

Primary Class Learning Goals (Pre-Kindergarten – First Grade)

The Old Testament

Unit: Creation Story (Shell Year, Unit 1)

- Students hear the story of Creation and can retell the story in their own words. Students hear that God created the world and all that is in it. (Shell 1.1 – 8)
- Students can name parts of God’s creation (light, dark, water, sky, land, plants, sun, moon, stars, fish, birds, animals, and human beings.) (Shell 1.1 – 8)
- Students can say the verse “God said, ‘Let there be light!’ and God saw that it was good.” (Shell 1.1)
- Students express gratitude for God’s creation. (Shell 1.2)
- Students can name plants that God has created. (Shell 1.3)
- Students can explain how flying and swimming creatures are different than others. (Shell 1.5)
- Students name several kinds of land animals that God created. (Shell 1.6)
- Students recognize that they are uniquely and wonderfully made by a God that loves them. (Shell 1.7)
- Students recognize the difference between work and rest and are introduced to the concept of sabbath. (Shell 1.8)

Unit: Promise (Chalice Year, Unit 1)

- Students hear the stories of Noah, Abraham and Sarah, and Moses and can retell the stories in their own words. (Chalice 1.1 – 8)
- Students hear that God makes promises and keeps promises with his people. (Chalice 1.1 - 8)
- Students recognize the rainbow as a sign of God’s promise to care for us always. (Chalice 1.3)
- Students are introduced to the concept of “covenant.” (Chalice 1.3)
- Students can describe how they can obey God, just as Abraham and Sarah obeyed God. (Chalice 1.4)
- Students recognize that God keeps his promises, even ones that seem impossible to us. (Chalice 1.5)
- Students recognize that God calls individuals to do special things. (Chalice 1.7)
- Students wonder about the miracle of the Exodus and can tell the story of the Exodus in their own words. Students can say that Moses leading the people is similar to how Jesus leads us. (Chalice 1.8)

Unit: Shepherd (Cross Year, Unit 1)

- Students hear the stories of Ruth, Naomi, David (including his childhood, defeat of Goliath, writing of Psalms, and becoming King), and Solomon and can share the stories in their own words. (Cross 1.1 – 7)
- Students can say that David (and Jesus) belonged to Ruth’s family. Students relate Ruth’s family tree to their own family tree. (Cross 1.2)
- Students hear the role David played as a shepherd taking care of his sheep and consider who takes care of them. (Cross 1.3)
- Students recognize that God will be with them during difficult times just as God was with David. (Cross 1.4)

- Students read a variety of Psalms (taken from the *Children's Book of Psalms*) and explore the emotions found in the Psalms. Students can describe that Psalms are a way to share our emotions. (Cross 1.5)
- Students can say that David wrote Psalms that we still sing and say today. (Cross 1.5)
- Students recognize that David was a shepherd first and then a King. Students can share similarities between a shepherd and a King. (Cross 1.6)
- Students can say that Solomon was David's son. (Cross 1.7)
- Students can say that Solomon built a temple and that, like our church building, it was a place to worship God. Students recognize the importance of having a special place set aside for worshipping God. (Cross 1.7)

The New Testament

Unit: Jesus, Son of God (Shell Year, Unit 2)

- Students hear stories from Jesus' childhood, and ministry and can retell the stories in their own words. Stories include Jesus was a child (visit to the temple), Jesus chose disciples, and Jesus fed the five thousand. (Shell 2.1-2, 6)
- Students describe the disciples as Jesus' friends. Students practice sharing Christian friendship by "passing the peace." (Shell 2.1)
- Students can share the story of 'Feeding the Five Thousand' in their own words. Students discuss the importance of sharing food with those who are food insecure. (Shell 2.2)
- Students recognize that Jesus was once a child like them. (Shell 2.6)

Unit: Jesus – Storyteller (Chalice Year, Unit 2)

- Students hear three important parables (The Mustard Seed, the Lost Coin, and the Lost Sheep), and are introduced to Jesus as the Good Shepherd. Students can retell the three parables in their own words. (Chalice 2.1 – 3)
- Students can say that Jesus taught using stories (parables.) (Chalice 2.1)
- Students relate the story of the mustard seed to our ability to grow and learn. (Chalice 2.1)
- Students can say that people celebrate when they find lost things. (Chalice 2.2)
- Students relate the shepherd's concern for the sheep to God's concern for them. Students can say that God cares for us like a shepherd. (Chalice 2.3)
- Students can say that Jesus knows us all by name. (Chalice 2.4)

Unit: Jesus – Teacher (Cross Year, Unit 2)

- Students hear stories about what Jesus taught and did during his ministry on earth. (Cross 2.4 – 2.6)
- Students relate Jesus' role as a teacher to the teachers in their own lives. (Cross 2.4)
- Students can describe that Jesus taught others using stories. (Cross 2.4)
- Students use their own words to say that we can trust God to care for us. (Cross 2.5)
- Students recognize that God knows our worries. Students know they can pray and talk to God about their worries. (Cross 2.5)
- Students can describe how we show love and care to others. (Cross 2.6)
- Students can name examples of sharing love through compliments, acts of service, touch, gift giving, and quality time. (Cross 2.6)

Additional New Testament stories - learning goals outlined under other areas:

- The Baptism of Jesus

- Jesus teaches the Lord's Prayer
- The washing of feet on Maundy Thursday
- Jesus' death, burial, and resurrection
- Pentecost

Sacraments

Unit: Baptism Belonging (Shell Year, Unit 3)

- Students connect our modern-day Baptism service to the Baptism of Jesus by John in the river. (Shell 3.1)
- Students can role-play a Baptism, including the words "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit. Amen." (Shell 3.1-2, 5)
- Students can name Baptism as a sacrament of the church. (Shell 3.2)
- Students can describe what happens at the baptism services at our church. (Shell 3.2)
- Students can say that through Baptism we are all welcomed into the family of God. (Shell 3.3)
- Students relate the use of water in Baptism to the history of God's people, including creation, the deliverance through the Red Sea, and Jesus' Baptism in the river. (Shell 3.4)
- Students can describe the use of water in Baptism. Students can say that water is placed in a baptismal font. (Shell 3.4)
- Students can say the sign of the cross reminds us that "[We] are sealed by the Holy Spirit in Baptism and marked as Christ's own forever." (Shell 3.5)
- Students can say the priest makes the sign of the cross on the forehead at baptism. (Shell 3.5)
- Students relate the events of Easter to Baptism and our new life in the risen Lord. (Shell 3.8)
- Students name and describe symbols of baptism. (Shell 3.8)

Unit: Eucharist – Sacred Meal (Chalice, Unit 3)

- Students explore elements of the Eucharist service including gathering at the altar, receiving bread and wine, giving thanks to God, and singing during the service using age-appropriate storytelling and discussion. (Chalice 3.1 – 3.5)
- Students can say that Jesus shared meals with his friends like how our church family shares meals. (Chalice 3.1)
- Students can identify the altar and describe what the people do as they gather for Eucharist. (Chalice 3.2)
- Students can name and recognize objects on the altar including the altar book, candles, chalice veil, and altar frontal. (Chalice 3.2)
- Students can say that the bread and wine are given at the Holy Eucharist because Jesus asked us to remember him in this way. Students can say that by taking the bread and wine we are receiving Jesus. (Chalice 3.3)
- Students can roleplay a Eucharist service, including giving Communion. (Chalice 3.3)
- Students can describe how we give thanks to God during the Eucharist service. (Chalice 3.4)
- Students recognize the importance of singing during the Eucharist service and give thanks to the choir for their service. (Chalice 3.5)

Unit: Worship – Environment (Cross, Unit 3)

- Students recognize the importance of the worship space and the objects in it for supporting the worship service. (Cross 3.1 – 3.5)
- Students become familiar with the name, use, and location of objects in the worship space including the cross, altar, pulpit, baptismal font, and candles. (Cross 3.1 – 3.5)

- Students recognize the importance of the cross in worship. (Cross 3.1)
- Students roleplay Communion and can describe the use of an altar, vestments, bread, and wine in the worship service. (Cross 3.2)
- Students recognize the significance of beautiful and special things in worship and the worship space. Students recognize that objects are made holy through their use in worship. (Cross 3.5)

Worship and the Church Year

Unit: We are the Church! (Shell Year, Unit 4)

- Students recognize similarities between early Christian worship and modern Christian worship, including that people think about God, pray to God, hear about Jesus, and come together in church to be with other Christians. (Shell 4.1)
- Students can say that the word “liturgy” includes everything we do in church. (Shell 4.1)
- Students can recognize which objects in the church building are used for worship. (Shell 4.1)
- Students recognize the importance of the Bible in worship. (Shell 4.2)
- Students can say that the person who reads the bible out loud in church is called a “worship leader” or a “lector.” (Shell 4.2)
- Students can say that the Old Testament has stories from a long time ago. (Shell 4.3)
- Students can name a few stories that appear in the Old Testament. (Shell 4.3)
- Students can explain that the Gospel reading in the worship service is always about Jesus. (Shell 4.4)
- Students can explain that prayer is talking with God and listening to God. (Shell 4.5)
- Students can identify a hymnal and explain when and why it is used. (Shell 4.6)
- Students can share ways that the church can love and help one another. (Shell 4.7)

Unit: The Church Prays (Chalice Year, Unit 4)

- Students can describe different aspects of the worship service including praying, the use of the Book of Common Prayer, the people who lead worship, and the Prayers of the People. (Chalice 4.1-8)
- Students can pray the Lord’s Prayer and describe how Jesus used it to teach us to pray. (Chalice 4.1 – 2)
- Students can say that the Lord’s Prayer is found in the Book of Common Prayer. (Chalice 4.2)
- Students can describe three ways of praying to God: saying thank you, saying we are sorry for doing what we have done wrong, and asking for God’s help. (Chalice 4.3)
- Students demonstrate prayer using a variety of methods including talking, writing, drawing, and building (using playdough or Legos to represent prayers.) (Chalice 4.3)
- Students can say that Episcopal churches use the Book of Common Prayer as they worship. (Chalice 4.4)
- Students can describe what the Book of Common Prayer looks like and how it is used in worship. (Chalice 4.4)
- Students recognize that prayer can happen at any time, day or night. Students can describe the Daily Office and that it includes Morning, Noonday, and Evening Prayer. (Chalice 4.5)
- Students can name one or more of the people at their church who lead prayers. (Chalice 4.6)
- Students can describe the differences between Priests and Bishops including what they do and what they wear. Students can name their own Priest and Bishop. (Chalice 4.6)
- Students can say that the Bishop is the “priest to the priests.” (Chalice 4.6)
- Students can describe what happens at the Prayers of the People, including who leads and who prays. (Chalice 4.7)

- Students can describe the special prayers we use during the service of Baptism. (Chalice 4.8)

Unit: The Church Sings (Cross Year, Unit 4)

- Students explore the uses and purpose of music in worship. (Cross 4.1-7)
- Students can identify The Hymnal 1982 as the church's book of songs. (Cross 4.1)
- Students can name and/or sing their favorite hymns. (Cross 4.1)
- Students hear and sing important songs from worship, including the Sanctus and the Doxology. (Cross 4.2-3)
- Students recognize the morning as a special time to sing praise to God. (Cross 4.2)
- Students recognize how music reminds us that God is always with us. (Cross 4.3)
- Students recognize how music teaches us about God. (Cross 4.4)
- Students recognize how music praises God. (Cross 4.4)
- Students can say that we sing about Jesus. Students can listen for and find Jesus' name in various hymns and join in on repetitive refrains. (Cross 4.5)
- Students recognize how music teaches us to love God, and how to love others. (Cross 4.6)
- Students hear a song ("Jesu, Jesu, fill us with your love") and recognize how it helps remind us to love our neighbors. (Cross 4.7)
- Students can describe their neighbors as being everyone. Students can say that God wants them to love everyone. (Cross 4.7)

Lessons about the seasons of the church year are woven into the larger units. Below are the learning goals surrounding specific times of the year. These goals are included in lessons throughout all 3 years of lesson rotation.

Advent

- Students can say that Advent begins a new church year. Students recognize that God can make 'all things new' and Advent is a time for a new year. (Chalice 2.5)
- Students can describe the purpose and use of an Advent wreath. (Chalice 2.5)

Christmas

- Students can describe how angels bring good news, warn about danger, or comfort people during a hard time. (Cross 2.1)
- Students hear stories surrounding Jesus' birth and can retell the stories in their own words. Stories include: Jesus had a family (The Annunciation), Jesus was born in a stable, and the visit from the Wise Men. (Shell 2.3-5)
- Students can retell the story of Gabriel's visit to Mary in their own words. Students can say the angel Gabriel brought good news to Mary. (Shell 2.3, Cross 2.2)
- Students consider if they have ever been chosen by God to do something important and discuss what it is like to follow God. (Cross 2.2)
- Students can relate their family to Jesus' family. (Shell 2.3)
- Students hear the story of Jesus' birth and can define key phrases from the Christmas story (stable, manger, inn, and swaddling clothes.) (Shell 2.4)
- Students can say that the angels told the shepherds the 'Good News' from God and can say that the Good News was the birth of Jesus. (Chalice 2.6)
- Students can describe the role that shepherds and angels had in the story of Jesus' birth. (Chalice 2.6)
- Students can tell how and when Jesus got his name (from the angel Gabriel) and say that Jesus has another name (Christ.) (Cross 2.3)

Lent/Holy Week/Easter

- Students learn about the events of Lent and Holy Week through age-appropriate storytelling and discussion. (Shell 3.6 – 3.7, Chalice 3.6 – 3.8, Cross 3.6 – 3.8)
- Students can describe the events of Palm Sunday, including the waving of palms and shouting/singing of “Hosanna!” to praise God. (Shell 3.6, Cross 3.6)
- Students describe the events of Palm Sunday as joyous and happy. (Shell 3.6, Cross 3.6)
- Students can say that people shouted “Hosanna!” as Jesus entered Jerusalem. (Shell 3.6, Cross 3.6)
- Students can describe the events of Maundy Thursday, including that Jesus washed his friend’s feet and they shared a meal. (Chalice 3.6, Cross 3.7)
- Students wash the feet of a classmate just like Jesus who washed the feet of his friends. (Chalice 3.6)
- Students can describe the timeline of events of Holy Week including that Palm Sunday was on Sunday, the Last Supper was on Thursday, Jesus died on Friday, and rose again on Sunday. (Chalice 3.7, Cross 3.7)
- Students hear about Jesus’ death in the context of the other events of Holy Week. Primary age students keep the focus on the events of Easter Sunday. (Chalice 3.7, Cross 3.7)
- Students discuss the church’s customs for Holy Week, including what happens at each service. (Cross 3.7)
- Students can say that Easter is a celebration of Jesus’ rising from the dead. (Shell 3.7, Chalice 3.8, Cross 3.8)
- Students can describe the setting of the resurrection including the early morning, the garden where the tomb was located, the angel, etc. (Chalice 3.8)
- Students say that we show our joy using words like “Alleluia!” (Cross 3.8)
- Students can describe their family’s and church family’s Easter celebrations. (Cross 3.8)
- Students describe the decorations used in the church for Easter, including the color white, flowers, and the Paschal candle. (Shell 3.7)
- Students name and describe the symbols of spring and Easter. Students recognize that both spring and Easter represents new life. (Shell 3.8)

Pentecost

- Students hear the story of Pentecost and can retell it in their own words. (Shell 4.8, Cross 4.8)
- Students can say that Pentecost is the birthday of the church. (Shell 4.8, Cross 4.8)
- Students can name the symbols of Pentecost as wind, fire, a dove, and the color red. (Shell 4.8, Cross 4.8)
- Students can say that Pentecost is a celebration of the Holy Spirit. (Shell 4.8, Cross 4.8)
- Students can say that we sing hymns of praise for the Holy Spirit at Pentecost. (Cross 4.8)

All Saints Day

- Students can say that all God’s people are Saints. (Cross 1.8)
- Students can name examples of Saints (themselves, family, church members, etc.) (Cross 1.8)

Memory/Introduction of Key Phrases

Students are exposed to important phrases from the Bible and Book of Common Prayer with regular recitation. Students repeat the phrase throughout an entire unit with the goal of familiarity and memorization. Primary age children practice saying:

- Glory to the Father, and to the Son, and to the Holy Spirit. Amen. (Shell, Unit 1)

- Blessed is he who comes in the name of the Lord. Amen. (Shell, Unit 2)
- One Lord, one Faith, one Baptism; One God and Father of all. (Shell, Unit 3)
- The peace of the Lord be always with you. And also with you. (Shell, Unit 4)
- Blessed be God: Father, Son, and Holy Spirit. And blessed be his kingdom, now and forever. (Chalice, Unit 1)
- Christ has died, Christ is risen, Christ will come again. (Chalice, Unit 2)
- Christ our Passover is sacrificed for us; therefore let us keep the feast. (Chalice, Unit 3)
- The Lord be with you. And also with you. Let us pray. (Chalice, Unit 4)
- The Lord is my shepherd; I shall not be in want. (Cross, Unit 1)
- Lord have mercy, Christ have mercy, Lord have mercy. (Cross, Unit 2)
- I was glad when they said to me, "Let us go to the house of the Lord." (Cross, Unit 3)
- Sing to the Lord a new song for he has done marvelous things. (Cross, Unit 4)