

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 earlier may 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).

How to Use This Teacher's Guide

INTRODUCTION TO BIBLE 800

CLE Sunrise Bible 800 commences with the beginning of the church as described in the Book of Acts and continues book by book through the remainder of the New Testament, concluding with the Book of Revelation. This course gives the student a thorough overview of the New Testament following the four Gospels.

Teaching Bible 800

We assume that the average eighth-grade student will be able to work through the LightUnits and read the selected Scriptures on his own. Therefore, this manual is not intended to help you guide the student step-by-step through each day's lesson. However, the material in this book should inspire you to be involved in the Scriptural truths your students are learning. This Teacher's Guide provides personal meditation for you, ideas for profitable class discussion, memory work activities, and suggestions to pique interest in Bible times, places, and people. It provides historical, geographical, and cultural information to enhance understanding of the Scripture readings.

This Teacher's Guide includes these features:

- **Teacher Meditation.** A short daily devotional inspiration to help prepare the teacher's heart and mind for the lesson.
- **Lesson Emphases.** A brief outline of the lesson, showing the main points the students will be expected to remember for quizzes and tests.
- **Introduce the Lesson.** Suggestions for opening the class period and sparking the students' interest in the lesson.
-  **Lesson Plan.** Usually this is a verse-by-verse discussion guide to help you explore the day's Scripture reading with the students. You may use as many or as few of these points as are applicable to your situation.

Lesson plans may include the following:

-  This icon indicates suggestions for additional map work.
-  **Living It Out.** Where Scriptures may be especially applicable to the lives of adolescents, these suggestions help you relate the Bible reading to issues your students may be facing. This feature encourages them to apply Scriptural antidotes to their everyday problems.
- **Vocabulary Focus.** This expands the vocabulary work in the LightUnit. Definitions will focus on the way the word is used in the KJV Scriptures.
-  **Illuminations.** You will find these tidbits of cultural, historical, and geographical information in shaded boxes. You may use some or all of this information to help your students grasp the culture and background of the times when the Scriptures were written, thus enhancing their understanding of the Bible.
-  **Bible Memory.** Ideas are given for incorporating memory work review into Bible class.
- **Discussion Questions.** Most lessons end with one or more of these optional thought-provoking questions. Many of the answers must be inferred from what the student has read or experienced, rather than gleaned from memorized facts. Some of these questions do not have one correct answer, but are intended to make the students think and draw logical conclusions from the discussion.
- **Strong's Concordance and Baker's Bible Atlas.** The LightUnit exercises give students practice in using these popular Bible helps. The course uses the 2003 edition of *Baker's Bible Atlas*. Most versions of *Strong's Exhaustive Bible Concordance* should work well, but you will find discrepancies in answers if you use *The Strongest Strong's*. The Teacher's Guide provides further practice in this skill.

- **Dunamis Alert!** Bible 801, Lesson 1 draws attention to the Greek word *dunamis* (power). As the students work through the Book of Acts and the rest of the New Testament, the teacher's guide points out places where divine Holy Spirit power (*dunamis*) is translated into various English expressions. One of the major themes of this course is the necessity of Holy Spirit power in the Christian life.

A TYPICAL CLASS PERIOD

While every teacher will have his own ideas and class situation to work with and may devise his own teaching methods, a typical Bible class period may follow this or a similar format.

- Assign students the Scripture reading for the lesson and have them complete the exercise "Read Your Bible" before class begins.
- Check "Read Your Bible" together as a class.
- Use as much of the Lesson Plan as you wish, involving the students in discussion of the Scriptures they have read.
- As time allows, share the enrichment information from the "Illumination" boxes.
- Allow several minutes for personal or collective memory work review.
- In the remaining class time, choose something from "Additional Helps and Ideas" after the Lesson Plan to further encourage student participation and interest.
- Assign the remainder of the LightUnit lesson as independent work. Follow your usual procedures for checking and correcting the LightUnit exercises.

SOME FINAL TIPS FOR TEACHERS

In the Scripture reading for the first lesson in this course, Jesus tells His disciples, "It is not for you to know" (Acts 1:7). Elsewhere in the Scriptures, God declares, "For my thoughts are not your thoughts, neither are your ways my ways" (Isaiah 55:8).

It is all right to acknowledge when you do not know or understand something pertaining to God's thoughts and ways. On the other hand, don't become lax in seeking out God's thoughts and ways. Stress the need to believe and accept the Bible record and the truths of the Scriptures.

Encourage students to retain the Bible memory selections beyond the LightUnit in which they are assigned. Expect them to learn the references along with the verses. You could have each student write each selection on its own 3 × 5 index card, with the Scripture text on one side and the reference on the other. Once a week, you could plan time for Bible memory drill and review.

In class discussions, don't let "What if" questions and scenarios consume too much time or become too fanciful.

Remember, this is the Lord's work. As you prepare, do what you can to anticipate the students' questions and blind spots. Be diligent in your preparation. Fortunately, though, you don't have to have every angle figured out ahead of time. God knows what you will face in each class period. Yield to the Holy Spirit's direction and ask for His guidance before you begin the class. Appeal to Him for spur-of-the-moment understanding when questions come up. Do not be afraid to say that you need to give the question further thought and research. Then do that and tell the class your findings.

Never forget to acknowledge that whatever you do, you do in the name and the power (*dunamis*) of the Lord. This is the only way to successfully handle the Scriptures with your students.

"Except the LORD build the house, they labour in vain that build it: except the LORD keep the city, the watchman waketh but in vain" (Psalm 127:1).

"I can do all things through Christ which strengtheneth me" (Philippians 4:13).

QUIZZES AND LIGHTUNIT TESTS

Students should review for quizzes and tests the day before you administer the quiz or test. This makes the quiz or test a more accurate assessment of what students have actually learned rather than what they have simply memorized.

Teacher Tip:

It is better not to give quizzes or tests right after a weekend or on the day following a

vacation. Allow the students a day or so to get back into school mode.

Give quizzes and tests before lunch if possible. Make sure students understand all quiz/test directions, but don't give any help on answers.

Since quizzes and tests take less time than daily lessons, you may want the students to begin the next lesson after they have handed in their tests.

Students should not grade their own quizzes and tests, even if you allow them to score their regular lessons.

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 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. After he has taken the self check and scored it, you should look at his work and give further direction. Although the self check is scored, its score is not intended to be included in the final LightUnit grade.

If he did well, the student 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 Review exercises, and Lesson 14 again. Then quiz him orally.

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:
$$\begin{array}{r} \text{Quiz 1} - 96\% \\ \text{Quiz 2} - 98\% \\ \hline \text{Average} - 97\% \\ \text{Test score} - 93\% \\ \hline \text{Average} - 95\% \end{array}$$

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 D.

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.

80	100	Score _____
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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.

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.

○ Indicates an exercise that must be checked by a teacher. However, the student may continue working through the lesson before this exercise is checked and initialed.

Additional Symbols Found In the LightUnit

 — Indicates that information for the exercise will be found in a sidebar.

 — Indicates additional information that will help understand the Biblical setting. Some paragraphs are followed by questions relating to the information.

 — Indicates exercises that require reading Bible verses to answer the questions.

Think! — When an exercise begins with the word *Think!* its answer must be inferred from the information given in the lesson. While the answer will not be found in a specific sentence, it should be obvious when the lesson has been read.