

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)

Unit 1a: Ephesians

3 weeks

Objectives: Bible 10.1, 10.2

Biblical Worldview Essential Questions

What is the value of religion or good works in light of salvation?

What impact does racial or ethnic prejudice have on the testimony of the Believer?

What impact does the Believer's tongue, temper, and sinful desires have on their testimony?

How do husband/wife and parent/child relationships impact the testimony of the Believer?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i> <u><i>Saved by Faith (Ephesians 1-2:10)</i></u> 1. Identify the roles of Father, Son, and Spirit in Salvation. 2. Understand the importance of faith in salvation. 3. Define “grace” in their own words. 4. Explain the concepts of “adoption,” “redemption,” and “resurrection” in reference to salvation.</p> <p><u><i>United in Christ (Ephesians 2:11-4:16)</i></u> 5. Recognize that all believers are one in Christ. 6. Identify the source of conflict between Ephesian Jews and Gentiles. 7. Explain how the lessons of this Ephesian conflict can apply to racial or class prejudice we see in our churches today. 8. Identify and define the spiritual gifts Paul mentions in Ephesians 4. 9. Value the importance of using spiritual gifts for the good of the church.</p> <p><u><i>Living for Christ (Ephesians 4:17-5:21)</i></u> 10. Contrast the characteristics of the “old man” and the “new man.” 11. Explain what it means that our nature is “new.” 12. Identify characteristics of a godly life. 13. Examine their own lives to see if they reflect the characteristics of Christ, or the characteristics of our sinful world.</p> <p><u><i>Finding Your Place (Ephesians 5:22-6:9)</i></u> 14. Explain the Biblical roles of men and women within marriage. 15. Value the sanctity of marriage. 16. Identify God’s authority structures. 17. Consider the characteristics of a godly mate. 18. Respond correctly to parents. 19. Apply Paul’s commands to slaves to the employer-employee relationship.</p> <p><u><i>Standing the Firm (Ephesians 6:10-24)</i></u> 20. Know that they are involved in spiritual battle.</p>	<ul style="list-style-type: none"> • Lecture • Fill-in outline notes • Small Group Discussion • Group and individual reading of passages. • Watch videos • “Zonk” review game • Class project: clipping verses to pieces of armor 	<ul style="list-style-type: none"> • <i>Directions for the Early Church</i>, 3rd Edition, BJU Press • Kroll video on Ephesus • Overhead projector • Construction Paper • Cloth banner of a soldier • Poster diagram of Solomon’s temple • Student workbooks • Students’ Bibles • Teacher-made review game 	<ul style="list-style-type: none"> • Teacher-made tests • Participants in class discussions • Participation in class projects • Review game • Weekly verse quizzes

21. Identify the 6 parts of the armor of God.
22. Explain what each piece of armor symbolizes. Find other Scripture passages about each piece of armor.

--	--	--	--

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)
Unit 1b: Colossians, Philemon
1.5 weeks
Bible 10.1, B10.2, B10.3

Biblical Worldview Essential Questions

- What does it mean when it is said that Christ is preeminent and what impact should that knowledge in the life of the Believer?**
- What impacted does the Believer's pursuit of Godliness have on their testimony?**
- What is the value of forgiveness?**

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i> <i>The Glorious Savior (Colossians 1:1-2:23)</i></p> <ol style="list-style-type: none"> 1. Defend the deity of Christ from Colossians 1. 2. Understand the concept of Christ as “firstborn.” 3. Explain the teachings of the Colossian heresy. 4. Give modern-day examples of false religion. 5. Value necessity of doctrinal truth. 6. Explain why cults are appealing to the uneducated (or miseducated) and the lonely. <p><i>The Essential Duty (Colossians 3:1-4:18)</i></p> <ol style="list-style-type: none"> 7. Define “regeneration.” 8. Explain how we “renew” the new man. 9. Recognize the need for daily Bible study to “renew your mind.” 10. Contrast the old man and the new man. 11. Diagram of the structure of Colossians. <p><i>An Impassioned Plea (Philemon 1-22)</i></p> <ol style="list-style-type: none"> 12. Rewrite the main idea of Philemon in their own words. 13. Illustrate equality in the body of Christ based on Philemon. 14. Relate the book of Philemon to a Christian response to slavery. 	<ul style="list-style-type: none"> • Lecture • Fill-in outline notes • Small Group Discussion • Group and individual reading of passages. • Watch videos • Reaction Paper assignment on John Ankenburg video • Class project: “mobile” of Colossians’ main themes 	<ul style="list-style-type: none"> • <i>Directions for the Early Church</i>, 3rd Edition, BJU Press • Overhead projector • Construction Paper • John Ankenburg video, “How to Cult-Proof your Mind” • Student workbooks • Students’ Bible • Video on evidence of design in creation • <u>New Testament Survey</u> by Gromacki • Class constructed visual of themes in Colossians 	<ul style="list-style-type: none"> • Teacher-made tests • Participants in class discussions • Participation in class projects • Review game • Reaction papers

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)
Unit 1c: Philippians
1.5 weeks
Bible 10.1, B10.2, B10.3

Biblical Worldview Essential Questions

What is the source of contentment?

What is the Believers source of strength in times of persecution?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i> <u>Patterns for Service</u> (Philippians 1:1-4:23)</p> <ol style="list-style-type: none"> 1. Identify necessary traits of Biblical servanthood. 2. Examine the models of servanthood given to us in Philippians. <p><u>Qualities for Service</u> (Philippians 1:1-4:23)</p> <ol style="list-style-type: none"> 3. Understand the importance of service in the Christian life. 4. Contrast the Philippian’s goal of perfection and Paul’s goal of maturity. 	<ul style="list-style-type: none"> • Lecture • Fill-in outline notes • Small Group Discussion • Group and individual reading of passages. • Watch videos • Reaction Paper assignment on John Ankenburg video • “Zonk” review game • Class project: clipping verses to pieces of armor • Class project: “mobile” of Colossians’ main themes 	<ul style="list-style-type: none"> • <i>Directions for the Early Church</i>, 3rd Edition, BJU Press • Kroll video on Ephesus • Overhead projector • Construction Paper • John Ankenburg video, “How to Cult-Proof your Mind” • Cloth banner of a soldier • Poster diagram of Solomon’s temple • Student workbooks • Students’ Bibles • Teacher-made review game • Video on evidence of design in creation • <u>New Testament Survey</u> by Gromacki • Class constructed visual of themes in Colossians 	<ul style="list-style-type: none"> • Teacher-made tests • Participants in class discussions • Participation in class projects • Review game • Reaction papers

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)

Unit 2a: I Timothy

3 weeks

Bible 10.1, B10.2

Biblical Worldview Essential Questions

What is the Believers source of strength in times of difficulty?

What does a wife's submission to her husband look like in today's culture?

What is a child's responsibility to their parents, even in their parent's old age?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i></p> <p><u><i>Finish the Job (I Timothy 1:1-20)</i></u></p> <ol style="list-style-type: none"> Know Timothy’s personal background. Recall details about the church of Ephesus. Value the danger of false teaching in the church. Recognize the value of perseverance. <p><u><i>Conduct in the Church (I Timothy 2:1-3:16)</i></u></p> <ol style="list-style-type: none"> Know the categories of public prayer. Understand the importance of praying for our leaders. Contrast the roles of men and women in the church. Realize the need for modest dress. Identify the necessary qualifications for pastors and deacons. Summarize the main themes of church leadership. <p><u><i>Upholding Sound Doctrine (I Timothy 3:14-4:16)</i></u></p> <ol style="list-style-type: none"> Realize the centrality of Christ to correct doctrine. Examine the importance of personal Bible study. Integrate personal Bible study routines into their personal daily schedule. Understand the importance of godly living, even at a young age. <p><u><i>Wisdom in All Things (I Timothy 5:1-6:21)</i></u></p> <ol style="list-style-type: none"> Know the definition of wisdom. Personalize the need for correcting false teachers gently. Conclude that the elderly are worthy of our respect. Know the responsibility families have toward the elderly. Summarize a godly view of wealth. 	<ul style="list-style-type: none"> Lecture Teacher-made notes Student Journaling Class prayer time with “ACTS method” Discussion Student interviews of their pastors “Build a Church” activity Journals and discussion of making time for God. “Mechanical outlining” demonstration and activity Student-generated list of verses concerning submission 	<ul style="list-style-type: none"> <i>Directions for the Early Church</i>, 3rd Edition, BJU Press Whiteboard and markers Example of a “myth” in Teacher’s Manual Students’ journals Teacher-made notes Construction Paper Masking Tape Teacher made mechanical outline of Titus Overhead projector Notecards and masking tape for mechanical outlining <u><i>These Strange Ashes</i></u> by Elisabeth Elliot <u><i>Right from Wrong</i></u> by Josh MacDowell (audio tapes) 	<ul style="list-style-type: none"> Teacher made test Discussion Verse Quizzes Journal assignments

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)
Unit 2b: Titus, II Timothy
3.5 weeks
Bible 10.1, B10.2, B10.3

Biblical Worldview Essential Questions

- What is the value of a Christian's service to the unsaved?**
What will be the reward for those who suffer for sake of Christ?
What is the Believer's best defense against false doctrine?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i> <u><i>A Peculiar People (Titus 1:1-3:15)</i></u></p> <ol style="list-style-type: none"> Understanding the process of mechanical outlining. Integrate the principle of godly submission into their lives. Recall the tasks Paul had for Titus to do in Crete. Identify the main tasks of overseers. Examine the motivation of correcting false teachers in order for them to know the truth. Understand the main tasks of young men and women. <p><u><i>A Call to Courage (II Timothy 1:1-2:13)</i></u></p> <ol style="list-style-type: none"> List the gifts of power, love and a sound mind. Understand that the spirit of fear is not from God. Examine their lives to see what keeps them from living sold out to Christ. Discover that true believers will experience suffering. Contrast God's view of success with the world's view. <p><u><i>Constancy in Trial (II Timothy 2:14-4:5)</i></u></p> <ol style="list-style-type: none"> Recognize the danger of arguments with false teachers. Contrast living according to God's person and character with a legalistic focus on rules. Identify the characteristics of people in the last days. Realize the danger of making church "entertaining" by sacrificing doctrinal Truth. <p><u><i>Confident unto Death (II Timothy 4:6-22)</i></u></p> <ol style="list-style-type: none"> List unworthy foundations of our confidence. Contrast unworthy foundations of confidence with the hope we have in Christ. 	<ul style="list-style-type: none"> Lecture Teacher-made notes Student Journaling Class prayer time with "ACTS method" Discussion Student interviews of their pastors "Build a Church" activity Journals and discussion of making time for God. "Mechanical outlining" demonstration and activity Student-generated list of verses concerning submission 	<ul style="list-style-type: none"> <i>Directions for the Early Church</i>, 3rd Edition, BJU Press Whiteboard and markers Example of a "myth" in Teacher's Manual Students' journals Teacher-made notes Construction Paper Masking Tape Teacher-made mechanical outline of Titus Overhead projector Notecards and masking tape for mechanical outlining <u><i>These Strange Ashes</i></u> by Elisabeth Elliot <u><i>Right from Wrong</i></u> by Josh MacDowell (audio tapes) 	<ul style="list-style-type: none"> Teacher made test Discussion Verse Quizzes Journal assignments

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)

Unit 3a: James

3 weeks

Bible 10.1, B10.2

Biblical Worldview Essential Questions

What is the potential value of God allowing hardship into the lives of Believers?

What is the impact of Believers showing favoritism based on social class, economic status, or ethnicity?

What are the dangers of living for selfish pleasures?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i></p> <ol style="list-style-type: none"> Discover the main purpose of the book of James. Identify repeated words and ideas in the book. Summarize the main points of the book. <p><i>Maturing in the Faith (James 1:1-27)</i></p> <ol style="list-style-type: none"> Contrast “temptations” and testing from God with temptation to sin. Examine the value of God’s testing our lives. Create an “action plan” of dealing with temptation to sin, based on James 1. Recognize the importance of Scripture. Contrast the difference between “<i>hearing the Word</i>” and “<i>doing what it says.</i>” Understand how the <i>law</i> brings <i>freedom</i>. <p><i>A Working Faith (James 2:1-3:12)</i></p> <ol style="list-style-type: none"> Explain the difference between works as a basis for salvation and works as an evidence of salvation. Show from Scripture why Abraham and Rahab are rewarded for their <i>working</i> faith. Identify areas of favoritism among their peer group. Illustrate the power of speech. <p><i>Living for Self (James 3:13-4:17)</i></p> <ol style="list-style-type: none"> Identify the traits of heavenly wisdom. Examine their own lives for evidence of the traits of heavenly wisdom. List the ten action commands in James 4 to counteract hedonism. Explore the steps of repentance in Psalm 51. Compare and contrast self-sufficiency and living for God’s glory. <p><i>Enduring to the End (James 5)</i></p> <ol style="list-style-type: none"> Complete a flow chart diagram of James 5. Identify the promises associated with prayer from James 5. 	<ul style="list-style-type: none"> Lecture Teacher-made notes Skits/overviews of the book of James Student Journaling Storytelling—personal experience (freedom) Identifying temptations; creating a scenario and an action plan Flashpaper illustration; small spark Cliques-survey Repentance diagram discussion 	<ul style="list-style-type: none"> <i>Directions for the Early Church</i>, 3rd Edition, BJU Press Notecards Student Bibles Mirror Pictures: horse bits, rudder “Chains” or handcuffs Teacher-made survey Student journals Flashpaper & matches Whiteboard and markers 	<ul style="list-style-type: none"> Survey assignment and report Teacher made test Verse Quizzes Participation in discussion Skit assignment

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)

Unit 3b: I Peter

3 weeks

Bible 10.1, B10.2, B10.3

Biblical Worldview Essential Questions

What should the outgrowth of salvation be in the life of the Believer toward unbelievers?

What should the Christian's view of and submission to the government be?

How should Christ's eminent return impact the Believer's actions?

What should the Christian's view of and submission to church leaders be?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i></p> <ol style="list-style-type: none"> Identify and discuss basics of Peter’s background. Investigate details of who Peter’s audience was. Memorize the key phrase of I Peter. Summarize the main sections of I Peter in their own words. Identify repeated words or phrases. Discover the theme and purpose of I Peter. <p><i>Godly Living (I Peter 1:1-2:10)</i></p> <ol style="list-style-type: none"> Explain assurance of salvation based on I Peter 1. Recall the two kinds of temptation from James. Review basics of Bible study—connecting words, comparison, passages, word study. Identify basics of Christian living from I Peter 1. <p><i>Maintaining Relationships: Part I (I Peter 2:11-3:12)</i></p> <ol style="list-style-type: none"> Explain the concept of being “aliens” and “strangers” on the earth. Illustrate Biblical submission to government through real-life examples. Apply servant-master principles in I Peter 2 to a Christian’s responsibilities toward employers. Distinguish between roles of wives and husbands from I Peter 3. <p><i>Enduring Persecution (I Peter 3:13-4:19)</i></p> <ol style="list-style-type: none"> Illustrate a proper Christian response to suffering through a fictional story. Contrast suffering for what is right with suffering for what is evil. List characteristics of godliness. Contrast characteristics of godliness with “what the pagans choose to do.” <p><i>Maintaining Relationships: Part II (I Peter 5:1-14)</i></p> <ol style="list-style-type: none"> Identify the specific pastoral duties listed in Ch. 5. Relate the youth-elder relationships in 5:5 with their relationships to the older people in their church. Relate the concept of submission between human relationships and our relationships with God. Compare a believer’s relationship with God to his relationship with Satan. 	<ul style="list-style-type: none"> Lecture Teacher-made notes Student investigation of I Peter Discussion Student visuals—relationships between wives & husbands, citizens & government, slaves & masters, believers & God Student project—fictional stories illustrating suffering for Christ Student journaling 	<ul style="list-style-type: none"> Teacher-made worksheet overview of I Peter <i>Directions for the Early Church</i>, 3rd Edition, BJU Press Student Bibles “Voice of the Martyrs” materials on the persecuted church Student journals 	<ul style="list-style-type: none"> Discussion Teacher-made test Verse Quizzes Story assignment Student visuals

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)
Unit 3c: II Peter
1.5 weeks
Bible 10.1, B10.2, B10.3

Biblical Worldview Essential Questions

What makes false teachers so dangerous to the Believer?
How should the knowledge of Christ's Second Coming inform the Believer's actions?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i></p> <ol style="list-style-type: none"> Compare and contrast the theme and purpose of I Peter with those of II Peter. Quote the key phrase of II Peter. Memorize a simplified outline of II Peter. <p><i>Living for Eternity (II Peter 1:1-21)</i></p> <ol style="list-style-type: none"> Recall basic Bible study skills—connecting words, cause-effect relationships, key words. Identify and explain the characteristics of growth. Understand that spiritual growth cannot stagnate—we either grow or digress. Explain the effects of failing to grow. <p><i>Recognizing False Teachers (II Peter 2:1-22)</i></p> <ol style="list-style-type: none"> Identify key character traits of false teachers. Identify traits of false teacher’s messages. Explain why false teachers have a following. Illustrate the final end of false teachers using Peter’s examples. List the four “Marks of the cults.” Explain what each “Mark of the cults” means. <p><i>Expecting Christ’s Return (II Peter 3:1-18)</i></p> <ol style="list-style-type: none"> Relate the false teaching mentioned in II Peter 3 to common contemporary arguments against Christianity. Explain the certainty of Christ’s second coming based on II Peter 3. 	<ul style="list-style-type: none"> Lecture Teacher-made notes Class Discussion Word Diagram of II Peter 1 Example of muscle atrophy “Mathematics of false teachers” mnemonic device Discuss teachings of popular cults 	<ul style="list-style-type: none"> <i>Directions for the Early Church</i>, 3rd Edition, BJU Press Student Bibles Teacher-made notes “Wolves in Sheep’s Clothing” notes from Kevin Bywater Diagram of Trinity 	<ul style="list-style-type: none"> Teacher-made test Verse Quizzes Discussion

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)

Unit 3d: Hebrews

5.5 weeks

Bible 10.1, B10.2, B10.3

Biblical Worldview Essential Questions

How does seeing Bible study as an intellectual endeavor endure the growth of the Believer?

What is the danger of the Believer "testing" God?

What does it mean when the Bible states that the New Covenant is written on the hearts of Believers?

What characterizes a life of faith?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i></p> <ol style="list-style-type: none"> 1. Research possible authors of Hebrews. 2. Defend 3 views of possible authors. 3. Research and explain possible audiences of Hebrews. <p><i>The Incomparable Christ: Part I (Hebrews 1:1-2:18)</i></p> <ol style="list-style-type: none"> 1. Distinguish between general and special revelation. 2. Relate Jesus as the “exact representation” of God in Hebrews 1 to his role as the “Word” in John 1. 3. Explain the author’s five arguments for Christ’s superiority. 4. Illustrate the idea of Christ’s enemies as his “footstool” using historical background. 5. Recall the importance of Christ’s incarnation. 6. Prove the necessity of the incarnation, using Hebrews 2 as a primary text. <p><i>The Incomparable Christ: Part II (Hebrews 3:1-4:13)</i></p> <ol style="list-style-type: none"> 1. Explain the significance of Christ’s superiority to Moses, from the original audience’s perspective. 2. Rephrase the main point of the author’s warning in 3:7-4:13. 3. Summarize the article “The Diligence of Rest.” 4. Explain the role of God’s Word in allowing us the “rest” promised in Hebrews 3. <p><i>The Great High Priest (Hebrews 4:14-5:10; 7:1-28)</i></p> <ol style="list-style-type: none"> 1. Summarize the author’s argument for Christ’s position as king and priest. 2. Compare Melchizedek with Christ. 3. Differentiate between the Melchizedekian priesthood and the Levitical Priesthood. 4. Explain why the Melchizedekian Priesthood is superior to the Priesthood of Levi. <p><i>The Persevering Christian (Hebrews 5:11-6:20)</i></p> <ol style="list-style-type: none"> 1. Compare the teachings of Hebrews about authentic faith with the books of James and I John. 2. Integrate the teaching of Hebrews 6:7-8 with Jesus’ parable of the four soils in Matthew 13. <p><i>The New Covenant (Hebrews 8:1-10:18)</i></p> <ol style="list-style-type: none"> 1. Defend the superiority of the New Covenant 	<ul style="list-style-type: none"> • Lecture • Discussion • Student investigation--book background research • Student research paper—Levitical priesthood, Atonement Day, Temple Furniture • Watch and discuss video about the Tabernacle • Class study of the four soils • Student investigation of Hebrews 11 	<ul style="list-style-type: none"> • Teacher-made book background worksheet • “The Diligence of Rest” reading by Kristi Stephens • Teacher-made tests • School library and additional Bible resource materials • Overhead projector • Book Diagrams and Overviews from <u>Nelson’s Complete Book of Bible Maps and Charts</u> • <i>Directions for the Early Church</i>, 3rd Edition, BJU Press • Student Bibles • Diagram of Tabernacle; sketches of furniture • Tabernacle video • “Hall of Faith” worksheets on Hebrews 11 	<ul style="list-style-type: none"> • Book background study • Student note check • Student Research Papers • Verse Quizzes • Teacher-made tests: <ul style="list-style-type: none"> -Hebrews 1-4 -Hebrews 4-7 -Hebrews 8-11 • Student study worksheets (Hebrews 11)

based on Hebrews 8-10.

2. Contrast the two covenants: initiator, participants, requirements, access to the Father, priesthood, sacrifice, etc.
3. Identify the articles of tabernacle furniture and explain the symbolism of each piece.

The Life of Faith (Hebrews 11)

1. Define faith.
2. Identify each of the main characters listed in Hebrews 11.
3. Investigate each character's Old Testament background.
4. Explain how each character exemplified Biblical faith.

--	--	--	--

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)

Unit 3e: I, II, III John

4.5 weeks

Bible 10.1, B10.2, B10.3

Biblical Worldview Essential Questions

What is the value of the Believer daily confessing their sins?

What does genuine love look like?

What should be the limits to Christian hospitality?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i></p> <ol style="list-style-type: none"> Compose a through inductive Bible study based on I John. Summarize the individual themes and purposes of I, II, and III John. Support assurance of salvation arguments using the book of I John. Decide how a Christian should respond to church and parachurch ministries unfamiliar to him. Play ways to support church missionaries as a highschoolers. <p><i>The Incarnate Christ (I John 1:1-5:21)</i></p> <ol style="list-style-type: none"> Defend the Deity of Christ based on I John and related passages. Explain the importance of the doctrine of the incarnation. Understand Christ’s roles as Savior, Cleanser, Advocate, and Destroyer. Relate I John 3:8 to Genesis 3:15. <p><i>A “Know-so” Salvation (I John 1:1-5:21)</i></p> <ol style="list-style-type: none"> Explain the meaning of the “spirit of the antichrist.” Relate I John 2:19 concerning the origin of false prophets with modern day cult systems. Recall the “mathematics of false teachers” from II Peter. Value the significance of knowing God’s Word for themselves. List the five “tests” of genuine salvation given by John. <p><i>A New Commandment (I John 1:1-5:21)</i></p> <ol style="list-style-type: none"> Illustrate God’s love based on I John. Relate the series of contrasts given between genuine and false believers with the five “tests” of genuine salvation. <p><i>Supporting God’s Work (II and III John)</i></p> <ol style="list-style-type: none"> Recommend action steps that should be taken to avoid supporting false teacher’s ministries. Explain why a Christian is not excused by naivety if he supports a false ministry. Relate Gaius’ actions in III John to how a Christian should involve himself in ministry. Decide how Christians should respond to ecumenical religious activities. 	<ul style="list-style-type: none"> Discussion Lecture Teacher-made notes Student study project of I John Watch and discuss John Ankerberg video Student study project on modern-day cults 	<ul style="list-style-type: none"> John Ankerberg Show “False Teachers in the Last Days” Teacher-made video guide <i>Directions for the Early Church</i>, 3rd Edition, BJU Press Student Bibles Teacher-made study project School library and reference resources 	<ul style="list-style-type: none"> I John inductive study project Homework checklists Teacher-made tests Verse Quizzes Discussion Questions Class discussion of notes Modern-day cults project

Bible – Grade 9-11 (Year 2 of 3 Year Rotation) (Directions for the Early Church)
Unit 4: Revelation
6 weeks
Bible 10.1, B10.3

Biblical Worldview Essential Questions

What should be the Believer's focus when studying prophecy?
Since vengeance belongs to Christ, what should the Believer's reaction be when wronged?
What attitude should exist in the Believer in light of the prophecy of the end times?

Objectives	Methods	Resources	Assessment
<p><i>The students will:</i></p> <ol style="list-style-type: none"> 1. Distinguish between Amillennialism, Premillennialism, and Postmillennialism. 2. Diagram Amillennialism, Premillennialism, and Postmillennialism. 3. Explain main tenants of Pretribulationism, Midtribulationism, and Posttribulationism. 4. Use Scripture to explain the support for Pretribulationism Premillennialism. 	<ul style="list-style-type: none"> • Notes • Lecture • Discussion 	<ul style="list-style-type: none"> • <i>Directions for the Early Church, 3rd Edition, BJU Press</i> • Overhead Projector • Diagrams and outlines from <u>Nelson's Complete Book of Bible Maps and Charts</u> 	<ul style="list-style-type: none"> • Questions on Semester Exam • Discussion