

16-2761A
761

GOVERNMENT OF QUEBEC

DEPARTMENT OF EDUCATION

Directorate of Elementary and Secondary
Education

Curriculum Service

CURRICULUM FOR ELEMENTARY SCHOOLS

PERSONALITY DEVELOPMENT

MORAL AND RELIGIOUS INSTRUCTION

for Protestant Schools

E

FOR ELEMENTARY SCHOOLS
MORAL AND RELIGIOUS INSTRUCTION

	Page
INTRODUCTION AND AIMS	2
A. <u>PROGRAMME I</u>	
1. Underlying Principles	3
2. On Teaching Scripture	7
3. Outline Syllabus	9
I. Kindergarten	9
II. Primary Ages 5-8; Years 1, 2, and 3	12
A. Biblical Readings	12
B. Festivals and Seasons	18
C. Jewish Holy Days	22
III. Intermediate and Senior Ages 9-11; Years 4, 5, and 6	24
A. Biblical Readings	24
B. Biography	29
C. Moral Problems	30
B. <u>PROGRAMME II - LIVING TOGETHER</u>	31
1. Introduction	31
2. Outline Syllabus for Stage I - Primary Level	33
3. Outline Syllabus for Stage II - Intermediate Level	38
4. Outline Syllabus for Stage III - Senior Elementary Level	43
C. <u>PROGRAMME III</u>	50
Basic Concepts and Practices in Judaism	50
1. General Outline	50
2. Suggested Outline for Bible and Culture Studies	51
3. Suggestions for Class Prayers	55

INTRODUCTION AND AIMS

Three elementary programmes in Moral and Religious Education are included in this outline. The first programme emphasizes Biblical content from both Old and New Testaments; the second, entitled "Living Together", is an experimental course on attitudes, human relations, ethics, citizenship and comparative religions; and the third emphasizes Jewish studies. The purpose in providing three programmes is to allow particular schools to select the material they think will be most appropriate for their own situations.

Since all these programmes are new, it is hoped that teachers will experiment freely in their use of the outline. Material can be selected from the various programmes in any manner the teacher chooses. The participation of the teachers who use the programmes in suggesting improvements and new methods will be of greater importance when the time comes to revise these outlines. For this reason it is hoped that teachers will feel very free to send their comments and suggestions.

*

The preamble to Regulation No. 2^{*} of the Protestant Committee of the Superior Council of Education respecting moral and religious instruction in educational institutions recognized as Protestant, readily acknowledges the pluralistic nature of the school population presently in attendance at Protestant schools and while implicitly acknowledging that religious education in the form of denominational teaching has never been included on the curriculum of Protestant schools in the past, states specifically that courses in Scripture, ethics and morality will form the core of any such curriculum in the future. The aims of all such courses will be to give the pupils a general knowledge of the Bible, and to foster the growth of a moral and spiritual interpretation of life.

Textbooks and reference books for students and teachers are listed separately in the Teacher's Resource Book and Guide to accompany the Programme of Moral and Religious Instruction.

* Approved by Order-in-Council No. 1482 on June 2, 1967

A. PROGRAMME I

1. Underlying Principles

Ideas of moral and religious education have changed significantly in recent years, and in compiling this syllabus the main developments have been taken into account. The following requirements of a good syllabus have been kept constantly in mind.

a) The material in the syllabus must satisfy the moral and religious needs of children and young people at all stages of their development.

This, and not what adults think children ought to know, has determined the content of the syllabus. An attempt has been made to select material suited to the needs of children and young people at various stages of their development. In this way the moral and religious teaching children receive will be based upon sound educational principles. Very much more material than normally can be used is included in the syllabus, so that teachers may select what they regard as most suitable for their pupils and for the situation in which they find themselves. In any case, the quality and the depth of what is learnt is much more important than the quantity. To teach a little, to teach it well, to ensure that it is the right material for the age of the pupils, to be certain that it is thoroughly assimilated so that sound moral and religious insights are thereby established - these should be the main objectives of moral and religious education today. "Getting through the syllabus" must no longer be regarded as the teacher's main purpose.

The following classification has been adopted:

- Early childhood 4 to 7 years
- Middle childhood 7 to 9 years
- Late childhood 9 to 10 years
- Pre-adolescence 10 to 11 years
- Early adolescence 11 to 13 years
- Middle adolescence 13 to 16 years
- Late adolescence 16 to 18 years

These ages are approximate only and refer to stages of intellectual and spiritual development, not necessarily to chronological ages. If this is remembered, teachers will not be surprised by the absence of references in the syllabus to backward pupils and to those of less than average ability. Teachers of such pupils will find in the syllabus sufficient material to meet their needs.

The Personal Needs of Children

Some of the basic needs of children are security, meaning for their lives, standards of conduct and a sense of belonging to a community. School is an important part of the child's environment.

Very often a teacher is the first adult other than the parents to win the child's respect, and the teacher's influence may be lasting. The school occupies a relatively larger place in a child's life than heretofore because of the growing range of activities other than

study carried on at school. The child's standards, his ability to live harmoniously with others, his sense of community loyalty are all dependent upon the influence of the school environment.

A sense of security is given to children when their physical and emotional needs are satisfied and when they know they are cared for and understood. Religious education is more than factual information. Children ought to know that for some, belief in a loving God of the universe furnishes security and meaning and underwrites their standards. The community of believers satisfies their need for belonging in a way that a more artificial community cannot. In the process of growing up, children need to meet standards expressed not only in rules but in a sense of values in the adults around them. At school, where they learn to live with others, where their standards are formed and where shared experiences help them to grow as persons, they develop a sense of community.

Although suggestions are given in some detail to provide guidance, these are in no way restrictive and each teacher should feel free to use the material and methods suited to the needs of his class. The course should contain three elements: moral, biblical and historical. The proportion of each to be used is left to the discretion of the teacher. Division of topics between grades is alterable to suit different classes.

b.) The material in the syllabus must be related to life and experience.

An attempt has been made to introduce reality and relevance into all sections of the syllabus, but the responsibility for making plain to children the relevance of the material to their situation must rest with the teachers who know the children and their circumstances. Many of the themes to explore will appear in other subjects, literature, history, art and science. Teaching in one subject will reinforce that in another. To approach a profound or complex subject from different angles will aid understanding. The syllabus lends itself ideally to team teaching.

c.) The syllabus should permit pupils to enjoy discovering for themselves.

In their reading and discussion pupils will discover the existence of moral problems. No attempt is made to impose a solution. In some instances pupils will find solutions for themselves, in others the problem will remain unsolved. The aim is to create awareness of the effect of one's actions on other people, and to help pupils feel "No man is an island, entire unto himself." (John Donne)

Similarly, we wish pupils to discover what part religion plays in our society together with the origins of our customs and beliefs. We are told that church history is an obligatory subject in some Soviet secondary schools because university students cannot comprehend western culture without appreciating the religious significance of much music, art, literature and architecture.

2. On Teaching Scripture

The syllabus is not to be regarded as a block of content for the pupils to master in order to pass an examination. It is offered as a guide to the teacher, to illustrate the type of Bible stories which may profitably be enjoyed by pupils of various ages. The better the teacher knows the pupils whom he is teaching and their backgrounds, the more successful will his teaching be. Uniform content and treatment are not desirable. What suits children living in a highly pluralistic urban community will not suit equally well those in a relatively homogeneous rural community, and vice versa.

With such a relatively free choice, the teacher will not always know what his pupils have covered in previous years. If he starts a story and finds that it is already familiar to some of his pupils, this time he can let them tell the story to him. Sometimes, no doubt, pupils will ask for a favourite story to be repeated, and such a request should readily be granted. Yet, by preference, pupils will want new stories, and this is one reason for assigning certain stories to the different stages of their development.

In some communities, too, the teacher will be wise to familiarize himself with the programmes in local Sunday Schools, in order both to correlate his lessons with them, where this is appropriate, and also to avoid repetitious duplications.

At the kindergarten and primary level, the stories should be told to the children, in a simple and imaginative fashion. Then they should be encouraged to raise questions, to make comments, and to enter into simple discussions. Creative activity, such as simple dramatizations, drawing, hand-work and relevant projects should be employed. Visual aids to teaching should find their place here, as in any other subject. Indeed, special efforts need to be made to show the pupils the world in which the events occurred, and some of the striking differences from the world in which we live today.

At the intermediate and senior level, the teacher may prefer to read the stories rather than to tell them, or to alternate these methods. Modern translation, such as the Revised Standard Version and the Jerusalem Bible, (which has helpful introductions to each book) may be easier for the pupils to understand. In some instances the King James Version might be particularly useful because of its beauty and language.

For the New Testament there is in addition Good News for Modern Men, (not a literary translation, but extremely simple) and the translations by Weymouth, by Phillips, and by Rieu.

If these are used, it may be wise to explain that they differ in wording, but not in story, from the Bible read in church or perhaps in the home. This may lead to some account of the history of the Scriptures. One aim of the course is to give the pupils a general knowledge of the Bible. They will appreciate its value still more if they learn that in every age scholars have laboured to make its contents available to everyone, and that this effort continues today.

Throughout, our attitude must be positive, not negative. The teacher must think of the needs and interests, actual and potential, of his pupils, and not merely of avoiding topics or ideas which might conceivably upset their parents or other people in the community. People disagree about religion because it is so very important. There is little criticism of the geography syllabus because few people, except geographers, have strong feelings about it. Most people do have strong feelings about religious instruction and the Bible. This does not mean that the teacher should pussyfoot; rather, the pupils should be made aware that people do differ greatly, and that all the answers are by no means agreed.

It is the essence of Protestantism that every individual must interpret the Scripture according to his own conscience.

3. Outline Syllabus

I. KINDERGARTEN

Suggestions regarding Opening Exercises and Religious Instruction

Opening exercises should be simple in form and content and serve as an informal introduction to such religious instruction as lies well within the scope and understanding of the child.

Objectives

1. To develop some knowledge and appreciation of basic moral values.
2. To provide the teacher with an opportunity to develop respectful and reverent attitudes.
3. To acquaint the child with Bible stories, verses, hymns.

Suggested Method and Procedure

Opening Exercises - Include several of the following each day

Good morning song
Prayer
Flag salute
The national anthem
Bible story
Bible verse
Hymn

Opening exercises, where possible, should be correlated with centres of interest. For example, correlation with a centre of interest on LIGHT might be achieved as follows:

Hymn:	The moon floats high *
Verse:	God made two great lights: the greater light to rule the day, the lesser light to rule the night. Gen. 1:16
Story:	Creation of all lights. Gen. 1: 14-19

* See Teacher's Resource Book and Guide for suggested reference text

Suggested Syllabus
(Illustrative only)

Good Morning Songs *

Prayers *

Hymns *

Bible Stories

1. Jesus and the Children (Matt. 19: 13-15)
2. Jesus Feeding the Multitude (Matt. 14: 13-21)
3. Zaccheus (Luke 19: 1-9)
4. David (I Samuel)
5. Moses (Exodus, Lev. , Numbers, Deut.)
6. Thansgiving (Ps. 92: 1-4, Ps. 107, Luke 17: 11-19)
7. Birth of the Lord (Matt. 2, Luke 2)
8. Easter Story (John 18-20)
9. Jonah
10. Daniel

Bible Verses **

God is Love (1 John 4: 8)
 Be ye kind one to another, tenderhearted, forgiving
 one another (Eph. 4: 32)
 Children, obey your parents in the Lord: for this
 is right (Eph. 6: 1)
 The hearing ear and the seeing eye, the Lord hath
 made even both of them (Prov. 20: 12)
 O sing unto the Lord a new song; for he hath done
 marvelous things (Ps. 98: 1)
 God made two great lights; the greater light to rule
 the day, and the lesser light to rule the night (Gen. 1: 16)
 I know that, whatsoever God doeth, it shall be forever
 (Eccles. 3: 14)
 Even a child is known by his doings, whether his work
 be pure, and whether it be right. (Prov. 20: 11)

* See Teacher's Resource Book and Guide for suggested textbooks and references.

** References are taken from the St. James Version.

Graces

Be present at our Table, Lord
A Child's Grace (Louise Raymond)
For All Thy Gifts

(Samples) Father, as we bow before Thee,
Hear our thankful prayer
For the food that thou hast given
And Thy loving care.
Amen.

Be present at our table Lord,
Be here and everywhere adored,
These creatures bless and grant that we
May feast in Paradise with Thee.

Amen.

A bibliography related to opening exercises is available.

II. PRIMARY - Ages 5 - 8

A. BIBLICAL READINGS

The syllabus which now follows is intended as a guide to the teacher. It has been arranged by ages for convenience, and an attempt has been made to fit it in with the main festivals of the Christian year. The next section, Festivals and Seasons, offers further material and suggestions. Some teachers may prefer to arrange the syllabus in a different way or to choose other stories.

The syllabus is arranged to cover four aspects:

God's Loving Care as shown in Nature.

God's Loving Care which helped People of the Old Testament.

Jesus, the Son of God. His Kindness and Love of Children.

Men and Women of Other Times and Lands who have loved and followed Jesus.

I. (Age 5-6 years)

God's Loving Care

The Creation³

God's care for animals and birds

God's care for us. The provision of family background.

Love of parents for children

Joseph's coat

Moses in the bulrushes

Joseph and the harvests in Egypt

The gift of manna in the wilderness

Elijah fed by the ravens

God provides an earthly home for His Son

Reference

Psalm civ.

St. Matthew vi. 25-34

Psalm cxxvii, cxxviii

Genesis xxxvii

Exodus ii. 1-10

Genesis xli. 47-57

Exodus xvi

I Kings xvii. 1-7

St. Matthew ii. 19-23

³ It is undesirable that the young child should be given a too literal rendering of the first chapter of Genesis. The emphasis should be on the fact of God's creation and the beauty and wonder of His work.

The Birth of Jesus

Preparing for Him	}	St. Luke i., ii
Christmas. His Birthday. Presents for our friends.		
No room at the inn. In the stable.	}	St. Matthew ii. 1-15
The Shepherds		
The Wise Men and their Gifts		

Jesus as a Boy

In the Temple.	St. Luke ii. 40-52
----------------	--------------------

Jesus the Man

His love of children	St. Mark x. 13-16
The Raising of Jairus' Daughter	St. Luke viii. 41-56
The Little Boy with Five Loaves and Two Fishes	St. John vi. 1-14
The Nobleman's Son	St. John iv. 46-53
Jesus helps the fishermen	St. Luke v. 1-11
The Widow's Son	St. Luke vii. 11-18
The first Palm Sunday. The children sing their praises.	St. Matthew xxi. 1-11, 15-16
Jesus has Supper with His Friends	St. Mark xiv. 12-26
Jesus returns to His Friends	St. Matthew xxviii. 9-20

Jesus our Help and Strength

Jesus returns to Heaven	St. Luke xxiv. 44-53
Jesus sends a Friend to help us.	Acts ii. 1-21

St. Francis and the birds
 Jeanne Mance
 David Livingstone heals the sick in Africa
 Dr. Grenfell and the Labrador mission
 The work of doctors and nurses today
 Stories of service in the Mission field
 Other stories of those who served Jesus in their daily lives

* Reference to the six days of creation should, as far as possible, be avoided until the child is older and can better understand the implications behind the Bible story.

2. (Age 6-7 years)God's Provision for us

In our fields and gardens

Joseph in Egypt
Ruth the Gleaner
Thanking God for His gifts
Preparation for Harvest Thanksgiving
The Harvest Service

Reference

Genesis xli.
Ruth i. and ii.
Deuteronomy xxvi. 1-11

Our Response

We can think of others
Gifts to hospitals and sick friends
Praise
The Shepherd Boy and his praises
Prayer
Our way of saying "Thank you"
Service

I Samuel xvi. 14-23

Psalm viii.

- (a) The call to service. The call of Samuel.
(b) The Widow of Zarephath
(c) The Lady of Shunem
(d) Naaman and the Little Maid

I Samuel ii. 18, 19, 26; iii.
I Kings xvii. 7-16
2 Kings iv. 8-37
2 Kings v. 1-14

The Christmas Story

The promised Baby
The Journey and the Birth in a Stable
The visit of the Shepherds
Naming the Baby
The Wise Men and their Gifts

St. Luke i. 26-32, 38
St. Luke ii. 1-7
St. Luke ii. 8-20
St. Luke ii. 21-39
St. Matthew ii. 1-12

The Life of Jesus

(Some background detail might well be introduced here to amplify the somewhat scanty stories of the childhood of Christ.)

The Home. The Carpenter's Shop
Inside the Home:

- (a) Washing utensils
(b) Sweeping
(c) Grinding the corn
(d) Spinning, weaving, mending

St. Luke xv. 8

The Life of Jesus (continued)

Life around the Home:

- (a) Eastern dress
 (b) The Roman soldiers St. Luke vii. 8
 (c) The walls, gardens and vineyards
 (d) Oxen ploughing. Shepherds and
 their sheep. St. Luke xv. 4-6;
 St. John x. 11-14

The Sabbath and the Temple:

- (a) The eve of the Sabbath.
 Preparations and the Trumpet Call.
 (b) The Sabbath morning
 (c) Jesus in the Temple. St. Luke ii. 40-52

Deeds of Kindness:

- (a) The Cripple at the Pool St. John v. 1-15
 (b) Healing the paralyzed man St. Mark ii. 1-12

Stories Jesus told:

- (a) The Sower St. Mark iv. 1-29
 (b) The Mustard Seed St. Mark iv. 30-33
 The first Palm Sunday St. Matthew xxi. 1-11
 The Last Supper St. Mark xiv. 12-26
 Jesus taken away St. Mark xiv. 26-46
 The first Eastern Morn St. Mark xvi.

After Easter

- The walk to Emmaus St. Luke xxiv. 13-35
 The breakfast on the shore St. John xxi. 1-14
 The gift of the Holy Spirit Acts ii. 1-21

People trying to follow the Saviour

- How men kept their promise to Jesus Acts ii. 41-47
 The Apostles preach the Gospel Acts viii. 25-40
 St. Patrick
 St. Christopher
 The Gospel comes to Canada
 Jean Brébeuf
 William Wilberforce
 Florence Nightingale
 James Evans, missionary to the Crees
 Dr. Barnardo
 Stories of men and women of other times who have followed Jesus
 and helped their fellow-men.

3. (Age 7-8 years)

THE SAVIOUR

<u>Stories of the Nation to which the Saviour belonged</u>	<u>Reference</u>
Abraham sets out	Genesis xii. 1-9
Abraham and his son	Genesis xxii. 1-13
Moses leads his people out of Egypt	Exodus xiv. -xv.
Joshua leads the Israelites into Canaan	Joshua i-vi.
Saul is anointed King	I Samuel ix. -x.
David overcomes Goliath	I Samuel xvii.
Solomon chooses wisdom	I Kings iii. 5-28
Elisha restores the child of the Shunammite	2 Kings iv. 8-37
Jeremiah is rescued by an African	Jeremiah xxxviii.
John the Baptist's birth foretold, he grows up and begins his work	St. Luke i., iii.
 <u>The Birth of the Saviour</u>	
Stories:	
The Annunciation	St. Luke i.
The arrival at Bethlehem	St. Luke ii.
The coming of the Shepherds	St. Luke ii.
The coming of the Wise Men	St. Matthew ii.
The presentation at the Temple	St. Luke ii.
 Christmas Carols.	
 <u>Jesus the Saviour</u>	
His Baptism	St. Matthew iii. 13-17
Fishermen become His Disciples	St. Luke v. 1-11
The Marriage Feast	St. John ii. 1-11
A day of healing	St. Mark i. 21-38

Jesus the Saviour (continued)

Jairus' daughter	St. Mark v. 21-24, 35-43
The Transfiguration	St. Matthew xvii. 1-9
The children brought by the mothers	St. Mark x. 13-16
Bartimaeus	St. Mark x. 46-52
The Alabaster box	St. Matthew xxvi. 6-13
Stories of Holy Week:	
Palm Sunday	St. Mark xi. 1-11
The Last Supper	St. Mark xiv. 12-26
Gethsemane	St. Mark xiv. 26-51
The Crucifixion	St. Mark xiv. 53-xv.
Easter Morning	St. Mark xvi.

After Easter

The road to Emmaus	St. Luke xxiv. 13-35
The words to St. Peter	St. John xxi.
The Ascension	Acts i. 1-12
Pentecost	Acts ii.

People trying to follow the Saviour

St. Peter and the lame man	Acts iii.
The Conversion of St. Paul	Acts ix. 1-22
Dorcas	Acts ix. 36-42
Barnabas	Acts iv. 36-37; ix. 27; xi. 22-26, 30; xii. 25; xiv. 8-18; xv.
Timothy	Acts xvi. 1-2 et seq.; Timothy i. and ii.
St. Francis	
John Howard	
Elizabeth Fry	
Lord Shaftesbury	
Sir Wilfred Grenfell.	

B. FESTIVALS AND SEASONS *

Through a varied programme of activities - stories, art, music, plays - a class can try to capture the spirit of the great festivals and seasons as they are observed in Canada. The teacher can draw up a calendar of the days she wishes to note. It is suggested that some reference be made to Jewish festivals, Christian festivals, and national holidays. The emphasis should be upon the way holidays are celebrated in Canada with the traditions imported from other lands or those which have developed here. The celebration of festivals has absorbed colour from the season in which they are observed. In our imagination, for instance, Christmas is inseparable from snow. The Huron Carol (translated "'Twas in the Moon of Winter Time") is an interesting illustration, native to our country.

It is useful to learn that not all Jews nor all Christians observe their holy days in the same manner. It is not, of course, profitable to give historical explanations to young children; it suffices to show that people express their emotions and beliefs in different and interesting ways. By encouraging appreciation of the diversity of ways in which people express their joys, we help children to become sensitive to the deep feelings of others, to show sympathy towards those who seem strange, and to develop an interest in traditions other than their own.

Information is provided for the teacher about the meaning of Jewish and Christian feasts and fasts, their biblical and historical

* See Teacher's Resource Book and Guide for suggested reference text.

origins and their observance today. Around the celebration of originally religious festivals like Hanukkah or Christmas have grown up interesting secular customs. Although factual information is offered for the teacher's guidance, it is not intended that she is merely to convey facts to the children. Rather, it is hoped that the mood will be of celebration, of pleasure in the changing seasons, their variety and beauty, and of the interest that holidays lend to the calendar. Our purpose is to delight rather than to inform.

F A L L

Thanksgiving Day, to which Harvest Festival has become assimilated, furnishes a theme for decoration. Labour Day might be mentioned if many parents are employed in industry, but the idea may be too abstract for very young pupils. It might allow, with rather older pupils, discussion of what different kinds of work there are and how children see different jobs.

The Jewish religious holidays of New Year and of Tabernacles occur in the Fall. It is desirable that Jewish Holy Days should not be ignored in areas where there are no Jewish pupils. All Canadians should appreciate the important role played in our national life by Jewish citizens, and the importance of religion in Jewish life.

Among Christian Holy Days, Michaelmas can be illustrated by the carving of angels on many Quebec churches and cemeteries, as well as by stories of angels.

Hallowe'en presents a curious mixture of old pagan, Christian and modern secular customs. Witches and ghosts should not be over-emphasized.

W I N T E R

Notice the signs of winter, the short days, dark when the children get up and again at supper time, contrasted with the brilliance of sun on snow or the warm, cheerful light glowing from the houses; this can be a helpful introduction to the idea of the festival of light in the midst of darkness. Christmas, Epiphany and Hanukkah are feasts of light at the darkest time of the year.

The custom of an Advent wreath, found in Lutheran countries in Europe, might prove interesting for children in the four weeks before Christmas.

In different lands the observances that we attach to Christmas may be spread from St. Nicholas' Day (December 6) to Epiphany (January 6). Illustrations may be found in music, art, stories and poems.

Pupils can be asked when the year really begins, and thus find that January 1 is an arbitrary date which has not been accepted always or everywhere. The celebration of Christmas by the Orthodox Church twelve days later may be discovered.

SPRING

The return to life of nature leads to the meaning of Easter. Easter should be linked with spring and with Passover. The Passover ritual and its meaning are simple to explain and to portray.

The festival of Ascension falls forty days after Easter. It is sometimes called Holy Thursday.

SUMMER

The major festival falling during the school year is Pentecost, or Whitsunday, the birthday of the Christian church, coming fifty days after Easter. The Festival of St. Jean Baptiste, June 24, is observed in Quebec as a national holiday. July 1, the anniversary of Confederation, is a secular festival. Poems about Canada and Canadian music could be used towards the end of June as an introduction to it.

C. JEWISH HOLY DAYS *

In addition to the variable annual calendar, the Sabbath observance could be described. Teachers not familiar with Judaism should notice the divergence of practice within Judaism. In visiting a synagogue or in depicting any practice care should be taken not to present any one congregation as necessarily representing universal practice.

1. Sabbath

FALL

2. Rosh Ha Shanah (New Year) - 10 days of penitence concluding with Yom Kippur (Day of Atonement)
3. Sukkot (Tabernacles or Booths) - gratitude for God's care during 40 days of wandering in Sinai
4. Simhat Torah (Rejoicing in the Law) - reading of Bible starts afresh with Genesis.

WINTER

5. Hanukkah (Rededication of the Temple by the Maccabees, 165 B. C.)
6. Hamishah Asar Bi-Shevat (15th day of Shevat, New Year for Trees) - in February because this is spring in Israel
7. Purim (See story of Esther)

SPRING

8. Pesach (Passover)
9. Shavuot (Pentecost) - also called Feast of Weeks, commemorates giving of the law on Sinai, and joy in the harvest. Two festivals are connected with harvest, Sukkot in fall and Shavuot in spring. Feast of Weeks is so called because it falls 7 weeks after Passover.

* See Teacher's Resource Book and Guide for suggested reference text.

SUMMER

10. Ninth of Av is a remembrance of the Temple's destruction in the 6th century B. C. The book of Lamentations is read at this time.

CALENDAR OF SOME MAJOR HOLY DAYS

	1969	1970	1971
Rosh Ha Shanah	Sat. Sept. 13	Thurs. Oct. 1	Mon. Sept. 20
Yom Kippur	Mon. Sept. 22	Sat. Oct. 10	Wed. Sept. 29
Sukkot	Sat. Sept. 27	Thurs. Oct. 15	Mon. Oct. 4
Simhat Torah	Sun. Oct. 5	Fri. Oct. 23	Tues. Oct. 12
Hanukkah	Fri. Dec. 5	Wed. Dec. 23	Mon. Dec. 13
Purim	Tues. Mar. 4	Sun. Mar. 22	Thurs. Mar. 11
Passover	Thurs. Apr. 3	Tues. Apr. 21	Sat. Apr. 10
Pentecost	Fri. May 23	Wed. June 10	Sun. May 30

The greater holy days are kept for more than one day. The dates given are the first days for each commemoration.

The major biblical festivals are Sukkot (Tabernacles or Booths), Passover and Pentecost (Weeks).

III. INTERMEDIATE AND SENIOR - (Age 9 - 11 years)Years 4, 5 and 6A. BIBLICAL READINGS
OUTLINE SYLLABUS

1. (Age 8-9 years)

THE TEACHING OF JESUS

Stories which Jesus would hear
as a boyReference

Stories of Joseph	Genesis xxxvii. , xxxix. -xlvi. , xlvii.
Stories of Moses:	
His birth	Exodus i. and ii.
In Midian and at Horeb	Exodus ii. and iii.
The Passover	Exodus xii
The Exodus	Exodus xiii. 17-23; xiv. and xv.
Manna	Exodus xvi.
The water out of the rock	Exodus xvii.
The judging of the people	Exodus xviii.
The commandments	Exodus xix. and xx.
The death of Moses	Deuteronomy xxxiv.
Stories of David:	
The anointing of David	I Samuel xvi.
David the harpist	I Samuel xvi.
David and Goliath	I Samuel xvii.
Saul and Jonathan and David	I Samuel xix. 1-7
David in exile, his chivalrous treatment of Saul	I Samuel xxvi.
David as King	2 Samuel v. 1-12; vii.
David and Absalom	2 Samuel xviii.
Solomon's Temple	I Kings v. -viii.
Stories of Elijah:	
The drought	I Kings xvii. -xviii.
In the wilderness	I Kings xix.
The call to Elisha	I Kings xix.
Naboth's Vineyard	I Kings xxi.
Death	2 Kings ii.
A story of Elisha	2 Kings vi. 8-23
Isaiah in the Temple	Isaiah vi.

The Birth of Jesus

Stories:

The Annunciation

St. Luke i.

The Birth of Jesus (continued)

The arrival at Bethlehem	St. Luke ii.
The coming of the Shepherds	St. Luke ii.
The coming of the Wise Men	St. Matthew ii.
The presentation at the Temple	St. Luke ii.
Christmas Carols	

Jesus prepares for His teaching

In the Temple as a boy	St. Luke ii. 40-52
The Temptations	St. Matthew iv. 1-11

The Teaching of Jesus

The Beatitudes	St. Matthew v. 1-12
The Sower	St. Matthew xiii. 1-23
The Good Samaritan	St. Luke x. 25-37
The Lost Sheep	St. Luke xv. 1-7
The Prodigal Son	St. Luke xv. 11-32
The Talents	St. Matthew xxv. 14-30
The Lord's Prayer	St. Luke xi. 1-13

Teaching during the Passion

The two Commandments	St. Mark xii. 28-34
The widow's mite	St. Mark xii. 41-44
Institution of the Lord's Supper	St. Mark xiv. 22-25
The need for prayer	St. Mark xiv. 32-41
Forgiveness of enemies	St. Luke xxii. 50-51; xxiii. 34

The Teaching of Jesus as applied to us

The road to Emmaus - that He is risen	St. Luke xxiv. 13-35
The words to St. Peter - "Feed My sheep"	St. John xxi.
The Ascension - "Ye shall receive power"	Act. i. 1-12
Pentecost - "Ye shall be witnesses unto Me"	Acts ii.
We try to learn:	
To love Jesus	St. John xiv. 15
To love others	St. John xiii. 34-35
To worship Him in hymns and psalms	Psalms 1, 4, 8, 23, 67, 96, 107, 121, 148
To pray to Him	St. John xiv. 13, 14; Nehemiah viii. 1-8
To read the Bible	St. Luke iv. 16-22; Nehemiah viii. 1-8; Romans xv. 4
To go to Church: (i) the Church Service	Psalm xcvi.
(ii) the story of building churches	Haggai I. 1-8
To make gifts to Him	St. Matthew xxv. 34-40
To keep the Lord's Day	Exodus xx. 8-11; St. Matthew xii. 8
To keep the Lord's Supper	St. Luke xxii. 13-20

2. (Age 9 - 10 years)

MEN OF GOD

Men and Women of God before ChristReference

Abraham	Genesis xiii., xviii. and xxii.
Rebekah	Genesis xxiv.
Jacob (at Bethel)	Genesis xxviii. 10-22
Jonathan	I Samuel xix. 1-7; xx. ; 2 Samuel i., ix.
David (and the three mighty men)	I Chronicles xi. 15-19
Ruth	Ruth
Amos	Amos
Jonah	Jonah
Jeremiah trusts God	Jeremiah xxxii.
Daniel obeys God	Daniel I

The Birth of Jesus Christ the Perfect Man

Stories:

The Annunciation	St. Luke i.
The arrival at Bethlehem	St. Luke ii.
The coming of the Shepherds	St. Luke ii.
The coming of the Wise Men	St. Matthew ii.
The presentation at the Temple	St. Luke ii.

Christmas Carols

Jesus the Hero

The Temptations	St. Matthew iv. 1-11
Preaching at Nazareth	St. Luke iv. 16-30
Stilling the storm	St. Mark iv. 35-41
Facing critics	St. Luke xx.
Contact with lepers	St. Mark i. 40-45
Curing on the Sabbath Day	St. Matthew xii. 10-13
Raising the dead	St. Luke viii. 41-56
Going up to Jerusalem	St. Luke ix. 51-62; xix. 28-40
Cleansing the Temple	St. Mark xi. 15-18
Washing the Disciples' Feet	St. John xiii. 1-17
The arrest	St. Mark xiv. 32-50
Trial, Death and Victory	St. Mark xiv. 53; xvi.

Men and Women of God after Christ

Stephen	Acts vi. and vii.
Cornelius, the Centurion	Acts x.
St. Augustine	
St. Columba	
Martin Luther	
John Knox	
John and Charles Wesley	
John Newton	
General Booth	
Father Damien	
Mary Slessor	

3. (Age 10 - 11 years)

MEN OF GOD

Men and Women of God before ChristReference

Moses (God's call)	Exodus iii.
Moses (the Commandments)	Exodus xix., xx.
Miriam	Exodus ii. 1-10; xv. 1-22; Numbers xii.; Numbers xx. 1
Gideon	Judges vi. 11-40; vii.; viii. 22-23
Hannah	I Samuel i., ii.
King David	I Samuel xvi. 1-13; 2 Samuel v. 1-12; ix.; xiv. 4-11
Solomon	I Kings iii.; iv. 29-34
Elijah (and Naboth)	I Kings xxi.
Nehemiah	Nehemiah i. -vii.
Ezekiel	Ezekiel ii.; iii.
John the Baptist	St. Luke i.; St. Matthew iii., xiv.

The Birth of Jesus Christ, the Perfect Man

Stories:

The Annunciation	St. Luke i.
The arrival at Bethlehem	St. Luke ii.
The coming of the Shepherds	St. Luke ii.
The coming of the Wise Men	St. Matthew ii.
The presentation at the Temple	St. Luke ii.

Christmas Carols

Jesus and the people He met

Jesus and His Mother	St. Luke ii. 40-52; St. John ii. 1-11;
Jesus and John the Baptist, His cousin	St. Mark iii. 31-35; St. John xix. 25-27 St. John i. ; St. Matthew xi. ; xxi. 23-27; St. John v. 33-36
Jesus and Peter	St. Luke v. 1-11; St. Matthew xiv. 23-33; xvi. 13-20, 21-33; xvii. 1-8; St. John xiii. 1-10; xviii. 15-18, 25-27; xxi. 15-17
Jesus and Nathanael	St. John i. 43-51; xxi. 2
Jesus and the Centurion	St. Luke vii. 1-10
Jesus and Zacchaeus	St. Luke xix. 1-10
Jesus and Martha and Mary	St. Luke x. 38-42; St. John xi.
Jesus and the rich Ruler	St. Mark x. 17-27
Jesus and the Syrophenician Woman	St. Matthew xv. 21-28
Jesus and His Captors	St. Luke xxii. 47; xxiii.
Jesus and the two Thieves	St. Luke xxiii. 39-43
Jesus and Thomas	St. John xx. 24-29.

Men and Women influenced by Jesus

St. Peter	Acts i. -iv. ; ix. 32-42; x. ; xii. 1-17; xv.
Onesimus	Philemon
St. Jerome	
Alfred the Great	
Michaelangelo	
Sir Thomas More	
Comenius	
John Bunyan	
Marguerite Bourgeois	
Louis Pasteur	
Dunant - founder of the Red Cross	
Maria Montessori	
Captain Oates	
Nansen	
Martin Luther King	
Albert Schweitzer.	

B. THE USE OF BIOGRAPHY

Biography is an ideal way for young children to learn. Apart from its intrinsic interest, this form of writing enables children to see how people have faced difficulties and disappointments, and how they have overcome handicaps. The child can identify himself with the subject of a biography, and he can discover himself through vicarious experience.

Not all the biographies mentioned in the Teacher's Resource Book are those of religious leaders. Others' lives may have relevance for religion. Through learning how people lived in Canada in earlier times or in conditions very different from ours, we may arrive at an understanding of the problems of our day.

Some of these books may also be read as literature or history. So much the better - this kind of cross-subject study will help pupils to understand the world they live in. Religion cannot be profitably studied if it is separated from all else on the timetable; the same is true of history and literature.

* See Teacher's Resource Book and Guide for suggested reference text.

C. MORAL PROBLEMS

The series The Complete Chronicles of Narnia by C. S. Lewis (Longmans) is suggested, but there should be no deliberate or conscious moralizing in connection with these stores. Many situations are presented in the stories which will provide meaningful illustrations of moral choice for elementary school pupils. The order of the books is not necessarily fixed but it would be very desirable to read number 1 before number 2 and to read number 7 last. The suggested order is:

The Lion, the Witch and the Wardrobe
 Prince Caspian
 The Voyage of the Dawn Treader
 The Silver Chair
 The Horse and his Boy
 The Magician's Nephew
 The Last Battle

Margaret Duggan, a writer and mother of three children, says:

"Unfortunately there are so few of the right sort of books. I discovered how firmly the Narnia books stand on their own one day in the children's library when I learned that they are virtually the only books with a religious theme that are regularly borrowed by children of the junior school age-range."

B. PROGRAMME II

"LIVING TOGETHER"

Moral and Social Education1. Introduction

The intent of the present programme is to make provision for the diversity of attitude on the part of parents to religious teaching in Protestant schools. "Living Together" is a course on attitudes, human relations, ethics, citizenship and comparative religions designed for elementary pupils.

The aim of the sections outlined below is to enable children and young people to grow up into a realization of their capacities for self-fulfilment in life through knowledge and understanding of their world and in relation to their fellow human beings everywhere. The achievement of this aim cannot be confined to any particular part of the educational programme. It should pervade and inform the entire activity of the school. Nevertheless, there should be an opportunity for the explicit understanding of what is otherwise implicit, so that attention may be given to the importance of responsible personal conduct and attitudes in the varied relationships of life.

Entitled "Living Together", this programme has the following general aims:

- (1) To develop an intelligent understanding of integrity and self-discipline in personal conduct.
- (2) To recognize the place and importance of relations with other people and our attitudes towards them as individuals in the home, school, community and the wider world.
- (3) To understand the nature of group relations and how they affect our attitudes and influence our conduct.
- (4) To recognize the problems that arise in human relations and how they may be met.
- (5) To generate intelligently responsible attitudes in personal and social conduct with proper respect for human dignity and the cultivation of essential human rights.

The method of teaching should be sound pedagogically in the sense that it must engage the interest of the pupils. It should not consist in behavioural exhortations about what is regarded as proper conduct. The teaching should be concrete rather than abstract, dealing as far as possible with situations in actual life experience, and the active participation of students should be involved through particular projects. Full use should be made of contemporary incidents and of imaginative material in stories, pictures, dramatic and audio-visual material. Through discussion pupils should be assisted as far as possible to come to their own decisions about matters of moral conduct.

As has been indicated already, in the General Introduction, the entire content of what follows need not be attempted. Teachers are free to select and to adapt material to make it appropriate for the group they are teaching. Some knowledge of what ground was covered in the previous year or two by the pupils would presumably help the teacher in making a selection. Attention is drawn to the existing curriculum for Social Studies (Handbook for Teachers, 1965 Edition, pp. 75-89) where much of the material is relevant to this programme. Teachers are encouraged to develop new methods and material to deal with the subjects.

A list of books for reference and reading by teachers and pupils has been prepared, along with other suggested teaching aids, and will be found in the Teacher's Resource Book and Guide.

As in other sections of this Course of Study, the divisions are in stages, viz:

Stage I	:	Primary Level
Stage II	:	Elementary Level
Stage III	:	Senior Elementary Level

2. LIVING TOGETHER - OUTLINE SYLLABUS FOR STAGE I - PRIMARY LEVEL

At this stage, interests and attitudes are predominantly individualistic. The conscious environment is mainly the home, the street, the park, the school and the immediate neighbourhood. At the same time, there is an interest in how people live in other lands and at other times. Many children have an avid interest in TV programmes.

The general aim is to help the children to develop good personal habits in daily living and to foster good attitudes towards others, with an appreciation of home and family, of the school; also, of their community and of how children live in other places.

Presentation and discussion of the topics will be largely determined by the kind of community to which the children belong.

A. Recommendations to the Teacher:

- 1) The teacher should be aware of the freedom of choice within this syllabus. Material and topics are presented as a guide only. Presentation and discussion will vary, according to the community and immediate requirements.
- 2) The home room situation must continue to play an important role in influencing the pupil on a daily basis.
- 3) The proposals will cover a period of three years.
- 4) It is suggested that all primary teachers involved in this course consider the whole proposed syllabus, decide which units they will be responsible for, and the manner in which they propose to develop these units. This consultation of all teachers is recommended to provide the opportunity of developing the syllabus in a mutually satisfactory manner throughout the three year period.

B. Creative Approaches

- 1) Story told or read and discussion aloud;
- 2) Dramatization;
- 3) Use of pictures, film strips and movies;
- 4) Discussion of class room incidents;
- 5) Child-written illustrated books;
- 6) Field trips;
- 7) Visitors to class;
- 8) Personal experiences;
- 9) 3-D models;
- 10) Murals;
- 11) Creative play;

SYLLABUS (continued)

- 12) Music;
- 13) Scrap books;
- 14) Riddles on helpers and their work;
- 15) Care of classroom pets;
- 16) Growing things;
- 17) Small group discussion;
- 18) Open end discussion

TOPIC: Living TogetherA. The Home1. Members of the Family:

- a) Respect for each other;
- b) Understanding of necessity for certain routines within home, e. g. :
be on time, eating habits, cleanliness;
- c) Acceptance of routines and rules within home;
- d) Importance of learning by example.

2. The Role of Each Member of the Family3. Helping in the home:

- a) Choice of responsibility should be given where possible;
- b) When area of responsibility has been determined and understood,
each member of the family must recognize the need for continuing
co-operation;
- c) Care of pets in the home; kindness, feeding, cleanliness, training;
- d) Care and interest in growing things: (i) home (ii) neighbourhood;
(Concrete example of this item could be illustrated by an activity.)

4. The Use and Care of the Rooms of the Home:

- a) The need and respect for privacy;
- b) The reason for keeping rooms tidy and clean.

5. Guests in the Home: (Your own and your parents' guests)

- a) Parents' knowledge and consent;
- b) Introductions;
- c) Baby sitter;
- d) Being a guest in other homes.

6. Manners:

- a) Respect for other people's property;
- b) Respect for family's property;

3. Respect for and Understanding of Birds and Animals *
4. Holiday Behaviour and Experiences:
 - a) Seasonal
 - b) Safety- water, fire.
5. Significance of Holidays - National and Religious
6. Your Help in the Community (Responsibility and respect)

D. Children at Home and Abroad

1. Children in Your Community

Start with the children in your class, admitting differences in cultural backgrounds; but stressing similarities in all children and the fact that all are basically part of one big family who can live, work and play together, understanding and appreciating one another.

Points to consider would be:

- | | |
|-------------------------|---|
| a) Home Life | i) customs, habits and social attitudes |
| | ii) foods |
| | iii) festivals |
| b) Folk Lore | i) dances |
| | ii) songs |
| | iii) games |
| | iv) stories |
| c) Distinctive Details: | i) clothing |
| | ii) toys |
| | iii) manner of writing, counting. |

(Above points would be demonstrated by pupils and/or their parents.)

2. Other Children

In the same manner consider children not represented in your Class, including above points plus following suggestions:

- | | |
|------------------------------|---|
| a) French Canadian children: | i) stress similarities; |
| | ii) use of leisure time; games, etc. |
| b) Canadian Indian children: | i) stress similarities; |
| | ii) living standards - material possessions |
| | iii) use of leisure time |
| c) Canadian Eskimo children: | i) living standards - material possessions; |
| | distance factor, transportation. |

3. Children of Other Lands

Follow outline above.

* See Teacher's Resource Book and Guide for suggested reference text.

3. LIVING TOGETHER - OUTLINE SYLLABUS FOR STAGE II - INTERMEDIATE LEVEL

Aims: The main purpose of the course is the appreciation of moral attitudes and conduct in the lives and actions of heroic personalities. More specifically the following aims should underlie our teaching.

- (1) To realize our personal responsibilities and enlarge our understanding of them.
- (2) To develop good attitudes to others, an awareness of feelings in and for others, and knowledge as to how other people react to situations.
- (3) To realize the number of people who serve us in the community, in our own country and the wider world.
- (4) To become acquainted with stories of adventure for human welfare.
- (5) To understand the needs of other people in Canada, and in other lands and how people live there.

Projects - to understand our community, our own country, and other lands and how people live there.

These aims should not be taught specifically and obviously, but rather should be derived or inferred from the reading, the discussion, or from a story told. A discussion of such an event as the assassination of Dr. Martin Luther King, for example, would stress all these aims, since it would show what sentiments and traditions of the white race led to the murder of the black man, (1 and 2). By stressing the martyrdom of Dr. King and the ideals he stood for, we would automatically cover aims 3, 4 and 5. The benefits derived from such an approach would be invaluable. Through the study of this classic example of "man's inhumanity to man", the student would learn to perceive the many problems that beset our society and arrive at intelligent conclusions.

At all times, it should be kept in mind that these human relations are just as much a matter of the mind as of the heart. Therefore, attitudes, appreciations, and values must be sharply placed in focus, and the impact of fear, hostility, bigotry, envy, despair, love and hope on people must be shown and explained in terms comprehensible by the age group.

I. Personal Responsibilities and Attitudes

This unit suggests an approach to the study and discussion of personal responsibilities and the development of good attitudes.

The following topics are suggested, based on a series of filmstrips, scripts and recordings, listed in the Teachers' Guide.

- 1) Recognition of responsibilities
- 2) Consideration for others
- 3) Learning to be unselfish
- 4) Working together in the family
- 5) Acceptance of differences
- 6) Respect for property
- 7) Learning to be forgiving
- 8) Using money wisely

A Sample Topic for Discussion:

Janie has been cheating again. She got perfect marks in a science test, but only by getting some of the answers from a friend who sits near her. Some of the other children in the class know what is going on, but no one wants to be a tattler.

- 1) What are some of the reasons why children cheat sometimes?
- 2) Do you think that a child should tell on a cheater?
- 3) How do you think a person feels when he cheats?
- 4) Do you think that cheating is ever worthwhile?
- 5) If a child gives answers to a friend is he really helping him?

II. Understanding the Needs of Others

Because one of the aims of the course is to develop good attitudes towards others and an awareness of the number of people who serve us in the community, in our country, and in the wider world, two suggested outlines are presented, the first on The Home and the second on Understanding the Needs of Others. No particular aspect or area has been elaborated since teachers will wish to decide which of the suggestions to extend to suit the needs of a particular situation.

In this unit, the area specifically dealt with is the role played by each and every citizen in realizing the problems of the handicapped and showing understanding and compassion for these unfortunate persons. As a prime example, the book "The Helen Keller Story" has been selected to illustrate the inspiration which can be derived from rare intelligence, a personality which radiated kindness and a love for all mankind. This book leads readily to extended classroom discussions based on world organizations such as the Red Cross, UNICEF, the Red Feather, and others.

Reports can be prepared by the students on numerous organizations as well as on heroes who have overcome great handicaps. The health services can be explored, and causes and treatment of various diseases can be interwoven as well.

White Cane Week is the perfect opportunity to awaken a class to the problem of the blind and the ways in which they too lead very fruitful and rewarding lives. A braille alphabet can be obtained for each child to explore and a braille message can be decoded.

Suggested Unit Outlines

1. The Home

"The Home" is endless in its opportunities to explore and understand the role played by members of the home, community, school and the wider world. Specific topics can be correlated such as

- | | | | | |
|----|---------------------------------------|---|--|-------------------|
| a) | The Parents' Role |) | | |
| b) | Respect for Sisters and Brothers |) | | The Family |
| c) | What can I do to Deserve an Allowance |) | | |
| d) | The Teacher |) | | |
| e) | The School Staff |) | | |
| f) | The School Nurse and Doctor |) | | School Helpers |
| g) | The Library |) | | |
| h) | The Maintenance Staff |) | | |
| i) | The Postman |) | | |
| j) | Milkman |) | | Community Helpers |
| k) | Grocer |) | | |
| l) | Banker |) | | |

Many discussions can be arranged to air views of the students on the roles of those who provide services of any type. Audio-visual aids can be obtained which contain excellent illustrations of helpers; guide questions located on the back of each picture can start stimulating lessons. Film strips are available which emphasize varied attitudes and these help in developing basic values.

2. A. Understanding the Needs of Other People in Canada

- a) The most useful aid for this particular objective is, of course, the daily newspaper. In addition use may be made of magazine articles* and of TV programmes.
- b) Topics from Chapters 5 and 6 of the volume "Tensions Our Children Live With" * could serve as basis for fruitful discussions.
- c) Discussion of the many ethnic groups found in Canada and how geographical conditions affect their various needs:
 - 1) Urban slum areas
 - 2) Conditions that are found in different agricultural areas
 - 3) Conditions in Indian and Eskimo communities
 - 4) Other ethnic groups in Canada, where they have settled, and the kind of life they have made for themselves.

* See Teacher's Resource Book and Guide for suggested references.

d) Special activities - trip to an Indian Reserve, talks from representatives of ethnic groups, special participation in Red Cross projects in aid of local needs, research projects, comparison of various communities, requests for information from government sources.

2. B. Understanding the Needs of People in Other Lands

- a) Discussion of the work of the United Nations *
- b) Discussion of Canada's help to the developing nations: India, Pakistan, Nigeria, etc.
- c) Discussion of various items from books listed in the Teacher's Resource Book and Guide.

III. Standards of Conduct

This topic is divided into two parts: Part 1. - Human Needs Govern Human Behaviour; How Standards of Conduct Developed; Part 2. - Ethics.

It is suggested that Part 1. be given in the first year of Stage II, and Part 2. in the second year. Two books are suggested,* but the teacher should feel free to supplement the course.

Part 1. Human Needs Govern Human Behaviour

- Topics:
1. Introduction: How men learned to live in groups, to share, to hunt, and to work together.
 2. Development of reason and the ability to learn.
 3. Sharing - to guard the fire, gather food, help and protect the group.
 4. Team-work for effective hunting.
 5. Taming, use and care of animals helpful to man. (Responsibility)
 6. Private and common property: development of rules of ownership and penalties for infractions.
 7. The first communities:
 - a) Concept of permanent dwellings: sharing in building and farming
 - b) Community rules of behaviour
 - c) Early religion - concepts and practices, law-makers and priests.

* See Teacher's Resource Book and Guide for suggested references.

Part 2. Ethics

- Topics:
1. Introduction: How should we behave? What should we do?
What business is it of ours?
 2. The need for Law.
 3. Law in religion: basic early commandments - not to kill,
not to steal, not to bear false witness, obligation to honour
parents.
 4. Positive and negative ethics:
Plus: do help
Minus: don't do that
Zero: don't get involved
 5. Judging ourselves and judging others.
 6. Obligations of conduct beyond the requirements of the Law.

4. LIVING TOGETHER - OUTLINE SYLLABUS
FOR STAGE III - SENIOR ELEMENTARY LEVEL

- Aims:
- (1) To develop the social awareness of the pupils so as to foster an understanding and respect for all the peoples of our own country and throughout the world.
 - (2) To assist them to develop sentiments of love as opposed to hate and to generate attitudes of respect, rather than prejudice and bigotry, for different cultures.
 - (3) To lead them to recognize and accept personal responsibility for life in a world that requires a realization of our human inter-dependence.
 - (4) To learn about some of the problems such as poverty, oppression, war, discrimination, etc. - that affect human welfare throughout the world and what is being done to deal with them.
 - (5) To become acquainted with the records of heroic endeavour for the relief of human suffering.
 - (6) To understand the part that religion has occupied in the lives of many people in the world.

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." Article I. - Universal Declaration of Human Rights.

Presentation

The presentation is largely a question of posing problems on which the pupils may do research prior to discussion. Many of the pupils will have some background from their study of geography. Some from countries other than Canada may be able to contribute information from actual experience. The teacher should lead the pupils to discover the most serious problems facing the world today, to find out whether anything is being done to alleviate them and to consider what else may be done. Presentation and discussion will vary according to the community and immediate requirements.

Methods

The course is largely research and discussion but may also include excursions -- such as a visit to the annual meeting of the Canadian Commission to UNESCO when it is close to Montreal. A study in depth of the United Nations and its agencies would serve as a good background for this unit.

Suggested Approaches:

A great variety of media and approaches should be used and adapted to fit the topics being discussed.

- 1) Books -use of biographies to illustrate the contributions of great people to society, e. g. Wilfrid Pelletier, Albert Schweitzer, Sir Winston Churchill, etc.
- 2) Newspapers -use of the newspaper in following civic affairs, in finding information concerning the functions of the members of the community.
- 3) Films, Film-strips -use of this media may supplement texts and supplementary reading material.
- 4) TV & Radio -use of this approach might be excellent for current events and civic affairs.
- 5) Guest Speakers -members of the community may be invited to talk on their positions, e. g. doctors, newspapermen, members of government.
- 6) Field Trips -visits to such places as city hall, museum, art gallery, industrial plant, Supreme Court.
- 7) Dramatization -mock parliament, mock election.
- 8) Discussion -it is important to obtain answers from the students themselves. They should be taught to form their own point of view.

The course for Stage III is presented in five main themes:

- | | |
|-----|--|
| I | Social Responsibilities |
| II | Civic Responsibilities |
| III | Health and Education |
| IV | Religion in Human Life |
| V | Appreciation of Cultural Contributions |

I. Social Responsibilities

A. Responsibilities at home

- 1) Interdependence of members of the family, the role of the father, mother, sisters and brothers
- 2) Everyday chores
- 3) Cleanliness - personal as well as home
- 4) Social Attitudes - politeness, respect for others, setting examples for other members of the family.

B. Responsibilities at school

- 1) Role of the pupil - respect for one another, respect for others of less fortunate background, for other people's property, and for other people's religious beliefs.
- 2) Role of the teacher
- 3) Roles played by others - school nurse, monitors, etc.

C. Responsibilities of members of the community

"Blue Collar" Worker:

- 1) The role played by members of this group - protection, transportation, production of consumer items, selling of these consumer items.
- 2) The interdependence of these various groups of workers:
 - a) Why are they necessary?
 - b) Could we do without them?
 - c) How do they relate to each other?

"White Collar" Worker:

- 1) The role played by members of this group:
 - a) How is this group different from the previous group?
 - b) Why are they also necessary to society?
 - c) What functions do they perform?
- 2) Interdependence of the blue collar and white collar workers:
 - a) Why do we need both of these groups to make up society?
 - b) How are they both dependent on each other?
- 3) The role played by other members of the community:
 - a) Doctors, nurses, dentists;
 - b) Lawyers, judges;
 - c) Engineers, architects, scientists;
 - d) Clergy.

D. Facilities of the community

- 1) Educational - school, library
What is the purpose of these places?
- 2) Recreational - parks, playgrounds, swimming pools, skating rinks
Teaching of desirable social attitudes - politeness, respect for other people's rights, fair play, good sportsmanship.
- 3) Cultural - museum, art galleries
What is the purpose of these places?

II. Civic Responsibilities

A. Civic Government

- 1) How it operates - its numerous branches, (both executive and legislative), the purpose of the government, its responsibilities to the people who elected it, how laws are passed.
- 2) Responsibilities of its officials:
 - a) What is their job?
 - b) How do they carry out their duties?
- 3) Election of members:
 - a) Who should vote?
 - b) Why should one vote?
 - c) How to vote.
- 4) The democratic processes:
 - a) What is democracy?
 - b) How does our government follow the idea of democracy?

B. Social Organizations

- 1) What is the purpose of organizations such as Boy Scouts, Girl Guides, Kiwanis, etc.?
- 2) What are their accomplishments?
- 3) What can an individual learn from these groups?

C. Good Citizenship

- 1) What are the qualities of a good citizen?
- 2) What are the duties of a good citizen?
- 3) How does an individual become a good citizen?

III. Health and Education

Aims: To develop awareness that:

1. Health and educational problems are present in varying degrees throughout the world.
2. Many individuals and organizations are actively engaged in these areas both at home and abroad.
3. Each one of us must accept our share of responsibility for the well-being of others.

Presentation:

For these topics to be meaningful, there must be personal involvement of the children rather than formal, academic study. This might be undertaken through such personal exchanges as the adoption of a child through Foster Parents Plan or exchange programmes with other children arranged through the Red Cross.

Those who have had personal experiences working in these areas, either at home or overseas, should be invited to make presentations. Newspapers, periodicals, pamphlets and brochures gathered by the children will provide much material for study and discussion.

Resources:

Organizations which might be contacted for speakers and/or literature:

Canadian University Students Overseas
 Company of Young Canadians
 Federal Government
 OXFAM
 Provincial Governments
 Red Cross
 Red Feather Services
 Students War Against Yaws
 UNICEF
 Religious and other service committees
 Vistas for Volunteers

IV. Religion in Human Life

- Aims:
- (1) To develop appreciation for differences of religious beliefs recognizing that they are held with sincere convictions.
 - (2) To know something about the various religions - how they began and how they still influence the way people live - as a means of understanding ways of life in different cultures.
 - (3) What all the various religions mean for people -- belief about God, about the world, forms of worship and ritual, social customs and attitudes towards their fellow men.
 - (4) To understand why some people in the modern world reject all forms of religious belief.

Presentation:

The subject is of such wide and varied dimension that its presentation must be highly selective. As far as possible, the presentation should

be contemporary and the historical element should be introduced as a way of understanding the present situations. Whenever possible there should be some reference to present attitudes and problems in our world today, e. g. in Canada, in Africa, India, Cyprus, the Middle East, Japan and how religion enters into these situations.

There should be a general introduction to the so-called Great Religions - Christianity, Judaism, Hinduism, Islam, Buddhism - how they still dominate cultures in particular parts of the world and how some of them have become world-wide.

Particular studies should be made of some one country to realize the place that religion has in its life, e. g. Canada, the United States, particular European countries, India, Pakistan, Egypt, Arabia, Iran, Indonesia.

A study of religious diversity in Canada - Roman Catholics, Protestants, Jews, the Mennonites, Jehovah's Witnesses - is also recommended.

Methods:

Where possible, topics should arise from the interest of the students. The methods should be descriptive, story-telling (e. g. the place that religion has occupied in particular lives) discussion and audio-visual presentation.

V. Appreciation of Cultural Contributions

1. The Problem(s) of Integration

- a) The melting-pot theory (assimilation) vs. the mosaic theory (preservation of identity).
- b) Examples of both theories at work: the U. S. and Canada
- c) Examples of extremism in Aryanism, White Supremacy, and Balkanism.

2. Various Ethnic Groups - Canada:

- a) From the United Kingdom
- b) From Europe
- c) From other parts of the world

An attempt should be made to identify patterns of settlement and contributions to regional life made by various groups, such as the Ukrainians in the West, the Glengarry Scots, the Germans in Kitchener-Waterloo area, etc. In this connection it might be helpful to feature

groups according to their national days, such as

- a) National days: St. Patrick's Day, St. George's Day, St. Andrew's Day, St. David's Day, and to appreciate the work of clubs and societies for the preservation of the culture and heritage of the homeland.
- b) Ethnic groups in Montreal.

3. Indigenous Peoples of Canada:

- a) Indians) Their cultural contributions
- b) Eskimos) and their problems

4. Canadian Problems:

- a) French-English relations
- b) Other language groups
- c) Immigration policies

5. Role of the School:

The school as a medium of promoting acceptance and understanding of diversity; as a medium of assimilation and integration.

6. Role of the Community:

Attempts to promote humanitarian solutions to the problems of poverty, etc.

In Montreal

- a) University Settlement
- b) Low cost housing project
- c) Various service clubs and youth projects

In Canada

- d) Department of Citizenship and Immigration
- e) Canadian Labour College
- f) Frontier College
- g) University Extension Departments.

C. PROGRAMME III

BASIC CONCEPTS AND PRACTICES IN JUDAISM

1. General Outline

Level I Creation of the Universe by the Creator;
Wonders of the Universe, the handiwork of God;
Thanksgiving to the Creator for all the wonderful
things in prayer and benedictions (berakhoth).

The special place of man in the universe; the special
qualities with which man has been endowed; Mind and
Soul; Man's freedom and consequent responsibility
for his conduct; Story of the Garden of Eden.

The Sabbath - Day of Rest;
Welcoming the Sabbath in prayer;
Preparing for the Sabbath at home, e. g. cooking,
cleaning, special dress;
Sabbath meals - the Kiddush and the Chalah;
Services in the Synagogue - Description of Synagogue;
Reading of the Torah - Description of Sefer Torah.

Level II The Jewish People.
The first Jew, Abraham. His recognition of God;
His spreading of the faith in the Creator;
God's covenant with Abraham: (1) He will be blessed
with children who will keep the ways of God; (2) His
children will inherit the Promised Land.
Abraham's willingness to sacrifice Isaac;
Jacob's career and his acquiring of the name Israel;
The children of Jacob become the people of Israel, the
twelve tribes; their experience in Egypt and their
redemption from slavery.

The covenant with the people of Israel at Sinai;
The Ten Commandments;
Meaning of covenant - Israel to become a holy people
through observance of Mitzvah. God will be the
protector of Israel.
The warning to Israel: They will suffer Exile if they
forget God. Their ultimate redemption.

- Level III Organization of Jewish Life
The Jewish family; Responsibility of parents in rearing their children; Obligation of children towards parents; Mutual respect between husband and wife.
- Community Life and Institutions:
a) Religious schools. Love of learning.
b) Synagogue
c) Philanthropic institutions
d) Social and recreational
- Level IV The Jewish Calendar:
a) The High Holy Days
b) The Pilgrimage Festivals
c) Chanukah. Purim
d) Days of Sorrow and Fasting
e) Yom Atzmaut
- Level V Interpersonal Relations and Duties
a) Honesty
b) Justice
c) Charity
Appropriate quotations from Scripture and Ethics of the Fathers.
- Level VI Interfaith Relationships:
Concept of Brotherhood
Concept of religious and cultural pluralism
Concept of Messianic Era
- Level VII Selections from classical Jewish literature, especially appropriate for discussion.

2. Suggested Outline for Bible and Culture Studies

- Level I 1. Bible Stories - 25 episodes (Creation - Sinai)*
2. Date Stories before Holidays: Chanukah, Purim, Passover, and Day of Independence.
(Material to be obtained or prepared)
- Level II 1. Bible Stories (continued) - 25 episodes (Joshuah - Elijah)**
2. Dated Stories before Holidays: to add: High Holidays, Tabernacle & Shavuoth (Feast of Weeks)
(Material to be obtained or prepared)

Level III	1. Stories of Bible and Tales of History (combined)* How Abraham found God ; the temple is built.
	2. Dated Material before Holidays.
Level IV	1. Bible Selections: Genesis (about 8 - 10 chapters)
	Chapter 1 Creation of the world
	2 Adam and Eve
	3 Noah
	15 Promise of an Heir to Abram
	18 The Destruction of Sodom and Gomorra
	25 (19-34) Jacob and Esau
	28 (10-22) Jacob's Dream
	37 Joseph and his brethern
	47 (28-31) Jacob on his death-bed
	2. Tales of History (Elijah - Ezra)
Level V	1. Bible Selections: Exodus 7 chapters
	Judges 2
	Ruth 1
	Esther 1
	<u>Exodus</u>
	Chapter 1 The oppression of the Israelites
	2 Birth of Moses
	3 The Burning Bush
	13 (17-22) The Passage of the Red Sea
	14 (15-31) " " " " " "
	16 The Manna
	19 Preparations at Sinai
	20 Ten Commandments
	32 The Golden Calf (1-19)
	34 (1-7) The Thirteen Attributes
	<u>Judges</u>
	Chapter 4 Deborah
	16 Samson's Death (23-31)
	<u>Ruth</u>
	Chapter 1 Naomi and Ruth
	<u>Esther</u>
	Chapter 4 Mordecai proclaims fast day

2. Tales of History:
The Story of Esther - Rabbi Juda the Prince

Level VI	1. Bible Selections:	Leviticus	3 chapters
		Numbers	4 "
		I Samuel	7 "
	<u>Leviticus</u>		
	Chapter	11	(1-19) Clean and Unclean Quadrupeds
		19	Manual of Moral Instruction
	<u>Numbers</u>		
	Chapter	6	(22-27) Blessing of the Priests
		10	(29-36) When the Ark set forth
		13	The Mission of the Spies
		14	Wailing and Rebellion
		27	(12-23) Joshua appointed successor
	<u>Samuel I</u>		
	Chapter	1	Chanah
		2	Chana's Prayer (1-5)
		3	Eli and Samuel
		9	Saul
		17	Goliath
		18	David and Jonathan (1-16)
		28	The Ghost of Samuel
		31	The Death of Saul

2. History:
Personalities of Babilonian Talmudic Era and of
Spanish Golden Era

Level VII	1. Bible Selections:	Deuteronomy	8 chapters
		I Kings	5 "
		II Kings	5 "
		Book of Jonah	4 "
	<u>Deuteronomy</u>		
	Chapter	3	(23-29) Moses ' Prayer rejected
		5	The Decalogue
		6	The Shema
		11	(13-21) Reward and Punishment
		12	(23-25) The blood is the life
		14	(1-10) Laws of Holiness
		15	(7-11) The needy brother
		16	(18-22) Judges and Justice

Deuteronomy (continued)

Chapter	22	(1-11) Sparing the Mother Bird
	25	(13-19) Weights and Measures
	30	(11-20) "It is not in Heaven"
	32	(44-52) Moses on Mount Nebo
	34	The Death of Moses

I Kings

Chapter	2	(1-13) Death of David
	3	Solomon's Dream
	8	(1-44) Solomon's Prayer
	12	The Kingdom Divided
	18	Elija on Mount Carmel

II Kings

Chapter	2	(1-18) Elijah's Departure
	18	The end of Israel's Kingdom
	19	Isaiah's prophecy
	24	Destruction of the Temple
	25	" " " "

Book of Jonah

All 4 chapters - to be read in the High Holiday's Season

2. History - Recent Events.

3. Suggestions for Class Prayers

Level I	Sept. - Dec. Jan. - March add April - June add	Mode Ani: Torah Tziva Shma Israel: Baruch Shem V'ahavta - Al L'vaveha
Level II	Sept. - Dec. Jan. - March add April - June add	Baruch. Al N'tilat Yadaim Elokai Neshama Birhot Hatorah: Yevorech'cha Adon Olam: B'yado afkid
Level III	Sept. - Dec. Jan. - March add April - June add	First part of the Shmone Esray Second part Modim Anachnu Lach, Sim Shalom
Level IV	Sept. - Dec. Jan. - March add April - June add	Baruch She'amar Ashrei Yoshvei Batecha (10 verses) Yishtabach
Level V	Sept. - Dec. Except Fridays Friday	Yigdal L'chu N'ranna: L'cha dodi
	Jan. - March Except Fridays Friday	The portion of "Tzitzit" Hashkivent V'shomru: Vaychilu
	April - June	Hallel (first 2 paragraphs)
Level VI	Sept. - Dec. Jan. - March add April - June	Ma Tov: Ein K'Elokeinu Aleinu L'Shabeach Mizmor Shir Chanukas: Shir Shel Yon
Level VII	Sept. - Nov. Dec. Jan. - March April May - June	Az Yashir Al Hanisim (Chanuka) Ezrath Avoteinu V'hi Sheamda: Dayeinu: Lo Lanu (Hagada) Al Kein N'kaveh

Suggestions for Class Prayers (continued)

Level I	Sept. - Dec. Jan. - March April - June	add add	ברכה אבי, תורה צוה למע ישראל, ברוך שם והאבוא עד על לבבך
Level II	Sept. - Dec. Jan. - March April - June	add add add	ברוך. על נטילת ידים, אלוקי נשמה עלמנו המורה, יברכך אדוני עולם, בידו אפקיד
Level III	Sept. - Dec. Jan. - March April - June	add add	ברכה ראשונה של נשמה ערה ברכה שניה ברכה אחרונה של, נשים שלום
Level IV	Sept. - Dec. Jan. - March April - June	add (10 verses) add	ברוך נאמר אדוני יורבכי ביימך לעולם
Level V	Sept. - Dec. (except Fridays) (Fridays) Jan. - March (except Fridays) (Fridays) April - June (first 2 paragraphs)		ברכה אלוקים חי לכה ברכה, לכה דודי ברכה אלוקים, המשיבנו לחיים, ויכלנו הכל
Level VI	Sept. - Dec. Jan. - March April - June	add	ברכה אלוקים, אין כאלוקינו אלינו לעולם בזמננו שיר הנזכרת, שיר של יום
Level VII	Sept. - Nov. Dec. Jan. * March April May - June		אין לעיר של הנשים להנזכרת עוד אבותינו היא מעמדה, דיינו, לא לנו (הגדה של פסח) על כן בקוה