

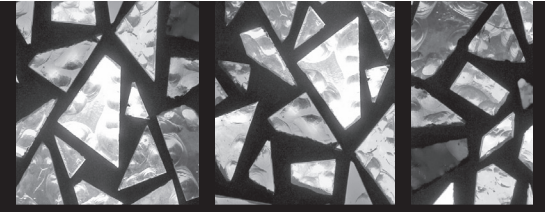


Walking With God and His People



Sample Lesson





Walking With God and His People

Know, Believe, and Live

Within the elements of each lesson we will be using a head/heart/hands key to indicate an area of focus with the students. Look for the icon or combination of icons shown below as a quick identifier of the area of focus.



KNOW



BELIEVE



LIVE



KNOW & BELIEVE



KNOW & LIVE



BELIEVE & LIVE

Introduction

Our Opportunity

Christian teachers have a unique opportunity to introduce students to who God is, what he does, what he is like (his personality), and to share with them his desire for relationship with us. God wants us to know him and enjoy him now and forever! As students study how God interacted with people in biblical times, they begin to understand the character and nature of God as revealed to us in creation, in the Scriptures, and in the person and work of Jesus Christ. They see that the Big Story of God says “I made you” and “I love you,” “I want a relationship with you,” and “I want you to be a part of my work in my kingdom which has already begun but has not yet fully come.”

We invite students to participate in this ongoing story by entering into a personal relationship with this God through faith and repentance and by learning to obey and serve him throughout their lives. We are encouraging students to journey with God: to learn of him and his ways, to be in constant conversation with him, to accept his offer of salvation, and to commit all aspects of their lives to him. How do we best approach the Story of our world and God its author? How can students understand the Story that began in the beginning and unfolds even to the present moment and on into eternity? How can we nurture belief in our students and embolden them to live this Story?

Our Hope

One answer to the “how” question is to provide a sound Bible curriculum as a guide to Christian teachers. What do we hope to accomplish with this Bible curriculum? Our hope is that students will respond with their hearts and minds to God and his world. We want to enable teachers to reach the heads, hearts, and hands of students so that their lives may be changed for today and for eternity to the glory of God.

We want students to be “thoroughly equipped for every good work” and deeply grounded in biblical understanding (2 Timothy 3:16–17). As followers of Jesus Christ, we believe it is only by the study of the Word of God, illuminated by the Holy Spirit, that we understand who we are and grasp our connection to the Story of God reaching out to his people over the centuries. We desire that our students live their lives out of God’s Story and learn to find their place in that Story. We want students to understand the God with whom they are in relationship, to make authentic connections between the stories of God’s people and their own lives, and to understand what

responding to God means. Furthermore, we believe that a deep understanding of the Bible is foundational for understanding all other discovery of God's truth revealed in creation. Our hope for our students is that by the power of the Holy Spirit working through the Word they will better understand what it means "to act justly and to love mercy and to walk humbly with your God" (Micah 6:8).

Encouraging Student Faith Development

Understanding God through his world, his Word, and his Son should involve the process of developing students' faith in ways that engage the whole person. So what does connecting the head, heart, and hands of a student mean and how is this accomplished? How do we encourage faith in our youth through the study of God's Story and nurture their walk with God and his people in that Story? The faith we seek to encourage in students involves knowledge/wisdom (head), conviction/choosing (heart), and living/serving (hands). Knowledge is based on conviction in order to be effective. Conviction without knowledge is like shallow seed that grows quickly but then dies from lack of grounding. Action without conviction or knowledge is weak and misguided. Students need all three: deep understanding that goes beyond knowledge to wisdom, desire and conviction that lead to deep commitment, and service that reflects the biblical call to bring forward the kingdom of God. We must maintain a delicate balance between an academic focus (knowing) and an application to life focus (believing/living), all the while connecting intellect, imagination, and identity within students. It is our comfort to be able to rest in the fact that the Holy Spirit is at work in our students' hearts and minds; our calling is to be obedient servant-tellers of the Story (2 Timothy 2:2).

Each lesson within this curriculum includes lesson steps specifically identified with head, heart, hands, or some combination of these areas of focus with the students. We indicate this by the use of icons throughout the lessons keyed to the words *Know* (head), *Believe* (heart), and *Live* (hands) as descriptors for those icons. Not every lesson will involve all three areas of head, heart, and hands, but throughout the units students will have ample opportunity for their heads, hearts, and hands to be involved and engaged.

Understanding the Bible as a Connected Whole

The Bible, both Old and New Testaments, is one book telling one Story. In the many individual books and passages written by different people, in different centuries, for various reasons, we hear in one voice the unique story of God's salvation for the human race. In a time when much of life and culture as we know it is fragmenting and many are opposing the truth that the Bible reveals, the following points remind us of the importance of understanding why and how the Bible is a connected whole.

1. The Bible is a metanarrative—a grand, overarching, all-encompassing story that gives meaning and order to past, present, and future life. It tells the story of God’s creation, the fall of creation into sin, and the redemption and restoration of all creation by Christ.
2. God reveals his desire for relationship with people repeatedly throughout the course of the biblical narrative.
3. The history of God’s saving work illustrated in the Old and New Testaments culminates in the death, resurrection, and ascension of Jesus Christ.
4. God desires an ongoing relationship with each person and through the work of the Holy Spirit moves people and history to achieve his sovereign and gracious purposes.
5. Our obedient response to God’s love and claim over creation is to seek to help transform and restore God’s created order, which was broken by the sinful disobedience of humankind.
6. When we enter into God’s story we understand who we are, who is the source of all life, our purpose in life, and how we should respond to God’s grace and claim on our lives. We are challenged to shift our focus from ourselves to God and to join in his kingdom work of redeeming creation.
7. It is important to view the Bible as a connected group of divinely inspired writings with purpose and interrelated integrity as a sequence of books, as events within particular books, and as texts within a certain book.
8. We believe that Paul’s words to Timothy are instructive for our work with students: “All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work” (2 Timothy 3:16–17).

The Task of the Teacher

The teacher, of course, is a key influence in the delivery of this Bible curriculum. If we are to inspire students to know, believe, and live the truth of God, it is critical that teachers demonstrate knowing, believing, and living the truths of the Bible to their students and model a passion for God. In our *Teacher Guide for Bible* (1936) we find these succinct statements about what a teacher should know, do, and be (paraphrased):

1. The teacher must *have* before he or she can *give*. The teacher should know the Bible and related subjects.
2. The teacher must have a purpose, a carefully mapped out plan, and ask for divine guidance.
3. The teacher should be a living example of the kind of life we want every child to live. He or she must be a sincere lover of childhood and of the Master. Where there is no love, there can be no great teaching.

It is critical how you as a Bible teacher view this work—is it just an assignment or a life-changing opportunity? In the introduction to our *Revelation-Response* Bible curriculum (1974), these cautionary yet encouraging words were given:

If you consider Bible teaching only another one of your duties, the chances are that Bible learning will be only another duty for your students. If, on the other hand, you delight in it, you will create much enthusiasm in the classroom. Your faith, your enthusiasm about God, your love for each other, your experiences with God and his Word, and your participation in the Church will have a greater impact than any materials could have.

Be positive, thankful, imaginative, inventive, and open to the Spirit of God. Live and teach in such a way that even if each of your students lived only as effectively as you live, the Church and our society would benefit greatly.

Within their own classrooms, teachers need to create community where Christlike behavior becomes the norm. Students should be encouraged to live out being the body of Christ, which includes acceptance of all people as created in God's image, honoring each other's gifts, and the commitment to work through the brokenness that shows itself in daily life. Teachers need to seek shalom (peace and wholeness) within their classroom and in working together with colleagues. Authentically allowing the Spirit to mold us so that we model Christian community, inside and outside of the classroom, is a true witness to students of the power of Christ.

Walking With God and His People Development Process

The process used to develop this curriculum revision is a significant part of what makes this product unique. At CSI, we believe that classroom teachers are truly the experts in making the curriculum come alive with students and have the best understanding of student needs at a given grade level. We sought to have diverse representation among our writers and advisors, in terms of gender and geographic location, as well as of teaching situation.

1. **Writers.** Through an application process 20 writers were selected for grades P–8 curriculum revision work. CSI staff provided the revised curriculum scope and sequence expectations for the writers and guided the writing efforts.
2. **Grade level advisors.** Each writer was connected with one to three grade level advisors. These advisors are other classroom teachers who offered helpful feedback on their writing, suggested resources and teaching ideas, and led focus groups of teachers who reviewed sample lessons.
3. **Focus group participants.** Grade level advisors selected other teachers at their grade level to review sample lessons selected by CSI staff and writers for review and feedback. These participants met in groups or responded by e-mail. Their feedback was used for this current curriculum and ongoing development needs.

This curriculum demonstrates the biblical concept of community: the beauty of Christian teachers operating together as a body, each member contributing his or

her gifts for the good of all. Throughout this process we have attempted to honor the experience, training, and expertise of our teachers to bring about the best possible product for those we exist to serve: the students of our schools and their parents, who depend on our teachers to give sound biblical instruction to their children.

Curriculum Implementation Suggestions

1. This curriculum is very complete and offers multiple options within lessons. Each school using this curriculum has a unique set of instructional pacing circumstances in terms of time schedules, days in a school year, and academic focus. It is the responsibility and task of each teacher and each school to make professional judgments about the selection of lessons at each grade level and across a school program so that a guaranteed and viable curriculum is presented to students. To this end we recommend that you consider both the student outcomes and the scope and sequence overviews included here as you make these instructional decisions.
2. Bible memorization is a key instructional strategy for students to place God's Word in their heads and hearts. While we make memory work suggestions throughout these lessons, we also recommend that schools consider constructing a Bible memory work program that is both systematic across the grades and reasonable in terms of student expectations. Examples of such programs may be accessed from CSI via our Web site.
3. CSI will continue to add resources to enhance this curriculum year by year. These resources will be provided free through our Web site or for a fee through our online store. We also intend to continue identifying best instructional practices, strategies, and resources and to make them available to teachers using this curriculum.
4. We recommend that each student have access to the New International Version (NIV) of the Bible, which has been used throughout this curriculum. We also recommend that teachers own a copy of both the *Songs for Life* (1994) and *Sing With Me* (2006) songbooks so that they can easily find the words and music referenced in lessons. Likewise, the curriculum was written with reference to the *NIV Textbook Bible* (1984) for students and the *NIV Study Bible* (2002) for teachers, both featuring updated color maps (© 2005). NIV editions with older maps may be used, but some adjustments for differing map numbers may be necessary. These and other NIV Bibles and songbooks are available for purchase through CSI.
5. Teachers may also find the articles and notes in the *Archaeological Study Bible* (2005) helpful in regard to understanding and explaining the Bible's archaeological, historical, and cultural backgrounds to students. It is illustrated with hundreds of color photographs of millennia-old texts and artifacts, ancient weapons of war, ancient children's toys, and so on. Also helpful as a literary guide to the entire Bible is the *Literary Study Bible* (2007), which explores in detail the Bible's story lines, characters, historical settings, literary genres, motifs, theological themes, imagery, and important terms.

Scope and Sequence Overview

1. Grades P & K are arranged chronologically by Bible characters and Bible themes.
2. Grade 1 concentrates on the Old Testament connections between testaments.
3. Grade 2 concentrates on the New Testament connections between testaments.
4. A flexible epistle unit is included at the beginning for grades 1–6 to assist students in responding to and applying God's Word.

	Genesis	Exodus, Deuteronomy	Joshua	Judges	Ruth	1 & 2 Samuel	Psalms	Job, Proverbs, Ecclesiastes	1 & 2 Kings, 1 & 2 Chronicles	Prophecy	Ezekiel, Daniel, Esther	Ezra, Nehemiah
P												
K												
1												
2	R	R	R	R		R			R	R	R	R
3												
4	R	R	R									
5	R	R	R	R		R						
6												
7	R	R	R	R	R	R			R			
8												

R = Review of core curriculum

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In Grade 6 the Epistles are studied in depth and, as in Grades 1–5, Colossians is the “featured” epistle book at the beginning of the year.

CSI Bible Curriculum Student Outcomes

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

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

* Standard 11 addresses application

	K–2	3–5	6–8
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
1.4		Identify relationships between characters and/or events	Explain relationships between characters and/or events
2.	Students know the historical and cultural context of the Bible.		
2.1		Explain Old Testament events	Explain the history of God's people from creation through the Book of Acts
2.2	Tell how God was visibly with his people in Bible times as he is today		
2.3	Identify Israel as God's chosen people	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
3.	Students understand various Christian and non-Christian religious views.		
3.1	Differentiate between God's chosen people and pagan nations	Describe the influence of false religions on God's people	Identify fundamental biblical beliefs
3.2		Describe and compare ancient and contemporary religious practices	Describe and compare the beliefs 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 relationship of the people of Israel to God
4.2	Identify key locations, including Israel	Identify key geographic features of the land of Israel and the Mediterranean world	Describe the impact of geography on Bible stories

	K–2	3–5	6–8
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, Epistles, etc.	Identify where key events and passages in the Bible are located in terms of books and section
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
5.4	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
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.
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
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
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
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
8.3	Understand biblical values, including shalom, justice, mercy	Explain 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
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)
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

	K-2	3-5	6-8
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
9.2	Identify God's promises about creation	Describe God's covenant with creation	Explain God's covenant with creation
9.3	Retell the stories of creation, fall, and redemption	Explain creation, fall, redemption, and restoration	Explain how Christians should respond to creation, based on creation, fall, redemption, restoration
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
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
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
10.3	Tell how people, by God's grace, can have a relationship with him	Identify God's grace and the plan of salvation	Explain God's plan 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
10.5	God's plan for man has a start and a finish	Understand time line of biblical events	Defend the idea that creation has a starting point and an ending point

	K-2	3-5	6-8
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
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
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
11.4	Identify what the Bible teaches about behavior	Explain what the Bible teaches about behavior	Use Bible teaching to defend 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
11.6		Use biblical teaching to constructively examine community/cultural values and practices	Use biblical teaching to constructively examine community/cultural values and practices
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
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
11.9	Retell Bible teaching about leaders	Identify ways Christians can demonstrate servant leadership	Explain how Christians demonstrate servant 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

Grade Five Overview

Unit	Focus	Bible Memory	Time
1. The Book of 1 Peter A Living Hope (1) The Requirements of Holy Living (2) Following Christ's Example (3–6) Unit Review (7)	This unit focuses on Peter's teachings about suffering and about why God allows suffering. Peter also teaches about the hope we have in Christ and calls upon believers to love and support others, especially those undergoing persecution.	1 Peter 1:3–6 1 Peter 5:6–7	7 days
2. God's Covenant People God's Promise of Salvation (1) God's Covenants (2–6) Unit Review (7)	Adam's disobedience ushered hardship, sickness, and death into God's perfect world. God showed his love by formulating and carrying out a plan to save his people from the consequence of their disobedience through covenants made with Noah, Abraham, Israel, and David. God sent his Son, Jesus Christ, to make a new covenant with his people—including both Jews and Gentiles.	Genesis 3:15 Exodus 19:5–6 Jeremiah 31:33–34	7 days
3. Last Days of Judah Rulers of Judah (1–3) Prophets of Judah (4–5) Jehoahaz, Jehoiakim, and Jeremiah's Scroll (6) Jeremiah, the Prisoner (7) The Fall of Judah and Jeremiah's Freedom (8) The Remnant of Judah (9) Unit Review (10)	This unit covers selected rulers of Judah during the decline of the southern kingdom, along with some of the prophets of that period. God remained faithful to his people despite their continuous covenant breaking. He sent prophets to warn and help them, and he forgave and blessed them when they repented. But even as God's judgment exiled the people from their homeland, his prophets spoke words of hope. God in his faithfulness preserved a remnant; his people were not completely cast off.	Jeremiah 17:7–10 Psalm 103:8–12 Psalm 81:13–14	2 weeks
4. Daniel: Living in Exile Daniel (1–6) Unit Review (7)	Daniel and his friends followed God's commands while they were in exile, and God cared for and protected them. God used these courageous young men to witness to the kings of the Babylonians, the Medes, and the Persians. Daniel and his friends serve as role models for believers living within cultures that are hostile to faith in God.	Daniel 2:44 Daniel 4:2–3	7 days
5. Esther: A Story of Divine Providence Esther (1–4) Unit Review (5)	The Book of Esther depicts God using this young woman to avert the systematic extermination of the Jews living in Persia. God is in control of our lives, too, and he expects us to do what is right, and to act on behalf of others, even if in some situations doing so may cost us our lives.	Romans 8:28 Esther 4:14	1 week
6. Judah's Return The First Group of Exiles Returns (1) Rebuilding the Temple (2–6) Reading the Law (7) Renewal of the Covenant (8) Unit Review (9)	The exiles returned to a Jerusalem in ruins, to a land occupied by others. Rebuilding the temple was their first priority, but opposition from people who had remained in the country, as well as preoccupation with building their own houses, delayed the temple project. The returnees finally heeded Haggai and Zechariah, re-evaluated their priorities, and completed the project.	Jeremiah 30:18–20, 22	2 weeks
7. Gospel Writers The Gospel Writers (1) The Gospels (2–5) Unit Review (6)	This unit focuses on the writers of the four Gospels—Matthew, Mark, Luke, and John. These Gospels constitute the written record of the life and teaching of Jesus. Each of the Gospel writers presents Jesus to us in his own unique style. The Gospels' main purposes are to witness to unbelievers and to build up the faith of believers.	John 10:14–15 John 11:25–26	6 days

Unit	Focus	Bible Memory	Time
8. Jesus' Birth and Early Life John the Baptist's Birth Announced (1) The Announcement of Jesus' Birth to Mary and Joseph (2–3) The Birth of John the Baptist (4) The Birth of Jesus (5–8) Escape to Egypt (9) The Visit to the Temple (10) Jesus' Childhood (11) Unit Review (12)	Angels served as messengers of God to Zechariah, Mary, Joseph, and the shepherds in conjunction with the births of John the Baptist and Jesus. Jesus came as the fulfillment of the Old Testament prophecies that God would bring salvation to the Jews and also to the Gentiles. Jesus grew in wisdom and stature and in favor with God and with other people.	Luke 2:1–20	2½ weeks
9. Jesus' Early Ministry The Ministry of John the Baptist (1) The Baptism of Jesus (2) The Temptation of Jesus (3) Jesus' Early Ministry (4–6) Unit Review (7)	John the Baptist was sent to prepare the way for Jesus' coming. Jesus performed his first miracle at the wedding at Cana. Jesus ministered to Nicodemus, telling him that he needed to be born again, and to the Samaritan woman by offering her living water. Only by believing in Jesus can we be born again and receive salvation.	John 3:16–21	7 days
10. Jesus' Ministry Expands Jesus Heals (1–3) The Catch of Fish (4) Matthew's Call and Banquet (5) Jesus Chooses His Disciples (6) Jesus Heals on the Sabbath (7) Unit Review (8)	Jesus exerted his power over physical illnesses, diseases, and demons, performing miracles and healing the sick. His miracles were performed in order to increase faith—to lead people to believe in Jesus as the Savior of the world. Jesus called 12 ordinary men to be his disciples. The people acclaimed him as a miracle worker but failed to recognize him as the Messiah, the Savior of the world.	Matthew 10:2–4 Mark 2:16–17 Mark 2:27–28	1½ weeks
11. The Sermon on the Mount The Setting and the Crowd (1) Jesus' Teachings (2–7) The Crowd's Reaction (8) Unit Review (9)	The audience for Jesus' Sermon on the Mount included his disciples, many other followers, and a larger crowd of people. In his sermon Jesus taught eight beatitudes, depicted believers as the salt of the Earth and the light of the world, taught that obedience must come from the heart, and gave instructions for prayer. Like the crowds on the hillside, we too need to be in awe of Jesus.	Matthew 6:19–26, 31–33	2 weeks
12. Growing Popularity Jesus' Feet Anointed (1) Jesus' Power (2–3) Rejection at Nazareth (4) Sending Out the Disciples (5) Death of John the Baptist (6) Unit Review (7)	The people Jesus met struggled to understand who he was. Some believed, but many rejected him. The people from Jesus' hometown were at first amazed by his teaching but later rejected him. Jesus sent out his disciples two by two, giving them specific instructions for their ministry. John the Baptist was imprisoned by Herod and later beheaded.	Isaiah 41:10 Mark 16:15–16 Matthew 10:29–31	7 days
13. Parables of the Kingdom Parables (1–6) Unit Review (7)	Jesus used parables to help his listeners picture in their minds and understand his teachings. Jesus' parables warn us against self-righteousness, covetousness, and many other vices. These deceptively simple stories urge us to obey God's Word now, to be generous toward God and others, and to live according to the values of God's kingdom while we are here on Earth.	Matthew 25:31–40	1½ weeks
14. Ministry around Galilee Miracles (1–5) You Are the Christ (6) Unit Review (7)	Jesus' miracles exhibited his power and sovereignty over the forces of nature, disease, and death. Following Jesus requires faith, self-denial, and a willingness to serve.	Mark 8:34–38	7 days
15. Jesus' Ministry Continues Miracles (1–2) Encounters with the Pharisees and Sadducees (3) Jesus' Transfiguration (4) Who Is the Greatest? (5) Forgiving Others (6) Unit Review (7)	Jesus continued his ministry of teaching and healing. The Pharisees didn't believe that Jesus was the Messiah, so they asked him for a sign from heaven to prove that he had been sent from God. Three of Jesus' disciples saw Jesus transfigured before their eyes in glorious array. Greatness in the kingdom of God is found in serving others, not in selfish ambition. Jesus taught about the meaning and implications of forgiveness.	Matthew 18:2–5 Ephesians 4:32	7 days

God's Covenant with Israel

UNIT
2
LESSON
4

Bible References

Exodus 19:3–8; 20, 24

To the Teacher

God established Israel as a holy nation, his chosen people. At Mount Sinai God told the people that they were his “treasured possession,” promising also that Israel would be “a kingdom of priests and a holy nation.” God desires a holy people—a people set apart. The covenant God made with the Israelites was conditional. If they obeyed him fully and kept his covenant, they would be his people and he would be their God.

After hearing God's Law on Mount Sinai, the Israelites agreed to “do everything the LORD has said.” Then a solemn ritual ratified God's covenant with his people: “Moses then took the blood, sprinkled it on the people and said, ‘This is the blood of the covenant that the LORD has made with you in accordance with all these words’” (Exodus 24:8). This covenant included all future Israelite generations, not just those who had been sprinkled with blood at Mount Sinai. Help students see that this covenant was between God and his chosen people. Also help them to see that the blood of the covenant pointed ahead to Jesus' sacrifice on the cross. Through the blood of Jesus there can be full communion with God. When Jesus gave the cup to his disciples at the Last Supper, he said, “This is my blood of the covenant, which is poured out for many” (Mark 14:24). We can walk in full communion with Jesus if we are reconciled to God through the blood of the new covenant made with us by the Lord Jesus Christ.

The demands of both the old or first covenant and the new covenant are similar: wholehearted devotion to God and God alone. The Ten Commandments provide us with

the second shortest summary in the Bible of humankind's moral obligation to God. The shortest summary is the commandment to love the Lord our God supremely and to love our neighbors as much as we love ourselves (Matthew 22:37–39).

Preparation/Materials

- * Unit organizer
- * Activity sheet, one per student

Lesson Highlights

- * God gave his Law, the Ten Commandments, at Mount Sinai.
- * God made a covenant there with the nation of Israel.
- * The Israelites entered into the covenant with God, promising to follow him and to obey his laws.

Background

At Mount Sinai, thunder, fire, earthquake, and lightning all signaled God's presence. God established his covenant with the nation of Israel and gave the Ten Commandments to instruct the people in what he required of them to keep their part of the agreement. Exodus 20:1 states that “God spoke all these words.” The importance of the “ten words,” called the Decalogue, is indicated by the fact that only these “words” were spoken directly by God. All of the other laws stipulated in the Pentateuch were mediated by Moses. God began by reminding the people, “I am the LORD your God, who brought you out of Egypt, out of the land of slavery.” Because of what God had done for them, the people gladly committed themselves to him. They heartily entered into a covenant with God, promising to follow him and to obey his laws.

To mark the occasion, Moses wrote down the Law's stipulations in a book and built a

monument with 12 pillars as a reminder to the people of their covenant with God. The 12 pillars represented the 12 tribes of Israel. The people offered burnt offerings as atonement for their sins. These offerings were presented by young men from the various tribes of Israel, since the tribe of Levi had not yet been established as priests for the Lord. Half of the blood from the sacrifices was sprinkled over the altar, symbolizing God's forgiveness of the people and his acceptance of their offering. The other half of the blood was sprinkled over the people. The shedding of blood established the gravity and binding nature of this transaction. The sprinkled blood bound both parties (God and Israel) to keep the terms of the covenant. This blood of the covenant pointed

ahead to Christ's sacrifice on the cross, by which their sins (and our own) would be cleansed. Through the blood of Jesus there would be full communion. When Jesus gave the cup to his disciples at the Last Supper, he said, "This is my blood of the covenant, which is poured out for many" (Mark 14:24).

Moses, Aaron, Joshua, and 70 elders returned to Mount Sinai after the people had made their covenant with God. There God gave them a brief glimpse of himself. The description seems to suggest a view of only the footstool of God's throne. Moses, however, was told to continue climbing the mountain so that he could be in God's presence. The glory of the Lord descended on Mount Sinai in the form of a cloud. Moses stayed in God's presence for 40 days and nights, during which time he received more instructions from the Lord.

Lesson Steps



Bridge

1. Review the covenant God made with Abraham. (Abraham's descendants would be as numerous as the grains of sand on the seashore, and he would be the father of a great nation.)
2. Briefly review Israel's history from Abraham to Moses: Abraham, Isaac, Jacob, and Jacob's 12 sons, who became the 12 tribes of Israel; Joseph sold into slavery in Egypt; Israel in slavery in Egypt; Moses led the people out of Egypt to Mount Sinai.
3. Tell students that in today's story God fulfills his covenant with Abraham by pronouncing the Israelites to be his chosen people. He also makes a covenant with them.



Scripture Link

1. Have students turn to Exodus 19:3–8. Read the passage aloud.
2. Ask what God promised the Israelites. (Out of all nations they would be his treasured possession.)
3. Tell students that the covenant God made with the Israelites was conditional. In a conditional covenant both parties have to promise something. There is usually an "If . . . then" clause to the covenant. Ask students what the condition was for Israel. (If the Israelites obeyed God fully and kept his covenant, then they would be his chosen people, his treasured possession.)

4. Read Exodus 20:1–2 together. Tell students that God “spoke all these words.” The Ten Commandments were spoken to the Israelites directly by God. Ask what God said first to the Israelites. (“I am the LORD your God, who brought you out of Egypt, out of the land of slavery.”) God reminded the people that he was their God and that they were his chosen people.
5. Explain that God gave the Ten Commandments to instruct the Israelites in his requirements in order for them to keep their part of the agreement. God gave his people the rules he expected them to live by.
6. Instruct students to turn to Exodus 24. Explain that in this passage God reaffirms his covenant, which is then ratified in a special ceremony to make the conditions binding. Have student volunteers read the verses.
7. Ask students to reread Exodus 24:1–4a. Ask what the people promised after they had heard God’s words to Moses. (They promised to do everything that God had told them to do.)
8. Ask students to read Exodus 24:4b–8 again. Explain that this was a solemn ceremony to seal the covenant between God and his people.
 - Ask what the pillars represented. (The 12 tribes of Israel.)
 - Ask what Moses did after he had set up the altars. (He had young men offer burnt offerings.)
 - Ask what Moses did with the blood from the sacrifices. (The blood was drained from the animals. Moses sprinkled half of the blood on the altars and the other half on the people.)
 - Explain that the shedding of blood established the seriousness of the covenant. The sprinkled blood bound both parties (God and Israel) to keep the terms of the covenant. Today when we make an agreement, we sign a paper spelling out its conditions. In those days, people signed agreements differently. The altar and the blood were signs of the agreement—the covenant—between God and Israel.
 - Ask students what they think the blood pointed to. (The blood of the covenant pointed ahead to the sacrifice of Christ’s blood on the cross.)
9. Ask students how the people responded the second time, after Moses had read aloud the Book of the Covenant. (They promised to obey everything God had commanded.) What did God promise? (God promised to be their God, to forgive their sins, and to accept their offerings.)
10. Have student volunteers reread Exodus 24:12–18. Discuss why Moses went back up the mountain. (He was to receive more instructions from God, have fellowship with God, and continue to serve as the mediator between God and his people.) Ask students what they think it was like for the Israelites to wait for Moses while he was on the mountain. (Point out that Moses was on the mountain for 40 days, which must have seemed to the waiting people like a long time to be without a leader.)



Student Activities

1. Distribute the unit organizer. Have students fill out the fourth row.
2. Distribute the activity sheet. Have students work with a partner to complete it.

God's Covenant with Israel

Name _____

1. Read Exodus 19:5–6.
 - a. What did God promise the Israelites? Out of all nations, they would be his people, his treasured possession.
 - b. What condition did God give the people of Israel? They had to obey God fully and keep his covenant.
2. Read Exodus 20:1–2. Why did God give the Israelites the Ten Commandments? God gave them the Ten Commandments to instruct the people in what he required of them in order to keep their part of the agreement. God laid out the rules he wanted them to live by.
3. Read Exodus 24.
 - a. What did the people promise after they had heard God's words to Moses? They promised to do everything God had told them to do.
 - b. What did the pillars represent? The 12 tribes of Israel.
 - c. What did Moses do with the blood from the sacrifices? The blood was drained from the animals. Moses took half of the blood and sprinkled it on the altars. The other half he sprinkled on the people.
 - d. Why did Moses make a covenant with blood? The blood was a sign of the agreement—the covenant—between God and Israel. The sprinkled blood made the covenant between God and Israel binding.
 - e. What does the blood of the covenant point to? The blood of the covenant points to the sacrifice of Christ's blood upon the cross.
4. Read Mark 14:23–24. What did Jesus say about the covenant? "This is my blood of the covenant, which is poured out for many."
What did Jesus mean by this? Jesus' death on the cross ended the need for Old Testament sacrifices. His blood was shed in order to save all people from their sins.

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5. What does this mean for you? Answers will vary, but the critical element is: Jesus died on the cross to save me from my sins, so I can have eternal life.

“Now if you obey me fully
and keep my covenant,
then out of all nations
you will be my treasured possession.
Although the whole earth is mine,
you will be for me
a kingdom of priests and a holy nation.
These are the words
you are to speak to the Israelites”
(Exodus 19:5–6).

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3. Remind students that we no longer need to offer sacrifices to make atonement for our sins. Through the blood of Jesus we can be reconciled to God and enjoy full communion with him. Ask students to pray silently, confessing their sins to God and thanking him for forgiveness of sins and for his gift of salvation.
4. Introduce Exodus 19:5–6 as the new memory work.

“Now if you obey me fully and keep my covenant, then out of all nations you will be my treasured possession. Although the whole earth is mine, you will be for me a kingdom of priests and a holy nation.’ These are the words you are to speak to the Israelites” (Exodus 19:5–6).

Enrichment

- * **Music.** “You Are Our God; We Are Your People” or “Almighty Father; Covenant God” from the *Psalter Hymnal*.
- * **Social studies.** Have students look up other covenants in the Old Testament and write about how these covenants were signed. Some examples are the covenant between Abraham and Abimelech, Laban’s covenant with Jacob, and the covenant between David and Jonathan.

God's Covenant with David

UNIT
2
LESSON
5

Bible Reference

2 Samuel 7

To the Teacher

The purpose of this unit is to trace God's development of his plan of salvation through the Old Testament and to study the covenants God made with his chosen people. Throughout this lesson, help students to focus on the covenant God made with David: that the messiah would come from David's line, establishing his kingdom forever.

God did not want David to build him a temple. Instead, David's son would build the house for the Lord. God had great plans for David and his family, and he made a covenant with him: God would establish David's kingdom forever, and his descendants would rule on the throne eternally. The New Testament tells about the coming of a Son who would be given the throne of his father David and whose kingdom would never end (Luke 1:32–33). The birth of this Son, who was given the name Jesus, fulfilled God's promise to David. Jesus descended from David's line, and his throne and kingdom will never end.

David may have been disappointed at not being allowed to fulfill his dream to build a house for the Lord, but he was humbled by God's promises, and he accepted God's plans for him and for his descendants. He praised and thanked God for his blessings. Our ways are not always God's ways. We must believe that whatever God does is right and that his ways are best. Help students understand that God has a special plan for their lives, too. Like David, we need to accept God's plan in faith and to thank and praise him for all his blessings.

Preparation/Materials

- * Unit organizer
- * Activity sheet, one per student

Lesson Highlights

- * David wanted to build a temple for God.
- * God did not want David to build the temple, because David was a man of war.
- * God made a covenant with David and his descendants to establish David's kingdom forever.
- * David trusted God's plans for him and praised God for all his blessings.

Background

In order to build the kingdom of Israel, David had to fight many wars. When peace finally came, David thought about the fact that while he lived in a beautiful palace, the ark of the Lord was still in a tent. David had rejoiced when the ark was brought to Jerusalem. Its presence there was a sign of God's dwelling in the midst of his people. Now David wanted to honor the Lord by building a house for him.

We are not told in 2 Samuel 7 why God does not want David to build him a temple, although God declines David's offer with words expressing strong approval of David. In parallel accounts of this event in 1 Chronicles, the stated reason for God's rejection of David's offer was that David was a man of war (1 Chronicles 22:6–8); in contrast, David's son Solomon was a man of "peace and rest" (verse 9). Although David's wars had been necessary in order to build the kingdom of Israel (see 1 Kings 5:3), God wanted a man of peace for the temple project. But this disappointing news was followed by a promise that went far beyond anything David could ever have imagined.

First, David's son Solomon would build the temple, and David would see the construction blueprints before his death. Yet God had a second promise for David—that he would establish David's kingdom forever. This promise could not be completely fulfilled in David's son Solomon or in any of the other earthly kings to follow. The greater promise implicit in God's words was that the messiah was to

be born of David's line. On this promise of the messiah rests the hope that runs throughout the remainder of the Old Testament. And God fulfilled that promise in a marvelous way: Jesus, the promised Messiah, came from David's line and was born in Bethlehem, David's birthplace. David's great Son is now our eternal King, and his kingdom is everlasting. David, deeply moved, accepted God's promise by faith. In response, he praised God and thanked him for his faithfulness and for his kindness shown to Israel.

Lesson Steps



Bridge

1. Ask students to recall details about David's life. (Answers will vary but may include: He was a shepherd boy; he loved God; he was crowned king as a young boy; he killed Goliath; his best friend was Jonathan; he played the harp for King Saul; he had to flee from King Saul; he was a king of Israel; he wrote and collected many psalms.)
2. Ask students to recall some specifics about David's life as king. (He was Israel's second king. He was described as a "man after his [God's] own heart." David fought many wars and enlarged the kingdom of Israel. He had to flee from Ish-Bosheth and Absalom. He brought the ark of the Lord to Jerusalem.)
3. Ask students to recall that David wanted to build a temple for the Lord but that God did not allow David to fulfill this dream. Tell students that they will be studying the story of the prophet Nathan telling David what God had revealed to him in this regard—that David would not be the one to build the temple. Explain that God gave David a far greater gift, a very special covenant.



Scripture Link

1. Have student volunteers read 2 Samuel 7 aloud.
2. Ask students why David wanted to build a temple for the Lord. (David was living in a palace and realized that God's ark was still in a tent. He wanted to provide a fitting home for God.)
3. Ask students what this chapter says about why God did not allow David to build the temple. (The passage does not tell us.) Have a student volunteer read 1 Chronicles 22:6–10. Ask students the same question. (Because David was a man of war, God did not want him to build him a temple. God wanted a man of peace to build the temple.)

4. Ask who would build the temple. (David's son Solomon.)
5. Ask what covenant God made with David. (David and his descendants were established as royal heirs to the throne of Israel. David's son Solomon would build the temple for the Lord. God would establish David's kingdom forever.)
6. Ask how God fulfilled this covenant with David in the New Testament. (When Jesus Christ came into the world, he established a kingdom that would never end. Jesus is descended from David's line, and his throne and kingdom will never end.)



Student Activities


1. Distribute the unit organizer. Have students fill out the fifth row.
2. Distribute the activity sheet. Have students work individually or with a partner.
3. After students have finished questions 1–9, discuss David's response to Nathan's message from God. (David responded to the news with prayer, thanking and praising God for blessing him and for his faithfulness and kindness shown to Israel.) Remind students that when God does incredible things for us, we, too, should thank him with a grateful heart.

God's Covenant with David

Name _____

ANSWER the questions, below, based on 2 Samuel 7.


1. Why did David want to build a temple for the Lord? David was living in a palace of cedar, while God's ark was still in a tent. He wanted to provide a fitting home for God.
2. Why did God say he didn't need a temple? God said he had lived in a tent ever since the time of the exodus. God had never asked the people for more than a tent.
3. Why did God not allow David to build the temple? (See 1 Chronicles 22:6–10.) The 2 Samuel 7 passage does not tell us exactly. First Chronicles 22:6–10 explains that because David was a man of war, God did not want David to build him a temple. God wanted a man of peace to build the temple.
4. Who did God promise would build the temple? David's son Solomon.
5. What covenants did God make with David? David and his descendants were established as the royal heirs to the throne of Israel. David's son Solomon would build the temple for the Lord. God would establish David's kingdom forever.
6. How did God fulfill this covenant with David in the New Testament? When Jesus came into the world, he established a kingdom that would never end. Jesus descended from David's line, and his throne and kingdom will never end.



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7. How did David respond to Nathan's message? David responded with prayer, thanking and praising God for blessing him, as well as for his faithfulness and kindness to Israel.
8. What did David say that showed he was humbled by God's promises? David said, "Who am I, O Sovereign Lord, and what is my family, that you have brought me this far?" He also referred to himself as God's servant.
9. What blessing did David ask of God? He asked God to bless his house forever.
10. Write a prayer of thanksgiving similar to David's. Begin by humbling yourself before God and remembering how God has blessed you. Responses will vary.



(Jeremiah 31:33).

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4. Ask students whether they think David was disappointed that he couldn't fulfill his dream of building the temple. (David probably was disappointed, but he trusted God and accepted his plans for him and for his descendants.) Remind students that our ways are not always God's ways. David's proposal to build the Lord a temple didn't begin to compare with God's promise to build David's house in such a way that his kingdom would endure before God forever and that his throne would be established eternally. We must believe that whatever God does is right and that his ways are always best. Like David, we need to accept God's plan in faith and thank and praise him for all his blessings.
5. Tell students that they will finish the activity sheet by writing a prayer of thanks to God. They should begin by humbling themselves before God and remembering how God has blessed them. Students can share these prayers with the class or take them home to share with their parents.

Enrichment

- * **Music.** "You Are Our God; We Are Your People" or "Almighty Father; Covenant God" from the *Psalter Hymnal*.
- * **Writing.** Have students write an acrostic poem based on the word *covenant*.

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