

MONTE VISTA CHRISTIAN SCHOOL
BIBL 2113 Bible Narrative II: New Testament
Course Syllabus

Course Description:

In this class, we will continue to study the story of the promised Messiah through His birth, life, teachings, death, and resurrection, focusing on proper hermeneutical methods and practical applications of Biblical truth. Students will then learn the story of the early church and the faith of the first Christians under persecution. The travels and teachings of the apostles will be presented against the backdrop of 1st Century Jewish and Roman culture and early opposition to Christianity within the empire. Students will learn to critically examine cultural issues addressed in the epistles in order to apply them to daily life and current events. The course will also challenge students to evaluate the truth claims of the Gospel against their own worldview beliefs and presuppositions.

Curricular Mapping:

This course follows Biblical instruction in Old Testament narrative at the freshman level and will give sophomore students a basic understanding of the New Testament story while offering methods for properly interpreting and applying Biblical truths. The knowledge received in this class will lay the groundwork for the various upper division Bible elective classes.

Course Objectives:

Upon successful completion of this course the student will be able to:

1. Clearly communicate essential details in “The Story” of the life of Christ from His birth to His eventual death and resurrection. These include His various travels, teachings, parables, and miracles as recorded in the book of Matthew.
2. Respond to the person of Jesus Christ as presented in the curriculum in an impactful and relevant manner. Students will be challenged to contrast the teachings of Christ with their own worldview values and beliefs, answering the question Jesus asks of Peter in Matthew 16, “Who do you say that I am?”
3. Identify important Biblical landmark towns, cities, and other historic sites and locate them on a map of the Middle East.
4. Comprehend the cultural and historical significance of the Pauline and General Epistles to the churches against the backdrop of the book of Acts and the travels and teachings of the apostles.
5. Perform proper hermeneutical methods when interpreting and applying New Testament truths to 21st Century life. Draw personal applications from the various truths of God’s Word through discussion, journal assignments, and real interaction with today’s culture.

6. Integrate and apply the Biblical worldview of Creation, Fall, and Redemption into a variety of contexts.

Textbooks:

All course materials will be provided in class.

iPad Apps:

Students and parents should allocate \$15-\$20 for educational apps used throughout the course. Students should have the ESV Study Bible app preinstalled on their school iPads.

Prerequisites:

1. Biblical Narrative I at the 9th grade level.

Course Outline:

Semester 1: The Life of Christ (Matthew 1-28)

Quarter 1: Christ in Galilee

1. A New King
2. The King Begins His Ministry
3. The King's Sermon
4. The King, The Miracle-Worker

Quarter 2: Christ in Judea

5. The King Teaches in Parables
6. The City of Kings
7. The King's Victory

Semester 2: The Life of the Early Church (Acts 1-28)

Quarter 3: The Early Church

8. The Gospel Message
9. The Gospel to All the World
10. Paul's First Missionary Journey

Quarter 4: The Pauline Epistles

11. Paul's Second Missionary Journey
12. Paul's Third Missionary Journey
13. Paul's Journey to Rome

Grading:

<u>Grade Book Categories</u>		<u>Semester Weighted Grading Configuration</u>	
Active Participation	10%	Quarter	45%
Tests	30%	Quarter	45%
Memory Work & Quizzes	20%	Final	10%
Projects & Assignments	40%		

Explanation of Gradebook Categories:

Active Participation Grade:

Students will receive points for active participation in the class on a daily basis. At the beginning of each class, the expected standard for participation in that day's class will be posted on the whiteboard so all students know what is expected of them. Students will lose participation points on days when an unexcused absence or tardy attendance is recorded. Students who record an excused absence will not lose points for participation. However, that student must make up any in-class projects and assignments they missed.

Tests:

This gradebook category includes any and all unit exams. There will generally be one exam per unit.

Memory Work & Quizzes:

This gradebook category includes any and all memory verses assigned over the course of the year as well as various reading quizzes assigned on the text.

Projects & Assignments:

This gradebook category includes both in-class and out-of-class assignments and projects. There will generally be one major project assigned per unit. **When assigned homework, students should expect to spend around 20 minutes per day completing an assignment.** Time will also be given in class to work on assignments and projects. If students do not manage their time responsibly in class, their workload at home may exceed 20 minutes.

On-Task Behavior

When time is given in-class to work on assignments, the student is expected to be on-task. When students are off-task (e.g. playing games, messaging, working on other

courses, etc.), the Instructor has the discretion to deduct points from the assignment's total point value, up to 50%.

Late Policy

Any assignment posted on the Focus gradebook must be turned in at the start of class on the selected due date. Assignments turned in after this time will be marked late. Late assignments will receive a 50% point deduction **before** they are graded. Any student wishing to make up a late assignment must do so before the late assignment deadline for that quarter and must send a corresponding email to the teacher informing them of the late submission to the assignments folder.

Deadlines to submit late work:

- 1st Quarter: Friday, October 7th
- 2nd Quarter: Friday, December 9th
- 3rd Quarter: Friday, March 3rd
- 4th Quarter: Friday, May 12th

Make-Up Work and Extensions

When an **excused** absence prevents a student from completing an in-class gradebook assignment, that student will have the option to make up the assignment for full credit. Before a student makes up a missed assignment or project, they should fill out the form linked on the student handbook for this class (given out on the first day). In certain rare circumstances, the teacher may grant additional time to complete an assignment or project, especially when a student knows they will miss a class in the future. To request an extension, the student should complete the form linked on the student handbook for this class.

High School Standard Grading Policy:

Please refer to the policy and procedures posted online in our Parent-Student Handbook.

Class Expectations:

Students will be expected to show outward respect for themselves and others in the classroom by:

1. Demonstrating respect for God and His word and following the command of Christ to love one another as we love ourselves. This environment of love and respect will form the foundation of class behavior expectations this year.
2. Arriving to class on time, prepared to begin class activities. Any student not in their seat at the bell will be marked tardy.
3. Respecting the views and beliefs of others and presenting one's own worldview with love and respect toward the teacher and other students.

4. Using iPads and personal computers ONLY for class-related activities. Violation of this rule may result in that student losing technology privileges in the classroom.
5. Following the MVCS dress code and other school policies, as defined in the student handbook.
6. Turning in all required assignments by the scheduled due date. Any assignment counted late will be automatically marked down by 50%.

Disciplinary Procedures:

1. In the situation that a student shows disrespect to the teacher or fellow students in the classroom, that student will first be warned and informed that their behavior is unacceptable. The student will be encouraged to find ways to positively amend their behavior in the classroom to show proper respect toward the teacher and other students.
2. For a second offense, the student will receive a second warning along with an email to their parent informing them of the infraction. The teacher may suggest a meeting with the parent to discuss the situation further.
3. For a third offense, the student will receive a referral, depending on the severity of the incident.
4. **Note:** A severe infraction of student behavior standards as set forth in the student handbook may warrant an immediate referral at the teacher's discretion.

School Policies and Expected Student Learning Results (ESLRs):

Students are subject to all academic policies of the school as found in the Parent-Student Handbook. Furthermore, it is each student's responsibility to read and follow all academic policies of Monte Vista Christian School. In addition to addressing each ESLR every year, we target a specific ESLR each academic year for particular focus.

Class Tips:

In addition to the information contained in this syllabus, students can also reference the Student "Survival" Handbook for the course, which will be shared on Google Classroom on the first day of class. In this handbook are technology tutorials, links to make-up and extension request forms, and answers to many of the common questions students may have about the class.