finds a Place to Belong (This is the only grade that covers Naomi and Ruth.)

Theme 4: Jesus Invites All People to Belong

- Unit 9: Telling the Christmas Story
- Unit 10: God's Chosen Servant (Isaiah proclaims a message; Jesus calls the twelve)
- Unit 11: Jesus Came for Everyone (Zaccheus; Jesus' ministry; parable of the lost sheep)
- Unit 12: The Greatest Commandment (Make a Mezuzah; show love by resolving conflicts at school; the Good Samaritan)
- Unit 13: Telling the Easter Story

Theme 5: Living for Christ

- Unit 14: Sharing the Good News (The Great Commission; a mission activity booklet)
- Unit 15: Are You a Sheep or a Goat? (Echo pantomime: I Was Hungry and You Fed Me; *Ted Studebaker: A Man Who Loved Peace*)
- Unit 16: The Fellowship of Believers (Pentecost)

THIRD GRADE: HEROES OF FAITH, SERVANTS OF GOD**Theme 1: Joshua**

- Unit 1: Joshua Renews the Covenant (Review of Israelite history; importance of the Covenant, "Joshua Built an Altar" song)
- Unit 2: Conquest of Canaan (Tricked by the Gibeonites; when the sun stood still)
- Unit 3: We Will Serve the Lord (Joshua's last speech)

Theme 2: Judges

- Unit 4: Blow Your Horns and Shout (Gideon)

Theme 3: Prophets and Kings

- Unit 5: Samuel: Prophet, Priest, and Judge (Samuel's early life)
- Unit 6: We Want a King (Israel demands a king; Saul is chosen; Samuel's warning; Saul disobeys)
- Unit 7: The Lord Looks at the Heart (What characteristics make a good king? How did David fit these characteristics?)

Theme 4: Christmas

Unit 8: God's Greatest Gift

Theme 5: Other Old Testament Heroes

Unit 9: I Serve the Lord Almighty (Elijah; the widow of Zarephath; Ahab and Baal)

Unit 10: Elisha (Elisha; the Shunammite woman)

Unit 11: A Young King Who Loved God (Josiah)

Unit 12: Esther Saves Her People (Esther; celebrating Purim)

Theme 6: New Testament Heroes

Unit 13: Prepare the Way of the Lord (John the Baptist)

Unit 14: Easter

Unit 15: Peter and His Promise (Peter's denial; Peter at the empty tomb; "Feed my sheep"; Peter heals and preaches; Peter arrested and released)

Unit 16: The First Christian Martyr (Stephen)

Unit 17: The Apostle Paul (Students locate Paul's letters in the Bible; students learn the books of the New Testament)

Theme 7: God's Field Hands

Unit 18: Faith Heroes Today (We are salt and light; a live Bible timeline)

FOURTH GRADE: FREE TO SERVE**Theme 1: Bound to Serve**

Unit 1: Freedom For What? (Review; discussion on freedom and choosing to serve God vs. earthly kings and rulers.)

Theme 2: Kingship Choices

Unit 2: Samuel: Israel's Last Judge (Political and social climate of Israel; events leading up to Israel's request for a human king.)

Unit 3: Saul: Slave to Power (This unit assumes 3rd grade has covered information on David and Saul and builds from there. This unit on Saul is much more in-depth. If students are unfamiliar with the stories of David before he becomes king, 4th grade may want to adapt 3rd grade material to fit into this unit.)

Unit 4: David: The Servant King (David's kingship)

Unit 5: Solomon: Wisdom and Folly (Solving puzzles and problems; conflict resolution; learning about Proverbs; economic oppression)

Unit 6: Tyrants and Servant Kings (Looks at the rulers of the divided kingdom)

Theme 3: Jesus, the Servant King

Unit 7: Anticipation and Proclamation (Roman rule and what Jews expected from a Messiah)

Unit 8: The Messiah is Born! (Christmas)

Unit 9: Jesus' Choices (Jesus' baptism; temptations in the desert; 12 disciples; our choices)

Unit 10: Jesus' Freedom Ministry (People whose lives changed because of Jesus)

Unit 11: Who Is Jesus? (Cross symbols and other activities leading up to Easter)

Unit 12: Celebrate! (Easter)

Theme 4: Freedom From and Freedom For

Unit 13: Freed From the Law (Paul)

Unit 14: Just What? (Study of Philemon; discussions of just living in literature discussion groups)

FIFTH GRADE: GOD IS PRESENT ON THE WAY**Prologue**

Unit 1: Where Are You? (Introduces salvation history, the Tower of Babel)

Theme 1: Ancestral Faith Families

Unit 2: The Story of Abraham's Family (Understanding the geographical and cultural setting; understanding biblical themes of promise and faithfulness)

Unit 3: Bearers of the Promise (In the lives of Isaac, Jacob, and Joseph, God's promises to Abraham were fulfilled.)

Theme 2: The Exodus and Wilderness Wanderings

Unit 4: God Comes Again (Reviews Exodus events; God reveals His name—Yahweh; Passover Seder)

Unit 5: God Provides (Reviews the wilderness experience; students find parallels to their lives; Torah centers)

Theme 3: From Conquest to Exile

Unit 6: The Promised Land at Last (Joshua, Deborah)

Unit 7: From Conquest to Nationhood (Christmas unit compares Jesus to King David; a study of Psalms)

Unit 8: From Nationhood to Exile (Solomon builds the temple; Solomon's reign; Elijah; God's prophets; actions of Judah's good kings; empires that conquered Judah and Israel)

Theme 4: The New Testament Drama

Unit 9: The Word Became Flesh (Study of the Gospel of John)

Unit 10: Easter

Unit 11: Hope Revealed (Focus on Revelation)

The first 8 units of 5th grade take a last look at Israel's chronological history from a Salvation History point of view. It first appears to be a review of K-4, but each story looks at a part of the story not covered before. The last half of unit 8 is imperative to prepare for 6th grade.

SIXTH GRADE: GOOD NEWS! JESUS THE MESSIAH IS HERE

Theme 1: Israel In Exile

Unit 1: Far From Home (Exiles in Babylon)

Unit 2: Out of the Ashes (Messages of hope from Ezekial and Isaiah)

Unit 3: Old Stories, New Meanings (A loving creation story vs. the creation account of Israel's captors.)

Theme 2: People of the Homecoming

Unit 4: Return and Restoration (Rebuilding the temple; books of Ezra and Nehemiah)

Unit 5: Neighbors (Nehemiah handles neighbors who try to interfere with the temple rebuilding; decisions today)

Theme 3: The Kingdom of God

Unit 6: A Christmas Peace

Unit 7: Setting the Scene for the Gospels (The intertestamental period; the Maccabean revolt, the Diaspora, the synagogue)

Unit 8: The Ministry of Jesus (Jesus shows a different way)

Unit 9: The Teachings of Jesus (Discussion on rules; the Sermon on the Mount; the prodigal son and God's forgiveness; study of several parables)

Unit 10: The Easter Story

Theme 4: The Early Church

Unit 11: Spreading the Good News (Jesus' followers respond to the Spirit's leading; Paul: a bridge between Jews and Greeks)

Unit 12: Three Hundred Years (The early church story)

SEVENTH AND EIGHTH GRADES: RUNNING THE RACE *(title and overall theme)*

There are 8 units for Middle School, and the theme for all 8 units is Running the Race. The units are:

- **At the Crossroads** (Foot race compared to faith race; choices and crossroads in our lives)
- **Have I Got News For You!** (A study of the prophets, Moses, Amos, Jonah, and Jeremiah)

- **Will Somebody Please Turn the Lights On? Can't You See It's Dark In Here?**
(Focuses on images of light in both the Old Testament and the New Testament)
- **Acts 29!** (The book of Acts; the young church; issues as people sought to be faithful)
- **Creative Bible Study** (Students learn basic principles for inductive Bible study, various journaling styles, and engage in Bible study of one of the Gospels. Luke is recommended.)
- **Practical Christian Living** (A study of the book of James)
- **Anabaptist History** (Introduction to Anabaptist history and theology)
- **The Master Potter** (The biblical metaphor of God as Master Potter; a clay pot project)

Introduction to Journeys with God

Development and Organization

WHY WAS THIS CURRICULUM DEVELOPED?

God indeed invites us to be fellow travelers as we journey through life. The Christian school has unique opportunity to walk with families and churches as they seek to nurture children's faith development. **Journeys with God** grew out of an assessed need. Mennonite Elementary Education Council, representing numerous schools, felt that **Christian educators needed a Bible curriculum that would:**

- Promote positive attitudes toward Bible learning.
- Exhibit sensitivity to the spiritual, intellectual, emotional, and physical needs of children at each grade level.
- Encourage active learning with emphasis on discussion, creative and meaningful activities, Bible reference skills, and Bible study methods.
- Connect with personal experiences of students.
- Incorporate worship with biblical study.
- Reflect Anabaptist theology and history at each grade level.
- Provide teachers with biblical background to ensure in-depth study of content and confidence in teaching.
- Provide specific ideas and lesson plans while remaining flexible enough for teachers to sculpt lessons to fit their unique situations.

Journeys with God has been developed with the above criteria in mind. The Education and Publishing Council, with representation from educators, principals, curriculum specialists, pastors, theologians, publishers, and teacher educators, provided overall vision and guidance. Classroom teachers worked as collaborators throughout the development stages. They worked with writers to brainstorm creative ways of teaching specific content. Teachers pilot-tested materials in their classrooms. Many people shared ideas and provided constructive criticism and guidance along the way. As a collaborative community, we have created materials that invite children to become part of the biblical story. **Listening to and participating in the stories of God's people helps children build a firm foundation for faithful living as they move from shared/experiential faith toward a more mature and owned faith.**

HOW IS THE CURRICULUM ORGANIZED?

Once children's needs at each level were indentified, we began to explore possible options for organizing the material. **Because children need a sense of the Bible as a whole,** we have arranged content in a way that meets children's needs, while paying attention to chronology.

For example, second graders are trying to find their niche at home, church, and school. The title of second grade is *A Place to Belong*. The year begins with Moses and follows the Israelites on the Exodus journey. The theme ends when Joshua

leads Israel into the Promised Land. Children then study how Naomi found a place to belong, with the help of Boaz and Ruth. The year culminates with a study of how Jesus invites all people to belong. In each unit, children are encouraged to reflect on their own lives. How do they help people belong, at home, church, and school? In what ways might they knowingly or unknowingly keep others from belonging?

We have focused on content that we feel is most applicable at each grade level. At the same time, children are growing in their understanding of when events took place and what culture was like at that time.

Content presented in kindergarten through fourth grade is designed to give children a sense of the biblical story as a whole. Students will learn many stories, place them onto the timelines provided, and apply what they learn to their everyday lives.

In fifth through eighth grades, children will revisit portions of familiar stories. Students may pursue in-depth study of specific aspects and biblical truths that would not have held meaning for them at an earlier time. They are not merely revisiting a story. Instead, familiarity with the story enables students to focus on a specific event or theme while keeping it embedded in the context of the story as a whole.

A kindergarten child might hear the story of 12-year-old Jesus in the temple and remember what it was like to be lost at the supermarket last week. Middle-school children might decide that Jesus was old enough to go off on his own. They may empathize when learning that Jesus neglected to tell his parents where he was going and then lost track of time. As adults, we might view the story through the eyes of Joseph and Mary. Joseph likely lost three days' wages while looking for Jesus. And Mary must have been frantic!

Each time we encounter a story, it is created anew. Because of our life experiences, what we bring to the story continues to change. This impacts what we glean from each story. Christians are a storytelling people. God told the Israelites to tell their stories from generation to generation. In telling and remembering the stories of God's people, we begin to make connections between our stories and the stories of others.

As individuals, we are weaving our own stories as we respond to God in our daily lives. Jesus taught through stories. Every story holds something for all, no matter how young or old. **As children move through the carefully constructed scope and sequence of Journeys with God, they will make connections from one story to another. They will find ways to apply biblical truths in their personal lives.**

TEACHING AND LEARNING THROUGH THEMES

Journeys with God: Grades Seven and Eight includes the original eight units to this curriculum. The units are organized under the theme of ***Running the Race***. Each of the eight units covers one marking period. The curriculum is designed so that four units may be taught in seventh grade and four units in eighth grade. There is no specific order in which they must be taught. The eight units are:

At the Crossroads

Have I Got News for You!

Will Somebody Please Turn the Lights On? Can't You See It's Dark In Here?

Acts 29!

Creative Bible Study
Practical Christian Living
Anabaptist History
The Master Potter

You will notice that the units have been broken into several content strands. This enables you to organize large amounts of information into manageable chunks. The strands are related to one another. Teaching in this manner invites students to make connections from one unit to another, as well as connects content within specific units. *Note: Elementary grades will no longer use strands.*

HOW UNITS ARE ORGANIZED

For the middle school curriculum, each unit has a **Table of Contents** page. The Table of Contents includes the names of all strands. Under each strand title are listed the names and page numbers of each lesson within the strand. The lesson title will be in smaller print. For the elementary curriculum, each grade level has a **Table of Contents** at the beginning of the teacher's manual. The Table of Contents includes the theme, the units within each theme, and the lessons within each unit.

A **Unit Overview** page is included, to give the teacher a quick understanding of what the unit will cover. A **Unit Information** page gives another short summary of the unit, listing key Bible texts, essential understandings, worship suggestions, resources for further study, assessing teaching/learning, and memory passages.

Appropriate **Biblical Background** appears with each corresponding content strand. Please read the Biblical Background thoroughly. Teachers surveyed said they often felt uncomfortable teaching Bible, because they didn't have enough background and could only scratch the surface. In-depth understanding of biblical stories requires thorough knowledge of the culture and geography of that time period. Imparting this knowledge to students is crucial. Simply retelling the story is not enough! Biblical background is designed so that you can build on what students have learned in prior years. It is spiral in nature.

You will discover many opportunities to highlight specific facts and understandings as you implement the units and strands. **Journeys with God has tried to anticipate questions students might ask and background they will need** as they move to higher levels of understanding.

A WORD ABOUT ASSESSING TEACHING/LEARNING

In talking with teachers, the following question has frequently emerged: **"How should we grade Bible?"** Perhaps this question comes from an underlying notion that there is something different about teaching Bible. More recently, Christians have become concerned about the biblical literacy of the next generation. Some schools give Bible grades based on student performance in Bible memory. Other schools combine student performance in Bible class with performance in Bible memory for such a grade.

Before we address methods of grading in Bible class, we must first ask:

1. What is the purpose of teaching Bible?
2. What difference should it make in the lives of students?

We are involved in the business of people-making. We are concerned with spiritual growth and nurture. The Bible is an authoritative and trustworthy guide for faith and life. God's Word is applicable to all persons, at every stage of life.

In striving to be faithful servants, we turn to God in prayerful reading of Scripture. At times, life situations prompt biblical study of a specific theme. Often we see ourselves in biblical stories, as we make connections from text to our own lives. We want students to make important connections throughout the grades. **Why are these connections so important? Because we want students to be Christlike, God's faithful servants.**

Head Knowledge and Education of the Heart

We have already discussed the importance of **head knowledge**. Students need to be familiar with the stories, understand the culture of biblical times, project an overall concept of chronology. They need to grasp key concepts related to geography and political history of the regions studied. This brings us to the second question.

What difference should it make? Knowledge does not imply understanding. Performance is not always an indicator of competence. In other words, if a child is to understand peace, he must first experience peace. In order to forgive, one must be forgiven. Herein enters the **education of the heart**.

Teachers can model techniques of peace and reconciliation on a daily basis, and should encourage students to do the same. **The ways in which we evaluate or assess student learning must be consistent with our concern for community and unconditional acceptance.** We are each on a journey. Not one of us has arrived!

As a teacher, I am grateful when students exhibit mastery of information. Yet I am truly blessed when I see children applying God's word in their personal lives. For example, Raelynne might score 100 percent on a test covering the Beatitudes. She may even recite the passage from memory, without the slightest pause. Yet she begins a scuffle on the basketball court at recess, just because an opponent bumped her. On the other hand, Jacob may have trouble memorizing passages and perform miserably on tests, yet he shows amazing application of biblical principles when relating to peers each day.

"The Lesson"

Please take time to read and reflect on the poem we have included on page 13. I have shared "The Lesson" with many preservice teachers in my college courses over the years. Most recently I placed a copy of this treasure on the bulletin board in my office, as a prominent reminder when my perspective becomes skewed. I share it with you as impetus for your thinking.

Jesus, as Master Teacher, walked with the disciples. He encouraged, exhorted, and admonished. In the course of daily living, Jesus shared himself with this band of eager students. Questions emerged from Jesus' teachings as well as the life situations he shared with his disciples.

As teachers, we can celebrate each child. Our goal is to enable young people to find their own strengths and weaknesses, as they strive to be faithful followers of Christ. With some children, this will take a lot of prayer. With others, a good deal of patience. And with some youngsters, a small piece of teaching.

In following Christ's example, we can guarantee each child love, acceptance, and forgiveness. We must commit ourselves to planting seeds that will be nourished and nurtured by many others along the way. We are, to use the words of our theme song, pilgrims on a journey!

You will need to discern God's leading as you assess teaching and learning in your classroom. The discussion we have provided stems from concerns we have heard from teachers as we discussed this project. Teachers have asked for help in this area.

The Lesson

Then Jesus took his disciples up the mountain and gathering them around him, he taught them saying:

Blessed are the poor in spirit,
for theirs is the kingdom of heaven.
Blessed are the meek,
Blessed are they who mourn.
Blessed are the merciful.
Blessed are they who thirst for justice.
Blessed are you when persecuted.
Blessed are you when you suffer.
Be glad and rejoice, for your reward in heaven is great.

Then Simon Peter said,
“Do we have to write this down?”
and Andrew said,
“Do we have to turn it in?”
and James said,
“Does spelling count?”
Philip said,
“Will this be on the test?”
and Bartholomew said,
“What if we don’t know it?”
and John said,
“The other disciples didn’t have to learn this!”
and Matthew said,
“When do we get out of here?”
and Judas said,
“What does this have to do with real life?”
and the other disciples likewise.

Then one of the Pharisees who was present
asked to see Jesus’ lesson plan
and inquired of Jesus
His terminal objectives in the cognitive domain.

And Jesus wept.

Author unknown

Grading Bible

In one discussion with a group of teachers, I discovered that they, like many other teachers, felt uncomfortable with “giving grades” for Bible. One teacher stated, “We don’t want to give grades for Bible, but the principals make us do it!”

When sharing this concern with a group of principals, I learned that principals didn’t agree with giving grades for Bible any more than teachers did! They felt that parents wanted a grade for their children in Bible. Giving a grade gave Bible the same level of importance as all other subject areas. After all, these were Christian schools!

I consulted a few parents, and was amazed to learn that these parents weren’t overly concerned with letter grades. They were more interested in what their children were doing in Bible classes and how teachers perceived their children’s spiritual growth.

Based on this information, we have tried to provide you with materials that will inform parents about the nature of your studies. We also make several suggestions about methods of assessing your teaching, as well as student learning. These suggestions are based on assessment as a way of holding each other accountable. Teachers are accountable to nurture, guide, instruct, and facilitate learning. Students are accountable to seek knowledge and participate in learning experiences to the fullest of their abilities.

We recognize that there is often tension between teachers and students over grades. Some students might ask, “Why should I do this if I’m not going to get a grade for it?” **Many of the following suggestions focus on mutual accountability—teachers and students working together to set goals and assess teaching and learning. Written evaluation could replace grades.**

We understand that teachers must work within the existing structures of your individual schools. We have included suggestions for those schools looking for an alternative to grading in Bible classes, which is consistent with Anabaptist theology.

- **Send a short note to each child’s parents** on a regular basis. You may decide to do this once each grading period. To make it manageable, concentrate on three or four children each week. You’ll be amazed at how easy it is, if you stick to your schedule, and how important these notes are to parents. Free periods when children are in another class work well for such activity.
- For each grading period, **encourage students to keep a portfolio** of things they have done in Bible class. Purpose: To take home at the end of the grading period, for reviewing with parents what they have studied. Students can decide what to include in their portfolios. Each piece must be dated. You may require a minimum number of pieces to be included in each folder. You may even want to use the portfolio as a basis for a conference with each child. Discuss what they have learned, activities they have enjoyed, and ways they have grown spiritually.
- **Invite children to set small goals for themselves.** This could be as often as once a month. Perhaps once a grading period would work best for you. You can do this as a class. Talk about possible goals with the group. Make a list on the chalkboard. Invite students to choose one of two of these goals for their own personal growth during a designated time period. They may also choose a goal that is not on the list. Distribute slips of paper on which to write their goals. Be sure to set goals for yourself, too! Ask students to reread their goals and pray about them.

Give each student an envelope. Ask them to put their paper slips inside, close the envelope (do not seal, so it can be used again), and sign their name on the outside. Collect the envelopes. You may want to put them where students can review their goals from time to time. Bring out the envelopes occasionally, for students to check their progress. At the end of the designated period, children can write a sentence or two stating whether or not they met their goals, and the reasons. You may want to have a conference with each child to discuss the goals. Children can then send their goal slips home with their report cards.

- **Encourage discussion in your classroom.** Work to move yourself out of the conversation so that students are in dialogue with one another. You will learn a great deal about students' understandings when you listen and observe. Attention to what students show they need to know, and reflecting on that, should play a major role in your planning. Develop a list of goals for students at your grade level. Distribute them at the beginning of the year, or at the beginning of each unit. **Work with students at identifying specific areas of strength. Develop plans for weak areas.** Celebrate when a goal has been met.
- Whenever possible, **involve students in the evaluation process.**
- **Observe students as they talk and work together.** Their insights will often emerge in the context of meaningful activity. What do their actions and discussions tell you?
- **Send positive notes home** with at least five children each week, describing a specific positive thing they have done. Be sure all children have taken a note home before cycling through the class again. You'll be amazed at the difference this will make! You may want to invite students to write notes for one another. *Note:* Do the most difficult students first. They'll remember it!
- **Faith development is a continual process.** Students will be inconsistent in exhibiting certain behaviors. Look at your own life and you'll understand!
- **Start a classroom newspaper** as part of language arts or social studies class. Include a section on Bible class, so others will know what you have been doing.
- Just a reminder: The events and truths students remember may be quite different from the things you think are important. **Remember that you are at a different place in your journey.** Try to learn from what students name as highlights, and build on them.
- **Talk with students about options for evaluating each unit.** They will have good ideas!
- If grades at your school are based solely on memorizing Scripture, **be sure that the grading report describes the activity.** It should be called "Memory Passages" or "Memorizing Scripture," instead of "Bible."
- If you continue with letter grades for Bible classes, be sure to take into account a wide variety of factors, so that the grade is not based on how

well a student writes, memorizes, or takes tests. **The evaluations should reflect authentic application of the desired objectives.** To master the concept, I must be able to apply it, not simply score well on a test.

- **When testing for knowledge, give open-note tests.** This encourages students to become better at recording and organizing information, a skill they will need as they move into the upper grades. This method invites students to learn as they take the test. It also allows you to construct tests that are rigorous and comprehensive.
- **Remember to assess your own teaching.** If several children have not yet mastered a concept, perhaps it is the teaching method. They may simply not be ready for the concept at this phase of their journey. When something goes wrong, ask yourself: How could I have prevented it from happening? What's going on here? This could change your life!

Suggestions for assessing teaching and learning are included with each unit. We pray that this discussion has given you food for thought. You are a trained professional. You have the insight and knowledge needed to meet the needs of the students you teach. Blessings!

BIBLE REFERENCE SKILLS

A list of Bible reference skills for **Journeys with God** appears on page 21. **This list indicates the grade level in which the skill is introduced (I), perpetuated (P), and mastered (M).** Children can begin using reference materials at an early age. What they can do with such materials will change as they become more proficient as readers.

Many Bible reference skills are introduced at kindergarten level. They will be perpetuated, reviewed, and reinforced as children develop and mature. Mastery indicates the ability to perform a skill at its most basic level.

For example, a teacher can introduce first-grade children to the table of contents in their Bibles. Once they have been introduced to the table of contents and have seen their teacher use it periodically, they will begin to explore it for themselves. We would expect teachers to refer to the table of contents in first and second grades, thus perpetuating (providing authentic experiences in which to further explore) this skill.

In third grade, students have the reading ability to master this skill as they use the table of contents independently in their own reference work. As students move through the grades, such concepts will be perpetuated and fine-tuned. Children will use many types of tables of contents as they explore a variety of reference materials. Once students have mastered a skill, they should have many opportunities to use it.

You will notice that many reference skills are perpetuated in fifth grade. This does not mean that students will not talk about and extend their abilities in these areas. Once they have reached a basic mastery, they have not finished learning. They need to continue stretching and growing. As an adult, you probably make new discoveries about the index and concordance as you use them. The key is to make sure children have the opportunity to explore reference materials as often as possible.

BIBLE REFERENCE SKILLS

	K	1	2	3	4	5	6	7-8
Content Categorization								
Distinction between stories of Old Testament and New Testament	I	P	P	P	P	P	P	P
Sequence of books in Old Testament			I	M	P	P	P	P
Sequence of books in New Testament			I	M	P	P	P	P
Relationships between key events in the biblical story	I	P	P	P	P	P	P	M
Overall sense of biblical chronology and cultural knowledge	I	P	P	P	M	P	P	P
Locating Information								
Table of contents		I	P	M	P	P	P	P
Index to subjects or topics			I	M	P	P	P	P
Index to maps			I	P	M	P	P	P
Skimming and scanning for information			I	P	P	M	P	P
Use of Study Tools								
Study notes					I	P	M	P
Footnotes					I	P	M	P
Outlines				I	P	P	M	P
Maps	I	P	P	P	M	P	P	P
Timelines	I	P	P	M	P	P	P	P
Charts and tables	I	P	P	P	M	P	P	P
Illustrations and diagrams	I	P	M	P	P	P	P	P
Use of Bible Supplements								
Bible concordances					I	P	P	M
Bible commentaries					I	P	P	M
Bible encyclopedias and dictionaries						I	M	P
Bible atlases			I	P	P	P	P	M
Topical Bibles						I	M	P
Practical Application								
Uses the Bible as a guide in personal life	I	P	P	P	P	P	P	P

I = Introduced, P = Perpetuated, M = Mastered

KEY BIBLE TEXTS

The Key Bible Texts checklist, pages 23-32, shows all of the primary Scripture passages covered in this curriculum. Teachers may look at the list to see which passages will be studied in their grade level. The checklist also shows the primary passages studied in other grades, so a quick survey will show the teacher what passages have been studied before and after any given grade level. The Key Bible Texts from this chart can be found at the beginning of the corresponding unit in each Unit Information section. **Journeys with God** strives to cover passages from both the Old and New Testaments, while helping children to become familiar with the Bible, read it, and be nurtured by it.

MEMORY PASSAGES

It is important for children to learn the discipline of memorizing Scripture. This curriculum connects Scripture to Bible lessons and stories so that each supports the other, helping children to understand and remember the Scripture. Writers have incorporated ideas for learning the memory work into the curriculum.

The Memory Passages list on page 33 shows all of the memory passages for each unit in each grade level. This includes memory passages that are used within the lesson plans as well as bonus memory passages. Teachers may select any of the given memory passages for a unit. They may also choose to use the bonus memory passages for extra credit. We have included more than one passage with each unit, so you and your students may choose the passage that best suits your situation. Students who find it difficult to memorize long passages may experience success with shorter passages. Others may enjoy the challenge of memorizing longer passages.

Older students often appreciate choosing from the recommended memory passages. This increases their motivation to study and may help them internalize specific passages that have deep meaning for them.

PEACE WORKS

Many teachers have asked for a component of **Journeys with God** that specifically teaches conflict resolution skills. Although **Journeys with God** already incorporates the teachings of Jesus and peacemaking skills within the curriculum, we recognize that teachers may wish to have a supplement to go along with it.

One resource for peace education skills that Journeys with God can endorse is Peace Works, from the Peace Education Foundation. This curriculum includes teacher and student books for each level, pre-kindergarten through grade 12. Through Peace Works, children learn to deal creatively and constructively with conflict. They are taught skills that empower them to find non-destructive ways to settle conflicts and to live in harmony with themselves, others, and their world. This is meant to be a supplement, not a replacement of **Journeys with God**. The philosophy fits well with **Journeys with God**, and can easily be used in conjunction with the lessons.

For more information, write to:

Peace Works
Peace Education Foundation
1900 Biscayne Blvd.
Miami, FL 33132-1025
1-800-749-8838

KEY BIBLE TEXTS USED IN JOURNEYS WITH GOD

	K	1	2	3	4	5	6	7-8
Genesis								
1:1-2:15	x							
1:1-5								x
1-2							x	x
3		x				x		
6-9:17					x			
6-9:29		x						
9:21	x							
11:1-9						x		
11:31-32		x						
12:1-10					x			x
12-21		x						
12-23						x		
22:1-18					x			
24		x						
25:19-34		x						
26						x		
27:1-35					x			
27-33		x						
28:10-17					x			
28:10-22								x
32						x		
37-46		x						
39:1-20								x
39-50						x		
41:38-45								x
45:4-8								x
Exodus								
1:1-14					x			
1-2:9			x					
2:1-21								x
2:11-25			x					
3						x		
3:1-4								x
3:1-12								x
3-4:20					x			
4:29-6:8			x					
5:1-20					x			
7-11			x					
12						x		
13:17-15:21			x					
14:15-16								x
14:21-31								x
15:22-17:7			x					
19						x		
19-21			x					
20	x					x		
23						x		
24			x					
25						x		
25:1-22			x					
32:1-24			x					
34:1-10			x					

Key Bible texts, continued

	K	1	2	3	4	5	6	7-8
Leviticus								
12		x						
19:18	x	x						
23:1-18			x					
26:11,12			x					
Numbers								
11:1-35			x					
13			x		x			
14					x			
16 and 17			x					
20			x					
27:12-23			x					
Deuteronomy								
3:21-31			x					
4:32	x							
5:1-22						x		
6:1-25						x		
6:4-9	x	x			x			
10:17-18						x		
17						x		
18	x							
18:14-22								x
26:1-11						x		
27:1-8				x				
27:9-26				x				
28				x				
30							x	
32:14-30			x					
33			x					
Joshua								
1						x		
1-4			x					
2:1-24					x			
3						x		
4						x		
4:19-24					x			
6			x					
7			x					
8						x		
8:30-35				x				
9:1-27				x				
10:1-15				x				
20-21			x					
23				x				
24			x	x		x		
Judges								
1						x		
4						x		
5						x		
6:1-6								x
6:11-27								x
6-7				x				
7:1-23								x
8:22-23				x				
11-27								x

Key Bible texts, continued

	K	1	2	3	4	5	6	7-8
Ruth								
Book of Ruth							x	
1-4			x					
1:1-17					x			
1 Samuel								
1				x	x			
2:1-10				x				
2:12-17								x
2:22-24								x
3:1-4:1a								x
3:1-21				x				
4-6				x				
4-8					x			
7				x				
8				x	x	x		
10:23					x			
10:9-27				x				
11:1-11					x			
12				x				
12:1-4					x			
12:12-15					x			
12:24-25					x			
13:1-22					x			
15				x				
15:1-35					x			
16	x							
16:1-13				x	x	x		
16-31					x			
17				x				
20				x				
20:15					x			
20:42					x			
21:7-10				x				
21-24						x		
22:1-5				x				
24				x				
24:16-22					x			
26				x				
31				x				
2 Samuel								
1-2:3					x			
2:4-5:25					x			
6						x		
7					x			
9					x			
11				x	x			
11:1-27					x			
12				x	x			
21:15-24:1					x			
1 Kings								
Book of 1 Kings					x			
1-2					x			
1-12					x			
6						x		
8:1-12						x		

Key Bible texts, continued

	K	1	2	3	4	5	6	7-8
10-22					x			
17:7-24	x			x				
18				x		x		
19				x				
54-58						x		
62-64						x		
2 Kings								
1-13:20				x				
4:8-36				x				
8:1-8				x				
17-19						x		
18:1-8					x			
20:1-11					x			
22-23				x				
22:1-23:3					x			
22-25						x		
24-25							x	
1 Chronicles								
22						x		
2 Chronicles								
1:7-13					x			
12-36					x			
34-35				x				
Ezra								
1-5							x	
9							x	
10:1-4							x	
Nehemiah								
1-7							x	
9							x	
13:1-3							x	
23-27							x	
Esther								
Book of Esther				x				
Job								
10:9a								x
Psalms								
3								x
8:2	x							
8:5	x							
8:6-8	x							
18:30						x		
19:1	x							
22					x			
23						x		x
24:1-2	x	x						
27:1		x						
32					x			
33:6-9	x							
34:8	x							
34:18						x		
36:5-6	x							
66:1	x							

Key Bible texts, continued

	K	1	2	3	4	5	6	7-8
68:6	x							
72					x			
92:14	x							
93		x						
95:1	x							
96		x						
96:11-12	x							
104							x	
119:103	x							
122:1		x						
139								x
139:13-16	x							
141:8	x							
Proverbs								
3:28-31		x						
8:33	x							
18:15	x							
25:9		x						
Ecclesiastes								
Song of Solomon								
Isaiah								
7							x	
7:14			x		x			
9							x	
9:1-7				x	x			
9:6-7			x					
11:1-2a			x					
40-66							x	
42:5	x							
43:1-7	x							
45:5,7	x							
45:22		x						
53					x			
Jeremiah								
1								x
7							x	
11							x	
13								x
18								x
18-20								x
29							x	
31:35-37	x							
31:31-34						x	x	
32								x
34							x	
Lamentations								
Ezekial								
Book of Ezekial							x	
34						x		
Daniel								
1	x							
3	x							
6	x							
1-6							x	
Hosea								

Key Bible texts, continued

	K	1	2	3	4	5	6	7-8
Joel								
2:28	x							
Amos								
4:13	x							
4-5								x
Obadiah								
Jonah								
Book of Jonah							x	
1-4								x
Micah								
4:1-5								x
5:2					x			
6:8					x			
Nahum								
Habakkuk								
Zephaniah								
Haggai								
Book of Haggai							x	
Zechariah								
Book of Zechariah							x	
Malachi								
2:10		x						
Matthew								
Book of Matthew							x	
1							x	
1:1-17					x	x		
1:18-2:12	x	x	x					
2:1-5			x					
2:7-12			x					
2:13-23	x							
3				x	x			
3:1-18		x						
3:13-17	x		x					
4:17-25			x					
4:18-22	x							
5:1-12				x				
5:9	x							
5:14-16								x
5:17-20					x			
5:21-26	x							
5:13-16				x				
5:14-16		x						
5:43-44				x				
5-7							x	
6:22	x							
6:43-48								x
13							x	
13:16	x							
7:12	x							
8:23-26	x							
10:1-4	x		x					
11:1-19				x				
11:25-26	x							

Key Bible texts, continued

	K	1	2	3	4	5	6	7-8
14:1-12				x				
14:13-21	x							
16:13-16					x			
18:10-14			x					
18:15-35							x	x
19:13-15	x							
21:1-11	x	x						
22:34-40	x	x	x					
23:23-28					x			
23:37-39			x					
24:14		x						
25:32-46			x					
25:40	x							
26:17-30	x							
26-28							x	
27:11-66	x							
27:27-28:16		x	x					
28:1-10	x		x					x
28:16-20			x					
28:19,20		x						
37-40					x			
Mark								
Book of Mark							x	
1:1-10		x						
1:16-20	x							
2:1-5	x							
3:13-19	x							
4:21-23		x						
4:26-29	x							
4:35-41	x							
5:21-43		x						
6:7-12			x					
6:30-44	x							
9:33-36		x						
10: 13-16	x							
10:17-22					x			
10:46-52		x						
11:1-10	x		x					
11:1-11		x						
11:25	x							
12:26	x							
12:28-34	x	x						
14-16							x	
14:32-42					x			
15:1-16:8		x						
Luke								
Book of Luke							x	x
1:5-25		x						
1:57-80		x						
1:26-38	x							
1:26-56		x	x					
1-3						x		
2							x	

Key Bible texts, continued

	K	1	2	3	4	5	6	7-8
2:1-7			x					
2:1-20,40	x							
2:13-38				x				
2:21-40		x						
2:41-52	x							
2:51		x						
3:1-22		x						
3:21-22	x							
4:1-13	x				x			
4:14-21		x						
4:38-44			x					
5:1-11	x	x						
5:27-32	x							
6:12-16	x				x			
6:31	x	x						
8:1-15				x				
8:15	x							
8:22-25	x							
8:40-54		x						
11:4	x							
13:20-21				x				
15:11-31							x	
16:19-25							x	
17:11-19	x							
18:15-17	x							
18:22-29							x	
19:1-10	x		x					
19:28-40	x			x				
19:29-44		x						
22-24							x	
22:7-23	x							
23:1-24:12	x	x						
23:33								x
44-46								x
John								
Book of John							x	
1:1-8		x						
1:10		x						
1:1	x							
1:15-50	x				x			
1-13						x		
3:16		x						
3:16-17				x				
3:22-30		x						
4:42		x						
4:46-54		x						
6:1-15	x							
6:33		x						
8:1-11					x			
8:12		x						
8:31-36					x			
9:5		x						
12:12-19		x						
12:12-21:5					x			
12:47		x						

Key Bible texts, continued

	K	1	2	3	4	5	6	7-8
13					x		x	
13:31-35	x							
13:31-38				x				
14:1-14	x			x				
15:9-17	x							
15:18-21								x
16:24	x							
17-20					x			
18:1-19:42				x				
18-20							x	
19:1-20:18		x		x				
19:25-27				x				
20						x		
20:1-19	x			x				
21:1-19				x				
Acts								
Book of Acts								x
2			x					
2:14-42				x				
2:43-47		x						
3				x				
4				x				
5:10-12				x				
5:17-42				x				x
6				x				
7				x	x			
7:17-22			x					
7:23-29			x					
8							x	
8:1-4				x				
9:1-32				x	x			
10							x	
14:19-20					x			
15							x	
16:1-5		x						
16:16-40					x			
21-28					x			
Romans								
4								x
6:1-14								x
8:35-39		x						
12								x
12:3-88		x						
14:1-15:13		x						
1 Corinthians								
3								x
6								x
9								x
12:4-6	x							
12:12-31	x							
15:3,4					x			
15:3-8						x		
2 Corinthians								
2:7	x							
5:17		x						

Key Bible texts, continued

	K	1	2	3	4	5	6	7-8
Galatians								
3:26-28		x						
5:14-15		x						
5:22-23	x							
Ephesians								
Book of Ephesians				x				
4								x
4:7-8	x							
4:11-16	x							
4:32	x							
4:25		x						
5								x
6:1-4	x							
6:10-17								x
Philippians								
Colossians								
3:12-17		x						
3:13	x							
1 Thessalonians								
Book of 1 Thessalonians							x	
2 Thessalonians								
1 Timothy								
2 Timothy								
3:16-17								x
Titus								
Philemon								
Book of Philemon					x			
Hebrews								
1:1-3								x
9:22								x
11:24-29			x					
James								
The Book of James								x
2:8		x						
1 Peter								
2:4-10		x						
4:10	x							
2 Peter								
1 John								
Book of 1 John	x							
2 John								
5	x							
6	x							
3 John								
Jude								
Revelation								
1						x		
4						x		
5						x		
21						x		
22						x		
Other:								
The Letters of Paul							x	
1 Maccabees						x		

JOURNEYS WITH GOD MEMORY PASSAGES

KINDERGARTEN

Unit 1: Psalm 139:14; Isaiah 43:4 **Unit 2:** 1 Corinthians 12:27
Unit 3: Proverbs 20:11; 2 Timothy 2:15 **Unit 4:** 1 Peter 4:10; 2 Corinthians 9:7 **Unit 5:** Galatians 5:22,23 **Unit 6:** Matthew 1:23; Luke 2:11 **Unit 7:** Deuteronomy 6:5; Psalm 46:1; Luke 2:40 **Unit 8:** Psalm 34:4; Matthew 3:17; Mark 1:7; Mark 10:14b-15 **Unit 9:** Deuteronomy 6:18a; Luke 6:31; John 13:34 **Unit 10:** Jeremiah 7:23; Ephesians 6:1-3 **Unit 11:** Proverbs 17:17a; Colossians 3:13 **Unit 12:** John 14:1; John 14:6-7; Matthew 28:6a **Unit 13:** Genesis 1:1; Amos 4:13 **Unit 14:** Psalm 24:1-2; Psalm 19:1

FIRST GRADE

Unit 1: Matthew 22:37-39; Matthew 5:9; Luke 6:31 **Unit 2:** Psalms 133:1; 1 Peter 2:5; 1 Peter 2:9 **Unit 3:** Isaiah 45:22; Galatians 6:10; John 3:16,17 **Unit 4:** Luke 3:11; John 1:23; Psalm 27:14; Isaiah 40:31 **Unit 5:** Luke 2:10-11; Luke 1:46-48; **Unit 6:** Jeremiah 7:23; Psalm 78:1; Deuteronomy 6:4,5; Psalm 100:1-3 **Unit 7:** Psalm 4:6; Matthew 5:16; John 8:12; Psalm 27:1 **Unit 8:** Matthew 6:9-13; 2 Corinthians 5:15; Psalm 147:1 **Unit 9:** Psalm 103:8; Proverbs 3:3 **Unit 10:** Genesis 8:22; Psalm 9:1,2; Isaiah 54:10 **Unit 11:** Hebrews 10:23; Psalm 37: 3,4; Psalm 37:5,6; Exodus 15:2 **Unit 12:** Psalm 25:1,2; Psalm 25:4; Nahum 1:7 **Unit 13:** Genesis 28:15; Isaiah 41:10; Ephesians 4:25-27 **Unit 14:** Psalm 126:3; Luke 6:27,28; Micah 7:18,19

SECOND GRADE

Unit 1: Genesis 17:6,8; Genesis 28:13b,14; Genesis 28:15
Unit 2: Exodus 3:14; Exodus 3:14,15 **Unit 3:** Exodus 15:2; Exodus 15:21 **Unit 4:** Exodus 20: 1-5a; Exodus 24:3,7; Leviticus 26:11,12 **Unit 5:** Leviticus 23:3 **Unit 6:** Psalm 136:1,2; 10-16; 26
Unit 7: Deuteronomy 4:39,40; Philippians 4:7 **Unit 8:** Ruth 1:16b
Unit 9: Luke 2:7-16 **Unit 10:** Isaiah 11:1,2a; Isaiah 9:6; Matthew 4:19 **Unit 11:** Luke 19:10 **Unit 12:** Matthew 22:34-40; Luke 6:27,28; John 13:34,35; 1 John 4:7,8; 1 John 4:11,12 **Unit 13:** Zechariah 9:9-10; John 3:16,17; Matthew 23:37-39 **Unit 14:** Matthew 28:18-20 **Unit 15:** Matthew 25:34-40; 1 John 3:16-19; Hebrews 13:16 **Unit 16:** Acts 1:8

THIRD GRADE

Unit 1: Deuteronomy 28:9-11; Exodus 19:5,6a; Psalm 32:8; Psalm 67:1-4; Psalm 9:1,2; 7-10; Joshua 24:15b; Psalm 130:5; Psalm 143:8b; Psalm 139:23,24; Psalm 121 **Unit 2:** Mark 10:27; Judges 8:22-23 **Unit 3:** Psalm 32:8a; 1 Samuel 2:2 **Unit 4:** Psalm 24 **Unit 5:** 1 Samuel 16:7b; Psalm 51:1,2; 10-12; Psalm 121 **Unit 6:** John 3:16,17 **Unit 7:** Psalm 42:1-3,5; John 14:27 **Unit 8:** Galatians 5: 13-15; Galatians 6:7-10 **Unit 9:** Psalm 119:33,34 **Unit 10:** Psalm 27: 1,2, and 5; Psalm 67:1-5 **Unit 11:** Matthew 3:16,17 **Unit 12:** Luke 8:4-8; Luke 8: 11-15 **Unit 13:** Acts 4:19-20 **Unit 14:** Matthew 5:43,44 **Unit 15:** Ephesians 4:1-6; 4:29-5:2; 5:19,20; 6:1-4 **Unit 16:** Isaiah 43:1-3a; Matthew 5:43,44; John 14:6

FOURTH GRADE

Unit 1: Micah 6:8b; Matthew 7:13-14; Genesis 15:1; Genesis 9:12-16; Exodus 6:6-8; 1 Samuel 2:2 **Unit 2:** 1 Samuel 8:10-18; 1 Samuel 8:7-9; 1 Samuel 12:12 **Unit 3:** 1 Samuel 12:24-25;

1 Samuel 15:22,23 **Unit 4:** portions of Psalm 145; Psalm 32; Psalm 150; psalm of student's choice **Unit 5:** Psalm 32; Proverbs 22:17-19; Acts 17:24-28a **Unit 6:** Luke 12:22b-26; Luke 12:27-31; Luke 12:32-34 **Unit 7:** Isaiah 7:14; Isaiah 9:6; Isaiah 53:3-6 **Unit 8:** Isaiah 9:2; Isaiah 40:1-5; Jeremiah 33:14-16; Micah 6:8 **Unit 9:** Matthew 20:26-28; Philippians 2:5-11; Psalm 1 **Unit 10:** Psalm 119:32; John 8:12; John 8:31,32; John 8:34-36 **Unit 11:** Matthew 16:13-16; John 20:30-31; Acts 2:36; 1 Corinthians 15:3,4 **Unit 12:** John 12:12-19; John 12:23-28; John 14:1-4; John 14:15-21; John 19:16b-22 **Unit 13:** Deuteronomy 6:4,5; 2 Corinthians 12:10; Philippians 4:12-13; Philippians 1:12-14; John 8:31-32 **Unit 14:** Micah 6:8

FIFTH GRADE

Unit 1: Genesis 3:8,9; Psalm 139:1-4 **Unit 2:** Psalm 32:8; Hebrews:11:8-10; Hebrews 11:13-16 **Unit 3:** Hebrews 11: 20-22; Genesis 50:19-20 **Unit 4:** Psalm 70:4,5; Psalm 103:6-8; Exodus 3:13,14 **Unit 5:** Exodus 20:1-12 (Ten Commandments); Exodus 20:2; Psalm 90:1,2; Habakkuk 2:20 **Unit 6:** Hebrews 4:15,16; Matthew 6:13; Joshua 1:8,9; Joshua 24:14b-16a **Unit 7:** Psalm 23; Psalm 78:70-72; 1 Corinthians 1:26-29; Psalm 150 **Unit 8:** Jeremiah 31:31-34; Psalm 18:31; Deuteronomy 10:17,18; Psalm 34:18 **Unit 9:** John 1:1-3, 10-12; John 1:14; John 20:30-31 **Unit 10:** 1 Corinthians 15:3-5; one of the following: John 20:1-9; John 20:10-18; John 20:19-23; John 20:24-31 **Unit 11:** Revelation 1:8; Revelation 21:3,4; Revelation 22:12,20

SIXTH GRADE

Unit 1: Lamentations 3: 21-24; Psalm 130 **Unit 2:** Isaiah 55:1,2;6-12; **Unit 3:** Psalm 95:1-6; Psalm 24:1-4; Psalm 8 **Unit 4:** Zechariah 4:6b; Zechariah 7:9,10; Nehemiah 9:5b,6 **Unit 5:** Nehemiah 1:5,6a; James 5:13; Ephesians 5:19,20 **Unit 6:** Isaiah 9:6,7; Isaiah 7:14; Matthew 5:43-45 **Unit 7:** Review **Unit 8:** Luke 4:17-20; James 5:16 **Unit 9:** Matthew 5:3-11 **Unit 10:** John 11:25,26; Luke 24:36a-39 **Unit 11:** 1 Peter 2:9-10; Matthew 28:18-20 **Unit 12:** portions of Mark

SEVENTH AND EIGHTH GRADES

Anabaptist History: Hebrews 12:1; Matthew 5:39; Galatians 2:16a; Acts 5:29; Luke 17:20,21; 1 Corinthians 3:11; Luke 23:24; Matthew 10:19,20; Matthew 10:39; John 17:22,23; Matthew 28:20b; Mark 16:15; Psalm 3:3; Galatians 3:28; Romans 12:21; Matthew 7:13,14 **Creative Bible Study:** Luke 1:76-79; Luke 4:18,19; Luke 6:20-31; Luke 24:44-49; 2 Timothy 3:16,17; Psalm 119:105-112 **Practical Christian Living:** Short passages include: James 1:2-4; 1:5-8; 2:8-9; 2:26; 3:7-10; 3:13; 3:17-18; 4:11-12; 4:17; 5:7-8; 5:12; 5:15-16; 5:19-20. Longer passages include: James 1:12-16; 1:19-26; 2:1-13; 2:14-26; 3:1-12; 3:13-18; 4:1-10; 4:13-17; 5:7-11; 5:13-18 **Have I Got News for You!:** Deuteronomy 18:15-22; 2 Peter 1:20-2:3 and 3:1-2 **Acts 29!:** Acts 4:12; Psalm 16:8-11; Galatians 3:25-28; Romans 5:1-5; 1 Corinthians 13 **At the Crossroads:** Jeremiah 6:16; Psalm 139; Romans 12:1-21; The Lord's Prayer (Matthew 6:9-14 and Luke 11: 2-4) **Images of God:** Job 10:9a; Genesis 1:27; Colossians 1:16; John 1:1-14; Matthew 5: 14-16; 1 John 1:5-9; 1 John 2:9-11

Overview of Content Strands and Lessons

- The content strand title and lesson title are at the top of the page for middle school, grades seven and eight. For elementary school, from kindergarten through grade six, the unit title and lesson title are at the top of the page.
- A clear **Objective** is listed at the beginning of the lesson. This will usually include the corresponding scripture.
- The **Estimated Time** is listed next. This includes the bulk of the main lesson. Any extended activities will take extra time.
- The **Teacher Preparation** section gives step-by-step instructions on any work that will need to be done early. This includes everything from making copies of student pages to cutting construction paper to a specific size.
- The **Materials** section lists all materials, including anything not listed in the teacher preparation information.
- Children are prepared for the lesson through **Introducing the Lesson**. This section builds anticipation for the lesson.
- **Lesson Steps** give a clear, concise description of how the lesson will proceed.
- The **Extend the Lesson** section includes extra ideas the teacher may want to do in place of the student pages or to support the lesson further.
- Most lessons include one or more **Student Pages** for student response to the lesson.
- The footer at the bottom of each page will list the name of the unit and the name of the strand for middle school, and the name of the unit and the name of the lesson for elementary grades.

Statement of Theology

J. Nelson Kraybill, pastor and theologian, developed the foundational framework on which these materials are built. The seeds of this project began in Mennonite elementary schools.

We are Anabaptists. The term *Anabaptist* is often mistakenly interpreted to mean “against baptism.” In fact, this group of people was often referred to as the “Rebaptizers,” because they believed that a person should be baptized when old enough to make a conscious decision to follow Christ—in other words, to “count the cost.” Those who know of our beginnings during the Reformation know that the Anabaptist movement began when Conrad Grebel baptized George Blaurock.

If you are from an Anabaptist tradition, you are familiar with the term *Anabaptist*. If you are from another tradition, please try to move beyond the images that one word might evoke.

The following materials provide a description of the theology that undergirds what you will teach, as well as how the curriculum was developed. They have been adapted from the work of J. Nelson Kraybill, and are included with gratitude.

The Anabaptist Prism

How do Anabaptists read the Bible? Our intention is to let the Scriptures speak directly to us as the Word of God, without relying on creeds or theological formulas. Since the Bible is our guide, Anabaptists have never developed the elaborate confessions of faith and systematic theologies common in other traditions. One does not have to look far in the Christian church, however, to see that the Bible is interpreted in many different ways. Even on basic issues such as the meaning of baptism or the use of force, sincere Christians differ in their understanding of what the Bible means.

Journeys with God is a response to these differences in interpretation. The material in this series is specifically designed to reflect the best of Anabaptist understandings and to view the light of God’s written Word through this Anabaptist prism.

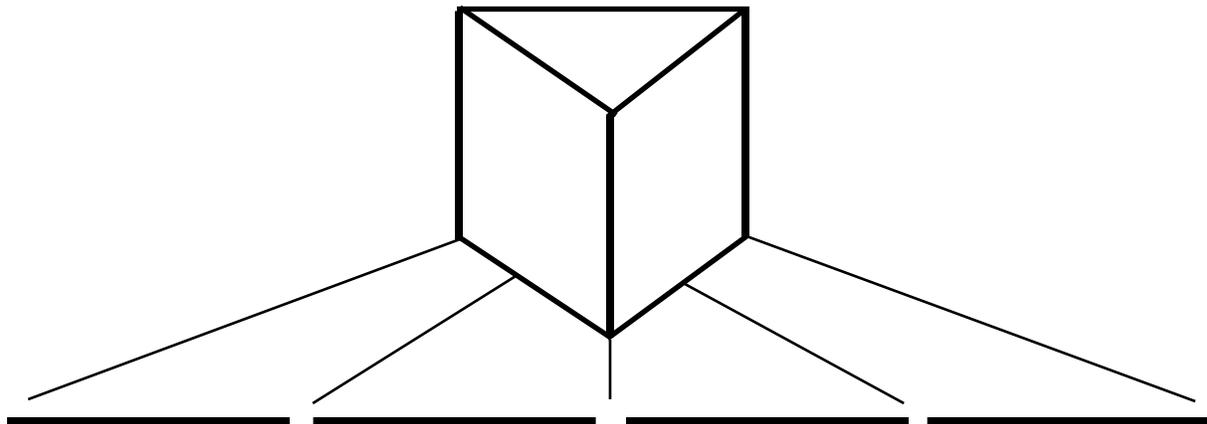
A good prism allows all light to pass through it, then splays that light in a full spectrum of true colors. The aim of this curriculum is to present the full range of biblical truth, without distortion. No prism should be used to tell the Bible what it must say. We believe God has worked through our Anabaptist forbears to effect understandings that are valid and true to his Word. We want to accept and build on these understandings and help keep this heritage vital.

The prism diagram on page 19 highlights four areas that give Anabaptist theology a unique hue: Our **confession** centers on understanding God through Jesus Christ; our **values** pivot on relationships of love and service; the **context** of our worship and ministry is the faith community; and the **content** of our theology springs from the Scriptures.

Anabaptist theology emphasizes relational aspects of faith. Through Christ, we are reconciled to God and begin to live in right relationship to other persons and to the physical world around us. We belong to a believing community that is shaped by biblical principles. All of this underscores a conviction that correct belief must be followed by a life of faithful obedience.

The prism diagram briefly explains the four areas emphasized in this curriculum. The following pages discuss each area in full and describe the themes that emerged.

The Anabaptist Prism



Confession

God offers reconciliation and shows us how to live in obedience.

We are created in God's image, but disobedience disrupts our relationship with God and with each other. In Old Testament times, God offered reconciliation to men and women when they confessed their sin and made acceptable sacrifice. In the New Testament era, persons who confess their sin come into right relationship with God through the sacrifice of Jesus Christ.

Jesus' life shows us how to live in love and obedience; his death on our behalf opened the way for our reconciliation to God. The Holy Spirit enables those who confess Christ as Lord to live as children of God.

Content

The Bible is God's written Word, an authoritative and trustworthy guide for faith and life.

The Bible is God's written Word, reliable as a guide for life and as a rule for the church community. While we believe the fullest revelation of God's love comes with Jesus Christ in the New Testament, we also read the Old Testament as the story of God's mercy and love.

Believers need to know Bible stories and understand the culture of biblical times. Knowledge of biblical chronology, geography, and political history is important. Believers should recognize different literary types in the Bible and commit important passages to memory.

Context

God uses the believing community to make right relationships practical.

People who confess Jesus as Lord join the faith community for worship, service, and mutual sharing of life. Here, in tangible ways, we experience forgiveness and are accountable to each other under Holy Spirit guidance. Together we stand apart from values and activities of the world that are contrary to God's will.

Individuals become church members after a mature, voluntary decision to accept Jesus as Lord. Baptism, communion, foot-washing, and other symbols remind us of God's transforming presence and our call to obedience.

In addition to worship, a central task of the church is to share the good news of salvation.

Values

God wants his people to live in right relationships.

The cross and resurrection of Christ make possible our right relationship with God. The cross also illustrates the high price we are willing to pay as we model non-violent love, forgiveness, and humble service. Like Jesus and the prophets, we have a deep concern for those who suffer abuse, poverty, and other forms of oppression. God calls us to live in harmony with his creation and to be agents of reconciliation in a broken world.

God wants his people to live in right relationships. God created humans to live in right relationship with God, with the physical world, and with each other. From the garden of Eden in Genesis to the New Jerusalem in Revelation, we see God's desire for harmony in creation. God intends for humans to enjoy the physical world, experience love, and find meaningful work.

Children are born innocent, created in God's image. But as humans come into the age of accountability, we disobey God and abuse relationships. The Bible is the saga of humans breaking their relationship with God through disobedience, and God's gracious efforts to reestablish trust and communication. Sin is not merely an act of breaking rules. It is also selfish action that severs or damages relationships that we need to be whole persons. God forgives those who seek him and offers reconciliation through the witness of Scripture, through the faith community, and through the Holy Spirit.

We celebrate the forgiveness, healing, and material blessings we receive from God. Our view of discipleship, however, precludes the idea that health and wealth are signs of right relationship with God. Church history includes many examples of Christians who lost health and wealth because of obedience to the way of the cross.

God offers reconciliation and shows us how to live in obedience. The life, death, and resurrection of Jesus represent God's supreme effort to bring humans into right relationship with him. Hope for a world of broken relationships starts with the inner change that happens when people acknowledge their sin and direct their lives in obedience to God's will. Young children can be assured of God's unqualified acceptance. As they mature, they gradually need to understand and experience confession and repentance. Our deepest desire is for our children, at the age of accountability, to confess Christ as Savior and Lord.

We believe that Jesus died on the cross for our sins, and is our Savior. We also stress that Jesus is Lord of our daily lives. Jesus calls us to follow in practical ways the humility, forgiveness, and love that he modeled.

Jesus often echoed the Hebrew prophets in expressing God's dismay at greed, immorality, and violence. Because of God's concern for healing relationships, we refuse to participate in violence, whether personal or national. Recently, we have become more aware of violence manifested by unjust economic systems, sexism, racism, and nationalism. Our commitment to Christ impels us to address these problems and to serve as agents of reconciliation.

Obedience to Jesus Christ supersedes obedience to all other authorities. We pray for rulers and respect those who lead our nations. But we believe that sometimes governments or other institutions ask us to engage in tasks that displease God. In such cases, we are ready to follow Christ regardless of the cost. Symbols are important to us. We scrutinize carefully symbolic actions such as saluting the flag and celebrating patriotic holidays. We are first of all disciples of Christ, then citizens of the world and of our own countries—in that order.

God uses the believing community to make right relationships practical. Participation in the worshipping community of God's people is an integral part of what it means to be saved.

Salvation happens here and now as humans experience the joy of forgiveness, worship, and service in the life of the faith community. The kingdom of God already has begun in the new fellowship of people who call Jesus Lord and who are guided by the Holy Spirit.

While salvation has important meaning for life after death, it also has immediate and tangible benefits as we share in the life of God's people on earth. A central task of the church is to share the good news of salvation and to invite others to accept Christ as Savior and Lord.

Discipleship to Jesus means that members of the church live out values and actions that often differ from those accepted by larger society. Jesus calls us to lead lives uncluttered by materialism and untainted by a drive for personal success or popularity. Use of our time, possessions, and gifts should honor God and respect the needs of others.

Accountability is a key concept in our view of the church. We "bear each others' burdens," give and receive counsel, and disciple one another. For us, church is a community of love, worship, and obedience. It is not merely an event sponsored by the clergy.

The Holy Spirit convicts individuals of sin and calls them to repentance. Persons become baptized members of the church after making a mature, voluntary decision to accept Christ as Lord. We do not baptize infants; we baptize individuals only when they are sufficiently mature to understand the cost of discipleship.

All members of the church are priests before God, and all members serve one another. We recognize differing roles within the church, but do not exaggerate the authority of administrators and pastors. We minimize the use of titles and emphasize shared leadership.

Baptism, communion, foot-washing, and other symbolic actions take place in the context of the community. These serve as reminders of God's transforming presence and call to obedient response.

The Bible is God's written Word, a reliable guide for faith and life. The Bible contains knowledge necessary for salvation, serves as a guide for life, and provides a trustworthy rule for the church community.

It is urgent for individual believers to know the Bible and to be nurtured by it regularly. Bible interpretation is always subject to discernment by the church as a whole, under Holy Spirit direction.

The teachings of Jesus play a central role in Anabaptist theology. We believe that Christ's teaching about the kingdom of God provides a practical model that believers live out here and now. Though we await full realization of the kingdom of God in the future, we desire to live by its standards today.

While our faith centers on Jesus Christ of the New Testament, we also read the Old Testament as the story of God's gracious acts of love and mercy. The "gospel" of the Old Testament includes God's deep concern for human suffering, repeated forgiveness, and formation of a healing community.

Introduction to First Grade: *In the Family of God*

General Introduction

UNDERSTANDING THE CHILD

First-graders are entering a stage of transition. They continue to explore the world around them, while moving toward awareness of their roles at home, church, and school. As these youngsters begin to broaden their horizons, they continue to need love and acceptance from those around them. They are beginning to understand abstract concepts and are able to see another person's point of view.

At this stage, children benefit greatly from exploring concepts within the context of concrete, familiar experiences. An emphasis on families provides the background for children's discussions about God's involvement in families throughout biblical history and how God is concerned about each of our families now.

Each family is unique and special. Some of us live with the families into which we were born. Others have been chosen to live with an adoptive or foster family. All families have their own special configurations and traditions. God, our loving creator, extends compassion to all families around the world and helps us understand what it means to be a church family as brothers and sisters in Christ.

The extended family is the essential and basic setting in which people experience faith, trust, and love in the Old Testament. It is important in the New Testament as well. The church becomes the family of God and provides a new social setting. Through the family, children receive the love and security needed for the journey of life. In many ways, the family is God's agent for shaping faith.

Living in families is not always easy. There are conflicts and struggles, as well as love, joy, peace, and reconciliation. The many stories of the Bible can provide wisdom and insight into family living in its broader sense.

MISSION PROJECTS

One goal of mission projects is for children to understand that there are Others—people who exist beyond their usual scope of contact. How children begin to learn about and relate to Others is an important part of establishing any mission project.

- 1) It would be helpful for the teacher to spend time understanding the class before considering mission projects. What are the students' interests? In what areas might they need to learn? How can a mission project tie in with these things?
- 2) It is important that students' learning changes both the students and the Other. Interactions and exchanges need to be mutually beneficial for all involved.
- 3) It is necessary to consider what types of projects are practical for first-graders.

Another goal is for the Other to cease to exist for the children. Instead, through the project, they will begin to understand their connection with those around them. This connection "widens the lens" to include those who were formerly Other.

Families are the emphasis of this curriculum: our own families, the church family, and families in the Bible. Therefore, it makes sense to organize an ongoing mission project that relates to families. This can happen in your community or through a global mission agency. The following are suggestions:

LOCAL

- Connect with a local food bank that caters to families. Throughout the year, have students collect canned goods through a drive in the school. Be sure to visit the food bank and meet the director, as well as some of the recipients.
- Connect with a local homeless shelter or women's shelter. Though the concepts of homelessness and abuse might be hard for some first-graders to understand, this provides opportunity for them to realize that some families need to live in situations different from their own. A visit to the shelter is important, as well as listening to the stories of people who live there.
- Make school kits or health kits for families around the world. Take them to the local Mennonite Central Committee office. Visit www.mcc.org for a list of items that need to be included in the kits. Be sure to put in only the items listed.

GLOBAL

- Connect with a family who is on a mission or service assignment somewhere in the world. Contact a mission agency or local congregation for a name and address. Students can send letters and pictures to the family, though it is important to understand that the family may not respond. Pray for the family.
- Learn about an ongoing project with a mission agency. Use your creativity, and your students' creativity, to raise money for the project.
- Order *Hello* from your local Mennonite Central Committee office. It is printed every other month and provides stories, food, and craft activities from various countries.

PARENT VOLUNTEERS

There will be many opportunities through the year for parents to help in your classroom. Some might be able to come and help make a recipe or assist with a special art project. Others, who are unable to assist regularly, will have opportunities to participate in a more flexible way.

Parents and grandparents can also participate by sending ingredients for recipes. Many recipes from other countries have been included in this grade. It is important for the children to taste foods from other cultures and be involved in creating them.

You might want to involve families in your mission project. Or you might invite several parents to organize all the items you need for teaching each unit during the first year. Parents can also make Bible costumes (see Bible Times Clothes Closet, p. 41).

Parental involvement in Bible classes helps keep them informed about content studied, alleviates stress and overwork for the teacher, and helps students see that Bible class is valued by all members of your school community.

BIBLE TIMES CLOTHES CLOSET

Throughout the grades, there will be occasions where an adult or student needs to wear authentic clothing from Bible times. It is important to provide appropriate garb.

We suggest that your school keep several tunics for adults and children in a central location (coat rack in faculty lounge, nurse's closet, someone's classroom, for example), for easy access. McCalls has a pattern for children's clothing from Bible times, as well as a pattern for adults. The patterns are easy to follow and will lend an air of authenticity to the character's role.

Inexpensive cotton/polyester blends work well for tunics and headgear. Two

tunics and head coverings for men, two for women, and several for students should be adequate for a medium-sized school. Many parents who cannot help during school hours would be happy to create simple costumes. And children's concepts of the culture in which Jesus lived will be greatly enhanced.



STUDENTS WITH SPECIAL NEEDS

Special-needs students have specific needs that cover a wide spectrum. There are gifted children, those with learning disabilities or emotional disabilities, and children with physical limitations. We have provided a variety of teaching methods with the intention of meeting the needs of all students. As you think of individual children, choose methods and activities that will ensure their success and interest during Bible class.

Every child should experience success in learning. We want children to be excited about Bible class and look forward to these special moments together. We do recognize that you will need to tailor the learning experiences to the needs of the children you teach. Each class will be different!

Many children who experience difficulty in one area of school are unusually adept at another activity. Find ways to make each child's gifts useful. **Be sure to provide support for those children who, for some reason or other, become frustrated during certain activities.**

As children work, step back and observe what is taking place. Are they learning? What are they learning? What are they teaching each other? What should happen tomorrow to extend their learning?

STORYTELLING

In the first-grade curriculum, Units 4 through 14 rely heavily on retelling Biblical narratives. These stories are central for most of the lessons and are used in both historical and contemporary ways. Historically, narratives help us understand not only the family of God, but also how family structures contributed to the people and story of God in the world. Viewed in a contemporary way, the stories provide a framework for students to learn how to interact with others and live their daily lives. Both the historical and contemporary elements are important for students to discover how to develop a growing relationship with God.

Because this is a Bible curriculum and because Bible narratives are essential for understanding God and the people in God's world, it is important to symbolize this by always having a Bible in your hands, or nearby, when telling a Bible story. During the lesson, you might prefer to read some narratives directly from the text. The *New Living Translation* is an easy-to-understand translation, and first-graders will understand most of it. If you prefer to *tell* the story, simple narratives are written in the lessons. You may read these; however, it is preferable to tell the story in your own words. If you prefer not to read the story directly from the text, be sure to find it in the Bible and show students where the story is found.

It is important to remember that each time a Biblical narrative is told it is an interpretation, a re-telling, of the original narrative. Simply analyzed, a narrative generally includes characters and a plot with a problem to be solved. It is sometimes tempting to add characters' thoughts and experiences, to create more interest, but doing so might change slightly the meaning found in the text. Considering a polemic plot line that needs a solution might provide new ways to look at things.

This has been referred to as *orientation* (what students already know and are comfortable with), *disorientation* (seeing something in a new way that creates problems or discomfort), and *reorientation* (how students are changed after the problem is solved and the discomfort is gone). Keep in mind that students may experience these feelings through the stories as they develop and grow in their relationship with others and with God.

Several lessons suggest that students act out narratives. Though this will add the students' own interpretations to the stories, it is also a way for students to process things that are relevant to them. Allow them time to process the stories and discover how to incorporate them into their own lives.

Storytelling should be fun! As a storyteller, you will feel as if you are part teacher and part dramatist. Be sure to read the stories several times prior to re-telling them to your students. Make sure the sequence is correct and that the re-telling of the text remains true to the original meaning. It is helpful to read the narrative in several translations to discover nuances that might be essential to the story.

Most importantly, a good biblical storyteller needs to remain connected to the One who gave the stories. As students learn and develop and grow, our hope is that you also find new thoughts and inspiration from the narratives. Have fun!

MUSIC

A few songs are mentioned from the *Jubilee Songbook*. This songbook and CD are available from Herald Press, Scottdale, PA 15683. You will want to order one CD for the classroom and one songbook per child.

RECOMMENDED RESOURCES

Unit 1

Lesson 3

A Country Far Away, by Nigel Gray and Philippe Dupasquier. Orchard Books, 1988: ISBN 0-531-05792-5

Lesson 4

I Call My Hand Gentle by Amanda Haan. Penguin, 2003: ISBN 0-670-03621-8

Lesson 5

The Little Red Hen, illustrated by Barry Downward. Simon & Schuster, 2004: ISBN 0-689-85962-7

Lesson 7

Uncle Willie and the Soup Kitchen by Dyanne Disalvo-Ryan. First Mulberry Edition, 1997: ISBN 0-688-15285-6

Lesson 8

Why Mosquitos Buzz in People's Ears by Verna Aardema. Dial Press, 1975: ISBN 0-8037-6087-6

Lesson 9

The Butter Battle Book by Dr. Seuss. Random House, 1984: ISBN 0-394-86580-4

Peace Begins With You by Katherine Scholes. Little, Brown and Company, 1989: ISBN 0-316-77440-5

Somewhere Today: A Book of Peace by Shelby Moore Thomas. Albert Whitman and Company, 1998: ISBN 0-8075-7546-1

Unit 2

Lesson 1

All Kinds of Families by Norma Simon. Albert Whitman and Company, 1976:
ISBN 0-8075-0282-0

Families: Around the World, One Kid at a Time by Uwe Ommer. Universe Publishing,
2002: ISBN 0-7893-1009-0

Lesson 2

Jubilee Songbook and CD. Faith & Life Resources, 1998: ISBN 2-5008-7823-6

Unit 3

Lesson 1

People by Peter Spier. Doubleday & Company, 1980: ISBN 0-385-13181-X

Lesson 2

A Family from Brazil by Julia Waterlow. Raintree Steck-Vaughn, 1998: ISBN
0-8172-4910-9 (*This book is out of print, but you may find it used or in a library.*)

Brazil (A to Z) by Justine and Ron Fontes. Scholastic, 2003: ISBN 0-5162-4563-5

South America Close-Up (video), Children of the Earth Series. Maryknoll World
Productions, 1997. Available on loan from Mennonite Central Committee,
1-888-563-4676, www.mcc.org.

Viva! Latin America/ Caribbean Resource Box, available on loan from Mennonite
Central Committee, 1-888-563-4676, www.mcc.org. Teacher's guides are free.

Lesson 3

A Crocodile for Aminata by Carol Shenk Bornman. Trafford, 2004: ISBN 1-4120-3133-8
This book is published on demand: 1-888-232-4444, email: sales@trafford.com

Assita of Burkina Faso (video), A Child's View Series, Mennonite Central Committee,
1999. Available on loan from MCC, 1-888-563-4676, www.mcc.org.

I'm Sita, Your Friend in Burkina Faso (coloring book). Available from Mennonite Mission
Network, 1-866-866-2872, info@mennonitemission.net.

Lesson 4

Busba's Taste of Thailand (video), A Child's View Series, Mennonite Central
Committee, 1991. Available on loan from MCC, 1-888-563-4676, www.mcc.org.

Lesson 5

A to Z: France by Justine and Ron Fontes. Scholastic, 2003, ISBN 0-516-26808-2

Lesson 6

Jubilee Songbook and CD. Faith & Life Resources, 1998: ISBN 2-5008-7823-6

Mexico Close-Up (video), Children of the Earth Series. Maryknoll World Productions,
1997. Available on loan from Mennonite Central Committee, 1-888-563-4676,
www.mcc.org.

Viva! Latin America/ Caribbean Resource Box, available on loan from Mennonite
Central Committee, 1-888-563-4676, www.mcc.org. Teacher's guides are free.

Lesson 8

Miss Rumphius by Barbara Cooney, Puffin Books, 1982: ISBN 0-14-050539-3

Unit 6

Lesson 3

My Very Own Haggadah: A Seder Service for Young Children by Judyth Groner
and Madeline Wikler. Kar-Ben Publishing, 2003: ISBN 1-58013-023-2

Unit 9

Lesson 1

And It Was Good by Harold Horst Nofziger. Herald Press, 1993: ISBN 0-8361-3634-9
Genesis, art by Ed Young. Harper Collins, 1997: ISBN 0-06-025356-8
God Created by Mark Francisco Bozzute-Jones. Augsburg Fortress, 2003:
ISBN 0-8066-4568-7

Unit 10

Lesson 1

Noah's Ark by Jerry Pinkney. Sea Star Books, 2002: ISBN 1-58717-201-1

Lesson 2

On Noah's Ark by Jan Brett. G.P. Putnam & Sons, 2003: ISBN 0-399-2428-4

Lesson 3

The Ark by Arthur Geisert. Houghton Mifflin Co., 1988: ISBN 0-395-09473-6
Noah's Ark by Anne Wilson. Chronicle Books LLC, 2002: ISBN 0-811-83563-4

Unit 12

Lesson 2

Bless This House by Leslie Staub. Harcourt, Inc., 2000: ISBN 0-152-01984-7

Unit 13

Lesson 2

A Bargain for Frances by Russel Hoban. Harper & Row, 1992: ISBN 4-394-5483-2
(hardcover), ISBN 0-064-44001-X (paper)

Lesson 3

Mmm, Cookies! by Robert Munsch. Scholastic, Inc., 2000: ISBN 0-590-8960-3

Lesson 4

On Morning Wings by Reeve Lindbergh. Candlewick Press, 2002: ISBN 0-7636-1106-9

Unit 14

Lesson 2

Let's Talk About Feeling Angry by Joy Berry. Scholastic, 1995: ISBN 0-590-62386-9

Lesson 3

How Would You Survive as an Ancient Egyptian? by Jacqueline Morley. Franklin
Watts, 1995: ISBN 0-531-14345-7

Bible Story Books

The Beginner's Bible. Zonderkidz, 2005: ISBN 0-310-70962-8

The Young Reader's Bible. Standard Publishing, 1998: ISBN 0-7847-0505-4

My Very First Bible. Good Books, 2003: ISBN 1-56148-370-2

Books to Teach Peace

Peacemaking Skills for Little Kids by Fran Schmidt and Alice Friedman. Peace
Education Foundation, 1993: ISBN 1-878227-16-5