




Adventist Education
A JOURNEY TO EXCELLENCE

BIBLE

CURRICULUM FOR
GRADES 9-12

ENCOUNTER
ADVENTIST CURRICULUM



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

ELLEN. G. WHITE, *EDUCATION*, 1913

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)





TABLE OF CONTENTS

Rationale	1
Spiritual Growth Model / Lordship Model	2
So What's New?	3
The Transformational Planning Framework	4
Phases	6
Scope and Sequence	8
Religion Standards	10
Teacher Feedback	18
The Encounter Production Team	20





RATIONALE

The primary purpose of the *Adventist Encounter Curriculum* is for our students 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 four walls of the classroom 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 activities, 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.

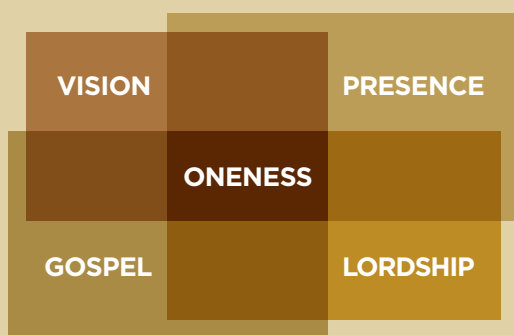
Ultimately, *Encounter* seeks to obey the Three Angel's Message of Revelation 14—a call for people to stand in these last days in a real relationship with God, to be aroused from their apathy and worship our Creator alone.

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

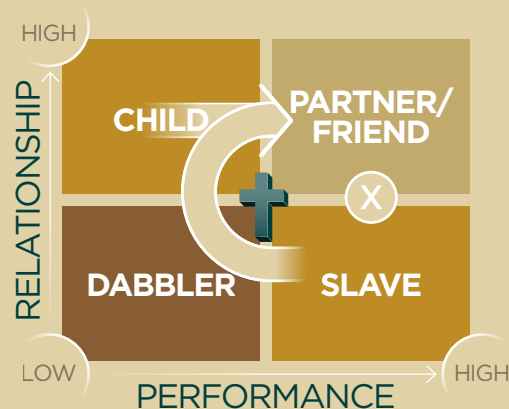
The four areas of the Lordship model are:

DABBLER • In Pastor Ben Maxson's Lordship Model, a person who is low in performance and relationship 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 again, 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 or Children in our students, the goal of the Adventist Encounter Curriculum is for students to live in a Partnership/Friendship with Christ. 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.

Ellen White exhorted us to do decades ago: “to train thinkers and not mere reflectors of other men’s thoughts.” *EDUCATION*, P17 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.

2. CONTENT • TOPICS

The *Encounter Curriculum* focuses on the truths of the Bible in all of its units. All units relate 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 in the past, what

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 environment. 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—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. 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, the 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 acknowledges the cognitive component of faith, while the second acknowledges the heart experience involved in this process. Each of the eight phases contribute to something important in the growth of knowledge and faith development.

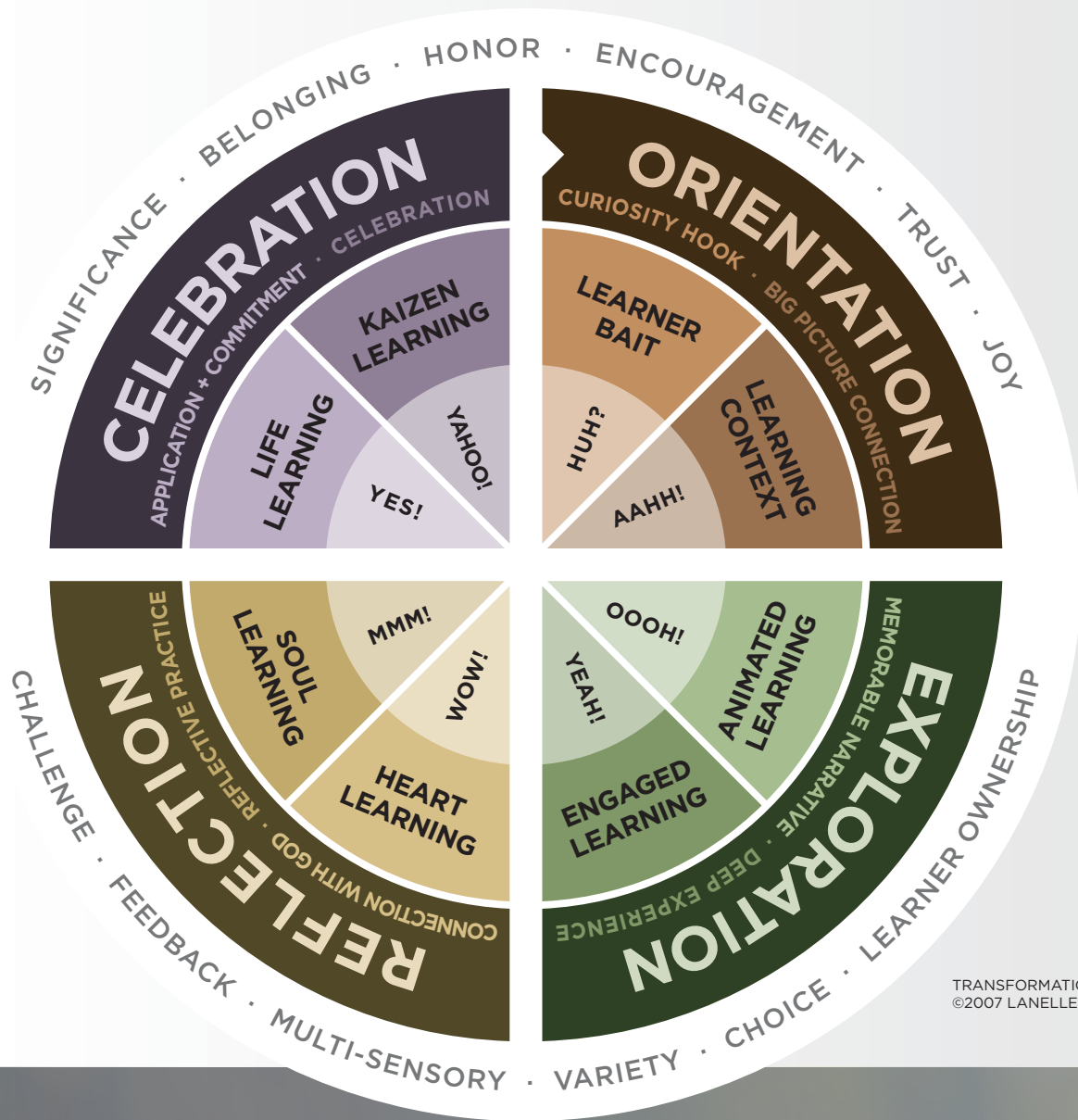


FOCUS ON LEARNING

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

Another key focus in this framework is that it seeks to encourage students to be very involved in, and “own”, their learning. Educational research shows that learning “sticks” more when students have been involved in how, and what, they learn.

TRANSFORMATIONAL PLANNING FRAMEWORK
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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

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, P25.

LEARNING PHASES



LEARNER BAIT • *Arousing a Curiosity for the Learning*

“Blessed are they who hunger and thirst after righteousness...” Matthew 5:6

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. These activities 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

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 with not

only the big-picture story, but 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

In this phase, the teacher shares the “story” or biblical passages that will form the foundation of the unit. The

study of the Scriptures is central to this phase, as the Bible narrative is shared in a meaningful way.



ENGAGED LEARNING • *Deep “Thinking”*

“Blessed are they who hunger and thirst after righteousness, for they will be filled.” Matthew 5:6

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 is 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

In the *Heart Learning* Phase, the teacher facilitates worship 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

Following this time of worship, time is spent journaling or discussing Biblical messages. Research shows the importance of

reflection in the deepening of faith and personal application. This also models a valuable life-skill alongside 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

Bible teaching must reach into our lives. In this phase, students are challenged with how the Biblical story applies 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

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*": gently and gracefully. Honoring our students' small, incremental steps within the learning

process is a powerful learning tool, not only because it encourages retention, but also because it associates joy, delight and fun with Godly things. The short concluding phase celebrates learning discoveries made, a students' commitment to God, or amazing insights about God.

SCOPE AND SEQUENCE

All fundamental beliefs are integrated throughout.

Bold indicates units that have been written.

	GRADE 9	GRADE 10
Term 1	<p>God: The I Am [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>9.1A The Reality of God 9.1B Character of God 9.1C A God Worth Knowing</p>	<p>The God-Choice [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>10.1A Hosea: Extreme Love 10.1B David: After His Heart</p>
Term 2	<p>God on a Cross [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>9.2A God on Earth 9.2B The Week of the Cross 9.2C God: From Death to Life</p>	<p>God's Heart [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>10.2A Jesus: Messages from His Heart</p>
Term 3	<p>God Gifts PART 1 [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>9.3A The Gift our World—Creation 9.3B The Gift of the Sabbath</p>	<p>Sharing God [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>10.3A Acts: A Heart to Share</p>
Term 4	<p>God Gifts PART 2 [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>9.4A The Gift of Grace 9.4B The Gift of Identity</p>	<p>God in My World [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>10.4A My Heart: Living in the Waiting</p>

GRADE 11

GRADE 12

<p>God's Word [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>11.1 The Bible: Trustworthy and Enduring</p>	<p>Perspectives on God [VISION / GOSPEL]</p> <p>Humanity's need to believe in something is captured in the world's religions. Christianity offers something that the others don't—salvation from God Himself. The fundamental beliefs of the Seventh-day Adventist Church, as founded on the Bible, can play a significant role in helping us understand what we personally believe.</p> <p>12.1 World Religions and My Faith</p>	<p>Term 1</p>
<p>God Is Our Victor [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>11.2 God: Sovereign King [Daniel]</p>	<p>Worldviews and God [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>12.2 Ethics and Morality</p>	<p>Term 2</p>
<p>God Is My Victor [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>11.3 Jesus: Worthy Conqueror [Revelation]</p>	<p>God in My Relationships [GOSPEL / LORDSHIP]</p> <p>The Bible, (and in particular, Paul's writings), offers advice about relationships, in areas such as friendships, dating, marriage, family, and conflict resolution. Our earthly relationships are important to God, as they are an opportunity to put our faith into practice.</p> <p>12.3 My Relationships</p>	<p>Term 3</p>
<p>God Is My Guide [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 He 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>11.4 Holy Spirit: Leading Guide [Adventist Heritage]</p>	<p>The God of the Gospels [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>12.4 The Gospel of John</p>	<p>Term 4</p>

RELIGION STANDARDS: **GRADE 9**

<p>COURSE FOCUS [Scripture, Belief, Spirit of Prophecy]</p> <p><i>Students will learn to:</i></p> <p>Identify that God is the Source of all love, the Author of the plan of salvation through Jesus Christ, and the Giver of the Holy Spirit, who are central to Seventh-day Adventist beliefs.</p>	RS.9.01	Identify and examine Scripture as the foundational source of revealing of God, taking into account its origin and purpose.
	RS.9.02	Explore and explain Seventh-day Adventist biblical doctrines.
	RS.9.03	Apply Seventh-day Adventist beliefs in discipleship of Christ through relationships, lifestyle, and service.
	RS.9.04	Outline and explain the role of Ellen G. White as a prophet of God and utilise her writings to enhance biblical understanding.

<p>COURSE ABILITIES [Apply the following to each content standard]</p> <p><i>Students will learn to:</i></p> <p>Develop and apply knowledge, understanding, and skills in the Grade 9-12 Adventist Encounter Curriculum.</p>	RS.9.05	Develop a range of techniques for studying the Bible and incorporating its relevance from past to present; for studying Ellen White's writings, and other contemporary and historical documents.
	RS.9.06	Acquire and integrate knowledge to research and analyse Biblical stories/spiritual concepts.
	RS.9.07	Develop creative and higher order thinking skills (research, analysis, synthesis, evaluation, etc.).
	RS.9.08	Use verbal and non-verbal responses to convey a clear message across a range of communication types about spiritual concepts to meet the needs of the context, purpose and audience.
	RS.9.09	Develop the skills to give reasons to support one's thinking, applying prior knowledge to new contexts, in order to clarify one's own biblical position.
	RS.9.010	Examine and discuss the relevance of biblical themes explored, and apply this to one's life.
	RS.9.011	Identify and explain that one's relationship with God is life-changing and is expressed through knowledge, attitudes and actions.
	RS.9.012	Learn relationship-building skills by applying Christian principles of: genuine care for others, handling challenges in human relationships, accepting responsibility, participating in community and serving others.

UNIT CONTENT

[Character of God, God on Earth, Creation, Sabbath, Grace, Identity]

Students will:

9.1 Be able to understand who God is, what He is like, and how to have a real relationship with Him.

- 9.1.1 Investigate biblical and other evidence for the existence of God.
- 9.1.2 Explain how the desire to worship is central to humanity.
- 9.1.3 Identify faith as a central component of belief in God.
- 9.1.4 Study characters from the Bible who developed a relationship with God
- 9.1.5 Research Bible passages about the character and nature of God (including the Father, Son, and Holy Spirit)
- 9.1.6 Identify ways in which a meaningful relationship with God can be developed.

9.2 Be able to understand the person of Jesus Christ through the Gospels.

- 9.2.1 Study the narratives and history of the gospels (setting, character, conflict, etc.).
- 9.2.2 Investigate themes (Christ's mission, His character, His great love, the great controversy, plan of salvation, etc.).
- 9.2.3 Comprehend and respond to Christ's first and second advent (projects, outreach, research etc.).
- 9.2.4 Recognize the impact of having a relationship with Christ (art and music, writing, worship, testimony, etc.).
- 9.2.5 Participate in developing the kingdom of God (witnessing and service).
- 9.2.6 Appreciate the deep love of God for humanity through the gift of His Son.

9.3 Be able to understand God's gifts of historical creation and the Sabbath.

- 9.3.1 Appreciate God's gift of an intricate and beautifully created world.
- 9.3.2 Investigate the differences between historical biblical creation and Darwinian evolution worldviews.
- 9.3.3 Explore morality and other big questions from the perspective of both worldviews.
- 9.3.4 Identify the responsibility of humanity for caring for the earth.
- 9.3.5 Research God's intention behind His Sabbath gift.
- 9.3.6 Explore the unique gift of the Sabbath through history, and as a distinguishing sign of one's relationship with God.

9.4 Be able to understand God's gifts of undeserved grace and the fact that our identity is found in Him.

- 9.4.1 Recognize and investigate the gift of God's grace as a central theme in the Bible.
- 9.4.2 Explore God's grace as a hermeneutic through the experience of Old Testament people.
- 9.4.3 Develop a spiritual awareness of grace.
- 9.4.4 Explore various worldly bases of identity.
- 9.4.5 Investigate biblical passages that reveal God's value of individuals.

RELIGION STANDARDS: **GRADE 10**

<p>COURSE FOCUS [Scripture, Belief, Spirit of Prophecy]</p> <p><i>Students will learn to:</i></p> <p>Identify that God is the Source of all love, the Author of the plan of salvation through Jesus Christ, and the Giver of the Holy Spirit, who are central to Seventh-day Adventist beliefs.</p>	RS.10.0.1	Identify and examine Scripture as the foundational source of revealing of God, taking into account its origin and purpose.
	RS.10.0.2	Explore and evaluate Seventh-day Adventist biblical fundamental beliefs.
	RS.10.0.3	Apply Seventh-day Adventist beliefs in discipleship of Christ through relationships, lifestyle, and service.
	RS.10.0.4	Explore and examine the life of Ellen G. White as a prophet of God and utilise her writings.
<p>COURSE ABILITIES [Apply the following to each content standard]</p> <p><i>Students will learn to:</i></p> <p>Develop and apply knowledge, understanding, and skills in the Grade 9-12 Adventist Encounter Curriculum.</p>	RS.10.0.5	Develop a wide range of techniques for studying the Bible and incorporating its relevance of the Bible from past to present; for studying Ellen White's writings and other contemporary and historical documents.
	RS.10.0.6	Acquire and integrate knowledge to research and analyse Biblical stories/ spiritual concepts, in some depth.
	RS.10.0.7	Develop creative and higher order thinking skills (research, analysis, synthesis, evaluation, etc.).
	RS.10.0.8	Use verbal and non-verbal responses to convey a clear, engaging message across a range of communication types about spiritual concepts to meet the needs of specific contexts, purposes and audiences.
	RS.10.0.9	Develop the skills to give reasons to support one's thinking, applying prior knowledge to new contexts, in order to clarify one's own personal, biblical position.
	RS.10.0.10	Analyze and apply the relevance of biblical and historical themes and apply this to one's life.
	RS.10.0.11	Identify and explore ways in which one's relationship with God is life-changing and is expressed through knowledge, attitudes and actions.
	RS.10.0.12	Learn relationship-building skills by applying Christian principles of: genuine care for others, handling challenges in human relationships, communicating effectively, accepting responsibility, participating in community and serving others.

UNIT CONTENT

[Hosea, David, Jesus' Messages, Acts, Living in the Waiting]

Students will:

10.1A Be able to understand the lengths that God will go to in order to bring us back to Him, as seen in the stories of the Old Testament, and specifically, Hosea.

- 10.1.1 Identify that God's relationship with humankind crosses cultures and borders and embraces all humanity.
- 10.1.2 Research the nature of God as seen in Old Testament times and how He related to His people.
- 10.1.3 Define and outline a covenant relationship, specifically between God and His people.
- 10.1.4 Analyze the role and messages of some of the Old Testament prophets, specifically Hosea, in light of the people's obedience, destruction, and deliverance.
- 10.1.5 Investigate key messages from the story of Hosea such as the role of knowledge in relationship, obedience, idolatry, sin, grace, healthy relationships, and responding to the generous heart of God.

10.1B Explore the life of David and what it means to after God's own heart.

- 10.1.6 Identify characteristics of David that made him a man after God's own heart.
- 10.1.7 Apply these characteristics to how one can live after God's heart today.
- 10.1.8 Explore key events surrounding the life of David such as: his anointing, his battle with Goliath, fleeing from Saul, Saul's death, David's kingship, and his adultery with Bathsheba.
- 10.1.9 Investigate key messages from the life of David, such as what it means to be called by God, humility and pride, temptation and sin and responding to God's love, grace and a desire for a relationship with us, and apply these themes to one's life.

10.2A Be able to understand some of the key messages of Jesus from His sermon on the Mount, and what it means to be a disciple.

- 10.2.1 Identify and investigate the messages from Jesus' Sermon on the Mount and other messages.
- 10.2.2 Personally apply the messages from the Sermon on the Mount in relevant and meaningful ways.
- 10.2.3 Investigate what Jesus meant when He taught about the kingdom of God.
- 10.2.4 Explore what it means to be a follower of Jesus.

10.3A Explore the development and growth of the early Christian church and how the Holy Spirit gave power to the people as they shared the gospel with the world.

- 10.3.1 Outline the events and people involved in the development and growth of the early Christian church as found in the book of Acts.
- 10.3.2 Explore the role of the Holy Spirit in giving power, spiritual gifts, the fruit of the Spirit, revival and reformation, and victory in Christ.
- 10.3.3 Identify a variety of ways one can respond to the Great Commission through witnessing and sharing Jesus and His messages with the world.

10.4A Be able to understand how we can live abiding in Jesus, in a secular world, while waiting for Jesus to return.

- 10.4.1 Examine and express how being connected to Jesus (Bible study, prayer) is the secret to an abundant life.
- 10.4.2 Explore how the essence of God's law is love.
- 10.4.3 Explore and apply biblical principles for lifestyle choices (relationships and marriage, health and substances, body image, social media, entertainment, money, temptation, and God's will for our lives) and how wrong choices separate us from a relationship with God while we wait for Jesus to return.
- 10.4.4 Explore how God's plan is for us to have a deep and personal living relationship with Jesus Christ, which changes everything, and for this truth to be taken to the whole world.

RELIGION STANDARDS: **GRADE 11**

<p>COURSE FOCUS [Scripture, Belief, Spirit of Prophecy]</p> <p><i>Students will learn to:</i> Identify that God is the Source of all love, the Author of the plan of salvation through Jesus Christ, and the Giver of the Holy Spirit, who are central to Seventh-day Adventist beliefs.</p>	RS.11.0.1	Evaluate and justify Scripture as the foundational source of revealing of God, taking into account its origin and purpose.
	RS.11.0.2	Interpret and evaluate Seventh-day Adventist biblical fundamental beliefs.
	RS.11.0.3	Apply Seventh-day Adventist beliefs in discipleship of Christ through relationships, lifestyle, and service.
	RS.11.0.4	Utilise and apply the writings of Ellen G. White as a prophet of God to enhance Biblical understanding.
<p>COURSE ABILITIES [Apply the following to each content standard]</p> <p><i>Students will learn to:</i> Develop and apply knowledge, understanding, and skills in the Grade 9-12 Adventist Encounter Curriculum.</p>	RS.11.0.5	Apply a wide range of techniques for studying the Bible and incorporating its relevance from past to present; for studying Ellen White's writings and other contemporary and historical documents.
	RS.11.0.6	Acquire and integrate knowledge to analyse Biblical stories/ spiritual concepts, in considerable depth.
	RS.11.0.7	Develop creative and higher order thinking skills (research, analysis, synthesis, evaluation, etc.).
	RS.11.0.8	Modify verbal and non-verbal responses to convey a clear, engaging, influential message across a range of communication types about spiritual concepts to meet the needs of specific contexts, purposes and audiences.
	RS.11.0.9	Develop the skills to analyse and support one's thinking and other's perspectives, and respond with insight, in order to justify one's own personal, biblical position.
	RS.11.0.10	Identify, evaluate and apply the relevance of biblical and historical themes explored and apply this to one's life.
	RS.11.0.11	Identify and investigate the ways in which one's relationship with God is life-changing and is expressed through knowledge, attitudes and actions.
	RS.11.0.12	Learn relationship-building skills by applying Christian principles of: genuine care for others, handling challenges in human relationships, resolving conflict, communicating effectively, accepting responsibility, participating in community and serving others.

UNIT CONTENT

[The Bible, Daniel, Revelation, Adventist Heritage]

Students will:

11.1 Be able to understand the nature of the Bible as enduring, trustworthy and true, and as seen throughout history.

- 11.1.1 Explain the purpose, inspiration, and history of the Bible.
- 11.1.2 Assess the role of biblical archaeological evidence in providing credibility for the Bible.
- 11.1.3 Delineate God's leading throughout church history in the perspective of the great controversy between Christ and Satan.
- 11.1.4 Survey the history of Christianity, with particular reference to the Reformation (key people, events, concepts, timelines, conflicts, doctrines, etc.).
- 11.1.5 Evaluate the impact of the Reformation period on the enduring relevance and value of the Bible.
- 11.1.6 Relate key influences and themes of the past to present and possible future events.
- 11.1.7 Develop techniques for studying the Bible and giving Bible studies.

11.2 Be able to understand the narratives and prophecies in the book of Daniel.

- 11.2.1 Study various elements of Daniel (linguistics, history, symbolism etc.)
- 11.2.2 Explore how the book of Daniel tells how God will reign supreme, despite the controversy here and now.
- 11.2.3 Identify and apply narratives, key messages and prophetic themes in the book of Daniel.
- 11.2.4 Recognize the importance of the history and messages in the book of Daniel for Seventh-day Adventists.
- 11.2.5 Explain the messages of Daniel with others.

11.3 Be able to understand the narratives and prophecies in the book of Revelation.

- 11.3.1 Study various elements of Revelation (authorship, audience, linguistics, structure, history, symbolism etc.)
- 11.3.2 Identify and explore various qualities of Jesus throughout the book of Revelation such as: Hope-Giver, Messenger, Worthy Lamb, Controller of all things, Tear-Drier, Righteous Judge, Worthy of Worship, Avenger, Deliverer, and Bridegroom.
- 11.3.3 Identify and apply narratives, key messages and prophetic themes in the book of Revelation.
- 11.3.4 Identify how to build a lasting relationship with Jesus that will endure forever.
- 11.3.5 Recognize the importance of the history and messages in the book of Revelation for Seventh-day Adventists.
- 11.3.6 Explain the messages of Revelation with others.

11.4 Be able to understand the Seventh-day Adventist movement.

- 11.4.1 Identify God's leading, through the Holy Spirit, in the development of the Seventh-day Adventist Church (key people, events, concepts, time lines, conflicts, doctrines, etc.).
- 11.4.2 Explore the Biblical tests of a prophet, and explore Ellen G White's role in prophecy.
- 11.4.3 Explore the messages of Revelation 10 and 11, and explain the importance of Bible study and faith in facing the future.
- 11.4.4 Identify the breadth of the SDA Church across the world today, and the areas of focus within the SDA Church (health and temperance, education, printing, abolition of slavery etc.).
- 11.4.5 Apply lessons from key influences, themes, and theological concepts.
- 11.4.6 Explore what revival and reformation means for Christians today, and draw conclusions about the way people develop spiritual identity while in a community of believers.

RELIGION STANDARDS: **GRADE 12**

<p>COURSE FOCUS [Scripture, Belief, Spirit of Prophecy]</p> <p><i>Students will learn to:</i></p> <p>Identify that God is the Source of all love, the Author of the plan of salvation through Jesus Christ, and the Giver of the Holy Spirit, who are central to Seventh-day Adventist beliefs.</p>	RS.12.0.1	Evaluate, justify and synthesize Scripture as the foundational source of revealing of God, taking into account its origin and purpose.
	RS.12.0.2	Evaluate and synthesise Seventh-day Adventist biblical fundamental beliefs.
	RS.12.0.3	Apply Seventh-day Adventist beliefs in discipleship of Christ through relationships, lifestyle, and service.
	RS.12.0.4	Utilise, apply and interpret the writings of Ellen G. White as a prophet of God to enhance Biblical understanding.
<p>COURSE ABILITIES [Apply the following to each content standard]</p> <p><i>Students will learn to:</i></p> <p>Develop and apply knowledge, understanding, and skills in the Grade 9-12 Adventist Encounter Curriculum.</p>	RS.12.0.5	Select and apply a wide range of techniques for studying the Bible and incorporating its relevance from past to present; for studying Ellen White's writings and other contemporary and historical documents.
	RS.12.0.6	Acquire and integrate knowledge to analyse and evaluate Biblical stories/ spiritual concepts, in great depth.
	RS.12.0.7	Develop creative and higher order thinking skills (research, analysis, synthesis, evaluation, etc.).
	RS.12.0.8	Modify verbal and non-verbal responses using subject-specific language to convey an engaging, influential, spiritual message across a range of complex communication strategies to meet the needs of specific contexts, purposes and audiences.
	RS.12.0.9	Develop the skills to extrapolate one's thinking and other's viewpoints, recognising and analysing multiple possible interpretations and respond with insight, in order to evaluate one's own position.
	RS.12.0.10	Identify, justify and apply the relevance of biblical and historical themes explored and apply this to one's life.
	RS.12.0.11	Identify and prioritize one's relationship with God to be life-changing and thus expressed through knowledge, attitudes and actions.
	RS.12.0.12	Learn relationship-building skills by applying Christian principles of: genuine care for others, handling challenges in human relationships, controlling emotions, resolving conflict, communicating effectively, accepting responsibility, participating in community and serving others.

UNIT CONTENT

[World Religions, Ethics & Morality, Relationships, The Gospel of John]

Students will:

12.1 Be able to understand the world religions and personal faith positions.
Yet to be developed.

12.2 Be able to understand ethics and morality in light of what the Bible shares.
Yet to be developed.

12.3 Be able to understand the dynamics of Godly relationships.
Yet to be developed.

12.4 Be able to understand the Gospel of John.
Yet to be developed.

TEACHER FEEDBACK

The following responses are from pilot teachers and students in the North American Division about the Adventist Encounter Curriculum.

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*

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?”

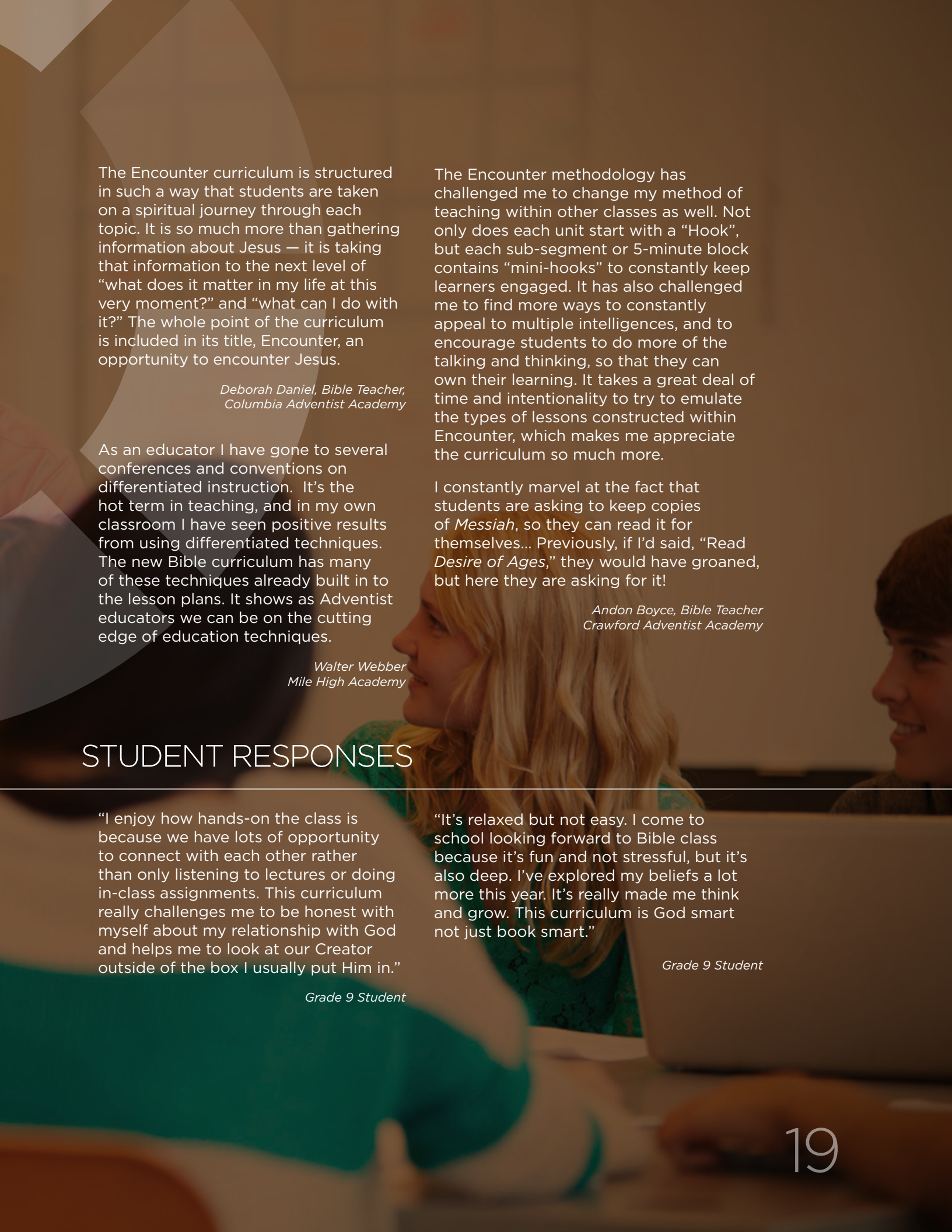
*Stephanie Johnson, Chaplain
Forest Lake Academy*

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 that makes my classroom “hum” with ideas.

*Jonathan Schwarz
Redwood Adventist 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*



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*

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 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*

STUDENT RESPONSES

“I enjoy how hands-on the class is because we have lots of opportunity to connect with each other rather than only listening to lectures or doing in-class assignments. This curriculum really challenges me to be honest with myself about my relationship with God and helps me to look at our Creator outside of the box I usually put Him in.”

Grade 9 Student

“It's relaxed but not easy. I come to school looking forward to Bible class because it's fun and not stressful, but it's also deep. I've explored my beliefs a lot more this year. It's really made me think and grow. This curriculum is God smart not just book smart.”

Grade 9 Student

THE ENCOUNTER PRODUCTION TEAM



NINA ATCHESON

*Associate Director,
Secondary Curriculum
Development (Encounter)
North American Division*

Nina has taught both Bible and English in two Australian schools. She has a Masters in Religious Education and worked for Adventist Schools Australia in the role of Secondary Curriculum Specialist for seven years, writing, editing, training, and managing the rollout of the Grades 7-10 Encounter units in Australian secondary schools. She is currently writing the new sophomore and senior units for the NAD as well as training and managing rollout. We appreciate her ability to create deep, heartfelt units that challenge the head, heart and hand.

PRODUCTION

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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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