6th Grade

Winning The Race

Positive Action Bible Curriculum

6th Grade: Winning The Race

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Author: Cherie Noel
Curriculum Consultant: Helen Boen
Layout and Design: Shannon Brown

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Preface

The primary goal throughout the Positive Action Bible Curriculum is to make the Word of God more meaningful to the lives of your students. After working with elementary students for many years and using a variety of curriculum approaches, I found that my students had mastered a lot of material and factual knowledge at a relatively young age without really having seen the truth of the Scriptures at work in their lives.

It is my desire through this curriculum to help students find knowledge, wisdom, and understanding for themselves from the Word of God. It is my goal that they learn that the Word of God can teach them how to live from their earliest childhood experiences.

Therefore, a key emphasis in this curriculum is establishing students in the Word of God so that they begin to find answers for themselves. Students will begin during the second semester of first grade to find easily located Scriptures to answer questions. Second and third grade students will focus on a specific book of the Bible and follow the story line through the book to find scriptural truth. Fourth through sixth grade students will be able to use the entire Bible as their source with passages from various books used in each lesson.

While it is important to begin with the factual knowledge of the Scriptures, students need to go beyond this to grow in wisdom and understanding. They need to be presented with the kind of material that will help them comprehend, discern, apply, analyze, and evaluate a variety of concepts for themselves. The material in this series has been written in such a way that it will help students form personal convictions, supporting these from their own study of God's Word.

In addition, one of the primary goals of this curriculum is to allow the Holy Spirit to work in the lives of the students to "conform them to the image" of Jesus Christ (Rom. 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make life–changing decisions for themselves even at a young age.

Character qualities are brought to life by:

- Studying and defining important character traits.
- Analyzing the character trait through the life of a Bible character.
- Answering questions that directly teach students how to practice that character quality.
- Using a variety of methods including puzzles, artwork, skits, compositions, and discussion to research and emphasize the character trait.
- Encouraging the students to make commitments to develop these qualities in their own lives.

In order to accomplish these goals, two basic points need to be emphasized. First, teachers must spend the necessary time in class teaching their students how to use God's Word to help them come to know God through His Word and to learn how God's Word applies to their everyday lives. The teacher must be an integral part of the Bible class, helping students to find answers and to learn how to handle God's Word for themselves. You cannot assume that the job has been done simply because the students are left to complete a workbook assignment on their own. Secondly, once lessons are completed, they should be used as a basis for adequate class discussion to make sure that Bible principles are understood and life applications have been made. Facts and general Bible knowledge may be gained, but adequate discussion will help make these facts more real to the students.

There is adequate material and enough variety to keep Bible class interesting and fun. Some students may not be able to comprehend every aspect of each lesson, while others may be challenged to complete all the material along with outside projects. The curriculum can therefore provide a program to meet the needs and interests of all students.

Most importantly, make Bible the center of the day's activities with every other activity emanating from this source. Enjoy watching your students grow in the Lord.

Mrs. Cherie Noel

Elementary Curriculum Goals And Objectives

1. Elementary students will study the entire Word of God for themselves.
   - K–5: *Learning About God.* This study will teach your children about God through the lives of the major characters throughout the entire Bible. Activity ideas will help children comprehend and apply Bible truths.
   - Grade 1: *Enjoying God's Gifts.* First graders will focus on the many gifts of love provided for us by God. Emphasis will be on aspects of creation, our families, friends, possessions, Jesus Christ, and God's care for us.
   - Grade 2: *Finding God's Promises.* Students will study the life of Moses through the book of Exodus. The promises of God will be evident as the Israelites and their leader see both victory and tribulation as they learn to trust God.
   - Grade 3: *Growing With God.* Third grade units will focus on the life of Joseph in the book of Genesis and on the life of Daniel in the book of Daniel.
   - Grade 4: *Building Life Castles.* These studies will include the life of Christ from the Gospels; a study of the Holy Spirit from the Gospels, Acts and the Epistles; an understanding of how Christian character develops using Paul's epistles, and the life of Paul from the book of Acts.
   - Grade 5: *Possessing The Land.* A survey of the Old Testament is the basis of this study. Beginning in Genesis, students will gain a much clearer perspective of how the stories of the Old Testament fit together into one pattern.
   - Grade 6: *Winning The Race.* Drawing from the entire Word of God, sixth grade students learn that the principles of God specifically affect their lives. Studies are drawn from characters in both the Old and New Testaments and the life of Christ. An overview of the book of Revelation is also included.
2. Young people will learn that they can find answers in the Word of God for themselves.
3. Our Bible curriculum recognizes the various levels and types of thinking skills necessary to develop the minds of young people. Lesson questions are therefore designed to focus on a variety of thought processes including…
   - ***Knowledge***—learning factual knowledge
   - ***Comprehension***—understanding concepts and ideas; seeing sequential patterns
   - ***Discernment***—discerning truth based on facts and concepts
   - ***Application***—using information learned; applying knowledge gained to personal life
   - ***Analyzing***—analyzing information and knowledge from various viewpoints
   - ***Evaluation***—drawing conclusions; interpreting values to form personal decisions and supporting these decisions
4. Scriptures are used as a study guide for the following purposes:
   - To study the history of God's dealings with mankind
   - To understand how God thinks
   - To analyze the lives of Bible characters for personal examples of how God deals with individuals
   - To study a variety of Bible topics
5. All lessons ultimately focus on the development of internal character as discussed in Romans 8:28–29. Character qualities are brought to life through:
   - Defining the character quality.
   - Analyzing the quality in the life of a Bible character.
   - Completing puzzles that research the truth of the quality.
   - Listening to stories that emphasize the practical uses of the quality.

- Using a variety of means to further integrate the quality into life (e.g. skits, compositions, artwork, poetry, and discussions).

6. A pattern of Scripture memorization is developed through:
   - Memorizing passages that are applicable to the students' lives.
   - Memorizing key passages rather than just single verses.
   - Encouraging families to memorize Scripture together.
7. An active prayer life is encouraged through keeping class notebooks on prayer requests and answers to prayer.
8. An understanding of biblical vocabulary is built through the constant introduction, definition, and use of biblical terms.
9. An understanding of the land of Israel is gained through map work and related skills.

Effective Teaching Strategies

Classroom Atmosphere

It's so important! Teacher, make sure you prepare for success by establishing the right atmosphere in your classroom. Discussion times are of prime importance as we work through the lessons this year. The atmosphere must encourage our children to be open and feel a part of the discussion process. We want children to be free to share their thoughts, their attitudes, and their common problems without fear of embarrassment. Make sure that students understand that we do not condone sin, but we must learn to overcome sin.

It will be up to each classroom teacher to establish a positive, healthy, accepting class atmosphere so children will be free to share and grow in the Lord. The climate of the class is therefore of prime importance.

Emphasis On Study Skills

It is easy to present facts and drill this material for mastery. Students, however, need to go beyond this basic level of thinking. The material for this series recognizes the various levels of thinking skills. Make certain that concepts are not retained simply as head knowledge but become personal standards and convictions from the heart.

1. Lesson questions are designed to focus on a variety of thought processes including:
   - ***Knowledge***—mastering factual information.
   - ***Comprehension***—understanding concepts and ideas; seeing sequential patterns.
   - ***Discernment***—identifying truth based on facts and concepts.
   - ***Application***—using information learned; integrating knowledge gained to personal life.
   - ***Analysys***—considering information and knowledge from various viewpoints.
   - ***Evaluation***—drawing conclusions; interpreting values to form personal decisions.
2. In order that your students learn to think on these different levels, it is important that the following attitudes be prevalent in your classroom:
   - Become an integral part of your class. Use every opportunity to talk to and work with your students.
   - Do not assume that because a workbook assignment has been completed and checked that a lesson has been learned or that the Lord has worked in a student's heart.
   - Recognize that factual knowledge cannot be equated with heart conviction. Students need to be guided in their thinking. Help them learn how to analyze material and come to their own conclusions.
   - Make the discussion time the heart of your Bible class. Spend adequate class discussion time, and make sure Bible principles are understood and life applications are made.

3. It is difficult for many children to go beyond relating to factual information. Often this is all they have been used to. Do not expect them to handle easily the types of questions that require more analytical thinking right away. You will have to be their guide and gradually bring them to the point of thinking through information on a different level.

Also, be aware of the importance of the use of visuals in communicating ideas to children. The core curriculum of our lower elementary Bible studies (grades 1–3) may be enhanced by the systematic use of supplementary visuals such as flannelgraph materials. Perhaps you already have access to these materials from existing school resources.

The following suggestions may help you to involve your students in the thinking process:

- Complete the first question with your students and let them complete the rest on their own. This works well with charts and sequential types of exercises.
- Have students work in pairs, sharing ideas and coming to conclusions together. They can then share their answers together, which may give them more confidence.
- Take your students step by step through a series of questions. Let them look up material in their Bibles and complete answers. When conclusions must be made or concepts analyzed, work on the idea together. Slowly begin to give them more material to cover on their own. Always discuss their answers so they can begin to have more insight into these concepts.
- Lead students step by step to analyze what they are learning. Do not give them answers but lead the discussion in a way that will guide their thinking. You may ask a question to guide their thoughts or give them a clue to relate their thinking to the concept at hand.
- Discuss a particularly difficult concept with your class before they see the lesson. After a thorough discussion, have them turn to the lesson and complete it themselves. Have a review discussion afterwards to insure these concepts are understood.
- Material should never be completed without some type of discussion or follow-up. This will help your students to learn to think on a deeper level as they discover truth they had not considered earlier. If this is not done, your lessons will become an academic exercise only and not a convicting spiritual experience. During discussion times, do not be judgmental of a student's answers. Accept all reasonable answers, redirecting the emphasis if necessary. Ask pertinent questions to direct their thinking until they can come to a proper conclusion.

Note: Do not be discouraged if your students do not easily handle the levels of thinking required at first. Thinking abilities are learned skills. You are teaching students to think about God and how to live for Him. You will be thrilled as you begin to see your students develop in this area and begin to see God work in their lives. You will also see that this level of development will penetrate into every other subject as well.

You may find that your students occasionally supply answers that seem appropriate but are different in wording from the answers supplied in the student manual pages of your teacher manual. Because of the nature of the questions and because schools use different translations of Scripture, you will need to use your own discretion when grading student work. The objective of this curriculum is to explain difficult biblical terms and concepts in a way that is faithful to the words of Scripture, but also uses language that will assist young people to understand those biblical terms and concepts.

Character Trait Activities

One of the goals of this curriculum is to encourage the students to yield to the Holy Spirit's work in their lives to conform them to the image of Jesus Christ (Rom. 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make

life-changing decisions for themselves. The following activities should be included as much as possible each week to cause the trait to become a part of the lives of your students:

- Introduce the character trait and teach the definition.
- Apply the character trait to that week's lesson.
- Have your students use suggested activities to think about the application of the trait in their own lives.
- Encourage students to make commitments to the Lord to make that trait a part of their lives.
- Keep the character trait in front of your students as much as possible. Have a place in the room to write the character trait and its definition each week as a continual reminder to your students. As situations arise, refer to the trait being studied.
- Find opportunity in classes outside of Bible to emphasize the character trait. Students need to see character emphasized throughout every area of study. The traits can apply to material in history. Compositions, stories, and news reports can be written using a character quality as the basis. Character Trait Activities can also be used to produce artwork of many kinds.
- As situations in your class or with individual students surface, bring up past character traits or lessons to reinforce your teachings. The use of the character traits should be ongoing lessons that truly help your children to grow in the Lord on a continual basis.
- Let parents know the weekly character trait so they can follow up at home as well.

Life Application Sections

The general format of these sections is to enable students to personalize the principles taught throughout the week. We want students to form personal convictions based on the Word of God—from "head knowledge to life applications."

Students will therefore be expected to analyze and apply information and draw conclusions for their own lives.

It is of utmost importance that an atmosphere of acceptance and openness be established. We do not want to condone sin but rather to recognize that we all have sin problems to deal with. Children need to feel free, not necessarily to admit sin openly in the classroom, but to discuss areas of common problems.

Your children will probably feel somewhat inhibited at first. As you continue to guide their thinking and use discussion times to share common issues, this section should become the most engrossing activity of the week.

Life Principles

Principles for everyday life have been inserted into the fifth and sixth grade studies. These "Life Principles" are stated clearly. They should be learned, discussed, and applied personally.

Students will probably have no problem understanding how the principle applies to the life of a Bible character, but they may have a more difficult time seeing how it applies to their own lives. Usually this is emphasized in the final section of each lesson.

You may want to have students list these principles in a special place and keep a journal on how they apply them to their lives. You may wish to have a bulletin board emphasize using a Life Principle from their books. Students may make up skits emphasizing a Life Principle, and have others in the class compete to see who can decide which Life Principle is being presented.

The goal in whatever you do is to keep the principles in the forefront of your students' minds by reviewing them from time to time.

Vocabulary

Suggested vocabulary words are introduced on the first page of many of the teacher's lessons. Go over the meanings of the words, but do not belabor them, since they will usually be explained through the activities in the Student's Manuals as well. At times, students will be expected to define vocabulary terms within the body of the lesson. They will also be asked to use them to complete puzzles or answer questions.

You may find that you do not need to explain all the vocabulary words that are listed in the teacher lesson. We have tried to identify the more difficult words from the Bible translations that are used most often. Depending on which translation you are using, you may not need to explain some words, or you may find additional words that your students will need to have explained to them. We encourage you to look ahead through the week's lessons and especially the quiz to identify additional words that you may want to explain.

Weekly Lesson Plans

5-Day Week

Day One:	• Introduce new Scripture memory verses for the week. • Introduce new vocabulary and discuss. • Introduce lesson using ideas from the teacher's manual. • Have students begin working through first section of material. • Spend time on hymn for month and choruses.
Day Two:	• Drill Scripture memory verses for the week. • Continue to work through sections of material in student's manual. • Provide discussion time to make concepts well understood. • Continue to work on hymn and choruses.
Day Three:	• Drill Scripture memory verses. • Review and drill material from the last two days. • Finish lesson including the final section focusing on internal conviction; include discussion time to make concepts well understood. • Introduce character trait for the week with its definition and show how it applies to the lesson for the week.
Day Four:	• Drill Scripture memory verses. • Give time for extra puzzles, etc. not yet completed in student's manual. • Spend time on character trait activity. • Continue to work on hymn and choruses.
Day Five:	• Check Scripture memory report sheets. • Use extra time for sword drill, etc. • Use other Character Trait Activities. • Spend time on hymn and choruses.

4-Day Week

Day One:	• Introduce Scripture memory verses and discuss meanings. • Introduce vocabulary words. • Introduce lesson and assign material for individual work. • Work on hymn and choruses for the month.
Day Two:	• Drill Scripture memory verses briefly. • Continue to work through sections in the student's manual. • Provide good time of discussion to make certain that concepts are understood. • Introduce the character trait and definition, correlating the trait into the lesson. • Sing hymn and choruses.
Day Three:	• Drill Scripture memory verses. • Complete lesson material focusing on final section. • Provide good time of discussion. • Use character trait activity if you have time. • Sing hymns and choruses.
Day Four:	• Check Scripture memorization report sheets. • Spend time on character trait activity.

3-Day Week

Day One:	• Introduce Scripture memory verses. • Introduce vocabulary words. • Introduce lesson and allow students to work on assigned material. (Evaluate which material you will focus on during the week, and leave the remainder for extra-credit work.)
Day Two:	• Drill Scripture memory verses. • Continue to assign material, working through most of the material together and focusing on key ideas and discussing material as it is covered.
Day Three:	• Discuss the character trait and apply it to concepts learned during week. • Check Scripture memory report sheets.

Scripture Memory Program

Goals and Objectives

- To provide a cyclical Scripture memory program so that verses are memorized at least twice during the elementary years
- To design the Scripture memory program so that families will be concentrating on only one set of verses each week
- To help students memorize passages of Scripture in context rather than isolated verses taken out of context
- To select a small section of Scripture that can be easily memorized each week without diminishing the importance of Scripture memorization programs used within the local church
- To have parents listen to their children quote Scripture in order to involve the home in the spiritual training of the child
- To use Scripture that is easily related to the everyday lives of the students and to spend the necessary time to make these verses "come alive" to the students

How To Use The Program

1. Each student has a copy of the Scripture memorization report sheet in the student's manual. This is to be kept at home and brought to school once a week with the parent's signature to indicate to the teacher that the verses have been memorized by the student. (This form is provided in both the teacher's and student's manuals. You may use the form in their books or make a copy of it.)
2. Each week in class, spend time discussing the meaning of the verses that are assigned for that week. This is of the utmost importance if your Scripture memory program is to be a success. It would be easy to leave the Scripture memorization in the hands of the students, but this would not fulfill all the goals of this program. These Scriptures need to be adequately discussed, and life applications need to be made.
3. As you drill the verses each week, continue to drill and review verses from the passages that were learned in previous weeks. We want these verses to become a part of your students' lives so that the principles contained in them will not be forgotten.
4. Have your students quote their verses to their parents at home. (Perhaps other arrangements might need to be made for some of your students whose parents may not wish to participate in such a program.) This accomplishes two purposes: (1) valuable class time is not spent by your having to listen to each student quote his or her verses, and (2) the parents become involved in the spiritual training of the child.
5. Notice that review weeks are provided during which the entire passage that has previously been learned can be thoroughly reviewed and quoted as a whole. If your students are drilled on the verses week by week, quoting the entire passage during this review week will be easy for most of them.
6. The danger in any Scripture memory program is that the children memorize words only to meet a deadline and then move on to the next group of words. We should make sure that these Scripture verses become more than just words to our students and then do all we can to see that they understand their true meaning and make them an integral part of their everyday lives. Design a system that rewards students who demonstrate that they have truly memorized all the Scripture for the year.

Scripture Memory Options

Six sets of Scripture memory programs are included in this curriculum. These sets may be used in one of two ways according to what you feel is appropriate for your school.

1. Option 1

Every year the Scripture memory programs would be the same for each grade.

- Grade 1—*Enjoying God's Gifts* Scripture memory program
- Grade 2—*Finding God's Promises* Scripture memory program
- Grade 3—*Growing With God* Scripture memory program
- Grade 4—*Building Life Castles* Scripture memory program
- Grade 5—*Possessing The Land* Scripture memory program
- Grade 6—*Winning The Race* Scripture memory program

The advantage to this option is that you would be using the Scripture memory programs exactly as they are outlined in the student's manual.

2. Option 2
   - Year 1
     - Grades 1–3—*Enjoying God's Gifts* Scripture memory program
     - Grades 4–6—*Building Life Castles* Scripture memory program
   - Year 2
     - Grades 1–3—*Finding God's Promises* Scripture memory program
     - Grades 4–6—*Possessing The Land* Scripture memory program
   - Year 3
     - Grades 1–3—*Growing With God* Scripture memory program
     - Grades 4–6—*Winning The Race* Scripture memory program

The advantage of this option is that the parents would be able to work with their children on the same Scripture memory program even if the children were in different grades. (The passages for students in grades 1–3 and 4–6 would be similar except that the students in grades 1–3 would be memorizing fewer verses.) Also, with the entire elementary school memorizing verses from the same passages, these passages could be reinforced by the weekly chapel programs. Thus it would serve to coordinate the Scripture memory programs for all elementary grades. On the following pages, we have provided the Scripture memory forms for all three grades of your level in case you decide to choose this option.

Before you choose this option, please be aware that the Scripture memory program for grade 1 is related to the lessons in that study and also includes shorter, simpler verses. If you choose option two, then the year you use the grade 1 Scripture memory program for grades 1–3 you may wish to use the program as is for grade 1 but make some adjustments in the program for grades 2 and 3 to make it more challenging for them.

Building Life Castles Scripture Memorization Report Sheet

Name:_____ Grade:_____ Teacher: _____

Week	Scripture	Due Date	Parent's Signature
1	1 Cor. 13:1		
2	1 Cor. 13:2–3		
3	1 Cor. 13:4–5		
4	1 Cor. 13:6–7		
5	**1 Cor. 13:1–7**		
6	Eph. 6:1–3		
7	Eph. 6:4–5		
8	**Eph. 6:1–5**		
9	Eph. 6:6–7		
10	Eph. 6:8–9		
11	**Eph. 6:6–9**		
12	Psalm 1:1–2		
13	Psalm 1:3–4		
14	Psalm 1:5–6		
15	**Psalm 1:1–6**		
16	Phil. 4:4–5		
17	Phil. 4:6–7		
18	Phil. 4:8–9		
19	**Phil. 4:4–9**		
20	John 1:1–2		
21	John 1:3–4		
22	John 1:5–6		
23	John 1:7–8		
24	**John 1:1–8**		
25	John 1:9–10		
26	John 1:11–12		
27	John 1:13–14		
28	**John 1:9–14**		
29	John 1:15–16		
30	John 1:17–18		
31	**John 1:15–18**		
32	Psalm 23:1–2		
33	Psalm 23:3–4		
34	Psalm 23:5–6		
35	**Psalm 23:1–6**		

Possessing The Land Scripture Memorization Report Sheet

Name:_____ Grade:_____ Teacher: _____

Week	Scripture	Due Date	Parent's Signature
1	Eph. 6:11–12		
2	Eph. 6:13–14		
3	Eph. 6:15–16		
4	Eph. 6:17–18		
5	Eph. 6:19–20		
6	**Eph. 6:11–20**		
7	Matt. 6:19–20		
8	Matt. 6:21–22		
9	Matt. 6:23–24		
10	**Matt. 6:19–24**		
11	Matt. 6:25–26		
12	Matt. 6:27–28		
13	Matt. 6:29–30		
14	Matt. 6:31–32		
15	Matt. 6:33–34		
16	**Matt. 6:25–34**		
17	Psalm 119:1–2		
18	Psalm 119:3–4		
19	Psalm 119:5–6		
20	Psalm 119:7–8		
21	**Psalm 119:1–8**		
22	Psalm 119:9–10		
23	Psalm 119:11–12		
24	Psalm 119:13–14		
25	Psalm 119:15–16		
26	**Psalm 119:9–16**		
27	1 John 4:7–8		
28	1 John 4:9–10		
29	1 John 4:11–12		
30	1 John 4:13–14		
31	**1 John 4:7–14**		
32	1 John 4:15–16		
33	1 John 4:17–19		
34	1 John 4:20–21		
35	**1 John 4:15–21**		

Winning The Race Scripture Memorization Report Sheet

Name:_____ Grade:_____ Teacher: _____

Week	Scripture	Due Date	Parent's Signature
1	Matt. 5:1–3		
2	Matt. 5:4–6		
3	Matt. 5:7–9		
4	**Matt. 5:1–9**		
5	Matt. 5:10–12		
6	Matt. 5:13–14		
7	Matt. 5:15–16		
8	**Matt. 5:10–16**		
9	Rom. 8:28–30		
10	Rom. 8:31–32		
11	Rom. 8:33–34		
12	Rom. 8:35–37		
13	Rom. 8:38–39		
14	**Rom. 8:28–39**		
15	Prov. 3:1–2		
16	Prov. 3:3–4		
17	Prov. 3:5–6		
18	**Prov. 3:1–6**		
19	Prov. 3:7–8		
20	Prov. 3:9–10		
21	Prov. 3:11–12		
22	**Prov. 3:7–12**		
23	1 Thess. 4:13–14		
24	1 Thess. 4:15–16		
25	1 Thess. 4:17–18		
26	**1 Thess. 4:13–18**		
27	James 1:1–2		
28	James 1:3–4		
29	James 1:5–6		
30	James 1:7–8		
31	**James 1:1–8**		
32	John 14:1–2		
33	John 14:3–4		
34	John 14:5–7		
35	**John 14:1–7**		

Music Curriculum

The purpose of having an outline for music is to make sure students learn a variety of songs and that new music is continually being introduced to our students. It is good that students continue to sing songs with which they are very familiar, but we also believe it is important that they begin to learn the traditional hymns of the faith.

We introduce one hymn a month for our students to learn. (In grades one and two, some hymns are studied for two months.) Al Smith's *Treasury of Hymn Histories* is the source we use because the background of the hymn and often the writer is presented. This background information will make the meaning of the song even more significant to you and your students. Introduce the hymn by reading its story from Hymn Histories at the beginning of the month. Then go over the meaning of the words to the song, perhaps even having your class look up some of the words in a dictionary. Then decide how many verses of the hymn you will encourage your students to memorize.

In addition to the monthly hymn, two choruses from *Sing And Be Happy* are introduced each month. The only month in which a hymn is not suggested is December since it is usually given over to Christmas music. Children should spend time each month singing favorite choruses they already know and continuing to review choruses learned earlier in the year. The new choruses should also be introduced and memorized. Two new choruses should be the maximum number introduced each month, and you may find that you only need to introduce one. The important thing to remember is the need to continually introduce new choruses to your students in a systematic fashion.

The following two books are the resources needed for this music curriculum. Both books may be ordered through Positive Action for Christ, P.O. Box 700, Whitakers, NC 27891-0700.

Smith, Alfred B. *Sing And Be Happy.* Greenville, South Carolina: Better Music Publications, 1986.

Smith, Alfred B. *Treasury of Hymn Histories*. Greenville, South Carolina: Better Music Publications, 1985.

Sixth Grade Music Curriculum

Month	***Hymn (From* Hymn Histories*)***	***Choruses (From S*ing And Be Happy*)***
September	"Jesus Paid It All," p. 86	"Everybody Ought To Know," #66 "O What He's Done For Me," #67 "The Ninety And Nine," HH, p. 19
October	"Rock Of Ages," p. 230	"Some Golden Daybreak," #22 "O How I Love Jesus," #87 "Ye Must Be Born Again," HH, p. 39
November		"God Has Blotted Them Out," #36 "I'm Feeding On The Living Bread," #99 "Mansion Over The Hilltop," HH, pp. 146–7
December	"Moment By Moment," p. 120	
January	"Softly And Tenderly," p. 194	"We Thank Thee, O Our Father," #47 "How Blest Is The Man," #71 "Is It The Crowning Day?" HH, p. 54
February	"Take My Life And Let It Be," p. 170	"Singing Along The Way," #86 "Savior, Like A Shepherd Lead Us," #121 "Living For Jesus," HH, p. 116
March		"Isn't He Wonderful," #32 "Jesus Gave Her Water," #53 "A Child Of The King," #1591
April	"The Love Of God," p. 246	"In The Sweet By And By," #39 "Stand Fast For Christ," #81 "Surely Goodness And Mercy," HH, pp. 204–5
May	"At Calvary," p. 69	"There Was A Brave Soldier Named Gideon," #65 "Take More Time To Pray," #68 "He Keeps Me Singing," HH, p. 242

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LESSON 1

The Greatest Book Ever Written

Scripture Memory: Matthew 5:1–3

Hymn: Jesus Paid It All, p. 86 (HH)

Chorus: Everybody Ought To Know, #66 (SBH)

Target Truths

- The Bible is the inspired Word of God.
- Jesus is God and was the Creator of the universe.
- The Word of God has always existed.
- The Holy Spirit worked through many different men to put God's eternal Word into written form for us.
- Jesus Christ is the living Word of God.

Teaching Strategy

The first four lessons of this study deal with the importance of the Word of God for our lives.

As the students work through the "Purposes For Studying God's Word," they should be able to understand that the teaching, rebuking, correcting, and training are truly from God Himself. Allow students to share some of their answers from the "Winning Your Race" section. Help them to broaden their answers and encourage them to begin to consider what God is teaching them.

Character Trait Activities

Attentive

Definition: paying close attention to what God says

Antonyms: unobservant; disregarding direction

God wants us to give attention to what He has said to us in His Word. If God thought His Word was important enough for Him to cause it to be written, we should certainly be attentive to what it has to say.

- Practice listening to instructions. If we are really listening, we should only need to hear instructions once. Have your students listen to a recording or a story read by a teacher that gives a list of things or ideas. Afterward tell them to write down as many things as they can remember.
- Use a concordance to look up verses involving listening. Think of some other synonyms and look these up in a concordance also. Write down the verses and the key idea of what God is saying in the verses.

Enthusiastic

Definition: experiencing the abundant life God has promised; full of zeal.

Antonyms: passive; disinterested; apathetic

As we study God's Word this year, our response to its teachings should be characterized by enthusiasm.

Divide a sheet of paper into two columns— one labeled "enthusiastic" and the other "passive." Think of synonyms to list under each heading. Use a thesaurus or dictionary if necessary. Which column best describes you? Being a quiet person does not necessarily mean that you are passive. You can be enthusiastic about life and still live in a way that is quiet and under control.

Quiz Answers

1. God
2. the Holy Spirit
3. Jesus Christ

4–6.

- He was in the beginning.
- He was with God.
- He was God.

7. doctrine
8. rebuking
9. by knowing Jesus Christ
10. Jesus Christ (the living Word) is the true God. The Bible (the written Word), though written by dozens of different people, actually has only one Author—God Himself.

Lesson 1 Quiz—The Greatest Book Ever Written

Name _____ Date _____ Score _____

1. Who is the one true Author of the Bible? _____

2. According to 2 Peter 1:21, who worked through these men to write God's Word? _____

3. Who is the living Word of God? _____

4–6. What three statements are made about the Word in John 1:1?

_____

_____

_____

7. What word means "a principle held as divine truth"? _____

8. What word means "a mild reproof or scolding"? _____

9. According to John 1:18, how can we "see" God? _____

10. State the Life Principle for this lesson. _____

_____

_____

LESSON 1
The Greatest Book Ever Written

Key Verse: Ephesians 6:17

VOCABULARY

Prophet: a spokesman for God who uttered the exact words the Lord gave him

Prophecy: something said by a prophet that reveals the divine will of God; a warning of something to come; a vivid, pointed, solemn prediction

Doctrine: a principle held as divine truth

Inspiration: the special influence of the Holy Spirit guiding certain persons to speak and write what God wanted communicated to others

Rebuking: blame or censure for a misdeed; a mild reproof or scolding

Righteousness: actions judged as proper by the standards of God's holy law, which is derived from His holy character

The Bible is the greatest book that has ever been written. In it God Himself speaks to men. It is a book of divine instruction. The Bible is not simply one book. It is an entire library of books that contain a wide variety of information, but it is tied together by one central purpose. The Bible was written by dozens of authors over a period of 1,600 years. It was written in three languages on three continents. The authors were poets, educators, singers, princes, kings, fishermen, and statesmen. Some of these authors were great scholars, while others were unlearned and ignorant men.

The Written Word And The Living Word

It would seem that with this many authors, the individual pieces of the Bible would not fit together well. Yet there is great unity throughout the book because really there was only one Author. To understand how so many authors could be unified in their writing of one book, we need to understand that there really was only one main Author.

Read 2 Peter 1:21 and explain in your own words how a book written by so many different people could be unified into the Word of God. **Prophecy did not originate in the will of man, but prophets spoke as they were guided by the Holy Spirit.**

The Word of God was authored by God Himself. The great subject of God's Word is the Lord Jesus Christ. The person and work of Jesus Christ are promised, prophesied, and pictured in the Old Testament. The life of the Lord Jesus is revealed in the four Gospels, and the meaning and purpose of His life, death, and resurrection are explained in the Epistles. His expected return is foretold in the book of Revelation.

Therefore, the great purpose of the written Word of God, the Bible, is to reveal the living Word of God, the Lord Jesus Christ. God explains this in John 1:1–18. Read and study this passage and then answer the following questions:

What three statements are made about the Word in John 1:1?

1. **The Word was in the beginning.**
2. **The Word was with God.**
3. **The Word was God.**

What does verse 14 mean when it says that the Word became flesh? **God sent Christ to the earth, and He became a man.**

Why do we capitalize the name "Word"? **because it refers to Christ, the Son of God**

List the various ways John describes Jesus in verses 3, 4, and 9.

- **He is the Creator of all things.**
- **He is the Life.**
- **He is the true Light.**

What does John say about who Jesus was and how the world accepted Him?

- Verse 10: **He made the world and was in the world, but the world did not recognize Him**.
- Verse 11: **He came to help those He created, but they would not receive Him**.

What is the central message of the Bible (vs. 12)? **Whoever receives Jesus Christ is given the right to become children of God.**

8

According to verse 18, how then can we "see" God? **Jesus Christ makes Him known.**

Life Principle: Jesus Christ (the living Word) is the true God. The Bible (the written Word), though written by dozens of different people, actually has only one Author—God Himself.

We therefore know some very important facts about the Word of God and its Author. Some of these facts are listed below. See how many of the following blanks you can complete with the correct word:

- Jesus is G**od**.
- Jesus was the C**reator** of the universe.
- The W**ord** has always existed with God.
- God used d**ozens** of different men to put His Word into w**ritten** form.
- The H**oly** S**pirit** worked through men to write down God's Word for us.
- The Bible is the w**ritten** W**ord** of God.
- Jesus Christ is the l**iving** W**ord** of God.

Purposes For Studying God's Word

Second Timothy 3:16 gives four reasons for us to study God's Word. List the four purposes below as given in this verse. Beside each purpose, look up the word in the dictionary and write the definition. We need to make sure we understand the purposes for studying God's Word.

1. **Useful for teaching (doctrine)—to learn principles held as divine truth**
2. **Useful for rebuking—to scold in order to correct**
3. **Useful for correcting—to conform to a proper standard; to change from wrong to right**
4. **Useful for training in righteousness—to teach or direct toward correct actions (actions in line with God's holy character)**

The Bible is, therefore, our only way of knowing God personally. Through studying God's Word this year, we will learn more about God, more about God's purpose for our lives, and how to live our lives in such a way as to have God's blessing.

Winning Your Race

Variations of the phrase, "This is what the Lord says," occur hundreds of times in the Old Testament alone. The Bible is truly the Word of God. Never underestimate its importance, uniqueness, or worth!

- Give an example of how the Lord could use each of these purposes in your own life (from 2 Tim. 3:16). _____

  _____

- Name a Bible doctrine (teaching) you learned this week.

  _____

  _____

- Name an area in your life that the Lord may need to rebuke through His Word.

  _____

  _____

- Name an area in your life that God may need to correct or change.

  _____

  _____

- Give an example of some training in righteousness God might give you.

  _____

  _____

LESSON 2

Josiah—The King With Character

Scripture Memory: Matthew 5:4–6

Hymn: Jesus Paid It All, p. 86

Chorus: O What He's Done For Me, #67

Target Truths

- God uses His Word to search our hearts and to show us His ways.
- By studying God's Word and allowing it to penetrate our hearts, we will not sin against God.
- God will bless those who have the character to stand for right and follow Him.

Teaching Strategy

The emphasis in this lesson is an understanding of character. Character is what we are inside. We are often very concerned with the "external" life of our students and what they do or don't do. But we need to begin to lead them to let God work internally and build their inner character. We need to cultivate a heart for God by making Him great in their eyes. Ultimately, if their inner character is right, their outward actions will grow in godliness also. Josiah is an excellent example of this concept. If their hearts are rebellious, no amount of external obedience can please God.

Character Trait Activities

Service (Leadership)

Definition: allowing God to work through me to meet the needs of others.

Antonym: selfishness

This lesson introduces your students to the character of a great leader—Josiah. Help them learn more about how leaders serve others through the following activities.

- According to Mark 10:44–45, what do you need to learn to do first if you are to become a good leader? Read the following verses and tell what God considers to be important leadership qualities.
    - Exodus 18:21
    - Deuteronomy 1:13, 17
    - Joshua 1:7
    - 2 Samuel 23:1–2
    - Ezra 7:25
- Interview a Christian you know who holds a place of leadership. Some suggestions would be your youth pastor, a teacher, your principal, your pastor, a friend that you consider to be a good parent, a business person, or a coach.

Take the following questions as preparation for your interview. Be ready to take good notes from their advice.

- How long have you had this leadership position?
- How did God lead you into this position of leadership?
- What advice or recommendations would you give to young people who may be called into leadership positions one day?
- What have you learned about being a good leader?

Compile your notes into a composition on the subject of leadership that is well-organized and interesting. Include a couple of Bible verses that will strengthen your paper. Give credit to the person you interviewed within the paper.

Diligence

Definition: persistently working until a task is finished.

Antonyms: laziness, slothfulness

One of Josiah's greatest assets was his diligence. He was persistent in destroying the altars of the idol worshipers until the job was completely done. Being diligent in God's Word is the key to consistency in everything else. Keep a record for seven days to see if you are in the Word consistently. For a start, read a chapter from Psalms, Proverbs, or John each day. Underline in your Bible or keep a notebook of what these chapters teach about God and how you can obey Him.

Quiz Answers

1. They worshiped idols.
2. King David
3. eight
4. He had the idols and their altars completely destroyed.
5. He repaired and rebuilt the temple of the Lord.
6. a responsive and humble heart
7. by living according to God's Word
8. that we might not sin against God
9. by searching my heart and thoughts
10. Right character produces right actions.

Lesson 2 Quiz—Josiah—The King With Character

Name _____ Date _____ Score _____

1. What evil thing did Josiah's father and the people of Judah do? _____

2. Who was Josiah's hero? _____

3. How old was Josiah when he became king? _____

4. What was one of Josiah's first acts as king? _____

   _____

5. After six years of cleaning up the land, what did Josiah do next? _____

   _____

6. According to 2 Chronicles 34:27, what attitude did God see in the heart of Josiah? _____

   _____

7. According to Psalm 119:9, how can a young person "keep his way pure"? _____

   _____

8. According to Psalm 119:11, what is one primary reason for studying God's Word? _____

   _____

9. According to Psalm 139:23–24, how does God use the Word to cleanse your heart? _____

   _____

10. State the Life Principle for this lesson. _____

LESSON 2
Josiah—The King With Character

Key Verse: Psalm 119:9

We have heard many times how fortunate we are to live in America. Many Christians around the world do not have Bibles. In many countries, reading the Bible is against the law. Sometimes, when we are used to having something that is easily obtained, we forget how special it really is. The Bible is not an ordinary book, and we need to remind ourselves of the privilege we have of possessing one. At no other time in history and in no other country has it been as easy to own a Bible. We are indeed privileged.

We have already discussed how we got our Bible and some of the reasons for studying it. To remind ourselves of the importance of studying God's Word, let's look at some other important verses.

Read Psalm 119:11. What is a primary purpose for studying His Word? **that we might not sin against God**

As we studied in our last lesson, the Bible is a "living" book—it is God-breathed! It knows your mind and heart and can tell you things about yourself of which you might not be aware. Read Psalm 139:23–24 and explain what we should be desiring to see God do in our hearts through His Word.

We should want God to search us, know us, test us, and find the sin in us in order to lead us to the way of eternal life.

Josiah's Family

In this lesson we are going to study the story of King Josiah, who became the king of Judah when he was only eight years old. King Josiah has a unique story because the Word of God played a very unique role in his life.

First, we need to see what kind of a family Josiah had. His father's name was Amon. Read about Amon and about Josiah's grandfather, Manasseh, in 2 Chronicles 33:21–24.

What did Amon and Manasseh do that was wrong in the eyes of the Lord? **They worshiped and offered sacrifices to idols.**

Describe the character of Amon.

He did evil in the eyes of the Lord, would not humble himself before the Lord, and increased his guilt.

How did God deal with Amon in verse 24?

Amon's officials conspired against him and assassinated him in his palace.

Josiah's Character

When Josiah became king, the nation of Judah was very sinful. His father had been a godless man and a terrible leader. When the leadership rebels against God, the nation will have many problems. In this case, the land was full of idols, the temple was falling apart, and the enemies of Judah were getting stronger and stronger.

But Josiah had learned to stand alone and do right. He had to learn these things on his own because he did not have the right kind of parents teaching him or showing him a good example. But Josiah was not led astray by the poor character of his father or the idol-worshiping people in his nation.

Read 2 Chronicles 34:1–3 and describe the character of Josiah.

He did right in the eyes of the Lord and did not go to one side or the other but stayed on the right track.

Life Principle: Right character produces right actions.

Josiah's Actions

The Bible says that Josiah had an excellent example to follow. He did not imitate the godless men of Judah's history (including his own father).

Who was Josiah's hero according to 2 Chronicles 34:2–3? **King David**

12

The desire of Josiah's heart was to seek after God. The Bible teaches that real faith in God will cause you to do something. Others will know what you think and stand for; they will be able to tell by your actions. King Josiah's faith made him act.

Based on 2 Chronicles 34:3–7, explain what King Josiah did first in the land of Judah. **He destroyed all the idols and the altars used for idol worship.**

It took Josiah six years to clean up the land. Now he set to work at the next task. According to 2 Chronicles 34:8–13, what did he do next? **He had the temple of the Lord repaired and rebuilt.**

Do not think that it was easy for Josiah to give his heart to the Lord. It isn't always easy even if you have parents and teachers who love the Lord and show you the right example of Christian character.

It is so much more difficult if parents and friends are constantly pulling you away from the Lord or if your parents are gone, as was true in Josiah's life. But in spite of the idol worship in his land and the sinful character of his father, Josiah was proud to stand for God. Josiah's character is a good example for all of us to follow and learn from, especially since he had the strength to take a strong stand while he was so young. And because he loved the Lord, God was able to use him to reveal His Word once again.

Read the following verses in 2 Chronicles 34 and answer these questions:

Verse 27: What attitude did God see in the heart of Josiah? **a responsive and humble heart**

Verse 28: What did God promise Josiah because his heart was right? **He would have peace in his lifetime and not see the disaster God would bring on his people.**

Verse 25: Why was God's wrath to be poured out on the people? **because they forsook God and burned incense to other gods**

Verse 30: What need did Josiah see that the people had, and what did he do about it? **to know God's Word—He read God's Word aloud to them.**

Verse 31: Copy the promises Josiah made before the Lord.

- **to follow the Lord**
- **to keep His commands, regulations, and decrees with all his heart and all his soul**
- **to obey the words of the covenant**

Winning Your Race

God used Josiah and other faithful men and women to lead many people to worship Him.

Whom should we admire more? These people, or God Himself? Why?

_____

_____

Is it your desire to develop the type of character that can be a testimony to others? Why or why not? _____

_____

LESSON 3

God Speaks

Scripture Memory: Matthew 5:7–9

Hymn: Jesus Paid It All, p. 86

Chorus: The Ninety and Nine, p. 19 (HH)

Target Truths

- God speaks through His Word.
- The Word of God and the power of the Holy Spirit can judge our thoughts and bring conviction to our hearts.
- God wants zeal in His people, not lukewarmness.

Teaching Strategy

Lesson 3 is a culmination of what has been taught during the past two weeks. God's Word should change us. The two examples used this week are Moses and Simon. If, like Moses, we make excuses or haven't learned to trust God, or if, like Simon, we don't care about the things of God, we are resisting God's plan to change us into the image of Christ. But if we have a heart to listen and obey God, we will see Him change our hearts and lives from the inside out.

The "Winning Your Race" section this week is very important. Before your students begin, discuss the importance of this section with them. Pray with them as a class before they begin, so they might be honest before the Lord. After they have written their answers, discuss the answers to all but the last question and impress upon them once again the importance of the attitude of the heart.

Use the character trait, discernment, to teach another aspect of this lesson. If we are attentive to God, He will help us discern right from wrong, and we will begin to be more aware of and concerned about sinful words, actions, and attitudes in our lives. The right attitude will produce a changed life.

Character Trait Activities

Discernment

Definition: seeing things as they really are

Antonyms: uncertainty; confusion

This lesson teaches us that God speaks to us through His Word. However, we still need to use good judgment, discernment, and wisdom in making decisions about how we should act upon what God has told us in His Word.

- Pay close attention to TV commercials. Consider the need to listen attentively and consider that you should not accept everything you hear. List as many examples as you can of ways different commercials try to make you respond from a lack of discernment or a foolish point of view.

Quiz Answers

1. It is alive, powerful and active. It is able to penetrate deep into our hearts. It judges the thoughts and attitudes of our hearts.

2. The Word of God should change us.
3. Just say "I Am" sent you.
4. Who am I to do something so important?
5. They will not believe me.
6. I am not a good speaker.
7. Simon the Zealot
8. one that will serve Him with wholehearted devotion and a willing mind; one who is seeking God
9. Moses
10. zeal

Lesson 3 Quiz—God Speaks To Us

Name _____ Date _____ Score _____

1. What special power is claimed for the Word of God in Hebrews 4:12? _____

   _____

   _____

2. State the Life Principle for this lesson. _____

3. What was God's response to Moses' excuse, "They won't understand who sent me"? _____

4–6. List three other excuses Moses gave to God.

- _____
- _____
- _____

7. Which disciple of Christ was a member of a special interest group that sought the overthrow of Rome? _____

   _____

8. According to 1 Chronicles 28:9, what kind of heart and mind is God looking for? _____

   _____

   _____

9. Who is described in Deuteronomy 34 as a prophet God used to do many signs and wonders? _____

10. What word means "an enthusiastic, often intense interest or devotion to a cause"? _____

LESSON 3
God Speaks

Key Verse: Hebrews 4:12

VOCABULARY

Discern: to come to know something that is not clear or easily recognizable to the mind or eye

Zeal: an enthusiastic, often intense interest or devotion to a cause

Zealot: a person who is intensely or fanatically devoted to a cause

When we read the Word of God, the Creator of the universe is actually speaking directly to our hearts and minds. To think that God Himself cares enough about us to speak directly to us in this special way should always give us a sense of awe. We forget what the Bible really is sometimes and therefore we do not realize when we study it how privileged we are to be able to understand it. Through the Bible, we can understand God Himself and His plan for the ages. We can also allow it to change us and make us into a person of outstanding courage and character.

Copy all of Hebrews 4:12 here. **Wording will vary according to the translation you use.**

List some of the special powers the Word of God claims in this verse.

- **It is alive, powerful, and active.**
- **It is able to penetrate deep into our hearts.**
- **It judges the thoughts and motives of our hearts.**

Life Principle: The Word of God should change us.

God Speaks To Moses

One of the best examples of God's speaking directly to someone in the Bible is in the story of Moses. God had specifically chosen Moses to lead the nation of Israel out of Egypt and out of slavery. Moses was an old man—eighty years old—when God spoke to him. God had been preparing Moses for this task for many years. But now, when the time God had chosen had arrived, Moses was not sure he was ready. He began to make excuses to God.

Look up each of the following verses in the Book of Exodus. In your own words, explain Moses' excuses and how God responded to him.

Verses	Moses' Excuse	God's Response
3:11–12	**Who am I to do something so important?**	**I will be with you.**
3:13–14	**They won't understand who sent me.**	**Just say "I Am" sent you.**
4:1–4	**They will not believe me.**	**I will do miracles through you so they will believe.**
4:10–12	**I am not a good speaker.**	**I will show you what to say.**

In these passages, we can see the certainty of God's promises through His Word. God knows that if we are willing, He can give us power to do anything He wants for us. Look at the chart again and notice the promises God made to Moses.

Moses made many excuses to God, but he never told God he was unwilling. If he had not been willing, God might have chosen someone else. But God knew Moses' heart and met his need. When Moses stopped giving excuses, God used him in a great way.

From your past studies, what do you remember about God's purpose for Moses in His plan?

to bring Israel out of the slavery of Egypt and lead them through the wilderness

What does the Bible say about Moses in Deuteronomy 34:10–12?

There has never been a prophet as Moses whom God used to do so many signs and wonders.

Simon The Zealot

Jesus had two disciples named Simon. Jesus changed the name of one of them to Peter, and most Christians are very familiar with the type of man Simon Peter was. Though he denied Christ before He died, this man became a great preacher after Christ's resurrection.

The other Simon is not well known. In fact, he is only mentioned a couple of times. In Luke 6:15 he is called "the Zealot" or "Zelotes." This was a nickname. It referred to a political group of those times called the Zealots.

Look up the words "zeal," "zealot," and "zealous" in the dictionary and use the meanings to explain the type of man Simon probably was.

a person intensely or fanatically devoted to a cause

At the time of Christ, the Roman Empire was very strong. The Romans had control of Israel, and all the Jews were under the power of their government. The Zealots were a band of Jewish men who wanted Israel to have her freedom. They wanted to overthrow the Roman government.

Simon was a member of the Zealots who felt they could take on the whole Roman army. Their lives were "on fire for a cause." They were devoted to Israel. When Simon became a believer, Jesus changed his zeal away from politics. Jesus was a zealot—but not a Zealot. We read that He had a zeal for His Father's house when He cleansed the temple. Like Jesus, Simon was now "on fire" for spiritual things.

This is the way God wants us to live. Sometimes Christians have a "don't care" attitude, and then nothing satisfies them. When a Christian is full of fire and zeal, life is very full and exciting.

As we study the Word of God this year, God wants you to become zealous for spirtual things and zealous to learn more about Him.

Winning Your Race

Read Revelation 3:15–16. What kind of Christian are you? Are you hot or cold, or are you lukewarm?

What kind of attitude does God want Christians to have? **He wants us to be zealous toward Him—not apathetic or uncaring.**

Read 1 Chronicles 28:9 and, in your own words, tell what kind of heart and mind God is looking for. **someone who will serve Him with wholehearted devotion and a willing mind; someone who is seeking God**

Imagine that God was talking directly to you as He talked to Moses. Think through all of the verses we have studied in this lesson. What would God say to you about the attitude of your heart and mind? _____