

Locally Developed Course Outline

Bible Kindergarten - Grade 6



Submitted:

June 2023

Course Description:

Bible K-6 provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed, and responsible disciples of Jesus Christ. Recognition and respect for individual and collective identity is essential in a thoughtful and meaningful community. Bible K-6 helps students develop their sense of self and community, encouraging them to affirm their place as individuals within the body of Christ.

The objective of Bible K-6 is to provide opportunities to encounter and discern Biblical, cultural, historical, and contemporary issues from a Christian point of view.

According to Section 58.1 (1) Notice to Parent of the [Education Act](#), “A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.”

The outcomes of this course incorporate the competencies and Alberta Education’s [Ministerial Order on Student Learning \(#028/2020\)](#), as well as supporting *students in gaining the knowledge and skills needed to form the foundations for successful and fulfilling lives, and to make meaningful contributions to their communities and the world.* ([Alberta Education Guide to Education May 2023](#)).

- Critical Thinking
- Problem Solving
- Managing Information
- Creativity and Innovation
- Communication Collaboration
- Cultural and Global Citizenship
- Personal Growth and Well-Being

Student Need:

Bible K-6 provides students with opportunities to explore Christianity in an academic setting. In Bible K-6 students explore various aspects of Christianity in a way that encourages both critical thinking and respectful curiosity about religion and the development of their own personal faith. Learning outcomes in this course enable students to identify key themes of Christianity, compare them to other world religions and consider how these themes impact decision-making for people. Bible K-6 is intended to provide students with opportunities to develop an understanding and appreciation of the role of faith in shaping moral values and ethical decision-making.

Scope and Sequence (Learner Outcomes):

The guiding questions and outcomes in Bible K-6 are interrelated and interdependent. This model best represents a students’ faith journey as students begin to have a broader understanding of the world around them. Student learning outcomes should be reinforced, extended, and broadened with each successive grade level, building on what the students have learned before. Outcomes are meant to be progressive and lead to more developmentally complex thinking skills as students mature and have new life experiences. Outcomes can be integrated or re-clustered to best suit the needs and maturity of the students as the year progresses.

Bible K-6 is designed to help students answer the “big questions” from a Christian perspective, such as:

- Who am I?
- Where do I come from?
- Why am I here?
- Where am I going?

Guiding Questions (General Outcomes):

1. How does an understanding of the Bible help me to know God and in turn know myself?
2. How does studying Biblical characters and concepts help us understand the nature of God and how-to live Godly lives?
3. How can the study of scripture increase our understanding of the Bible and grow our appreciation for how it applies to our daily lives?
4. How do faith and spirituality play a role in my life and in different communities and cultures?

Learning Outcomes (Specific Outcomes):

How does an understanding of the Bible help me to know God and in turn know myself?	K	1	2	3	4	5	6
Interpret the Bible through the study of a variety of stories, characters, and situations.	✓	✓	✓	✓	✓	✓	✓
Explore and discuss how Jesus' life, death, and resurrection demonstrates the grace and love of God.	✓	✓	✓	✓	✓	✓	✓

How does studying Biblical characters and concepts help us understand the nature of God and how-to live Godly lives?	K	1	2	3	4	5	6
Explore the lives of people in the Bible to reflect on how God wants us to live and discuss the impact of his promises in our lives.	✓	✓	✓	✓			
Recall the stories of different people in the Bible and how their stories teach us about Christian values.	✓	✓	✓	✓			
Explore the origins of Christianity.		✓	✓	✓			
Describe Creation and how it declares God's character and love for us.	✓	✓	✓	✓			
Investigate and analyze the lives of people in the Bible to understand the importance of knowing God and how it shapes our purpose in life.					✓	✓	✓
Investigate the stories of different people in the Bible and evaluate how their stories teach us about Christian values.					✓	✓	✓
Identify and describe how to apply different Biblical character traits and values in everyday life.	✓	✓	✓	✓	✓	✓	✓

How can the study of scripture increase our understanding of the Bible and grow our appreciation for how it applies to our daily lives?	K	1	2	3	4	5	6
Present a variety of Biblical passages.	✓	✓	✓	✓	✓	✓	✓
Explore how scripture applies to daily life.	✓	✓	✓	✓			
Examine and reflect on how scripture applies to friendships, social media, school, and family.					✓	✓	✓

How do faith and spirituality play a role in different communities and cultures?	K	1	2	3	4	5	6
Identify evidence that people belong to different spiritual communities.	✓	✓					
Explore how spiritual communities can be similar or different in traditions, customs, and practices.			✓	✓	✓	✓	✓
Compare and contrast a variety of spiritual communities.						✓	✓
Explore and examine the historical connections between Christianity and other world religions and spiritual communities.						✓	✓

Facilities or Equipment

Facilities

No special facilities are required.

Equipment

No unique equipment required.

Learning and Teaching Resources

No unique resources required.

Resources may be chosen at the discretion of the principal of the school.

Assessment Standards

Assessment practices will follow board policies ([Administrative Procedure 360: Learning Assessment](#)).

No unique assessment is required.

Sensitive or Controversial Content

[Administrative Procedure 205: Controversial Issues and Resources](#)

According to Section 58.1 (1) Notice to Parent of the [Education Act](#), “A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.”

Issue Management Strategy

Health and Safety

Classroom setting – no unique health and safety issues.

Risk Management Strategy

Statement of Overlap with Existing Programs

There is no significant overlap with an existing program.

School Authority Monitoring and Evaluation

The school’s principal will ensure that the outcomes of this course are being met. Teachers will ensure that they are meeting the guidelines under which the course was intended. Instructional Supports will regularly review this Locally Developed Course.