Bible as Literature Course Guide (updated Fall 2017)

Part I: READING

All students will understand that…	All students will know… Course specific - KNOWS	All students will be able to…	Iowa Core
- The point of view, bias, and historical/cultural background of both the reader and the author influence how a text is written and understood. - Authors create their works for a purpose; readers use evidence from the text to decipher the author's purpose. - Authors use identifiable literary and rhetorical elements and patterns to create meaning in texts.	1. "Old Testament" is a term only used in the Christian tradition. Scholars refer to those texts as "The Hebrew Bible" or as the "Tanakh" 2. The Tanakh and the New Testament are libraries full of books that vary by genre, author, and purpose. 3. Myth is a literary genre focused on communicating transcendent truths, not a statement about the factualness of a text. 4. The three types of Bible translations in English each serve different purposes: word for word, thought for thought, paraphrase. 5. The main genres of the Tanakh and the New Testament include myth, instruction/law, historical narrative, poetry, wisdom, prophecy, parable, letter 6. A variety of specific terms relate to particular passages or texts the class studies in-depth 7. Central texts in the Biblical narrative fit in the Biblical timeline	- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,	**RL.11-12.1** **RL.11-12.2** **RL.11-12.3** **RL.11-12.4** **RL.11-12.5** **RL.11-12.6** **RL.11-12.7**

		scene, or stanza) relate to each other and the whole. ● Assess how point of view or purpose shapes the content and style of a text. COURSE SPECIFIC ● Recognize biblical genre in passage and use genre as an interpretive tool to understand the purpose and meaning of biblical stories ● Apply and interpret key cultural concepts (e.g. covenant) to specific biblical texts ● Recognize biblical literary devices and their significance in understanding biblical texts ● Recognize, understand, and contextualize art, literature, and nonfiction texts that reference the bible in a meaningful way. ● Recognize and identify the overarching meta-narrative of the Christian Bible.	

Part 2: WRITING

All students will understand that…	All students will know… Course specific - KNOWS	All students will be able to…	Iowa Core
● Purpose and audience drive the content, language, style, and structure of writing.		● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.1 W.11-12.4 W.11-12.9

Part 3: SPEAKING/LISTENING

All students will understand that…	All students will know… Course specific - KNOWS	All students will be able to…	Iowa Core
● Effective listening requires engagement, synthesis of information, and response. ● Discussion helps participants clarify their own understandings, and see how others interact with and create meaning from texts and ideas.		● Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.1 SL.11-12.4