

Syllabus for Bible History – Exodus (Fall 2017) – Middle School

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Room: 4119

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Course Description: This is a “related arts” elective study of the book of Exodus in the Old Testament. This course will consider the development of the nation of Israel after the Genesis account. Students will consider the life of Moses, the exodus of Israel from Egypt, and the organization of Israel as outlined in the book of Exodus. This is not a religion course. The goal is NOT indoctrination with a particular theology or philosophy. Students will also gain an understanding of how the Bible has influenced history, literature, music, art, and culture.

Course Schedule: First Quarter

- Week 1 (AUG 10-11) *Course Introduction, Guidelines, and Expectations*
- 2 (AUG 14-18) **Unit 1: Introduction to the Book of Exodus** – Overview of the Book of Genesis
- 3 (AUG 21-25) *Origin and Development of the Bible – Books of the Bible and Exodus Pre-Test*
- 4 (AUG 28-SEP 1) *Introduction to the Book of Exodus*
- 5 (SEP 5-8) *Geography: Review the Middle East Map*
- 6 (SEP 11-15) **Unit 2: Life of Moses – Early Years** – Birth and Childhood of Moses
- 7 (SEP 18-22) *Moses in Egypt and Midian*
- 8 (SEP 25-29) *God’s Call – The Burning Bush*
- 9 (OCT 2-5) **Unit 3: The Exodus** – Moses and Pharaoh

Second Quarter

- 10 (OCT 16-20) *The Ten Plagues and the Passover*
- 11 (OCT 23-27) *Crossing the Red Sea and Map of Travels*
- 12 (OCT 30-NOV 3) **Unit 4: The Organization of Israel** – Giving of the Law – Covenant
- 13 (NOV 6-10) *The Ten Commandments*
- 14 (NOV 13-17) *The Golden Calf*
- 15 (NOV 20-21) *The Tabernacle and Priesthood*
- 16 (NOV 27-DEC 1) *The Wilderness Wanderings*
- 17 (DEC 4-8) *Moses’ Final Days and Joshua*
- 18 (DEC 11-15) *Map of Travels and Exodus Post-Test*
- 19 (DEC 18-19) *Course Wrap-up*

Course Goals:

- Develop an understanding of the historical context of Israel as outlined in Exodus
- Develop an understanding of the importance of the Bible as it relates to the world historically, sociologically, and culturally through music, art and literature

Norms for Bible History Courses:

1. In this class you are going to study the Bible academically, not devotionally. In other words you are going to be learning about the Bible and its role in ancient life, language, history, and culture.
2. You will be given awareness of religious content of the Bible – that is, aspects of ancient Israelite religion, Judaism, and first century Christianity – but you will not be pressed into accepting religion.
3. You will study about religion as presented in the Bible, but you will not be engaged in the practice of religion in any way as part of this class.
4. During this course, some students may ask questions about differing religious views, but the views will neither be encouraged nor discouraged.
5. You will never be asked to conform to any of the beliefs you encounter.
6. You are free to use the Bibles (English Standard Version) provided in class or bring your own Bible in any version/translation you choose.
7. You should know that **NO** taxpayer dollars were used to provide this class in your school.

Grading Scale:

A	93-100
B	85-92
C	75-84
D	70-74
F	69 or below

Grading Policy: Homework, quizzes, classwork, or any other formative assessments given throughout the school year will be worth 50 percent of the student's grade. The other 50 percent will consist of summative assessments that may include tests, research papers, oral reports, or any other assignment assigned by the teacher.

Make-Up Work Policy: If you have an excused absence, you will have as many days to make up the work as you were out of school. Make up work as related to unexcused absences to be determined on a case-by-case basis.

Late Work Policy: Work not turned in on time will be marked down 10 percent per day for (3) days, after which it will receive a zero.

Homework Policy: Homework will be limited and rare. Most assignments will be completed in the classroom. There may be exceptions – such as preparations for research papers, oral reports, and other various presentations.

IMPORTANT Classroom Details

Devices and Cell Phones: Your device is a useful tool. When essential for classroom use, the teacher will make it clearly known. Otherwise, your device is to be out of sight for you, classmates, and the teacher. When not in use for coursework, the device is to be on “Do Not Disturb” mode. This classroom is not a place for social media engagement, sending/receiving texts, or for any other recreational fancy of the technological sort.

Behavioral Expectations: There are five core areas to focus on in the classroom.

- Prompt – Always be on time; when the door shuts you are tardy.
- Prepared – Come to class prepared with class notebook, pencil, and decent attitude.
- Polite – Respect yourself by respecting others.
- Participatory – Engage the class with your attention, comments, and collaboration.
- Personally Responsible – You are ultimately responsible for your life – behavior, effort, etc.

Bathroom Policy: Plan on using the restroom BEFORE class starts. If there is an emergency or documented need, exceptions can be made. During long class blocks, an entire class restroom break may be offered. Please, control yourself as you go to and return from the restroom. If the restroom break becomes a regularly scheduled opportunity for distracting this class or any others, restroom leniency will halt.

The Bible History Notebook: Each student should have 1” or 1.5” three-ring binder specifically for this class. Do **NOT** combine your Bible History coursework with another class’ coursework into a large 3-ring binder. Once again, *each student should have 1” or 1.5” three-ring binder specifically for this class.*

What should be included in my Bible History Notebook?

- Dividers with tabs
- (6) total – One for each of the four units, one called “My Questions” and one called “Reflections”
- Notebook paper – minimum of (20) sheets

What else is required for success in this course?

- Good attitude
- Pencil – sharpened or loaded with lead
- An organized notebook – There will be notebook checks for a grade, and they will come unannounced.

Ukulele Policy: I like ukuleles. I hope you do (or will) too. There will be ukuleles in the classroom. There will be opportunities for you to play ukuleles in my classroom. This is one of the perks of being in my classroom. Please, respect the ukuleles. You will know when it is time to play. You will know when it is time not to play. There is a time and place for everything.

Final Thoughts: I look forward to meeting you, getting to know you, and sharing our time together!

Covenant: By signing below, you acknowledge and bind yourself to the above-mentioned agreement.

Student Signature: _____

Date: _____

Witness Signature: _____

Date: _____