

# Biblical Backgrounds Unit Objectives

Unit 1.1 Objectives (Genesis 1-2).....	2
Unit 1.2 Objectives (Genesis 3-11).....	3
Unit 2.1 Objectives (Genesis 12-25).....	4
Unit 2.2 Objectives (Genesis 25-50).....	5
Unit 3.1 Objectives (Exodus).....	6
Unit 3.2 Objectives (Leviticus, Numbers, and Deuteronomy) .....	7
Unit 4.1 Objectives (Joshua and Judges 1-16).....	8
Unit 4.2 Objectives (Judges 17-21 and Ruth).....	9
Unit 5.1 Objectives (1 Samuel).....	10
Unit 5.2 Objectives (2 Samuel).....	11
Unit 5.3 Objectives (Psalms, Proverbs, Ecclesiastes, and Job) .....	12
Unit 6.1 Objectives (1 Kings and 2 Kings).....	13
Unit 6.2 Objectives (2 Kings and Pre-Exilic Prophets) .....	14
Unit 7.1 Objectives (Daniel, Ezra, Nehemiah, Esther, and Post-Exilic Prophets) .....	15
Unit 7.2 Objectives (Intertestamental Period) .....	16

## Unit 1.1 Objectives (Genesis 1-2)

**Main idea:** Yahweh is the sovereign King who formed and filled His good creation and gave rule to His image so that they might expand His kingdom.

### Key names, places, and terms

Re	Unformed theory	Adam
Ba'al	Pre-chaos theory	Eve
Marduk	formless and empty	Adamic Covenant
serpent/dragon/leviathan	good	Tree of Life
raging sea	rest	Tree of Knowledge
darkness	seven	
Re-creation theory	image of God	

### What I need to know and demonstrate

1. I can fill in the first square of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can recite the main ideas of who the pagan gods are and how they created and ruled.
5. I can compare and contrast the pagan gods with Yahweh and show how He is superior and unique to all others.\*
6. I can state what the main idea of the Bible is and what are the four metanarratives.
7. I can state the ways that Yahweh created an orderly and good creation.
8. I can describe what it means for humanity to be the image of God.
9. I can demonstrate how the Garden of Eden served as temple for Yahweh.\*
10. I can explain what the significance of Yahweh resting is.
11. I can relate the meaning of the image of God to the significance and purpose of that image being placed in the Garden of Eden to expand it.\*
12. I can develop the significance of land, humanity, and Yahweh and how they are linked in the creation week.\*
13. I can state how Adam and Eve are equals.
14. I can show what the significance of Tree of Knowledge of Good and Evil.

## Unit 1.2 Objectives (Genesis 3-11)

**Main idea:** Yahweh kept giving humans the chance to do the right thing with His good creation and to expand His kingdom. Yet humans kept ruining His creation through their sin.

### Key names, places, and terms

Adam	blood	sons of God
Eve	Abel	eight
Tree of Knowledge	Cain	forty
serpent	Seth	Noahic Covenant
sin	Enoch	Tower of Babel
death	Walking with Yahweh	Ziggurat

### What I need to know and demonstrate

1. I can fill in the first square of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can describe the sin that led to the fall and the consequences.
5. I can tell what the judgment and consequences of the fall were.
6. I can develop how the fall introduced chaos and conflict into every aspect of human life.\*
7. I can state what the significance of the Cain story is.
8. I can explain what the significance of the genealogy of Genesis 5.
9. I can tell what the significance of the flood.
10. I can give examples of how humanity continued to demonstrate its depravity after the fall.
11. I can show how Yahweh pursued humanity each time it rebelled against Him.\*
12. I can demonstrate how the city and nation are portrayed as places of sin and rebellion and technology is used to overcome the curse through one's own efforts.\*
13. I can develop the significance of speaking in tongues in connection to the two kingdoms.\*

## Unit 2.1 Objectives (Genesis 12-25)

**Main idea:** Yahweh chose, revealed Himself to, and made a covenant with Abraham in order to redeem the world through Abraham's seed.

### Key names, places, and terms

Sargon the Great	Abraham	circumcision
Akkadian Empire	Sarah	Sodom and Gomorrah
Ur-Nammu	Lot	Hagar
Hammurabi	Pharaoh	Ishmael
Way of the Sea	Abrahamic Covenant	Isaac
Kings Highway	salvation	firstborn title
Canaan	faith	Rebekah

### What I need to know and demonstrate

1. I can fill in the first two squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can state what the two problems are that threatened the promises of Yahweh to Abram.
5. I can explain the four times that Yahweh came to Abraham and revealed His promises.
6. I can summarize the ways that Yahweh revealed His character to Abraham.\*
7. I can develop how Abraham grew in his understanding of who Yahweh is.\*
8. I can define what salvation and faith are.
9. I can show how Lot and Ishmael were a threat to the Yahweh's promises and how they were removed.
10. I can show what the significance of Yahweh destroying Sodom and Gomorrah is.
11. I can illustrate how Abraham and Sarah's actions threatened the promises of Yahweh.
12. I can develop what the significance of Abraham sacrificing his son is.\*

## Unit 2.2 Objectives (Genesis 25-50)

**Main idea:** Yahweh was faithful to rescue, bless, grow, and use Jacob's family despite their ungodliness and unfaithfulness to the covenant.

### Key names, places, and terms

Jacob	Reuben	Levirate marriage
Esau	Simeon	Potiphar and his wife
firstborn title	Levi	Shechem
Rachel	Judah	Israel
Leah	Joseph	repentance
Laban	Tamar	twelve tribes

### What I need to know and demonstrate

1. I can fill in the first two squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can compare and contrast the character of Jacob and Esau.
5. I can develop the significance of the land of Israel as a temple and Jacob's exiting and entering of the land.
6. I can explain the significance of Jacob's two visions from Yahweh.\*
7. I can compare and contrast the character of Rachel and Leah.
8. I can illustrate how Jacob failed to trust in Yahweh.
9. I can show how Yahweh blessed Jacob during his time with Laban.
10. I can explain the significance of the Judah and Tamar story.
11. I can explain the significance of Jacob's sons' actions with the Schechemites.\*
12. I can tell how Jacob repented and began to follow Yahweh.
13. I can contrast the actions and motivations of Reuben and Judah both when Joseph was sold into slavery and at the end of the Joseph story.
14. I can state who lost and gained the firstborn titles and why.
15. I can show how Yahweh fulfilled the dreams of Joseph to save his family.\*
16. I can relate Jacob's character to how his children failed to reflect the image of God.\*
17. I can explain the significance of Joseph's statement of how Yahweh used the actions of his brothers for good.\*

## Unit 3.1 Objectives (Exodus)

**Main idea:** Yahweh revealed His sovereignty and love through His judgment on Egypt and through His deliverance and adoption of Israel, so that they might be a blessing to all the nations.

### Key names, places, and terms

Upper and Lower Egypt	Passover	gate
Menes	Shekinah Glory of Yahweh	bronze altar
Hyksos	Red Sea	bronze washbasin
Ahmose I	Mosaic Covenant	golden lampstand
Moses	Ten Commandments	table of showbread
Mount Horeb/Sinai	tabernacle	golden incense
fire	holy place	Ark of the Covenant
Yahweh	holy of holies	golden calf
Aaron	courtyard	Levites

### What I need to know and demonstrate

1. I can fill in the first three squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can explain what the different views of the date of the exodus are.
5. I can show how Moses changed from reluctant shepherd to confident prophet.
6. I can explain the significance of the name Yahweh.
7. I can show what the plagues accomplished and how they were used to attack Egypt.
8. I can demonstrate the significance of the Passover festival.
9. I can identify and explain the different symbols of Yahweh's redemption of Israel through the exodus.
10. I can demonstrate what the main points the narrative is making with Israel in the wilderness.
11. I can develop the purpose of and the need for the Law.\*
12. I can identify and explain the different parts of the tabernacle.
13. I can show what the judgment of the golden calf sin was and what role Levi played.

## Unit 3.2 Objectives (Leviticus, Numbers, and Deuteronomy)

**Main idea:** Yahweh in His faithfulness graciously provides a way for His corrupt people to enter His holy presence despite their continuous rebellion.

### Key names, places, and terms

holiness	Feast of Weeks	Joshua
clean	Feast of Trumpets	Korah
unclean	Day of Atonement	Kadesh Barnea
sacrificial system	Feast of Tabernacles	bronze serpent
priesthood	Sabbaths	Bala'am
Passover	Moses	Moab
Unleavened Bread	Aaron	Simeon
Firstfruits	Caleb	Land Covenant

### What I need to know and demonstrate

1. I can fill in the first three squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can explain the purpose of the sacrificial system.
5. I can tell what the significance of layout of the tribes around the tabernacle.
6. I can give examples of Israel's continued rebellion against Yahweh.\*
7. I can state why Israel lost the right to enter the promised land.
8. I can explain the significance of Bala'am's prophecy.
9. I can demonstrate how Yahweh was both just and merciful with the wilderness generation.\*
10. I can connect the purpose of the Law with how Yahweh dealt with Israel in the wilderness.\*
11. I can develop the main points of the book of Deuteronomy.\*

## Unit 4.1 Objectives (Joshua and Judges 1-16)

**Main idea:** In order for Israel to inherit the land and experience life and blessings, the people have to trust in Yahweh's commands and be obedient to Him, but Israel falls away from Yahweh and into moral corruption and destruction.

### Key names, places, and terms

Joshua	judge	Gideon
Canaan	Othniel	Jephthah
Rahab	Ehud	Samson
Jericho	Deborah	Nazirite
Jordan River	Barak	Delilah
Ai	Sisera	
Achan	Jael	

### What I need to know and demonstrate

1. I can fill in the first four squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can explain the significance of the defeat of Jericho and the faith of Rahab.
5. I can tell how Joshua's generation was faithful to take the land of Canaan.
6. I can state why and how Yahweh brought judgment upon the Canaanites.
7. I can describe how each judge failed to be a godly leader over Israel.
8. I can demonstrate how each judge develops the progressive downfall of Israel.\*
9. I can summarize how the book of Judges argues for the need for a godly king.\*



## Unit 4.2 Objectives (Judges 17-21 and Ruth)

**Main idea:** Despite the moral corruption of Israel, the remnant proves to be righteous in their love and obedience to Yahweh and thus they are blessed.

### Key names, places, and terms

Micah	Levirate marriage	Orpah
the two Levite priests	Elimelech	gleaning
Benjamin	Naomi	Mr. So and So
Gibeah	Ruth	
kinsman redeemer	Boaz	

### What I need to know and demonstrate

1. I can fill in the first four squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can describe what is the result of ungodly leaders in the nation of Israel.
5. I can summarize how the book of Judges argues for the need for a godly king.\*
6. I can show how Naomi, Ruth, and Boaz all demonstrated loving kindness.
7. I can illustrate how Yahweh uses ordinary people to bring life and blessing.
8. I can demonstrate how the lives of Naomi, Ruth, and Boaz illustrate the true meaning of obedience to the Law.\*

## Unit 5.1 Objectives (1 Samuel)

**Main idea of 1 Samuel:** Obedience to Yahweh is necessary for a king to rule over Yahweh's chosen people.

### Key names, places, and terms

Hannah	David	Amalekites
Samuel	Goliath	Gibeah (Gibeath)
Eli	Michal	Gilgal
Dagon	Achish	Geba
prophet	Abiathar	Ziklag
king	Nabal	prophet
Saul	Abigail	Deuteronomic king
Jonathan	witch of Endor	
Agag	Philistines	

### What I need to know and demonstrate

1. I can fill in the first five squares of the timeline.
2. I can explain the main idea for the book.
3. I can define the key names, places, and terms for the unit.
4. I can explain why and how Samuel replaced Eli as judge.
5. I can tell why Israel wanted a king and why this was a sin against Yahweh.
6. I can describe the relationship between prophet and king and how it is developed in Samuel.\*
7. I can illustrate through the events of Saul's life why Yahweh rejected him as king of Israel.
8. I can show how Jonathan's actions are contrasted to those of Saul's actions.
9. I can evaluate the character of David using the events and themes developed in 1 Samuel.\*
10. I can show through the events of David's life why he is called "a man after God's own heart" even though he failed many times in his life.\*
11. I can compare and contrast Saul and David as kings using the events and themes developed in 1 Samuel.\*

## Unit 5.2 Objectives (2 Samuel)

**Main idea of 2 Samuel:** To explain that David's dynasty remained Israel's hope for the future in spite of the curses that David and his house had brought on the nation.

### Key names, places, and terms

David	Nathan	Sheba
Joab	Absalom	Hebron
Ish-Bosheth	Amnon	Jerusalem
Abner	Tamar	Davidic Covenant
Mephibosheth	Hushai	
Bathsheba	Ahithophel	

### What I need to know and demonstrate

1. I can fill in the first five squares of the timeline.
2. I can explain the main idea for the book.
3. I can define the key names, places, and terms for the unit.
4. I can explain how David came into power as king after the death of Saul.
5. I can show how David was just and unjust with the people of his kingdom.
6. I can illustrate through the events of David's life how he became corrupted by power and how this affected Israel.\*
7. I can show how the consequences of David's sin with Bathsheba unfolded in his life
8. I can state why Absalom sought to take the throne from David, how he did it, and how he failed.
9. I can describe why and how Yahweh would use the line of David despite David's failure.
10. I can evaluate through the events and themes of 2 Samuel why the kingdom of Israel began to split long before Solomon's reign.\*

## Unit 5.3 Objectives (Psalms, Proverbs, Ecclesiastes, and Job)

**Main idea:** Wisdom literature portrays people as either completely righteous or completely wicked.

### Key terms

simile	bicolon	royal
metaphor	synonymous parallelism	wisdom
symbolism	antithetical parallelism	fear of Yahweh
hyperbole	synthetic parallelism	Job
personification	lament	Divine Council of Yahweh
zoomorphism	thanksgiving	whirlwind
colon	hymn (praise)	Ur

### What I need to know and demonstrate

1. I can fill in the first five squares of the timeline.
2. I can explain the main idea for the books of Psalms, Proverbs, Ecclesiastes, and Job.
3. I can define the key names, places, and terms for the unit.
4. I can identify the types of figures of speech, parallelisms, and Psalms.
5. I can state what is the main idea of wisdom literature.
6. I can show what the key to success, according to the book of Proverbs.
7. I can develop the meaning of life and the key to enjoying life as it is developed in the book of Ecclesiastes.
8. I can show how the book of Job answers the problem of suffering.
9. I can demonstrate how Proverbs, Ecclesiastes, and Job work together to develop the meaning of life and the key to contentment in life.\*

## Unit 6.1 Objectives (1 Kings and 2 Kings)

**Main idea:** Yahweh graciously works His will within Israel to call them to repentance despite their continued downfall into moral corruption.

### Key names, places, and terms

David	Judah	Sidonia
Adonijah	Samaria	Syria/Aram
Joab	Rehoboam	the widow of Zarephath
Abiathar	Jeroboam	Mount Carmel
Solomon	Ahijah	Elisha
Zadok	the man of God	Nabath
Benaiah	Ahab	Jehoshaphat
Nathan	Jezebel	Hazel
the temple	Ba'al	Jehu
Israel	Elijah	

### What I need to know and demonstrate

1. I can fill in the first six squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can state why and how the kingdom split and how it fell into idolatry.
5. I can show how Yahweh used the prophets to confront the earthly throne.
6. I can evaluate the overall differences between the kingdoms of Israel and Judah.\*
7. I can evaluate the ministries of Elijah and Elisha both in their successes and failures.\*

## Unit 6.2 Objectives (2 Kings and Pre-Exilic Prophets)

**Main idea:** Yahweh justly takes Israel into exile for their moral corruption while graciously sending the prophets to call Israel to repentance.

### Key names, places, and terms

pre-Assyrian prophets	Sennacherib	pre-Babylonian prophets
Assyrian Empire	Hezekiah	Babylonian Empire
Tiglath-pileser III	Manasseh	Nebuchadnezzar II
Shalmaneser V	Josiah	the four living creatures

### What I need to know and demonstrate

1. I can fill in the first six squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can tell why Israel and Judah went into exile.
5. I can recall the message of the pre-exilic prophets.
6. I can evaluate the life of Hezekiah and why Yahweh exempted him from judgment.\*
7. I can show the cause and effect of Israel's not following Yahweh.\*
8. I can summarize how the office of prophet diminished during and after the exile.\*

## Unit 7.1 Objectives

### (Daniel, Ezra, Nehemiah, Esther, and Post-Exilic Prophets)

**Main idea:** Yahweh was faithful to speak to and return Israel to their land, and they continue to demonstrate their need for a messiah who would bring them a new heart.

#### Key names, places, and terms

Daniel	Belshazzar	Ezra
Shadrach	Darius	Nehemiah
Meshach	the four beasts from the sea	the second temple
Abednego	the Son of Man figure	Esther
Nebuchadnezzar II	Persian Empire	Mordechai
the dream statue	Cyrus II	Haman
Nabu	Zerubbabel	post-exilic prophets

#### What I need to know and demonstrate

1. I can fill in the first seven squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can tell how Yahweh used Daniel in the Babylonian Empire.
5. I can state who led the Jewish people back to Israel and the problems they faced.
6. I can evaluate the character of Daniel and the impact he had in others' lives.\*
7. I can compare and contrast the pre-exilic prophets with the post-exilic prophets.\*

## Unit 7.2 Objectives (Intertestamental Period)

**Main idea:** By the end of the 400 silent years, Israel had gone from a poor and small city-state to a complicated political powder keg, dominated and compromised by the Roman Empire.

### Key names, places, and terms

400 silent years	Antiochus IV	John Hyrcanus II
city-state	Abomination of Desolation	Roman Empire
Phillip II	Hasmoneans	Pompey
Alexander III	Maccabean Revolt	Julius Caesar
Greek Empire	Aristobulus I	Marc Antony
Ptolemies	Pharisees	Octavian/Augustus
Seleucids	Sadducees	Herod I (the Great)
Hellenism	Sanhedrin	Pax Romana
Punic Wars	Essenes	Herod Antipas
Macedonian Wars	Zealots	Pilate

### What I need to know and demonstrate

1. I can fill in the first eight squares of the timeline.
2. I can explain the main idea for the unit.
3. I can define the key names, places, and terms for the unit.
4. I can state how Hellenism affected the Jewish world.
5. I can describe why and how the Hasmoneans came into power.
6. I can tell how the Jewish sects came into existence and what their purpose was.
7. I can explain how the Herodians came into power.
8. I can show what the Pax Romana did for Israel.
9. I can evaluate how Hellenism, the Hasmonean reign, the Jewish sects, and the Roman Empire led the decay of Israel's identity as the chosen people of Yahweh.\*