

3rd Edition

TEACHER HANDBOOK

for

Read Thru the Word

Bible Curriculum

YEAR 1 OF A 2 YEAR COURSE

Genesis through Ecclesiastes

AND

YEAR 2 OF A 2 YEAR COURSE

Song of Solomon through Revelation

“The child who is brought up to read the Bible as a whole, from Genesis to Revelation, will come to know very early in life if he is to be safeguarded against the perils that surround our modern life. A child who is brought up on a constant, thorough reading of the whole Bible is more likely than any other child to be free from the vices that are undermining the mental, moral, and physical strength of our young men and women.”

R.A. Torrey (1856-1928), *Power-Filled Living*, pp 463-464.

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“. . . the things that thou hast heard of me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also.” (2 Tim 2:2 KJV)

Cover photo was taken by the author's father, M.E. "Mike" Stansfield, while several row boats were crossing the Rogue River at Galice Ranger Station to a men's retreat at a summer home situated across the river which could only be reached by boat.

Dedication

The great spiritual benefits of writing this curriculum are hereby noted, and the author hereby gives thanks to the God and Father of our Lord Jesus Christ for laying this project upon this author’s heart and mind and for blessing him beyond all expectations. The project was taken willingly, knowing that the personal benefit would be great. However, it is the author’s prayer and objective that many students and teachers will benefit far greater than the author over the coming years.

This book is dedicated to the greater spiritual health and maturity of the body of Jesus Christ — His church in the world, consisting of every believer in Jesus Christ — all those whom He has called, and who have believed to the saving of the soul.

“We reject all shameful deeds and underhanded methods. We don't try to trick anyone or distort the word of God. We tell the truth before God, and all who are honest know this.” (2 Cor 4:2 NLT)

Acknowledgments

LeAnne MacFarlane, a former teacher at Douglas County Christian Schools, Roseburg, Oregon, — whose simple question, “*Isn’t there a Bible curriculum in which students would simply read the Bible?*” eventually led to the formation of this curriculum.

Jennifer Hartmann, a freshman teacher, and the students and parents of the seventh grade class at Resurrection Christian School, Loveland, Colorado (1999-2000) where the idea first began to take shape, was set in motion, and had a great beginning.

Elizabeth Stansfield — my first and only wife since 1966 — educator par excellence, encourager, loyal assistant — from whose draft many of the quiz questions were formulated — and whose good counsel on many points has been more than helpful.

Laurie Taft, a good and loyal friend and former elementary teacher at New Hope Christian School, Grants Pass, Oregon, (deceased 3/08) who took time to read and comment on portions of the curriculum.

Bibles Quoted In This Curriculum

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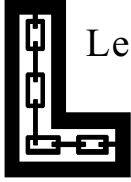
GOD’S WORD® is a copyrighted work of God’s Word to the Nations. Quotations are used by permission. Copyright © 1995 by God’s Word to the Nations. Used by permission of Baker Publishing Group. All rights reserved. [**GOD’S WORD**] or [**GWT**]

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Learning Links Publishers
Unique Educational Materials

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October 31, 2014

To the Bible Instructor, School Curriculum Coordinator, and School Administrator:

Welcome to *Read Thru the Word* Bible curriculum!

This curriculum has just one major goal: that the student will read the entire Bible, cover-to-cover during two sequential school years. A critical basis for this goal is understood to be that the student will have average or better than average reading ability and reasonable comprehension of what is read.

Secondary goals are that as a result of this reading the following additional important milestones will be achieved in the student's life:

1. The imaginary barrier of cover-to-cover Bible reading will be broken in the student's life.
2. The basis for a lifetime habit of reading through the Bible will be established.
3. A general knowledge of what the Bible contains will be gained by the student.
4. Sixty-six (66) important and powerful Bible passages will be memorized.

If you have taught other Bible curriculums currently on the market, you will probably find this one quite different in several ways. The chief difference here is that ***the burden is upon the student to read and comprehend***, rather than upon the teacher to master the material and convey the lessons through lecture, with the student learning through listening. Let me suggest that, as much as I have used lecture myself as the main method of conveying curriculum information to students, lecture is probably greatly overused, at the expense of other, better ways to accomplish outstanding student learning. I think you will agree that the following statement is probably the thinking of a significant percentage of our students, even if they never verbalize it.

“In school, most teachers lecture. I hated lectures as a student; I was soon bored and my mind would drift.” *Rich Dad Poor Dad*, by Robert T. Kiyosaki with Sharon L. Lechter, page 112

If the idea of a Bible course which does not depend a great deal upon teacher lecture excites you, your experience with *Read Thru the Word* should be very enjoyable and rewarding. At the same time it is expected that the teacher will add a great deal to his/her Bible knowledge.

A DIFFERENT MEANS TO THE GOAL: The time usually given to *lecture* in most Bible classes is here given to *reading* the Bible by the student. This implies that the Bible teacher is not expected or required to be an expert at Bible exposition. *Let the Word of God speak for itself to the hearts of your students by the power of the Holy Spirit.*

A DIFFERENT FUNCTION: The instructor’s primary mission with this curriculum is to (a) inspire each student to give his best efforts to reach the above-stated goals, (b) provide continual motivation to students to complete daily reading assignments, (c) monitor student reading comprehension through the daily quizzes, plus the tests over each Bible book, (d) coordinate brief daily discussions, questions and answers, (e) lead the students in daily oral drill of Bible verses, with occasional comments and clarification of verses, (f) introduce students to selected vocabulary words from the lesson to be read that day, (g) lead the students in a daily time of prayer, and (h) continually encourage the students throughout the year, and especially at year end through a special celebration of goals achieved, and certificates awarded.

A DIFFERENT METHOD: The daily lesson plans, daily quizzes and book tests are given with the confidence that for beginning teachers as well as seasoned professionals the very best results will be obtained through the faithful use of these materials. This curriculum and the lesson plans have been carefully prepared with the following maxim as a basis: ***“It is not what you expect, but what you inspect.”*** That is, once the teacher has laid out the expectations for students, he or she cannot simply *expect* that they will be accomplished. And once the administrator, has laid out the expectations for the teacher he or she cannot simply *expect* that they will be accomplished. There must be daily supervision which includes inspection, support, guidance, encouragement and assistance provided where it is needed — on the parts of both the classroom teacher and school administrator.

For the benefit of both teacher and students the publisher recommends that ***one teacher*** teach the complete two-year sequence to the same group of students.

The publisher will be greatly rewarded if you find the results of this curriculum beyond your expectations. Because you are on the front lines putting theory into practice on a daily basis, we are hopeful you will share your ideas with us toward making ***Read Thru the Word*** even better for future years. If you have questions, comments, or success stories to share please contact us.

Finally, there will be rewards for those schools and individuals which provide certain requested data and for those which promote ***Read Thru The Word Bible Curriculum*** to other Christian schools.

In service to the church of our Lord and Savior Jesus Christ,

Leon Stansfield

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An OVERVIEW of Read Thru The Word Bible Curriculum.

OUR GOALS for Bible instruction should utilize what has gone before during the elementary grades, and reach toward what we believe God wants for our students at a point in life where they are rapidly moving toward adulthood during grades 7-12. Only a few of our students will continue *formal* Bible study on a daily basis after high school at a Bible college, Christian college, university, or seminary. It is a basic goal of this program to instill in *each* student a strong desire to **Read Thru The Word** as a continuing, lifelong habit. The six years of junior-senior high are critical years when we can have a great impact upon each student's future by shaping the way they think about God, His Word, His plans and purposes for each believer's life, and how God wants to relate to each student individually. I believe it was Roy Lowrie who said "A Christian school education will affect the entire course of a student's life." We believe this course is destined to become a major part of that happening in many student's lives.

DURING THE ELEMENTARY GRADES most Bible curriculums both in Christian school and at church focus upon teaching the students the great narrative stories of the Bible from both the Old and New Testaments. The common Christian School Bible curriculums for junior and senior high school with which this author is familiar deal with specific books of the Bible or important topical studies. However, by junior high there is a pressing need for our students to begin to tie things together and to gain a better perspective on what has been learned previously. Junior-Senior high is a little early to focus narrowly upon specific books of the Bible or key doctrinal studies, even though *any* study of the Word is profitable. This is a wonderful time for students to get an over-all bird's-eye view of the entire panorama of the Word of God from the beginning of creation to the end of the world as we know it. This is the time to begin the habit of reading the Bible cover to cover. ***This is the time to take in the whole Word of God.***

WHY COVER-TO-COVER? Why do we approach this curriculum with a *sequential* reading of the Bible from *Genesis* straight through to *Revelation*, rather than jumping back and forth, alternating sections or books from the Old and New Testaments? This author believes that the student will have the greatest sense of completion by reading, as with most other books, from cover to cover, straight through the Bible. Part of the purpose of this course is to give the student a strong sense of accomplishment, to break the barrier which many believers never conquer, and to do it in this straightforward, simple, manner.

DOCUMENTATION OF READING THE ENTIRE BIBLE. The ***Read Thru The Word Bible Curriculum*** assumes that students are reading all of the assignments and thus will normally read the entire Bible cover to cover during the prescribed period of two school years (or possibly one school year during college). However, if your school or college determines to require that students *document* the reading of each assignment, we have provided 2-page **Student Reading Records** for Years 1 & 2 on the **Program Flash Drive** at: **\\RTTW Program Flash Drive\02 Special Letters & Forms\5 For Teachers - Yrs 1 & 2****[here select one of three available formats]\04 St Reading Record 136** *or* **\05 St Reading Record 170**. Students may initial beside each reading assignment or enter the date when the assignment is completed, then sign the bottom of the sheet.

THE GOALS FOR GRADES 7 THROUGH 12 BIBLE CLASS should include: getting a good overall familiarity with the entire Bible, building understanding of the historical sequence of events of both world history and biblical history from creation until Christ's second coming, expanding knowledge of the Scriptures through additional memorization, and coming to an understanding of the great themes of both the Old and New Testaments — all of which should lead to the kind of spiritual knowledge and belief which acts as a catalyst for spiritual birth.

“Accepting Jesus in my heart,” which is the common vocabulary among evangelical Christians today is something which essentially every child raised in a Christian home does when he is four, five or six, it seems. But does this act produce the new birth? A very young child often has little understanding of the real problem of sin, or of the extreme depravity of the sin nature. In summary, it is a Scriptural thing to examine oneself to see if one is truly in a right relationship with God. The new birth is a sovereign act of God through the Holy Spirit — a free gift in response to faith in the Lord Jesus Christ, which faith is also a gift from God. It is *not* something achieved by an act of one’s will, but by an act of God’s will. If a child has been truly born again at a very young age, then *Read Thru the Word* curriculum will certainly help to strengthen and mature faith in that child as he or she reaches the teen years and young adulthood. If the child has not truly been born again by the Spirit of God, this curriculum should provide the knowledge of the basics which prepare the heart for the new birth --- *the work of the Holy Spirit. Our goal is to produce the knowledge in the young person which the Holy Spirit will use to consummate the new birth, and to provide the knowledge which helps the born-again youth to mature spiritually.* A person cannot *grow* spiritually until he is first *born* spiritually.

THE MEANS TO THIS GOAL:

A BIBLE CLASS WHICH FOCUSES UPON TWO THINGS:

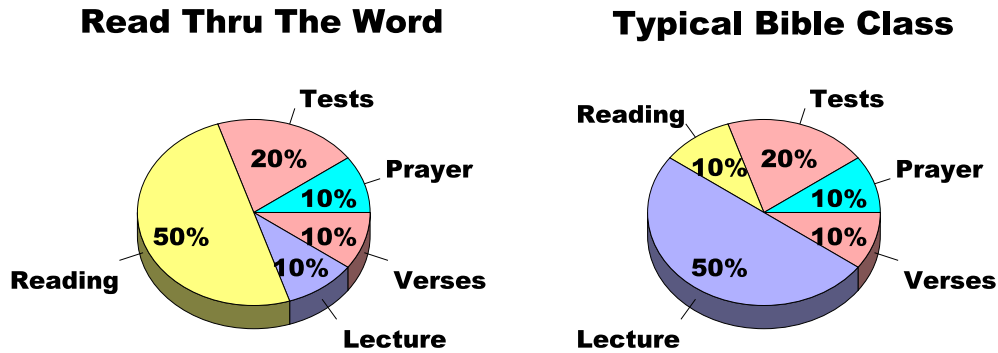
- (1) *Reading through the entire Bible during two school years, and*
- (2) *Memorizing important scripture verses for lifelong meditation and application.*

This is no easy or oft-achieved accomplishment, especially at the age of thirteen or fourteen.

WHICH BIBLE SHOULD BE USED? A widely held position is that Bible reading should be done using an easy-to-read common translation for everyone in the class. Numerous Bible publishers offer paperback and hardback Bibles in a great array of translations at a very reasonable cost. There are many sources for good quality softback and hardback Bibles. If you search online for the best prices, we suggest you take a look at www.christianbook.com where they sell pew Bibles starting at about \$7.99 each. These are essentially a good hardback edition with large print without helps or center column references. You may have a preferred source or a specific style in mind. Be sure to get Bibles which are durable to stand the constant use for at least the two year course. Also, before ordering be sure you find out exactly what is in the Bible besides the text. You may permit students to bring their own Bible from home if you prefer, as long as it is the same translation and edition as you will be using in class. Choice of translation will be discussed at more length later in this manual.

WE HAVE PROVIDED A WELL-ORGANIZED LIST OF VERSES for both years in an appropriate Bible memory program, as well as a system for mastering the verses which is integral with the lesson plans. Our verse list focuses upon the following themes for the **first year: The Many Facets of God’s Great Salvation.** (a) sin as a fact in our lives, (b) our inability to save ourselves, (c) salvation as a free gift of God, (d) salvation as a sovereign act of God, (e) salvation by faith, and (f) our assurance of salvation. The following themes are the focus of the **second year: The Marks of a True Disciple.** (a) the Word, prayer, and temptation in the life of the true disciple, (b) the cost of discipleship, (c) the rewards of discipleship (d) the blessed hope of the true disciple, (e) the challenges of the true disciple, and (f) the calling of the true disciple. In addition, the plan for both years includes a thorough and consistent review of all verses. **The NIV verses are presented as an integral part of each detailed lesson plan in the NIV edition. The KJV verses are presented as an integral part of each lesson plan in the KJV editions.** Bible Memory Verse Posters and Tests are available on the Program Flash Drive for KJV, NKJV, NIV, NASB, NLT, GWT and ESV translations.

A GRAPHIC COMPARISON OF
Read Thru The Word with a *Typical Bible Class*



The essential difference is that Reading has traded time slots with Lecture on the charts.

Analysis of How to Read the Entire Bible in Two School Years. When a proposal is put forth which requires every student in grade 7 (or whatever grade) to read five or six chapters of the Bible each day, common sense tells us that there are some hurdles to overcome with this kind of challenge. For one thing, reading the entire Bible through seems like an impossible challenge to most believers, therefore they don't even make the attempt. Let's begin with the following assumptions:

1. THERE ARE 1188 CHAPTERS IN THE BIBLE. If you determine that your students will read through the Bible in *two* school years that will mean reading approximately 594 chapters each school year. **For the 170 Lessons Plan** your Bible class will meet five times each week and you will have at least 170 Bible class days each school year. With 170 class days per school year the entire Bible can be read during two school years if an ***average of just three and one half chapters are read during each class period.*** **For the 136 Lessons Plan** you will have at least 136 Bible class days each school year. With 136 class days per school year the entire Bible can be read during two school years if an ***average of four and one half chapters per Bible class day*** are read. Test days are not reading days so this will actually increase the number of chapters being read each day.

2. APPROXIMATELY 30 MINUTES PER DAY, four or five days per week, will be devoted to reading the Bible. During thirty minutes of deliberately paced reading most or all of five or six chapters, or more, can be read, if the reading is without interruption. There are a number of variations in how this reading can be done, which are suggested later in this handbook, to add variety and interest to this most important *heart* of the lesson.

3. Any reading not completed during the specified time may be completed at home or during study hall.

4. At the very beginning the teacher must make the expectations clear to all students, and some accommodation made if there are any students whose reading skills are so weak that they would find this challenge overwhelming. Here is a suggested list of expectations:

a. Most students in grade seven are fully capable of reading five or six chapters per day. If most students are capable, it is a reasonable assignment if accommodation is made for a very few others. Students who are capable should be first encouraged to make a personal commitment to the challenge, but then assured that they are expected to take on the challenge.

b. With this kind of challenge there should be some rewards along the way. The teacher can consider various possibilities and perhaps offer students a choice of several possible rewards, both individual rewards and group rewards at certain “checkpoints” such as when the following sections are completed: (1) the Pentateuch, (2) the historical books, (3) the poetical books, (4) the major prophets, (5) the minor prophets, (6) the four gospels, (7) the Pauline epistles, (8) the general epistles, and (9) Revelation. Such rewards are completely up to the teacher’s initiative and are not written into the lesson plans.

c. Rarely, a few students will not be able, or will be unwilling, to commit to reading five or six chapters per day. These students, based upon *sub-standard reading ability known to the teacher*, may be excused if they read an amount of which they are capable, including some reading at home, but it is thought that this should be the rare exception to the rule. Such students probably will not qualify for the Bible reading certificate to be provided at the end of each of the two years. Teachers who face this dilemma need to seek God’s best solution.

d. The goal is to get students to read *all* of the Bible in two school years of about 136 or 170 classes per school year. Students must understand that the goal is to get them familiar with what is in the Bible, and to encourage them to eventually, if not during this year, begin to read the entire Bible cover to cover *every year or two*.

e. Students need to understand that if they don’t know what is in the Bible, it is unlikely that God will direct them in a way that they can be assured is in full accord with Scripture. It is also much easier to be led astray by false doctrine if one does not have a thorough acquaintance with the entire Scripture. A believer cannot depend upon getting to know the Bible solely through the preaching and teaching one hears at church, no matter how often one attends services.

5. Basic comprehension questions over selected parts of what is read are intended to keep students alert to what is being read and to verify to the student, the teacher and to parents that the reading is being comprehended. It also provides a means for the teacher to issue a grade in Bible.

Examining the Lesson Plan Outlines. For *both plans* the first four (or five) lessons, that is, the first week of Bible class will not follow the typical lesson plan due to the nature of the introductory materials. After the first week the daily lesson follows a TYPICAL DAILY LESSON PLAN format or one of several variations of that plan.

TYPICAL RTTW DAILY LESSON PLAN: — 50 minutes

- 5 minutes Greeting the class, taking attendance, announcements, and opening prayer
- 5 minutes Memory verse drill and review.
- 10 minutes Quiz over previous day's assigned reading, score quiz, pass in to teacher..
- 5 minutes Introduction of new reading assignment—by the teacher
- * New vocabulary—explanation by students and/or teacher.
 - * Assigned chapters *will be previously written* on the board.
 - * Overview:
 - * One or two of the major topics *will be previously written* on the board—
and discussed by the teacher, **OR**
 - * The teacher will quickly review essentially all of the topics included in the reading assignment.
- 25 minutes Class reading time, with variations in method, as follows:
- * silent reading at desks.
 - * silent reading anyplace in the classroom.
 - * oral reading by individual students in “round robin” fashion.
 - * oral reading by individual students in “random” fashion.
 - * oral reading, with expression, by one student or a few of the best readers.
 - * oral reading by a parent, a grandparent, a special guest reader, or teacher.
 - * oral reading in groups of four or five—one chapter to be read and summarized very briefly by each student.
- _____
- 50 minutes

PLEASE NOTE: The total time allotted for the introduction of each new reading assignment is limited to *five minutes*. This five minutes is divided into two parts: (1) any necessary vocabulary discussion or explanation, and (2) the teacher's brief oral overview of the entire reading assignment. This will probably be a significant challenge for teachers who like to talk, and for lessons with a large number of vocabulary words. Ideas regarding how best to squeeze everything into this five minute space are discussed later in this handbook.

TYPICAL RTTW BOOK TEST DAY LESSON PLAN:

- 5 minutes Greeting the class, taking attendance, announcements, and opening prayer
- 5 minutes Memory verse drill and review.
- 5 minutes The take-home quiz, given out at the end of the previous day's class will be brought back to class, checked, and passed in to teacher.
- 5 minutes Pre-test oral review by teacher, with questions and discussion by students.
- 30 minutes True-false TEST
- _____ (For students who finish the test early: silent reading or study at desks.)
- 50 minutes

There are several other lesson plan forms used, which are variations of the regular DAILY LESSON PLAN outlined above. These six skeleton lesson plan forms are available on the **Program Flash Drive**.

Estimating the Cost for Students and Teachers.

LOOKING AHEAD TO GRADES 8-12. Assuming that the 7th grade Bible class reads the first half of the Bible, the 8th grade Bible class will accomplish the second half of the plan. Our recommendation is that the school use a different translation and repeat the program for grades 9 and 10. Further, the author believes that the use of the **KJV edition of *Read Thru The Word*** would be an excellent choice for grades 11 and 12 to further strengthen and mature the students' understanding and knowledge of the Bible. What can be better than to read and study through the entire Bible in two school years? And what could provide a better Bible education than reading through the entire Bible *three times* during junior-senior high school? Although the KJV seems to be waning as the most popular Bible, it is so strongly ingrained in our society and literature that a person can hardly be considered fully educated in the best sense, unless he has read the KJV through at least one time. Please also refer to the later section of this *Handbook* entitled **Notes for King James Edition Users** where additional supporting information is recorded.

Two Different Day-by-day Plans:

The 170 Day Plan: for *thirty-four (34) weeks, FIVE days per week.* This plan is designed to fit the typical 175-180 day school year.

The 136 Day Plan: for *thirty-four (34) weeks, FOUR days per week.* The 136 day plan allows for chapel one day per week in lieu of Bible class and about four days of canceled class during the school year for various reasons. It is planned to fit a typical 175-180 day school year. (4 days/week x 34 weeks = 136 class days), with most schools scheduling 35 or 36 weeks per school year.

THE 170 DAY LESSON PLAN: 1188 chapters / two years = 594 chapters per school year

$$\frac{594 \text{ chapters / year}}{170 \text{ lessons / year}} = 3.5+ \text{ chapters per day}$$

DAILY HOMEWORK:

- Complete the reading of the daily assigned chapters if not completed in class
- Optional: Work on memory verses with parents and/or siblings
- Optional: Occasional *Family Forum* discussions at home, as assigned
- Optional: Write something in a journal if not done at school

TOTAL COST OF COURSE MATERIALS: Here is a suggested list of materials based upon a preliminary estimate:

Estimated Student Bible Class Costs for Year 1		
<i>Item</i>	<i>Description</i>	<i>Cost</i>
Bible	Hardback or paperback* or leather Bible	\$ 11.95
Glossary	<i>KJV Glossary</i> (if using KJV) **	\$ 10.00
Tests	Student Quiz & Test Book – Year 1	\$ 15.60
TOTAL EST. COST PER STUDENT – YEAR 1 (KJV):		\$ 37.55
TOTAL EST. COST PER STUDENT - YEAR 1 (Other Editions):		\$ 27.55

* The estimated cost is for a paperback or economy hardback Bible. The school may permit students to bring their leather Bible from home if it is the translation required by the school. For Year 2, if the student is returning to this class (was in first year course) no Bible will need be purchased.

** The *KJV Glossary* will only be needed if the class is using the KJV. Second year students would already have this, so no additional cost would be necessary.

Estimated Student Bible Class Costs for Year 2		
<i>Item</i>	<i>Description</i>	<i>Cost</i>
Bible	Hardback or paperback* or leather Bible	\$ 0.00
Glossary	<i>KJV Glossary</i> (if using KJV)**	\$ 0.00
Tests	Student Quiz & Test Book – Year 2	\$ 18.25
TOTAL EST. COST PER STUDENT - YEAR 2: (all versions)		\$ 18.25

* The estimated cost is for a paperback or economy hardback Bible. The school may permit students to bring their leather Bible from home if it is the translation required by the school. For Year 2, if the student is returning to this class (was in first year course) no Bible will need be purchased.

** *The KJV Glossary* will only be needed if the class is using the KJV. Second year students would already have this, so no additional cost would be necessary.

Thus the cost for two years would be approximately \$55.80 per student, where the KJV is used. *Costs for two years* where other translations are used would be \$45.80.

Estimated School Bible Class Costs for Year 1 FOR ONE TEACHER		
<i>Item</i>	<i>Description</i>	<i>Cost</i>
Bible	Hardback or paperback* or leather Bible	\$ 11.95
Glossary	KJV Glossary (if using KJV)	\$ 10.00
Handbook	Teacher Handbook	\$ 15.00
Lesson Plans	Day-by-day Detailed Lesson Plans – Year 1	\$ 50.00
Test Keys	Teacher Quiz & Test Book KEYS – Year 1	\$ 15.60
TOTAL ESTIMATED COST PER TEACHER – YEAR 1:		\$ 87.55
TOTAL ESTIMATED COST PER TEACHER W/O KJV:		\$ 77.55

Estimated School Bible Class Costs for Year 2 FOR ONE TEACHER		
<i>Item</i>	<i>Description</i>	<i>Cost</i>
Bible	Hardback or paperback* or leather Bible	\$ 0.00
Glossary	KJV Glossary (if using KJV)	\$ 0.00
Handbook	Teacher Handbook	\$ 0.00
Lesson Plans	Day-by-day Detailed Lesson Plans — Year 2	\$ 50.00
Test Keys	Teacher Quiz & Test Book KEYS – Year 2	\$ 18.25
TOTAL ESTIMATED COST PER TEACHER – YEAR 1:		\$ 68.25
TOTAL ESTIMATED COST PER TEACHER W/O KJV:		\$ 68.25

Eight Statements of Faith.

The author here asserts that the purposes and goals of this curriculum are in agreement with the following excerpts from statements of faith of eight parachurch ministries regarding the place of the Scriptures in the life of the Christian: (eight selected examples from the Internet)

We believe that the Bible, in its entirety, is divine revelation, and we submit to the authority of Holy Scripture, acknowledging it to be inerrantly inspired by God and carrying the full weight of His authority. www.ligonier.org — the ministry founded by Rev. Dr. R.C. Sproul and the leaders of his church in 1971.

The American Family Association believes that God has communicated absolute truth to man through the Bible, and that all men everywhere at all times are subject to the authority of God's Word. Therefore, a culture based on Biblical truth best serves the well-being of our country, in accordance with the vision of our founding fathers. www.afa.org — the ministry founded by Rev. Don Wildmon in 1977.

The 66 books of the Bible are the written Word of God. The Bible is divinely inspired and inerrant throughout. Its assertions are factually true in all the original autographs. It is the supreme authority in everything it teaches. www.answersingenesis.org — the ministry founded by Ken & Mally Ham in 1993

The Billy Graham Evangelistic Association believes the Bible to be the infallible Word of God, that it is His holy and inspired Word, and that it is of supreme and final authority. www.bgea.com — the ministry founded by Billy & Ruth Graham in 1950.

We believe the Bible is inspired and empowered by God, infallible and authoritative. www.awmi.net Andrew Wommack Ministries— the ministry founded by Andrew & Jamie Wommack in 1976.

We believe the Bible to be the inspired, the only infallible, authoritative Word of God. www.bibleleague.org — the ministry founded in 1938 by William and Elizabeth (Betty) Chapman

The sole basis of our beliefs is the Bible, God's infallible written Word, the 66 books of the Old and New Testaments. We believe that it was uniquely, verbally and fully inspired by the Holy Spirit, and that it was written without error (inerrant) in the original manuscripts. It is the supreme and final authority in all matters on which it speaks.

We accept those areas of doctrinal teaching on which, historically, there has been general agreement among all true Christians. Because of the specialized calling of our movement, we desire to allow for freedom of conviction on other doctrinal matters, provided that any interpretation is based upon the Bible alone, and that no such interpretation shall become an issue which hinders the ministry to which God has called us. www.campuscrusadeforchrist.com — the ministry founded by Dr. Bill and Vonette Bright at UCLA in 1951.

We believe the Old and New Testaments to be the infallible Word of God; inerrant as originally given, verbally inspired by God, the complete and sufficient revelation of His will for salvation and conduct." (www.rzim.org/about/vision --- the ministry founded by Ravi Zacharias in 1984 to pursue his calling as a "classical evangelist in the arena of the intellectually resistant". www.wikipedia.org)

Summer & fall preparation for YEAR 1 and YEAR 2 of *Read Thru the Word.*

The publisher recommends accomplishing the following steps, **in this order**, prior to classes starting in the fall:

1. View the 27-minute DVD “**Introducing *Read Thru The Word Bible Curriculum.***”
2. Survey the entire curriculum by reading this manual thoroughly.
3. Contact the **Program Coordinator** for *Read Thru The Word* at your school to discuss any questions or concerns you have.
4. Contact the publisher for any questions or concerns you have which cannot be answered by your school’s **Program Coordinator** — after reading this *Handbook* and watching the DVD.
5. From the appropriate Bible translation prepare Power Point slides, overhead transparencies or charts for all 33 Bible memory verses to be used during the year. These must be readable from student desks for the daily oral drill of the verses. They are available on the **Program Flash Drive** for NIV, NASB, NKJV, KJV, NLT, GWT, ESV as Power Point slides or 8½” x 11” charts for printing.
6. Read the **Some Important Additional Considerations Section** in this *Handbook* and decide how you will implement our recommended procedure for preparing *Student Quiz & Test Books* prior to the first day of school. Do appropriate follow-up and preparation with these books prior to the school year beginning. This will save significant time during the school year. A suggested Literature Organizer (slot shelf) is described on the **Program Flash Drive**. The reasons for using a Literature Organizer for *Read Thru The Word* are explained elsewhere.
7. **Determine your classroom rules.** Make a fairly large poster and get it ready to put up when you begin to set up your classroom in the fall.

Basic Classroom Rules:

1. Follow directions the first time they are given
2. Get out of seat or talk, with permission
3. Keep objects, hands, and feet to yourself
4. Read library book when finished with assigned class work

8. If your class will be using the **KJV** read/skim through the *KJV Glossary & Bible Dictionary* to get a feel for the some of the words which you will be explaining as a part of each lesson.
9. FOR YEAR 1: Read through (or listen to) the Old Testament, beginning in Genesis and try to complete Ecclesiastes by the time school begins. Use the translation from which you will teach this course.
10. FOR YEAR 2: Read through (or listen to) the second half of the Bible, beginning at Song of Solomon and ending with Revelation by the time school begins. Decide how you will handle the teaching and testing of *Song of Solomon* which occurs during the first part of week 2 in Year 2. We have suggested that these two classes be separated by gender. If you will divide the class, you will need to arrange for someone to teach and test for those two class periods. This second teacher could be a qualified parent of the opposite gender from the regular teacher, the school nurse, a local church leader, or an experienced Christian seminar leader.

THE DVD MOVIES FOR USE DURING WEEK 1 OF BOTH YEARS.

THE FIRST WEEK OF YEAR 1 the movie **God's Outlaw: William Tyndale** (96 minutes) is shown over a two-day period in both the 170 and 136 day plans. The owner of the rights to this movie, Vision Video, 2030 Wentz Church Road, Worcester, PA 19490-0540, (as of January 6, 2009 12:08 p.m. via Karen Rutt — karen@visionvideo.com) has granted "blanket" permission to use this movie in conjunction with **Read Thru The Word Bible Curriculum**. The movie can be purchased through Vision Video at <https://www.visionvideo.com/> or at 610-584-3500 or 800-523-0226.

THE FIRST WEEK OF YEAR 2 the movie **Martin Luther** (1952 ed. 105 minutes B&W) is shown over a four day period in the 170 day plan, and over a three day period in the 136 day plan. As of this date it is believed that this movie is now in public domain and not subject to the need for any license to show it in class in conjunction with **Read Thru The Word**. This movie and the movie **Luther** (see below) may be purchased from <http://nicenecouncil.com> at significant discounts.

Your author suggests that for each movie you purchase at least one copy per **RTTW** Bible teacher plus one or more extra copies to provide backups in case of damage to the DVD. When purchasing any of these movies please make a note on your order that you will be using them in conjunction with **Read Thru The Word Bible Curriculum**.

DURING YEAR 2: A special showing of the movie **Luther** (2003 – 124 minutes. Color), is enthusiastically recommended as an evening family activity, but not for regular use in class as explained elsewhere. **CAUTION:** a license is necessary to show the movie **Luther** (2003) at any time, including to an evening group of parents and students. Order all movies far in advance of planned use, and complete the special license (see below) to use the movie **Luther** for the evening showing. This owner of the rights to this movie has a representative office in the United States as follows:

Tammy Goesch, FilmTel, Inc., P.O. Box 803, Corvallis OR 97339, (541) 758-5029 or (541) 990-3043.

Learning Links Publishers has obtained a special licence agreement which is applicable to all schools using **Read Thru The Word Bible Curriculum**. It is very important that schools which elect to use the movie **Luther** (2003, color, starring Joseph Fiennes) complete this company's special **Luther Exhibition Permission Agreement** and obtain their signature on the form prior to any showing of the movie in connection with **Read Thru The Word Bible Curriculum**. This form is presented in the Appendix at the end of this Handbook and provides for either **free use** (in the case of showing limited to students who are enrolled in **Read Thru The Word Bible** class, their parents and siblings) or **paid use** if the school chooses to show the movie to a wider audience as specified in the **Agreement**. The company's concession to permit us to use the movie in this way is a blessing and a gift for which schools may give appropriate thanks to the company's representative and provide the information which they require in conjunction with the use of their movie. You may obtain the movie through a local movie rental business, purchase it online, or wherever it is available for legitimate purchase. However, we do recommend as your preferred source: <http://nicenecouncil.com>

I trust that if you have read this far you have a fair understanding of what **Read Thru The Word** is all about. However, please add to this overview the many things yet ahead in this **Handbook**. You will be glad you did.

NOTES FOR SCHOOLS USING THE KING JAMES VERSION.

NATIONAL PREFERENCE FOR KING JAMES VERSION. According to the George Barna research organization as of 1997 “those who *read* the Bible preferred the King James Version to the New International Version by a 5 to 1 margin.” Barna “The Bible” (quoted at www.theologicalstudies.citymax.com/page/page/1572910.htm) This is one very good reason to suggest that this class be based upon the reading of the KJV Bible, especially for high school juniors and seniors.

THE KING JAMES VERSION (KJV) is the translation which has a proven track record as being extremely faithful to the original Greek and Hebrew, based upon the *Received Text*. Many editions and bindings are available. **Because of the author’s experience with and preference for the KJV this was originally chosen as the basis for this entire curriculum, but later, after surveying Christian schools, and discovering what is being used in schools today, the KJV and NIV editions are offered as options.**

THE KJV GLOSSARY AND BIBLE DICTIONARY. The original plan was to include a few vocabulary words in each Bible lesson plan for the teacher to introduce to students. However, as the search was conducted for such words, the list grew far beyond what was first envisioned. Thus, the *KJV Glossary & Bible Dictionary* was born. **The goal is to provide definitions and/or brief explanations of words and phrases which would probably be unfamiliar to the vocabulary of a seventh or eighth grade student.** At this point some lessons have what appears to be an unmanageable number of such words, especially some lessons in the Pentateuch. Later lessons generally have more manageable lists. A suggested solution to this dilemma is presented below.

During the writing of the Glossary new words were put in two places in the curriculum: First, in many cases the word is placed in the lesson where the word first occurs. An attempt has been made to assure that the word --- at least in the sense and with the meaning it usually carries --- is placed in the first lesson in which that word appears. ***Second,*** the word has also been placed ***alphabetically*** in the *KJV Glossary & Bible Dictionary*. As the list has grown the publication has become ***a separate book of one hundred seventy pages and over 1100 words and phrases*** which will be used by both teacher and student as needed throughout the course, during both years. The *KJV Glossary & Bible Dictionary* will be subject to additions and deletions based upon feedback received by the author.

THE KJV BIBLE PROGRESSIVELY BUILDS UP AN UNDERSTANDING OF THE MEANING OF WORDS. ¹ Modern testing using the Flesch-Kincaid research company’s computerized “Grade Level Indicator” verifies that **only** the KJV Bible progressively builds an understanding from Genesis to Revelation, and maintains the **easiest** reading level. See the following table from *New Age Bible Versions*:

	KJV Grade Level	NIV Grade Level	NASB Grade Level	TEV Grade Level	NKJV Grade Level
Genesis 1	4.4	5.1	4.7	5.1	5.2
Malachi 1	4.6	4.8	5.1	5.4	4.6
Matthew 1	6.7	16.4	6.8	11.8	10.3
Revelation 1	7.5	7.1	7.7	6.4	7.7
Grade Level Average	5.8	8.4	6.1	7.2	6.9

¹ Quote and table from: *The Language of the King James Bible: An Introduction*, Copyright © 1998 by Gail Riplinger, published by A.V. Publications Corp., P.O. Box 280, Ararat, VA 24053, p. 31. Used by permission.

A reference book regarding **The Language of the King James Bible** is the book by that title by www.avpublications.com. An interesting quote on the back cover of the book is as follows:²

The research presented in this introduction to the language of the Bible was prompted by a story of one Christian prisoner's phenomenal leap in reading test scores, as a result of reading the King James Bible. He was advised that he was reading at the fifth grade level when he put his name on a long waiting list to enroll in the prison's high school equivalency program. He then began reading the King James Bible daily. Re-examination the next year showed that he was now reading at the 17th grade level — post graduate! How did reading one book, which some falsely claim is difficult, manage to help him, rather than frustrate him?

²Quote from: *The Language of the King James Bible: An Introduction*, Copyright © 1998 by Gail Riplinger, published by A.V. Publications Corp., P.O. Box 280, Ararat, VA 24053, cover.

One publisher of Bibles listed the KJV at twelfth grade reading level. I don't know where they got that information, but the notes above would seem to indicate that scientific reading research shows a much lower level. However, I would agree that, regrettably, many students in twelfth grade public schools nowadays would probably have difficulty reading the KJV.

KJV Readability Debate: On this date (October 23, 2014) I put the phrase "readability of the KJV" into Google. Numerous links came up quickly. Obviously, the debate continues — at times rather furious — about the readability of the KJV. I found this link to be somewhat interesting:

http://www.sermonindex.net/modules/newbb/viewtopic.php?topic_id=38485&forum=35&9

The link includes both positive and negative statements by those who contributed to the discussion. **Conclusions:** (1) There is no perfect translation available. (2) The KJV is quite understandable if difficult words are looked up in a good *KJV Glossary & Bible Dictionary*, (3) The most important thing is for people to hear, read, study, memorize, meditate upon and teach the Bible to the next generation. It is through the teaching and the hearing of the Word of God that faith arises in the hearts of those who believe on Jesus.

NOTES SPECIFICALLY FOR PILOT SCHOOLS.

WHY WE HAVE PILOT SCHOOLS. For the sake of making this curriculum all that God would want it to be for general use the author has chosen at this point in time to contract with a limited number of schools as Pilot Schools. It is a complete curriculum, although through classroom use it is expected that teachers will have a number of suggestions which could significantly effect the first revision of the program for the benefit of the general Christian education market.

A SUGGESTION TO THE PILOT SCHOOL FOR CONSIDERATION PRIOR TO ELECTING INTO THE PILOT PROGRAM.

The publisher strongly suggests that in order for this program to be successful as a Pilot School Program the teacher(s) who will teach this curriculum should be (1) experienced Bible teachers, and/or (2) have the ability, dedication, and motivation to do any extra work required to make the program a success.

THE TWIN FOCUS OF PILOT SCHOOLS.

The primary focus of any school using *Read Thru The Word* is to accomplish a meaningful survey of the entire Bible during two school years with a committed group of students. However, pilot schools have also undertaken a secondary, yet very important task: working with the publisher to make the program even better for future students and teachers who use this program.

The publisher is specifically seeking constructive comments from pilot school teachers and administrators regarding the following components of each lesson:

- ★ The preparation of each lesson
- ★ The prayer time
- ★ The Bible memory verse drills
- ★ The daily quizzes over the previous day's reading
- ★ The vocabulary review
- ★ The introduction to the lesson — The five-minute part of class given to brief summary notes for the teacher to use as he or she introduces the new day's reading assignment
- ★ The review questions for each book test. These are a part of each REVIEW & TEST lesson.

Pilot school students and parents will provide valuable feedback via the two planned surveys conducted over a two year period. These survey forms with cover letters are included in the back of this *Teacher Handbook* as well as in **Word Perfect (WPX3)** and **Microsoft Word (MSWord2003)**, and **Portable Document Format (PDF)** on the **Program Flash Drive**. The surveys are required for Pilot Schools, but voluntary for all other schools.

REGARDING GIVING CREDIT WHERE CREDIT IS DUE. It is the publisher's intent that Pilot School teachers and administrators (as well as teachers and administrators from non-pilot schools) who contribute useful notes to any part of the *Read Thru The Word Bible Curriculum* be given appropriate credit at the right time and place. To this end the author will endeavor to fulfil that commitment in any and all revisions of the curriculum based upon feedback provided by schools and/or individuals, as appropriate. To do this, it is our intent that the teacher's initials will be used for significant changes, with a full credit listing provided at an appropriate place within the curriculum, including full name, current teaching assignment, name of school, city, and state.

The publisher fully expects to reward the efforts, feedback, and assistance of Pilot Schools in any reasonable way possible and at the earliest possible time, as well as through a special ten year discount program. This is spelled out in detail in the Pilot School Contract.

Teachers who are unfamiliar with the details of these rewards should contact your school Principal, Administrator, Department Head, or *Read Thru The Word* Program Coordinator at your school. The latest revision of the **Pilot School Contract** is available at www.readthrutheword.com.

SUGGESTIONS FOR PILOT SCHOOLS:

A. The daily quizzes were thoughtfully, carefully, and prayerfully designed by your author. However, it is recognized that teachers using the quizzes in the classroom may see needed improvements in the quizzes such as:

- rewording a question to make it clearer
- deleting a question
- adding a question
- using only even or odd-numbered questions to shorten overall length of quiz

The author suggests that all pilot school teachers keep notes in this regard and send such suggestions, with teacher name, school, address and telephone to the author at the end of each month. The author's plan is to review such suggestions and make such changes as seem appropriate to make the curriculum improved for all future users.

B. It is ***the author's plan to reward teachers or administrators who make such suggestions according to the number and quality of such suggestions which become incorporated into the curriculum and according to the success of the curriculum sales over a period of years.*** It must be understood that all suggestions become the property of the publisher. There are no promises here. Just a notice of intent to reward at some point in the future.

C. In some cases the daily quizzes have more than twenty questions, which means that more time will be required for the quiz. In other cases the quiz consists of as few as four questions. As you prepare to use these quizzes please use your judgment in reducing the length of the quiz by simply deleting questions or by adding questions. Your suggestions in this regard are also solicited and encouraged.

D. If you discover errors in wording, typographical errors, or thoughts which might be misleading or which seem unorthodox biblically, please make note of such and communicate these to us. Thank you.

E. Another approach to the quizzes might be to combine both the "speed" and "power" aspects of test-taking. Clearly and carefully explain to your class(es) that some daily quizzes will be short and others quite lengthy, but that the time to complete them will remain the same. Explain that you don't expect students to always complete each quiz, but that they must always do their best within the time given. Explain also that this time factor will be taken into consideration in the "weighting" of the quiz scores as a part of the grading period's grade for Bible.

F. Keep in mind that the **primary** purpose of the daily quizzes is for the student to confirm that he has read and comprehended at a beginning level what the text of Scripture says — for the previous day's assigned reading. The **secondary** purpose of the daily quizzes is to bring new thoughts about God's Word to the student's mind. ***Thus, the quizzes actually add to the learning experience of each student.***

G. Another thought to consider is whether it is necessary to give a comprehension quiz each day following the students' reading of specific chapters. For Pilot Schools it is expected that every quiz will be given. However, for non-pilot schools, at the teacher's discretion some daily quizzes may be omitted, especially if some unexpected occurrence takes time from the class, or a discussion begins which the teacher deliberately permits to take a significant part of the class, or the Holy Spirit manifests Himself in such a way as to cause the class to put aside everything and to pray, or perhaps just to break the routine of daily quizzes. However, you are encouraged to use every quiz and test for the greatest student benefit.

H. Things for the pilot teacher to look for, make notes about, and communicate to the author include

- (1) Are there questions which you think should, or could, be deleted? (The daily quizzes need to fit within about ten minutes at maximum.)
- (2) Are there answer options which should be deleted or replaced?
- (3) Should all quizzes have the same number of questions?
- (4) Should extra credit questions only be presented on book tests?
- (5) Should there be extra credit questions at all?
- (6) Are there spelling or grammar errors which need to be corrected?
- (7) Is there a better way to word a question?
- (8) Is there a better question over material which was omitted?
- (9) Are there questions which are redundant or repetitive?
- (10) Should the order of items be changed in the lesson plan?

I. Communication Plan: *Read Thru The Word* Bible teachers at your school will communicate regularly among themselves to discuss any and all aspects of the program.

J. Daily Notebooks: Each Bible teacher should maintain a loose leaf or spiral notebook, or computer file in which he or she makes notes which need to be communicated to the author. These notes will include (1) Lesson number (or Quiz number, or Test Book name), vocabulary words suggested for adding to the curriculum (with chapter and verse reference), needed corrections of the text, suggested changes, and questions for the publisher/author.

K. Weekly Bible Teacher Meetings: If more than one teacher is using this curriculum in your school it is suggested that once each week the *Read Thru The Word* teachers should meet briefly to discuss progress and problems. The teacher, or campus coordinator, should forward these notes to the author on a monthly basis.

DUTIES OF THE PILOT SCHOOL PROGRAM COORDINATOR: The first responsibility of the Program Coordinator is to become thoroughly familiar with the entire program as far as possible within time constraints.

Primary duties include:

- reading through the *Teacher Handbook* two or three times carefully, and marking or highlighting whatever seems to need emphasis.
- reading the **Pilot School Contract** several times and using it to familiarize each *RTTW* Bible teacher with the general expectations of teachers and benefits to the school.
- reading a number of the lesson plans at various places in the curriculum. If possible, read one lesson plan for each of the Bible books.
- reading as many of the quizzes and tests as time permits.
- reading/skimming the *KJV Glossary & Bible Dictionary*. (for schools using KJV)

Additional duties include:

- assisting *RTTW* Bible teachers in setting up the program, ordering and inventorying materials upon receiving shipments, correcting any shipping errors or damaged goods, getting needed file cabinets and other helps in place before school begins in the fall.
- maintaining regular communication with the *RTTW* Bible teachers on a daily basis as seems appropriate.
- conducting brief weekly *RTTW* Bible teacher meetings to accomplish the purposes set forth in the **Communication Plan for Pilot Schools**, which is an integral part of the **Pilot School Contract**.
- Communicating with the publisher/author via monthly emails which summarize the weekly *RTTW* Bible teacher meetings and provide the necessary feedback to the publisher/author.
- Summarizing for and communicating to the *RTTW* Bible teachers the feedback **given to all pilot schools** from the publisher/author **based on feedback received from all pilot schools**.
- Doing whatever seems necessary and appropriate to encourage the *RTTW* Bible teachers and to help them resolve whatever challenges arise which could diminish the success of the *Read Thru The Word* Bible curriculum
- Communicating directly with the publisher/author as often as necessary to resolve difficult challenges which may arise.

REGULAR COMMUNICATIONS AND BENEFITS:

Pilot Schools should determine what is best for them to process in-house ideas, corrections, and suggestions to be communicated to the publisher. Each school should establish a schedule for communicating such things to the publisher on a monthly basis. Ideas sent to the publisher will be reviewed, edited, and sent to all Pilot Schools via e-mail for immediate benefits to the entire pilot school project team at up to ten schools across the country. **To facilitate mutual benefits from and for all pilot schools, ongoing reports from each Pilot School need to reach the publisher no later than the last calendar day of each month.**

COMPUTER USE OF THIS CURRICULUM.

The supplementary parts of this curriculum, including extra teacher helps, are available to users on the *Program Flash Drive* files from which printed copies may be made. As these printed copies are made and possibly revised it is envisioned that the school or classroom teacher will archive hard copies in file folders for future use. Our *Program Flash Drive* files are read-only so that you will always have an original copy as sent to you. As you make modifications you will need to save these to new files. We also recommend that you manually make a backup copy of your new files at least once each week unless you have the benefit of a computer which automatically makes a daily backup. If you happen to have access to Word Perfect Presentations or Microsoft Powerpoint program and wish to make use of such program in class, especially using a projector, as you study these lesson plans and use them over a period of several years you will see many possible applications. We encourage you to make this application.

This curriculum has been written and formatted using several versions of Word Perfect® with the final version used being Word Perfect X3®. It is recommended that the school using this curriculum own a recent edition of this software program (such as WP6, WP7, WP8, WP9, WP10, WP12, or WPX3, or later) and have someone who is very familiar with its use and who can coach the teacher(s) of this curriculum in its use.

The publisher obtained its copy of Corel® WordPerfect® OFFICE X3 during July 2007 from www.academicsuperstore.com at the *educator* cost of \$89.95. Upon submitting photocopies via email of proof of being a professional educator a teacher may obtain this price (or whatever is the current price). This price provides a license for use of the program on up to 3 home PCs. You may be able to locate a similar or better deal elsewhere.

The materials on the *Program Flash Drive* are presented in Word Perfect (WPX3), Microsoft Word (MSWord 2003) and Portable Document (PDF) format.

Some Important Additional Considerations.

HOW TO USE THE QUIZZES AND TESTS. A great deal of thought was put into creating the daily quizzes and book tests. They serve not only as a means to check student comprehension of reading, but also as an important means to communicate Biblical truth. They are, in effect, an adjunct textbook to this Bible course. If you choose, you can use them “as is” but instruct students to omit certain questions by x-ing out those numbers or circling those numbers, or whatever system you choose. In this way you can somewhat make up your own **Forms A, B, C, etc.** from year to year, or even class to class. If your school is considering having students go through this curriculum more than once such as, say, grades 7 and 8, grades 9 and 10, and again in grades 11&12, perhaps using a different translation of the Bible each time, it might be appropriate to decide in advance that for grades 7 and 8 quizzes and tests will use only the *odd* numbered questions, grades 9 and 10 will use only the *even* numbered questions, and then in grades 11 and 12 the quizzes will use *all* questions. We believe the best plan for the use of the workbooks is as follows: (1) order or make a literature organizer with at least as many slot shelves as students, (2) take the workbooks to a local print shop, and at the spine cut the binding off the booklets, (3) take them to the school and carefully do the following: (a) one by one remove the front and back covers, staple them together to hand out to students on the first day of Bible class, (b) place each Q & T BOOK in a slot on which you have assigned a student name, and each day as you prepare for the following day’s Bible class (c) remove the appropriate pages in a criss-cross stack. We recommend this procedure in order to fit our use of take-home quizzes as explained below. A one-page illustrated description sheet for the Literature Organizer (slot shelf) is included on the *Program Flash Drive*.

THE BEST QUIZ PERFORMANCE: Teach the students that quiz questions (which usually have four possible answers) always have one *best* answer. However, this does not mean that all other answers given are false. For some questions there might be three false answers and only one true and correct answer. For other questions there could be four *true* answers but still only one *best* answer. And there could be two true answers and two false answers. But there should be only one best answer considering all details of the question.

QUIZ & TEST-TAKING HINTS FOR STUDENTS. If you read the assignment carefully so that you try to understand what it is saying, and then you take the quiz or test and see something there with which you are not familiar or you don’t remember reading in the assignment you should usually assume that it is false. Many questions are designed to be realistic, or even true, but with multiple-choice DAILY QUIZZES you must choose the BEST answer even among three or four true answers. And with True-False BOOK TESTS the entire question must be true for the answer to be true, but if just one part of the question is false the entire question is false.

Students should clearly understand that just because there is space remaining at the bottom of a quiz or test page does not mean that is the end of the test. ***Students are always to look at the back of each page of every quiz and test.*** Spacing of test questions sometimes indicates moving the first part of a question to the next (or back of a) page, so that the entire question is all on one side of the sheet. Only rare exceptions to this were used in formatting quizzes and tests.

Teachers who discover questions where the above principle seems not to have been followed, or where the best answer is debatable between two or even three choices should contact the author with suggestions for improving, replacing, or deleting the question.

DAILY QUIZZES ARE MORE THAN QUIZZES. The daily quizzes are not only a means to check the students' comprehension of their reading, but also an important means to communicate Biblical truth. They are, in effect, an important adjunct textbook for the ***Read Thru The Word Bible curriculum.***

QUIZ SCHEDULE. These curriculum plans will assume that the teacher will always give a quiz the day following the reading assignment, ***except that*** on the day preceding a **book test** the quiz over that day's reading will be given out at the end of class as a ***take-home quiz,*** to be completed outside of class and returned and scored at the beginning of the next class.

TAKE-HOME QUIZZES are permitted to be done in consultation with the Bible, other students, parents, friends, etc. This kind of approach gives students an opportunity to spend as much time as they have to complete the quiz, to learn from others, and to score 100% most of the time. Twenty-one quizzes (out of 144, or 15%) will be take-home quizzes during Year 1, and thirty-eight (out of 126, or 30%) for Year 2 **for the 170-day plan.** For the **136-day plan** there will be twenty-one take-home quizzes (out of 110, or 19%) during Year 1 and forty-three (out of 89, or 48%) during Year 2 according to our suggested procedures listed elsewhere.

TAKE-HOME QUIZ PREPARATION. Take-home quizzes are planned for every lesson prior to a BOOK TEST. For this reason, it is recommended that the test booklets either have the spine removed and the pages collated for distribution, or that the teacher find a way to easily remove from the quiz booklets only those quizzes scheduled for take-homes on the days prior to a BOOK TEST. ***Take-home quizzes have the same number as the Book Test following them, because they are both graded on the test day. In a few cases, primarily for some of the very short books, there is no take-home quiz; just a single Quiz & Book Test combined on the test day.***

BOOK TEST REVIEW SHEETS. Some teachers like to provide review sheets for students prior to tests. To this end the Review Questions provided in the Teacher Lesson Plans have been specially re-formatted for use by teachers as handouts and placed on the **Program Flash Drive** in the ***Quiz & Test KEYS - Yr 1 (or Yr 2) Folder,*** in a file entitled BOOK TEST REVIEW SHEETS -Yr 1 (or Yr 2). These Review Questions have been written based upon the Teacher Lesson Plan Introductory Notes. **No reference was made to the actual tests in the writing of these review questions, so the correlation to the tests is general, rather than specific, but covering the same materials.** These Test Review Sheets may be revised as needed by teachers. For any such revision to improve these supplementary materials the publisher would appreciate receiving copies from Pilot Schools or other schools for the revision prior to publication of the second edition of this curriculum.

QUIZ AND TEST ADMINISTRATION PROCEDURES. The standard policy regarding quizzes given in class is to (1) give the quiz, (2) score the quiz immediately (either by having students score their own quizzes, or by doing a quiz exchange, according to one of several exchange patterns taught to the class early in the school year), (3) collect the quizzes, (4) record scores after class, and (5) store quizzes until the following August when they will be destroyed by shredding or other appropriate means.

SUPERVISION OF QUIZZES AND TESTS.

Any quiz or test given in class will be carefully supervised by the teacher who will visually watch as well as circulate around the room to prevent cheating. *Tests* will be collected and scored by the teacher after class, returned to students at the next class for brief review and questions, then re-collected, grades recorded, and stored until year end, then destroyed in August after the end of the school year. The teacher will always collect all quizzes and tests from students after they have seen them briefly. Students who wish to discuss any quiz or test with the teacher will make an appointment. **Take-home quizzes** will be returned to class, checked in class, and returned to the teacher. Take-home quizzes not returned on the next class day after issued to students as homework will score a zero in the grade book. These rules are mostly to protect the security of the tests and quizzes for succeeding years' classes.

SCORING QUIZZES AND TESTS. While this author believes that grades should normally be given based upon percentage correct, because this curriculum, in its first edition, is somewhat experimental, the scoring decision needs to be made by the teacher after considering all factors, such as grade level of students, whether the entire quiz or test will be given, time given for the quiz or test, difficulty level of the questions, and other appropriate considerations. The scoring of quizzes and tests is simply to measure student degree of comprehension — *as compared to what should be expected of students at their age.*

GRADING DECISION FOR TESTS & QUIZZES. Although this author has a preference *in favor of* grading on the 0-100 scale with pre-set scores necessary to receive an A+, A, A-, etc, and a preference *against* the use of what is called “grading on the curve” teachers may want to consider using this method — that is, grading on the curve — as they see the difficulty level of the questions. Having now completed the writing of the quizzes for both Year 1 and Year 2 the author believes that the ability level of the questions ranges from seventh grade up through college. As an alternative, the teacher who will grade on the 0-100 scale, after review of each quiz, may exclude certain questions and/or allow extra credit for certain questions.

REGARDING GRADING FOR SPELLING ON THE BIBLE BOOKS TESTS — or any of the Bible quizzes or tests. This writer prefers to avoid grading down a quiz or test due to poor spelling. When teaching and drilling students on the Bible books, a little time should be given to pointing out to the students ways to remember how to spell the names. For example when looking at Nehemiah I like to pronounce it “Nee - Hem - I - Ah.” The “Hem” helps me to remember the *h* which is often not pronounced when saying the word. There are probably other tricks for other books.

DAILY QUIZ DOCUMENTATION. Each multiple choice question on daily quizzes is followed by the reference(s) where the answer may be checked. When questions arise the student or teacher may go to the reference(s) and check the correct answer for themselves.

TEACHER KEY FOR QUIZZES AND TESTS. In some cases, scripture references are provided for the teacher but *not* for the students, where doing so for the students would unduly provide clues to the correct answer. However, the references are provided for the teacher as a means of support in cases where students might challenge the question.

FLAWED QUIZ AND TEST QUESTIONS. If you discover before or after administering a quiz or test—a question which appears to be flawed, please simply do not count that question in the scoring. Then please include that question in your next communication with us, using the appropriate form, or simply giving us the details with the exact location of the question.

REVIEW OF TESTS THE DAY AFTER THE TEST. In the lesson plans for any DAY AFTER A TEST lesson plan you will see this notice:

10 MINUTES: Pass out ***scored Tests***. Allow students to review them for a couple of minutes then ask if they have any questions or discussion about items on the test. Re-collect all tests. ***Enter grades from student-reviewed tests after class.*** Missing tests score ZERO. NO QUIZ TODAY.

It is at this time that students should raise questions, or request a conference to discuss the test with the teacher.

TEACHING AFTER SCORING QUIZZES AND TESTS. If you have the time and energy (and perhaps some volunteer help) you could do an ***item analysis*** after scoring a quiz or test. ***An item analysis is simply a list of the question numbers along with a tally of how many times each question is missed.*** This could be done in about ten to twenty minutes for most tests or quizzes. The benefit from this analysis is that the teacher can then see which areas of the information in the lesson, or lessons, were weakest and which might therefore need improvement in either the lesson material, the teacher comments, or possibly the questions themselves. Flawed or misleading questions may tend to have more missed answers. Upon examination of questions missed most frequently it may be determined whether the question might be flawed or is simply very difficult. Some very difficult questions are needed to challenge the brighter students.

MISSING TESTS SCORE ZERO. Why is this? It is our strong recommendation that you follow this rule. When tests are passed out to students and a test does not get returned after the brief review time, there are probably at least three possible reasons: (1) carelessness on someone's part, (2) human error, (3) the intent of the student to change something on the test and then appeal later that an error was made in correcting the test.

For this reason when tests are passed out for a quick review the teacher needs to make clear to the class that every test must be returned at that time, and that if any student has any question about the scoring of the test the student must make an appointment with the teacher to discuss and review the test privately. In this manner any errors in scoring the test can be corrected while both the teacher and the student review the test together. This precludes any possibility that the student can change an answer privately and then seek to get a higher grade. While it would be nice to be able to know that students are completely honest, it is presumptuous on the part of the teacher to assume that this is true. Further, a teacher must do everything possible to avoid permitting students to be placed in a position where they are tempted to cheat — and get away with it. Experience shows that even the very brightest students are tempted to cheat at times.

CHEATING. A suggestion regarding how the teacher should deal with student cheating, attempts at cheating, and any other attitude, word, or act which is, or which seems to be, contrary to the Spirit of Jesus Christ. After many years of classroom teaching experience — and the making of a number of mistakes and wrong reactions to students in the classroom— I offer this suggestion: (1) your attitude should first be to be sure of what the student has done or said, and to question the student calmly about what he said or why he said it. Often you will determine that you misunderstood the student. Once it is clarified you can go on. (2) If you should become certain that the student has cheated, attempted to cheat, or has said or done something contrary to acceptable behavior, the first thing you must do is ***form an attitude of***

grief. Once you learn to ***form an attitude of grief*** over student misbehavior, ***you will be able to avoid the emotion of anger which often tends to cause many problems.*** I believe this is God's attitude toward misbehavior on the part of his children. It is the appropriate thing — and reflects an attitude of good faith — to assume that the student is one of God's children. You will probably need to determine an appropriate disciplinary action for such confirmed misbehavior. Being grieved over the behavior is only the beginning. You must take appropriate action in hopes that the penalty or consequence will help the student to repent and determine not to do the unacceptable thing again. Repeated offenses deserve more serious and harsher treatment. A student who loves and appreciates his or her teacher is much more apt to desire to please the teacher in the future. The teacher who approaches discipline in this way will be appreciated by most students. I trust that this advice will be found to be in line with your schools' student discipline code.

Quizzes are numbered according to the Lesson Number when given, or in the case of take-home quizzes, the Lesson Number when collected. This is an important rule.

Extra Credit Questions on Tests: At the outset of the writing of this curriculum, as tests were written for Genesis through Judges a number of extra credit questions were added to the basic Book Tests. After the book of Judges few or no further extra credit questions were written. These may be used or omitted at the discretion of the teacher. The author would appreciate teacher feedback regarding the usefulness of such extra credit questions, and the teacher's thoughts about keeping or deleting them from the curriculum for the second edition.

For we are not like many, peddling the word of God, but as from sincerity, but as from God, we speak in Christ in the sight of God. (2 Cor 2:17 NASB)

TEACHING THE BIBLE MEMORY VERSES.

MEMORY VERSE SELECTION. The verses for Year 1 were selected based upon **The Many Facets of God's Salvation by Grace Through Faith.** The verses for Year 2 were selected based upon **The Marks of a True Disciple.**

MEMORY VERSE MEANINGS. When doing the daily Bible verse drill it is important and essential that the teacher explain and clarify the meaning of each passage when it is introduced. From time to time individual students might be asked to comment briefly on what a specific passage means to him or her, or how it applies to his or her life. Try the "Think-Pair-Share" method.

REGARDING EXPLANATIONS FOR THE MEMORY VERSES. Some verses from the Law of Moses are deliberately included in this memory verse system. This is because in order to become a believer a person must see that the demands of the law of God are perfect and are necessary to keep order in society. Further a person must realize — through the conviction of the Holy Spirit — that he has not kept the Law of God perfectly, and is therefore guilty of sins of both commission and omission. The purpose of the Law of God is to produce normal guilt and to cause the person to repent of his sins before God and to seek God's mercy. Only when a person realizes his complete failure to keep God's law, and acknowledges his love of sinning

and its pleasures, and that this will eventually end in hell, will he realize his need of a Savior who has power to forgive all sins (past, present, and future), to deliver him from the bondage of the sinful lifestyle which he has chosen — and from eternal punishment. This is accomplished by a spiritual birth after which one must learn to hate sin and to love righteousness. With this understanding the teacher should help his or her students to see that God's Law is the real basis for all order in society and that all good laws established by governments must be based upon the Law of God. If they are not, then they are bad laws.

THE DAILY MEMORY VERSE DRILL. The daily drill may be varied as follows:

Stand at seats and drill orally in unison three or more times

Remain seated and drill orally in unison three or more times

Keep a journal notebook and write the verses three or more times one day per week.

The Navigators, who publish *The Topical Memory System* recommend that the verse **reference** be quoted both before *and* after quoting the verse. This is heartily endorsed. For example the teacher and students in quoting the first memory verse of Year 1, would say: (If using the KJV edition)

"**John 3:16-17:** For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life. For God sent not his Son into the world to condemn the world; but that the world through him might be saved. **John 3:16-17"**

MEMORY VERSE TESTING. The 170 day plans (NIV & KJV) and the 136 day plan (KJV) have these tests scheduled during the week *after* the end of each nine week period, except for the year final test. Each test covers only those verses learned during the preceding quarter of the year. A final test, consisting of all four quarterly tests *combined*, may be given at year end. Each of the single-quarter tests should take about 5 to 10 minutes for students to complete. A combined 4-quarter final verse test will take 20 to 30 minutes. These tests require students to fill in the blanks using key missing words, and can be done almost as quickly as reciting the verses aloud.

MEMORY VERSE TEST SCHEDULE. Tests should cover the verses up to the week prior to the test. They are scheduled as follows:

Weeks 1-9 during week 10 Weeks 19-27 during week 28

Weeks 10-18 during week 19 Weeks 28-34 during week 35

Thank you for your concern for the truth as it really is in Jesus Christ and His Word.