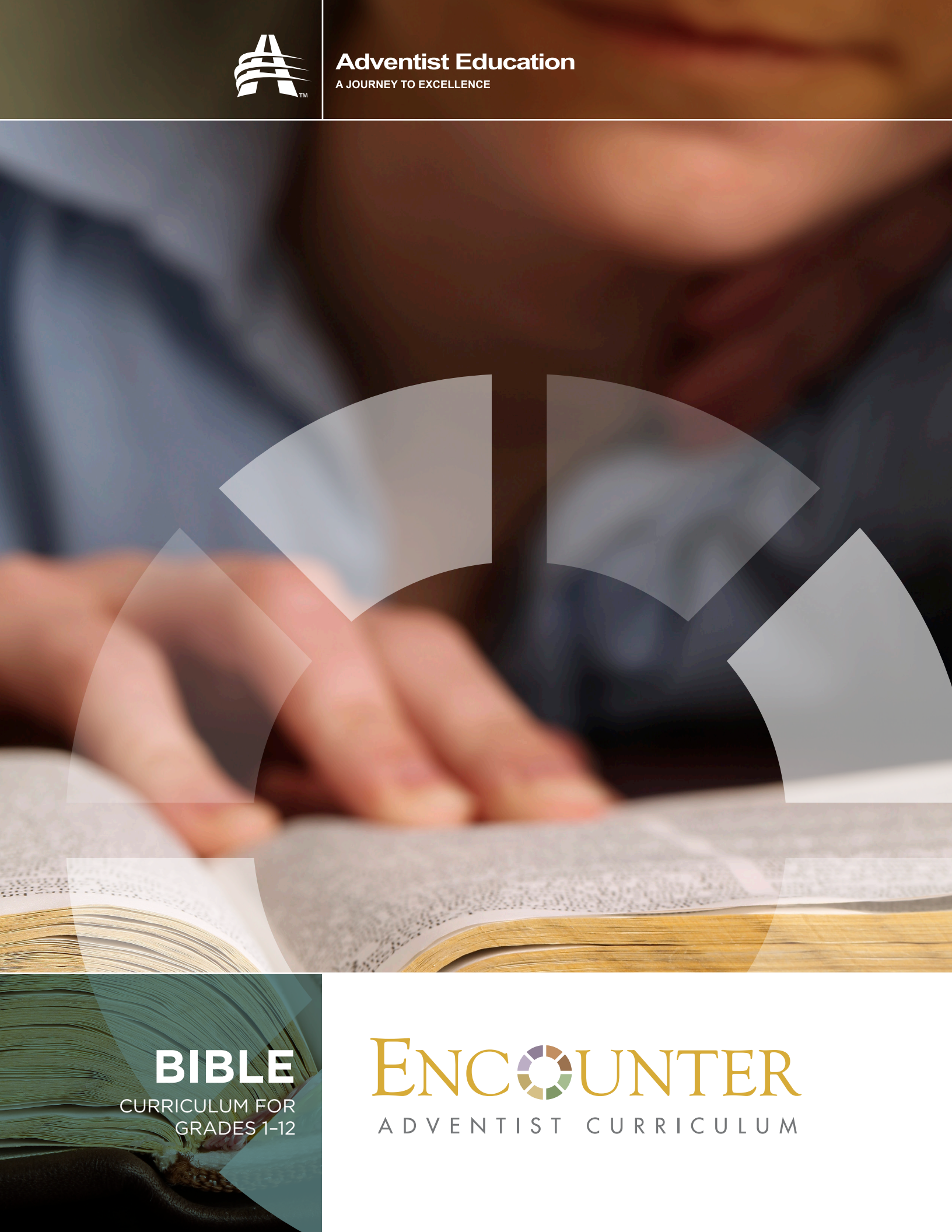





**Adventist Education**  
A JOURNEY TO EXCELLENCE



**BIBLE**  
CURRICULUM FOR  
GRADES 1-12

**ENCOUNTER**  
ADVENTIST CURRICULUM

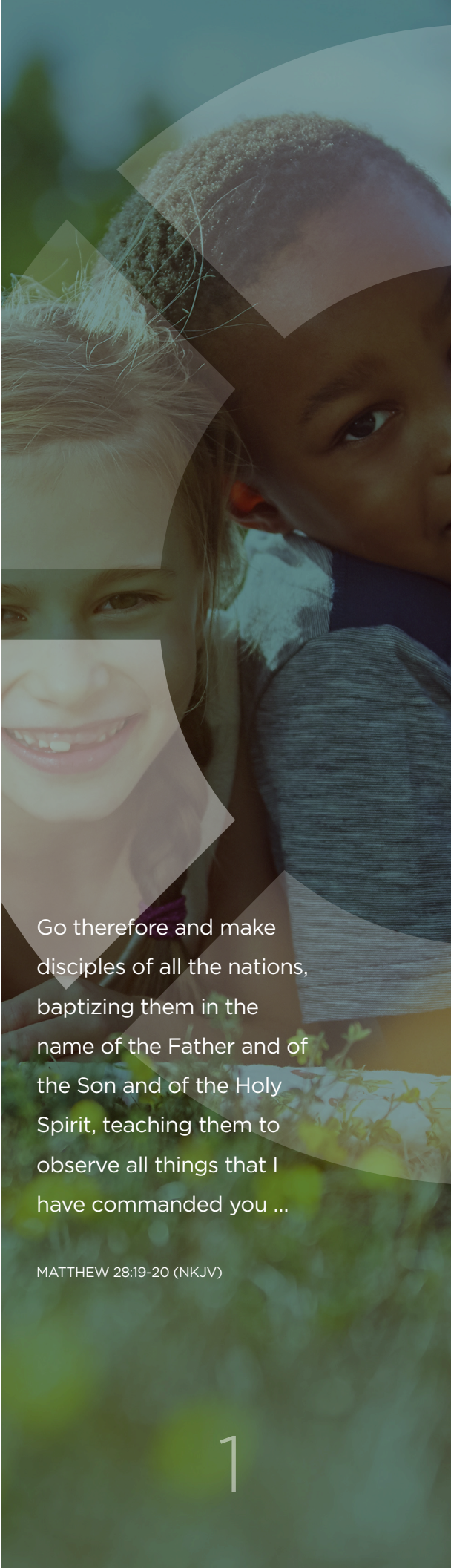
A warm, golden-hour photograph of two young girls in a field of yellow wildflowers. The girl in the background is smiling gently at the camera. The girl in the foreground is laughing heartily, with her eyes closed and her hand covering her mouth. The overall mood is joyful and peaceful.

“THE TEACHING OF THE  
BIBLE SHOULD HAVE OUR  
FRESHEST THOUGHT, OUR  
BEST METHODS, AND OUR  
MOST EARNEST EFFORT.”

ELLEN G. WHITE, *EDUCATION*. 1913, p. 186.

Consider a Bible class where every student's friendship with Jesus is nurtured — through countless connection opportunities with Him and through a growing, confident knowledge of Scripture — so that they may be challenged to make an eternal difference in our world.

**This is our dream for the teaching of Bible in our Seventh-day Adventist schools.**



Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you ...

MATTHEW 28:19-20 (NKJV)



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RATIONALE

**The primary purpose of the Adventist Encounter Curriculum** is for all students at every grade level to have a personal, deep, abiding relationship with God and to respond to His invitation to live out of the overflow of this relationship — to understand the truths of the Bible, to respond to Christ’s invitation to live in a lifelong vibrant relationship with Him, and be passionate about the salvation of others.

Never in our world’s history has there been a greater time to make this the focus of our young people in the Seventh-day Adventist Church.

As Ellen White shares:

“NEVER HAS THERE BEEN A TIME WHEN MAN HAS BEEN SO RESPONSIBLE TO GOD AS HE IS AT THE PRESENT HOUR. NEVER HAS THERE BEEN A TIME WHEN MAN’S POSITION HAS BEEN SO CRITICAL AS IT IS NOW. ALL THINGS IN NATURE AND IN THE WORLD AT LARGE ARE CHARGED WITH INTENSE EARNESTNESS.”

*THE REMNANT CHURCH: ITS ORGANIZATION, AUTHORITY, UNITY, AND TRIUMPH. ELSHAVEN OFFICE, p. 50.*

In response to this call, the Adventist Encounter Curriculum is a seamless curriculum that is intentional about using the classroom context to help build this meaningful, lifelong relationship with Jesus Christ, using the bible as a source of truth. To this end, the curriculum explores big-picture biblical concepts with the goal of making a difference for eternity. Through rigorous pedagogical practice, students’ personal walk is strengthened as reasons for faith, lifestyle choices, and ethical decision-making from an Adventist worldview receive focus. In short, it seeks to invite our students to be the disciples invited in Jesus’ Great Commission.

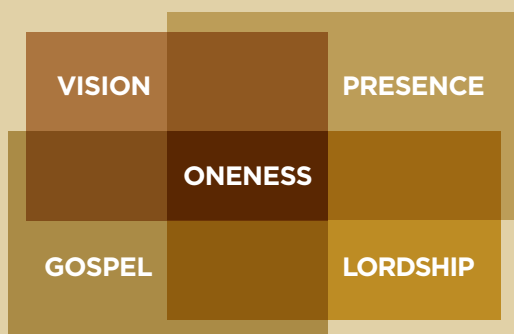
Transformation is the goal of the Adventist Encounter Curriculum. Using Pastor Ben Maxson’s Spiritual Growth Model and Lanelle Cobbin’s Transformational Planning Framework, the Adventist Encounter Curriculum supports teachers through a series of learning phases, in which students use their Bibles to meet God and come to know His plan for their unique role in His plans for the world. They are then encouraged to respond to the Three Angels’ Message of Revelation 14 — a call for people to stand in these last days with a real relationship with God, to be aroused from their apathy, and to worship our Creator alone.

Encounter seeks to build for eternity.

# SPIRITUAL GROWTH MODEL

**In response to the Great Commission, our goal is discipleship.**

In John 14:6 Jesus shares, “I am the way and the truth and the life. No one comes to the Father except through me.” (NIV) As Bible teachers, we are called to encourage our students to come to Jesus, our only sure Truth in an unstable, changing world. When we daily surrender our lives, everything changes. Growing in Christ and following Him is our focus in the Bible classroom, where transformation (rather than just information) is our goal.



SPIRITUAL GROWTH MODEL © BEN MAXSON.

Pastor Ben Maxson’s model of spiritual growth underlies every Encounter teaching unit.

First, we can seek to have a clearer **VISION** of God and His wonderful character, which has been distorted since Eden. (Jonah 4:2; Micah 7:18; Zeph. 3:17; Rev. 3:20)

Then we can look to the **GOSPEL** of Jesus — the visible image of the Father, Col. 1:15 — to deepen our understanding of God. (John 1:18; 14:8,9; Heb. 1:3)

Once we understand and accept what Jesus did for us at the cross (justification), we ask Him to be the Lord of our lives (**LORDSHIP**), where we submit our lives to Him. (Acts 10:37; Rom. 10:9)

When we accept His **PRESENCE** into our lives, we become a living sacrifice for Him. (Romans 12:1, 2; Gal. 2:20; Eph. 3:17; 2 Cor. 13:5)

When struggling with one of these areas, it can be helpful to move back a step and address the need behind the behavior.

In each grade, students explore themes that fall into one or more of the four phases of this model, with spiritual growth being the ultimate goal.

# LORDSHIP MODEL

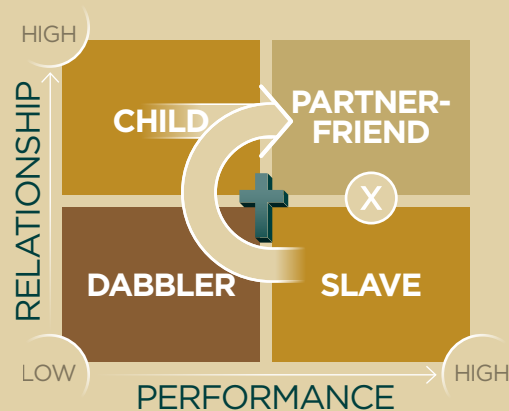
This model expands on the Lordship quadrant from the Spiritual Growth model, and helps to further clarify growth within this area.

**DABBLER** • A person who is low in performance and relationship with God is a Dabbler. This person plays with religion and has no real commitment to it. A biblical example of a Dabbler is possibly the woman at the well before she met Jesus.

**SLAVE** • Someone who is high in performance and low in relationship is a Slave. This person is focused on actions and appearances yet doesn’t really know God. A biblical example of a Slave is Saul of Tarsus, who was driven by performance without a relationship with God, but after meeting Jesus, he accepted Him and was transformed.

**CHILD** • A person who is low in performance but high in relationship can be spiritually defined as a Child. This person, like a child, is impulsive and not very capable, but they have room to grow. A biblical example of a Child is Mary Magdalene.

**PARTNER-FRIEND** • Finally, a person who is both high in performance and high in relationship can be referred to as a Partner-Friend. There are numerous biblical examples of Partner-Friends such as Enoch, Daniel, Moses, Esther, and many of the heroes that we aspire to be like.



It is impossible to move from being a Slave to become a Partner-Friend. We must be reborn, through the process of justification, and become like a Child first. Then, through the process of sanctification, we become a Partner-Friend.

The goal of the Adventist Encounter Curriculum is for students to live in a Partner-Friend state with Jesus. This curriculum seeks to build solid performance (knowledge in the Bible) as well as a living, lifelong relationship with the God of the universe.

# SO WHAT'S NEW?

## Four distinctive features have characterized our approach to the Adventist Encounter Curriculum:

### 1. THEORY • BIBLICAL DISCIPLESHIP FOCUS

We have abandoned a purely educationally cognitive approach to Scripture and embraced biblical discipleship in response to the Great Commission. This is all about transformation. To this end, we seek to touch the heart as well as the mind, for it is the heart that is transformed.

### 2. CONTENT • TOPICS

The Encounter Curriculum focuses on the truths of the Bible in all teaching units. All content relates to the character of God—for Scripture testifies of Him. In light of the importance of context and meaning in the learning process, all teaching units have a central biblical narrative focus and are thematically interconnected to help build students' faith.

### 3. METHODOLOGY • CREATIVITY AND HIGHER ORDER THINKING

One feature of the Encounter Curriculum is the manner in which it pursues, with more rigor than we perhaps have done in the past, what Ellen White exhorted us to do

decades ago: "to train thinkers and not mere reflectors of other men's thoughts."

(EDUCATION, p. 17.) In light of this, we have moved away from a textbook orientation and instead provide teaching units and resource materials for teachers that outline a range of learning activities intended to encourage the thinking of each student. The Bible is the main textbook students will use. Multiple intelligences are harnessed so that each student is challenged and stretched in their learning style.

### 4. ASSESSMENT • DIFFERENTIATED LEARNING

The Encounter Curriculum's focus on process as well as content means that the nature of assessment looks different in the classroom. The teaching units include both formative and summative assessment, since ongoing, visible, lifelong learning from the Bible is the goal. The aim of assessment tasks is for students to understand and grapple with the topics explored in class and to be able to apply, analyze, and create personal and practical applications as a result of their learning — with the goal of transformation foremost in mind.

We base our pedagogy on encouraging all students to grapple with content in engaging ways. As a result, an inductive approach to Bible study is a recurring feature, particularly in the upper grade levels. In the truth of God's Word, teachers and students make discoveries that can be embraced and lived.



# TRANSFORMATIONAL PLANNING FRAMEWORK

**The Transformational Planning Framework provides the structure for our teaching units.**

It is important for our action to match our vision, and the Transformational Planning Framework helps to guide the process (the “how”) of teaching Bible. It is the pedagogical planning tool of the curriculum.

The Transformational Planning Framework intentionally avoids educational jargon and uses simple language. It seeks to make the complex simple, the simple deep, the deep engaging, and the engaging real for students. It also endeavors to blend best practice in education with a solid

biblical discipleship focus to offer a holistic approach to Bible teaching.

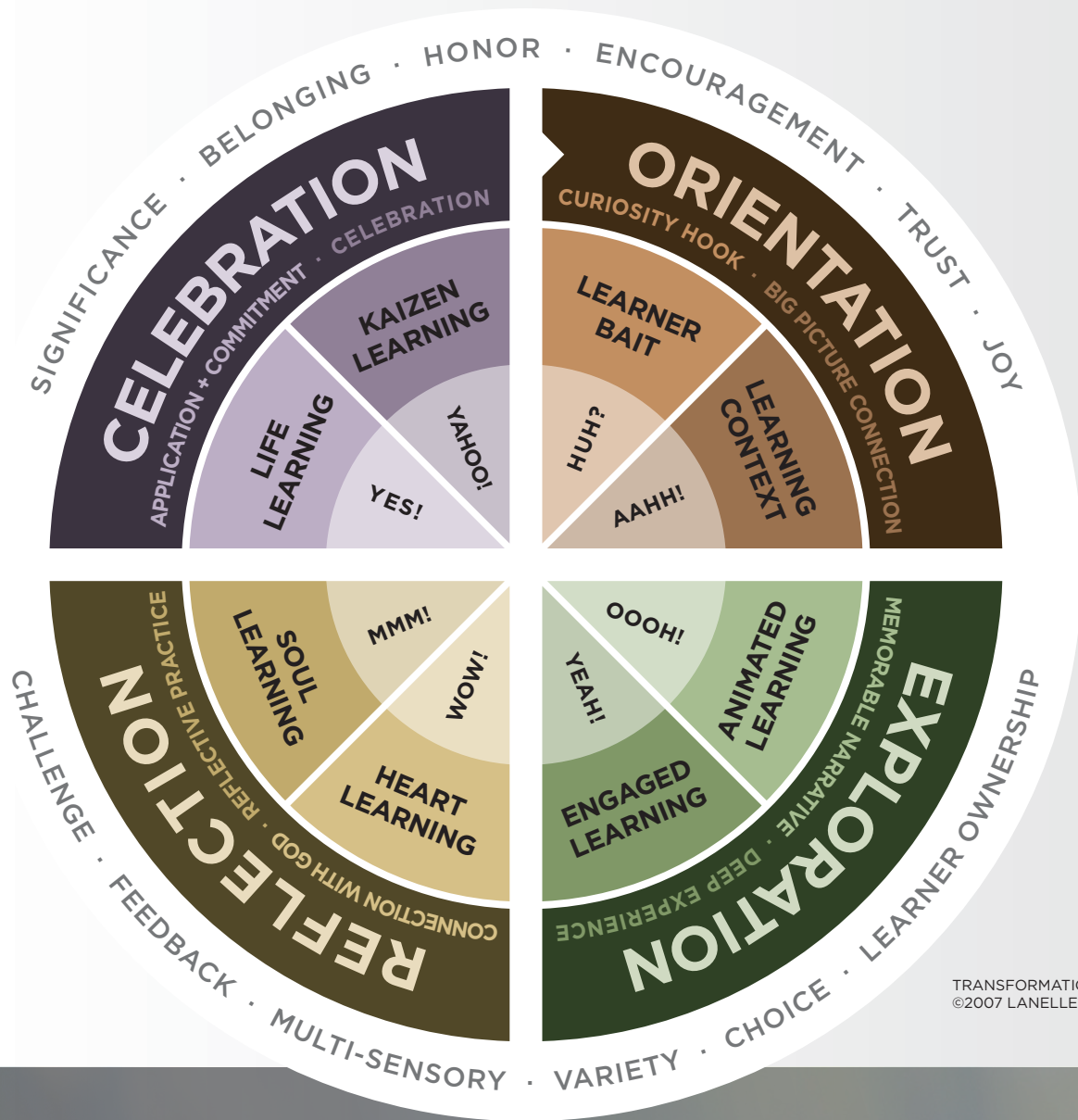
The first half of the framework acknowledges the cognitive component of faith, while the second half acknowledges the affective experience involved in this vital process. Each of the eight phases contributes something important in the growth of knowledge and holistic faith development.

## FOCUS ON LEARNING

“... be transformed by the renewing of your mind ...” ROMANS 12:2 (NIV)

Another key focus in this framework is that it seeks to encourage students to own their learning journey. We look after what we “own”. Educational research shows that learning becomes more internalized when this occurs.

TRANSFORMATIONAL PLANNING FRAMEWORK  
©2007 LANELLE COBBIN.



TRANSFORMATIONAL PLANNING FRAMEWORK  
©2007 LANELLE COBBIN.

## THE CORE

“Blessed are those who hunger and thirst after righteousness, for they will be filled.” MATTHEW 5:6 (NIV)

We desire high levels of engagement in the learning process. Educator Eric Jensen states, “To captivate and educate requires states that invigorate. When this can be done in positive, layered, social, empowering ways, learning will occur more easily and students will move into deeper levels of mastery.” Unfortunately, not all emotional states are conducive to learning. What we aim for is flow, which involves high challenge supported by high skill development.

ERIC JENSEN, *TOOLS FOR ENGAGEMENT: MANAGING EMOTIONAL STATES FOR LEARNER SUCCESS*. 2003, p. 25.

# LEARNING PHASES

All teaching units move seamlessly in order through these eight phases. They are intended to build on each other and move from head to heart to hand.



## **LEARNER BAIT** • *Arousing a Curiosity for the Learning*

"Blessed are they who hunger and thirst after righteousness ..." Matthew 5:6 (NIV)

This initial phase of the unit not only acts as a bait to hook students into the forthcoming topic, but it also serves to identify a key theme in the proposed unit.

Learning experiences within this initial phase will involve some kind of interactive, relational activity or engaging story and sets the theme for the new topic.



## **LEARNING CONTEXT** • *Connection with the Big Picture*

"For God so loved the world, that he gave his one and only son, that whoever believes in him shall not perish but have eternal life." John 3:16 (NIV)

As with all learning areas, our Bible curriculum needs to be meaningful and relevant. The Learning Context phase seeks to ensure that the students can see how the new topic fits not only with

the big-picture story, but also with what is already known. This phase seeks to answer the question students often ask, "Why are we learning about this?"



## **ANIMATED LEARNING** • *Exploring the Story*

"Then he told them many things in parables ..." Matthew 13:3 (NIV)

In this phase, the teacher shares the story or biblical passages that will form the foundation of the unit's study. An exploration of the Scriptures is

central to this phase. Delivering the story in a way that will encourage an emotional connection with it will be a priority for the teacher.



## **ENGAGED LEARNING** • *Deep Thinking*

"Blessed are they who hunger and thirst for righteousness, for they will be filled." Matthew 5:6 (NIV)

This phase of the Encounter unit explores the students' response to the story of God and the messages of the Bible. Its defining adjective, "engaged", invites an unleashing of the great variety of inquiry-based, pedagogical strategies using

the spectrum of intelligences that will encourage students to own the learning process and delve deeply into the Bible. Talking is not teaching and listening is not learning. Here student involvement, inquiry, and grappling are seen as imperative.



## **HEART LEARNING** • *Connection with the Father*

“... I pray that you, being rooted and established in love, may have power ... to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge ...” Ephesians 3:17-19 (NIV)

In the Heart Learning Phase, the teacher facilitates a worship experience in response to what was explored in the previous phases.

In these worship times, Scripture, song, story, and media are used to help students come to connect with God in a meaningful way.



## **SOUL LEARNING** • *Reflective Practice*

“... Be still and know that I am God ...” Psalm 46:10 (NIV)

Following the time of worship, time is spent journaling or discussing biblical messages. Research attests to the importance of reflection in the

deepening of both learning and faith. This practice also models a valuable life skill that personalizes Bible study.



## **LIFE LEARNING** • *Transformational Application and Commitment*

“For you are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:10 (NIV)

Bible teaching must reach into our lives. In this phase, students are challenged with how the biblical messages gleaned apply to their lives and how knowing this encourages them to live differently today. At some point, faithful following

involves intentionally choosing to obey. God has loved us enough to articulate in what ways we can act justly, love mercy, and walk humbly with our God (Micah 6:8). Response through service is a regular feature of this phase.



## **KAIZEN LEARNING** • *Celebration*

“I will extol the Lord at all times; his praise will always be on my lips. Glorify the Lord with me; let us exalt his name together.” Psalm 34:1, 3 (NIV)

Kaizen is a Japanese concept that speaks of an attitude of honoring tiny, seemingly insignificant, never-ending improvements. Honoring our students’ small, incremental successes or discoveries is powerful in the learning process, not only because it encourages retention, but also because, by nature,

it associates joy, delight and fun with things of God. It also serves to honor the students in our care and thus reminds us that we teach children, not subjects. This short concluding phase celebrates learning discoveries made, students’ commitments to God, or amazing insights about Him.

# SCOPE AND SEQUENCE

## GRADE 1 — GOD IS TRUSTWORTHY

| SERIES   | UNIT | TITLE  | FOCUS   | RECOMMENDED DURATION |
|--|------|--|---|----------------------|
| OLD TESTAMENT SERIES<br>—<br>My God Is Trustworthy             | 1.1  | <b>Creation</b><br>(Trusted Gift-Giver)                | Creation; Sabbath; family; me   | <b>3</b><br>WEEKS    |
|  | 1.2  | <b>God's Promise to Save</b><br>(Trustworthy God)      | War in Heaven; the Fall; God's promise to save  | <b>3</b><br>WEEKS    |
|  | 1.3  | <b>Noah</b><br>(Trusting and Obeying)                  | Noah and the flood; God's faithfulness; keeping promises; obeying God's voice; building character | <b>3</b><br>WEEKS    |
|  | 1.4  | <b>Abraham</b><br>(Building Trust)                     | Tower of Babel; God's call to Abram; Isaac's birth; Isaac offered as a sacrifice                  | <b>3</b><br>WEEKS    |
|  | 1.5  | <b>Isaac</b><br>(Choosing to Trust)                    | A bride for Isaac; birth of Jacob and Esau  | <b>2</b><br>WEEKS    |
|  | 1.6  | <b>Christmas</b><br>(The Promised Treasure)            | Plan of salvation; God's promises   | <b>2</b><br>WEEKS    |
|  | 1.7  | <b>Jacob</b><br>(Broken Trust Forgiven)                | Stolen birthright; Jacob's dream; sons of Jacob; Jacob's name change to Israel                    | <b>3</b><br>WEEKS    |
|  | 1.8  | <b>Joseph</b><br>(Learning to Trust)                   | Coat of many colors; Joseph the dreamer; Joseph sold to slavery                                   | <b>2</b><br>WEEKS    |
|  | 1.9  | <b>Joseph in Egypt</b><br>(Trust is Tested)            | Serving in Potiphar's house; Joseph as prime minister; reunion with brothers                      | <b>3</b><br>WEEKS    |
| NEW TESTAMENT SERIES<br>—<br>My Jesus, Trustworthy Storyteller | 1.10 | <b>Lost and Found</b><br>(Trustworthy Storyteller)     | Lost sheep; lost coin; lost son; Jesus' deep love for us  | <b>2</b><br>WEEKS    |
|  | 1.11 | <b>Easter</b><br>(Promise Kept)                        | God's promises kept; God's trustworthiness  | <b>1</b><br>WEEK     |
|  | 1.12 | <b>Strong Foundations</b><br>(Trustworthy Storyteller) | Wise and foolish builders; wisdom; decision-making; daily obedience                               | <b>2</b><br>WEEKS    |
|  | 1.13 | <b>Shining Lights</b><br>(Trustworthy Storyteller)     | Encouragement to let our lights shine; the Good Samaritan   | <b>2</b><br>WEEKS    |
| PERSONAL TESTAMENT SERIES                                      | 1.14 | <b>Trustworthiness</b><br>(Promise-keeping Friends)    | Saul's conversion; Paul's escape in a basket  | <b>3</b><br>WEEKS    |
|  | 1.15 | <b>The Bible</b><br>(God's Words)                      | God's letter (promises) to us   | <b>2</b><br>WEEKS    |

# SCOPE AND SEQUENCE

## GRADE 2 — GOD PROTECTS AND PROVIDES

| SERIES  | UNIT | TITLE   | FOCUS   | RECOMMENDED DURATION |
|---|------|---|---|----------------------|
| OLD TESTAMENT SERIES<br>—<br>My God Protects and Provides | 2.1  | <b>Salvation</b><br>(Son-Seeker Safari)                   | The story of Salvation shared within an African Safari theme.   | 2 WEEKS              |
|   | 2.2  | <b>God Protects Moses</b><br>(His Birth and Childhood)    | Hebrews in slavery; Moses saved to serve; Moses in the palace as prince                                       | 2 WEEKS              |
|   | 2.3  | <b>God Prepares Moses</b><br>(Shepherd Training)          | Moses as shepherd; Moses' encounter with God; Moses called to lead  | 2 WEEKS              |
|   | 2.4  | <b>God Frees His People</b><br>(Freedom in Sight)         | The plagues in Egypt; the Passover  | 3 WEEKS              |
|   | 2.5  | <b>God Provides a Way</b><br>(The Exodus)                 | The Exodus; Israel pursued; crossing of the Red Sea; Presence of God in cloud and fire                        | 2 WEEKS              |
|   | 2.6  | <b>God Provides for Needs</b><br>(Wilderness Experiences) | Manna in the desert; water in the desert; God gives the Ten Commandments                                      | 3 WEEKS              |
|   | 2.7  | <b>Christmas</b><br>(Thank You, Jesus)                    | Worship as our response to God's wonderful gift of Jesus  | 2 WEEKS              |
|   | 2.8  | <b>God Provides His Presence</b><br>(The Sanctuary)       | The wilderness sanctuary; salvation in the sanctuary  | 3 WEEKS              |
|   | 2.9  | <b>God Provides a Church</b><br>(The Spirit of Prophecy)  | God's leading in the formation of our Church; the work and ministry of Ellen White as God's special messenger | 3 WEEKS              |
| NEW TESTAMENT SERIES<br>—<br>My Jesus, The Good Shepherd  | 2.10 | <b>Jesus Protects</b><br>(The Good Shepherd)              | Jesus walks on water; Jesus calms the storm   | 2 WEEKS              |
|   | 2.11 | <b>Jesus Provides</b><br>(The Good Shepherd)              | Fishers of men; Jesus feeds the multitudes; breakfast on the beach  | 3 WEEKS              |
|   | 2.12 | <b>Easter</b><br>(God Provides One)                       | God's gifts; God's provision for our salvation  | 1 WEEK               |
|   | 2.13 | <b>Jesus Heals</b><br>(The Good Shepherd)                 | The healing of the paralytic; the healing of Jairus' daughter; the centurion's faith                          | 3 WEEKS              |
| PERSONAL TESTAMENT SERIES                                 | 2.14 | <b>Thankfulness</b><br>(Thankful Friends)                 | Naaman; 10 Lepers   | 3 WEEKS              |
|   | 2.15 | <b>The Bible</b><br>(Thank You, God)                      | Bible authors; the Holy Spirit and holy men   | 2 WEEKS              |

# SCOPE AND SEQUENCE

## GRADE 3 — GOD IS LOVING AND GENEROUS

| SERIES  | UNIT | TITLE  | FOCUS   | RECOMMENDED DURATION |
|---|------|--|---|----------------------|
| OLD TESTAMENT SERIES<br>—<br>My God Is Loving and Generous        | 3.1  | <b>Salvation</b><br>(Let's Celebrate!)                 | The Salvation story explored through the identification of gifts from God.  | 3 WEEKS              |
|   | 3.2  | <b>Wilderness</b><br>(Preparing for the Homeland)      | Spying out the land; Israel's 40-year wandering; the bronze serpent; Moses striking the rock; the death of Moses; Aaron's budding rod; Balaam | 3 WEEKS              |
|   | 3.3  | <b>Jericho</b><br>(Entering the Homeland)              | The crossing of the Jordan River; Rahab and the spies; the fall of Jericho  | 3 WEEKS              |
|   | 3.4  | <b>Canaan</b><br>(Settling in the Homeland)            | The ceremony of recommitment; Gibeonite treaty; working together; tithing; cities of refuge   | 3 WEEKS              |
|   | 3.5  | <b>Era of the Judges</b><br>(Hardship in the Homeland) | Joshua's speech; Israel's disobedience; Gideon; Israel's see-saw experience   | 3 WEEKS              |
|   | 3.6  | <b>Christmas</b><br>(Meaningful Gifts)                 | Meaning in the gifts of the Wise Men  | 2 WEEKS              |
|   | 3.7  | <b>Ruth</b><br>(Harvest in the Homeland)               | Naomi and Ruth; Ruth's gleaning in the fields; Ruth and Boaz  | 3 WEEKS              |
|   | 3.8  | <b>Samuel</b><br>(Connection in the Homeland)          | Hannah's prayer; Samuel's tabernacle work; Samuel's call; Eli as priest   | 2 WEEKS              |
| NEW TESTAMENT SERIES<br>—<br>My Jesus, Loving and Generous Friend | 3.9  | <b>Jesus</b><br>(Friend of Children)                   | Jesus' blessing of the children; 1 Corinthians 13   | 3 WEEKS              |
|   | 3.10 | <b>Jesus</b><br>(Friend to the Friendless)             | Zacchaeus; the lame man of Bethesda; the man with leprosy; 1 Corinthians 13   | 3 WEEKS              |
|   | 3.11 | <b>Easter</b><br>(God Gives Everything)                | God's love, care, and generous gift of salvation  | 1 WEEK               |
|   | 3.12 | <b>Jesus</b><br>(A Special Friend)                     | Mary, Martha, and Jesus; the washing of Jesus' feet; the raising of Lazarus; 1 Corinthians 13   | 3 WEEKS              |
| PERSONAL TESTAMENT SERIES   | 3.13 | <b>Generosity</b><br>(Big-hearted Friends)             | The widow's offering; King David and Mephibosheth; Elisha and the jars of oil   | 2 WEEKS              |
|   | 3.14 | <b>The Bible</b><br>(Generous Gift to Me)              | Truth, meaning, and help for every person in God's Word   | 2 WEEKS              |

# SCOPE AND SEQUENCE

## GRADE 4 — GOD IS A WISE GUIDE

| SERIES   | UNIT | TITLE                                      | FOCUS  | RECOMMENDED DURATION |
|--|------|--|--|----------------------|
| OLD TESTAMENT SERIES<br>—<br>My God Helps and Guides | 4.1  | Salvation<br>(Survivor!)                   | The Salvation story explored through a Survivor theme; God's rescue of us through Jesus' saving act.   | 3 WEEKS              |
|  | 4.2  | Saul<br>(God Offers Help)                  | Israel's plea for a King; Saul as King; Saul's rejection of God  | 3 WEEKS              |
|  | 4.3  | David<br>(God Equips)                      | David the shepherd; David anointed; David and King Saul; David and Goliath   | 3 WEEKS              |
|  | 4.4  | King David<br>(God Strengthens)            | David's elevation after Goliath; David as King; David's defeat of the Philistines; Abigail's intercession  | 3 WEEKS              |
|  | 4.5  | King Solomon<br>(God Gives Wisdom)         | Solomon's prayer for wisdom; wise judgments; the building and dedication of the temple   | 3 WEEKS              |
|  | 4.6  | Christmas<br>(Light in Darkness)           | Jesus as the Light; our calling to reflect His light   | 2 WEEKS              |
|  | 4.7  | Solomon's Wisdom<br>(God's Wisdom Guides)  | Wisdom in the Proverbs   | 3 WEEKS              |
| NEW TESTAMENT SERIES<br>—<br>My Jesus, Wise Teacher  | 4.8  | Teach Us to Pray<br>(The Lord's Prayer)    | The Lord's Prayer; praying from the heart; being real with God   | 3 WEEKS              |
|  | 4.9  | Teach Us to Be<br>(The Beatitudes)         | Jesus' Sermon on the Mount; spiritual poverty; mourning over sin; meekness; desiring righteousness; mercy; purity; peacemaking; persecution          | 3 WEEKS              |
|  | 4.10 | Easter<br>(Messages to Me)                 | Love; sin and its consequences; forgiveness; choice  | 1 WEEK               |
|  | 4.11 | Teach Us to Live<br>(Preparing for Heaven) | Jesus' preparation of Heaven for us and His preparation of us for Heaven; The Parable of the Ten Bridesmaids   | 3 WEEKS              |
| PERSONAL TESTAMENT SERIES                            | 4.12 | Godly Greatness<br>(God's Way)             | What godly greatness looks like; a variety of biblical and historical characters   | 3 WEEKS              |
|  | 4.13 | The Bible<br>(Guidance for Everyone)       | Variety in the Bible (and how it helps every person connect with God in a special way); biblical genres; story elements; seeing Jesus in every story | 3 WEEKS              |

# SCOPE AND SEQUENCE

## GRADE 5 — GOD IS PATIENT AND FULL OF GRACE

| SERIES   | UNIT | TITLE                                  | FOCUS   | RECOMMENDED DURATION |
|--|------|--|---|----------------------|
| OLD TESTAMENT SERIES<br>—<br>My God Is Patient and Gracious        | 5.1  | Salvation<br>(Dig!)                    | The Salvation story discovered through evidence from a school “dig” site.   | 3 WEEKS              |
|  | 5.2  | Elijah<br>(God Calls)                  | Elijah before Ahab; the drought; the Brook Cherith; Mt. Carmel; Elijah’s run from Jezebel   | 3 WEEKS              |
|  | 5.3  | Elisha<br>(God Is Patient)             | The calling of Elisha; Elijah taken to Heaven; the widow’s oil; miracle boy; the floating axehead; Elisha’s capture of an army            | 3 WEEKS              |
|  | 5.4  | Good Kings<br>(Jehoshaphat, Hezekiah)  | Character development; worship; prayer; trust; being an example   | 3 WEEKS              |
|  | 5.5  | Boy Kings<br>(Joash, Manasseh, Josiah) | Influence; choices; grace; commitment; child philanthropists; great things for God  | 3 WEEKS              |
|  | 5.6  | Christmas<br>(Gracious Gift of Peace)  | Jesus as the Peace Child (Who brought His kingdom of peace to the world)  | 2 WEEKS              |
|  | 5.7  | Jonah<br>(God Forgives)                | Jonah; love; compassion; forgiveness; healing; wholeness  | 3 WEEKS              |
| NEW TESTAMENT SERIES<br>—<br>My Jesus, Patient and Gracious Mentor | 5.8  | Set Apart<br>(Jesus: Gracious Example) | The birth and childhood of John the Baptist; the preaching of John the Baptist; Jesus’ baptism  | 3 WEEKS              |
|  | 5.9  | Tempted<br>(Jesus: Gracious Guide)     | John’s role to make way for Jesus; Jesus’ reliance on God’s Word during Satan’s temptations   | 3 WEEKS              |
|  | 5.10 | Easter<br>(The Lamb: God’s Gift)       | God’s grace; lamb symbolism; gospel   | 1 WEEK               |
|  | 5.11 | Discipled<br>(Jesus: Gracious Mentor)  | Jesus’ calling and teaching of the disciples; the woman at the well; the rich young ruler; the Canaanite woman                            | 3 WEEKS              |
| PERSONAL TESTAMENT SERIES  | 5.12 | Integrity<br>(Authentic Friends)       | Truth; honesty/dishonesty; compromise; choices; courage; reputation; the life of Joseph   | 3 WEEKS              |
|  | 5.13 | The Bible<br>(Agent of Transformation) | The Bible’s ability to transform lives through the power of the Holy Spirit; transformation as seen in a variety of historical characters | 3 WEEKS              |

# SCOPE AND SEQUENCE

## GRADE 6 — GOD IS FAITHFUL

| SERIES  | UNIT | TITLE  | FOCUS   | RECOMMENDED DURATION |
|---|------|--|---|----------------------|
| OLD TESTAMENT SERIES<br>—<br>My God Restores                      | 6.1  | <b>Salvation</b><br>(Extreme Makeover)                   | The Salvation story and personal transformation that results.   | <b>3</b><br>WEEKS    |
|   | 6.2  | <b>The Prophets</b><br>(True to His Words)               | The calling and role of a prophet; Jeremiah; Ellen White  | <b>3</b><br>WEEKS    |
|   | 6.3  | <b>Daniel</b><br>(True to His God)                       | Daniel and his friends; Nebuchadnezzar's dream; fiery furnace; writing on the wall; the lion's den; Daniel 7-12 overview  | <b>3</b><br>WEEKS    |
|   | 6.4  | <b>The Exiles Return</b><br>(True to His Promise)        | Zerubbabel; Nehemiah; restoration; obedience; consequences; the Sabbath   | <b>3</b><br>WEEKS    |
|   | 6.5  | <b>Queen Esther</b><br>(True to His Sovereignty)         | Esther; Jews in Persia, God's supremacy; courage; faithfulness  | <b>3</b><br>WEEKS    |
| NEW TESTAMENT SERIES<br>—<br>Jesus' Followers, Restorers with Him | 6.6  | <b>Christmas</b><br>(Welcoming Jesus: Our Ultimate Hope) | Welcoming Jesus in Bethlehem and welcoming Him into our hearts  | <b>2</b><br>WEEKS    |
|   | 6.7  | <b>Jesus' Sacrifice</b><br>(True to His Purpose)         | Mary washing Jesus' feet; triumphal entry; last supper; betrayal; trial; Gethsemane; crucifixion; resurrection  | <b>3</b><br>WEEKS    |
|   | 6.8  | <b>A Church Is Born</b><br>(Flames of Hope)              | Ascension of Jesus; Great Commission; Pentecost; apostles healing; Peter; Peter raises Tabitha  | <b>3</b><br>WEEKS    |
|   | 6.9  | <b>The Church Together</b><br>(Havens of Love)           | Love expressed in the early church; Peter's miraculous delivery; the stoning of Stephen; Dorcas; Holy Spirit power; fruits of the Spirit  | <b>3</b><br>WEEKS    |
|   | 6.10 | <b>The Church Grows</b><br>(Sharers of Faith)            | The spread of the gospel; miracle stories in Peter's and Paul's ministries  | <b>3</b><br>WEEKS    |
| PERSONAL TESTAMENT SERIES   | 6.11 | <b>The Adventist Church</b><br>(Carriers of Hope)        | The development and ministries of the Adventist Church; the work of William Miller, Joseph Bates, James and Ellen White; the Great Disappointment                                 | <b>4</b><br>WEEKS    |
|   | 6.12 | <b>The Bible</b><br>(Translated to Give Hope)            | The translation of the Bible so we can understand it; the history of the Bible; the Protestant Reformation; Tyndale; the Waldenses; Luther; importance of Bible study; conviction | <b>3</b><br>WEEKS    |

# SCOPE AND SEQUENCE

## GRADE 7 — GOD TRANSFORMS

| SERIES   | UNIT | TITLE   | FOCUS  | RECOMMENDED DURATION |
|--|------|---|--|----------------------|
| OLD TESTAMENT SERIES<br>—<br>My God's Plan             | 7.1  | <b>War in Heaven</b><br>(God's Big Picture)             | Lucifer's fall; the Great Controversy; the power of choice   | <b>4</b><br>WEEKS    |
|  | 7.2  | <b>Creation and the Fall</b><br>(God's Big Picture)     | Creation; the Fall; the Sabbath; living the creation story   | <b>4</b><br>WEEKS    |
|  | 7.3  | <b>The Cross</b><br>(God's Big Picture)                 | The Last Supper; Gethsemane; the crucifixion; the resurrection; salvation  | <b>4</b><br>WEEKS    |
|  | 7.4  | <b>Heaven</b><br>(God's Big Picture)                    | Heaven (John's vision); Sabbath; eternity  | <b>4</b><br>WEEKS    |
|  | 7.5  | <b>My Response</b><br>(God's Big Picture)               | Salvation; choice; God's love/character  | <b>2</b><br>WEEKS    |
| NEW TESTAMENT SERIES<br>—<br>My Jesus, the Transformer | 7.6  | <b>Seeing Jesus</b><br>(Jesus the Transformer)          | Seeing the real Jesus; the culture of Jesus' day; Jesus' mission and countercultural impact                              | <b>3</b><br>WEEKS    |
|  | 7.7  | <b>Transforming Whomever</b><br>(Jesus the Transformer) | Nicodemus; the woman at the well; our identity in Jesus; Jesus' power to transform; unconditional acceptance; commitment | <b>3</b><br>WEEKS    |
|  | 7.8  | <b>Calming the Storm</b><br>(Transforming Challenges)   | Jesus' calming of the storm; dependence; personal growth; dealing with fear; trusting God's promises                     | <b>3</b><br>WEEKS    |
|  | 7.9  | <b>The Demoniac</b><br>(Transforming Life)              | Jesus' healing of the demoniac; freedom in Jesus; conversion; release from chains; choices                               | <b>4</b><br>WEEKS    |
|  | 7.10 | <b>Zacchaeus</b><br>(Transforming Lifestyle)            | Zacchaeus; grace; salvation; forgiveness; lifestyle choices; the transformed life  | <b>3</b><br>WEEKS    |
| PERSONAL TESTAMENT SERIES                              | 7.11 | <b>Service</b><br>(Transformed to Serve)                | The sheep and the goats; serving in my home, my community, and my world  | <b>2</b><br>WEEKS    |

# SCOPE AND SEQUENCE

## GRADE 8 — GOD CALLS

| SERIES                                   | UNIT | TITLE   | FOCUS  | RECOMMENDED DURATION |
|--|------|---|--|----------------------|
| OLD TESTAMENT SERIES<br>—<br>God Calls   | 8.1  | <b>Patriarchs</b><br>(A Call to Covenant)               | Revelation of God; Covenant; qualities of God; the lives of the Patriarchs: Adam, Enoch, Abraham, Isaac, and Jacob   | 4 WEEKS              |
|  | 8.2  | <b>Joseph</b><br>(A Call to Faithfulness)               | Pain and suffering; faithfulness; loyalty to God; choosing to do right; God's blessings  | 4 WEEKS              |
|  | 8.3  | <b>Moses</b><br>(A Call to Lead)                        | The life and leadership of Moses; natural leadership versus spiritual leadership; humility; submission; obedience  | 3 WEEKS              |
|  | 8.4  | <b>The Sanctuary</b><br>(A Call to the Heart)           | The earthly sanctuary; its symbols and foreshadowing; God in the center of life; salvation; making space for God   | 4 WEEKS              |
| NEW TESTAMENT SERIES<br>—<br>Jesus Calls | 8.5  | <b>The Parable Preacher</b><br>(Called Through Stories) | Jesus' ministry and teaching style; parables; cultural context; the Holy Spirit  | 2 WEEKS              |
|  | 8.6  | <b>The Prodigal Son</b><br>(Called to Come Home)        | Parable of the prodigal son; God's unconditional acceptance, love, and forgiveness   | 3 WEEKS              |
|  | 8.7  | <b>The Unforgiving Servant</b><br>(Called to Forgive)   | Parable of the unforgiving servant (God's forgiveness); forgiving each other   | 4 WEEKS              |
|  | 8.8  | <b>The Good Samaritan</b><br>(Called to Care)           | Parable of the good Samaritan (service); prejudice; acceptance; compassion; hearing and doing  | 4 WEEKS              |
|  | 8.9  | <b>The Ten Bridesmaids</b><br>(Called to Be Ready)      | Parable of the 10 bridesmaids; spiritual preparation; the Second Coming  | 4 WEEKS              |
| PERSONAL TESTAMENT SERIES                | 8.10 | <b>My Calling</b><br>(Called to Discern)                | Satan the deceiver; deception and truth; conditioning; discernment through critical thinking and biblical investigation; making wise choices; peer pressure; courage | 4 WEEKS              |

# SCOPE AND SEQUENCE

## GRADES 9-10

### GRADE 9

### GRADE 10

|               |  |   |
|---------------|--|---|
| <b>Term 1</b> | <h3>God: The I Am</h3> <p>VISION</p> <p>An exploration of God's existence, who He is, what He is like, and how we can have a real relationship with Him.</p> <p><b>9.1A</b> The Reality of God<br/> <b>9.1B</b> Character of God<br/> <b>9.1C</b> A God Worth Knowing</p>  | <h3>The God-Choice</h3> <p>VISION · LORDSHIP</p> <p>God has pursued His chosen people throughout history, yet repeatedly they have chosen the world above Him. In the Old Testament stories of Hosea and David, we see the characteristics of individuals who lived their lives after God's own heart.</p> <p><b>10.1A</b> Hosea: Extreme Love<br/> <b>10.1B</b> David: After His Heart</p>   |
| <b>Term 2</b> | <h3>God on a Cross</h3> <p>GOSPEL</p> <p>God's response to the problem of sin was to send Jesus, the ultimate gift to humankind. Through Jesus' humble birth, His childhood, baptism, temptation, ministry in the Passion Week, and His death and resurrection, we come to see a loving Father who gives all as a result of His love for us.</p> <p><b>9.2A</b> God on Earth<br/> <b>9.2B</b> The Week of the Cross<br/> <b>9.2C</b> God: From Death to Life</p>                                   | <h3>God's Heart</h3> <p>GOSPEL · LORDSHIP</p> <p>Jesus shared many profound, eternal truths while on this earth. This unit explores Jesus' Sermon on the Mount — messages that challenge, encourage and draw us close to His heart.</p> <p><b>10.2A</b> Jesus: Messages from His Heart</p>  |
| <b>Term 3</b> | <h3>God Gifts <small>PART 1</small></h3> <p>VISION · GOSPEL</p> <p>God has chosen to lavish His love upon us through many gifts. Through a deeper understanding of the gift of creation, we can appreciate and defend a creationist worldview. In looking at the Sabbath throughout history, and how God has sought to restore it for His people, we truly come to appreciate this gift.</p> <p><b>9.3A</b> The Gift our World—Creation<br/> <b>9.3B</b> The Gift of the Sabbath</p>               | <h3>Sharing God</h3> <p>GOSPEL · LORDSHIP · PRESENCE</p> <p>The birth of the early church brought challenges and wonder as the Holy Spirit was poured onto people committed to living after God's own heart. Jesus' followers were empowered with His message, and shared it passionately, despite the consequences. With the Holy Spirit empowering our lives, we too can share God's messages with the world.</p> <p><b>10.3A</b> Acts: A Heart to Share</p>                |
| <b>Term 4</b> | <h3>God Gifts <small>PART 2</small></h3> <p>LORDSHIP · PRESENCE</p> <p>God's gift of grace as seen through Old Testament stories shows us a loving God who forgives in spite of failure. When we view our lives in light of who we truly are (God's sons and daughters), this changes the way we see ourselves and others. These gifts illustrate God's desire to have an intimate and unique relationship with us.</p> <p><b>9.4A</b> The Gift of Grace<br/> <b>9.4B</b> The Gift of Identity</p> | <h3>God in My World</h3> <p>LORDSHIP · PRESENCE</p> <p>When we are living after God's own heart, connected to Jesus, our lives, and the ways in which we relate to the world around us change. Our relationship with God will determine things such as: our prayer life, Bible study, how we view God's law, and how we make discerning lifestyle choices. God calls us to live for Him in every aspect of our lives.</p> <p><b>10.4A</b> My Heart: Living in the Waiting</p> |

# SCOPE AND SEQUENCE

## GRADE 11-12

### GRADE 11

### GRADE 12

|   |  |                      |
|---|--|----------------------|
| <p><b>God's Word</b></p> <p>VISION · LORDSHIP</p> <p>God's Word, the Bible, is trustworthy and true, and helps us to know Him. This unit looks at the role of the Bible in Christian history and how it has endured the test of time as the best guide book for our lives.</p> <p><b>11.1 The Bible: Trustworthy and Enduring</b></p>   | <p><b>Perspectives on God</b></p> <p>VISION · GOSPEL</p> <p>Humanity's need to believe in something is captured in the world's religions and other philosophical perspectives. True Christianity is the only religion that offers free salvation. The fundamental beliefs of the Seventh-day Adventist church, as founded on the Bible, are explored as students articulate their personal worldview.</p> <p><b>12.1 World Religions and My Faith</b></p>  | <p><b>Term 1</b></p> |
| <p><b>God Is Our Victor</b></p> <p>VISION · GOSPEL · LORDSHIP · PRESENCE</p> <p>God has been personally involved in our earth's history right from the start. Through the prophecies in the book of Daniel, we see how God foretold, with complete accuracy, what has happened in the past, and can trust Him to lead with confidence, both now and in the future.</p> <p><b>11.2 God: Sovereign King (Daniel)</b></p>  | <p><b>Worldviews and God</b></p> <p>VISION · GOSPEL · LORDSHIP</p> <p>Our view of God can be impacted by many things and is largely dependent on our understanding of the Bible, our personal worldview, and our faith. Our worldview will impact how we respond to the tough questions in life, such as how to respond to suffering, one's purpose in life, and various ethical dilemmas. Both the big and the small choices we make each day can honor God through the way we live our lives.</p> <p><b>12.2 Ethics and Morality</b></p> | <p><b>Term 2</b></p> |
| <p><b>God Is My Victor</b></p> <p>VISION · GOSPEL · LORDSHIP · PRESENCE</p> <p>Through the study of Revelation, we can more completely understand Jesus as our Hero, our Defender, our Deliverer, and the only One worthy to save us. God has revealed with complete accuracy what has happened in the past and what will happen in the final hours of earth's history. We can be reassured that there is nothing to fear as long as we cling to Jesus.</p> <p><b>11.3 Jesus: Worthy Conqueror (Revelation)</b></p> | <p><b>God in My Relationships</b></p> <p>GOSPEL · LORDSHIP</p> <p>There are various aspects of healthy relationships such as understanding one's personal identity, values, communication, anger management, conflict resolution, dating, marriage, and family dynamics. Our earthly relationships are important to God, since the love of Christ compels us to relate to others as He would.</p> <p><b>12.3 My Relationships</b></p>  | <p><b>Term 3</b></p> |
| <p><b>God Is My Guide</b></p> <p>VISION · GOSPEL · LORDSHIP · PRESENCE</p> <p>As we explore the history of the Adventist church, we can have confidence, knowing that God is in control, and that the Holy Spirit will continue to equip us as we share His messages with the world. We have nothing to fear for the future with Him by our side.</p> <p><b>11.4 Holy Spirit: Leading Guide (Adventist Heritage)</b></p>  | <p><b>The God of the Gospels</b></p> <p>VISION · GOSPEL · LORDSHIP · PRESENCE</p> <p>The book of John offers episodes of Christ. Each of these episodes can deepen our understanding of the Savior of the world, and our relationship with Him.</p> <p><b>12.4 The Gospel of John</b></p>  | <p><b>Term 4</b></p> |

# TEACHER FEEDBACK

**The following responses are from North American Division teachers of various units of the Adventist Encounter Bible Curriculum.**

My students have thoroughly enjoyed Bible class. In fact, they would ask me, "When are we going to do Bible today?" They expressed enthusiasm and interest for the activities we did together. Many times I heard them say "Bible is fun." They particularly enjoyed the Lost and Found unit. I saw their understanding of God's love grow as we studied each parable and identified what the stories reveal about the Father's heart. The students came away from the unit really understanding that God's love is lavish and never changes. I think each one of them truly understood that they are God's special child.

*Heidi Bullock  
Gr. K-4, North Aurora Seventh-day Adventist School*

The Encounter resources themselves are amazing. The organization is insightful and very planning friendly. I appreciate the provided appendices and PowerPoint presentations (which the students loved) that came with the units. Things that I would usually have to create myself were already done for me.

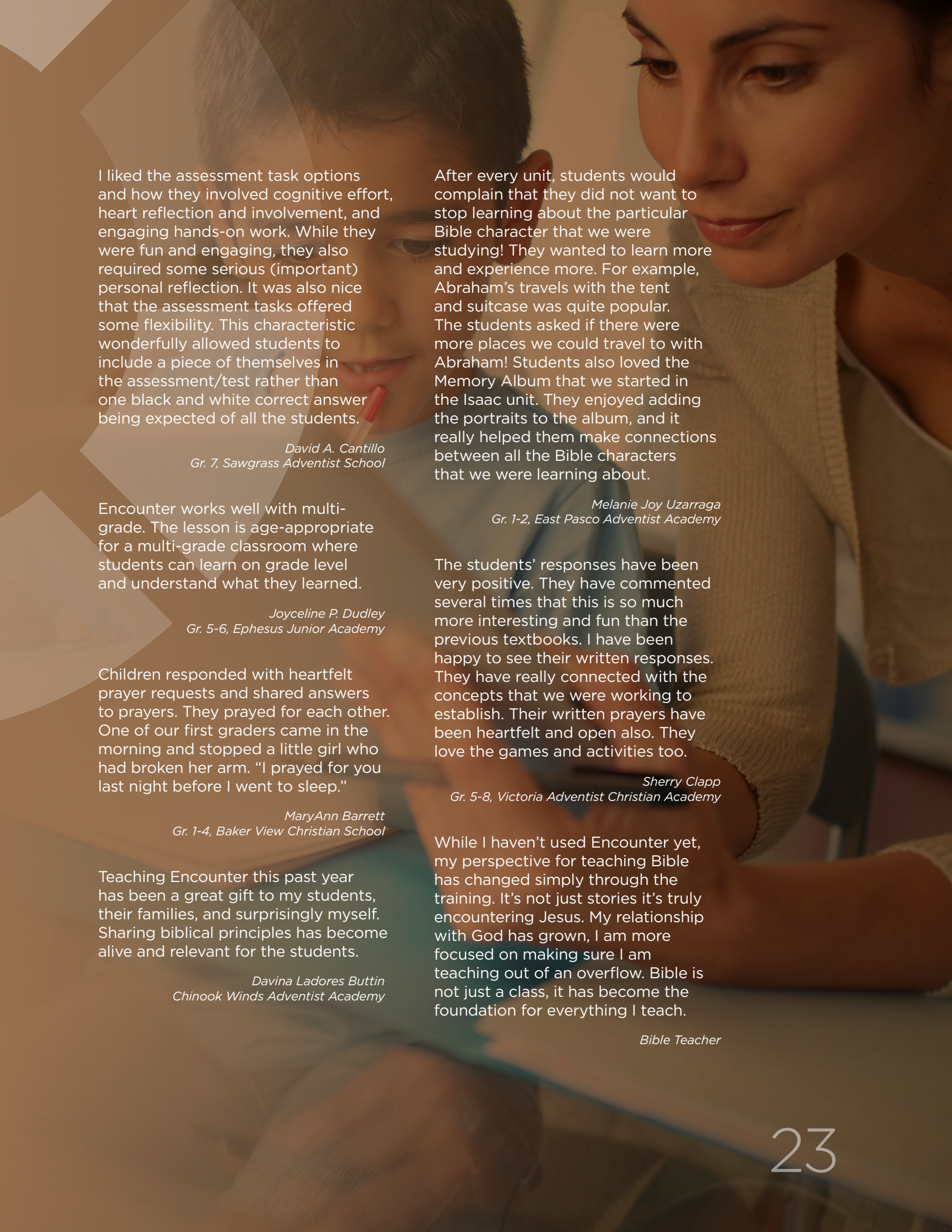
*Sara Mora  
Gr. 3, Crawford Adventist Academy*

My students loved learning about the different aspects of the Holy Spirit and His work in our lives. When we studied how He is like a fire, we went into the dark gym and started our lesson. Near the end, as we all sat around the little flickering flames representing the Holy Spirit's work in us, the students were in silent awe. One student spoke, "Ms. Morrison, can we please pray right now that the Holy Spirit will come into our lives to work?" After this the students couldn't help but talk about Him working in different ways. I even found it to be a part of recess conversation as well as other unit topics! I love how God is working through these units to reach the hearts of my students!

*Kalicia Morrison  
Gr. 3-8, Charlotte Adventist Christian School*

My students were very excited about these units. They loved the hands-on, group, and responsive activities. They really seemed to develop a close and authentic relationship with their Creator through the course of these units. There were so many times I could strongly sense the Holy Spirit working on their hearts!

*Rachel Rusk  
Gr. 4-5, Cariboo Adventist Academy*

A warm, close-up photograph of a woman with dark hair and a young boy with light hair. They are both looking down at a book or paper held by the boy. The woman is on the right, smiling slightly, and the boy is on the left, holding a red pencil. The background is softly blurred, showing more of the boy's face and the book.

I liked the assessment task options and how they involved cognitive effort, heart reflection and involvement, and engaging hands-on work. While they were fun and engaging, they also required some serious (important) personal reflection. It was also nice that the assessment tasks offered some flexibility. This characteristic wonderfully allowed students to include a piece of themselves in the assessment/test rather than one black and white correct answer being expected of all the students.

*David A. Cantillo  
Gr. 7, Sawgrass Adventist School*

Encounter works well with multi-grade. The lesson is age-appropriate for a multi-grade classroom where students can learn on grade level and understand what they learned.

*Joyceline P. Dudley  
Gr. 5-6, Ephesus Junior Academy*

Children responded with heartfelt prayer requests and shared answers to prayers. They prayed for each other. One of our first graders came in the morning and stopped a little girl who had broken her arm. "I prayed for you last night before I went to sleep."

*MaryAnn Barrett  
Gr. 1-4, Baker View Christian School*

Teaching Encounter this past year has been a great gift to my students, their families, and surprisingly myself. Sharing biblical principles has become alive and relevant for the students.

*Davina Ladores Buttin  
Chinook Winds Adventist Academy*

After every unit, students would complain that they did not want to stop learning about the particular Bible character that we were studying! They wanted to learn more and experience more. For example, Abraham's travels with the tent and suitcase was quite popular. The students asked if there were more places we could travel to with Abraham! Students also loved the Memory Album that we started in the Isaac unit. They enjoyed adding the portraits to the album, and it really helped them make connections between all the Bible characters that we were learning about.

*Melanie Joy Uzarraga  
Gr. 1-2, East Pasco Adventist Academy*

The students' responses have been very positive. They have commented several times that this is so much more interesting and fun than the previous textbooks. I have been happy to see their written responses. They have really connected with the concepts that we were working to establish. Their written prayers have been heartfelt and open also. They love the games and activities too.

*Sherry Clapp  
Gr. 5-8, Victoria Adventist Christian Academy*

While I haven't used Encounter yet, my perspective for teaching Bible has changed simply through the training. It's not just stories it's truly encountering Jesus. My relationship with God has grown, I am more focused on making sure I am teaching out of an overflow. Bible is not just a class, it has become the foundation for everything I teach.

*Bible Teacher*

## MORE TEACHER FEEDBACK

Just yesterday my students were saying how much they enjoy this curriculum. One student said he feels at peace entering the classroom—no panic that he forgot to do something. He knows God will be the focus, and this gives him a chance to deepen that relationship and not get lost in ‘busy work’ but focus on who God is and why He matters in his life.

*Lori Anderson Holm  
Loma Linda Academy*

My students did a student-led evangelism meeting on the book of Revelation. Many of the parents remarked that it was the most positive and Christ-focused Revelation meeting they had been to. I have appreciated the strong emphasis on Christ’s characteristics and ministry in heaven and the assurance that God’s people will be cared for during the trials of the end. That clearly rubbed off on my students, and ultimately the people they witnessed to. I’m very thankful for this curriculum.

*Ben Kreiter, Bible teacher  
Forest Lake Academy*

As an educator I have gone to several conferences and conventions on differentiated instruction. It’s the hot term in teaching, and in my own classroom I have seen positive results from using differentiated techniques. The new Bible curriculum has many of these techniques already built in to the lesson plans. It shows as Adventist educators we can be on the cutting edge of education techniques.

*Walter Webber  
Mile High Academy*

The Bible Encounter program takes the learning of the Bible beyond the facts and makes it real for the students as they internalize what is presented. It is a program that is informative, innovative, creative, inspirational and challenging.

*Linda Vigil, Bible teacher  
Maplewood Academy*

My students look at the phrase, “Dare to be a Daniel” with a new set of eyes. It’s not just a story but a lifestyle of courage, faith and hope under fire. The essential question they are asking is, “Do I have a strong relationship with Jesus, and if not, why not?”

*Stephanie Johnson, Chaplain  
Forest Lake Academy*

I enjoy teaching the Engaged Learning Phase because the blend of Scripture and Spirit of Prophecy readings, journaling, and stories really helps my students dig into the meaning of each unit. It goes beyond the surface information and allows them to take charge of their own learning. There is always an activity the makes my classroom “hum” with ideas.

*Jonathan Schwarz  
Redwood Adventist Academy*

The Encounter curriculum is structured in such a way that students are taken on a spiritual journey through each topic. It is so much more than gathering information about Jesus — it is taking that information to the next level of “what does it matter in my life at this very moment?” and “what can I do with it?” The whole point of the curriculum is included in its title, Encounter, an opportunity to encounter Jesus.

*Deborah Daniel, Bible Teacher  
Columbia Adventist Academy*

The Encounter methodology has challenged me to change my method of teaching within other classes as well. Not only does each unit start with a “Hook”, but each sub-segment or 5-minute block contains “mini-hooks” to constantly keep learners engaged. It has also challenged me to find more ways to constantly appeal to multiple intelligences, and to encourage students to do more of the talking and thinking, so that they can own their learning. It takes a great deal of time and intentionality to try to emulate the types of lessons constructed within Encounter, which makes me appreciate the curriculum so much more.

I constantly marvel at the fact that students are asking to keep copies of *Messiah*, so they can read it for themselves... Previously, if I'd said, “Read *Desire of Ages*,” they would have groaned, but here they are asking for it!

*Andon Boyce, Bible Teacher  
Crawford Adventist Academy*

One of my students recommitted their lives to God because of this curriculum. They shared their testimony with our class. My freshman now helps lead youth church and another student realized their necessity for spending time with God. This curriculum equips and trains.

*Zac Surovec  
Thunderbird Adventist Academy*

Encounter is an amazing tool for soul saving.

*H. Earle Green, Principal  
Lithonia Adventist Academy*

This is an awesome, relevant curriculum for these last days of earth's history.

*Isaac Robles  
Hawaiian Mission Academy*

I believe that the Encounter Adventist Curriculum will change the life of a child. It will develop a real relationship with Jesus and not just information, stories and facts.

*Joyce Fortner, Principal  
Little Rock Adventist Academy*

It's a great experience to teach with this program and use the Bible as our textbook. It's been a blessing for me and my students!

*Melissa Semakula  
Sandia View Academy*

In comparison to the old curriculum I was blown away by the depth of relationship it builds between the student, teacher, and God.

*Alex Brown  
Union Springs Academy*

Bible is now my favorite class to teach! Encounter has transformed my classroom, my students, and myself. My students are meeting Jesus through this program. It's so great to do Bible in this active, engaging way!

*Gina Walker  
Sandy Lake Academy*

My students have enjoyed our small group discussions and the one-on-one conversations they have with their classmates. Having these conversations is essential for their spiritual growth. Encounter helped us tap into deeper, more meaningful ideas than I've ever seen before. I'm so grateful for Encounter and its life changing potential.

*Taylor Pittenger  
Rio Lindo Adventist Academy*

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Sandra England  
Mark Borresen  
Karyn Stanton  
Bev Christian  
Julie-Anne Heise  
Bronwyn Goodwin  
Irwin Stein  
Michelle Kent  
Peter Lindsay

# ACADEMIC ENDORSEMENT

Thirty years ago, in *Myths in Adventism*, I highlighted the difference between a Bible curriculum taught as a body of knowledge (theology) versus a Bible curriculum taught as a personal relationship with Jesus (religion). My basic thought was that theology is not an end in itself but a means to a religious experience. Thus while theology is important, it is not what the teaching of religion is all about. But it is so easy to develop a curriculum featuring theology and cognitive knowledge and to miss the really important, but much more difficult, realm of wholistic relationships inherent in religion.

This pioneering Bible curriculum is what the church has needed for decades. It is relational, wholistic, and thorough, yet at the same time theologically respectable and biblically insightful. The genius of this approach is that you have featured personal relationships and the challenge to grow spiritually while at the same time introducing students to significant Bible study and discovering learning along with the basic Christian and Adventist doctrinal understandings. My prayer is that your groundbreaking curriculum, when fully developed, may find a place not only in the South Pacific Division but throughout the world church. Your curricular work is far beyond anything else I have seen.

Dr. George Knight

PROFESSOR EMERITUS OF CHURCH HISTORY, ANDREWS UNIVERSITY

"YOUR WORD IS A  
LAMP FOR MY FEET,  
A LIGHT ON MY PATH."

PSALM 119:105 (NIV)



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