



**bjupress**

MIDDLE SCHOOL SUBJECT OVERVIEW

# Bible



# Contents

## 2 Our Vision

### 3 Program Approach

4 Tracing the Narrative of Scripture

5 Teaching Biblical Apologetics

Applying a Biblical Worldview

6 Strengthening Bible Study Skills

Presenting the Authority of God's Word

7 Connecting the Old and New Testaments

Digging Deeper and Setting a Vision

## 8 Materials

### 10 The Features

10 Teacher Edition

12 Student Edition

### 14 Technology Resources

### 15 BJU Press Bible Series

# OUR VISION

To equip students to grow in their relationship with Christ by building upon a foundation of biblical doctrine, developing a biblical worldview, and systematically tracing Christ through the Old and New Testaments.

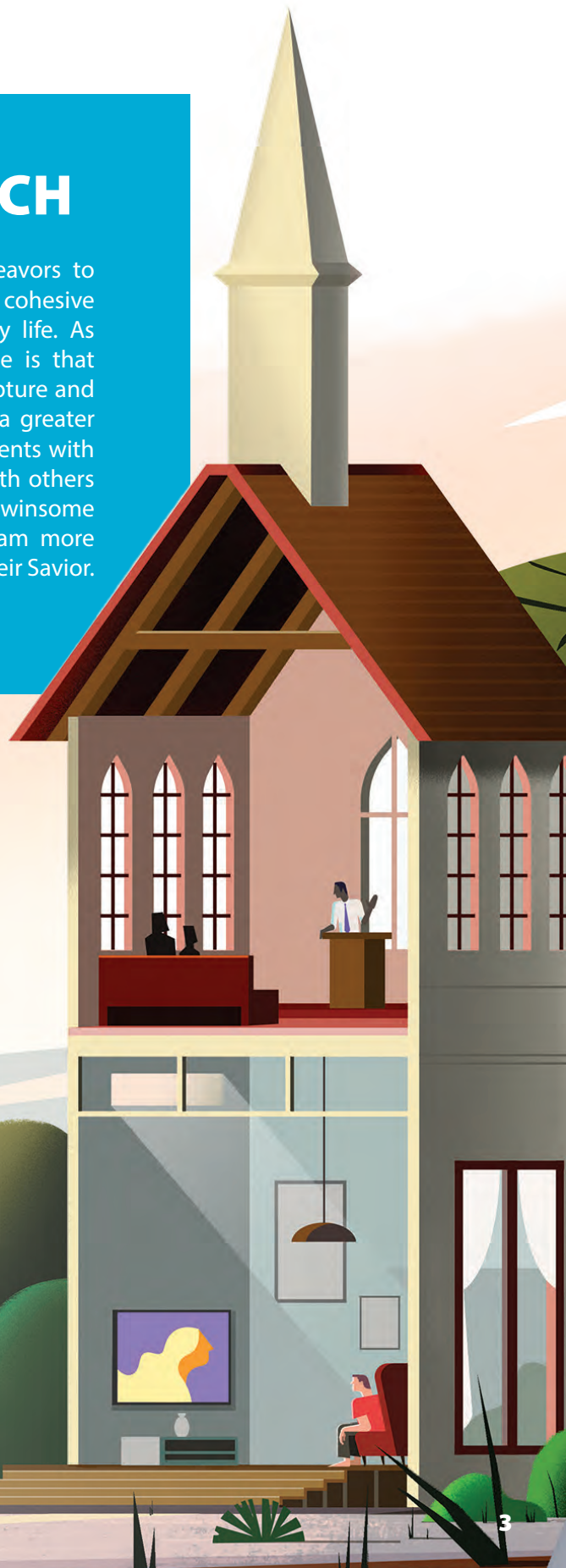
## GOALS

- To help students trace the Creation, Fall, Redemption storyline of Scripture
- To enable students to clearly explain their Christian beliefs to their family and friends
- To lead students to value and faithfully apply a biblical worldview to their personal lives
- To develop student ability to observe, interpret, and apply the Word of God to their lives
- To expand Bible study skills through independent and collaborative research and study
- To grow student dependence upon the authority of God's Word
- To help students understand and relate the Old Testament to the New Testament and Jesus Christ



# PROGRAM APPROACH

The BJU Press middle school Bible program endeavors to help students understand the Bible as a singular, cohesive story with the truths that they need for everyday life. As students study Scripture for themselves, our hope is that they see the heart of God behind the pages of Scripture and walk away with a deeper knowledge of God and a greater love for Him. This program also seeks to equip students with the skills they need for sharing the truth of God with others and defending their own worldview in clear and winsome ways. Our hope is that students finish this program more compelled and better equipped to know and love their Savior.



## Tracing the Narrative of Scripture

To help students recognize and follow the Creation, Fall, Redemption storyline both in the Bible and in life, students will explore the three key elements of the story in each level of the BJU Press Bible program. The middle school Bible program begins with *Basics for a Biblical Worldview*, which enables students to make sense of the world through the lens of Scripture. From there, the program journeys through the Bible. *The Story of the Old Testament* traces the overarching narrative of Scripture from Genesis through Malachi, and *The Life of Christ* celebrates Christ as the ultimate fulfillment of all Old Testament promises. Our study in biblical worldview will emphasize the entire Creation, Fall, Redemption storyline and apply it directly to science, history, arts and culture, marriage, family, and government.





## Teaching Biblical Apologetics

Scripture tells us to always have an answer ready for the hope that lies within us (1 Peter 3:15). Our course materials will enable students to kindly and clearly engage with the world around them. Students will discuss multiple facets of a biblical worldview as well as many commonplace secular beliefs. Through critical thinking and evaluation of many ideological battlefields, students will learn to conduct meaningful conversations on subjects such as self-identity, absolute truth, and creation vs. evolution.

## Applying a Biblical Worldview

The products of BJU Press are intentionally designed with biblical worldview touching every component of our courses. We want our students to leave all of our courses overwhelmed with the beauty and goodness of God and equipped to tell others about Him.

As students interact with the biblical principles carefully discussed in our Bible courses, they will be able to connect a biblical worldview with the decisions they have to make on a daily basis. As students advance in their skills for reading and understanding Scripture, students will grow in wisdom as they discern the heart of God behind His commands and see how the grand narrative of Scripture compels them to live each day.



## Strengthening Bible Study Skills

It is impossible for students to integrate biblical truth into their lives if they cannot connect with God's Word in a meaningful way. In a culture pervaded by sin and self-centered thinking, students must be given the skills they need to read God's Word for themselves and apply His truth to their everyday decisions.

Our course materials provide a three-step approach for students as they study Scripture: observe, interpret, and apply. While each course will introduce all three steps for studying the Bible, different courses will emphasize different steps. *The Story of the Old Testament* emphasizes observation. *The Life of Christ* emphasizes interpretation. Students will continue the last step, application, in grade 9. Students must learn to recognize patterns, facts, unique word usage, and more, so they can determine what a biblical passage is saying. They will also need to interpret those facts in light of the entirety of Scripture—primarily the character of God and His stated intentions for mankind. Finally, students must connect what they read with what they do every day. Students will learn to see the heart of God behind the pages of Scripture, derive principles based on what they see, and then align their daily actions with those biblical principles.

As students hide God's Word in their hearts, they will learn to mine truths from Scripture both independently and in group settings. The middle school Bible course materials will encourage collaboration and participation as students analyze and interpret ideas and truths in the course content. These discussions are included so that students will be better prepared to be witnesses for Christ in the world.

## Presenting the Authority of God's Word

Before they can believe the Bible's impact on their day-to-day lives, students must recognize the ultimate authority of Scripture. Our *Basics for a Biblical Worldview* course discusses the ways that Scripture proves its own authority. If God, who cannot lie, states that Scripture is true, then His



witness must be taken as proof that the Bible is true. Christians accept the truth of the Bible by faith and believe that Scripture has the ultimate authority over their lives—regardless of what human wisdom has to say.

The BJU Press Bible program reinforces the authority and truth of Scripture by consistently pointing students back to it for answers and insight on all kinds of issues. All grades include suggestions for Scripture memory, and many courses begin individual sections with a Bible reading.

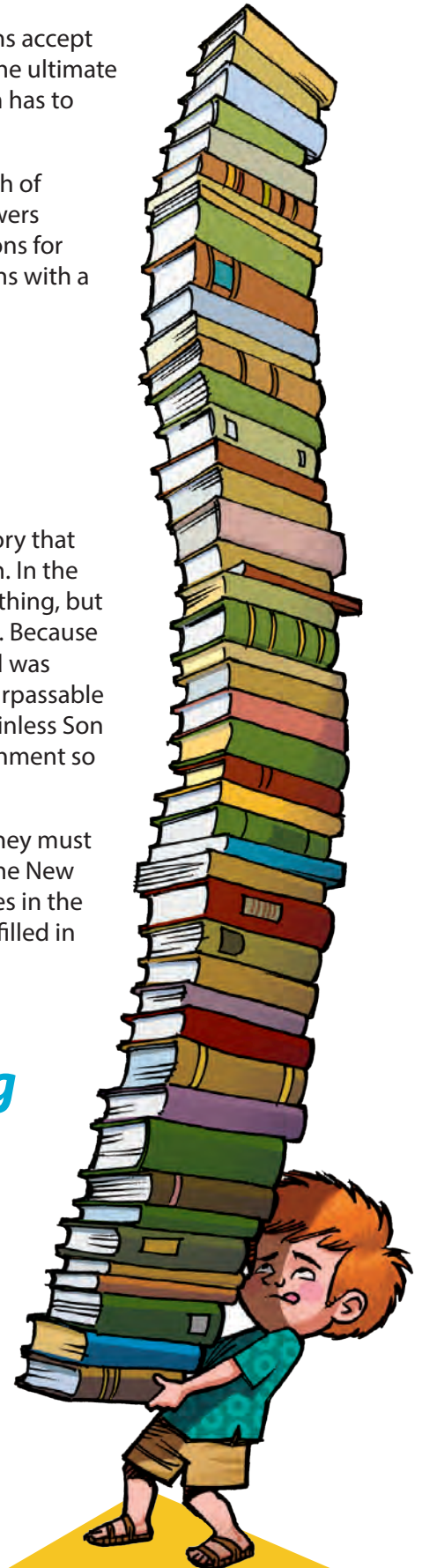
## **Connecting the Old and New Testaments**

From Genesis to Revelation, the Bible tells a single, unified story that can be summed up in three words: Creation, Fall, Redemption. In the beginning, God fashioned a beautiful, sinless world out of nothing, but Adam chose to violate the one command God had given him. Because of his disobedience, all mankind was banished, and the world was subjected to the consequences of his sin. But God in His unsurpassable kindness chose to rescue His own creation. Jesus Christ, the sinless Son of God, became a man Himself and suffered mankind's punishment so that mankind could be rescued.

As students understand the cohesive narrative of Scripture, they must be able to follow the story from the Old Testament through the New Testament. Our course materials study the numerous promises in the Old Testament, and then show how all those promises are fulfilled in the life and person of Jesus Christ.

## **Digging Deeper and Setting a Vision**

The middle school Bible program expounds on the foundational concepts taught in elementary grades with a more in-depth look at the Bible itself. Careful examinations of both the Old and the New Testaments will help students connect the promises of God with their fulfillment in Jesus Christ. The middle school courses also challenge students to recognize and evaluate the lenses they use to examine the world and equips them to connect personal decisions and world events with the grand narrative of Scripture.



# MATERIALS

## Student Edition

The student editions explain the three steps in the Bible study method and offer practice in valuable skills for Bible study, including reading skills, map reading and visual skills, and hermeneutics skills. Each student edition will give students a starting place for developing the Bible study skill that they will be learning.

## Teacher Edition

The teacher editions provide clear plans for student engagement and learning. Lessons feature a variety of teaching strategies including lecture, classroom discussion, role-playing, Socratic questioning, and cooperative learning. Each teacher edition provides strategies to engage students in important conversations. The goal of the instruction is to lead students to internalize and be able to articulate biblical truth. All notes, activities, and teaching strategies within the teacher editions align with educational objectives for the respective course.



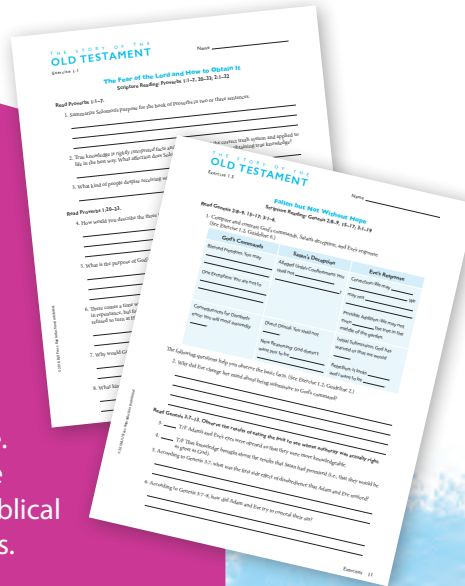


## Student Activities

The student activities are vital for letting students practice applying the Bible study method to each passage. These will give students opportunities for studying, interpreting, and memorizing Scripture. The student activities will also give students practice in connecting biblical concepts with real-world situations.

## Assessments

Preprinted assessment packets include chapter or unit tests with questions that reflect the student edition and align with the objectives listed in the teacher edition. Questions may cover Scripture memory, terms, basic content, concepts, principles, and application. The corresponding answer key provides overprint answers for easy grading.



# THE FEATURES PAGE EXAMPLES

**SECTION 4.6 OVERVIEW**

**Essential Question**

How do I defeat my fallen nature?

**Section 4.6 Objectives**

- 1 Identify the source of opposition from within when trying to do the right thing.
- 2 Identify some of the common idols human hearts create.
- 3 Outline strategies for dealing with opposition from within when trying to do the right thing.

**Scripture Memory**

Ephesians 4:22–23

**Activities**

The Flesh (pages 77–78)

Inner Opposition Strategies (pages 79–80)

**Outside Resources**

Stuart Scott, *Killing Sin Habits: Conquering Sin with Radical Faith*, with Zondra Scott (Bemidji, MN: Focus Publishing, 2013).

J. I. Packer, *18 Words: The Most Important Words You Will Ever Know* (1981; repr. Fearn, Scotland: Christian Focus Publications, 2007). Chapter 15 discusses the much-neglected topic of mortification.

John Piper, “ANTHEM: Strategies for Lust,” *Desiring God* (website), Nov. 2001.

**ENGAGE**

**Recognizing the Flesh**

Guide a **preassessment** about the students’ inner opposition.

**What sort of opposition to doing what is right do you experience from the inside?**

*Possible answers: not wanting to do what is right, wanting to do wrong things, thinking it is easier to do the wrong thing*

Guide a **discussion** about Aldrich Ames to reinforce the nature of our flesh.

**What did Aldrich Ames do that was wrong?**

*He gave information he was sworn to protect to an enemy.*

**Why are Aldrich Ames’s actions so repulsive?**

*because he acted selfishly by sacrificing other people’s lives for his own petty comforts*

**How does Aldrich Ames illustrate our flesh?**

*Our flesh is a traitor that gets us to do selfish things that are not for our spiritual good, the good of others, or the glory of God.*

166 UNIT 4

**SECTION 4.6 THE BATTLE WITHIN**

SCRIPTURE MEMORY Ephesians 4:22–23

How do I defeat my fallen nature?

Aldrich Ames was one of the worst traitors in US history. His father worked for the CIA, and when Aldrich grew up, he also joined the CIA. Aldrich Ames was not an especially good spy. He wasn’t an especially good man either. He wasn’t faithful to his wife.

Common misconceptions about worldview topics are presented throughout to aid the teacher in correcting faulty thinking in students.

was a traitor to his wife. He was a traitor to his country.

Now look into the mirror, into your eyes. If you know yourself as the Bible shows you to be, you will see a traitor too. Inside you there is an enemy against you. It is you. And it’s not you.

**THE FLESH**

The Bible—and especially the apostle Paul—calls this enemy “the flesh.” Look how Paul referred to the flesh as both him and not him.

I know that in me (that is, in my flesh,) dwelleth no good thing. (Romans 7:18)

The flesh is the fallen nature of a person, whether Christian or non-Christian. But you can’t blame your flesh when you sin, as if you had nothing to do with it. Your flesh is you. You are guilty of your betrayals.

If you’re a Christian, you were redeemed to fight on God’s side—against your flesh—but you’ve probably given yourself over to this enemy on a daily basis.

Why has God allowed this traitor, this enemy within, to remain inside you? Well, why did He allow Satan to enter the Garden of Eden? He has His own good purposes, and He doesn’t have to tell us what the flesh is evil:

... (Romans 8:8)

... the Holy Spirit, the second leads to

... not specific in... of knows the fruit... goodness

166

**INSTRUCT**

**Background: God’s Allowance of the Flesh to Remain**

Section 4.6 states that God has His own purposes for allowing the serpent into the garden and for allowing Christians to still have to battle the flesh. Although we do not know those purposes behind these truths, the Bible does clearly tell us what these truths are *not* implying. According to James 1:13–15 and 1 John 1:5 we know that God never does wrong and He is never the one who tempts people to do wrong.

**Cancer and the Flesh**

Guide a **discussion** of how the flesh and cancer are similar. Invite a student to look up the definition of *cancer*.

**What is cancer?**  
*a disease in which cells in the body divide (and grow) uncontrollably*

**What is the flesh?**  
*the fallen nature of a person*

**How is the flesh like cancer?**  
*The flesh twists the good way God made us, just like cancer is the corrupting of good cells so that they start doing things they were not meant to do.*

**Assurance of Salvation**

**Correct student misconceptions** about the flesh and assurance of salvation. Ask the students if sin in a person’s life means he is not saved.

Young people who have grown up in Christian homes and have made professions of faith early in life often doubt their salvation when they struggle with their flesh.

Several sections provide extra information to help teachers explain complex topics or understand the importance of certain topics to the discussion of worldview.

Bible 6: Basics for a Biblical Worldview



### 3. BECAUSE SUBMITTING YOUR LIFE TO GOD MAKES YOU FLOURISH

The third reason you have to learn this stuff is simple: God. If you want to be blessed, you must submit your life—including your

purpose: to love God and glorify Him. And it gives us an ideal larger than ourselves: to love our neighbor as ourselves. And we won't lose ourselves entirely if we join in with God's plan in the world. We will instead find our true calling.

Submit to God in school, and you'll be like a fruitful tree planted by rivers of water—you'll be blessed (Psalm 1). Submit to God in school, and you will suddenly have good reasons to learn all this stuff.

#### Thinking It Through 5.4

1. What are the three reasons this section offers for why you should learn all the stuff they're trying to teach you in school?
2. Can you think of a way your favorite school subject might help you show love for others?
3. How will your pursuit of wisdom lead you to fulfill the purpose of life?

### 3. Because Submitting Your Life to God Makes You Flourish

Explain by **direct instruction** the following information about Psalm 1. Display and read aloud the psalm.

God's law can be summarized in terms of loving God and loving others. Meditating on God's law day and night occurs when we think about how it applies to every situation of life. Therefore, the students should think about school and work (and anything else they do) in terms of how the Bible's teachings about love and good works apply to those situations.

Psalm 1 says the person who does these things will be blessed. To be a blessed person is to be a person who flourishes. It is a person for whom life is good; it is as it should be. A good life does not prevent persecution (remember that Jesus said that the

blessed person can be persecuted and still be blessed), but it has purpose outside itself.

Direct the students to **brainstorm** how submitting to God and His law will result in blessedness (Psalm 1:3). Then brainstorm how sin, though pleasurable for a season, will lead to a life that shrivels up and blows away with the wind (Psalm 1:4).

#### APPLY

#### What is my attitude toward school?

Direct the students to compose a **worldview journal** entry about how this section will change their approach to school. Encourage them to acknowledge the blessings of submitting to God in this area of life.

#### Scripture Memory

Guide a **discussion** about Romans 12:1–2.

**How does verse 1 relate to one of the reasons for getting wisdom from school?**  
*It says that believers are to present their bodies to God as a living sacrifice, just as the third reason encourages me to submit my life to God.*

**How does verse 2 relate to getting wisdom?**  
*A Christian needs to have his mind renewed so that he is changed into a wise person, able to know God's will in the various situations in which he finds himself.*

**How can you obey Romans 12:1–2 in school?**

*I can give myself to God as a sacrifice by spending the time in school that is necessary for me to glorify Him better. I can learn how to resist the attempts by the world to shape me and let God transform me with a renewed mind through my schooling.*

#### ASSESS

Guide a **summative assessment** by directing the students to answer the questions in Thinking It Through 5.4.

#### Thinking It Through 5.4

1. (1) My youth is the time to become wise. (2) School helps me do good works that I love for others. (3) Submitting to God makes me

History might help me be a wise politician. Literature might help me write persuasively for the cause of truth. A foreign language might allow me to help those who struggle to communicate with others.

3. Possible answer: By pursuing wisdom at church, school, and home, I learn from Christian authorities that meaning in life comes from glorifying God in all these areas.

A teaching strategy for each Scripture memory is included so that students are equipped to answer real-world questions posed in the worldview dilemmas.

Provides strategies for the teaching cycle—Engage, Instruct, Apply, Assess.

Writing prompts for the worldview journal engage students in applying what they learn to their daily lives.



SECTION

## 2.3 THE BEGINNING

SCRIPTURE MEMORY Genesis 1:31

How does  
God begin  
His story ?

Have you ever heard violins sing? Their beautiful music speaks to our hearts. Throughout the 1800s and 1900s, violins were a favorite instrument of Jewish music. Klezmer, enlivened wedding parties, and families owned violins and played them.

These were not only musical instruments but works of art as well. Although Jews were not the only people who played violins, many violins could be displayed as art. Many were intricately decorated with the six-pointed star of David, a Jewish symbol. They were beautiful creations with the important purpose of enriching the lives of the Jews.

Now think on a much grander scale: God created the world with beauty and purpose for humans to enjoy and use for their needs. How do we know? The Bible says that God's works are perfect. In the beginning, the world worked the way it was supposed to. We see, now, many problems in the world, but they did not come from God's creative work. The problems in this world are not His fault. *God's creation was good. It was very good.*

Bible verses directly related to the sections are provided for students to memorize and discuss in order to understand the biblical perspective on each issue.



Case studies present students with current or historical examples to illustrate ways of thinking about the world that relate to the subject of the section.

### CASE STUDY: LOVE AND RACISM

Long after Hitler had died at the end of World War II, a young abandoned boy picked up Hitler's racist thinking. Floyd Cochran grew to become a white supremacist, someone dedicated to promoting the white race. He wanted American blacks and Jews to go back where they had come from—or be gotten rid of altogether.

Cochran moved to an Aryan Nations compound in Idaho ("Aryan" is what Hitler called the ideal race). There he could live among those who shared his hateful, racist views. Cochran even became a leader in the group—until his whole racist worldview was shattered. He recounts what happened:

I had been told by the leadership, the people above me at Aryan Nations, when they found out that my son was born with a cleft palate and a cleft lip that he was a genetic defect and that he would have to be euthanized, which is a polite word for murdered.



When Cochran had the hateful conclusions of his worldview directed against his own son, his love for his son changed his thinking about racism. A worldview that said his precious son should die because of a physical defect just had to be wrong. Cochran now travels around the United States speaking against his former beliefs and helping to identify hate groups.

1. What idea did Floyd Cochran love in the beginning?
2. How did Cochran's love affect his thinking?
3. Why did Cochran's love change?
4. How did Cochran's changed love affect his thinking?

### Thinking It Through 1.5

1. What is the relationship between head and heart?
2. How do arguments affect both head and heart?
3. How do stories affect both head and heart?
4. Give an example of how what you love affects what you believe.

At the end of each section, questions check student understanding according to the educational objectives.

# Technology Resources

## Teacher Tools Online®

TeacherToolsOnline.com

Find unique tools for preparing students to study and apply the Bible with resources that can make lessons more engaging.

- Short videos help students think through complicated concepts about the Bible and present animated infographics to explain Bible accounts.
- Editable PowerPoint presentations give you outlines, discussion questions, reviews, visuals, and more to aid in quick lesson preparation and students' visual engagement.
- Search and project electronic copies of the student and teacher editions to make going over student reviews and assignments easier.
- ExamView allows you to create customized quizzes and tests using a bank of questions that correlate with each chapter. You can edit questions and answers and instantly add multiple versions of tests to prevent cheating.







# BJU Press Bible Series

A comprehensive Bible program should challenge students' affections, teach with the goal of heart and life change, and equip them to apply a biblical worldview in all academic subject areas. Ultimately, teachers want to see students living with a biblical worldview in all areas of life. To achieve this, students need an ordered foundation of Bible knowledge and key opportunities for application and evaluation.

The BJU Press Bible series has a careful scope and sequence that includes Bible knowledge, Bible doctrines, applications for biblical living, tools for Bible study, and a comprehensive biblical worldview. This program seeks to provide students with an understanding of Scripture that will shape their lives and futures.

## Elementary Bible

Our elementary Bible program begins with Bible knowledge with a doctrinal focus (grades 1–3) and includes a full survey of Old Testament and New Testament (grades 4–5). Students learn to connect scriptural accounts to each of the Bible truths and apply truths to their own lives. Socratic questioning, teacher modeling, guided formative assessments, and independent study expand and reinforce students' Bible knowledge and application of foundational doctrines.

## Middle and High School Bible

Our secondary Bible courses begin with a grade-appropriate introduction to worldviews (grade 6). The focus then turns to teach students how to observe, interpret, and apply Scripture through a structured survey of the Old and New Testaments (grades 7–9), followed by systematic theology (grade 10). In preparation for adulthood, students complete the program with applying the biblical framework of Creation, Fall, Redemption to foundational and current cultural issues (grade 11) and applying a study of virtues to various ethical issues (grade 12).



Middle school Bible materials are available for Grades 6–8. For a list of all grades, contact your Precept Sales Representative at [preceptmarketing.com/rep](http://preceptmarketing.com/rep) or visit [bjupress.com](http://bjupress.com).

