



# Elementary Bible

2017

**ELEMENTARY BIBLE STANDARDS  
IN SEVENTH-DAY ADVENTIST SCHOOLS**

**OFFICE OF EDUCATION** | North American Division Seventh-day Adventist Church

ELEMENTARY BIBLE STANDARDS

2017

## ADVENTIST EDUCATION STANDARDS

Standards, what learners should know (content) and be able to do (skills), serve as the framework for curriculum development. Standards in NAD Seventh-day Adventist schools reflect the Adventist worldview across the K-12 curricula as well as the integration of national and provincial/state standards. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview that can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area: Creation (What is God's intention?), Fall (How has God's purpose been distorted?), Redemption (How does God help us to respond?), and Re-creation (How can we be restored in the image of God?).

### — THE CORE OF ADVENTIST EDUCATION CURRICULUM

*“The teaching of the Bible should have our freshest thought, our best methods, and our most earnest effort.” (Ed 186)*

The integrity of the Seventh-day Adventist educational system is dependent on meaningful Bible curriculum that helps students develop an understanding and knowledge of God and a relationship with Him that will transform their lives.

Using the Bible as its foundation, the elementary Bible curriculum seeks to give students opportunities to:

1. Know God and develop a life-long relationship with Him, using the Bible as the source of truth.
2. Understand and share Seventh-day Adventist beliefs, heritage, and worldview.
3. Experience what spirituality is and how it is demonstrated through knowledge (head), attitudes (heart), and actions (hand).
4. Develop a sense of self-worth through a relationship with God, and develop interpersonal skills to respond with sensitivity in service to others.

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## STANDARDS CODING

The standards have been coded so that educators can easily refer to them in their curriculum, instruction, and assessment practices. The coding system that precedes each standard begins with the content area abbreviation in letters:

- All are identified with B—Bible (**B.K.BK.1**).
- The second part of the code refers to the grade level (**B.K.BK.1**).
- The third part of the code refers to the particular Bible domain (**B.K.BK.1**), with BK standing for Biblical Knowledge.
- The fourth part of the code refers to a particular skill within the Bible domain (**B.K.BK.1**).
- The coding system that follows each standard is the Fundamental Belief(s) that aligns with the Bible standard.

## CREDITS

The following resources were referenced in developing Bible Standards for Seventh-day Adventist Schools: *Seventh-day Adventists Believe* (2005), *What We Believe* (Thomas, 2006), Core of Adventist Education Curriculum, NAD Key Learnings: Bible, *Life Series* Bible Program, NAD Curriculum Guide for Religion K-12, various online Christian Bible curricula, *Education* (White, 1903).

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## DEVELOPMENT COMMITTEE MEMBERS

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## 2017 ELEMENTARY BIBLE STANDARDS — BIBLICAL KNOWLEDGE

<b>Essential Question:</b> How does a Biblical worldview help me answer life's big questions—where did I come from, why am I here, and where am I going?		<b>Big Idea:</b> The Bible reveals a loving God who created the world, continues to sustain it even though it departed from His ideal plan, and provides for the redemption and ultimate restoration of humanity.	
CONTENT	<b>K STANDARDS</b> (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	<b>1-4 STANDARDS</b> (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	<b>5-8 STANDARDS</b> (ALIGNMENT WITH FUNDAMENTAL BELIEFS)
Creation	<b>B.K.BK.1</b> Identify the Godhead as the Creator of all living things. (2-6)	<b>B.1-4.BK.1</b> Identify the Godhead as the eternal and self-existent Creator of all living things. (2-6)	<b>B.5-8.BK.1</b> Identify the Godhead as the eternal and self-existent Creator, distinguishing the unique roles of God the Father, God the Son, and God the Holy Spirit. (2-6)
	<b>B.K.BK.2</b> Describe how God's original creation was perfect and showed His love. (6)	<b>B.1-4.BK.2</b> Outline God's original plan for an orderly, perfect universe that operates on His law of love. (6)	<b>B.5-8.BK.2</b> Determine God's purpose for an orderly, perfect universe that operates on His law of love. (6)
	<b>B.K.BK.3</b> Recall the events of Creation week. (6, 20, 23)	<b>B.1-4.BK.3</b> Describe the events of Creation week in sequential order. (6, 20, 23)	<b>B.5-8.BK.3</b> Explain the importance of a literal 7-day Creation week. (6, 20, 23)
	<b>B.K.BK.4</b> Distinguish the Sabbath, the seventh day of Creation week, as God's gift of love to us for rest, worship, and fellowship. (6, 20)	<b>B.1-4.BK.4</b> Summarize the importance of Sabbath, marriage, and family in the context of Creation. (6, 19, 20, 23)	<b>B.5-8.BK.4</b> Investigate what the Creation narrative teaches about Sabbath, marriage, family, and equality. (6, 20, 23)
	<b>B.K.BK.5</b> Recognize that we are created in God's image. (2, 6)	<b>B.1-4.BK.5</b> Explain what it means to be created in the image of God (e.g., creative abilities, power of choice). (2, 6, 7, 23)	<b>B.5-8.BK.5</b> Articulate that we are created just a little lower than the angels and in the image of God, fashioned by God's own hand. (6, 7, 23)
	<b>B.K.BK.6</b> Explain that we were created to be a part of God's family. (6)	<b>B.1-4.BK.6</b> Determine why we were created to be a part of God's family. (6)	<b>B.5-8.BK.6</b> Cite evidence that supports God's purpose in creating us. (6)
	<b>B.K.BK.7</b> Explore ways in which we can take responsibility to care for the world God created. (6, 21)	<b>B.1-4.BK.7</b> Illustrate how Creation demonstrates God's love for us and establishes His plan for how we should love Him, serve one another, and care for the Earth. (6, 21)	<b>B.5-8.BK.7</b> Use Biblical references to support how Creation demonstrates God's love for us and establishes His plan for how we should love Him, serve one another, and care for the Earth. (6, 21)
Fall	<b>B.K.BK.8</b> Describe how sin began. (8)	<b>B.1-4.BK.8</b> Trace the origin of sin in the universe including Lucifer's self-exaltation, rebellion, declaration of war on God, and expulsion from Heaven. (8)	<b>B.5-8.BK.8</b> Trace the beginning of the Great Controversy as a real conflict between Christ and Satan. (8)
	<b>B.K.BK.9</b> Identify Satan as the author of all suffering and evil in the world. (2, 8)	<b>B.1-4.BK.9</b> Identify Satan, not God, as the author of all suffering and evil in the world. (8)	<b>B.5-8.BK.9</b> Recognize that evil is the result of sin which is rebellion against God's law of love, and that evil is a universal problem, affecting every human being and all of Creation. (8)
	<b>B.K.BK.10</b> Explain that, before sin began, God had a plan for saving us and continues to love us in spite of our sin. (8)	<b>B.1-4.BK.10</b> Provide evidence that God had a plan for redemption before sin began and continues to love us in spite of our sin. (8, 9)	<b>B.5-8.BK.10</b> Using references, construct an argument that God had a plan for redemption before sin began and continues to love us in spite of our sin. (8, 9)
	<b>B.K.BK.11</b> Relate that because of sin many bad things happen in our world. (7, 8)	<b>B.1-4.BK.11</b> Use evidence to explain why God permitted Satan to live and challenge His authority, and why bad things happen to everyone. (8)	<b>B.5-8.BK.11</b> Draw conclusions as to why God permitted Satan to live and challenge His authority, and how allowing evil to continue for a time demonstrates God's love. (8)
	<b>B.K.BK.12</b> Recognize that God created us with freedom of choice so that we can choose to do good or evil. (7, 8, 26)	<b>B.1-4.BK.12</b> Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. (8, 26)	<b>B.5-8.BK.12</b> Explain the part that humanity plays in the Great Controversy and why God allows us the freedom of choice to love or reject Him. (8, 26)
	<b>B.K.BK.13</b> Describe the results of sin. (8, 9, 26)	<b>B.1-4.BK.13</b> Explain the difference between temptation and sin. (8, 9, 26)	<b>B.5-8.BK.13</b> Cite evidence that demonstrates how temptation can lead to sin. (8, 9, 26)