

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
THE BIBLE AS/IN HISTORY AND LITERATURE

Course Number	5888
Department	Elective
Prerequisite	None
Length of Course	One (1) year/Two (2) semesters
Grade Level	12
Credit	5 units per semester/10 total credits – elective
Repeatable	Not repeatable for credit
UC/CSU	Meets the “g” elective requirement
Board Approved	June 3, 2010

Description of Course – This course is a survey of the Bible with emphasis on its historical, literary, geographical, artistic, and cultural aspects. The course offers insight into the many historical events of the Bible. It treats the Bible as a great literary work in itself as well as a primary source of allusions found in countless works of literature, art, and music. The first half of the course focuses primarily on the content and history of the Hebrew Scriptures of the Old Testament, and the second half focuses on the New Testament. The curriculum will also familiarize students with the influence of the Bible on law, history, literature, and the culture of western civilization. This course maintains religious neutrality and accommodates the diverse religious views, traditions, and perspectives of students. This course does not endorse, favor, or promote, or disfavor or show hostility toward any particular religion or nonreligious faith or religious perspective. This course serves as an elective in the area of social studies and fulfills the “g” requirement for UC/CSU admissions.

Rationale for Course – This course is offered to equip students with the fundamental understanding of the influence of the Bible on history, law, American community life, and culture; give insight into the world views of America’s Founding Fathers and to understand the Biblical influences on their views on human rights; provide a greater knowledge of Middle-Eastern history, geography, religion, and politics; and, to inform the student of the important literary forms contained in the Bible.

Origin of the Bible

Standard 1 – Students understand the origin of the Bible.

1.1 Objective: Read and identify various versions of the Bible.

1.1.1 Performance Indicator: Students will explain the relationship of the Hebrew, Greek, and Latin versions of the Bible with its modern form.

1.1.2 Performance Indicator: Students will explain the origin of the various versions of the Bible.

- 1.2 Objective: Understanding of the order, categorical subject matter, and historical setting of each of the sixty-six books encompassing the Bible.
 - 1.2.1 Performance Indicator: Students will identify the number of books in the Bible.
 - 1.2.2 Performance Indicator: Students will identify the Old and New Testament books of the Bible, contributing authors, and the number of years needed to write books included in each.
 - 1.2.3 Performance Indicator: Students will discuss the divisions of the Old Testament including history, laws, poetry, and prophesy.
 - 1.2.4 Performance Indicator: Students will identify terms within the Bible trivia (such as the longest and shortest verse).
 - 1.2.5 Performance Indicator: Students will utilize practical skills for Bible usage, including looking up references and writing references.
- 1.3 Objective: Exhibit an understanding of how the Bible came to be.
 - 1.3.1. Performance Indicator: Students will understand the original languages of the Bible – Greek, Hebrew, and Aramaic.
 - 1.3.2 Performance Indicator: Students will discuss methods of transmission for Biblical knowledge, including oral tradition and written transmission.
 - 1.3.3 Performance Indicator: Students will identify materials, original manuscripts, translations, and terms.

Standard 2 – Students understand the Hebrew view of the origin of time and Biblical patriarchs.

- 2.1 Objective: Understand the universal history covered in the book of Genesis.
 - 2.1.1 Performance Indicator: Students will correlate the days of creation with the task completed on each day.
 - 2.1.2 Performance Indicator: Students will identify the significant roles of Adam and Eve, Cain, and Abel.
 - 2.1.3 Performance Indicator: Students will explain how the story of Cain and Abel is reflected in contemporary literature.
 - 2.1.4 Performance Indicator: Students will explain the impact of the fall on humanity.

- 2.1.5 Performance Indicator: Students will identify the reasons for the flood.
- 2.1.6 Performance Indicator: Students will explain the impact of the flood on the environment.
- 2.1.7 Performance Indicator: Students will discuss the relevance of the Tower of Babel.
- 2.1.8 Performance Indicator: Students will describe life in ancient Chaldea, upper Mesopotamia, Canaan, and Egypt.
- 2.1.9 Performance Indicator: Students will explain the conditions of the covenant with Abraham.
- 2.1.10 Performance Indicator: Students will trace the beginnings of the nation of Israel from Abraham to Joseph.
- 2.2 Objective: Understand the Torah and the prophets, including changes in Egypt and the Hebrew Nation, the role of Moses leading the Israelites out of exile, entering and conquering of the land of promise, and the literature and events of Joshua, the Judges, and the prophet Samuel.
 - 2.2.1 Performance Indicator: Students will list the significant events from the three stages of Moses' life.
 - 2.2.2 Performance Indicator: Students will explain the significance of the plagues in relationship to the Egyptian deities.
 - 2.2.3 Performance Indicator: Students will identify the key characteristics of the Egyptian dynasties.
 - 2.2.4 Performance Indicator: Students will explain the impact of the Ten Commandments on ancient and modern society.
 - 2.2.5 Performance Indicator: Students will list and describe the significance of the five types of sacrifices.
 - 2.2.6 Performance Indicator: Students will list and explain the significance of the Feasts—Passover, Unleavened Bread, First Fruits, Pentecost, Trumpets, Atonement, and Tabernacles.
 - 2.2.7 Performance Indicator: Students will explain the socio-political commandments found in the Law.
 - 2.2.8 Performance Indicator: Students will compare and contrast Israel's consequences for obeying and disobeying the Law.

- 2.2.9 Performance Indicator: Students will discuss the significance of the Sabbatical Year and Jubilee.
- 2.2.10 Performance Indicator: Students will identify key events in the book of Numbers including the Israelites leaving Sinai with the first census, wandering the desert, and the second census.
- a. Students will discuss the significance of the 12 spies.
 - b. Students will discuss Korah's rebellion.
 - c. Students will discuss the significance of Moses striking the rock.
 - d. Students will discuss the significance of the brass serpent.
 - e. Students will discuss the significance of the talking donkey (Balaam and Balak).
- 2.2.11 Performance Indicator: Students will explain the significance of the farewell address of Moses and his death.
- 2.2.12 Performance Indicator: Students will explain the clash between cultures of the Canaanites and the God of Joshua.
- 2.2.13 Performance Indicator: Students will describe the role and purposes of the judges.
- 2.2.14 Performance Indicator: Students will identify the four stages of the cyclical history of Israel: disobedience, oppression, repentance, and deliverance.
- 2.2.15 Performance Indicator: Students will identify the twelve judges and their accomplishments.

Standard 3 – Students understand how the kingdom of Israel was established.

- 3.1 Objective: Identify King David as one of the most influential figures in the Hebrew Scriptures; the sagas and battles that formed the kingdom of Israel; and how that kingdom fell and its people were scattered in exile.
- 3.1.1 Performance Indicator: Students will list the characteristics and accomplishments of Israel's first three kings.
 - 3.1.2 Performance Indicator: Students will discuss the reign of King David as a central figure in the history of the chosen people.

- 3.1.3 Performance Indicator: Students will discuss the reign of Solomon, the division of the kingdom, and its collapse after his death.
- 3.2 Objective: Identify the various kingdoms coming against Judah and Israel.
 - 3.2.1 Performance Indicator: Students will explain the process of determining true prophets from false ones.
 - 3.2.2 Performance Indicator: Students will discuss how the literature of the prophets contains messages of universal challenge and comfort.
 - 3.2.3 Performance Indicator: Students will describe message of social justices and reform of the following prophets: Obadiah, Joel, Jonah, Hosea, Amos, Micah, Isaiah, Zephaniah, Nahum, Habakkuk, Jeremiah, and Ezekiel.
 - 3.2.4 Performance Indicator: Students will explain the rise of Assyria and Babylon as Middle Eastern powers.
- 3.3 Objective: Distinguish between an exile and a Remnant.
 - 3.3.1 Performance Indicator: Students will explain the historical fulfillment of the prophets' predictions.
 - 3.3.2 Performance Indicator: Students will explain why each kingdom was carried off into exile.
 - 3.3.3 Performance Indicator: Students will evaluate the difference in lifestyle between the Assyrians, Babylonians, Persians, and Israelites.
 - 3.3.4 Performance Indicator: Students will describe the return of the Jews to Palestine.

Standard 4 – Students understand literary implications of Biblical writings and wisdom.

- 4.1 Objective: Examine the literary implication of the ketuvim in the Hebrew Bible.
 - 4.1.1 Performance Indicator: Students will identify the books that form the ketuvim in the Hebrew Bible.
 - 4.1.2 Performance Indicator: Students will analyze songs and poetry in the Book of Psalms.
 - 4.1.3 Performance Indicator: Students will analyze the literary form and style of the moral teachings found in the Book of Proverbs.

- 4.1.4 Performance Indicator: Students will identify the seven collections of wise sayings that make up the Book of Proverbs.
- 4.1.5 Performance Indicator: Students will identify themes and worldly advice written in the book of Ecclesiastes.
- 4.1.6 Performance Indicator: Students will analyze how the book of Job tackles the problem of human suffering.
- 4.1.7 Performance Indicator: Students will discuss the importance of Ruth and Esther, and their influence on women's struggle for equality.
- 4.1.8 Performance Indicator: Students will analyze the Book of Daniel to explore its apocalyptic writing that provides a message of hope in times of persecution.
- 4.1.9 Performance Indicator: Students will describe how the kings of Persia helped the Israelites return home after the Babylonian exile.
- 4.1.10 Performance Indicator: Students will identify the problems the Israelites faced upon their return; how the temple was rebuilt, and how the society in Israel was renewed.

The New Testament

Standard 5 – Students understand various aspects of the New Testament of the Bible.

- 5.1 Objective: Identify key characteristics of the New Testament and how the Hebrew Scriptures and the Christian Scriptures represent living traditions; the Christian Bible's foundation based on the Hebrew Bible; and background on the formation and content of the New Testament.
 - 5.1.1 Performance Indicator: Students will list the books of the New Testament and its authors.
 - 5.1.2 Performance Indicator: Students will explain how Christians and Jews view the Hebrew Bible.
 - 5.1.3 Performance Indicator: Students will explain the relationship between the old and the new covenants.
 - 5.1.4 Performance Indicator: Students will describe how the New Testament uses the Hebrew Scriptures.
 - 5.1.5 Performance Indicator: Students will describe how and when the New Testament was formed.

- 5.1.6 Performance Indicator: Students will describe the contents and makeup of the New Testament.
- 5.1.7 Performance Indicator: Students will explain why there are differences in the gospel accounts of Jesus' life.
- 5.2 Objective: Study the impact of Jesus on the modern world.
 - 5.2.1 Performance Indicator: Students will explain the concept of Messiah.
 - 5.2.2 Performance Indicator: Students will explain the impact of Hellenization and Roman rule on the Jews.
 - 5.2.3 Performance Indicator: Students will list and explain the major events of Jesus' life.
 - 5.2.4 Performance Indicator: Students will describe the impact of Jesus teaching on Jewish society.
- 5.3 Objective: Trace the early church and identify the cities Paul stopped at in the Roman Empire.
 - 5.3.1 Performance Indicator: Students will explain the expansion of the Church from Jerusalem throughout the Roman Empire.
 - 5.3.2 Performance Indicator: Students will evaluate the claim of the Church that Jesus fulfilled the Law and the Prophets.
 - 5.3.3 Performance Indicator: Students will describe the response of Jews, Greeks, and Romans to the early Christians.
- 5.4 Objective: Understand the Book of Revelation as a New Testament example of apocalyptic literature and how this type of literature is written in a form of code to give comfort to people in crisis or under persecution.
 - 5.4.1 Performance Indicator: Students will describe the purpose of the Book of Revelation.
 - 5.4.2 Performance Indicator: Students will discuss the nature of apocalyptic literature.
 - 5.4.3 Performance Indicator: Students will analyze the messages to the seven churches in Asia Minor.
 - 5.4.4 Performance Indicator: Students will analyze specific passages in the apocalyptic literature.

- 5.4.5 Performance Indicator: Students will analyze the image of the four horsemen and how they symbolize disaster.
- 5.4.6 Performance Indicator: Students will explain how Revelation mirrors Genesis in a story of a new creation.
- 5.4.7 Performance Indicator: Students will analyze different views of a New Jerusalem.
- 5.4.8 Performance Indicator: Students will explain how the Book of Revelation has influenced art, literature, and popular culture.