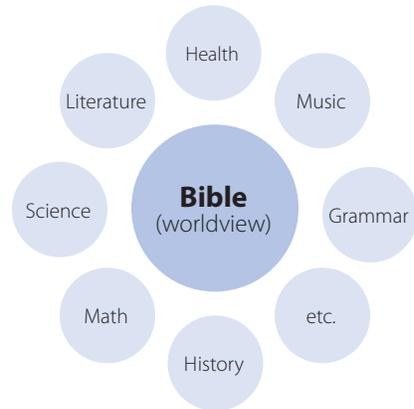


The Secondary Bible Product Line

Our Teaching Approach

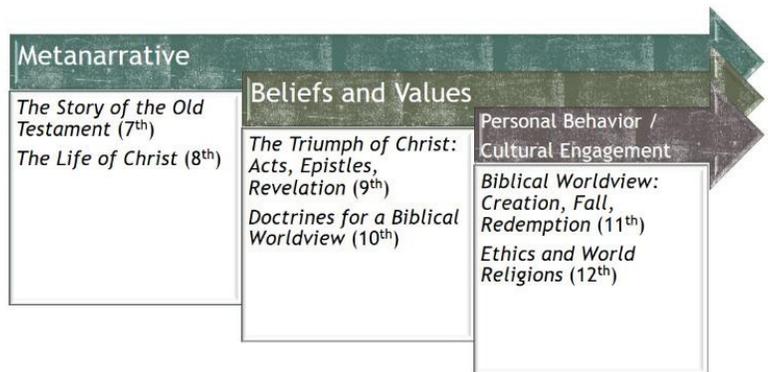
The Role of Bible Class

- The Bible is the basis for students’ thinking in every area.
- Students can’t apply a biblical worldview unless they have an ordered foundation of Bible knowledge.
- Bible class supplies a biblical worldview so that students go into their other academic disciplines equipped with Christian assumptions.
- With an ordered foundation of Bible knowledge, students have the necessary presuppositions to apply biblical beliefs and values in other classes.



Our Scope and Sequence

- The three ingredients—application, beliefs and values, and the master story—of a biblical worldview serve as a structure for the new Bible product line.
- Students form a biblical worldview throughout the curriculum.
- *Biblical Worldview: Creation, Fall, Redemption* (Grade 11 or 12) brings together what has already been supplied in Grades 7–9 so that students can further apply a biblical worldview.

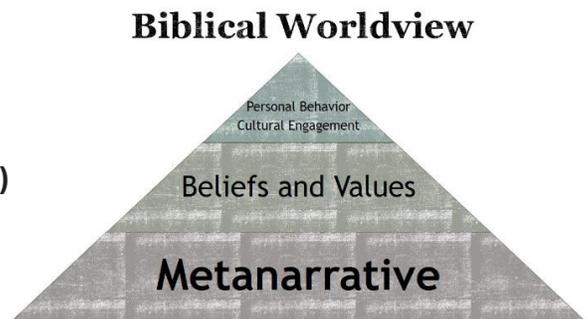


Four Key Focuses

(summarized in “To the Teacher” in the Grades 7–9 teacher editions)

Focus 1: Biblical Worldview (Three Ingredients)

- A worldview is the *application* of a set of *values, beliefs, and assumptions* that grow out of the *master story* of the world.



Scaffolded Biblical Worldview Focus	Metanarrative/ Big Story	Beliefs/ Values	Personal Behavior/ Cultural Action
The Story of the Old Testament (7th)	The metanarrative is the main emphasis. This text traces the unfolding of God's redemptive plan through the narrative and prophetic sections of the Old Testament, focusing on the major biblical covenants (the Noahic, Abrahamic, Mosaic, Davidic, and New Covenants), the prophetic call to faithfulness to the covenants, and the Messianic fulfillment of the prophets' predictions.	Although the main emphasis is the metanarrative, foundational beliefs and values will be formed (e.g., God's character and mankind's obligations to the Creator).	Although the main emphasis is the metanarrative, students will make applications to personal life and cultural engagement (e.g., faith ought to result in obedience; unbelief is revealed through disobedience).
The Life of Christ (8th)	The metanarrative is the main emphasis. Building off <i>The Story of the Old Testament</i> , this text continues the big story of Scripture by showing how Jesus fulfills the Old Testament covenants and Messianic prophecies (coming first in salvation and later in judgment) and advances God's kingdom plan.	Although the main emphasis is the metanarrative, Jesus' teachings clarify how to understand the kingdom (beliefs) and how to live as a kingdom citizen (values).	Although the main emphasis is the metanarrative, Jesus' kingdom teachings ought to result in Christlike behavior, which follows from internalizing His kingdom values.
The Triumph of Christ: Acts, Epistles, Revelation (9th)	The metanarrative is the main emphasis in Acts and Revelation. <i>The Triumph of Christ</i> traces the founding and expansion of the church until the consummation of all things, when Christ returns in judgment to establish His kingdom on earth.	Beliefs and values are the main emphasis in the Epistles. The Epistles offer instruction for properly understanding doctrine (the indicative truths of the gospel).	Personal behavior (with some reference to cultural engagement) is the emphasis in the student activities book. The Epistles offer instruction for Christian living (the imperatives that follow from the indicatives).
Bible Doctrines for a Biblical Worldview (10th)	The metanarrative is the underlying reality of Bible doctrines. Because the metanarrative is true, the theological concepts it presents are true. Although the metanarrative is not the main emphasis of this text, it's the necessary presupposition.	Beliefs are the main emphasis. The teachings of Scripture (doctrine) must be harmonized into coherent conclusions. Biblical values should then follow from these beliefs.	Personal behavior and cultural engagement must be directed by correct doctrine. Doctrine is not an end in and of itself. The goal is not simply intellectual but practical—students should apply doctrine to their own lives.
Biblical Worldview: Creation, Fall, Redemption (11th)	The biblical metanarrative is reinforced in the first half of the textbook. This text also critiques secularism's false metanarrative of evolution.	Biblical beliefs and values are reinforced throughout the textbook.	Personal behavior and especially cultural engagement are emphasized in this text. Specific application is made to institutions and disciplines of study such as marriage, family, government, science, history, culture, and the arts.
Ethics and World Religions (12th)	The biblical metanarrative is reinforced as the necessary justification for rightly ordered behavior (ethics). Multiple religions' false metanarratives are critiqued.	Biblical beliefs and values are reinforced as the basis for rightly ordered behavior (ethics). Multiple religions' false beliefs/values are critiqued.	Ethical dilemmas are analyzed and evaluated for biblical application. The practices and ethics of multiple false religions are critiqued.

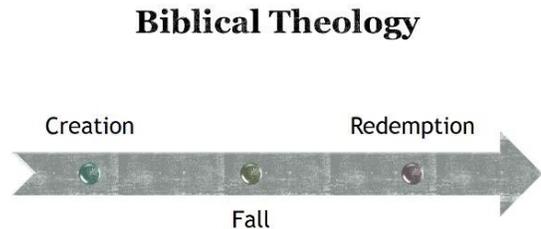
Focus 2: Theological (Biblical Theology or Systematic Theology)

Theology is the study of God and His revelation.

There are two main ways of doing theology: biblical theology and systematic theology. These approaches complement each other.

1. *Biblical Theology: The Redemptive Storyline*

The Bible is the true story of what God is doing to glorify Himself by redeeming His fallen creation.



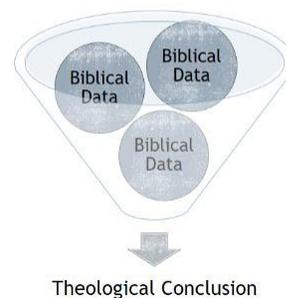
Biblical theology descriptively retells the biblical narrative as the historical unfolding of one big story: Creation, Fall, Redemption. It goes hand-in-hand with the metanarrative of the worldview focus. All the individual biblical accounts fit into this one big story of Scripture. The individual accounts aren't random moralistic lessons like Aesop's fables. Instead, every account points to God and His unfolding plan for the world.

In an effort to make the Bible relevant and applicable, students may be tempted to allegorize or moralize the text. Our materials instead direct students to an appropriate response to God based on their place in God's storyline and based on the theology they have learned. As students compare their place in God's storyline with that of the biblical characters, they are able to understand the Bible's relevance to their lives.

2. *Systematic Theology: Harmonized, Coherent Doctrinal Conclusions*

Systematic theology involves the careful study of God's Word coupled with the harmonization of its teachings. By doing systematic theology, the student synthesizes the Bible's teachings into doctrinal conclusions. If students fail to do systematic theology, they will develop glaring inconsistencies in faith and practice. Even worse, students may ignore the clear teaching of Scripture and be deceived by the misuse of biblical passages by unorthodox religions.

Systematic Theology



It's true that systematic theology can be misused.

People can turn systems of theology into interpretive lenses that twist the meaning of the Bible. Even so, the abuse of systematic theology does not justify neglecting it.

Scaffolded Theological Focus	Biblical Theology	Systematic Theology
The Story of the Old Testament (7th)	This text unfolds the redemptive storyline in Genesis through Malachi, focusing on the biblical covenants and Messianic prophecies.	Some cross-referencing is used.
The Life of Christ (8th)	This text unfolds the redemptive storyline in the Gospels, especially Matthew, focusing on Christ's Messianic fulfillment and the kingdom.	The New Testament's use of the Old Testament is clarified.
The Triumph of Christ: Acts, Epistles, Revelation (9th)	This text unfolds the redemptive storyline in Acts and Revelation, focusing on the development of the church through the spread of the gospel of the kingdom.	Doctrines are explained in the Epistles. The text also demonstrates appropriate harmonization (e.g., Paul and James on the role of works in salvation).
Doctrines for a Biblical Worldview (10th)	Doctrinal concepts must be rooted in reality (God's historical working in the world) and in creational norms (the wisdom of God's design built into this created world).	Major biblical teachings about the Bible, God the Father, God the Son, God the Spirit, man, sin, angels, salvation, the church, and last things are harmonized.
Biblical Worldview: Creation, Fall, Redemption (11th)	The metanarrative of God's unfolding plan of redemption is reinforced (e.g., students' approach to culture ought to reflect what they presuppose about Creation, Fall, Redemption).	The major biblical teachings provide the foundational presuppositions for rightly applying this theology to worldview and apologetics (e.g., students' apologetic approach ought to reflect what they presuppose about man's depravity and inability; students' approach to culture ought to reflect what they presuppose about sin, salvation, and sanctification).
Ethics and World Religions (12th)	The metanarrative of God's unfolding plan of redemption is reinforced.	Clarity and commitment to beliefs will be challenged by ethical dilemmas. Behavior ought to follow from beliefs.

Focus 3: Hermeneutics Skills (Inductive Bible Study)

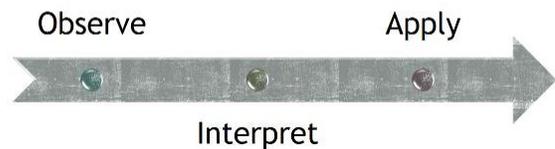
Hermeneutics is the science and art of interpreting the Bible.

Simply learning the content of the Bible isn't enough—students need to learn how to read and understand the text of Scripture for themselves. The familiar analogy for work applies here. You can give a student a fish to satisfy his hunger. But if you teach a student how to fish, he'll have the skills to gather food for himself.

The student activities for Grades 7–9 teach students inductive Bible study skills so that they can approach their Scripture reading assignments purposefully. Many of these skills relate to what students learn in grammar and literature classes.

Inductive Bible Study Skills

- Observe:** What does the Bible say?
- Interpret:** What does the Bible mean?
- Apply:** How should the Bible become meaningful to my life?



Application is the end goal, not the starting point. The primary purpose of the Bible is to reveal God so that we can have a relationship with Him. Students who don't understand what the Bible means won't be able to apply it properly. Proper application comes from proper interpretation and careful observation.

Just as in any other discipline of study, there is a formal process for studying the Bible. The process of our product line is as follows:

Observation → Hermeneutics → Exegesis → Biblical Theology → [Historical Theology] → Systematic Theology → Practical Theology

Grades 7–9 introduce, develop, and reinforce observation, hermeneutics, exegesis, and biblical theology.

Grades 10–12 introduce, develop, and reinforce systematic theology (informed by some historical theology) and practical theology.

Adapted from Roy B. Zuck's *Basic Bible Interpretation* (Colorado Springs: Chariot Victor, 1991), 21.



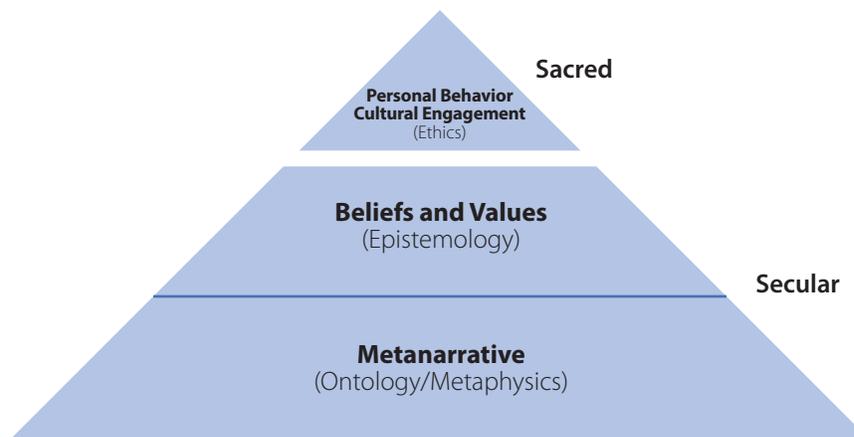
Scaffolded Hermeneutics Skills	Negative Critique	Positive Reinforcement
The Story of the Old Testament (7th)	Introduces critiques of allegorizing and moralizing methods of interpretation.	Introduces inductive Bible study: observe (what the text says), interpret (what the text means), apply (how the text is meaningful to my life). Develops observation skills with specific guidelines and goals.
The Life of Christ (8th)	Reinforces critiques of allegorizing and moralizing methods of interpretation. Critiques anti-supernatural approaches that deny the historicity of miracles.	Reinforces inductive Bible study: observe, interpret, apply. Reinforces observation skills. Develops interpretation skills with specific guidelines and goals. Explains the proper way to understand the New Testament's use of the Old Testament—not reinterpreting its meaning but expanding on its significance.
The Triumph of Christ: Acts, Epistles, Revelation (9th)	Reinforces critiques of allegorizing and moralizing methods of interpretation. Critiques approaches that deny language's ability to communicate objective propositions. Critiques approaches that claim that the reader determines meaning.	Reinforces inductive Bible study: observe, interpret, apply. Reinforces observation and interpretation skills. Develops application skills with specific guidelines and goals. Teaches more specific exegetical skills.
Doctrines for a Biblical Worldview (10th)	Critiques the elevation of tradition to equal or higher authoritative status than the Bible. Critiques the proof texting approach to systematic theology. Critiques systems that twist the meaning of biblical texts.	Synthesizes and harmonizes all relevant biblical data into coherent doctrinal conclusions. Compares Scripture with Scripture.
Biblical Worldview: Creation, Fall, Redemption (11th)	Critiques the sacred/secular divide and the myth of neutrality. Critiques triumphalism (redeeming the culture by taking it over or making it the mission of the church).	Interprets all of life in light of Creation, Fall, Redemption. Encourages living faithfully and righteously in all the spheres and disciplines of culture in light of redemption. Correctly applies Kuyper's Sphere Sovereignty paradigm.
Ethics and World Religions (12th)	Critiques false ethical systems. Contrasts biblical ethics with false religious systems.	Correctly applies John Frame's triperspectival paradigm. (What does the Bible say? What is my situation? What is my motivation?)

Focus 4: Christian Life Skills (Discipleship)

Historically, Bible class has addressed only the most alarming or most relevant ethical challenges in students' personal lives or cultures. Such a class is often more driven by issues than by the study of the biblical text itself. Many of these issues (sexual promiscuity, LGBT agendas, abortion) loom so large that parents and teachers panic as they attempt to do damage control and put out the raging fires caused by worldviews opposed to Scripture.

There's no doubt that these issues need to be addressed. But all too often, Christian leaders attempt to provide quick-fix devotional advice or scripted, template-made apologetic answers. That's like using a spray bottle to put out a consuming wildfire. It's no wonder that so many students in our Christian schools (even ones raised in Christian homes) eventually abandon the Christian faith.

The failed approach looks like this:



The failed approach makes a sharp division between the first two of the three branches of philosophy and the third:

- ontology/metaphysics (the study of what is)—the metanarrative or big story of the world and
- epistemology (the study of how we know what we know)—beliefs/values versus
- ethics (the study of what ought to be done)—personal behavior and cultural engagement.

But if you divide the world into the sacred and the secular, then the Bible becomes largely irrelevant, addressing only a limited number of human concerns. Such a conception relates the Bible only to one's own private behavior but with no justification for even that. If the Bible tells students how to live in the world privately while secularism gets to define this world, then what's left? Secularism thus determines all the facts and values of this world. It won't allow students to live in this world publicly according to any standards but its own.

Instead, the Bible must encompass all of life from the foundation up. The Bible is the true story of what God is doing to glorify Himself by redeeming His fallen creation. Thus the Bible is distinct from every moralistic system and false religion because it tells us the story of what the world really is. The Bible provides more than just ethics—it explains reality (metaphysics/ontology) and the basis for knowledge (epistemology). The ultimate basis of our knowledge is revelation, not autonomous human reasoning.

The primary purpose of the Bible is to reveal God so that we can have a relationship with Him. Building moral character is not the ultimate goal. Rather, Christlike character should be a fruit of knowing Him better. Character building doesn't necessarily lead to Christ (in fact, it often leads to pharisaical hypocrisy and legalism). Instead, a proper relationship to Christ must lead to internalized character that manifests itself in external evidence (the fruits of repentance).

The proper path for application has three steps:

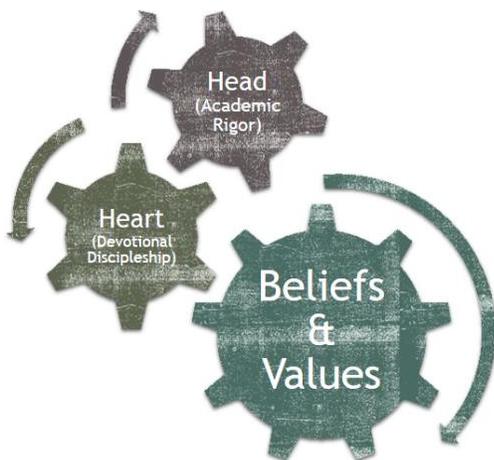
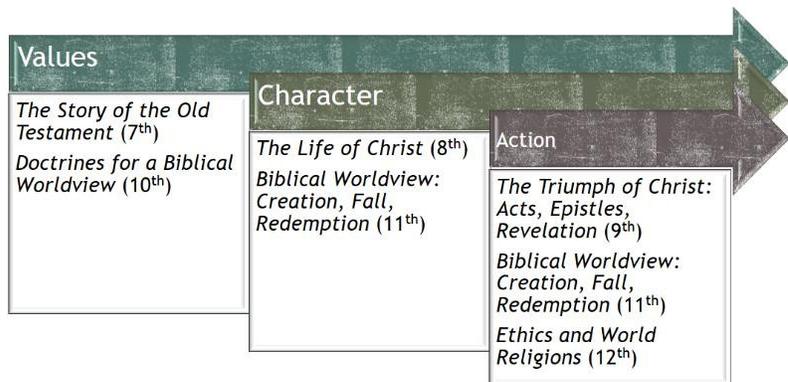
- (1) Values are derived from biblical theology based on the one true big story of reality.
- (2) The student internalizes those values when he or she submits to Christ as Lord and embraces the life-giving and transforming gospel.
- (3) Faith in Christ must be translated into real-life behavior (the fruits that follow after repentance).

Christian Life Skills



Students must do more than learn information; they must actually live a consistent Christian life. But application must be motivated by an internal transformation of character stemming from a submission to biblical values. Application starts with internal transformation that expresses itself in external evidence.

The Old Testament lays the foundation for a proper value system. The Gospels then emphasize the need for an internal transformation of character. The Epistles offer imperatives for living the Christian life. Biblical doctrine reinforces right thinking that leads to right behavior. Biblical worldview emphasizes the need for right affections for right thinking and living. The study of ethics and world religions encourages students to persevere in steadfastness and consistency in applying a biblical worldview.



The focuses on worldview, theological skills, hermeneutic skills, and Christian life skills all contribute to a two-pronged approach: one prong reaches the head, while the other reaches the heart.

Students should avoid dead orthodoxy (all head and no heart) through devotional discipleship.

Students should avoid unbiblical emotionalism (all heart and no head) through academic rigor.

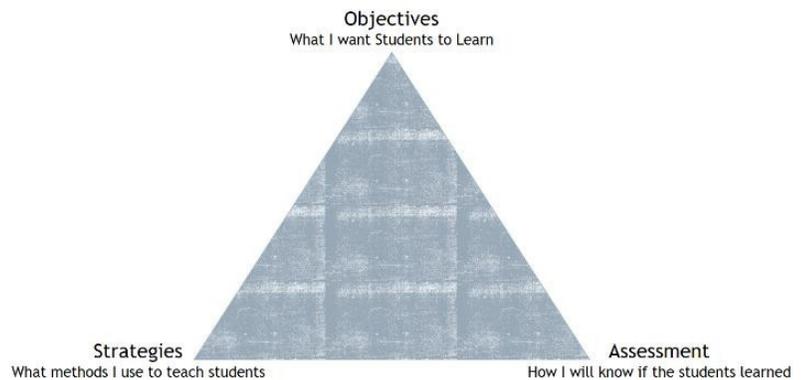
The four focuses translate into four goals:

- **Worldview**—beliefs and values rooted in the reality of the metanarrative (the true big story)
- **Theology**—one redemptive story focused on properly relating to God; coherent doctrinal conclusions
- **Hermeneutics**—skills that enable students to study Scripture for themselves
- **Christian life skills**—application motivated by internal character submitted to biblical values

Our Teaching Methodology

The Teaching Triad

- **Objectives**—What students should learn
- **Strategies**—What methods to use in the learning process
- **Assessments**—How to know if the students have learned



Book, unit, and section objectives (formulated according to Bloom’s taxonomy) direct the purposeful design of the material with end goals in mind.

Formative assessments and teaching strategies are aligned with objectives and used for student interaction and feedback along the way. Our approach goes beyond dry lectures and low-level regurgitation of facts.

Summative assessments were created by a classroom teacher and are aligned with the objectives. Assessments entail a variety of types of questions, and there are multiple tests for each nine-week period. Unit reviews and study guides prepare students for tests, while student activities assess Bible study skills and allow for coaching.

Our Best Practices for Academic Oversight

We use research-based textbook strategies to achieve the following:

- age-appropriate content that thoroughly covers the subject matter,
- a logical scope and sequence that balances breadth and depth,
- readability that scaffolds to more advanced thought development and complexity, and
- an interesting and engaging look-and-feel.

We equip teachers with tools to help students develop skills for biblical literacy, worldview shaping, and twenty-first-century application.

We use research-based teaching strategies to help teachers better instruct students. These strategies include formative assessment strategies for activating prior knowledge, support for collaborative and active learning, conversational interaction, memorization, visual analysis, reading skills, and more.

We make use of pre-assessments, formative assessments, and summative assessments to evaluate measurable learning progress and allow students to practice skills. Frequent and routine assessments based on learning objectives provide effective and accurate feedback, assuring teachers they have met instructional goals

Weaknesses of Some Bible Curriculum

Pragmatic focus

- application driven (focused on character building and moralistic interpretation)
- issue oriented (seeking relevance by addressing hot-button topics)
- damage control that puts small bandages on major wounds or even corpses

Biblical survey approach

- content dump (focused on giving factual data)
- low-level regurgitation of information

Poor educational methods

- like “junior church” story time
- fill-in-the-blank worktext/outlines
- childish activity pages that don’t teach skills; busywork
- not designed as an educational curriculum (e.g., there’s no teacher edition or the teacher edition is simply a reprint of the student edition or activities; there’s no more than an answer key or administrative guidelines for proctoring and a lesson plan overview; there are no formative assessments or teacher strategies; there’s little additional content to support the student edition)

Advantages and Distinctives of BJU Press Secondary Bible Products

Biblical worldview formation

- multifaceted scope and sequence (scaffolded worldview; theology; study skills; Christian life skills)
- begins early on and culminates with the *Biblical Worldview* and *Ethics and World Religions* books

Bible study skills

- teaching more than content; teaching skills for continued learning in all of life
- not relegated to random tips from time to time or in one course focused on that aspect, but integrated throughout the curriculum, building the skills in a scaffolded, purposefully designed way

Academic rigor

- designed according to best practices; making use of formative assessments and teaching strategies for critical thinking and collaborative, active learning
- designed according to the study of the discipline (a structure that transcends doctrinal differences in the particulars)
- guided lesson plans following the process of studying the biblical passage (rather than random notes of extra information or random activity ideas)