

There are 11 standards:

* Standards 1-6 focus on Bible literacy and Bible study

* Standards 7-10 address worldview/doctrine: God, truth, creation, people

* Standard 11 addresses application

CSI Bible Standards - Draft

| | K-2 | 3-5 | 6-8 | 9-12 |
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| 1. Students know key Biblical passages, characters, and events. | | | | |
| 1.1 | Retell and respond to Bible stories | Retell and respond to Bible stories | Retell and respond to Bible stories | |
| 1.2 | Sequence Bible stories, characters, and events | Sequence Bible stories, characters, events, and eras | Sequence Bible stories, characters, events, and eras | |
| 1.3 | Recite identified Bible passages | Recite identified Bible passages | Recite identified Bible passages | Recite identified Bible passages |
| 1.4 | | Identify relationships between characters and /or events | Explain relationships between characters and /or events | Explain relationships between characters and /or events |
| 2. Students will know the historical and cultural context of the Bible | | | | |
| 2.1 | Identify Israel as God's chosen people | | | |
| 2.2 | Explain the events of the early church as told in the book of Acts | Explain Old Testament events | Explain the history of God's people from creation through the book of Acts | Explain the history of God's people from creation through the book of Revelation |
| 2.3 | Tell how God was visibly with his people in Bible times as He is today | | | Explain how various cultures influenced and are reflected in the Bible |
| 2.4 | | Identify characters and events in history that impacted the history of God's people | Explain characters and events in history that impacted the history of God's people | Explain characters and events in history that impacted the history of God's people |
| 3. Students understand various Christian and non-Christian religious views. | | | | |
| 3.1 | Identify Biblical and non- Biblical teaching | Describe the influence of false religions on God's people | Identify fundamental Biblical beliefs | Describe the beliefs of non-Christian world religions, sects and/or cults |
| 3.2 | | Describe and compare ancient and contemporary religious practices | Describe and compare the beliefs of various Christian churches | Describe and compare the beliefs and practices of various Christian churches |
| 4. Students understand how geography and culture impacted the Biblical story. | | | | |
| 4.1 | Describe Jewish worship and how worship changed because of Jesus | Describe the Jewish and middle eastern cultural practices | Describe ways in which the Jewish religious culture impacted the Israelite's relationship to God | |
| 4.2 | Identify key locations, including Israel | Identify key geographic features of Palestine and the Mediterranean world | Describe the impact of geography on Bible stories | Identify key geographical features in the Bible and explain how they impacted characters and events |

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| 5. | Students know how the Bible is organized, the types of literature the Bible includes and how to read the Bible. | | | |
| 5.1 | Identify that the Bible is divided into Old and New Testaments and into books | Identify the sections of the Bible including the Pentateuch, books of prophecy, gospels, and epistles, etc. | Identify where key events and passages in the Bible are located in terms of books and section | Explain the sequence and nature of the Bible's sections |
| 5.2 | Recite the books of the Bible | | | |
| 5.3 | Identify poetry and narrative | Identify the characteristics of various genre and apply them to a passage | Use the characteristics of various genre to determine the meaning of a passage | Use the characteristics of various genre to determine the meaning of a passage |
| 5.5 | Read Bible stories with appropriate oral expression | Use understanding of the passage's purpose to read expressively | Use understanding of the passage's purpose to read expressively | Use understanding of the passage's purpose to read expressively |
| 6. | Students use a variety of reference materials. | | | |
| 6.1 | Use maps | Use various reference materials appropriately, for example, maps, Bible dictionaries, concordances, online, etc. | Use various reference materials appropriately, for example, maps, Bible dictionaries, concordances, online, etc. | Use various reference materials appropriately, for example, maps, Bible dictionaries, concordances, online, etc. |
| 7 | Students understand what the Bible teaches about God. | | | |
| 7.1 | Describe God in terms of His attributes | Identify which of God's attributes a Bible story reveals | Use Bible stories and life experiences to describe attributes of God | Explain the relationship between God's nature and actions |
| 7.2 | Identify the persons and work of the Trinity | Recognize the persons and work of the Trinity in Bible stories | Give Bible evidence for the Trinity and the work of each person in the Trinity | Compare the triune God of the Bible with a variety of non-Biblical concepts of God |
| CSI | I. G.2-4 & 8, I.L.I | | | |
| 8 | Students understand what the Bible teaches about truth. | | | |
| 8.1 | Identify the Bible as the infallible Word of God | Explain that the Bible is the infallible Word of God | Defend the Bible as the infallible Word of God. | Explain the concept of an infallible Bible in reference to the nature of God |
| 8.2 | Identify what the Bible teaches about faith and behavior | Explain how the Bible guides us in matters of faith and behavior | Defend the Bible as the guide for faith and behavior | Compare the Bible to a variety of non-Christian bases for faith and behavior |
| 8.3 | Understand Biblical values including shalom, justice, mercy | Explain Biblical values including shalom, justice, mercy | Understand Biblical values including shalom, justice, mercy | Understand Biblical values including shalom, justice, mercy |
| 8.4 | | Recognize a variety of valid Biblical beliefs with the Christian community | Describe a variety of valid Biblical beliefs with the Christian community | As appropriate, relate faith beliefs to varying interpretations of Scripture |
| 8.5 | Identify how Bible characters | Identify Christian responses to | Explain Christian responses to | Use Scripture to evaluate Christian |

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| 8.5 | Identify how Bible characters responded to culture | Identify Christian responses to culture (separation, identification, transformation, incarnation) | Explain Christian responses to culture (separation, identification, transformation, incarnation) | Use Scripture to evaluate Christian responses to culture |
| 8.6 | Identify what we learn from God's creation | Explain what we learn from God's creation | Defend general revelation as a way of knowing truth | Explain the role and limits of general revelation |
| CSI | 1.L.2-3, 2.L.1 | | | |
| 9 | Students understand what the Bible teaches about God's creation. | | | |
| 9.1 | Identify God as the Creator | Give examples of God's attributes revealed in creation | Describe what creation teaches us about God | Explain the implications of the Creator-creation relationship |
| 9.2 | Identify God's promises about creation | Describe God's covenant with creation | Explain God's covenant with creation | Compare the Creator-creation concept to a variety of non-Christian concepts of nature |
| 9.3 | Retell the stories of creation, fall, and redemption | Explain creation, fall, redemption, and restoration | Explain how Christian should respond to creation, based on creation, fall, redemption, restoration | Compare creation, fall, redemption, and restoration with non-Christian concepts of the problem and solution for creation |
| 9.4 | Explain how people were created to take care of creation | Explain the Biblical concept of stewardship in terms of taking care of God's creation | Defend the Biblical concept of stewardship in terms of taking care of God's creation | Compare a reformed Biblical emphasis of stewardship with other Christian and non-Christian concepts of treatment of creation |
| CSI | 1.G.1, 1.L.1 | | | |
| 10 | Students understand what the Bible teaches about people. | | | |
| 10.1 | Retell how people are created in God's image | Describe how people are God's image bearers | Explain that as God's image bearers, people are inherently religious | Explain what it means to be created in God's image in terms of attributes and tasks |
| 10.2 | Tell how people have sinful hearts | Identify the nature and consequences of sin resulting in separation from God and death | Explain how sin has alienated people from God, creation, others, and themselves | Compare the Biblical concept of sin and death to a variety of non-Christian concepts of sin and death, ex. reincarnation |
| 10.3 | Tell how people, with God's grace, can have a relationship with Him | Identify God's grace and the plan of salvation | Explain God's plan of salvation | Compare God's plan of salvation to a variety of non-Christian concepts of salvation |
| 10.4 | Explain the idea of covenant related to Bible characters | Recognize covenants in Bible stories | Explain the implications of the covenant relationship | Compare covenant relationships to non-Christian views of the Creator- |

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| 10.5 | God's plan for man has a start and a finish | Understand timeline of Biblical events | Defend the idea that creation has a starting point and an ending point | Compare the Biblical view of history to non-Biblical views of history ex. Greek cyclical view |
| CSI | I.G.5-7 & 9, I.L.1-3 | | | |
| 11 | Students apply Biblical teaching to all of life and learning. | | | |
| 11.1 | Identify personal practices conducive to a growing relationship with Jesus | Explain personal practices conducive to a growing relationship with Jesus | Defend personal practices conducive to a growing relationship with Jesus | Use Biblical teaching to develop a plan to become a mature Christian |
| 11.2 | Identify the fruit of the Spirit | Explain the fruit of the Spirit | Analyze a case study as an opportunity for application of the fruit of the Spirit to the scenario | Compare the person who walks with the Spirit to one who is a slave to the law. |
| 11.3 | Identify God and the Bible as the key sources for making decisions | Recount a process of Christian decision-making | Analyze a process for Christian decision-making | Use Biblical moral/ethical systems to critique non-Biblical moral and ethical systems |
| 11.4 | Identify what the Bible teaches about behavior | Explain what the Bible teaches about behavior | Use Bible teaching to defend personal behavior choices | Use Bible teaching to evaluate personal behavior choices |
| 11.5 | Respect and love themselves and others as being created in God's image and having certain gifts | Respect and love themselves and others as being created in God's image and having certain gifts | Respect and love themselves and others as being created in God's image and having certain gifts | Respect and love themselves and others as being created in God's image and having certain gifts |
| 11.6 | | Use Biblical teaching to constructively examine community/cultural values and practices | Use Biblical teaching to constructively examine community/cultural values and practices | Use Biblical teaching to constructively examine community/cultural values and practices and the factors that influence them |
| 11.7 | Retell what the Bible teaches about an issue | Explain what the Bible teaches about a issue | Explain a Biblical response to a perspective and/or social issue | Use Biblical teaching to critique non-Biblical responses to a perspective and/or social issue |
| 11.8 | Retell how service opportunities are designed to help others | Identify how service opportunities are designed to help others | Explain how service opportunities are designed to help others | Use Bible teaching to evaluate service opportunities |
| 11.9 | Retell Bible teaching about leaders | Identify ways Christians can demonstrate servant leadership | Explain how Christians demonstrate servant leadership | Use Biblical teaching to evaluate views of leadership |
| 11.10 | Explain how conflicts can be resolved in Christian ways | Explain how conflicts can be resolved in Christian ways | Apply Biblical principles of conflict resolution to case studies | Use Biblical teaching to develop approaches of conflict resolution |
| CSI | I.W.5, 2.L.2, 3.G.1-5, 3.L.2 & 3, 3.W.1 & 3 | | | |