

Scope & Sequence

BIBLE 1

Unit 1 God's Word

Unit Objectives

- ◆ Describe characteristics of God's Word as revealed throughout Scripture
- ◆ Recognize ways God's Word can equip us
- ◆ Explain that we cannot change God's Word
- ◆ Recognize that people can speak falsely about God's Word, but we can rely on Scripture to discern the truth
- ◆ Identify the origin of the Bible and describe its two testaments
- ◆ Describe attributes of God as revealed through Scripture
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

2 Timothy 3:16

Optional Memory Verses

Psalms 119:89, 119:90

Unit 1 Lessons

Lesson	Topic	Learner Outcomes
1 2	1 God's Word Is Perfect and Pure	<ul style="list-style-type: none"> Identify the Bible as God's Word and breathed out by God Describe God's Word as perfect, pure, and more important than anything
3 4	2 God's Word Guides Us	<ul style="list-style-type: none"> Recognize that Scripture can help us learn about God and how to love and obey him Explain how God's Word is like a lamp or light to our path Recognize that we know God is truthful because he cannot lie
5 6	3 God's Word Is Complete	<ul style="list-style-type: none"> Describe God's Word as true, complete, and unchanging Identify the Old and New Testaments in a Bible Categorize statements based on if they describe the Old Testament or New Testament
7 8	4 God Preserves His Word	<ul style="list-style-type: none"> Recognize that God's Word cannot be destroyed Recall a historical example of when God preserved his Word
9 10	5 Don't Change God's Word	<ul style="list-style-type: none"> Explain that we should not add to or take away from God's Word Describe what a false teacher does Recognize that we should compare what people say about God and his Word to the Bible to know what is true
11 12	6 We Can Know God	<ul style="list-style-type: none"> Describe God as infinite, great, and eternal Identify God as Creator
13 14	7 Application: Can You Find the Counterfeit?	<ul style="list-style-type: none"> Apply a biblical account or scriptural truth to everyday situations Identify a false statement about God or his Word
15 16	8 Unit 1 Review & Assessment	<ul style="list-style-type: none"> Review Unit 1 concepts State the selected unit verse(s) Demonstrate knowledge of Unit 1 concepts

Scope & Sequence

Unit 2 Creation: Days 1–4

Unit Objectives

- ◆ Identify and describe the 7 C's of History
- ◆ Identify what God created on days 1–4 of creation
- ◆ Distinguish between biblical truths and man's ideas about days 1–4 of creation
- ◆ Identify and describe the three persons of our triune God
- ◆ Describe attributes of God displayed during creation
- ◆ Locate Creation on a timeline of the 7 C's of History
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

Psalm 8:3–4

Optional Memory Verses

Psalm 33:6; Hebrews 3:4

Unit 2 Lessons

Lesson	Topic	Learner Outcomes
17 18	9 The 7 C's of History	<ul style="list-style-type: none"> ◆ Sequence the 7 C's of History ◆ Locate each of the 7 C's on a timeline ◆ Match a description to the correct event in the 7 C's of History ◆ Describe God as sovereign (in control) and omniscient (all-knowing)
19 20	10 The Trinity at Creation	<ul style="list-style-type: none"> ◆ Define <i>Trinity</i> ◆ Identify and describe the three persons of the Trinity (i.e., God the Father, God the Son, God the Holy Spirit) ◆ Recognize that the Trinity was present at creation
21 22	11 Creation: Day 1	<ul style="list-style-type: none"> ◆ Locate Creation on a timeline of the 7 C's of History ◆ Identify what God created on day 1 ◆ Differentiate between a biblical truth and a common misconception about day 1 ◆ Recognize how the events of day 1 show God's omnipotence
23 24	12 Creation: Day 2	<ul style="list-style-type: none"> ◆ Identify what God created on day 2 ◆ Differentiate between a biblical truth and a common misconception about day 2 ◆ Recognize how the events of day 2 show God's omnipotence
25 26	13 Creation: Day 3	<ul style="list-style-type: none"> ◆ Identify what God created on day 3 ◆ Differentiate between a biblical truth and a common misconception about day 3 ◆ Recognize how the events of day 3 show God's omnipotence
27 28	14 Creation: Day 4	<ul style="list-style-type: none"> ◆ Identify what God created on day 4 ◆ Differentiate between a biblical truth and common misconceptions about day 4 ◆ Recognize how the events of day 4 show God's omnipotence
29 30	15 Application: God's Word vs. Man's Ideas	<ul style="list-style-type: none"> ◆ Apply a biblical account or scriptural truth to everyday situations ◆ Contrast God's Word and man's ideas about the beginning of our universe
31 32	16 Unit 2 Review & Assessment	<ul style="list-style-type: none"> ◆ Review Unit 2 concepts ◆ State the selected unit verse(s) ◆ Demonstrate knowledge of Unit 2 concepts

Scope & Sequence

Unit 3 Creation: Days 5–7

Unit Objectives

- ◆ Identify what God created or did on days 5–7 of creation week
- ◆ Classify plant and animal kinds according to their days of creation
- ◆ Recognize that dinosaur kinds and other large creatures were created by God during creation
- ◆ Describe the creation of Adam and Eve
- ◆ Describe how man is different from all other living creatures
- ◆ Distinguish between biblical truths and man's ideas about days 5–6 of creation
- ◆ Recognize that evolution contradicts Scripture
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

Psalm 8:5–6

Optional Memory Verses

Genesis 1:27; Revelation 4:11

Unit 3 Lessons

Lesson	Topic	Learner Outcomes
33 34	17 Creation: Day 5	<ul style="list-style-type: none"> Identify what God created on day 5 Differentiate between a biblical truth and a common misconception about day 5 Select examples of descendants of the kinds created on day 5, given a group of living things
35 36	18 Creation: Days 6 & 7	<ul style="list-style-type: none"> Identify what God created on day 6 Sequence the events that happened on day 6 Identify what God did on day 7 and why he did it
37 38	19 According to Its Kind	<ul style="list-style-type: none"> Sort examples of descendants from the created kinds of plants and animals by day of creation Recognize that one kind of plant or animal cannot turn into another kind Recognize that God created plants and animals to reproduce according to their kinds
39 40	20 Dinosaurs and Dragons	<ul style="list-style-type: none"> Recognize that dinosaur kinds were created on day 6 Differentiate between a dinosaur and other creatures Relate the descriptions of Behemoth and Leviathan in Scripture to dinosaurs and dragons
41 42	21 Adam and Eve	<ul style="list-style-type: none"> Identify how God created Adam and Eve Describe God's plan for marriage as modeled by Adam and Eve
43 44	22 Made in God's Image	<ul style="list-style-type: none"> Describe man as being made in the image of God Contrast people and all other living creatures Recognize that people were created on day 6 and have not evolved from ape-like creatures
45 46	23 Application: Did People and Animals Evolve?	<ul style="list-style-type: none"> Apply a biblical account or scriptural truth to everyday situations Contrast God's Word and man's ideas about the origins of animals and people
47 48	24 Unit 3 Review & Assessment	<ul style="list-style-type: none"> Review Unit 3 concepts State the selected unit verse(s) Demonstrate knowledge of Unit 3 concepts

Scope & Sequence

Unit 4 Corruption After Creation

Unit Objectives

- ◆ Recall evidence in Scripture that confirms a literal six-day creation that occurred about 6,000 years ago
- ◆ Summarize the events that led to sin entering the world
- ◆ Describe the curse and its effects on all creation
- ◆ Recognize how the events in the garden of Eden point to the gospel
- ◆ Recall the biblical account of Cain and Abel
- ◆ Describe attributes of God displayed during biblical accounts
- ◆ Locate Corruption, Christ, Cross, and Consummation on a timeline of the 7 C's of History
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

Romans 6:23

Optional Memory Verses

Psalms 86:15; Luke 5:32

Unit 4 Lessons

Lesson	Topic	Learner Outcomes
49 50	25 Six Days to Create	<ul style="list-style-type: none"> ◆ Recall scriptural evidence that helps us know each day of creation was a literal 24-hour day
51 52	26 Age of the Universe and Earth	<ul style="list-style-type: none"> ◆ Recall that the universe and earth are about 6,000 years old ◆ Create a diagram to show how the genealogical records in Scripture help us know the age of the universe and earth
53 54	27 Corruption: Sin Enters the World	<ul style="list-style-type: none"> ◆ Locate Corruption on a timeline of the 7 C's of History ◆ Sequence the events that happened in the garden of Eden that led to sin entering the world ◆ Define <i>sin</i> ◆ Recognize that because we are descendants of Adam, we will all sin
55 56	28 Effects of the Fall	<ul style="list-style-type: none"> ◆ Describe God as holy and just for punishing man's sin in the garden of Eden ◆ Recall the lasting consequences of God's punishing sin in the garden ◆ Explain how God shows his love for sinners through the cross and consummation
57 58	29 Cain and Abel	<ul style="list-style-type: none"> ◆ Explain why God accepted Abel's offering but not Cain's offering ◆ Recall why Cain murdered Abel ◆ Describe God as omniscient (all-knowing) and capable of knowing our hearts
59 60	30 The Hearts of Man	<ul style="list-style-type: none"> ◆ Recall how someone can have their sins forgiven and receive eternal life ◆ Identify Jesus as Lord and Savior and Eve's descendant who will defeat Satan
61 62	31 Application: The Bad News and the Good News	<ul style="list-style-type: none"> ◆ Apply a biblical account or scriptural truth to everyday situations ◆ Contrast the bad news of sin and the good news of salvation ◆ Locate Christ, Cross, and Consummation on a timeline of the 7 C's of History
63 64	32 Unit 4 Review & Assessment	<ul style="list-style-type: none"> ◆ Review Unit 4 concepts ◆ State the selected unit verse(s) ◆ Demonstrate knowledge of Unit 4 concepts

Scope & Sequence

Unit 5 Catastrophe

Unit Objectives

- ◆ Explain why God sent a global flood during Noah's time
- ◆ Describe the ark, including its size, using details from Scripture
- ◆ Describe what happened during the flood based on details in the biblical account
- ◆ Differentiate between the people and animal kinds that were safe on the ark and those that were not
- ◆ Explain what God told Noah as he left the ark (i.e., to multiply and fill the earth) and the covenant God made with him
- ◆ Recall scientific data that points to a global flood
- ◆ Describe attributes of God displayed during the catastrophe event
- ◆ Locate Catastrophe on a timeline of the 7 C's of History
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

John 10:9

Optional Memory Verses

Genesis 6:5, 9:1

Unit 5 Lessons

Lesson	Topic	Learner Outcomes
65 66	33 Catastrophe: The Flood	<ul style="list-style-type: none"> ◆ Locate Catastrophe on a timeline of the 7 C's of History ◆ Describe the world during the time of Noah and why God flooded the whole earth ◆ Describe God as just for punishing man's sin with a global flood ◆ Identify Jesus as the Door, the only way through which one can be saved.
67 68	34 Noah and the Ark	<ul style="list-style-type: none"> ◆ Describe the ark using words, measurements, and/or pictures ◆ Differentiate between a biblical depiction of the ark and one that is not scripturally accurate ◆ Identify a reason that we know the ark was big enough to hold the animals, supplies, and Noah's family
69 70	35 God Saves Noah and the Animals	<ul style="list-style-type: none"> ◆ Identify the people and animal kinds that were safe on the ark ◆ Differentiate between animals kinds that were on the ark and those that were not ◆ Recall that dinosaur kinds were present on the ark
71 72	36 During the Flood	<ul style="list-style-type: none"> ◆ Describe what happened on earth during the flood using words or pictures ◆ Identify what happened to all the people, land animals, and flying creatures not on the ark ◆ Recognize that God showed mercy to Noah by keeping him and his family safe on the ark
73 74	37 A Rainbow in the Sky	<ul style="list-style-type: none"> ◆ Describe the covenant God made with Noah ◆ Identify the symbol of God's covenant with Noah ◆ Recall what God commanded Noah and his family to do after getting off the ark
75 76	38 Evidence of a Global Flood	<ul style="list-style-type: none"> ◆ Identify an example of evidence of the global flood that scientists can still see today ◆ Describe how the conditions of the global flood led to the creation of many fossils we find today
77 78	39 Application: Was There Really a Global Flood?	<ul style="list-style-type: none"> ◆ Apply a biblical account or scriptural truth to everyday situations ◆ Recall an example of how observational science points to the global flood
79 80	40 Unit 5 Review & Assessment	<ul style="list-style-type: none"> ◆ Review Unit 5 concepts ◆ State the selected unit verse(s) ◆ Demonstrate knowledge of Unit 5 concepts

Scope & Sequence

Unit 6 Confusion After the Flood

Unit Objectives

- ◆ Describe changes to earth after the flood, including the ice age
- ◆ Recognize the origin of a flood legend and how it is similar to and different from the biblical account
- ◆ Recognize that God confused the people's language at the tower of Babel as a punishment for their sin
- ◆ Recognize that there is one human race, and we are all sinners who need a Savior
- ◆ Recall examples of Job's suffering and God's blessings upon him
- ◆ Recall the account of Abram's calling and the promises God made to him
- ◆ Describe attributes of God displayed during biblical accounts
- ◆ Locate Confusion on a timeline of the 7 C's of History
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

Hebrews 11:1 & 6

Optional Memory Verses

Psalms 36:5, 33:12

Unit 6 Lessons

Lesson	Topic	Learner Outcomes
81 82	41 The Ice Age	<ul style="list-style-type: none"> Identify one way earth changed after the global flood Recognize that the global flood provided the perfect conditions for the ice age Select an ice age animal, given a group of animals
83 84	42 Confusion: Dispersion at Babel	<ul style="list-style-type: none"> Locate Confusion on a timeline of the 7 C's of History Explain why God confused the people's language at Babel Recall what the people did after God confused their language Describe God as just for punishing the people for their sin at the tower of Babel
85 86	43 Flood Legends	<ul style="list-style-type: none"> Recognize that the global flood account was passed down through generations of Noah's descendants, resulting in flood legends over time Identify elements in a flood legend that are similar to and different from the biblical account of the flood
87 88	44 One Race—the Human Race	<ul style="list-style-type: none"> State that there is one race—the human race Recognize that people have different skin tones but are not different races Recognize that all people are created in God's image and are in need of a Savior
89 90	45 The Suffering of Job	<ul style="list-style-type: none"> Identify one way Job suffered Identify one way God blessed Job Recognize that God is sovereign even during suffering as displayed in the account of Job
91 92	46 The Call of Abram	<ul style="list-style-type: none"> Identify what God called Abram to do Recall God's three promises to Abram found in Genesis 12 Explain how Abram obeyed by faith
93 94	47 Application: Dealing with Differences	<ul style="list-style-type: none"> Apply a biblical account or scriptural truth to everyday situations Recognize that we are all descendants of Adam, through Noah, and are sinners in need of a Savior
95 96	48 Unit 6 Review & Assessment	<ul style="list-style-type: none"> Review Unit 6 concepts State the selected unit verse(s) Demonstrate knowledge of Unit 6 concepts

Scope & Sequence

Unit 7 Abraham & Isaac

Unit Objectives

- ◆ Recall why Abram and Lot separated, where they went, and what influenced their decisions
- ◆ Describe how God punished the sin of Sodom and Gomorrah and what happened to Lot's family
- ◆ Describe the promise God made to Abraham about his descendants
- ◆ Recall the biblical account of the sacrifice of Isaac
- ◆ Explain how God sovereignly provided a wife for Isaac
- ◆ Recognize how biblical accounts related to Abraham and Isaac point to Jesus, the promised Savior
- ◆ Describe attributes of God displayed during the accounts of Abraham, Isaac, and Lot
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

Genesis 15:5

Optional Memory Verses

Galatians 3:29; 2 Corinthians 5:7

Unit 7 Lessons

Lesson	Topic	Learner Outcomes
97 98	49 Abram and Lot	<ul style="list-style-type: none"> ◆ Explain why Abram and Lot separated ◆ Recall the places where Abram and Lot moved ◆ Contrast how Abram and Lot made their decisions about where to move
99 100	50 Sodom and Gomorrah	<ul style="list-style-type: none"> ◆ Explain what happened at Sodom and Gomorrah and why ◆ Recognize how God was merciful to Lot's family ◆ Recall what happened to Lot's family, including his wife, at the judgment of Sodom and Gomorrah
101 102	51 Abrahamic Covenant	<ul style="list-style-type: none"> ◆ Describe how many descendants God promised Abram using words or pictures ◆ Recall what happened when Abram and Sarai become impatient with God's promise ◆ Identify Jesus as the promised descendant through whom all nations have been blessed
103 104	52 The Birth of Isaac	<ul style="list-style-type: none"> ◆ Recall the meaning of Abraham's new name and its relation to God's promise ◆ Identify Jesus as a descendant of Isaac ◆ Describe God as faithful for fulfilling his promise to Abraham
105 106	53 God Tests Abraham	<ul style="list-style-type: none"> ◆ Recall what God called Abraham to do to Isaac and Abraham's response ◆ Identify what God provided to take the place of Isaac ◆ Recognize that the ram God provided in place of Isaac points to Jesus as the substitute for sinners on the cross
107 108	54 Isaac and Rebekah	<ul style="list-style-type: none"> ◆ Explain how the servant would know the woman Isaac was to marry ◆ Recall whom Isaac married ◆ Identify an example of God's sovereignty in providing a wife for Isaac
109 110	55 Application: We Can Become Children of God	<ul style="list-style-type: none"> ◆ Apply a biblical account or scriptural truth to everyday situations ◆ Explain what it means to be a "child of God"
111 112	56 Unit 7 Review & Assessment	<ul style="list-style-type: none"> ◆ Review Unit 7 concepts ◆ State the selected unit verse(s) ◆ Demonstrate knowledge of Unit 7 concepts

Scope & Sequence

Unit 8 Jacob to Joseph

Unit Objectives

- ◆ Recall the account of Jacob and Esau
- ◆ Compare and contrast Jacob and Esau, including their actions related to the birthright and blessing
- ◆ Recognize how elements of the account of Jacob and Esau point to God's plan for redemption
- ◆ Describe the account of Jacob's wrestling God and how he changed because of it
- ◆ Explain Jacob's dream and its fulfillment, including how many sons he had
- ◆ Explain how Laban tricked Jacob and whether it affected God's plan for Jacob
- ◆ Explain the consequences of Jacob's deception and his ultimate reconciliation with Esau
- ◆ Describe Joseph's dreams and the effect they had on the relationship with his brothers
- ◆ Describe Joseph's trials in Potiphar's house and prison
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

Proverbs 3:5–6

Optional Memory Verses

Psalm 115:3; Jeremiah 32:27

Unit 8 Lessons

Lesson	Topic	Learner Outcomes
113 114	57 Stew for a Birthright	<ul style="list-style-type: none"> ◆ Compare and contrast Esau and Jacob ◆ Identify what Esau gave to Jacob for the stew and why it was important ◆ Explain how Jacob and Esau were both wrong when Jacob sold Esau the stew
115 116	58 Jacob Steals the Blessing	<ul style="list-style-type: none"> ◆ Summarize how Jacob and Rebekah tricked Isaac into giving Jacob the blessing instead of Esau ◆ Recognize that God's will for Jacob (i.e., to be the leader and a part of Jesus' lineage) was still accomplished despite his and Rebekah's sin ◆ Identify the consequence for Jacob and Rebekah's deceiving Isaac
117 118	59 Jacob's Family	<ul style="list-style-type: none"> ◆ Describe Jacob's dream and its meaning using words or pictures ◆ Recall how Laban tricked Jacob ◆ Recognize that God was faithful to fulfill his promises to Jacob ◆ Identify how many sons Jacob had
119 120	60 Jacob Returns Home	<ul style="list-style-type: none"> ◆ Identify with whom Jacob wrestled ◆ Explain how God changed Jacob as a result of his wrestling match ◆ Identify the new name God gave Jacob ◆ Describe what Esau did when he saw Jacob again
121 122	61 Joseph the Dreamer	<ul style="list-style-type: none"> ◆ Describe Joseph's dreams and their meaning using words or pictures ◆ Recall how Joseph's brothers felt about him ◆ Explain what Joseph's brothers did to get rid of him
123 124	62 God Was with Joseph	<ul style="list-style-type: none"> ◆ Recall what Potiphar's wife did to Joseph and how it affected him ◆ Describe one way God showed he was with Joseph at Potiphar's house or in prison ◆ Recognize that Joseph trusted God through difficult situations
125 126	63 Application: We Can Receive an Inheritance	<ul style="list-style-type: none"> ◆ Apply a biblical account or scriptural truth to everyday situations ◆ Describe the inheritance all believers receive
127 128	64 Unit 8 Review & Assessment	<ul style="list-style-type: none"> ◆ Review Unit 8 concepts ◆ State the selected unit verse(s) ◆ Demonstrate knowledge of Unit 8 concepts

Scope & Sequence

Unit 9 Joseph the Ruler & Moses the Leader

Unit Objectives

- ◆ Describe Pharaoh's dreams, their meaning, and how he rewarded Joseph for his interpretation
- ◆ Describe Joseph's reunion with his brothers
- ◆ Recognize Jacob and Judah's place in the lineage of Jesus
- ◆ Recall why the Israelites became slaves in Egypt and Pharaoh's law about their male children
- ◆ Explain how God protected Moses from birth to his time in Midian
- ◆ Describe the account of the burning bush and Moses' response to God
- ◆ Describe attributes of God displayed during the accounts of Joseph and Moses
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

Romans 8:28

Optional Memory Verses

Genesis 50:20; Luke 1:37

Unit 9 Lessons

Lesson	Topic	Learner Outcomes
129 130	65 Joseph Becomes Ruler	<ul style="list-style-type: none"> Describe Pharaoh's dreams and what they meant using words or pictures Recall how Pharaoh rewarded Joseph for interpreting his dreams Recognize God's sovereignty in placing Joseph in Egypt where he could help during the famine
131 132	66 Joseph Forgives	<ul style="list-style-type: none"> Recall why Joseph's brothers went to Egypt Explain how Joseph tested his brothers Recognize God's sovereignty in using Joseph's brothers' evil plans for good
133 134	67 Israel Blesses His Sons	<ul style="list-style-type: none"> Identify where Jacob's family moved during the famine Recall the animal that Jacob told Judah his descendants would be like Recognize Jesus, the promised Savior, as a descendant of Judah
135 136	68 God Protects Moses	<ul style="list-style-type: none"> Recognize why the Israelites became slaves in Egypt Recall the law Pharaoh made about the Israelites' babies Describe how God protected Moses from Pharaoh at his birth
137 138	69 Moses Flees Egypt	<ul style="list-style-type: none"> Identify Moses' role in Egypt for his first 40 years Recall what happened when Moses saw an Egyptian beating an Israelite slave Identify how God protected Moses after he killed the Egyptian man
139 140	70 God Calls Moses to Lead	<ul style="list-style-type: none"> Describe what Moses saw while taking care of sheep in the desert using words or pictures Recall what God called Moses to do at the burning bush and Moses' reaction Recognize that God's eternal nature is displayed in the name "I Am Who I Am"
141 142	71 Application: God Can Use Anything for His Glory	<ul style="list-style-type: none"> Apply a biblical account or scriptural truth to everyday situations Recognize that God can turn what people mean for evil to good to reflect his glory
143 144	72 Unit 9 Review & Assessment	<ul style="list-style-type: none"> Review Unit 9 concepts State the selected unit verse(s) Demonstrate knowledge of Unit 9 concepts

Scope & Sequence

Unit 10 The Exodus to the Golden Calf

Unit Objectives

- ◆ Describe the exodus, including the plagues and the parting of the Red Sea
- ◆ Recognize how the celebration of Passover looks back to the exodus and forward to the consummation
- ◆ Explain how God protected and provided for the Israelites in the wilderness
- ◆ Identify the Ten Commandments
- ◆ Identify real-world examples of obeying the Ten Commandments
- ◆ Recognize how the Ten Commandments point to Christ
- ◆ Recall the account of the golden calf and Moses' intervention on behalf of the Israelites
- ◆ Describe attributes of God displayed during the account of the exodus
- ◆ Apply a biblical account or scriptural truth to everyday situations
- ◆ State the selected unit verse(s)

Unit Verse

Exodus 20:2

Optional Memory Verses

Isaiah 43:15; Romans 11:36

Unit 10 Lessons

Lesson	Topic	Learner Outcomes
145 146	73 The First Nine Plagues	<ul style="list-style-type: none"> ◆ Match a plague to its description ◆ Recognize that each plague pointed to the one true God instead of the Egyptians' false gods ◆ Recognize that God showed his omnipotence by sending the plagues to Egypt
147 148	74 The Tenth Plague	<ul style="list-style-type: none"> ◆ Using words or pictures, describe what God commanded the Israelites to do to protect themselves from the final plague ◆ Identify a common food found in a Passover meal and its connection to the exodus ◆ Recognize that the Passover points to Christ, the cross, and the consummation
149 150	75 Escape from Pharaoh	<ul style="list-style-type: none"> ◆ Recall what God provided the Israelites with as they left Egypt that fulfilled a promise he made to Abraham ◆ Using words or pictures, describe how God led his people in the wilderness ◆ Describe the parting of the Red Sea using words or pictures ◆ Recognize that God showed his omnipotence by parting the Red Sea
151 152	76 God Provides in the Wilderness	<ul style="list-style-type: none"> ◆ Identify what God provided the Israelites to eat and drink in the wilderness and how he provided it ◆ Describe what God told Moses to do to help win the battle with the Amalekites ◆ Recognize that God was faithful to provide for the needs of the Israelites in the wilderness
153 154	77 The Ten Commandments	<ul style="list-style-type: none"> ◆ Recall the Ten Commandments ◆ Explain that God gave the Ten Commandments to tell the Israelites, and all people, how to treat him and others ◆ Recognize that the Ten Commandments show the need for a Savior
155 156	78 The Golden Calf	<ul style="list-style-type: none"> ◆ Using words or pictures, describe what the Israelites made and worshipped when they got impatient waiting for Moses ◆ Explain what Moses did when he saw the Israelites worshipping the golden calf ◆ Describe God as merciful for not killing the Israelites when they worshipped the golden calf
157 158	79 Application: How Can We Show Christian Love?	<ul style="list-style-type: none"> ◆ Apply a biblical account or scriptural truth to everyday situations ◆ Identify real-world examples of obeying the Ten Commandments ◆ Recognize that God showed us the greatest example of love by sending his Son to die for sinners
159 160	80 Unit 10 Review & Assessment	<ul style="list-style-type: none"> ◆ Review Unit 10 concepts ◆ State the selected unit verse(s) ◆ Demonstrate knowledge of Unit 10 concepts