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## **STANDARD CODING**

The standards have been coded so that educators can easily refer to them in their curriculum, instruction, and assessment practices. The coding system that precedes each standard begins with the content area abbreviation in letters:

All are identified with B, Bible (**B.K.BK.1**).

The second part of the code refers to the grade level (**B.K.BK.1**).

The third part of the code refers to the particular Bible domain (**B.K.BK.1**), with BK standing for Biblical Knowledge.

The fourth part of the code refers to a particular skill within the Bible domain (**B.K.BK.1**).

The coding system that follows each standard is the Fundamental Belief(s) that aligns with the Bible standard.

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## **DEVELOPMENT COMMITTEE MEMBERS**

Betty Bayer

# 2017 ELEMENTARY BIBLE AND BIBLICAL FOUNDATION

<b>E</b> : Why is the Bible important today?		<b>B I</b> : The Bible is God’s word, preserved through the ages to help us learn about God, His plan for our lives, and His love for the world.	
<b>CON EN</b>	<b>K ANDA D</b> (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	<b>1-4 ANDA D</b> (ALIGNMENT WITH FUNDAMENTAL BELIEFS)	<b>5-8 ANDA D</b> (ALIGNMENT WITH FUNDAMENTAL BELIEFS)
<b>H B</b>	<b>B.K.BF1</b> Describe how children studied the Bible in Old and New Testament times. (1)	<b>B.1-4.BF1</b> Trace the development of the Bible from oral traditions to print. (1)	<b>B.5-8.BF1</b> Trace the history of the English Bible, including reference to the Dead Sea Scrolls and the printing press. (1)
	<b>B.K.BF2</b> Recognize that the original Bible was not written in English. (1)	<b>B.1-4.BF2</b> Identify the major events that led to the translation of the Bible from Hebrew and Greek into English. (1)	<b>B.5-8.BF2</b> Explain the difference between translations and paraphrases; compare and contrast passages of Scripture from different versions; paraphrase selected passages. (1)
	<b>B.K.BF3</b> Determine that God worked through people to write the Bible over a long period of time. (1)	<b>B.1-4.BF3</b> Determine that the Bible was written by many people but inspired by God. (1)	<b>B.5-8.BF3</b> Explain the role of inspiration in the development of the Bible, recognizing that the books of the Bible were written by a variety of authors and reflect their varying personalities and the times in which they lived. (1)
	<b>B.K.BF4</b> Demonstrate reverence and honor for the Bible because it is God’s word.(1)	<b>B.1-4.BF4</b> Outline ways that God has protected His Word throughout history. (1)	<b>B.5-8.BF4</b> Trace how God preserved the Bible writings throughout history. (1)
<b>O B</b>	<b>B.K.BF5</b> Discover the way the Bible is organized (e.g., Old and New Testaments, books, chapters, verses). (1)	<b>B.1-4.BF5</b> Memorize the books of the Bible in order and locate specific Bible passages by book, chapter, and verse. (1)	<b>B.5-8.BF5</b> Locate with confidence specific Bible passages by book, chapter, and verse, understanding the relationship between Old and New Testaments. (1)
	<b>B.K.BF6</b> Explore a variety of Bible passages from different genre (e.g., poetry, prose). (1)	<b>B.1-4.BF6</b> Distinguish between various genres of writing in the Bible (e.g., parables, prophecy, history, letters). (1)	<b>B.5-8.BF6</b> Compare and contrast various genres of writing in the Bible (e.g., poetry, narrative, prophecy, history, letters). (1)
	<b>B.K.BF7</b> Show how stories in the Bible point to Jesus and His love for us. (1, 4, 9, 10)	<b>B.1-4.BF7</b> Identify the central theme of the Bible as the unfolding story of God’s love for us and His plan to save the world through His Son Jesus. (1, 4, 9, 10)	<b>B.5-8.BF7</b> Investigate redemption, the central theme of the Bible, in the context of the Great Controversy (creation, fall, redemption, re-creation). (1, 4, 9, 10)
<b>B</b>	<b>B.K.BF8</b> Explore how studying the Bible leads to knowing God. (1, 2, 3, 4, 5)	<b>B.1-4.BF8</b> Make personal connections between Bible study and its application to daily living. (1, 8, 11)	<b>B.5-8.BF8</b> Make personal connections between Bible study and daily living, recognizing that Bible study reveals God’s plan for our world and our personal lives. (1, 8, 11)
	<b>B.K.BF9</b> With prompting, ask and answer questions about key details in Bible passages. (8)	<b>B.1-4.BF9</b> Refer to details and examples when explaining a Bible passage or drawing inferences. (8)	<b>B.5-8.BF9</b> Cite textual evidence, including a comparison of scripture with scripture, that supports an analysis of what a Bible story/passage says both explicitly and implicitly. (1, 8)
	<b>B.K.BF10</b> Develop the habit of praying before Bible study. (11)	<b>B.1-4.BF10</b> Make connections between prayer and Bible study. (11)	<b>B.5-8.BF10</b> Reflect on the role of prayer and the work of the Holy Spirit in helping us to understand God’s Word. (1, 2, 5, 11)
	<b>B.K.BF11</b> With prompting, identify the main idea of a Bible story and retell key details. (8)	<b>B.1-4.BF11</b> Determine the main idea of a Bible passage and explain how it is supported by key details; summarize the passage and share with others. (8)	<b>B.5-8.BF11</b> Analyze the development of a main idea throughout a Bible passage, including its relationship to supporting ideas; connect the passage to one’s personal worldview and discuss with others. (1, 8)
	<b>B.K.BF12</b> Memorize passages of Scripture. (1)	<b>B.1-4.BF12</b> Memorize passages of Scripture. (1)	<b>B.5-8.BF12</b> Memorize passages of Scripture. (1)
	<b>B.K.BF13</b> Discover what the Bible tells us about God. (1, 8, 11)	<b>B.1-4.BF13</b> Summarize what selected Bible passages reveal about God and identify their practical applications for daily life. (1, 8, 11)	<b>B.5-8.BF13</b> Investigate what Bible passages reveal about God; identify and share their practical applications for daily life. (1, 8, 11)
	<b>B.K.BF14</b> Make connections between Bible stories and personal life experiences. (8, 11)	<b>B.1-4.BF14</b> Make connections between a Bible passage, personal experience, and other reading/viewing selections. (8, 11)	<b>B.5-8.BF14</b> Make connections between a Bible passage, personal experience, other reading/viewing selections, and the world around us. (1, 8, 11)
	<b>B.K.BF15</b> Develop the habit of listening to and learning from the Bible daily. (1, 8, 11)	<b>B.1-4.BF15</b> Select a personal Bible and develop the habit of reading it regularly. (1, 8, 11)	<b>B.5-8.BF15</b> Choose a personal Bible and read it to determine answers to life’s questions and challenges, being careful not to take passages out of context. (1, 8, 11)
	<b>B.K.BF16</b> With support, describe the cultural contexts for Bible stories and passages. (1)	<b>B.1-4.BF16</b> Explore the cultural and geographical contexts of Bible passages. (1)	<b>B.5-8.BF16</b> Interpret the geographical, historical, and cultural contexts of Bible passages. (1)
	<b>B.K.BF17</b> With support, use a globe and maps to identify places and events in Bible stories. (1)	<b>B.1-4.BF17</b> Use secondary resources (e.g., Bible dictionary, concordance), both print and digital, to aid in interpreting Bible passages. (1)	<b>B.5-8.BF17</b> Use a variety of Biblical reference and research materials, both print and digital, to aid in interpreting Bible passages. (1)
<b>B.K.BF18</b> Participate in group discussions about Bible stories. (1)	<b>B.1-4.BF18</b> Participate in collaborative discussions about Bible passages. (1)	<b>B.5-8.BF18</b> Develop and practice skills for leading and participating in a peer group Bible study. (1)	

2017 ELEMENTARY BIBLE AND BIBLICAL KNOWLEDGE

**E** : How does a Biblical worldview help me answer life's big questions—where did I come from, why am I here, and where am I going?

**B I** : The Bible reveals a loving God who created the world,

The table is a large grid with a purple header bar at the top. Below the header is a dark blue bar. The main body of the table is divided into three vertical sections: a dark blue left margin, a central black grid area with horizontal dashed lines, and a brown right margin. The grid consists of two main rows, each containing multiple columns. The overall layout is a structured grid for data entry or organization.



Handwriting practice area with horizontal dashed lines.





