

## BEGINNINGS

Every student, regardless of the student or the subject, must possess some basic comprehension of Bible content: FUNDAMENTAL TRUTH. It is upon these fundamentals one establishes interest in God and godly things and grows to accept God's Word as the AUTHORITY in all matters of life, both spiritually and temporally. It is from these FUNDAMENTALS all students grow in the grace and knowledge of Jesus Christ (2 Peter 3:18). Therefore, as the student begins as well as progresses in the program, COMPREHENSION OF THE FUNDAMENTALS remains crucial to the whole of learning God's Word. (2 Timothy 2:15) Among the vital fundamentals are:

AUTHOR --- Hebrews 1:1-2; 2:1-4; John 12:48; 2 Peter 1:21; 2 Timothy 3:16 – 17; et al.  
Include questions: "Do you believe God is God?" "Do you believe Jesus is the Son of God?" "Do you believe the Bible is God's Word?"

DISPENSATION –

Patriarchal – (Law of the Fathers)

From Adam to Moses and all those who crossed the Red Sea from Egypt and traveled to Sinai. Continues for GENTILES (all nations other than Israel) until (technically) the death of Christ, but in practicality for man until Cornelius (Acts 10). Explained via passages as Ephesians 2:11- 11; Colossians 2:12; Hebrews 10:1 – 10; et al.

Mosaic – (Law of Moses)

Began for Israel on Mt. Sinai with the Ten Commandments PLUS the law as contained in Exodus, Leviticus and repeated in part within Deuteronomy. Continued for Israel to Pentecost (Acts 2), though Jews BY THEIR TRADITIONS made it of none effect (Matthew 15:8 – 9)

CHRIST – (Law of Christ)

Though in the mind of God from the beginning (Ephesians 3:11) it was effectively given to mankind via the preaching of the apostles Acts 2 as promised in the prophets. Given first to the Jews (Romans 1:16 as per prophesy) then to Gentiles (Acts 10) it continues to Judgment as the "law within these last days" (Heb. 1:1-2; 2:1-4: 10: 1- 10; et al).

BIBLE BOOKS

Divisions: Old Testament New Testament

39 in Old, 27 in New = 66 Total (3X9=27 added = 66)

Old Testament:

Law  
History  
Poetry  
Major Prophets  
Minor Prophets

New Testament:

Gospels  
History (Acts)  
General Letters  
Specific Letters  
Prophecy (Revelation)

CHIEF CHARACTERS

Old Testament:

Introduce various characters from both via more and more acquaintance as you progress. Use association with family (ADAM – NOAH – ABRAHAM through JACOB, etc.) Same with New Testament characters.

New Testament

## MEMORY WORK:

Books of the Bible with authors as known

Books per division in Old Testament

Books per division in New Testament

Apostles Names

Associated names as per families: Adam, Noah, Abraham through Jacob, Tribes of Israel, Distinctive Judges, Kings, etc.

Prophets (Isaiah, Jeremiah, Daniel, etc.)

New Testament:

Jesus and friends

Jesus and enemies

Paul and friends

Paul and enemies

(Often, singing helps with the learning of such basics as herein suggested. Also, inclusion of BIBLE PASSAGES in memorization is key to establishing lasting appreciation for and respect of God's Word.)

## EVENTS:

Very basic: Genesis 1 and 2

Genesis 6

Exodus 20

Death, burial, resurrection of Christ

Etc.

These items and additional ones as pertains to the BASIC level of comprehension should be TESTED and reviewed **BEFORE LEVEL ONE** and periodically throughout all levels of study.<sup>1</sup>

## TESTING THROUGH EACH STEP:

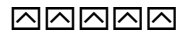
The very word "test" often brings fear to any student. Yet, there is no other way to establish the knowledge one comprehends! So, unless there arises another method, TESTS are necessary for advancement in steps and levels of this curriculum. Testing may be verbal or written, or a combination of both methods. Whether "fill in the blank, True or False, multiple choice, essay" – or a combination of all types, TESTS need to be on the same "level of comprehension" as the material presented. "Challenge" or "bonus" questions are NOT profitable in this sort of curriculum because the ASSURANCE OF ACCURATE COMPREHENSION comes "one step at a time."

Tests should be frequent, but predictable: not less than every four weeks and not more than every six. "Scoring" these tests is NOT for the purpose of "achieving a grade" or much less "shame" but to establish what area(s) of Bible study need more time and attention for the student. Remember: this is NOT material that demands "age/class assignment" as per secular approach, but rather PROVEN COMPREHENSION.

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<sup>1</sup> Inasmuch as FUNDAMENTALS are the very foundation of our faith, rehearsing these throughout ALL levels of study will prove beneficial.

Therefore, if a student does not comprehend the material with some semblance of “reasonable understanding” (mistakes will occur!!), then THERE IS NO SHAME in reviewing the non-comprehended material until such a time as he/she PROVES their comprehension. At that time (and ONLY at that time) should advancement be taken to the next step or level.



## LEVEL ONE:<sup>2</sup>

TIME SCHEDULE: Because this curriculum suggests FOUR LEVELS in a twelve year series, *theoretically* you will need to finish four steps within three years. Granted, mathematically, such a suggestion poses serious difficulties. However, as students show their comprehension via FREQUENT TESTING, advancement occurs. Teachers will need to prepare lessons with a “flow” from one step to the next, correlating the characters and events that best lead to the study of Christ and ultimately His church. Thus, there is not *specific time schedule*. Nonetheless, parents and teachers (together with all dedicated members of the local work) must strive to motivate the student in a two-fold reason: 1. to help the student avoid apathy in the study and 2. to excite the student toward achieving more comprehension of God’s Word.

For steps one and two, (Who’s Who and Events, respectfully) it is suggested you devote equal time between Old Testament characters and/or events of the New Testament. Insist on the more “notable” characters and/or events, but obviously you must keep the listings “basic” as per the noted comprehension level.<sup>3</sup> Steps one and two, (Who’s Who and Events, respectfully) may be combined as you study, if the **student** finds such a combination better suited to achieving the established goals. If combined, then TESTING should be more frequent. Combining these two steps may lead to more reading assignments, which may result in “too much too fast” for some students. Remember, this curriculum MUST allow the STUDENT’S pace and not the teacher’s pace!

For step three (Life of Christ), obviously one sees the need for a slower pace, with reminders from the previously studied steps expressing fulfilled prophecies. Each lesson will view another part of the life of Jesus Christ, beginning from birth, to confounding the doctors of the Law with His questions and answers, to His baptism, temptations in the wilderness to miracles and parables, and concluding in His death, burial and resurrection AND ascension. REMEMBER THIS IS LEVEL ONE and so the “weightier matters” of the law must wait until COMPREHENSION is assured within the basics. TESTING NO LESS THAN EVERY FOUR WEEKS through this step will assure the student’s growth and retention.

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<sup>2</sup> See charts for illustrations.

<sup>3</sup> While “time schedules” control nearly ever aspect of our lives, INSIST the student work at his/her own pace – yet with some “prodding” to keep them on task and interested. DO NOT ALLOW APATHY TO TAKE OVER THE AGENDA OF ACCOMPLISHED COMPREHENSION! Motivate the student frequently; encourage with proof of his/her progress and CHALLENGE them in various ways to “work ahead,” but within the scope of the step under consideration.

Step four will introduce the CHURCH OF CHRIST. In this level (Level One) again strive for accomplished comprehension of the basics: Ephesians 1:22 – 23; Colossians 1:18; et al, where proof of ONE CHURCH and ONE HEAD OF THE ONE CHURCH is conclusively proven with scripture. For example, refer again to previous studies of ONE ARK WITH ONE FAMILY, ONE DOOR, etc. You might also show from the prophets the passages speaking of ONE KINGDOM established in ONE CITY and the particular dates of same. (Isa. 2:1-2, Joel 2; Micah 4:2; et al). Deal with the ONE ENTRANCE into the church (Jn. 14:6) and rehearse with the student the past lessons that are parallel with this reality. Deal with the “parts of worship” and explain their relationship with those articles of the holy and most holy rooms of the tabernacle/temple.

As with steps one and two, steps three and four *may be* studied simultaneously; but at this level, such is NOT recommended. Allow the student at this level of comprehension to absorb the studies of these last two steps individually: establishing in the student’s mind THE LIFE OF CHRIST and THE CHURCH OF CHRIST.<sup>4</sup>

**WHILE THIS LEVEL MUST REMAIN BASIC IN ITS CONTENT**, it should nonetheless introduce the student to some concept and understanding of each book of the Bible by the time the level is completed. The teacher must give every effort to at least “introduce” each book of the Bible to the student with no less than the name, author and general subject/purpose of the book.<sup>5</sup>

Questions will be plentiful at all levels: yet one should expect them to be most prevalent at this beginning level. “Why?” or “Why not?” questions fill inquisitive minds. Further, “How did that happen?” fills the mind of those whose comprehension of God’s power has not yet matured! Prayerfully, the teacher finds the mind of such students as inquisitive rather than being filled with “foolish questions” (2 Timothy 2:23; Titus 3:9). **ALL QUESTIONS ARE IMPORTANT TO THE STUDENT** – yet, the caring teacher will lovingly point out the difference between *meaningful, studious questions*, and those which are foolish and unlearned. At times, such questions, though valid and important, are not within the scope of the current study. **DO NOT POSTPONE SUCH A QUESTION** – rather, make the question a single point of study and return with appropriate answer and in appropriate time (1 Peter 3:15).

Now that you have an outline chart and these basic instructions for Level One, you should understand the concept of this curriculum and its goal toward **cohesive study and assured comprehension**. Obviously, these are but suggestions for this level of

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<sup>4</sup> Following the suggestions for this level, you should find the need for no less than three years and prayerfully no more than four, depending on whether steps one and two were combined or studied as separate steps. Yet **be cautious regarding any and all time constraints!** The greater value of this curriculum is the INDIVIDUAL COMPREHENSION of the Bible – not the “speed” by which such is accomplished!

<sup>5</sup> Within Level One, this would be especially beneficial regarding Major and Minor Prophets. Nonetheless, “events” such as Isaiah’s prophecies regarding the Messiah, Jeremiah’s crying regarding Israel, Daniel’s life story etc. must be included in the study. Brevity, however, is important at this level of study.

study: yet the loving teacher and the caring student will desire to investigate more and more as they progress through the riches of God's Word. Likewise, this manner of study will set its own "speed" toward the ultimate goal of obedience to the Word of God.