

Teacher's Edition

# Bible Truths



Fourth Edition

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**BIBLE TRUTHS 6 Teacher's Edition  
Redemption: God's Grand Design  
Fourth Edition**

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Greenville, South Carolina 29614

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ISBN 978-1-60682-719-2 (Teacher's Edition with CD-ROM)

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# Explaining the Gospel

One of the greatest desires of Christian teachers is to lead children to faith in the Savior. God has called you to present the gospel to your students so that they may repent and trust Christ, thereby being acceptable to God through Christ.

Relying on the Holy Spirit, take advantage of the opportunities that arise during lessons for presenting the good news of Jesus Christ. Ask questions to personally apply the Ten Commandments to your students (e.g., What is sin? Have *you* ever told a lie or taken something that wasn't yours? Are *you* a sinner?). You may also ask questions to discern the child's sincerity or to reveal any misunderstanding he might have (e.g., What is the gospel? What does it mean to repent? Can you do anything to save yourself?). Read the following verses along with the student. You may find the following outline helpful, especially when dealing individually with a child.

## 1. I have sinned (*Romans 3:23*).

- Sin is disobeying God's Word (*1 John 3:4*). I break the Ten Commandments (*Exodus 20:2–17*) by loving other people or things more than I love God, worshiping other things or people, using God's name lightly, disobeying and dishonoring my parents, lying, stealing, cheating, thinking harmful and sinful thoughts, or wanting something that belongs to somebody else.
- Therefore I am a sinner (*Psalm 51:5; 58:3; Jeremiah 17:9*).
- God is holy and must punish me for my sin (*Isaiah 6:3; Romans 6:23*).
- God hates sin, and there is nothing that I can do to get rid of my sin by myself (*Titus 3:5; Roman 3:20, 28*). I cannot make myself become a good person.

## 2. Jesus died for me (*Romans 5:8*).

- God loves me even though I am a sinner.
- He sent His Son Jesus Christ to die on the cross for me. Christ is sinless and did not deserve death. Because of His love for me, Christ took my sin on Himself and was pun-

ished in my place (*1 Peter 2:24a; 1 Corinthians 15:3; John 1:29*).

- God accepted Christ's death as the perfect substitute to take the punishment for my sin (*2 Corinthians 5:21*).
- Three days later, God raised Jesus from the dead. Jesus Christ is alive today and offers salvation to all. This is the gospel of Jesus Christ: He died on the cross for our sins according to the Scriptures, and He rose again the third day according to the Scriptures (*1 Corinthians 15:1–4; 2 Peter 3:9; 1 Timothy 2:4*).

## 3. I need to put my trust in Jesus (*Romans 10:9–10, 13–14a*).

- I must repent (turn away from my sin) and trust only Jesus Christ for salvation (*Mark 1:15*).
- If I repent and believe in what Jesus has done, I am putting my trust in Jesus.
- Everyone who trusts in Jesus is forgiven of sin (*Acts 2:21*) and will live forever with God (*John 3:16*). I am given His righteousness and become a new creation, with Christ living in me (*2 Corinthians 5:21; Colossians 1:27*).

If a child shows genuine interest and readiness, ask, "Are you ready to put your trust in Jesus and depend on only Him for salvation?" If he says yes, then ask him to talk to God about this. Perhaps he will pray something like the following:

"God, I know that I've sinned against You and that You hate sin but that You love me. I believe that Jesus died to pay for my sin and that He rose from the dead, so I put my trust in Jesus to forgive me and give me a home with You forever. In Jesus' name I pray. Amen."

Show the child how to know from God's Word whether he is in God's family (*1 John 5:12–13; John 3:18*). Encourage him to follow Jesus by obeying Him each day. Tell him that whenever he sins, he will be forgiven as soon as he confesses those sins to God (*1 John 1:9*).



# New to This Edition

BJU Press is committed to helping you help your students grow in knowing, loving, and obeying the Lord Jesus Christ. We trust these new features will aid you as your students learn to know God better.

## Easier to Use in the Classroom or at Home

- The new fourth edition is enhanced by a new look, a new format, and better placement of material to help you streamline preparation and teaching.
- The four-color Teacher's Edition has lessons numbered sequentially from 1 to 180.
- The unit hymn and memory verse activities introduce the lesson; the Worktext exercises are grouped at the end of the lesson.
- The lesson on the fifth day is an activity that correlates with the week's lessons and is designed to further reinforce what was learned that week.
- A section including the one-page Lesson Plan Overview for each unit appears on pages xv–xxiv.

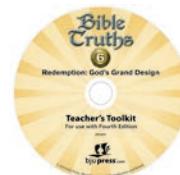
## Understanding and Application

To help students learn the material and message of the Bible and to effectively apply an understandable Christian worldview, we have included more higher-level questions as well as updated tools for connecting Bible truths to Christian living.

- more interpretive, critical, and appreciative questions marked with a gear icon
- more self-assessment sections in the Worktext
- new Half-Unit Reviews
- updated rewording and expansion of Bible Truths for Christian Growth (formerly Catechism)
- revised Unit Reviews
- suggested activities to assist in memorizing, understanding, and applying memory verses and hymns
- a page titled “Explaining the Gospel” to help in discussing this most important decision
- a comprehensive outline of Bible doctrine

## Teacher's Toolkit CD (included with Teacher's Edition)

The Toolkit CD that accompanies this Teacher's Edition includes the entire Teacher's Visual Packet (Masterworks, maps from the Worktext, Bible book cards and charts, and timelines), the student materials packet (student timeline, unit bookmarks, and individual-sized Bible book cards), activity pages, optional application stories, the Half-Unit Reviews and answers (which may be used after each *b* and *d* subunit), the Unit Reviews and answers which provide teachers and parents with a convenient way to review the unit and prepare for the optional unit tests, the complete set of the Bible Truths for Christian Growth questions and answers (for all six elementary grades), tables from the TE lessons, and a suggested bulletin board for each unit.



## Appendix

The appendix begins with a Thanksgiving MiniUnit of three lessons (Lessons A–C), which may be used in addition to the regular Bible lessons. The reproducible pages are included on the Teacher's Toolkit CD. The appendix also includes a complete outline of Bible doctrines, the Bible Truths for Christian Growth (all 164 question-answer pairs), a glossary of Bible terms, the cumulative index covering all six elementary grades, and the Bible 6 index (specific topics covered in sixth grade).

# Instructional Materials

## Student Materials

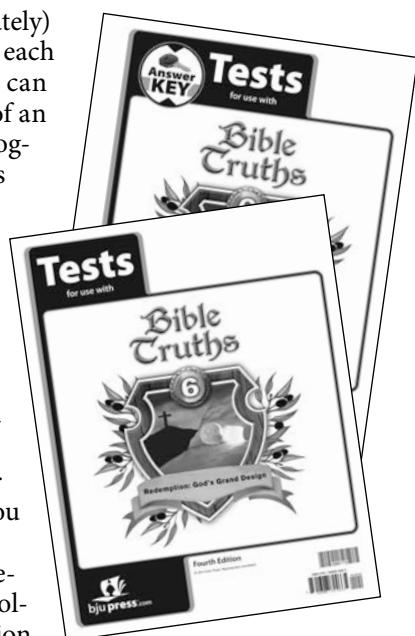
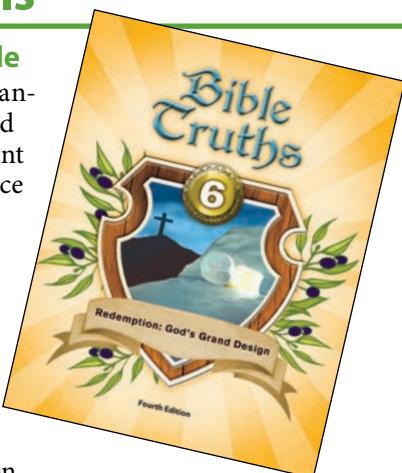
### Student Worktext and Bible

The Worktext (a colorful companion to the Teacher's Edition) and a Bible are needed for the student to review Bible accounts, practice Bible study skills, apply Bible knowledge to their lives, and find biblical answers.

The appendix includes maps of Bible times, the Bible Truths for Christian Growth, a glossary of Bible terms, and an index. Activity pages correlate with the biblical fiction novel and Heroes of the Faith lessons. A listing of the Bible Truths for Christian Growth may be found in the Teacher's Edition and on the Teacher's Toolkit CD that accompanies the Teacher's Edition.

### Tests

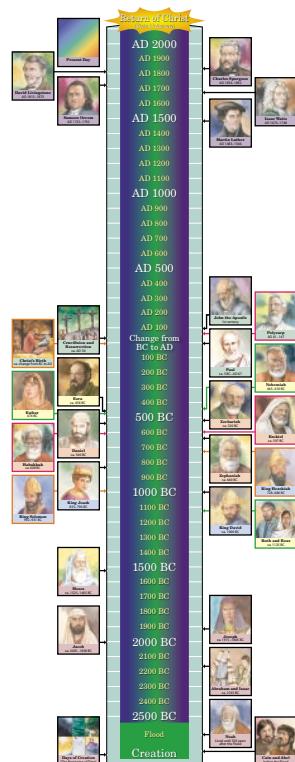
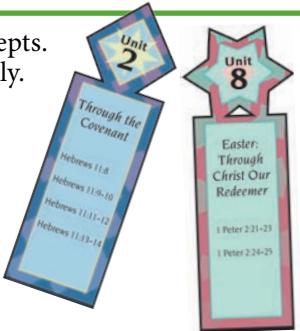
The test packet (sold separately) features a thorough test for each of the ten units. These tests can serve as the objective part of an evaluation of a student's progress. In addition, a student's written work and participation in class may also be considered for a percentage of the total grade. The tests included in this packet vary throughout in both style and number of questions. The appropriateness and grading of tests in Bible 6 will depend on your purpose and philosophy. You may adjust point values in each section of the test to reflect your teaching methodology, the extent of presentation,



and your balance of facts and concepts. An answer key is available separately.

### Student Materials

Illustrated bookmarks help the student mark the locations of the memory verses studied in each unit. Individual-sized Bible book cards facilitate the student's review of each book's placement in Scripture. An individualized timeline aids the student in understanding the chronology of Bible characters and Heroes of the Faith. The bookmarks and student timeline materials are on the Teacher's Toolkit CD and may be printed on heavy paper or cardstock. (*Note about the timeline:* There is some disagreement in certain areas of Old and New Testament chronology. The dates used in this curriculum are those generally accepted by conservative scholars. It is not uncommon, however, for dates in conservative sources to vary minimally. This has no effect, of course, on the reliability of the biblical record; disagreement comes from our own limitations.)



### Miscellaneous School Supplies

For various learning activities, the student will need standard school supplies: pencils, paper, colored pencils or markers, highlighter, crayons, scissors, and glue. It is more convenient if each student has an individual copy of the biblical fiction novel *Forbidden Gates* for use in some of the lessons in Unit 7.

## Teacher Materials

### Teacher's Edition

A Bible and this Teacher's Edition, which is the heart of this Bible program, are needed for every lesson.

The 180 daily lessons are grouped into thirty-six subunits (or weeks). Each subunit consists of five lessons. The lesson on the fifth day is an activity that correlates with the week's lessons and is designed to further reinforce what was learned that week.

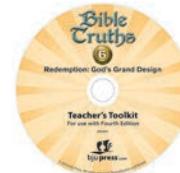
The thirty-six subunits are grouped into ten thematic units. Each unit begins with a Unit Overview providing introductory information for the teacher. Each overview offers a short personal devotional for the teacher to use in self-preparation before teaching that unit. It also contains a list of specified materials used to teach the lessons. The symbols [E] and [O] after a listed item indicate that the item is needed for every student

or that it is optional respectively. The two pages immediately following the Unit Overview page feature a daily lesson-plan chart for the unit. Note that an abbreviated daily lesson-plan chart for the entire sixth grade Bible curriculum can be found on pages xv–xxiv at the front of this book.

The appendix begins with a short Thanksgiving MiniUnit with three lessons that may be used in addition to the regular Bible lessons. The reproducible pages are included on the Teacher's Toolkit CD. The appendix also includes an outline of Bible doctrines, the Bible Truths for Christian Growth (all 164 question-answer pairs), a glossary of Bible terms, and the cumulative index, which provides a view of the topics taught in all six elementary grades. The Bible 6 index is specific to topics covered in sixth grade.

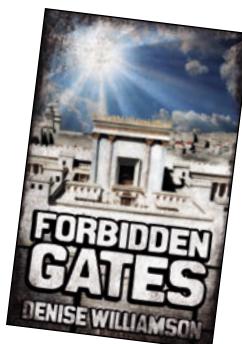
## Teacher's Toolkit CD

The Toolkit CD that accompanies this Teacher's Edition includes the entire Teacher's Visual Packet (charts, maps, Bible book cards, and timelines), the student materials packet, activity pages, optional application stories, the Half-Unit Reviews and answers (which may be used after each *b* and *d* subunit), the Unit Reviews and answers which provide teachers and parents with a convenient way to review the units and prepare for the optional unit tests, and the complete set of the Bible Truths for Christian Growth questions and answers. Also included are the Masterwork art pieces with corresponding artist background information sheets, some of the student projects, some tables, and a diagram of each unit's bulletin board with some explanation.



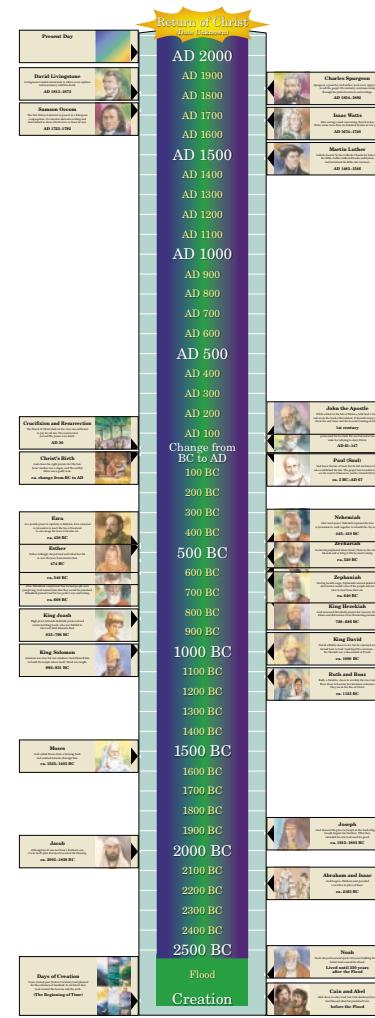
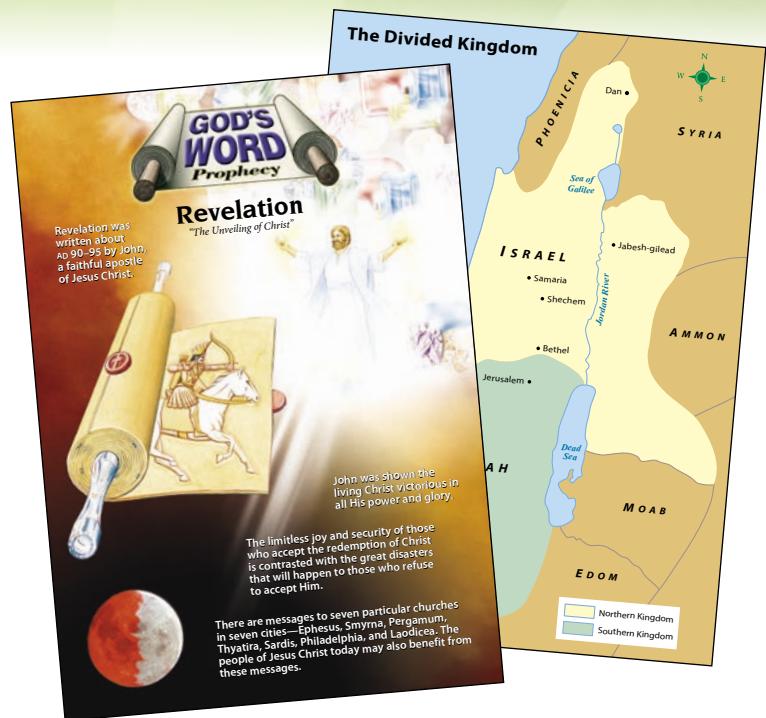
## Novel

The biblical fiction novel *Forbidden Gates* is used in teaching some lessons in Unit 7. It is written on a sixth-grade reading level so that students may read the chapters before the teacher discusses the story. Worktext pages that correlate with the book are included.



## Visual Packet

Many colorful maps of Bible lands and two timelines are included in the Visual Packet (approximately 12" × 18") to be used for teaching or reviewing the lessons and for classroom display. The classroom-sized timeline (approximately 80") enhances the student's grasp of the chronology of the Bible characters and Heroes of the Faith studied in this book. The timeline is vertical and can be placed on the back of a standard door. Copies of the maps from the Worktext are included. The Visual Packet elements are also included on the Teacher's Toolkit CD in 8 ½" × 11" format for easy reference. (Note: Minimal modifications have been made in the fourth-edition maps and charts resulting in the third-edition visual packet differing slightly from the fourth-edition material.)



# Lesson Features

Point out **doctrines** related to each Bible account. See the Unit Overview for a fuller development.

Coach the student to **apply** educational skills and specific biblical attitudes and understanding.

Be prepared with the suggested **materials** to help you reach your goals.

Use **hymns** to help reinforce biblical truths.

Guide the students to internalize God's Word with **memory verses**.

**Commandments of God**  
Unit 3c

**Doctrines**

- 51–52: God is merciful (Ps. 86:15).
- 51–52: God is love (John 3:16).
- 51–52: Sinful human nature has caused our loss of communion with God (Rom. 5:12, 19).
- 52: God is all-knowing (omniscient) (Job 42:2).

**PREVIEW**

**Skills and Applications**

- Learn Galatians 3:24–26
- Read a timeline
- Know that all people are sinners
- Identify the meaning of each of the Ten Commandments
- Practice the Christian's first priority—love God wholeheartedly
- Practice the Christian's second priority—love others as himself
- Apply Bible knowledge to everyday life

**LESSON**  
**51** **The Ten Commandments**

**Materials**

- Timeline and picture of Moses

**Music**

Review the song and develop higher-order thinking skills by asking application questions.

**Memory Verses: Galatians 3:24–26**

Principle: A person becomes a child of God through faith in Christ, and not by obeying the law. Locate and read aloud Galatians 3:24–26 as the students read silently.

What was the purpose of the law (the Ten Commandments)? The law was a schoolmaster or tutor to show people they could never obey it perfectly. It was to show us that we need to trust in Christ as Savior.

Could obeying the law ever make somebody a child of God? no Why? Nobody can keep the law perfectly, which is the

**Bible Account**

**Preview Background Information**

**Schoolmaster**

The schoolmaster, a trustworthy servant among the Greeks and Romans, was a leader and guardian for boys from their early childhood until puberty. **Schoolmaster**, as used in Galatians 3:24, means "tutor."

**Law Codes**

The moral law showed the standard of righteousness God expects from every person. The ceremonial law dictated require-

**Redemption: God's Grand Design**

Stimulate interest in the Bible Account or application story using the **introduction** section.

Focus attention with the **listening question**.

ments for numerous things, one of which was the sacrificial system. The law was intended to bring people to Jesus Christ.

#### Introduce the Bible Account

Discuss what happened after Pharaoh let the Israelites leave Egypt. Remind the students that God went before the Israelites in a pillar of cloud during the day and a pillar of fire at night. God led His people into the wilderness instead of directly to the promised land.

**Read Exodus 13:17 and Deuteronomy 8:2. Why did God not lead His people straight to the Promised Land? He kept them from facing war right away, and He wanted to show them the wickedness of their hearts and to cause them to be humble.**

**Teach for Understanding**  
Read Exodus 19:1–20:17 or use the following retelling of the passage. Listening question: Who is responsible for a child's thoughts, desires, words, and actions? Every person is responsible for himself before God (Rom. 14:12).

#### The Ten Commandments

The Israelites were given strict guidelines about keeping their distance from the mountain when God descended to bring them His law. God told Moses twice to warn the Israelites not to touch Mount Sinai or to let their animals touch it when Jehovah appeared. Whoever disobeyed would be put to death. The Israelites were instructed to wash their clothes and to take God's visit to them very seriously. Only Moses was permitted to speak directly with the Lord. The Israelites were restricted to watching from a distance. There was thunder and lightning as a thick cloud settled on the mountain. The Israelites heard a loud trumpet sound when God spoke to Moses from the middle of the fire and smoke. The people were frightened, and Moses reminded them to take seriously God's holiness and law.

God warned the children of Israel against idolatry, commanding that they not make any carved images in the sky, on the earth, or in the sea to worship them. The first four commandments God gave the Israelites were to reverence His name and His day. "You shall not make the name of the Lord your God in vain." This made it clear that the Lord would punish anyone who ignored the day of worship and rest, which was established at the time of creation. God commanded, "Observe the Sabbath day to keep it holy." The Lord's first four commandments dealt directly with human attitudes and actions toward God.

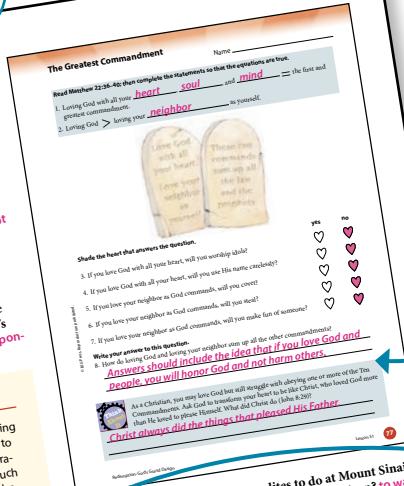
**What was the first commandment God gave to Adam? Was not to eat of the tree of the knowledge of good and evil?**

Unit 3 - Under the Blood

**Bible accounts** present a retelling of a selected passage. **Application stories** (in some lessons) help to apply the truth of each unit.

Help students understand and apply biblical truths through **discussion questions** that accompany the Bible accounts, application stories, and memory verses.

All **b** and **d** subunits (except Units 4 and 8) end with a short teacher-led half-unit review, which is included on the Teacher's Toolkit CD.



Review, practice, and apply biblical truths with the **Student Worktext**. All Worktext page activities (including those that correlate with the memory verse) are usually assigned toward the end of each lesson. A reduced copy of each page with answers appears in the Teacher's Edition.

The gear icon indicates a question that involves **higher-level thinking skills**.

What did God require the Israelites to do at Mount Sinai to remind them that they were not naturally clean? **to wash their clothes**

► What was the first commandment that God gave to Moses on Mount Sinai? **You shall have any other god before me (Exod. 20:3).**



**Timeline**  
Place Moses' picture on the timeline.

Moses

Unit 3c-3d Review

Circle the letters of the correct answers.

Name \_\_\_\_\_

1. The Ten Commandments were grouped by two themes. What are those themes? (Lesson 51)

a. Right and wrong principles for living others

b. Right and wrong principles for living with other people

c. How to live righteously in God's presence

d. How to live righteously in God's presence

e. How to live righteously in God's presence

f. How to live righteously in God's presence

2. Who is the main purpose of the law like, Ten Commandments? (Lesson 51)

a. To give examples of how to live righteously

b. To show why we need to obey God's commands

c. To show that we need to obey God's commands

d. To show that God can measure a person's sincerity or his ability to get to heaven

e. To show that no matter how good a person is, there will always be something better, so we must strive to be better

f. To give up the love of the world

3. What is the one main point that all six of the commandments give attention to? (Lesson 51)

a. God is greater than any other king

b. The Israelites were to keep the Sabbath day

c. The Israelites were to keep the Sabbath day

d. God's work is more important than ours

e. The Israelites were to keep the Sabbath day

f. The Israelites were to keep the Sabbath day

4. How did the Israelites get their guidelines for worshiping God? (Lesson 51)

a. They followed the best standards for worshiping God

b. They followed the best standards for worshiping God

c. They followed the best standards for worshiping God

d. They followed the best standards for worshiping God

e. They followed the best standards for worshiping God

f. They followed the best standards for worshiping God

5. What does 1 Chronicles 16:31 teach us? (Lessons 4-6)

a. God's people should be joyful

b. God's people should be joyful and added blood sacrifices

c. God's people should be joyful and add blood sacrifices

d. God's people should be joyful and add blood sacrifices

e. God's people should be joyful and add blood sacrifices

f. God's people should be joyful and add blood sacrifices

6. The Israelites started to worship idols with what He said to Noah after the Flood

a. Noah's Ark

b. Noah's Ark

c. Noah's Ark

d. Noah's Ark

e. Noah's Ark

f. Noah's Ark

7. The Israelites left to the Promised Land with what He said to Noah after the Flood

a. Noah's Ark

b. Noah's Ark

c. Noah's Ark

d. Noah's Ark

e. Noah's Ark

f. Noah's Ark

8. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

9. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

10. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

11. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

12. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

13. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

14. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

15. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

16. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

17. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

18. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

19. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

20. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

21. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

22. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

23. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

24. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

25. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

26. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

27. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

28. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

29. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

30. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d. Covetousness

e. Covetousness

f. Covetousness

31. When God commands us not to covet anything, He wants us to

a. Covetousness

b. Covetousness

c. Covetousness

d

# Teaching Tips

## In the Classroom or at Home

The daily lesson plans are organized into ten thematic units that survey selected portions of the Old and New Testaments. The teaching order of the units may be changed if desired. Eight of the ten units are divided into four subunits, with each subunit consisting of five lessons, allowing each unit to be taught in four weeks. Unit 4, the Christmas unit, and Unit 8, the Easter unit, contain only two subunits, allowing each unit to be taught in two weeks. You may have to adjust your teaching schedule so that you can teach these units at the appropriate time of year. An optional Thanksgiving MiniUnit consisting of three lessons appears in the appendix of this book.

Each subunit contains five days of lessons. The lesson on the fifth day provides an opportunity for an activity related to material presented in the subunit. Teachers wanting to evaluate their students' Bible knowledge and application may also want to do this on the fifth day of the week.

## At Church

This curriculum can be adapted for Sunday school or children's church. The teacher could choose to teach desired segments of one subunit each Sunday. As time allows, the teacher could add to the Bible account an application story, one activity, the memory verse, and the hymn. Following this schedule, the teacher would teach from one subunit each Sunday (approximately one unit each month) and complete a grade-level curriculum in thirty-six weeks. By spending two weeks on selected subunits, the teacher could use one grade-level curriculum for an entire year. If the group in children's church includes several grades, teachers should alternate grade levels each year, repeating the cycle after three years.

## Teaching Bible

Each Bible account in the lessons is a retelling of specific listed passages. When reading the Bible account aloud to the students, it's good to have a Bible open to the reference in order to help reinforce that this account is from God's Word. Instead of reading from the lesson, you may choose to read the Scripture aloud to the students or retell it in your own words.

During a typical week, two or three Bible accounts will be presented to the students. In addition to reading or retelling the Bible account, it is important to discuss it and ask questions about it. In large part, this is where the development of further understanding takes place, opening the door to make application of Bible principles to the students' personal lives. So if for any reason the time it takes to cover the entire lesson exceeds the amount available, it is highly recommended that you always present this section of the lesson in full and shorten other elements.

Several times during the school year, a lesson will highlight the life and teachings of a prophet. The purpose of the Prophet Focus features is to introduce some of the biblical prophets and their specific ministry—warning people of God's judgment, encouraging people to obey God, and foretelling Christ's birth.

## Teaching Church History

A one-page biography of six people that God has used in shaping the history of the church is an added element of this curriculum. These are titled Heroes of the Faith, and the featured individuals were chosen because they wrote about God and His glory, defended the faith, or had a notable ministry. The Christian church today is still blessed by the impact of their ministries. These accounts help balance what students are learning in other subject areas about the accomplishments of explorers, scientists, mathematicians, government leaders, and sports heroes.

Students hear an account of the life of one of these heroes in various units. An optional page in the appendix of the Worktext may be used to reinforce the information about each hero. A picture of each hero accompanies the timeline and may be attached at the appropriate chronological point.

## Teaching Christian Living

The application stories show students, through examples of children in fictionalized stories, what behaviors please or displease God. The biblical fiction novel (*Forbidden Gates*) takes the place of the short application stories in Unit 7. Reading the book over a period of several weeks allows students to become more involved in the characters' lives. Students can identify with the characters' application of biblical principles in different situations. Knowing God and trusting Him are things that students should cultivate in their own lives so they can be effective for the Lord in the situations He puts them in, both now and in the future.

## Picturing the Point

Sometimes a biblical concept or principle can be made more understandable and more memorable for students by using an object or an activity to visually illustrate the point.

## Memorizing Bible Verses

Students need to understand the Scripture they are memorizing. Each time a new verse is introduced, the teacher should explain it fully. The main principle of the verse is identified for the teacher and can be shared with the students. The memory verses relate to the unit themes, and the references are likewise noted on the unit bookmarks. Students should look up and read the verses from their own Bibles. Verse visuals can be made and are helpful for memorizing Scripture, but students should be able to find and read the verses from the Bible. The bookmark will aid students in locating the verse while they are learning it. Students can use a highlighter to mark the memory verse. If this procedure is used throughout elementary school, the students will have a record of the verses they memorized at school.

Two keys to memorizing Bible verses are comprehension and frequent practice. Teachers should not assume that all the practice needed is taking place at home. Practice time should be provided during the Bible lesson. Some teachers find it helpful to draw five pictures for display in the morning and

erase one picture every time students practice saying the verse throughout the day. This ensures that the teacher and students remember to review. Memorizing verses should be pleasant and positive, rather than a dreaded drill time.

You can adjust the amount of required memorization to meet the needs of the class. If the verse is too long, use only a portion of it. The verse can also be adjusted to meet the abilities of a specific student. Likewise, you may find it beneficial for the class to focus on verses or passages that you believe better correlate with any unit of study. A list of classroom and one-on-one methods for helping students learn, comprehend, and apply the memory verses is included on pages xii–xiii.

The evaluation of Scripture memory is optional. Some teachers have students say verses aloud as a class, as small groups, or as individuals. Others prepare verse quizzes with blanks, utilizing words from a word bank. You may choose to not assign a grade to this evaluation. However, it is very important for students to understand the meaning of the verse and to be able to use it in their own lives. Students should hide God’s Word in their hearts—not just in their minds.

### Singing

Most teachers and students have favorite songs. Because teachers and students are familiar with these and will want to continue to sing them during Bible time, we encourage you to choose a song that correlates with the theme of the unit. Some songs are suggested for each unit. Each unit hymn has potential for continued use for worship, inspiration, and growth in the students’ lives. Some hymns contain advanced phraseology, abstraction, and symbolism, which can provide some profitable teaching opportunities. A list of methods to help students to learn, comprehend, and apply the hymns (both in the classroom and one-on-one) is included on pages xiii–xiv.

### Praying

Prayer should be an integral part of each school day. Use this time to demonstrate what a privilege prayer is, how to pray, and how God answers prayer. Lead the students in prayer numerous times throughout the day. Invite students to share prayer requests from time to time. Pages for writing prayer requests are located at the back of the student Worktext. Encourage students to record some of their classmates’ prayer requests also.

### Teaching Bible Study Skills

An important aspect of teaching the Bible is to teach how to use the Bible. Students use a glossary to look up Bible terms. They study the books of the Bible and learn which book contains specific Bible accounts. Students actively use their Bibles to find information and interpret meaning. Practice is provided in using cross-references, a Bible dictionary, a commentary, and a concordance.

### Christian Worldview Shaping: Connections

The Bible teaches us much more than just how to behave—it shows us how to look at the world. It teaches us a Christian worldview. One element of that is to understand that all creation exists to declare God’s glory. In this Bible curriculum, we highlight some connections between the Bible and other subjects studied in school.

God’s goal is for us to study all things, not as disciplines isolated from His purpose, but as tools to help us see how all truth has its source in Him. Therefore, the Christian should study each aspect of our world with the end goal of glorifying some aspect of God’s glorious character. Each activity and bit of knowledge, whether it is using the contents page or glossary, reading a map, or writing a letter, should be mastered with the ultimate objective of glorifying God through His wisdom and creation.

### Combining Grade Levels

Bible instruction is free of two considerations in combining grade levels: achievement testing and preparing students for the next grade level. When combining grades, consider the age of the students as well as the span of grades and adjust your teaching and requirements. Younger students need more explanations and help in completing Worktext pages but less memory work. Older students can review memory verses from previous weeks, complete Worktext pages independently, and apply the lessons further.

If you are teaching this curriculum to a group of fourth-, fifth-, and sixth-graders, you will need to decide how much more the sixth-graders can achieve. They may be assigned more verses for memory, research projects concerning the verses, or time to help others memorize the verses. Additional books may be read with written or oral reports given (see [journeyforth.com](http://journeyforth.com)). You may also want to reduce the requirements for the fourth-graders.

# Methods for Learning Verses and Hymns

## Teaching a Verse to a Class

**Teaching tips:** Repetition is very important. Involve the senses when possible. Electronic presentations, flashcards, markerboards, posters, puppets, pictures, music, and physical movement aid comprehension and retention. Use variety and ask lots of questions. Incentives for learning may include the use of charts, points, privileges, and special activities.

### Remembering

- Read or recite the verse silently, whispering, or with a normal voice.
- Divide it into sections.
- Use visuals.
- Assign different visuals to represent different sections of the verse. Distribute one visual to each student. Instruct the students that when you hold up each visual, the students with the corresponding visuals should say that section of the verse. Allow students to exchange visuals.
- To review verses within a unit, assign a different visual to represent each verse. Distribute one visual to each student. Instruct the students that when you hold up each visual, the students with the corresponding visuals should say that verse. Allow students to exchange visuals.
- Choose different students, rows, or genders to say it.
- Choose students to say/recite it based on what they ate for breakfast; who is wearing a certain color; who lives within a certain distance from church/school; those with older or younger siblings; those with pets of a certain kind; those who have lived in another state; those whose names begin with A–K or L–Z; those whose birthdays are in January–June or July–December; those whose birth dates are between the first and fifteenth or the sixteenth and thirty-first of the month.
- Use hand motions.
- Allow those who can recite it to choose the next person to recite it.
- Choose teams of two or three to say every other word.
- Say one word and ask what word follows it.
- Use the contents page to find the verse.
- Write the first letter of each word as a prompt for the word that comes next.
- Say it throughout the day.
- Allow students who achieve a certain goal to recite the verse.
- Instruct students to stand when a certain word from the verse is spoken.
- Put the verse to a tune and sing it.
- Write parts of the verse on strips of paper. Distribute the strips to several students. Direct them to line themselves up in order in front of the class.
- Toss a beanbag to a student who has recited the verse. He may toss the beanbag to another student who will then recite the verse. Continue as time allows.
- When students are familiar with the verse, form a circle and pass a ball around, allowing each student to say the next word as he gets the ball. If a child doesn't know the word, he is "out."
- Write the words or phrases of the verse in different colors. Those who are wearing those colors say those words or phrases.
- Write each word of the verse on a strip of paper and place them in a bag. Words may be used more than once. Divide the class

in half and have a student from each team pick a bag and take out a strip. If he is able to say the words that come before and after that word, his team gets a point. The team with the most points wins.

- Divide the class into groups. Point to a student and ask what the second word is. Choose a student from another team and ask what the seventh word is. Then pick another student for the fourth word, and so on.
- Divide the class into groups. Begin to say the verse and stop before a certain word. Invite a volunteer to finish the verse. Begin the verse again but stop at a different word. Call on a student from another team. Repeat as desired.
- Ask students to identify the second word that begins with a certain letter. Repeat, using a different letter each time.
- Ask what is the first word with four (or any desired number of) letters.
- Recite the verse, starting in the seated position. Instruct each student to say one word of the verse, stand when he says it, and then be seated again. This is easier if done by rows.
- Write the verse for display. Remove words one at a time and have the class say the verse, filling in the missing words until all the words are gone.

### Understanding

- Encourage students to ask God to teach them what this verse means.
- Ask what the verse teaches us about God [what He's like, what He knows, loves, dislikes, does, says, etc.].
- Ask, "Would God be pleased if you do, say, think [some supportive or contradictory action relating to this verse]?"
- Ask many "why" and "how" questions.
- Ask questions about the meanings of specific words.
- Ask questions about the Bible account and invite those who answer correctly to read or recite the verse.
- Act out the verse.
- Ask why any particular word is important.
- Ask what the nouns, verbs, and adjectives are and define them.
- Ask students to identify someone they know who is a good example of the verse.
- Ask what the students think the writer/speaker wanted the listeners to do, say, or think.
- Ask what the writer/speaker's thoughts were.
- Ask if the writer/speaker was happy, sad, pleased, joyful, and so on.
- Instruct each student to write one question about the verse and take it home to ask a parent, guardian, Sunday school teacher, or other adult. (*Sample questions:* What does the word \_\_\_\_\_ mean? When should I do this? How often should I do this? Does this mean I should or shouldn't \_\_\_\_\_?)
- Instruct each student to write questions that this verse gives the answers to.
- Instruct each student to write a statement about the verse and take it home to discuss with a parent, guardian, Sunday school teacher, or other adult. (*Sample statements:* I like this verse because it reminds me of \_\_\_\_\_. This verse scares me because \_\_\_\_\_. I can't obey this verse because \_\_\_\_\_. This verse makes me happy because \_\_\_\_\_. I don't know what this verse means because \_\_\_\_\_.)
- Ask what a synonym or antonym for a particular word is.

- Ask if there are any phrases that sound like they mean the same thing.
- Ask when we would recite this verse in a prayer.
- Choose different words from the verse for students to use in sentences.

### Applying

- Encourage students to ask God to help them do right.
- Ask when it would be difficult or easy to obey this verse.
- Ask students to tell how they can obey it.
- Tell a story (real or imaginary). Ask how this verse would apply to that situation.
- Ask, “What will your life be like in ten years if you do, say, or think [some supportive or contradictory action relating to this verse]?”
- Ask, “How could your obedience or disobedience affect your parents, siblings, friends, or church?”
- Ask, “What does this verse tell us we should think, do, or say when we go to [place] or when we do [activity]?”
- Ask what specific plan students should make in order to think, speak, or act to obey this verse.
- Ask how many times each student can do, say, or be this in the next seven days.
- Make a chart available for students to mark every time they obeyed or disobeyed this verse. Help them to analyze why they were obedient or disobedient.

### Teaching a Verse One-on-One

**Teaching tips:** Repetition is very important. Involve the senses when possible. Electronic presentations, flashcards, markerboards, posters, puppets, pictures, music, and physical movement all aid comprehension and retention. Use variety and ask lots of questions. Incentives for learning may include charts, stickers, points, and so on.

### Remembering

- Read or recite the verse silently, whispering, or in a normal voice.
- Divide the verse into parts so the student and teacher can alternate saying different parts or every other word.
- Use visuals.
- Use hand motions.
- Ask questions about the Bible account. If the student answers correctly, he may try to recite the verse. After he recites it correctly a certain number of times, give him a reward.
- Say one word and ask what word follows it.
- Write the verse for display. Remove words one at a time. Invite the student to say the verse, filling in the missing words. Continue until all the words have been removed.
- Use the contents page to find the verse.
- Write the first letter of each word as a prompt for the word that comes next.
- Say the verse throughout the day.
- Allow the student to say the verse if he achieves a certain goal.
- Select certain words. Recite the verse to him, instructing him to stand when those words are spoken.
- Write parts of the verse on strips of paper. Place the strips on a table and have him arrange them in order.
- Toss a beanbag back and forth as you each say alternating words.

- Write the verse in different colors. Have him say the parts that correspond to the colors of the clothing he is wearing.
- Write each word of the verse on a strip of paper. Words may be used more than once. Place each strip upside down (not in order). As the student chooses each strip, he is to say the words that come before and after that word. Time him after he practices a few times.
- Ask the student what the second word is. Ask what the seventh word is. Then ask about the fourth word, and so on.
- Say the verse and stop before a certain word. Ask the student to finish the verse. Do the same thing but stop at a different word. Repeat as desired.
- Ask the student to identify the second word that begins with a certain letter. Repeat, using a different letter each time.
- Ask the student to identify the first word with four (or any desired number of) letters.

### Understanding and Applying

See Teaching a Verse to a Class

### Teaching a Hymn to a Class

Use of an audio recording is encouraged for the first few times a song or new stanza is introduced.

**Teaching tips:** Repetition is very important. Involve the senses when possible. Electronic presentations, flashcards, markerboards, posters, puppets, pictures, music, and physical movement aid comprehension and retention. Use variety and ask lots of questions. Incentives for learning may include charts, stickers, points, and so on.

### Remembering

- Sing the song in a whisper.
- Read it instead of singing it at first.
- Lead the students in chanting and clapping the words in rhythm.
- Divide the song into parts so that the students and teacher can alternate singing different verses or the verse and chorus.
- Ask students to sing odd or even verses based on what they ate for breakfast; who is wearing a certain color; who lives within a certain distance from church/school; those with older or younger siblings; those with pets of a certain kind; those who have lived in another state; those whose names begin with A–K or L–Z; those whose birthdays are in January–June or July–December; or those whose birthdates are between the first and fifteenth or the sixteenth and thirty-first of the month.
- Use visuals.
- Use hand motions.
- Identify certain phrases in the song and direct the students to echo each phrase after you.
- Explain the meanings of key words and phrases.
- Ask questions about the Bible account. When a student answers correctly, his row may sing any portion.
- Sing the first few words of a verse, allowing students to guess which verse you are starting.
- Say one word and ask what word follows it.
- Write the verses or chorus for display and remove words one at a time. Invite the class to sing the selection, filling in the missing word(s). Repeat until all the words are gone.
- Write the first letter of each word as a prompt for the word that comes next.

- Sing the hymn throughout the day before prayer.
- Sing it to another tune.
- Allow students who achieve a certain goal to sing any portion.
- Instruct students to stand when a certain word of the song (previously chosen) is sung.
- Write parts of the verses or chorus on strips of paper. Distribute strips to several students. Direct them to line themselves up in order in front of the class.
- Act out the song.
- Write the verses and/or chorus in different colors. Those who are wearing those colors sing the corresponding verse(s) or chorus.
- Perform for another class.

### **Understanding**

- Encourage students to ask God to teach them what this song means.
- Ask many “why” and “how” questions.
- Ask what the hymn teaches us about God (what He’s like, what He knows, loves, dislikes, does, says, etc.).
- Ask, “Would God be pleased if someone does, says, or thinks [some supportive or contradictory action relating to this song]?”
- Ask what this song says about people and how we should respond.
- Ask what the verbs, nouns, and adjectives are and define them.
- Ask questions about the meanings of words.
- Instruct each student to write questions that this stanza/song gives the answers to.
- Ask if it would be especially meaningful to a certain group of people (those who are children, adults, paralyzed, blind, carpenters, truck drivers, secretaries, travelers, etc.).
- Ask if there is a certain part of the day students would like to sing it.
- Ask students what it makes them feel like doing.
- Ask when it would be difficult or easy to obey this song.
- Ask what event(s) or season(s) this song correlates with.
- Ask who they know who is a good example of this stanza.
- Ask what they think the writer wanted the listeners to do or think.
- Ask what the writer’s thoughts were.
- Ask if the writer was happy, sad, pleased, joyful, and so on.
- Ask why any particular word is important.
- Ask students to write another stanza.
- Ask students to do a hymn history research project.
- Choose different words for students to use in sentences.

### **Applying**

- Encourage students to ask God to help them do right.
- Ask students to tell how they can obey this song.
- Ask, “What will your life be like in ten years if you do, say, or think [some supportive or contradictory action relating to this song]?”
- Ask, “How might your obedience or disobedience affect your parents, siblings, friends, or church?”
- Ask students what specific plan they should make in order to think, speak, or act to obey this song.
- Ask how many times each student can do, say, or be this in the next seven days.

- Tell a story (real or imaginary). Ask how this stanza would apply to that situation and what changes, if any, they should make in their own lives.
- Make a chart available for students to mark every time they obeyed or disobeyed this song. Help them to analyze why they were obedient or disobedient.

### **Teaching a Hymn One-on-One**

Use of an audio recording is encouraged for the first few times a song or new stanza is introduced.

**Teaching tips:** Repetition is very important. Involve the senses when possible. Electronic presentations, flashcards, marker-boards, posters, puppets, pictures, music, and physical movement aid comprehension and retention. Use variety and ask questions. Incentives for learning may include the use of charts, stickers, points, and so on.

### **Remembering**

- Sing or recite the hymn silently or in a whisper.
- Read it instead of singing it at first.
- Lead the student in chanting and clapping the words in rhythm.
- Divide it into parts so that the student and teacher can alternate singing different verses or the verse and chorus.
- Use visuals.
- Use hand motions.
- Ask how words or phrases can be said in another way.
- Identify certain phrases in the song and direct your student to echo each phrase after you.
- Explain the meanings of key words and phrases.
- Ask questions about the Bible account; if he answers correctly, he may sing any portion of the hymn.
- Sing the first few words of a verse and invite him to guess which verse it is.
- Say one word and ask what word follows it.
- Write the verses or chorus for display and remove several words. Invite him to sing that verse, filling in the missing words. Repeat until all the words are gone.
- Write the first letter of each word as a prompt for the word that comes next.
- Sing the song throughout the day before you pray.
- Allow him to sing it if he achieves a certain goal.
- Instruct your student to stand when a certain word of the song is sung.
- Write parts of the song on strips of paper. Place strips on the table and have him arrange them in order.
- Act it out.
- Write the verses or chorus in different colors. Ask him to sing any of the parts that correspond to the color of clothing he's wearing.
- Perform for an individual or group.

### **Understanding and Applying**

See Teaching a Hymn to a Class

# Unit 1 Before the Foundation

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 1a The Perfect Plan</b>  Ephesians 1:3–4  <i>Believers should praise God for His plan of salvation.</i>	1	4	1–3	God the Creator	Genesis 1–2	Timeline: Days of Creation
	2	8	4	God the Savior	Genesis 3	Picture the Point
	3	9	5–6	Faithful Follower: Martín Valcárcel	Biography	
	4	12	7–8	God's Ways Are Better	Application Story	
	5	14		Unit 1a Activity		
<b>Unit 1b The Pattern for Worship</b>  Ephesians 1:5–6  <i>God adopts people through Christ for His glory.</i>	6	15	9, 299	Hero of the Faith: Charles Spurgeon	Biography	Timeline: Charles Spurgeon
	7	17	10–11	Faith, Fellowship, or Fleeing	Genesis 4:1–16	Timeline: Cain and Abel
	8	19	12–13	God's Chosen Line	Genesis 4:25–5:32	
	9	21	14–15	Let His Word Speak to You	Application Story	
	10	23		Unit 1b Activity	Review	
<b>Unit 1c The Provision for Salvation</b>  Ephesians 1:7–8  <i>The fullness of God's grace provides redemption.</i>	11	24	16–17	God's Grace and Salvation	Genesis 6–7	Timeline: Noah; Math
	12	26	18–19	Faithful Follower: Georgi Vins (Part 1)	Biography	
	13	28	20	God's Gracious Promise	Genesis 8:1–9:17	
	14	30	21–22	As Good as His Word	Application Story	
	15	32		Unit 1c Activity		
<b>Unit 1d The Price of Pride</b>  Ephesians 1:9–10  <i>God will gather all things under Christ.</i>	16	33	23–24	Bible Study: Satan's Pride and Disgrace	Various passages	
	17	35	25	Faithful Follower: Johann Sebastian Bach	Biography	Music
	18	37	26–27	United in Pride, Divided by God	Genesis 11:1–9	Speech
	19	39	28–29	Pride Loses	Application Story	
	20	41		Unit 1d Activity	Review	

# Unit 2 Through the Covenant

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 2a Friend of God</b>  Hebrews 11:8 <i>Faith obeys God.</i>	21	46	30–33	Disobedience Brings Dishonor	Genesis 12	
	22	49	34–35	At Peace with God’s Promise	Genesis 13	
	23	51	36–37	Faithful Follower: Henry Holland	Biography	
	24	53	38–39	Plans and Promises	Application Story	
	25	55		Unit 2a Activity		
<b>Unit 2b Father of the Faithful</b>  Hebrews 11:9–10 <i>By faith in God’s promises Christians live in the light of eternity.</i>	26	56	286, 40–41	To God Be the Glory	Genesis 14	Geography
	27	58	42, 300	Hero of the Faith: Polycarp	Biography	Timeline: Polycarp
	28	60	43–44	All on the Altar	Genesis 22:1–18	Timeline: Abraham and Isaac
	29	63	45–46	The Sacrifice of Obedience	Application Story	
	30	65		Unit 2b Activity	Review	
<b>Unit 2c Family of Promise</b>  Hebrews 11:11–12 <i>God keeps His promises and wants His children to trust Him.</i>	31	66	47–48	God’s Guidelines and Guidance	Genesis 24	English
	32	69	49	Faithful Followers: Dick and Margaret Hillis	Biography	
	33	70	50–51	Bible Study: The Life of Jacob	Genesis 25–32	Timeline: Jacob
	34	71	52–53	God Provides	Application Story	Math
	35	75		Unit 2c Activity		
<b>Unit 2d God’s Framework</b>  Hebrews 11:13–14 <i>Those who place their faith in God seek eternal things.</i>	36	76	54	Faithful Follower: J. C. Penney	Biography	
	37	78	55–56	Despised but Faithful	Genesis 37, 39–40	Timeline: Joseph
	38	80	57–58	God’s Plan Unfolded	Genesis 41–43:18	
	39	83	59–60	True Love	Genesis 43:19–50:26	Old Testament
	40	85		Unit 2d Activity	Review	

# Unit 3 Under the Blood

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 3a Call of Moses</b>  Exodus 4:10  <i>Focusing on self instead of God leads to disobedience.</i>	41	92	61–63	A Rescue and an Escape	Exodus 2; 18:3–4; Numbers 26:59	
	42	94	64–65	God Was Behind It All	Exodus 3–4	
	43	96	66–67	What Matters More? (Part 1)	Application Story	History
	44	98	68–69	What Matters More? (Part 2)	Application Story	
	45	100		Unit 3a Activity		
<b>Unit 3b Plagues on Egypt</b>  Exodus 4:11–12  <i>Believing in God's presence and power results in obedience.</i>	46	101	70–71	Pharaoh: Plagued by Pride	Exodus 7–9:17	
	47	103	72	Misery and Mercy	Exodus 9:18–12:37	
	48	105	73	Almost Too Late	Application Story	
	49	107	74–75	If Not for Mercy	Application Story	
	50	109		Unit 3b Activity	Review	
<b>Unit 3c Commandments of God</b>  Galatians 3:24–26  <i>A person becomes a child of God through faith in Christ, and not by obeying the law.</i>	51	110	76–77	The Ten Commandments	Exodus 19:1–20:17	Timeline: Moses
	52	112	78–79	Bible Study: The Christ of the Covenants	Various Old Testament passages	
	53	115	80	Religion Has No Answers	Application Story	
	54	116	81	Sin Is a Trap	Application Story	
	55	118		Unit 3c Activity		
<b>Unit 3d Heart of Worship</b>  1 Chronicles 16:29  <i>God deserves the lifelong praise, gifts, and worship of all people.</i>	56	119	82–83	Instructions for the Israelites	Exodus 20:19–31:18	
	57	122	84–85, 301	Hero of the Faith: Isaac Watts	Biography	Timeline: Isaac Watts
	58	124	86–87	Into Darkness	Application Story	
	59	126	88–89	Christ Is the Light!	Application Story	
	60	129		Unit 3d Activity	Review	

# Unit 4 In the Fullness of Time

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 4a</b> <b>Christ, the Promised One</b>  Isaiah 7:14 <i>Isaiah foretold the virgin birth of Christ.</i>	<b>61</b>	134	90–92	Bible Study: The Genealogy of Christ	Matthew 1:1–17; Luke 3:23–38	
	<b>62</b>	136	93	A Child of Promise	Matthew 1:18–25; Luke 1:26–35	
	<b>63</b>	138	94–95	Faithful Follower: George Frederick Handel	Biography	
	<b>64</b>	140	96–97	Thoughts of Peace (Part 1)	Application Story	Art
	<b>65</b>	143		Unit 4a Activity		
<b>Unit 4b</b> <b>Christ, the Key to the Prophecies</b>  Galatians 4:4–5  <i>In His perfect time, God sent Jesus Christ to earth to redeem humanity.</i>	<b>66</b>	144	98–99	The Birth of a King	Matthew 2:1–8; Luke 2:1–20	Timeline: Birth of Christ; History
	<b>67</b>	147	100–101	God Protected His Son	Matthew 2:9–23	
	<b>68</b>	149	102	Bible Study: Christ's Purpose in Coming to Earth	Various New Testament verses	Drama
	<b>69</b>	150	103	Thoughts of Peace (Part 2)	Application Story	
	<b>70</b>	151		Unit 4b Activity	Review	

# Unit 5 Within the Royal House

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 5a God's Choice</b>  Psalm 119:1–4  <i>Those who seek God and obey His commands are blessed.</i>	71	156	104–7	Ruth: In God's Design	Ruth 1–4	Timeline: Ruth and Boaz
	72	159	108–9	David's Reign: God's Plan	2 Samuel 2–13, 15, 17, 21, 23–24	Timeline: King David
	73	162	110–11	Faithful Follower: Oliver Cromwell	Biography	
	74	163	112–13	Prophet Focus: Zephaniah	Zephaniah 1–3	Timeline: Zephaniah; Science
	75	165		Unit 5a Activity		
<b>Unit 5b God's Faithfulness</b>  Psalm 119:5–8  <i>The Christian yearns to obey God.</i>	76	166	114	Solomon: God's Choice	1 Kings 1–4	Timeline: King Solomon
	77	168	115–16	The Temple	1 Kings 5–9	
	78	170	117	A Family Treasure	Application Story	
	79	171	118–19	Faithful Follower: William Booth	Biography	
	80	174		Unit 5b Activity	Review	
<b>Unit 5c God's Blessing</b>  Psalm 119:9–12  <i>God's Word can help a Christian to be and stay clean.</i>	81	175	120	Joash: A Boy Who Became a King	2 Chronicles 23–24	Timeline: King Joash; History
	82	177	121–22	Hezekiah: A Most Noble King	2 Kings 18–20	Timeline: King Hezekiah; History
	83	180	123–24	Wisdom from the Word	Application Story	
	84	182	125–26	Faithful Follower: Cyrus McCormick	Biography	History
	85	184		Unit 5c Activity		
<b>Unit 5d God's Grace</b>  Psalm 119:13–16  <i>A Christian delights to learn and practice God's Word.</i>	86	185	127–28	Bible Study: From Rehoboam to Jehoshaphat	1 Kings 11–12, 15 2 Chron. 13–17	
	87	187	129–30	Bible Study: From Jehoram to Amaziah	2 Kings 11–12, 14 2 Chron. 21–23, 25	
	88	189	131–32	Bible Study: From Uzziah to Manasseh	2 Kings 16, 18–20 2 Chron. 26–27, 33	
	89	191	133–34	Bible Study: From Amon to Zedekiah	2 Kings 23–25 2 Chron. 33:20–36	
	90	193		Unit 5d Activity	Review	

# Unit 6 Through God's Providence

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 6a Purity</b>  Ecclesiastes 3:1–3  <i>Many different experiences are encountered throughout life.</i>	91	198	135–37	Purposeful Purity	Daniel 1	Timeline: Daniel
	92	200	138	No Other God	Daniel 3	
	93	202	139–40	Faithful Follower: Gaspard de Coligny	Biography	
	94	204	141–42	Pressure That Perfects	Application Story	
	95	206		Unit 6a Activity		
<b>Unit 6b Pride</b>  Ecclesiastes 3:4–6  <i>Emotions should be expressed at the appropriate times.</i>	96	207	143–44	Prophet Focus: Ezekiel	Summary	Timeline: Ezekiel
	97	209	145	Humbled Pride	Daniel 4	
	98	211	146–48	Condemned Pride	Daniel 5	
	99	212	149	Prayer Versus Pride	Daniel 6	
	100	214		Unit 6b Activity	Review	
<b>Unit 6c Provision</b>  Ecclesiastes 3:7–9  <i>People cannot find satisfaction in the repetitiveness of life.</i>	101	215	150–51	Chosen Beauty	Esther 1:1–2:20	Timeline: Esther
	102	217	152	Sorrow to Joy	Esther 3:1–10:3	
	103	219	153	More Than You Ask For	Application Story	
	104	221	154–55	Faithful Follower: William Jennings Bryan	Biography	
	105	223		Unit 6c Activity		
<b>Unit 6d Promise</b>  Ecclesiastes 3:14  <i>God's work lasts forever and people should fear Him.</i>	106	224	156–57	Sermon: Benefits of Abandoning Sin	Daniel 9	
	107	227	158–59	Straying and Separating	Ezra 7–10	Timeline: Ezra
	108	229	160	Courage to Do God's Work	Nehemiah 1–2; 4–6	Timeline: Nehemiah
	109	232	161–62	Faithful Follower: Georgi Vins (Part 2)	Biography	
	110	234		Unit 6d Activity	Review	

# Unit 7 By the Incarnate Word

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 7a Salvation Revealed</b>  Philippians 2:5–6  <i>Jesus Christ is God.</i>	111	240	163–65	Meeting the Savior	Luke 1:26–56; Luke 2:21–39	
	112	243	166	The Teaching of Jesus	Luke 2:40–52; Luke 4:16–31	
	113	244	167–68, 307	A Dangerous Desire	Historical Novel Chapter 1	
	114	246	169–70, 308	Breaking the Law	Historical Novel Chapter 2	
	115	247		Unit 7a Activity		
<b>Unit 7b Deity Manifested</b>  Philippians 2:7–8  <i>Christ obeyed to the point of death.</i>	116	248	171–72	Light in the Darkness	John 8:1–30	
	117	250	173	Christ as the Father's Equal	John 8:31–9:41	
	118	251	174–75, 309	A Noisy Soul	Historical Novel Chapters 3–4	
	119	253	176–77, 310	A Different Belief	Historical Novel Chapter 5	
	120	255		Unit 7b Activity	Review	
<b>Unit 7c Power Revealed</b>  Philippians 2:9–10  <i>God gave Christ the name of highest respect.</i>	121	256	178	Power over All	Various passages	
	122	258	179	Amazing Miracles	Various passages	
	123	260	180–81, 311	Conviction	Historical Novel Chapters 6–7	
	124	262	182–83, 312	For God or Against God	Historical Novel Chapter 8	
	125	263		Unit 7c Activity		
<b>Unit 7d Majesty Witnessed</b>  Philippians 2:11–12  <i>Christ's exalted position naturally leads to a Christian's obedience.</i>	126	264	184, 302	Hero of the Faith: David Livingstone	Biography	Timeline: David Livingstone
	127	266	185–86	Christ's Transfiguration	Matthew 17:1–9; Mark 9:1–10	
	128	268	187–88, 313	Growing	Historical Novel Chapter 9	
	129	270	189–90, 314	One Father, One Family	Historical Novel Chapter 10	
	130	271		Unit 7d Activity	Review	

# Unit 8 Easter: Through Christ Our Redeemer

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 8a The Price Paid</b>  1 Peter 2:21–23  <i>Christians should adopt Christ's attitude in suffering as their own.</i>	131	276	191–94	Onward Toward the Cross	Matthew 20:17–21:46; 26:14–30	
	132	280	195–96	Scattered and Scared Sheep	Matthew 26:30–75; John 18:12–24; Mark 14:53–65	
	133	282	197–98	Sacrifice Completed	Matthew 27:1–54; Luke 23:1–25	Timeline: Crucifixion and resurrection
	134	285	199–200	Faithful Follower: James Gilmour	Biography	
	135	287		Unit 8a Activity		
<b>Unit 8b The Power Revealed</b>  1 Peter 2:24–25  <i>Christ took our sins on Himself so that we can live righteously.</i>	136	288	201–2	The Greatest Story	Matthew 27:55–28:20	History
	137	291	203	Prophecies Fulfilled	Numerous references	
	138	292	204, 303	Hero of the Faith: Samson Occom	Biography	Timeline: Samson Occom
	139	294	205–6	Never the Same Again	Application Story	
	140	296		Unit 8b Activity	Review	

# Unit 9 To the Ends of the Earth

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 9a Commissioned to Go</b>  Romans 10:9–10  <i>Trusting Christ and confessing to God brings salvation.</i>	141	300	207–9	Christ Will Come Again	Acts 1	
	142	303	210–11	Those Who Were Being Saved	Acts 2	
	143	304	212	We Cannot Stop Speaking	Acts 3:1–4:20	
	144	306	213–14	Faithful Followers: The Willeys	Biography	
	145	308		Unit 9a Activity		
<b>Unit 9b Strengthened by God</b>  Romans 10:11–13  <i>Whoever believes in Christ and calls on His name will surely be saved.</i>	146	310	215–16	Counted Worthy	Acts 4:23–5:42	
	147	312	217–18	“Lord, Do Not Hold This Against Them”	Acts 6–7	
	148	314	219–20	Faithful Follower: Kartar Singh	Biography	
	149	316	221	Prophet Focus: Habakkuk	Habakkuk 1–3	Timeline: Habakkuk
	150	318		Unit 9b Activity	Review	
<b>Unit 9c Proclaiming the Gospel</b>  Romans 10:14–15  <i>God uses people to spread the gospel to other people.</i>	151	320	222–23	Obedience Brings Reaping	Acts 8:5–40	
	152	322	224–25	In Every Nation	Acts 10	
	153	324	226–27	Faithful Follower: James Johnson	Biography	
	154	327	228	If You Were to Tell	Application Story	
	155	329		Unit 9c Activity		
<b>Unit 9d Fulfilling the Mission</b>  Matthew 28:19–20  <i>Christ commands His followers to teach and baptize all nations and promises His presence.</i>	156	330	229–30	Paul’s First Journey: Blazing the Trail for Missions Today	Acts 13–14	Timeline: Paul
	157	333	231	Paul’s Second Journey: Building Believers	Acts 15:36–18:22	
	158	335	232–33	Paul’s Third Journey: Broadcasting the Gospel	Acts 18:23–21:19	
	159	338	234–37, 304	Hero of the Faith: Martin Luther	Biography	Timeline: Martin Luther; Language
	160	341		Unit 9d Activity	Review	

# Unit 10 At the Appointed Time

Theme, Memory Verse, and Principle	Lesson Number	TE Page	Worktext Page(s)	Lesson Title	Scripture or Focus	Connections
<b>Unit 10a Pictures of Christ Before His Coming</b>  Revelation 1:3 <i>Those who read, hear, and obey God's Word are blessed.</i>	161	346	238–40	One Like the Son of Man	Revelation 1	
	162	348	241–43	The Worthy Lamb	Revelation 4–11, 16	
	163	352	244–45	Protector of His Own	Revelation 12–15, 19	
	164	354	246–47	God Is in Control	Application Story	
	165	355		Unit 10a Activity		
<b>Unit 10b Pictures of Christ After His Coming</b>  Revelation 15:3–4 <i>God's perfect character and works call for Christians to praise Him.</i>	166	356	248–49	The Conquering King	Revelation 19:11–21	
	167	358	250–51	The Important Book	Revelation 20	Writing
	168	360	252	The Light of the City of God	Revelation 21–22	
	169	362	253–55	Prophet Focus: Zechariah	Zechariah	Timeline: Zechariah
	170	365		Unit 10b Activity	Review	
<b>Unit 10c Christ Speaks to the Churches (Part 1)</b>  Revelation 2:4–5 <i>If a Christian's love for God has grown cold, he needs to repent.</i>	171	366	256–57	Returning to Your Number One Love	Revelation 2:1–7	Timeline: John the Apostle
	172	368	258–59	Be Faithful Until Death	Revelation 2:8–11	
	173	370	260	Do Not Tolerate Evil	Revelation 2:12–29	
	174	372	261–62	Faithful Follower: John Foxe (Part 1)	Biography	
	175	374		Unit 10c Activity		
<b>Unit 10d Christ Speaks to the Churches (Part 2)</b>  Revelation 3:19–20 <i>If Christians respond to God's loving discipline and repent of their sin, they will enjoy His fellowship.</i>	176	375	263–64	Awake from Deadness	Revelation 3:1–6	
	177	377	265–66	Hold Fast to God's Word	Revelation 3:7–13	
	178	379	267–68	Repent of Lukewarmness	Revelation 3:14–22	Writing
	179	381	269–70	Faithful Follower: John Foxe (Part 2)	Biography	
	180	383		Unit 10d Activity	Review	