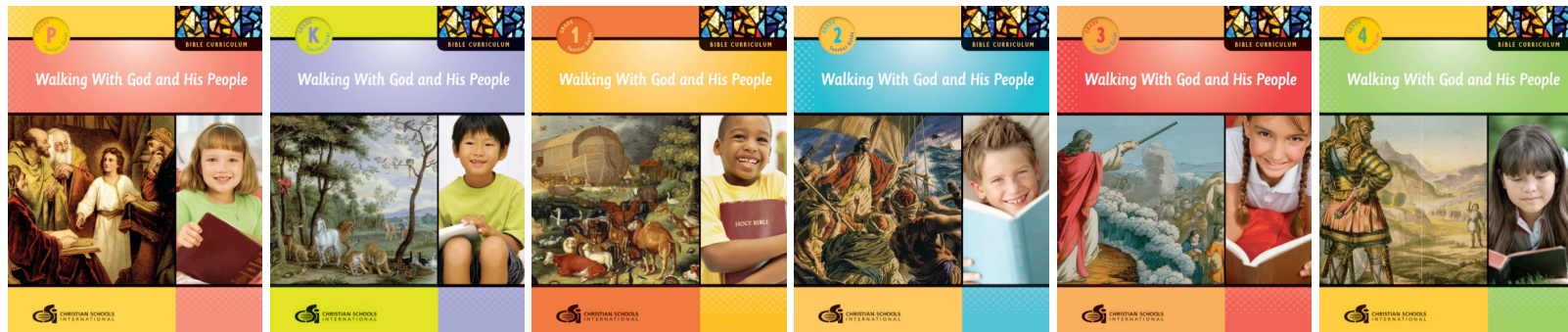


Introducing



NEW BIBLE CURRICULUM: WALKING WITH GOD AND HIS PEOPLE



WHY A NEW BIBLE CURRICULUM?

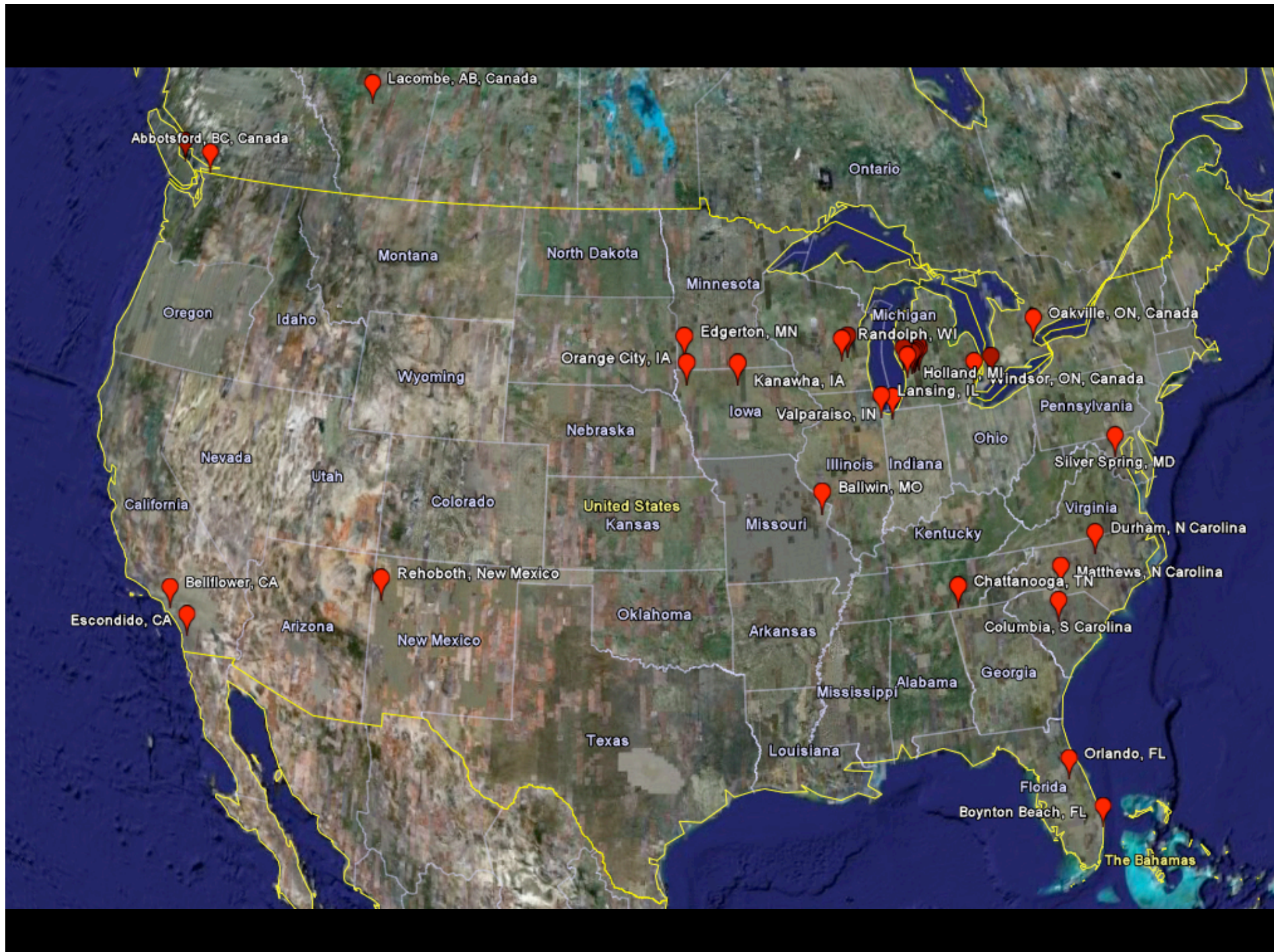
- *The Story of God and His People* was due for revision
- *Story* (1989, 1999 & 2000) was a response to *Revelation-Response* (1971 and following) - more factual (head) content was requested for *Story*
- *Walking* - more conviction/application needed throughout the curriculum
- Greater awareness of effective student engagement practices
- Increased interest in travel and study of Holy Land

BUILDING FROM WHAT WE KNOW

- Survey of 2200+ teachers
- Individual meetings with key Bible teachers and leaders in schools, churches, and colleges across U.S. and Canada
- Teacher focus groups
- Environmental scan of other Bible curriculum publishers
- Examination of faith development research and best practices in Bible teaching

BUILDING TOGETHER - A NEW PROCESS

- Multiple writers identified through application process - all practitioners with Bible teaching experience
- 1 to 3 grade level advisors per writer
- Each grade level advisor seeking input from focus groups of 3-10 teachers at that grade level.
- Theological review by Reformed scholar/pastor



A SINGULAR FOCUS

- Students will know, believe, and live the truth of Jesus Christ through developing an understanding of God's Word and being challenged to respond in faith.
- Highest rated question on the teacher survey:

“The student will respond with heart and mind to God and his Word.”

ILLUSTRATING THE METAPHOR

- Head, heart, and hands icons will indicate what area or combination of areas will be focused on in the lesson step.
- Icons make it clearer for the teacher to use - assist in demonstrating the focus of the lesson



KNOW



BELIEVE



LIVE



KNOW & BELIEVE






KNOW & LIVE



BELIEVE & LIVE

ARTICULATING THE FOCUS

- Three sets of benchmarks:
 - Head (Comprehension - **Know**) 
 - Heart (Conviction - **Believe**) 
 - Hands (Application - **Live**) 
- New Bible standards/student outcomes
 - 11 standards for P-2, 3-5, 6-8, and 9-12
 - 1 - 6: Bible literacy and study
 - 7 - 10: Worldview/doctrine: God, truth, creation, people
 - 11: Application

CONTENT ORGANIZATION

- P & K - chronological, by Bible characters and Bible themes
- 1st - Old Testament concentration with connections between testaments
- 2nd - New Testament concentration with connections between testaments
- Epistles! Flexible unit in grades 1-6 at the beginning of each grade that assists students to respond to, and apply God's word.

CONTENT ORGANIZATION con't...

- Grades 3 - 6 will study the entire Bible over four years rather than three years.
- Grades 7 & 8 will move to primarily a thematic study with a secondary chronological emphasis. Eg. 7th has primarily OT material and 8th has primarily NT material with additional thematic units at each grade.

	Genesis	Exodus, Deuteronomy	Joshua	Judges	Ruth	1 & 2 Samuel	Psalms	Job, Proverbs, Ecclesiastes	1 & 2 Kings, 1 & 2 Chronicles	Prophecy	Ezekiel, Daniel, Esther	Ezra, Nehemiah	Matthew, Mark, Luke, John	Acts	Colossians	Epistles	Revelation	Bible Study Helps	Writing of the Bible	Biblical Writing	Biblical Poetry	Feasts of Israel	Prayer	Archeology	Interstamentary	Literary Genres	Novel	Personal Devotions	Church History
P																													
K																													
1																✚													
2	R	R	R	R		R			R	R	R	R				✚													
3																✚													
4	R	R	R													✚													
5	R	R	R	R		R										✚													
6																													
7	R	R	R	R	R	R			R																				
8																													

R = Review of core curriculum

✚ 1 John

✚ James

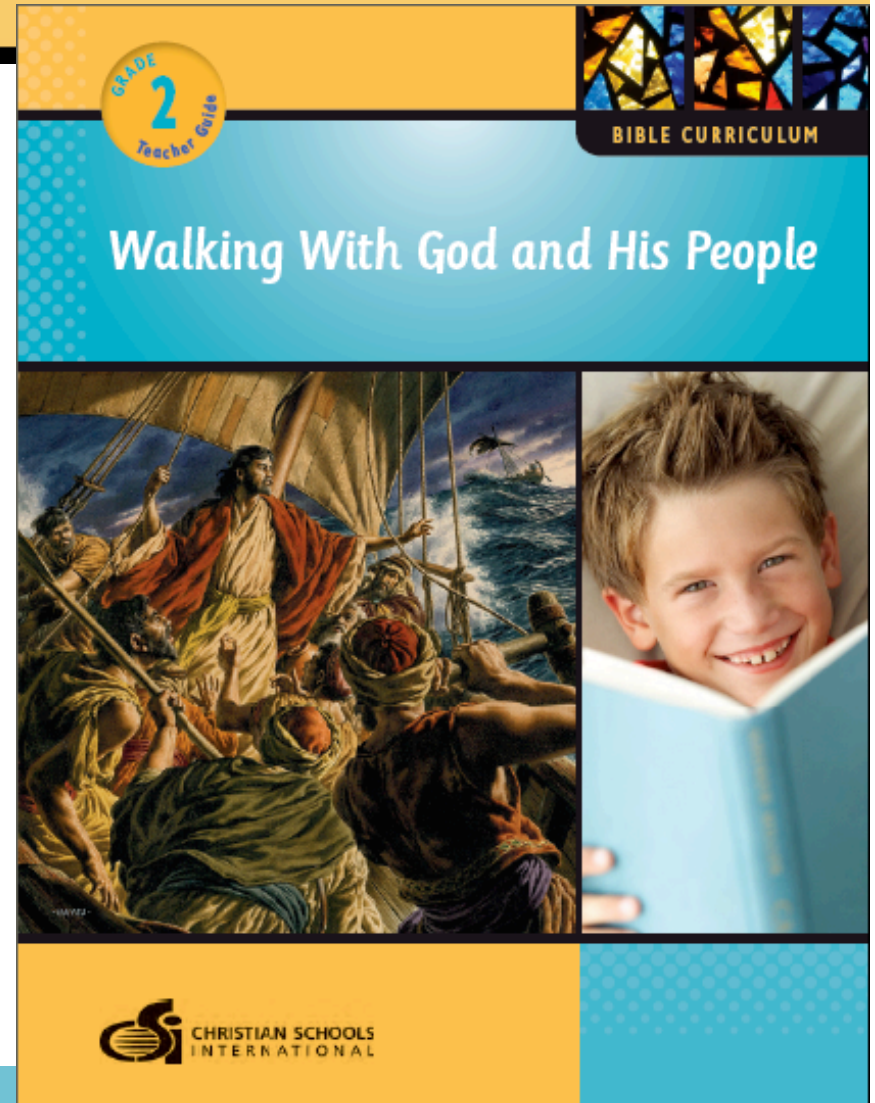
✚ 1 & 2 Timothy

✚ Philippians

✚ 1 Peter

COVERS

- The cover design goal is to connect the past with present through: fine art illustrations and modern day photos of children
- Grade designation on each cover (missing element on the Story of God and His People)
- The title connects this major revision with the previous version, while taking a more active approach to our relationship with God by using the word “Walking”



COMPONENTS

- Comprehensive teacher guide
- Colorful, updated student workbook in 2 color (vs. 1)
- Student text (for grades 5-8, new book for 5th)
- Test banks

2. Recite the memory work: "For I command you today to love the Lord your God, to walk in his ways, and to keep his commands" (Deuteronomy 30:16a). Have students think of ways that David showed his love for God. (He wouldn't let Goliath say bad things about God, and he trusted God to keep him safe from his enemies.)

Student Activities (head)

1. Distribute the activity sheet.
2. Have students color and cut out the figures of David and Goliath.
3. Give each student a paper towel roll, a toilet paper roll, and two rubber bands.
4. Have students spread glue on the back of their pictures and affix them to the appropriate roll. Place a rubber band around the figures until they dry.
5. Have students take the figures home to use when they retell the story.



Enrichment

- ✦ **Drama.** Have students act out the story, playing the parts of David, his brothers, Goliath, King Saul, the Philistines, and the Israelite army.
- ✦ Compare the sizes of various classroom objects to reinforce the concept of big and little.
- ✦ Tell the story of Samuel anointing David (1 Samuel 16).
- ✦ Celebrate David's victory with a parade, using rhythm instruments.
- ✦ **Music.** "Only a Boy Named David" from *Songs for Life*.
- ✦ **Language arts.** Read *David and the Giant* by Patricia L. Nederveld.
- ✦ **Art.** On a large roll of paper draw the outlines for a nine-foot-tall Goliath and a four-foot-tall David. Cut out the figures, and have students color them.

CURRICULUM AVAILABILITY

- Grades P, K, 1, 2, 3 & 4 available for pre-purchase: February 1, 2009
 - Ready to ship to your school May 1, 2009
- Grades 5, 6, 7 & 8 available: Spring 2010



QUESTIONS?

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