

# Introduction to Christian Light Education's Bible Program

The general goals of the CLE Bible program are as follows. We hope that all levels of the course will assist the student to:

1. Gain a knowledge of God's attributes and develop a reverence and awe for Him through studying His mighty acts in the Bible. This should help the student develop an unshakable confidence in the absolute sovereignty and goodness of God.
2. See the life and actions of Jesus as the model for Christian ethics and daily life, and understand His role as the Lord and Saviour of all men.
3. Understand that the Holy Spirit is a member of the Trinity, who guides men into truth and empowers the believer to follow Jesus in life.
4. Understand his parents' role in maintaining his physical and spiritual well-being and to increase in his love and honor for them.
5. Realize that the Christian church is the actual body of Christ, empowered and charged by Him to do His work in the world. The student will grow in his desire to become a part of the church.
6. Understand and be able to give Scripture references for teaching on major doctrines of the Bible.
7. Grow in the love of and confidence in the written Word of God. Grow in enjoying to read, study, and memorize the Bible, coming to understand it as the completely reliable written revelation of Jesus Christ.
8. Possess a thorough knowledge of Bible facts and principles out of which the Holy Spirit and faithful parents can help the student make applications.
9. Master the historical, cultural, and geographical setting of Bible events.
10. Accept and be able to use the Old Testament as the introduction, foundation, and authority for the revelation of Jesus Christ in the New Testament.

## Philosophy and Methods

We attempt to achieve these goals by following sound principles of Christian education.

The scope and sequence for CLE's Bible program takes into account the age and development of children on each grade level. During the earliest years, we endeavor to familiarize the student with the content of Bible accounts and to generate enthusiasm for God's story, thus laying a foundation for building deeper understanding as children mature. We believe that young children are safe in Jesus, and emphasize that they are responsible to obey their parents. We also teach that God will help them to do what is right.

From this early foundation, we build by increments, adding more and more details to the Biblical narrative as the stories are retold and reread in subsequent years. Stories which early might have confused or frightened children will be read later as maturity allows.

We present the Bible stories as they occurred historically, the chronological record of God's self-revelation to men. We also focus on His unique workings with Israel in preparation for the Redeemer in whom He would most fully reveal Himself.

As children develop, we want them to benefit from a thorough acquaintance with the Scriptures, which are able to give them the wisdom that leads to salvation. As their understanding of God's character matures, they can then come to realize that God requires a righteousness which men cannot experience apart from Christ.

While the ultimate goal of CLE's Bible program is to point children to Jesus Christ, it is not our goal for the curriculum to engage in "child evangelism," nor will the course attempt to secure conversions in young children. It is our belief that as a child matures, he should learn to make the transition from obedience to parents to a personal surrender to the authority of Jesus Christ.

The Bible tells us that the goal of instructing children in the Scriptures is that they might set their hope in God. (Psalm 78:1-7)

# Introduction of the Fourth Grade Course

## Goals for the Teacher

### Lead the student to

1. Recognize some of God's attributes
2. Recognize Jesus as the Son of God
3. Appreciate Jesus' teachings
4. See Jesus' miracles as a sign of His love and divinity
5. Grow in reverence and love for God
6. Recognize key Bible characters in stories
7. Develop a desire to read the Bible and talk about God
8. Do activities to reinforce the Bible stories

## Philosophy and Methods

In striving to achieve these goals, we nevertheless keep the fourth grade Bible lessons simple, so as not to add a greater burden to their workload. However, the teacher needs to guard against viewing Bible class as an unnecessary "extra," but rather approach it as the most important subject. After all, what could be more important than teaching children to know and love God, their Creator and Redeemer?

We suggest having Bible classes two or three times a week, depending on the length of your school year.

The main focus of this Bible course continues to be on the Gospels. The stories will continue through the death and resurrection of Christ and conclude with His ascension. Remember that the facts of Biblical events are important only if you use them to nurture a reverence and love for the God who planned them all.

## Layout of the Course

As in Grade 3, the plan for Bible will have only five LightUnits. Because of how LightUnit 1 is set up, it requires some teacher involvement.

Bible 401 is an historical-fiction story. The purpose of this is to teach Bible worship, culture, and geography. In order to engage the student's interest, we have incorporated these elements in a fictional

story with fictional characters.

Many details of the Jews' daily lives are woven into the plot, but most of them focus on their worship, livelihood, and daily activities. Each story shows a different aspect of these. Children who get caught up in the exciting story line may miss some details. It will be your job as the teacher to discuss with the student the ways in which this NT era was different from ours.

Quizzes and the test will review worship, culture, and geography facts, rather than story details.

LightUnits 2-5 contain Bible stories plus LightUnit activities in lesson format including quizzes and tests.

The students may enjoy rereading stories in their LightUnits. Therefore, encourage them to work carefully on the activity pages so as to have a nice, neat book they can keep. They may also enjoy sharing them with their younger siblings.

This guidebook is designed to help you teach Bible effectively. It includes the following features:

- Questions for reviewing previous lessons
- Lists of words which may be new to the child
- Discussion questions designed to help determine whether the student understands what he is reading

The vocabulary words are given as study words at the beginning of lessons. Before the student reads his lesson, be sure he is comfortable with the words in it.

We also recommend discussing the pictures with the student. This could be done before or after reading the story, whichever suits you best. Much can be learned from the artwork that a child may miss if it is not brought to his attention.

## Quizzes, Self Checks, and Tests

Each LightUnit consists of 15 lessons, with the LightUnit Test following the final lesson. Each lesson is a day's work. Each LightUnit has three sections. A quiz follows Sections 1 and 2, and a self check follows Section 3.

The quizzes and LightUnit Tests are to be taken closed-book. Remove the quizzes and test from the

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LightUnit before giving it to the student. The quizzes are perforated pages in the back of the LightUnit, and the test is bound in the center of the LightUnit.

Lesson 15 in each LightUnit is a self check. Self checks test student mastery of the LightUnit and help them prepare for the LightUnit Test. The self check will take longer to complete than the quizzes.

The student should use the instructions at the beginning of the self check to prepare for it. He must have you initial the self check before taking it. Then after he has taken the self check and scored it, you should look at his work and give further direction.

If he did well, he should be ready for the LightUnit Test. If he did poorly, prescribe remedial work to prepare him for the test.

Suggestions for remedial work before taking the test:

- While correcting, have the student write the page numbers from the LightUnit to show where the correct answers were found.
- Have him review the study words, the *We Remember* exercises, and Lesson 14 again. Then quiz him orally.

<div>80</div> <div>100</div>	
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Score \_\_\_\_\_

These score boxes are found on the self checks, quizzes, and tests. In the first box, the bottom number is the total number of points possible on the self check, quizzes, and LightUnit Test. The top number is the number of points the student must score before he can continue working in the LightUnits. Point values in all LightUnit Tests are 100. Write the total number of points scored on the score line. Initial the second box.

**LightUnit Grade.** To obtain a final LightUnit grade, average the two quiz grades and any other optional grades. Add this average to the LightUnit Test grade and divide by two. This average will be the final grade for the LightUnit.

Example: Quiz 1 – 96%

Quiz 2 – 98%

Average – 97%

Test score – 93%

Average – 95%

LightUnit score is 95.

**Scores Below 80.** If a student scores 75-79% on a LightUnit Test, he may review the concepts he is weak in. Verify that he knows the material by quizzing him or giving a remedial assignment.

If a student scores 70-74%, have him restudy for the test and take the Alternate LightUnit Test located in Appendix E.

If a student scores 70% or below, have him do a thorough review of the LightUnit before taking the Alternate LightUnit Test or have him redo the entire LightUnit and then take the Alternate LightUnit Test. For both scenarios, if the student scores between 75-100% on the Alternate LightUnit Test, record the score for the LightUnit as 80%.

If all controls are followed but the student consistently fails to achieve 80%, consider underlying causes. What is the student's natural ability? Can he be expected to achieve 80% or above? These students may need to be evaluated by a trained person or to have one-on-one assistance.

## Symbols

△ Indicates an exercise that must be checked by the teacher or teacher's aide before the lesson can be considered complete. However, the student may continue working through the lesson before this exercise is checked and initialed.



Appears at the beginning of the self checks. The student *may not* continue working without having the circle initialed by the teacher.