

Academic Study of the Bible

Curriculum Framework

2019

Course Title: Academic Study of the Bible
Course/Unit Credit: 0.5
Course Number: 417050
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
Grades: 9-12

Academic Study of the Bible—One Semester

Academic Study of the Bible is a one-semester English elective course that is designed to strengthen students' understanding of the Bible and its impact upon American culture. This nonsectarian, nonreligious, academic course integrates the study of the Bible as a piece of literature with art, music, literature, culture, and politics in order to understand the relationships between the Bible, society, and culture. As an English Language Arts elective, it is expected that students will develop and apply literacy skills of reading, writing, speaking, and listening. The Academic Study of the Bible course does not need Arkansas Department of Education approval.

Pursuant to [ACA § 6-16-145](#), an academic study of the Bible course offered by a public school or school district shall:

1. Be taught in an objective and nondevotional manner with no attempt made to indoctrinate students as to either the truth or falsity of the biblical materials or texts from other religious or cultural traditions;
2. Not include teachings of religious doctrine or sectarian interpretations of the Bible or of texts from other religious or cultural traditions; and
3. Not disparage or encourage a commitment to a set of religious beliefs.

Strand	Content Standard
The Bible and its Influence on Literature, Art, and Music	
	1. Students will demonstrate an understanding of narratives, poetry, and epistles contained in the Bible and how these biblical genres have influenced literature, art, and music.
The Bible and its Influence on Culture	
	2. Students will demonstrate an understanding of relationships among the literature of the Bible, society, politics, and culture.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
4. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts. To aid districts and teachers in this work, a resource list is included as Appendix A.

How the Anchor Standards are Labeled

R

CCR

1

The letter in the first position of the anchor standard numbering system represents the strand:

Reading (R)

Writing (W)

Speaking and Listening (SL)

Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

How the SLEs are Labeled

D . **10** . **DIII** . **2**

Letters in the first position represent the Strand name (e.g., Delivery).

Numbers in the second position represent the Standard number (e.g., Standard 10).

Symbols in the third position represent the Course name and level (e.g., Debate III).

Numbers in the fourth position represent the SLE number (e.g., SLE 2).

Strand: The Bible and its Influence on Literature, Art, and Music

Content Standard 1: Students will demonstrate an understanding of narratives, poetry, and epistles contained in the Bible and how these biblical genres have influenced literature, art, and music.

BI.1.1	Recognize the variety of literary devices in biblical text.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.9, W.CCR.2, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6, CCRA.1, L.CCR.2, L.CCR.3, L.CCR.4
BI.1.2	Identify themes expressed in the Bible, making comparisons with our modern society today.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.9, W.CCR.2, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3, CCRA.4
BI.1.3	Analyze poetry and songs of the Bible, making comparisons with modern poetry and music.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.9, W.CCR.2, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.4
BI.1.4	Analyze the development of various translations of biblical texts over time (e.g., compare different English versions; compare different English versions to versions in other contemporary languages).	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, W.CCR.2, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, CCRA.10, SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.4
BI.1.5	Analyze the influence of the Bible on other literary works.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, W.CCR.7, W.CCR.8, W.CCR.9, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6
BI.1.6	Analyze the influence of the Bible on visual and performing arts.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, W.CCR.7, W.CCR.8, W.CCR.9, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6
BI.1.7	Identify major characters of the Bible and note their impact on cultures throughout the ages.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.9, W.CCR.7, SL.CCR.1, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.4

Strand: The Bible and its Influence on Culture

Content Standard 2: Students will demonstrate an understanding of relationships among the literature of the Bible, society, politics, and culture.

BI.2.1	Compare cultures and customs of the many different biblical time periods.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, W.CCR.2, W.CCR.4, CCRA.5, W.CCR.8, W.CCR.9, W.CCR.10, L.CCR.3, L.CCR.4
BI.2.2	Examine the influence of the Bible on historical and modern day political and social movements.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, W.CCR.2, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, L.CCR.3, L.CCR.4
BI.2.3	Compare and contrast biblical feasts and yearly celebrations with modern holidays and celebrations.	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, W.CCR.2, W.CCR.7, W.CCR.9, W.CCR.10, SL.CCR.1, SL.CCR.2, L.CCR.1, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6
BI.2.4	Analyze the Bible’s influence on the creation of American institutions and law (e.g., judicial system, hospitals, education, welfare, commerce)	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.9, W.CCR.2, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.4

Appendix A: Resources

- The Council for America’s First Freedom (www.firstfreedom.org/religiousfree/religfreedocs.html)
- “The Constitution and Religion in the Classroom,” published by the Council for America’s First Freedom (www.firstfreedom.org/education/CRC=Introduction.html)
- First Amendment Center (www.firstamendmentcenter.org/rel_liberty/publicschools/topic.aspx?topic=bible_in_school)
- “The Bible & Public Schools: A First Amendment Guide,” published by the First Amendment Center (www.sbl-site.org/assets/pdfs/BibleGuide.pdf)
- The American Civil Liberties Union (www.aclu.org/religion/schools/index.html)
- Constitutional Rights Foundation- “The Hebrews and the Foundation of Western Law” www.crf-usa.org/bill-of-rights-in-action/bria-16-4-a-the-hebrews-and-the-foundation-of-western-law
- [Religious Freedom Center of the Freedom Forum https://www.religiousfreedomcenter.org/programs/educators/professional-development/](https://www.religiousfreedomcenter.org/programs/educators/professional-development/)