

## 2022 - 2023, 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 "Fulfilment 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)

## 2022 - 2023, 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.

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### 2022 - 2023, 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.

## 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](#).

### Tennessee State Standards and Learning Expectations

#### 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.

**TCA** - TN Code Annotated (required)