

2021 - 2022, HS, History of the Bible, Quarter 1

This course includes the study of the Bible in a historical, sociological, and cultural context, and its impact on later cultures, societies, and religions. Each student may use the biblical translation of their choice as a text. First quarter units are **Origin and Development of the Bible; Overview of the History and Geography** and **Social Groups of the New Testament; Gospels and Jesus I, Gospels and Jesus II.** The course complies with [TCA § 49-6-1005](#) and [TCA § 49-6-1026](#).

Tennessee State Standards and Learning Expectations

Unit 1: Origins and Development of the Bible

Organization of the Bible: Hebrew and Christian.

- Describe how the Jewish organization of scripture (Torah, Prophets, Writings) differs from the Christian organization of scripture (Pentateuch, Historical, Wisdom Literature, Prophets).

Translation Theory: Dynamic and Formal Equivalence.

- Explain the difference between dynamic and formal equivalence in the translation of the Bible.
- Evaluate whether a given Bible version is following dynamic or formal translation processes.

Forming the New Testament Canon.

- Define and explain the term canon.
- Explain the origins of the New Testament canon.
- Explain the criteria religious leaders used to decide which writings are canon (Apostolic Origin, General Acceptance, Public Use, and Consistent Message).

Unit 11: Overview of the History, Geography, and Social Groups of the New Testament

Historical Timeline: Greek Seleucid and Roman Empires and their relationship to the Jews.

- Draw a basic timeline labeling Alexander the Great, the Seleucid Empire, and the Roman Empire, and place the life of Jesus within that framework.

The Maccabean Revolt.

- Explain how the world of Jesus was still being affected by the Maccabean Revolt.

Titus Flavius Josephus.

- Explain Josephus' significance to the Historical Record.

Geography: Roman Syria-Judea, Jerusalem, Galilee.

- Find and explain Roman Syria-Judea, Jerusalem, and Galilee.
- Explain the leadership position and historical significance of Herod the Great and Pontius Pilot.

Social Groups: Essenes, Pharisees, Sadducees.

- Describe the beliefs and social positions of the Essenes, Pharisees, and Sadducees at the time of Jesus' life.

Unit 12: Gospels and Jesus I - The Oldest Gospel: Mark

Journalistic Style.

- Explain what scholars mean by "Mark's Journalistic Style."

The Messianic Secret.

- Explain and give a specific example from the book of Mark of what scholars mean by "the Messianic Secret."

Portrayal of The Authority of Jesus.

- Explain and give specific examples of how Mark's Gospel portrays the authority of Jesus and His exercise thereof.

Portrayal of Disciples and Followers of Jesus.

- Explain how the Gospel of Mark is interpreted by some as portraying the Disciples in a less than sympathetic manner and provide two examples of this portrayal.

The Ending of Mark: Manuscript Discrepancies.

- Explain the problem of the manuscript discrepancies regarding the Gospel of Mark 16:9-20.

The Synoptic Gospels.

- Explain what historians mean by Marcan Priority and how it contradicts the traditional primacy given to the Gospel of Matthew.
- Supply arguments for and against Marcan Priority.
- Explain what scholars mean the Synoptic Gospels and the Triple Tradition.

Unit 12: Gospels and Jesus II - Additional Synoptic Gospels: Matthew and Luke

Matthew's Theme: The Expected Messiah.

- Explain and give two examples of "Fulfillment Citations" in Matthew.

The Seven Discourses.

- Explain what scholars mean by Matthew's Seven Discourses and can describe the themes and parables in one of the seven.

Luke's Themes: Portrayal of Jesus.

- Explain and give a specific example of how Luke's portrayal of Jesus differs from Mark's portrayal.

Portrayal of the Disciples.

- Explain and give a specific example of how some believe Luke's portrayal provides a more favorable depiction of the Disciples than Mark's Gospel.

The Poor and Wealth.

- Explain and supply an example of how a theme within Luke’s Gospel is wealth and a Christian’s relationship to it.

Synoptic Issues: The Double Tradition and the Q source.

- Explain what textual scholars mean by the “Double Tradition” and how their hypothesis of “the Q source” addresses this issue.

Unit 14: Letters and Paul - Early Church History

Connection between Luke and Acts.

- Explain the connection between the Gospel of Luke and the Book of Acts of the Apostles.

Early Church communities.

- Explain how early Christian communities organized and structured their religious communities.

The Question of Gentile Conversion.

- Explain the early debate amongst early Christians on Gentile conversion.

Herods’ Persecution.

- Describe the persecutions under the various Herods and can show the difference between Herod the Great, Herod Archelaus, Herod Antipas, and Herod Agrippa I and 2.

Map: Eastern Mediterranean-The Journeys of Paul.

- Find Ephesus, Corinth, Philippi, and Thessalonica on a map.

The Break with Judaism: Food and Circumcision.

- Explain the development of the break between the followers of Jesus and Judaism.

TCA - TN Code Annotated (required)

2021 - 2022, HS, History of the Bible, Quarter 2

Students continue a study of the Bible in a historical, sociological, geographical, and cultural context, and its impact on later cultures, societies, and religions. Units of study include **Gospels and Jesus II; The Communities and the Book of Revelation; Letters and Paul**. Each student may use the biblical translation of their choice as a text. The course complies with [TCA § 49-6-1005](#) and [TCA § 49-6-1026](#).

Tennessee State Standards and Learning Expectations

Unit 12: Gospels and Jesus II - The Johannine Community: The Gospel of John

Thematic Structure: Signs and “I am Statements” Comparison of Mark and John’s Portrayal of Jesus.

- describe the narrative structure of the Gospel of John.
- Describe one “I am Statement,” and how the narrative complements that statement.
- Describe the scholarly opinion about the difference in the portrayal of Jesus in John from the portrayal in the Synoptic Gospels.

- Describe the scholarly theory of how John’s differences in portrayal are connected to the history of John’s writing.

Unit 15: The Communities and The Book of Revelation - The Johannine Community: The Epistles of John

The Connection Between Gospel of John and Epistles of John.

- Explain what scholars mean when referring to the Johannine Community.
- Explain one theme/thread that runs throughout the Johannine community.

Unit 15: The Communities and The Book of Revelation - The Johannine Community: Revelation

Apocalyptic Literature: Nature, History, and Purpose - Differing Interpretations of the Symbolism - Three Views of The New Jerusalem.

- Explain the nature, history, and purpose of Apocalyptic Literature.
- Describe and list two other Apocalyptic books from the early Church era.
- Explain at least two ways of interpreting the basic themes of Revelation.
- Explain at least one of the views of New Jerusalem.

Unit 14: Letters and Paul - The Epistles

Rhetorical Form of Ancient Letters.

- Describe the three elements of the Rhetorical Form of Ancient Letters.

Love: One of the most frequently quoted descriptions.

- Describe the cultural impact of Paul’s often quoted description of “love.”

Establishing Order in the Early Church.

- Explain and list one of the issues of establishing order in the early Church.
- Explain the scholarly controversy of analyzing one of the issues of Church Order.

Hebrews’ portrayal of Jesus as High Priest.

- Explain at least one example of Hebrews’ portrayal of Jesus as High Priest.

Unit 16: The Bible’s Impact on Art and Music

- Find one movie based on the New Testament, search critical reviews of that movie, and analyze how various reviewers approach this film.

TCA - TN Code Annotated (required)

2021 - 2022, HS, History of the Bible, Quarter 3

The course continues a study of the Bible in a historical, sociological, geographical, and cultural context, and its impact on later cultures, societies, and religions. Units of study for this quarter include **Psalms and Wisdom**, **Exile and Restoration**, **Overview of the History Geography, and Social Groups of the New Testament**. Each student may use the biblical translation of their choice as a text. The course complies with [TCA § 49-6-1005](#) and [TCA § 49-6-1026](#).

Tennessee State Standards and Learning Expectations

Unit 9: Psalms and Wisdom I - Theodicy and Job

The Problem of Human Suffering in other Books.

- Describe what scholars mean by Theodicy and the problematic issues involved.

The Structure of Job: Prose surrounding Poetry.

- Describe the basic narrative structure of the book of Job.

Textual Critique: Two Answers in Job.

- Describe God's response in Job 38, and the difference between it and God's second oration.
- Explain scholarly opinions on the differences between the answers in the prose sections of Job to the answer in the poetic section of Job.

Unit 11: Overview of the History, Geography, and Social Groups of the Hebrew Bible

Review: Organization of Hebrew Scripture.

- Explain the difference between the order of the Christian and Jewish Scriptures.

Talmud and Midrash.

- Define and explain Midrash.

Torah / Prophets / Writings / Pentateuch / Historical Books / Wisdom / Prophets.

- Name the distinct categories of Biblical books and give two examples of each.

Themes and Literary Devices - Jewish Traditions of Interpretation: (Plain Sense, Inquiring, Allegorical, and Mystical).

- Identify and explain the Jewish Traditions of Interpretation.
- Recognize the different approaches when applied to the same narrative.
- Take a biblical narrative and hypothesize questions asked/issues addressed by each of the Jewish Traditions.

Unit 3: Beginnings - Genesis

Differing Interpretations of the Creation Story.

- Explain the scholarly goals of the Textual Critical Approach.

The Textual Critical Approach: Two Creation Stories? Two Flood Stories?

- Explain what textual scholars mean by two creation stories.
- Describe how Textual Critical Scholars answer the repetitions in the Flood Narrative.

Abraham and Sarah: Differing Views (Christian, Jewish, Islamic), Joseph, and the 12 Tribes.

- Explain how Christian, Jewish, and Islamic traditions view Abraham and Sarah similarly and differently.

Unit 16: The Bible's Impact on Art and Music

Joseph and the Amazing Technicolor Dreamcoat.

- Identify differences between a biblical narrative and a famous screen adaptation of that narrative.

Unit 4: Law and Stories

The Connection between Passover and the Book of Exodus.

Different versions of the 10 Commandments.

Exodus and Emancipation.

- Explain the basic plot of the Exodus from Egypt.
- Explain the symbolism of the food in the Passover celebration.
- Explain the contents of the traditional Seder plate.
- Identify the differences between the 10 Commandments in Deuteronomy and Exodus.
- Identify two Biblical themes within the American Civil Rights Movement.

Unit 5: Conquest and Settlement

The leadership of Joshua.

- Explain issues involved in the conquest of the land.

The Story of Samson.

- Place the era of Judges in a basic ancient history timeline.

Shibboleths.

- Identify Shibboleths and supply three modern examples.

Unit 6: The Kingdom Established

The Rise and Fall of King Saul.

- Describe the ascent of King Saul.
- Explain the modern issues involved with the story of the Amalekites.

The Reign of King David.

- Explain the transition between King Saul and King David.

The Story of Bathsheba.

- Explain the issues and controversies involving the story of Bathsheba.

TCA - TN Code Annotated (required)

2021 - 2022, HS, History of the Bible, Quarter 4

The course includes a study of the Bible in a historical, sociological, geographical, and cultural context, and its impact on later cultures, societies, and religions and concludes with the units of **Gospels and Jesus I**, **Gospels and Jesus II**, **Letters and Paul**, **Communities and the Book of Revelation**, **Bible's Impact on Art and Music**, and **Apocrypha**. Each student may use the biblical translation of their choice as a text. The course complies with [TCA § 49-6-1005](#) and [TCA § 49-6-1026](#).

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Unit 9: Psalms and Wisdom

The Themes of Psalms (Praise, Thanksgiving, Lament, Confession, Trust).

- Define the five themes of Psalms.
- Name the themes present within the 23rd Psalm.
- Find the themes of Psalms in a randomly selected Psalm.

Wordplay in Psalms (Acrostics, Echo, Extension-Inversion, Chiasm).

- define the wordplay often used in Psalms.
- Identify the wordplay used within a randomly selected Psalm.

Authorship of the Psalms.

- Explain the various authors of the Psalms.

Unit 6: The Divided Kingdom

The Division of the Kingdom after Solomon.

- Explain the how, why, and when the Kingdom was divided.

Direct vs Indirect Characterization.

- Explain one direct and one indirect characterization of Jezebel.

Unit 10: Exile and Restoration

Kingdom of Israel and the Assyrian Empire.

Kingdom of Judah and Babylonian Empire.

- Create a timeline of ancient history containing the divided Kingdoms, Assyrian, and Babylonian Empires.

Unit 8: Prophetic Traditions

The Literary Patterns of The Prophets: (Demands for reform, refusal, predictions, consequences, reminder of God's faithfulness).

- Explain the five common literary patterns of the Prophets.
- Pick random verses from The Prophets and diagram the patterns.

Differing Interpretations of Isaiah 53: Christians and Jews.

- Explain the differing interpretations of the Suffering Servant of Isaiah 53.

Textual Critique: Authorship of Isaiah (three sections).

- Explain the three Author Theory of Isaiah using the tools of Textual Criticism.

Literary Critique: The Symmetrical Structure of Ezekiel.

- Describe and explain one example of the Symmetrical Nature of Ezekiel from a literary critical framework.

Using the Literary Patterns to analyze the Book of Amos.

- Analyze the Book of Amos within the framework of the Common Literary Patterns of the Prophets, including demands for reform, refusal, predictions, consequences, and reminder of God's faithfulness.

Unit 17: The Apocrypha

Other Jewish Texts in the Christian Bible - Deuterocanonical Works.

- Define Apocrypha/Deuterocanonical Works.
- recognize the Apocrypha.
- list five books that are Apocrypha.

Wisdom Literature: the devil, self-control, and the Word.

- Explain the importance of wisdom literature and what it has contributed to western thinking.

History: The Revolt Against Rome.

- Describe the connection between the Apocrypha and the history of the Middle East.