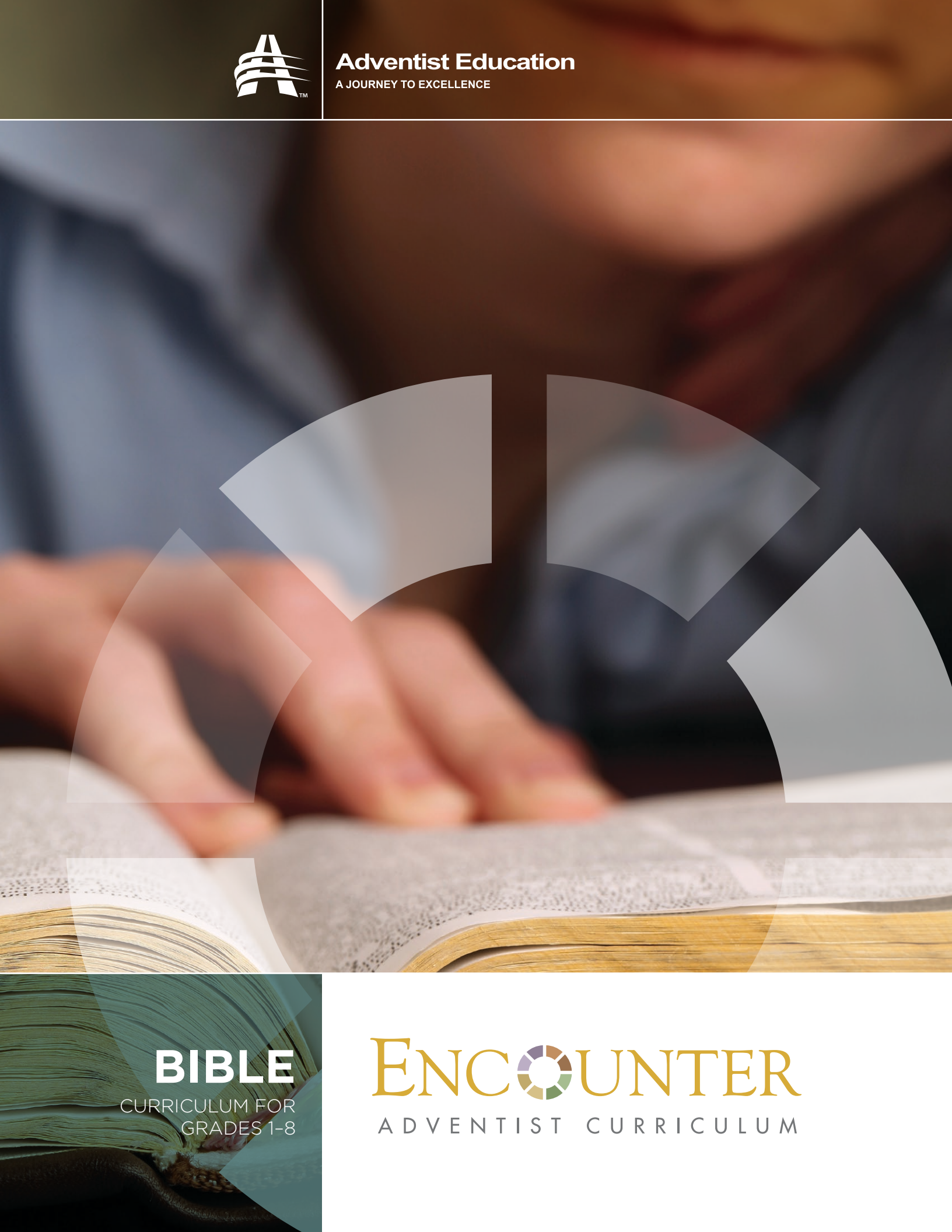





Adventist Education
A JOURNEY TO EXCELLENCE



BIBLE

CURRICULUM FOR
GRADES 1-8

ENCOUNTER
ADVENTIST CURRICULUM

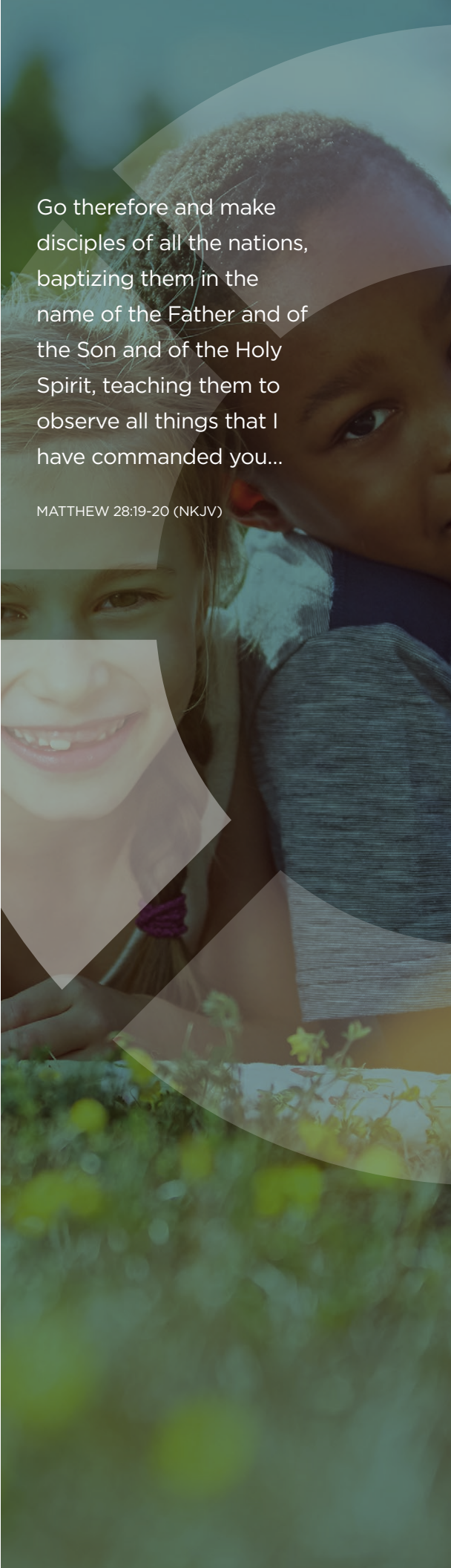
A photograph of two young girls sitting in a field of yellow flowers. The girl in the foreground is laughing with her eyes closed, while the girl behind her is smiling. The scene is bathed in warm, golden light, suggesting a sunset or sunrise. A thin white horizontal line is positioned above the text.

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

ELLEN. G. WHITE, *EDUCATION*, 1913, [ADD PAGE NUMBER]

Consider a Bible class where every student's relationship with Christ is nurtured, based on their solid knowledge of Scripture, so that they can 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)



RATIONALE

The primary purpose of the *Adventist Encounter Curriculum* is for all our students, elementary and secondary, to have a solid, deep, and personal knowledge of the truths of the Bible (Seventh-day Adventist fundamental beliefs); 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. ELMSHAVEN OFFICE, p. 50.

In response to this call, the *Adventist Encounter Curriculum* is a seamless curriculum that is intentional about exploring big-picture, biblical concepts with the goal of making a difference for eternity. This curriculum uses the classroom context to help build a life-long relationship with Jesus Christ, using the Bible as the source of truth. Through rigorous pedagogical practice, it seeks to develop each students' personal walk with God and reasons for faith, lifestyle choices, and ethical decision-making from an Adventist worldview, all the while nurturing interpersonal relationships and service to others. In short, it seeks to invite our students to be disciples of the 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, where students use their Bibles as the foundation to know about God's plan for their lives and the world, and are provided opportunities to develop a relationship with God. They are then able to put their beliefs into practice in their own lives through sharing their faith and serving others.

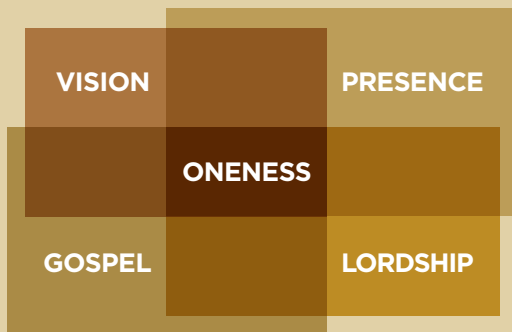
Ultimately, *Encounter* seeks to respond to the Three Angels' Message of Revelation 14—a call for people to stand in these last days in a real relationship with God, to be aroused from their apathy and worship our Creator alone.

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.” 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 shares one model of spiritual growth.

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)

Finally, 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’s helpful to move back a step.

In each grade, students explore Scripture and themes that fall into one or more of the four phases of this model, growing in Christ being the ultimate goal.

LORDSHIP MODEL

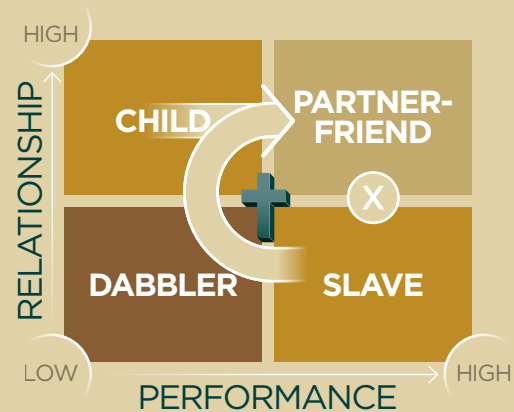
Pastor Ben Maxson’s Lordship model can help clarify how we come to God.

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 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, 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 is impulsive, and not very capable, but has 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 first be reborn, through the process of justification, and become like a Child first. Then, through the process of sanctification, we become a Partner-Friend.

Rather than producing Slaves in our students, the goal of the Adventist Encounter Curriculum is for students to live in a Partnership/Friendship 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

As inferred, we have abandoned a purely “educationally cognitive” approach to Scripture, and embraced biblical discipleship in response to the Great Commission. We seek to touch the heart as well as the mind. We believe this will establish an important pattern for life-long spiritual growth and devotion.

2. CONTENT · TOPICS

The *Encounter Curriculum* focuses on the truths of the Bible in all teaching units. All content relates to the Personhood of God—for Scripture testifies of Him. Acknowledging the importance of meaning and context in the learning process, all teaching units have a central biblical narrative focus and are thematically linked 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 provide teaching units and resource materials for teachers that outline a range of learning activities intended to encourage the thinking of each student. The main textbook students will use is their Bible.

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 multiple intelligences are harnessed so that each student is challenged and stretched in their learning style. 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. Teachers and students make discoveries from the truth of God's Word 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 planning pedagogical 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, engaging real, and make it all come to life for the 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 process. Each of the eight phases contributes something important in the growth of knowledge and holistic faith development.

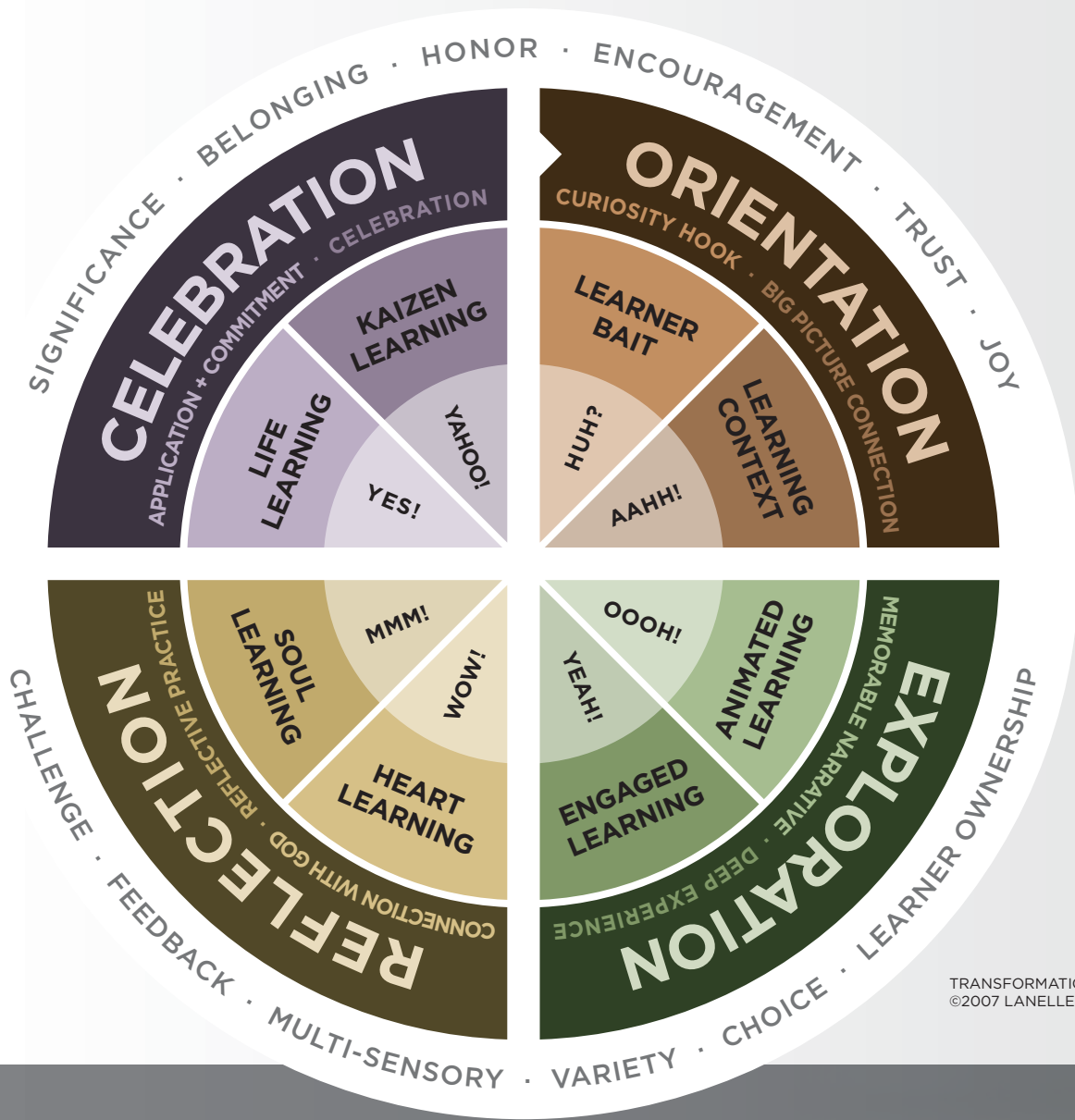


FOCUS ON LEARNING

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

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
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THE CORE

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

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 and high skill development.

JENSEN E. “TOOLS FOR ENGAGEMENT: MANAGING EMOTIONAL STATES FOR LEARNER SUCCESS.” 2003, p. 25.

LEARNING PHASES

All teaching units move seamlessly through these eight phases in order. 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 (NLT)

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 strongly 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 (NLT)

Of all learning arenas, 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 (NLT)

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 after righteousness, for they will be filled.” Matthew 5:6 (NLT)

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 in 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” will be seen as 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, 18 (NLT)

In the *Heart Learning* Phase, the teacher facilitates a worship experience with the students in response to what has been explored in the previous phases. In these

worship times, Scripture, song, story, or media are used to help students come to know and worship God in a meaningful way.



SOUL LEARNING • *Reflective Practice*

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

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

of faith and personal application. This practice also models a valuable life-skill that personalizes Bible study.



LIFE LEARNING • *Transformational Application and Commitment*

“You are God’s masterpiece, He has created you anew in Christ Jesus, that you might do the good things he planned for you long ago.” Ephesians 2:10 (NLT)

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 praise the Lord at all times, I will constantly speak his praises. Come, let us tell of the Lord’s greatness, let us exalt his name together.” Psalm 34: 1, 3 (NLT)

Kaizen is a Japanese concept that speaks of an attitude of honoring tiny, seemingly insignificant, never-ending improvements. It comes from two words: “*Kai*”: to change or correct, and “*Zen*”: gracefully and with dignity. 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’ commitment to God, or amazing insights about God.

SCOPE AND SEQUENCE

GRADE 1 – GOD IS TRUSTWORTHY

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

SCOPE AND SEQUENCE

GRADE 2 — GOD PROTECTS AND PROVIDES

SERIES	UNIT	TITLE	FOCUS	WEEKS
Old Testament Stories: My God Protects and Provides	2.1	Salvation (Son-Seeker Safari)	Story of salvation	2
	2.2	God Protects Moses (His Birth and Childhood)	Hebrews in slavery; Moses saved to serve; Moses in the palace as Prince	2
	2.3	God Prepares Moses (Shepherd Training)	Moses as shepherd; Moses' encounter with God; Moses called to lead	2
	2.4	God Frees His People (Freedom in Sight)	The plagues in Egypt; the Passover	3
	2.5	God Provides a Way (The Exodus)	The Exodus; Israel pursued; crossing of the Red Sea; Presence of God in cloud and fire	2
	2.6	God Provides for Needs (Wilderness Experiences)	Manna in the desert; water in the desert; God gives the 10 Commandments	3
	2.7	Christmas (Thank You, Jesus)	Worship as our response to God's wonderful gift of Jesus	2
	2.8	God Provides His Presence (The Sanctuary)	The wilderness sanctuary; salvation in the sanctuary	3
	2.9	God Provides a Church (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
New Testament Stories: My Jesus, The Good Shepherd	2.10	Jesus Protects (The Good Shepherd)	Jesus' walk on water; Jesus' calming of the storm	2
	2.11	Jesus Provides (The Good Shepherd)	Fishers of men; Jesus' feeding of the multitudes; breakfast on the beach	3
	2.12	Easter (God Provides One)	God's gifts; God's provision for our salvation	1
	2.13	Jesus Heals (The Good Shepherd)	The healing of the paralytic; the healing of Jairus' daughter; the centurion's faith	3
Personal Testament: Thankful Friends	2.14	Thankfulness (Thankful Friends)	Naaman; 10 Lepers	3
	2.15	The Bible (Thank You, God)	Bible authors; the Holy Spirit and holy men	2

SCOPE AND SEQUENCE

GRADE 3 – GOD IS LOVING AND GENEROUS

SERIES	UNIT	TITLE	FOCUS	WEEKS
Old Testament Stories: My God Is Loving and Generous	3.1	Salvation (Let's Celebrate!)	God's many gifts	3
	3.2	Wilderness (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
	3.3	Jericho (Entering the Homeland)	The crossing of the Jordan River; Rahab and the spies; the fall of Jericho	3
	3.4	Canaan (Settling in the Homeland)	The ceremony of recommitment; Gibeonite treaty; working together; tithing; cities of refuge	3
	3.5	Era of the Judges (Hardship in the Homeland)	Joshua's speech; Israel's disobedience; Gideon; Israel's see-saw experience	3
	3.6	Christmas (Meaningful Gifts)	Meaning in the gifts of the Wise Men	2
	3.7	Ruth (Harvest in the Homeland)	Naomi and Ruth; Ruth's gleaning in the fields; Ruth and Boaz	3
	3.8	Samuel (Connection in the Homeland)	Hannah's prayer; Samuel's tabernacle work; Samuel's call; Eli as priest	2
New Testament Stories: My Jesus, Loving and Generous Friend	3.9	Jesus (Friend of Children)	Jesus' blessing of the children; 1 Corinthians 13	3
	3.10	Jesus (Friend to the Friendless)	Zacchaeus; the lame man of Bethesda; the man with leprosy; 1 Corinthians 13	3
	3.11	Easter (God Gives Everything)	God's love, care, and generous gift of salvation	1
	3.12	Jesus (A Special Friend)	Mary, Martha, and Jesus; the washing of Jesus' feet; the raising of Lazarus; 1 Corinthians 13	3
Personal Testament: Big-hearted Friends	3.13	Generosity (Big-hearted Friends)	The widow's offering; King David and Mephibosheth; Elisha and the jars of oil	2
	3.14	The Bible (Generous Gift to Me)	Truth, meaning, and help for every person in God's word; King Josiah	2

SCOPE AND SEQUENCE

GRADE 4 – GOD IS A WISE GUIDE

SERIES	UNIT	TITLE	FOCUS	WEEKS
Old Testament Stories: My God Helps and Guides	4.1	Salvation (Survivor!)	God's help for us through Jesus' saving act; God's guidance for us to be His mirrors	3
	4.2	Saul (God Offers Help)	Israel's plea for a King; Saul as King; Saul's rejection of God	3
	4.3	David (God Equips)	David the shepherd; David anointed; David and King Saul; David and Goliath	3
	4.4	King David (God Strengthens)	David's elevation after Goliath; David as King; David's defeat of the Philistines; Abigail's intercession	3
	4.5	King Solomon (God Gives Wisdom)	Solomon's prayer for wisdom; wise judgments; the building and dedication of the temple	3
	4.6	Christmas (Light in Darkness)	Jesus as the Light; our calling to reflect His light	2
	4.7	Solomon's Wisdom (God's Wisdom Guides)	Wisdom in the Proverbs	3
New Testament Stories: My Jesus, Wise Teacher	4.8	Teach Us to Pray (The Lord's Prayer)	The Lord's Prayer; praying from the heart; being real with God	3
	4.9	Teach Us to "Be" (The Beatitudes)	Jesus' Sermon on the Mount; spiritual poverty; mourning over sin; meekness; desiring righteousness; mercy; purity; peace-making; persecution	3
	4.10	Easter (Messages to Me)	Love; sin and its consequences; forgiveness; choice	1
	4.11	Teach Us to Live (Preparing for Heaven)	Jesus' preparation of Heaven for us and His preparation of us for heaven; The parable of the 10 bridesmaids	3
Personal Testament: Wise Friends	4.12	Godly Greatness (God's Way)	What Godly greatness looks like; a variety of biblical and historical characters	3
	4.13	The Bible (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

SCOPE AND SEQUENCE

GRADE 5 – GOD IS PATIENT AND FULL OF GRACE

SERIES	UNIT	TITLE	FOCUS	WEEKS
Old Testament Stories: My God Is Patient and Gracious	5.1	Salvation (Dig!)	Exciting evidence about God's plan to save us through Jesus	3
	5.2	Elijah (God Calls)	Elijah before Ahab; the drought; the Brook Cherith; Mt. Carmel; Elijah's run from Jezebel	3
	5.3	Elisha (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
	5.4	Good Kings (Jehoshaphat, Hezekiah)	Character development; worship; prayer; trust; being an example	3
	5.5	Boy Kings (Joash, Manasseh, Josiah)	Influence; choices; grace; commitment; child philanthropists; great things for God	3
	5.6	Christmas (Gracious Gift of Peace)	Jesus as the Peace Child (who brought His kingdom of peace to the world)	2
	5.7	Jonah (God Forgives)	Jonah; love; compassion; forgiveness; healing; wholeness	3
New Testament Stories: My Jesus, Patient and Gracious Mentor	5.8	Set Apart (Jesus: Gracious Example)	The birth and childhood of John the Baptist; the preaching of John the Baptist; Jesus' baptism	3
	5.9	Tempted (Jesus: Gracious Guide)	John's role to make way for Jesus; Jesus' reliance on God's Word during Satan's temptations	3
	5.10	Easter (The Lamb: God's Gift)	God's grace; Lamb symbolism; Gospel	1
	5.11	Discipled (Jesus: Gracious Mentor)	Jesus' calling and teaching of the disciples; the woman at the well; the rich young ruler; the Canaanite woman	3
Personal Testament: Grace-filled Friends	5.12	Integrity (Authentic Friends)	Truth; honesty/dishonesty; compromise; choices; courage; reputation; the life of Joseph	3
	5.13	The Bible (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

SCOPE AND SEQUENCE

GRADE 6 – GOD IS FAITHFUL

SERIES	UNIT	TITLE	FOCUS	WEEKS
Old Testament Stories: My God Restores	6.1	Salvation (Extreme Makeover)	The experience of transformation	3
	6.2	The Prophets (True to His Words)	The calling and role of a prophet; Jeremiah; Ellen White	3
	6.3	Daniel (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	3
	6.4	The Exiles Return (True to His Promise)	Zerubbabel; Nehemiah; restoration; obedience; consequences; the Sabbath	3
	6.5	Queen Esther (True to His Sovereignty)	Esther; Jews in Persia, God's supremacy; courage; faithfulness	3
New Testament Stories: Jesus' Followers, Restorers with Him	6.6	Christmas (Welcoming Jesus: Our Ultimate Hope)	Welcoming Jesus in Bethlehem and welcoming Him into our hearts	2
	6.7	Jesus' Sacrifice (True to His Purpose)	Mary washing Jesus' feet; triumphal entry; last supper; betrayal; trial; Gethsemane; crucifixion; resurrection	3
	6.8	A Church Is Born (Flames of Hope)	Ascension of Jesus; Great Commission; Pentecost; apostles healing; Peter; Peter raises Tabitha	3
	6.9	The Church Together (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	3
	6.10	The Church Grows (Sharers of Faith)	The spread of the gospel; miracle stories in Peter's and Paul's ministry	3
Personal Testament: Agents of Hope	6.11	The Adventist Church (Carriers of Hope)	The development and ministries of the SDA Church; the work of William Miller, Joseph Bates, James and Ellen White; the Great Disappointment	4
	6.12	The Bible (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	3

SCOPE AND SEQUENCE

GRADE 7 – TRANSFORMS

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

SCOPE AND SEQUENCE

GRADE 8 – GOD CALLS

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

TEACHER FEEDBACK

The following responses are from pilot teachers in the North American Division about the Elementary Adventist Encounter 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 SDA 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.

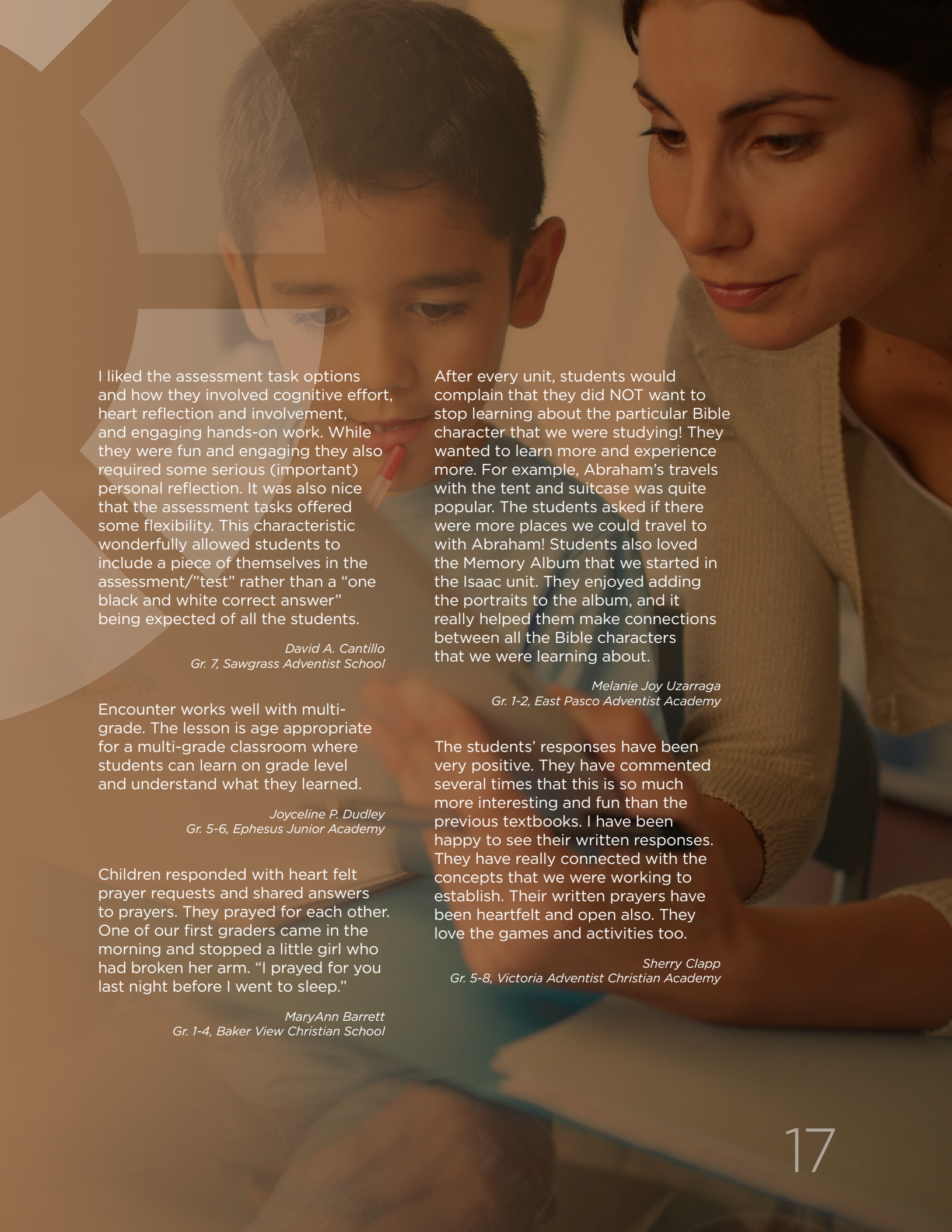
*Sara Mora
Gr. 3, Crawford Adventist Academy*

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 just strongly sense the Holy Spirit working on their hearts!

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

A young boy and a woman are looking at a book together. The boy is on the left, looking down at the book. The woman is on the right, looking at the boy. The background is a warm, golden-brown color with a large, faint number '17' in the background.

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 a "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 heart felt 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

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

THE ENCOUNTER PRODUCTION TEAM



LANELLE COBBIN

*Principal Writer
of the Elementary
Encounter Curriculum*

Lanelle has invested her working career in the ministry of Adventist Education, having taught at both Elementary and Academy levels in Adventist schools in Australia and serving as the Assistant Director of Adventist Education in the New Zealand Pacific Union for eight years prior to returning to Australia in 2010. She also spent ten years developing a Pathfinder curriculum for the Youth Department of the South Pacific Division. Lanelle has a Masters degree in Religious Education and has for the past 11 years delighted in the process of dreaming up, then helping to create the Encounter Bible Curriculum for schools in Australia and New Zealand. Her roles have included the development of the curriculum framework, creative directing, writing, editing, and managing all those little processes in-between. One of her greatest pleasures is having opportunities to help others become passionate about this curriculum. She is astounded at God's grace and leading in this project and can't wait to share this with us.

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“LOVE, THE BASIS
OF CREATION AND
OF REDEMPTION,
IS THE BASIS OF
TRUE EDUCATION.”

WHITE, EDUCATION, p. 15.

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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 ground breaking 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.



Adventist Education

A JOURNEY TO EXCELLENCE

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