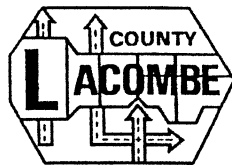


**A
CURRICULUM IN CHRISTIAN
EDUCATION
FOR
GRADES FIVE AND SIX**



GRADE 5 AND 6

CURRICULUM

IN

CHRISTIAN EDUCATION

County of Lacombe No. 14
Board of Education

Revised June, 1991

GOD'S COVENANT WITH PEOPLE

and

THE LIFE OF CHRIST

"God's Covenant With People" and "The Life of Christ" is a curriculum in Christian Education prepared by the Curriculum Committee of the Lacombe Ministerial Association, in cooperation with the County of Lacombe Schools. This program has been prepared for use in Grades Five and Six.

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1. It is for use in a similar religious instruction program, and
2. It will not be reproduced for resale.

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(Revised June, 1991)

OBJECTIVES

The general objectives of the Christian Education Program are:

- ✓1. To deal widely and openly with the question of the meaning of life in association with a pupil's educational program.
2. To involve volunteer clergymen of all denominations.
3. To develop supportive personnel from within the teaching staff.
- ✓4. To acquaint students with concepts that view morality from a Christian perspective.
- ✓5. To deal with the feeling of rejection and loneliness which is much too common both inside and outside the classroom. Many educators feel it essential, for personal growth and development, that children learn to accept themselves and each other as persons of worth.
6. To develop a model of Christian Education which could be used as a guide for other school jurisdictions.
7. To develop understanding of the purpose of the church in the community.

MUSIC IN THE CLASSROOM

In the past we have had mixed success with music in the classroom. The key to success seems to rest with the person leading and the students' readiness to participate. Music can be very helpful in opening the class up for a discussion and participation, as well as closing the class with a fitting song that relates to the lesson material.

In the County of Lacombe, song sheets have been prepared for the classroom use which contain a cross section of songs related to the Christian Faith. Also, a tape cassette of music has been prepared for accompaniment. It is advisable to have a good cassette player available that will give a good reproduced sound. However, our experience has shown that the person who can lead the singing with a musical instrument is a better way than using the cassette.

If you choose to use one of these methods, open the class with one of two songs and perhaps plan to close the session with a song if it is appropriate to do so.

This statement has been prepared as a guideline where clergy from various denominations are teaching this material.

I. Classroom

1. The opportunity to teach in the classroom is to be regarded as a privilege, not a right. Those participating will seek to promote the success of the program through cooperative efforts.
2. The classroom will not be used as an opportunity for advertising or promoting any church activities.
3. Where there is a difference of belief or doctrine, clergy will hold personal convictions and the convictions of others in equal regard, with no attempt to discredit the beliefs of another, or advance their own beliefs at the expense of another.
4. A minimum of two days' notice is requested if you are not able to fulfill your teaching obligation. This allows the Coordinator time to secure someone else and provides the substitute with ample preparation time. Where the two days' notice is not given, clergy are expected to make their own substitute arrangement.

II. Relationship to Regular Ministry

Clergy should regard the opportunity to teach in the classroom as part of their normal parish ministry, making ample time available for preparation and classroom presentation.

III. Clergy and School Staff

Clergy should conduct themselves with dignity and courtesy when around regular school staff, and while in the classroom.

Demands should not be made upon the school staff for assistance, other than what is normally provided. Make your own arrangements for materials and teaching aids, well in advance of the class period. **Please be prompt in arriving at your class on time.**

IV. Curriculum

1. Clergy will follow closely the curriculum materials provided for this purpose.
2. Any need for departure from the given curriculum should be discussed with the Coordinator.
3. You are responsible for obtaining any teaching aids you need in addition to the lesson material.
4. Problems of classroom discipline must be discussed with the Teacher or Principal and the Coordinator if necessary.

V. Material Resources

All materials provided in this course are the property of the County of Lacombe. Any equipment and audio-visual aids other than printed lesson materials should be returned immediately to the school or the Coordinator when you are finished with them.

SOURCES FOR CHRISTIAN EDUCATION MATERIALS

A. Bibles and Books

Gospel Books "N" Music
4909-48th Street
Red Deer, Alberta

Phone: 342-7477

ENTHUSIASM

What does research say about teaching and learning? Did you know that what the teacher **says** and **does** and how it is said and done has more effect on student learning than any other variables? Take, for example, the effect of teacher enthusiasm on learning.

Research states that teacher enthusiasm is related to learning at all levels; it produces comprehension gains, increases recall, improves attitudes, lessens anxiety, and increases divergent thinking. These are certainly admirable results.

How can the teacher show enthusiasm? There are eight teaching behaviors that comprise teacher enthusiasm: vocal delivery, eye contact, gestures, body movements, facial expression, word selection, acceptance of ideas and feelings, and overall energy level.

If, in conjunction with an enthusiastic approach to teaching, one considers that teaching is composed of three very broad but significant categories of behavior, namely, **initiating**, **responding**, and **modeling**, the teaching-learning process may be enhanced considerably. What are these behaviors?

Initiating behaviors are those that cause, solicit, or invite some action by students.

Responding behaviors are those ways in which the teacher reacts to the student's answer.

Modeling is a teacher behavior associated with the tendency of people to match their behavior to those of "significant others" in their environment.

A teacher who consciously formulates questions that correspond to desired levels of cognitive thought; who structures the classroom with clarity and precision; who accepts, extends, and clarifies students' ideas; who models the same behaviors desired in students; and who consistently shows enthusiasm, can create a classroom learning condition in which maximum student growth will most likely occur.

The last sentence said a lot. It perhaps best portrays a philosophy of successful teaching held by many successful practitioners.

The above ideas have been borrowed from so many sources that it is difficult to give credit where credit is due, but I'm sure that no one minds if you use them.

ELEMENTS OF A GOOD LESSON

The following eight headings represent those elements of a lesson that have been shown to be essential to the successful planning and teaching of the lesson and consequently to the learning on the part of the student. If any of the eight elements are left out in a lesson, the omission should be the result of a conscious professional decision and not because of an oversight or a means of saving time. In the actual teaching process, many of the elements overlap and may not be as clean cut as they appear in the following headings.

1. Anticipatory Set

- establish an attending behavior so that students are read to learn.
- focus their attention, shift their minds into gear, and create an intent to learn.
- activities may be used to review or extend previous learnings or they may be related to the theme of the lesson; thereby providing a springboard for a new learning.

2. Objective

- let the learner know the purpose of the lesson by stating who, what, how and how well.
- T.L.W. ("The learner will").

3. Input

- old skills and information are brought to a conscious level.
- new skills are taught and new information is learned.

4. Modelling

- demonstrate for the student what you want done and how it should be.

5. Check for Understanding

- the student must know it before he practices it, so the teacher must diagnose for understanding by sampling, group response or private response.

6. Guided Practice

- don't let students practice errors at the beginning of learning.
- teacher should carefully monitor the beginning practice of students, and provide immediate knowledge of the results.

7. Independent Practice

- to increase fluency and promote retention, students should practice use of learning on their own.
- seatwork, homework.

8. Closure

- bring the lesson to an appropriate conclusion by reviewing key points and tying them together into a meaningful whole.

COUNTY OF LACOMBE

NO. 14