

# TENNESSEE BIBLE CURRICULUM GUIDE

**Credit: 1**

**Grades 9 – 12**

**Prerequisite: None**

The course may be taught over one or two semesters. A number of concessions must be made and careful planning is needed if the entire Bible is to be taught in a single semester.

## **Text**

Each student may use the biblical translation of his/her choice as a text. In addition, the teacher should make available, through actual publications or handouts, translations that represent the various configurations of books found in the diverse religious traditions.

## **Course Purpose**

The purpose of this course is to enable students to acquire an understanding and appreciation of the Bible's major ideas, historical/geographical contexts, and literary forms. The course will include the study of the Bible in its historical, sociological, and cultural contexts, and its impact on later cultures, societies, and religions.

The success of any assignment depends upon how teachers prepare, present, and anticipate issues that will emerge in the classroom. As with any other humanities, literary, or historical topic the Bible must be understood in terms of its value for the student. Teachers should remember that enthusiasm for the subject contributes to the success of any curriculum.

The curriculum is for secondary education. In all instances, teachers are urged to utilize intellectually creative ways to engage students in the literary, historical, sociological, cultural, and religious qualities of the Bible.

It is important to remember that the student's experience, or in some cases lack of experience with the Bible, may influence their perceptions of the assignments. Be aware that a broad range of religious and nonreligious perspectives among the students and be cognizant of student rights to their personal views.

All lessons should be planned with regard to their inherent academic and intellectual qualities and with attention to helping students develop a greater sense of their civic roles as responsible citizens.

## **General Objectives**

The student will be able to....

- A. Describe how the Bible was transmitted, translated, and gradually recognized as authoritative by religious communities from antiquity to the present
  1. identify the original languages of the Hebrew Bible and New Testament and their relative dates of authorship;
  2. demonstrate knowledge of early Jewish and Christian communities and the reasons they recorded these writings;
  3. gain familiarity with later translations and audiences for whom they were

4. analyze primary source information and using the information appropriately;
  5. synthesize information from multiple sources to draw conclusions.
- B. Select and use appropriate study and research skills and tools according to the type of information being gathered, or organized, including almanacs, print and digital publications, internet news sources, and information services
- C. Read biblical narratives
1. identify the chief characters;
  2. describe and analyze in those narratives the elements of plot, such as setting, major events, problems, conflicts, and resolutions;
  3. describe and analyze several narrative styles, literary form, and intended impact on the reader.
- D. Read biblical poetry
1. identify the characteristics that distinguish poetic forms from prosaic forms;
  2. describe and analyze the way they invite the reader to share emotions, through the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
- E. Demonstrate knowledge of historical, geographical, social and cultural contexts of biblical literature in the ancient world
1. learn and discuss pivotal historical events;
  2. learn and discuss pivotal geographical locations;
  3. compare the religious, social and cultural lives within the ancient Near Eastern/Greco-Roman world
- F. Identify diverse interpretations of biblical texts
1. compare the way people and communities respond differently;
  2. illustrate diverse interpretations of several prosaic and poetic biblical texts.
- G. Illustrate knowledge of ways the Bible has impacted literature, art, music, and thought
1. read several pieces of literature that extensively use biblical allusions;
  2. listen to several pieces of music that rely on the biblical text;
  3. view several artistic works (sculpture, oils, watercolors) that use biblical images,

## **Units**

Unit One : Origin and Development of the Bible

Unit Two: Overview of the History, Geography, and Social Groups of the Hebrew Bible

Unit Three: Beginnings - Genesis

Unit Four: Laws and Stories

Unit Five : Conquest and Settlement

Unit Six : Kingdom Established

Unit Seven: Divided Kingdom

Unit Eight: Prophetic Traditions

Unit Nine: Psalms and Wisdom

Unit Ten: Exile and Restoration

Unit Eleven: Overview of the History, Geography, and Social Groups of the New Testament

Unit Twelve: Gospels and Jesus I

Unit Thirteen: Gospels and Jesus II

Unit Fourteen: Letters and Paul

Unit Fifteen: Communities and the Book of Revelation

Unit Sixteen: Bible's Impact on Art and Music

Unit Seventeen: Apocrypha

**Major Assignment:** Students will be have to take each unit of Bible History and provide a theme for the unit in their own words, and briefly explain that theme using one of the following as their methods to explain: Documentary, Power Point Presentation, or a Word Document. This will be the end of the semester research project.

For additional information regarding instructional objectives and materials, please contact the school principal.