

God's Story

The Author of Redemption

THE BIBLE IS ONE STORY ABOUT GOD

Second Grade
Exodus - Joshua

A Bible Teaching Curriculum



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God's Story: The Author of Redemption

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Preface

Psalms 139:23,24

Search me, O God, and know my heart!
Try me and know my thoughts!
And see if there be any grievous way in me,
and lead me in the way everlasting!

“Education and wisdom are not the same and education in America has taken on an intellectual cowardice.”

Ravi Zacharias

“Those who love their dream of a Christian community more than the Christian community itself become destroyers of that Christian community even though their personal intentions may be ever so honest, earnest, and sacrificial.”

Dietrich Bonhoeffer

“Sex, drugs, and rock and roll is easy. True Christianity.... now thats rebellion.”

Alice Cooper

“Anti-intellectualism has spawned an irrelevant gospel. Today, we share the gospel primarily as a means of addressing felt needs.”

J.P. Moreland

“Humans alone are created as rational beings in the image of God, capable of a relationship with God and given by Him the capacity to understand the universe in which they live.”

John Lennox

“Today, people are inclined to think that the sincerity and fervency of one's beliefs are more important than the content. As long as we believe something honestly and strongly, we are told, then that is all that really matters. Reality is basically indifferent to how sincerely we believe something.”

J.P. Moreland

Real Biblical Education and Integration:

Are we really transforming the hearts, minds, and hands of our students?

Real Biblical integration should be the easiest thing to do, but has become the hardest because Christian education (and education in general) has become so good at separating God's created reality into disconnected parts. Francis Shaeffer said, "*The basic problem of the Christians in this country in the last eighty years or so, in regard to society and in regard to government, is that they have seen things in bits and pieces instead of totals.*" One of biggest side effects of segmenting subjects is that students learn to look at life and the world the same way. We often do the same thing with matters of the heart, mind, and hands. We (leaders and teachers in Christian education) say, with how we run a school, that the mind is for academics, the heart is for your personal life, and the hands represent what you do when you are not at school. When you take all of these separated parts and mix them up in the bowl of Christian education what do you end up with? You end up with a Christian education where students think Bible is only a religious class you take with some nice moral values to apply. They think language arts has nothing do to with science class. For students, excellence in academics has nothing to do with real life. Faith and facts don't mix and we have inadvertently taught them this. And they leave thinking and believing that I don't have to love or have a relationship with Jesus, I just need to know a lot about Him.

What kind of students are we producing in this type of education? They might leave as little Pharisees who judge everyone because they consider themselves to be above others and more holy because of their Bible trivia knowledge and more ex-

pensive Christian education. They might end up those who turn their backs on Jesus because Christianity represents a bunch of hypocritical liars who preach one thing at school and do another at home. They might end up as students who have mastered the art of looking and acting Christian just so they can get through school without someone thinking they are a Satan worshipper just because they have doubts about the existence of God. Maybe they will fit into the majority of students that don't go to any real extreme when they leave. They just think all the religious teaching they received in Bible class and chapel was fine for that period of my life, but now it's time to grow up. In a best case scenario, they might leave as a Christian who at some point gave their life to Jesus and and are really amazed that Jesus would die for their sins. However, even though thankfulness has some power in the beginning that motivation fades when it is not accompanied by a daily connection in a growing relationship with a real person. Their seed of faith can also get quickly uprooted by an intelligent and crafty world that will challenge their faith that is not connected to real life. This is the condition of a majority of Christian schools all over the world. Christian schools may claim they teach using a Christian worldview, but behind closed doors if you asked them how they do that, the answer would be very general and spiritual sounding, but without any real specifics or real strategies for making it happen intentionally. Many Christian schools often hope for that which they are not willing to work hard to produce and proactively plan for. We *are* in a fight with big enemies (mostly spiritual) who do not want the Christian schools to

be what they could be. However, if we are up to the challenge, we have an even greater God who, if we are dependent on Him, will win the war for the hearts, minds, and lives of our students and produce world changers that are motivated by their love for Jesus. Remember that we are not simply interested in education, we are interested in real life wisdom, by design.

If you have begun to read this, you are either an already excellent educator or your leadership is requiring to you to read it. If you are in the Christian education career path, I want to begin by assuming that you are teaching in a Christian school because you have a very strong desire to teach in a way that glorifies God and brings the most attention to His greatness. We know that Christian education is not a place for people who wish to strike it rich or simply coast until retirement. It's a place for world changers and those with a special calling. I am also going to assume that in the time you have been a Christian school teacher, you have experienced the highs and lows in what you might consider to be real Christian education. You probably have had your own ideas on how to make it better. I am also willing to bet, that like me, you have had yearnings for a vision of Christian education that is holistically transformational from the top down. What I mean is that you know you are a Christian who loves Jesus, knows the Bible must be central to all we do, which also means that academic excellence must be part of the bigger plan. Herein lies the challenge of all school's wanting to be authentically Christian. Many have tried different routes and variations for achieving this goal. Some might say they are making progress. Others might say they are frustrated. It is my presupposition that finding Christian schools that are truly authentic, transformational, and Biblically integrated are rare. They are *not rare* because many amazing Christian teachers and parents don't want it. It's rare because once they learn what it will take

to get there, they stop, and follow an easier path with less resistance. I believe that the authentic Christian experience demands the kind of perseverance that pushes past the first, second and third obstacle and will not quit until it reaches the finish line. There a real life television show that my son and I love to watch, partly because he wants to be on it. It's called "American Ninja Warrior". If you haven't seen or heard about it let me fill you in. In Japan in 1997, the Tokyo broadcasting system began a television show and public challenge called *Sasuke*. Obviously, motivated by a desire to produce a hit television show, they challenged the best and most athletic people (warriors) to compete and finish unbelievably difficult obstacle courses that would push their body, heart, and mind to the extreme. This past season we (my family) were watching as a competitor name *Ryan Stratis* began the obstacle course. Like many who have had some fans and followers from previous years, Ryan had a backstory they showed right before seeing him compete. Evidently, He had gone through major shoulder surgery only four months prior to competing. Against his doctors advice he was determined to compete. I am not condoning His choice to compete as much as I am amazed at his perseverance when he ran. Once he began to go through obstacles, it was clear to all who were watching that his shoulder had not fully recovered and that very quickly into the run he was in serious pain. Like me, I guess that many viewers thought he would definitely not finish. We had predetermined in our hearts that when he fell into the water we would be very impressed and even feel inspired by his attempt. The problem with our thoughts was that Ryan was not thinking that way. He was going to finish. There was no scenario in his mind where he would quit and allow the pain in his shoulder to take over. Every new obstacle caused him to wince in pain more and more as he finished it, but he did not stop. Finally, he reached the warped wall, now 16 feet high. When he made it to

the top, he hit the buzzer, holding his throbbing shoulder and let out a loud roar and then recoiled in pain once more before the amazed announcers and host. I believe this is equivalent to the real Christian experience. Of course it will look very different from person to person, but it will require the kind of perseverance that doesn't know the word quit. Attaining the status of a real, effective, and truly transformational Christian school is no exception.

Like I said before, many schools, teachers, and parents want this, but once they realize what it will take to have it, they stop. They stop because it's much harder. It's harder to stop and question the foundation of who you are and what you believe. It's harder to convince board members of a philosophy of education that is not ultimately based on numbers and money. It's harder to change assessments, units, and old methodologies and reform them to create something more effective and meaningful. It's harder to master content instead of just doing what it says. It's harder to work with difficult and negative parents and others who always think they know better. It's just really hard. I suppose that if you teach long enough, we all come to a crossroads in our lives when we evaluate the worth of time put in versus the reward we get out. Where are you? Are the difficulties that keep coming worth what it will take to be a part of a Christian school that transforms the heart, mind, and body of all its students for the glory of God? Will you allow your own beliefs and ideas to be changed in the process? Are you willing to see much of the opposition as forms of social persecution that you will face because you are going against popular culture that has definitely influenced many in the Christian education movement? Are you willing to ask the question David asked the Lord when he wrote, "Search me, O God, and know my heart...[and the process lead me to] the way everlasting."? Do you believe what Paul says in Romans 8:18? "I consider that our present sufferings are not

worth comparing with the glory that will be revealed in us."

The chapters written in this book (or philosophy or whatever it is) were not planned. I originally planned on writing a few pages that related specifically to our schools Bible curriculum and hoped to give some ideas about Biblical Worldview integration. I realized very quickly that I could not disconnect what goes on in the Bible department from the rest of how we do Christian school. In fact that is a big part of the problem. We have tried to separate school (like life) into parts. In most Christian school that currently exist there ends up becoming two main parts: the Secular administrative policies and academic standards, and the Christian (religious) Bible program. At this point in the writing process it all began to flow out and I had to flesh out what God had put in. Please understand, I am under no illusion that I have mastered Christian education, or think I have all the answers. I don't. I do believe God has put me in many different and unique experiences where He has allowed me to see and go through many positive and negative situations. I have taught on a daily basis and been part of intense idea and philosophy forums at the top in administration. I have seen and experienced the politics, the confusing communication, and the inconsistencies of what is being said but not done. I have been able to experience many successes and failures and have learned from them both. Even though there have been some very challenging moments through the process, I feel blessed that God has allowed me to see and understand the main facets of Christian education from almost every angle. With that blessing comes responsibility. I believe I am accountable to God for what He has allowed me to experience. Each section of the book is not exhaustive. You will find subject specific experts in each area that will do a better job breaking down each individual topic. However, I do believe that there is

enough written to help take the steps needed to revolutionize a Christian school that wants to be a real, authentic, and transformational educational institution.

Finally, let me take a moment to help form the lenses by which you will hopefully read this book. First, I will be the first to admit that I haven't been fully transformed by the truths I believe God has revealed to me about Christian education. As we all know, there are many areas of growth in our lives that we know about and understand but still need more change. Second, this is not meant to make any teachers or administrators feel like what they have been doing thus far has been in vain. If that were true, then all the years I have spent in the classroom up to this point should also be viewed as wasted years. Alternatively, I believe God uses our years of experience to teach and form us into the image of His son Jesus Christ. I also believe that God's timing is perfect and His sovereignty is bigger than our past. Like I mentioned earlier, I believe most teachers in Christian education have been working very hard to be the best Christian teachers and leaders possible every year they have taught from year one to the day they retire and beyond. Third, I believe God will continue to teach me more in the years to come. However, along with that realization of continued growth has been the desire to put my experiences, training, and ideas into written form at this key point in time and by His leading. Lastly, please know that I tend to write with a sense of urgency, logic, and absolute resolution. It may come across that I lack sensitivity and a nurturing tone that is needed in such a book. Please know that I am driven from a heart that desires first and foremost to honor my Savior Jesus Christ, and that I highly value the many years of work and service that all my Christian colleagues have invested. With all that said, let's roll up our sleeves, depend on the Spirit, and get to work. I pray God can use this book

in His way and in His timing to revolutionize Christian education if He deems it worthy.

2

A Revolutionary approach to Christian Education:

Are you really ready to change the world?

KEY UNDERSTANDINGS

1. A real commitment to Christian education will challenge the very foundation of how you do school.
2. A real commitment to Christian education will require you to make changes that may not be popular.
3. It is absolutely essential that you assemble a team of like minded leaders and teacher who have a unified passion for real Christian education.
4. A real commitment to Christian education is more like a triathlon, not a sprint.

A Revolutionary approach to Christian Education:

1. *A real commitment to Christian education will challenge the very foundation of how you do school.* Many leaders from all over the world say they want a real Biblically Integrated Christian School. However, most either do not know what it will take, or are not willing to do what it takes to make this happen. This is not a task you take on lightly or assume that some simple add-on curriculum or strategy will fix. You must be willing to examine the roots of who you are as a school. You cannot let fear, doubt, tradition, comfort, or nay-sayers get in the way. This is serious. This can be world changing. What I going to challenge you to do will be revolutionary. I am afraid that without this kind of change Christian education is soon, if not already, going to become irrelevant.

2. *A real commitment to Christian education will require you to make changes that may not be popular.* Hopefully you have come to a place in your desire to impact today's youth for Jesus where you are ready to do what it takes to revolutionize Christian education. If you are someone who thinks you pretty much have it figured out but might need a little adjustment, this advice and curriculum is not for you. A school that will flourish with this curriculum is someone who knows how big a role Christian education can have in the life of today's young people and is willing to dig up hard, unfruitful soil so that real life can grow. I am not trying to ease you into this change. I want to be up front and straight forward. A real commitment to Christian education will require you to make changes that will not be popular and you experience pushback. John Piper wrote a book entitled Don't Waste your Life. I would like to invite you now to *NOT* waste your life or your time in the calling of Christian education. If you are going to be involved in some sort of Christian education do it right and do it well. Don't waste many influential years in your life and the lives of your students doing something that has the label of Christian but is no where close. Let's roll up our sleeves, throw politics aside, and get excited about what we know

Christian education really should be. What I have written may sound elitist, but rest assured this is all born out of decades of experience in the Christian school and an urgency to make real changes that get to the heart of why those in Christian education must wake up. I feel that we (in Christian Education) have spent too much time walking on egg shells and trying to please too many people. Even though student numbers, parent feedback, and teacher salary play key roles in the life of a Christian school, they are not what should drive it. Every Christian school must have a strong Biblically based mission and goal driving all it does or you need to take the word Christian out of the name of your school. I am also not advocating shallow academics and a call to spiritualize everything. In fact it should be the opposite. I will say more about this in a later chapter. My goal is writing these pages and the Bible curriculum that is to follow is not to be exhaustive, but to highlight the most important components in the Christian school and beg you to take a hard look at what you are doing and why you are doing it. The time needed to stop and ask the hard questions is not wasted time, it is essential to the survival of real Christian education. These core values and philosophies must be deeply questioned and critically evaluated in order to use this curriculum and change your school into a real effective and transformational Christian School.

3. *It is absolutely essential that you assemble a team of like minded leaders that have a unified passion for real Christian education.* God made us relationally dependent people. We need others to succeed. We need others to hold us accountable. We need others to keep our eyes focused on the real goal. We need others to encourage and support us. We need others to challenge our ideas and make sure they are founded in God's Word. Therefore, you must assemble a team of like minded leaders who get "IT". These people see the glaringly obvious problems in Christian education and have a passionate drive to

change it. Let me describe "IT" using a few descriptors:

The people we should assemble in our team...

1. Know and understand that most Christian schools aren't really Christian at the root and have no idea what real Biblical Integration is.
2. Are willing to ask the hard questions that get at the heart of why the Christian school exists.
3. Are willing to invest in the time needed to think deeply and philosophically about the ideas and consequences of real Christian education.
4. They have different skill sets that can compliment one another in accomplishing your goals.
5. They love Jesus as a PERSON and as the TRUTH. This means they value the balance of a *High Love and High Discipline* school atmosphere.
6. They have a commitment to the excellence of showing how the best academics are the result of a truly Biblical Worldview Integrated School.

If your team has most of these descriptors, then you have the potential team needed to make this real Christian school thing happen. Remember that they have to really see and understand the problem themselves and want the change or they will at some point fight the changes needed.

4. A real commitment to Christian education is more like a triathlon, not a sprint. One very important truth I have learned through this process is that you have to go into this as a long term investment. More than likely it will take many years to introduce, plan, educate, rewrite, and form assessments that will begin to have an obvious effect directly on the students. Go into this with a Paul like determination that isn't looking for immediate gratification but long term real change. There will be highs and lows in this process, but if you are truly willing to do what it takes in

the beginning to put all of your schools beliefs and mission under tough scrutiny, you will come out on the other side undeterred in your desire to make christian schooling what it really needs to be. That is a place where God's Word and God's creation come together in a symphony of truth and worship that will truly transform the lives it touches.

3

The “Christian” School:

What is the spine that really guides all the choices and outcomes in your Christian school?

The spinal cord is the communication hub of the body. It channels and directs all the resources needed for the body to function according to God’s design. Like the spinal cord, the core Biblical truths and understandings that govern and direct the purpose and mission of a Christian School should be viewed as the center hub of that school’s entire educational curriculum, and functioning principles. This means that everything from who you hire, how you teach, and how you handle finance will be able to find a clear and connected path back to and from that central point. Have you taken the time needed to stop and look at how and especially why your school functions the way it does? Anything of any value must be examined to find out whether or not you have a goal and if you are accomplishing it. This does mean giving time to theological and philosophical discussions that end with a group of people that own who they are and who they want to be.

A clearly defined and assessible mission statement

Not just a catch phrase on a plaque in your office

KEY UNDERSTANDINGS

1. A truly effective Christian School curriculum is driven by it's core Biblical understandings that in turn drive it's ultimate mission statement.
2. God expects us to use the truth found in His Word and truth in His created world in order to think critically about how all parts of life find their value and ability to function inside His design.
3. If a Christian school seeks to connect the spine the mind and the heart it must give students an opportunity to discover the why answers which should lead them down a path that ends with the absolute characteristics of an unchanging God.

1. *A truly effective Christian School curriculum is driven by its core Biblical understandings that in turn drive its ultimate mission statement.* Any Christian school that plans its Bible curriculum after the school's mission statement and core values have already been established is already not a real Christian School. That sounds harsh and judgmental, but I would like you to consider the following truths and ideas.

We can agree that the final outcome of a Christian school is revealed through the students it will produce. This outcome should be clearly written into a school's mission statement. An example of an outcome would be that *we want to produce Ambassadors of Redemption.* This outcome and mission statement should be clearly explainable and broken down into core values that help a Christian school to know whether they are meeting that mission. In the world of excellent Biblical Worldview Christian Education, the logical assumption must be that if God created all people, places, and things in the world that all truth comes from Him. This means that if you *do* life God's way a few things will fall in line. First, you will experience the best life possible, because you will be living according to the creator's manual. If I want to get the most joy, happiness and fulfillment out of a video game system, who would be the best person to talk to? Obviously, the answer is the designer and creator of the system. If I want to get less enjoyment (probably much less) from that same system I would throw away the directions, forget anything the designer says, and do whatever I feel is best. This would mean that any curriculum that relates effectively to life should be written and executed with the highest level of excellence and have the clearest connection to all areas of life like Math, Science, Language Arts, History, Music, Physical Education, Art, Technology, etc. Therefore, the result should be a school that is operating at the highest level in these subjects academi-

cally. A truly Christian Education should not automatically mean watered down academics. It should inevitably produce the highest level of excellence. God designed, created, and sustains all life and truth in the world. It stands to reason that the Maker of the reality in which we live would have the best instruction for how to handle the issues and problems we face in this world whether it be physical, social, psychological, or spiritual.

2. *God expects us to use the truth found in His Word and truth in His created world in order to think critically about how all parts of life find their value and ability to function inside His design.* Continuing on in our illustration, the spine connects the two most important life giving organs to the rest of the body..the brain and the heart. The *heart* is the organ our American culture uses to symbolize the emotional and passionate core of our being. Our *heart* drives and motivates us. It is why we associate it with love. Real Christian education must take the time to think about the *heart* of why we do what we do. I have always told my students that "*we do what we love.*" This is a very simple way of saying that in the end you can boil down your big and small life choices to what you really love and care about. Why does your school do what it does? Have you asked? Do you know? Are you allowed to ask? Are those types of questions considered time wasting? If you don't know why are you there..the huge paycheck? Many times Christian education (or education in general) simply focuses on the HOW. This is one huge aspect of Christian education that should reveal a massive difference between us and the public school system. In the best examples of public school in our country (charter, magnet, etc.), asking the why questions that lead to absolute right or wrong answers are discouraged. Even though many public school are trying to teach a more understandings based curriculum rather than just giving information, they can only ultimately ask the stu-

dents to evaluate the HOW in any particular situation. For example a unit and class that evaluates World War 2, Hitler, and the Holocaust, may get the students to research physical and social reasons for the war and HOW different countries responded, but in the end they are very limited when it comes the heart of the problem. Teachers cannot end the unit discussing the nature of sin in Hitlers heart or whether war in certain circumstances is right or wrong, because the why answers lead back to a worldview rooted in absolutes. In today's public education absolutes are politically incorrect. For a teacher to take it further into the moral roots that led to that HOW is called victimization, because your moral truths or beliefs are not allowed to be the only truth. In real Christian education we have that freedom to go there and we should take advantage. Our students don't have to stop at evaluating simply HOW something works in science and math, or what choices were made in history, or a language arts book. They can and should ask why they are true or false. Why are they right or wrong?

Do the subjects taught in our Christian school classrooms reveal the absolute nature and character of the God of the Bible? Are we taking full advantage of our current freedoms to show our students that every choice and discovery made in our studies of biology, ethics, politics, law, art, music, media, etc, find their roots in the absolute God of the Bible? *3. If a Christian school seeks to connect the spine the mind and the heart it must give students an opportunity to discover the why answers which should lead them down a path that ends with the absolute characteristics of an unchanging God.*

Be decisive about your identity:

The Myth of the Evangelical Christian School

KEY UNDERSTANDINGS

1. A Christian school must be clear and decisive about who they are and how they plan to transform the hearts and minds of their students and families.
2. A school that hopes to be evangelical and Christian, and at the same time admit families that do not have that same belief are hopeful but not realistic.
3. A Christian school must communicate to parents that they will be teaching according to a Biblical Christian Worldview, and explain what that means.
4. Covenant community schools should be partnering with parents of the Biblical core belief system so that together they can nurture the growth of the child under a single religious worldview.

1. *A Christian school must be clear and decisive about who they are and how they plan on transforming the hearts and minds of their students and families.* A school cannot be all things to all people. Philosophically and realistically this is impossible in any venue. The Christian school must be viewed as both a preparation for the rest of life and an evangelical opportunity for transformation. Many Christian schools claim to be simply evangelical. In most cases this means they will admit any child from any home with the hopes of using the school as an evangelical platform in which to convert those students and families to Christianity. As noble and missional as that sounds, it is functionally and logically flawed, especially in a world that rejects the idea of absolute truth.

2. *A school that hopes to be evangelical and Christian, and at the same time admit families that do not have that same belief are hopeful but not realistic.* Let's start with a school's admissions process. If I were to allow a growing number of non-Christian families and students into my school (meaning families where neither parent or guardian is a Christian), my clientele will shift over time. Let's say after a few years I have 33% from Christian families, 33% agnostic, and 33% from other religious belief systems or those who claim to be undetermined. These categories represent what the parents have claimed to be during the admissions procedure. The admissions director will either have to down-play the Christian core values and beliefs (meaning not really bring it up) of the school or assure parents that their children's beliefs will be respected even though they are different than the mission of the school. Is this even realistic? The best case scenario would be an admissions process that clearly states that they are Christian and evangelical and hope to convert these children to Christianity. At that point parents can decide whether they want their children proselytized. However, it doesn't take

long before those core values are forgotten about and parents become upset about the religious teaching going on in class. In most cases Christian conversion would probably not be communicated in the admissions process for a few reasons. First, when a school becomes "evangelical" it is hoping to increase the number of students and influx of money. Telling a Hindu family you will be trying to convert their children will probably not help them choose to send their child to your school. Second, the hopes of many evangelical schools is that the atmosphere, teachers, programs, and feeling of Christianity will by osmosis cause their children to question their lives and choose Christianity. The problem with this idea is that you have already verbally or nonverbally communicated to your parents that your school is tolerant (accepting as equally valid) of all beliefs present. Any extra effort to evangelize for one faith will be met with resistance, and parents will begin to think they have experienced some sort of bait and switch scenario just to get their kids to sign up. Also remember that most schools have a board or some type of parent representative group that can also be very influential in how the school is run. Experience and the history of hundreds of Christian schools shows us that going down this path only ends in a school with a Christian label or motto and that is where the Christianity ends. Take for example Harvard, Yale, Princeton and many other ivy league institutions who all started as Christian universities open to the general public (who qualify academically and financially) and now are on the front lines defending atheism, evolution, and neo-tolerant liberal ideals. Over time boards and influential groups change members. Financial donors who are not Christian come with agendas and conditions. This is the very reason you became a Christian school in the first place. You didn't want the state's money influencing choices with their conditions attached and even forcing your hand. New leadership and teachers are hired with different beliefs and ideals ultimately end-

ing in an anti-absolute establishment. Many of these schools will still be somewhat strong academically, and have many students who excel at the next level or in the business world, but they will not be a Christian school. *3. A Christian school must communicate to parents that they will be teaching according to a Biblical Christian Worldview, and explain what that means.*

Many will say that the schools that failed in their attempt to be primarily evangelical didn't do it the right way. I know that there are always good hearted and well intentioned people who want this model to work, but like communism, it has been tried in every way possible and it still ends poorly no matter who starts it and how it is practiced. It fundamentally won't work and its Christianity will slowly die.

The only way to remedy this failure is to clearly establish an admissions policy that is covenantal. *4. Covenant community schools should be partnering with parents of the Biblical core belief system so that together they can nurture the growth of the child under a single religious worldview.* Please notice I did not say denomination. This means schools partner with parents of the same belief system to further the growth of that child under a single philosophy or religious worldview. means that a school must require one or more parent (or guardian) to be a Christian according to a clear Biblical definition of salvation and sanctification. From this point the school (or director of admissions) communicates that they will be teaching according to a Biblical Christian Worldview, expanding on all that means. This does not mean that the student who is attending is a Christian, or guaranteeing that during their time at this school that the student will make a profession of faith. You are clearly and bluntly explain to parents evangelism and the teaching of a Biblical Christian Worldview is going to take place.

Again, most Christian parents do not really understand what real Biblical Worldview education and integration is, so you will have to find or create an effective tool or seminar that will. This should leave no doubt in the minds of the parents that we believe that there is one truth, one way, and one life found in a relationship with Jesus Christ, and that relationship affects our entire life. Our job will be to partner with parents who believe the same thing to further that child's journey toward Jesus. Experience has shown that even in this type of atmosphere you will encounter many tough challenges with parents and leaders who are having their own faith challenged along with their child's. At least in this type of school your goals, purposes and end goals are clear to all involved and not a surprise.

4

The Curriculum:

What drives your curriculum?

What drives your curriculum choices? If it is anything less than your school's mission statement or core values, you have already failed. I know that's an extreme judgment call, but let's consider the purpose for a school's curriculum and especially the purpose of a Christian school's curriculum. Every school is hoping to produce a certain type of graduate. If that assumption is wrong and you are simply hoping to graduate generic students (with no clue as to what they have really learned) then please stop educating immediately. Since most Christian schools have some idea of what type of student they want to produce, they must have a good reason for those ideas. Usually those ideas have been discussed and debated amongst the leadership so that a unified list of core values or an outcome based mission statement has been laid in stone and has given your school an identity and purpose. Logically, this purpose must drive your curriculum. I am not just talking about your Bible curriculum, I am talking about your entire academic curriculum. Also keep in mind that your curriculum is not just text on a page but living. I am referring to what is taught and who teaches it. Real Christian School curriculum is organic. Organic means that your curriculum is alive and bigger than just standards, objectives, or a scope and sequence. Your curriculum is how you arrive at the type of graduate you hope to produce. It includes people, relationships, activity, skill, discipline, assessment, and written plans. How will you intentionally plan a curriculum from K-3 to whatever your end grade is so that your end goal is reached (and you know you have reached it)?

Developing and Assessing a Biblical Worldview:

Not just a catch phrase on a plaque in your office

KEY UNDERSTANDINGS

1. A Worldview is how one's foundational beliefs about God, reality, truth, and man influence the choices they make in all other areas of life.
2. Everyone has a worldview from birth to death. Is your's conscious (you know what it is) or unconscious (you live by it but don't know what it is)?
3. Effective real Christian schools must spend time, thought, and money educating teachers on how to think in a worldview way.
4. We teach with a Christian Worldview to prepare a student's minds and hearts like an airport prepares a plane for take off.

The term *Biblical Worldview* or *Biblical Christian Worldview* is used all over the world in Christian education and in many churches. However, few really understand what it is. (Many assume that because the word *world* is used that it must have something to do with missions). It does have something to do with missions, but it is not primarily a word used to describe how one views missions around the world.

The word *worldview* means that there is a core set of beliefs that influence the rest of the choices one makes. *1. A Worldview is how one's foundational beliefs about God, reality, truth, and man influence the choices they make in all other areas of life.* A person's *worldview* starts with their real core beliefs and then extends to the rest of their life choices. A conscious and consistent worldview provides stability, rationality, and believability to their whole life. For example, if I am an atheist who believes that no God exists, and the real world is only physical, then my view of the natural world should be evolutionary or some belief that explains how life came and developed through only natural processes. The same is true about someone with a Biblical worldview. Someone with a Biblical worldview believes in a God, this means that they are a theist: They believe that the supernatural and the natural are real, which is required when one believes in a Spiritual being. If this is at the core of my believe system I should believe that life was intentionally planned and created by God. This leads me to a biological idea of intelligent design versus chance evolution and is why the word "view" is after the word "world". A person views the rest of life colored by the lenses they wear. Those lenses are made up of ones core beliefs about God, reality, truth, and man.

2. Everyone has a worldview from birth to death. Is your's conscious (you know what it is) or unconscious (you live by it but don't know what it is)? Most people and even teachers in the Christian school rarely stop to think about why they believe the way they do and therefore live the way they live. Some might say or think that all of this is to philosophical and they are just simple Christians or teach-

ers. The reality is that they live moment by moment according to a worldview. Every person on the face of the planet lives by a worldview. Everyone on this planet has core beliefs about God, reality, truth, and mankind that control their daily choices. The problem is that most have no clue what their worldview is and therefore don't consciously know why they do what they do, they just "do". We are called by God to know what we believe and why we believe it (1 Peter 3:15, Colossians 2:8, 2 Corinthians 10:5). This means that it is essential that every Christian and therefore Christian school take the time with their leaders, teachers, and obviously students to become conscious about their worldview. I believe that this way of thinking and processing life and education must be viewed as a primary necessity and not as a nice "add-on" if we have the time.

Most teachers in the Christian school world do not normally come in with an educational background that includes Biblical Worldview training. *3. Therefore schools must spend time, thought, and money educating them on how to think this way.* Like we said in a prior chapter, wishful thinking and hoping will not change a person's worldview. It must be planned and intentional. Without putting the time and energy into the Biblical worldview transformation of your staff you cannot hope to produce students that will know how to integrate God's word and truth into all of life. Finally, remember that in real transformational education, teachers understand and conceptually own the content that they teach.

4. We teach with a Christian Worldview to prepare a student's minds and hearts like an airport prepares a plane for take off. Soon after the terrible terrorism in New York (9-11), my wife and I planned a trip to see her family for Christmas. Our departing airport was Atlanta. Many younger people do not remember what airports were like prior to September 11, 2001. Going to the airport used to be an enjoyable experience. Your family could come all the way up to the entrance to the airplane and see you off. You didn't have to schedule and extra hour or two just to get through security checks. When we arrived at the air-

port I felt like we had just come to the border when ones enters the US after being in Mexico. We must have gone through 6 or 7 different security check points before we finally came to the gate. I remember this well because this was the first and last time I would have to throw away a perfectly good Victorinox pen knife. At one of the security check points was a big burly TSA gal with plastic gloves and a big trash can. She was throwing so many things away. If you has a water bottle, she threw it away. If you had a bottle of shampoo in your carry-on, she threw it away. I watched as person after person reluctantly unfastened the knife from their key ring and threw it in the trash can. I knew, when it came my turn what I had to do. So with a deep sigh of disappointment I threw twenty dollars into the trash can. From this check point they moved us into another line so that we could walk through a machine that I had never seen before. I walked through, no problem. When my wife walked through all the sirens went off, and I thought she was going to get tackled to the floor. They firmly asked me to step to a separate waiting area with big yellow feet to stand on. They then ask my wife to step over to a steel table where she was asked to dump the full contents of her little back pack onto the table. I think she had some personal items in there to. She was embarrassed. So with hands covered in surgeons gloves they being picking everything apart like they were looking for a tick on the back of a dog. After several minutes that felt much longer they picked up a set of nail trimmers. You know the kind that people use to cut their nails. They pulled out the cuticle depressor that had that little hook and a small file on it. They showed it to her like she should be ashamed and broke that piece off. They then shoved everything back in her backpack and we were on our way. Why do I tell you this story?

I want you to imagine a students mind and heart as the plane. The people getting on represent ideas and beliefs. The security represents their Worldview. How well has your school prepared your students to have and use a Worldview that gives

them the ability to screen ideas that want to come into their hearts and minds? Most of today's youth take in all ideas as equal and valid, especially if those ideas are put out their by famous or dynamic personalities. Many ideas that come from the world come hiding explosive ideas and beliefs that are meant to destroy and deter them from the real Truth. Do your students know the difference? Do they have a conscious understanding about what they believe and why they believe it that catches false truths and ideas before they come in a do damage? Can they Biblically determine what ideas are in line with God's character and His created truth and which ones lead to death and decay? Teaching our students how to think about what they believe and why is essential to real Christian education.

What's the BIG IDEA?

Teaching toward bigger overarching concepts

KEY UNDERSTANDINGS

1. The Bible, God's special revelation of His character as it relates to our relationship with Him, others and creation, is mainly a book of Big Truths, Ideas, and Understandings that have consequences.
2. Keep it logical and simple:
 - Know your end goal
 - Identify how you will know if you reached it
 - Teach for the understandings that reveal whether the student reached your goals
3. Teachers as well as administrators need to know whether they are assessing for: a basic skill or a greater more developed understanding.

What Christian teachers need to understand is that *1. The Bible, God's special revelation of His character as it relates to our relationship with Him, others and creation, is mainly a book of Big Truths, Ideas, and Understandings that have consequences.*

If not clearly explained, this can lead to many mis-applications of God's Word in life and in Christian education. God's word does not specifically address all areas of life directly in scripture. However, God's Word does specifically address all areas of life indirectly from scripture. Let me explain. I cannot go to the Bible and find out who I should specifically vote for in any given election. It obviously does not talk about an American political system, its branches, or its parties. Some would use this excuse to say that the Bible does not speak to politics in America, which could not be farther from the truth. God's Word addresses Big ideas about authority and leadership, morality and relationships, as well as mandates for Christians to be involved in the protection of truth and life. Please note that this example is not comprehensive. Obviously this takes effort and planning to figure out how the Big Ideas (or truths) revealed in God's Word trickle down to affect ones choices in an upcoming election, but the naked truth is there. God has given us a very comprehensive framework of unchanging and absolute truths in His Word. It is our job to clothe those truths inside a different culture, context and application. This does not mean that the core truths will change. It is our job to reinterpret God's Word and then apply it, that is where false teaching, cults, and liberal theology begin. The Big Ideas found in God's Word must be correctly interpreted using hermeneutic principles of exegesis. These big ideas (truths) should never change even though the context of their application will.

If we approach the truths in God's Word as unit level *big ideas or understandings*, it will be much more natural in the integration across the unit. Some organizations that teach Biblical integration attempt to integrate for every lesson taught. There are a few unfortunate consequences when this

methodology is used. Most teachers will probably give up because the idea of rewriting every lesson plan with Biblical integration is beyond unrealistic. This is not the biggest problem however. When teachers feel they are required to Biblically integrate every academic lesson and are not theologically trained to do so, a forced and unnatural integration occurs. This may include a few tacked on verses that sound something like the topic for that lesson but may have nothing to do with it. It may include an odd and uncomfortable shift from the actual academic lesson to a spiritual one. Obviously this is the exact opposite of what we want the students to experience. This reinforces the idea that secular things in life do not mix with spiritual things. In addition, because extra time is spent on a little spiritual moment in every lesson, academic truths either do not get covered or become watered down and spiritualized.

I believe God intended for us to look at His Word through the lens of big ideas, essential truths, and deeper root understandings. As a culture we have mixed up our priorities when comes to time and energy spent on these parts of life and that ultimately dictates how the everyday choices unfold. We spend most of our life on the HOW & WHAT questions like..How does this work, or What should I do. These are not unimportant questions but they do not ultimately have meaning or purpose unless we ask why we believe what we believe. I believe these key WHY questions are found in God's word.

God's Word is a book of understandings. God's creation is also an interactive book of understandings. We know in 21st century education that we need to teach for understandings. So, 2. *Let's keep it logical and simple:*

- *Know your end goal*
- *Identify how you will know if you reached it*
- *Teach for the understandings that reveal whether the student reached your goals*

Let me explain what I mean by logical and simple. I use the word logical because in every other successful business outside of education, they know that unless you know your desired end goals and know how to get there that you will fail. It is only in mainstream education that we as school have blindly trusted the writers of curriculum or creators of state tests to hopefully get students to where they need to be every year. It amazes me how many school administrators in public and private school so quickly assume that Houghton Mifflin or Pearson have their best in mind. Let's be honest, they are in it to make money and systematize education for the masses. It is the same for larger Christian school curriculums. I know that they probably have a very noble mission statement that drives their publishing house, but they still can't have any clue as to what each Christian school really needs. We know that each child is unique and different and each school is unique and different. Each school, if they really hope to be successful must own their own end goals. I know this is much harder for public schools, but lucky for them I am preaching to the private school crowd.

3. Teachers as well as administrators need to know whether they are assessing for: a basic skill or a greater more developed understanding. Classroom teachers cannot be told they have to hand off ownership of the content they teach or goals they are hoping to meet to an administrator or curriculum director. This doesn't mean that those positions aren't needed. In fact they are tremendously important but for different reasons other than to spoon feed the curriculum to the teachers (a separate issue). By requiring a teacher to become part owner in the curriculum and year end goals I mean that they understand, agree, and have somewhat participated in the creation of the goals for the class. They need to become personally vested in WHY they are teaching WHAT they are teaching so that they are equipped to ask questions to the curriculum director, have the freedom to reteach if needed, work with other teachers across subjects, create meaningful projects and problems with effective assess-

ments, and hundreds of others things that will be very difficult if they don't really know and personally understand what their goals are at the end of the year and unit by unit. If this can happen, then your curriculum director becomes a much more useful advocate to the teachers, and can provide growing insight and training that will advance the quality of your school.

Real Biblical Integration

Purposeful, Intentional, Designed, Planned

KEY UNDERSTANDINGS

1. Real Biblical integration should be the easiest thing to do, but has become the hardest because education has become so good at separating reality into disconnected parts.
2. Every Christian school must decide at a foundational level that they are committed to real Biblical integration.
3. Real Biblical integration does NOT mean you simply have a Bible class that students attend or verses they memorize. In fact you might be producing little Pharisees.
4. Real Biblical Integration doesn't force spiritual or moral values into every day's lesson, it focuses on unit level Big ideas.

1. Real Biblical integration should be the easiest thing to do, but has become the hardest because education has become so good at separating reality into disconnected parts. Francis Shaeffer said, “the problem with Christianity today is that we see life in parts instead of an integrated whole.” For noble purposes education institutions have separated subjects so that teachers can have a better chance at mastery and students can focus on one subject at a time. There are also reasons outside of the ones given that have practical implications and motivation. Unfortunately one of the huge negative side effects of segmenting subjects is that students learn to look at life and the world the same way. This causes a student to think that Bible class is spiritual and science class is not. It can also cause a person to think that the rules of Language Arts do not apply in History class. We all know that the real world and real life do not work like this. In life all subjects are part of a larger integrated whole. When I pay my bills I use math to add up numbers, I use Language arts to correctly type where I want my check to go. I use history to remember what was paid in the past and why. And I use the Bible and my relationship with God to govern my morality as I decide how and why I spend my money. All of life works this way. A very influential past professor once told our class that when her husband, who is an excellent electrician, learned that math was needed for his job he said, “if I knew this earlier, I would have paid more attention in math class!”

Real Biblical integration means that students understand that what they are learning about God applies to every area of life. God

made the world and all the truth in it, therefore real Biblical integration should come across as natural. However, as we discussed earlier, due to the obvious disconnectedness of subjects and classes we must plan Biblical integration with tremendous purpose and intentionality.

Real Biblical Worldview Integration must be done on purpose. According to statistics that come from organizations such as the *Barna Group*, 7 percent of claimed “Born Again Christians” and those who claim to be “Evangelical Christians” have an actual systematically thought through Biblical Worldview that addresses all the core parts of life. It’s no wonder that many Christians in education say things like, “If you’re a Christian and you’re a teacher, you are a Christian teacher.” This couldn’t be further from the truth.

The only way to fix this problem is to attack it at the afore-mentioned spinal cord. *2. Every Christian school must decide at a foundational level that they are committed to real Biblical integration.* If they are committed and truly want to be a transformational Christian school, they must start with their mission statement and begin asking the hard questions. What or who do we want to produce after a student has graduated from our school? How will we know if they arrived? Once a mission statement with a clear outcome has been agreed on by the administration and other leadership, it time to roll up your sleeves and really get to work.

Step 1: The Spinal Cord: Establish through your Bible program the core transformational Biblical truths that will follow students from

Kindergarten through 8th grade or high school? These truths should not be separate from the truths taught throughout your Bible classes. They should all be connected and reinforce one another. These are truths that will have appeared in the study of the Bible from Genesis through Acts (Historical & Chronological) and which should be the cornerstone of your dedicated Bible curriculum. After these have been established and agreed upon by leaders in the curriculum department, put them in an easy to access location where teachers can easily find them as they plan out their units and integrate the *Big Ideas and Unit Goals*. Ideally this would be in a digital and computerized database. The choice for scripture memory from grade to grade should also come from this base.

Step 2: Training: Instruct your teachers in the methods and strategies for implementing these Biblical truths using a helpful form or spreadsheet. This will give them a framework for taking standards or objectives and naturally tying them together with a Biblical truth. This takes time, patience and leaders who have the time to sit down and discuss how they will connect. It isn't something that will come quickly. Many teachers have grown up in an educational world where subjects are separated and sadly, most churches have done a very poor job helping their members to think and live according to a real Biblical Worldview. Please note that as you change the educational culture of your school you will uncover many insecurities that teachers like to keep hidden. Be sensitive to this but not relenting. Often these are teachers that have been teaching for many years and in a culture

where the memorization of facts automatically meant student understanding and finishing the teacher curriculum book meant that the students were ready to move on or graduate. This is where the curriculum director and other leaders need to be available for one on one discussions and times of encouragement and insight. You must establish a trust relationship with these teachers so that they share what they really understand about this change. This training must also include the importance of helpful assessment.

Step 3: Assessment: How will you know if students have processed the content and skills enough to be able to prove that they really understand? What will the teacher have students do that will convince them that students have reached a level of understanding equal to the goals set for each unit? Before any lesson is planned and any activity is creatively designed, you must know where you are going and how you will get there. These essential elements drive every daily activity and give them purpose and intentionality.

Step 4: Strategize your approach for change: Even though you are providing teachers with training and assistance, the best and most effective school which institutes a big change like this start with a small team of strong and effective teachers and then expand outward. I have, with the help of other leaders, learned that trying to change an entire school at the same time is extremely difficult. I believe it can be much easier and positive if it is introduced to some of your best teachers who probably already have some leanings and desires to go the direction you are headed. Once they start to change

the culture of their classroom, other teachers (many times the more stubborn about change), will begin to see the great benefits possible. Parents will also notice and tend to put positive pressure on the teachers that are not Biblically integrating and teaching for understanding. Over a few years, you will see change in most of your staff, and the ones that refuse to change can be encouraged to pursue other forms of employment. Remember that I said I would be blunt and get to the point. Don't forget that is a revolutionary process. Also know that this transition will be different from school to school. New schools have the great benefit of only hiring teachers that want this change. Older existing institutions must approach this change strategically and with great wisdom and dependence on God.

3. Real Biblical integration does NOT mean you simply have a Bible class that students attend or verses they memorize. In fact you might be producing little Pharisees. Let me begin this section by listing out what is NOT Biblical Integration.

- a. Just a Bible class once a day or chapel once a week
- b. A tack on scripture somewhere in a secular lesson
- c. An object lesson or illustration from the secular curriculum to the Bible or vice versa (we call it spiritualizing).

Example: Jesus multiplied the fish and the loaves. See kids, he used math.

Real Biblical Integration is purposeful and does NOT happen by accident in the curriculum. It is as intentional as creating school standards at the beginning of a unit of study. In fact that is where it should happen. If real Biblical integration is happening students will not be able to separate what they are learning in a Bible class from what they are learning in other subjects. It will over time become a seamless connection from God's character and creation to all the other subjects we teach. Let's face it, those subjects only exist to be discovered because of God's created reality.

Spiritual Formation Integration:

How are your students living out their faith?

KEY UNDERSTANDINGS

1. Biblical integration does not always mean spiritual formation, so you must be intentional.
2. Integrate your assessment so that it includes the mind, heart, and hands.
3. Be ok with the honesty of children who don't know or care about Jesus. Give them the freedom to doubt and ask the hard questions.
4. We all live out what we believe because of something or someone we love or deeply care about.
5. We must create ways for our students to experience and reflect on the truths they are learning in a constant way so that they can begin to love and desire the one that has given them the truths they are learning.

1. *Biblical integration does not always mean spiritual formation, so you must be intentional.* The reason for this chapter is the direct result of something I mentioned in another chapter. I wrote about having a team of people around you that have strengths that you don't. I tend to naturally be a more cerebral person. I am a deep critical thinker. I focus on the use of our minds in ways that will focus our thoughts and actions on our creator. I am not so quickly a feeler or someone that naturally values the condition of the heart. This is why I am profoundly grateful to have in my contact list people who do. It is from a recent conversation that this chapter has come. And even though I hope to do the subject justice, others with this strength would probably have much deeper insights.

It would be very easy to assume that because a school is working hard at teaching a Biblical Christian Worldview and diligently planning excellently integrated units that students' lives and hearts will change. Do not so quickly make this assumption. Teachers and students need time to process the truths they are mentally absorbing. They need time and instruction on how to spend significant periods of time praying, studying, and reflecting with God. I think because schools have meant education of the mind, we have been ok leaving the heart to the church and the family. Don't get me wrong, those places are essential and Biblically ordained for the spiritual development of every child. However, let's take a good look at reality. Statistically, children in Christian families have shown a diminishing *ability and desire* to live out their faith once they leave home or school. A student may have learned all the truths needed to have a very insightful Biblical Christian Worldview and know how God's character applies to math, science, and language arts, but they have no desire to make decisions to follow those truths. I tell my students constantly that "You will do what you love". This is profoundly true. And let's not forget what sin basically is: rebellion against God. A Christian school has the most time and therefore the most influence of children through

middle school or high school. What are we doing intentionally to use that time to show our students what it means to love God and be loved by Him? What does our time invested in a 7 or 8 hour day show our students and families we really care about? Let's be brutally honest and up front. Most parents and adults don't know or understand the value of large chunks of devotional time with God. If they do, the time is often quick and dependent on another book (outside of the Bible) to give a quick morsel of insight that will hopefully inspire me and get me through the day. What would it look like if your "Christian" school planned times each day for the students to spend time with Jesus one on one? I know this question brings up many other questions and concerns. What if the child is not a Christian? What about the trouble makers? What about time wasted that needs to be used on academic instruction? These questions and hundreds more will come. I will not be the one to give you the answers. However, I will challenge your school to see the need and begin the discussion. Go there. Allow this subject to be wrestled with amongst your administrative team. Figure out creative strategies to teach and model to your students how to value and use time to effectively meditate on and with God. Teach students how to study the Bible on their own. Be purposeful and planned. Most of the time Christian schools run from this kind of situation because they assume it will mean fruitless time wasted and opportunities for kids to get in trouble, especially the kids who don't care about God. Maybe that assumption is based on things tried in the past that failed or were planned poorly. Remember that the abuse of an incorrect practice of a truth does not mean that truth is not still right and valid.

Let me give you some possible ideas and suggestions as where to start this process. 2. *Integrate your assessment and spiritual formation.* I will talk later about effective assessment when it comes to looking for deeper understandings and the Bible program. However, when you assess, which should be one of the first things you do after you know your

goals, you should ask how will I get an idea that these truths are transforming this student? Once you know the question you will start to get an idea of what it will take to get them to a place where they can answer it? What I mean by answer is not a yes or no response, but a thoughtful discussion on what God has been teaching them about Himself. Would your school be willing to give students a daily quiet time to meditate on what they recently learned in Bible class, reflect on it, and maybe even write about it. Chapel once a week will not do this. A retreat once a season will not do this. If anything you might be inadvertently teaching your students that spiritual formation only happens at set times and set places instead of being a daily routine and lifestyle. How connected is your chapel or year-long spiritual theme to your every day classes? Do the students get a sense that what they are learning in chapel is essential in the classroom? This is the bottom line: What are you doing at your Christian school to show your clientele that you place extremely high value on their growing relationship with Jesus? Talking about it's importance is not enough. Children today see a lot of adults saying one thing and contradicting it with their lifestyle.

What about students that don't seem to care about Jesus right now? *3. Be ok with the honesty of children who don't know or care about Jesus. Give them the freedom to doubt and ask the hard questions.* Even if your school is covenantal and requires one or both parents to give a testimony of faith in Jesus, their kids may not. The fact is every Christian school will have a significant percentage of kids who either doubt their faith, or don't care about Jesus. Please be realistic. I believe that your school has many students who probably know how to act like the perfect Christian just to fit in or not be pressured be the atmosphere their parents put them in. In other words there are a lot of fake Christian students as well as honest atheists. What should you do? First let me start with what you should never do. And let me follow up by saying that many schools do not do these things intentionally but still

end up doing them. *First*, never be that school where teachers or administrators make students feel guilty or less special if they are not a Christian. If you do this you might as well call your school a Christian Pharisee school, because that is what you will produce. *Second*, never create an atmosphere where kids think that a one time salvation experience is enough. No matter what your beliefs are about when a person is "saved" (by grace), making students think that having one religious experience where they walk down the aisle, sign a card, or raise their hand, is all they need is very dangerous. An experience like this could produce false assurance of salvation when maybe they did it for the wrong reason. It could produce a separation of the secular and sacred things in life because now they have their fire insurance and don't need to worry about their faith now until they die. There are many other dangers as well where a "Finley" type of salvation methodology can be used to create at least the appearance of salvation that could give students an idea about their spiritual formation that is not Biblical. Please be careful. This doesn't mean you don't do altar calls or give students set points in time to commit to their relationship with Jesus. It simply means that you must make sure that this is not all you do. *Third*, never be afraid of the hard questions of doubting students. One of the most real ways many people come to know Jesus for real is because they went through a time of doubt and God met them there. Every Christian school teacher or administrator will not have all the answers, but you can find them. And let me assure you that after 18 years of letting students ask the hard questions, my faith has gotten stronger as well. Let's not fear the hard, odd, or difficult questions. Let's let those questions first show students that we are still growing and that together we can search God's face together and grow as we learn the answers. *Fourth*, create an atmosphere where unbelieving children can be free to be honest and not judged. If a student uses the A word (atheist) do other students or teachers jump on them like a lion jumps on a wounded gazelle. As a teacher you have the bur-

den of creating a classroom atmosphere where students do judge students based on their current choice of belief. Obviously this doesn't mean you don't teach the truth for fear of offending someone, it simply means you teach it with compassion and grace because you know that it's only by the grace of God that you have believed. This is something you as the teacher must also constantly remind classrooms of "churched" kids of as they may get upset and frustrated at beliefs they don't understand.

We all live out what we really believe because of something or someone we love or deeply care about. It's been said by many great men of God (including God) that we all worship someone or something. Whatever that something is dictates our lifestyle choices. Sometimes that means we might put truths we know aside because of else we love more. You see this very clearly illustrated in dating relationships. Hormones are at an all time high, and emotions and feelings are driving and directing your ship. There are times in every relationship where two people are very tempted to make physical decisions that are not pure and definitely not Biblical this side of marriage. They both may know the truths. They have read the Song of Solomon. They know to not "awake love until it pleases". They understand the spiritual, emotion, psychological, and sociological consequences of moving forward in their intimate physical relationship. They know that God made marriage for a reason and that sex is a wonderful thing inside the context of a committed marriage union. They have studied and learned that a Secular Humanist worldview thinks this kind of behavior is acceptable because man is god, and he decides what is right or wrong based on what feels good. They understand all of these truths, ideas, and consequences, yet their love or infatuation for one another continue to push them to do the thing they know is wrong. It makes me think of Star Trek. I know that's a weird transition but humor me. If you know anything about the original Star Trek, you know about two of the main characters, Captain

Kirk and Spock. Captain Kirk is the one almost always driven by emotion and instinct and Spock is the one who always tells the Captain what is logical and what the chances of success are. If you are a Star Wars fan you might understand the analogy of Luke Skywalker and CP30. If both of these illustrations missed you I apologize. Back to the example. In both of these situations who ends up winning any argument about what they should do? Captain Kirk or Luke almost always win. Why? They represent the heart of the decision. They may or may not take into consideration the truth that given them, but they will almost always follow their heart and act accordingly. Sadly, these shows inaccurately make you think that doing this always results in total success. I say all this to reinforce the reality that *5. we must create ways for our students to experience and reflect on the truths they are learning in a constant way so that they can begin to love and desire the one that has given them the truths they are learning.* If students love Jesus and have a real relationship with God. If they come to see His love for them and know they can trust Him especially when the world is telling them something else, they *will do who they love*, and who they love will be Jesus.

Let me give an alternative and positive example of how it would work out the other way. Just so you know, I am stealing this example from John Piper, but it is definitely true in my experience as well. Imagine it's Valentines Day. Better yet imagine its a day not on a specific holiday. You arrive at your own home with flowers and candy and you ring the doorbell. I know that it's weird. Your wife answers. As she stares at you oddly, you hand her the flowers and candy and tell her you have arranged for babysitting for the kids. You go on to tell her that you are taking her out for dinner and dancing (if you dance). Her face lights up and she says, "What is going on?". "Why are you doing this?" You react is quick, simple, and profound. You say, "It's because it makes me very happy to see you get excited and enjoy our time together." She blushes and the night commences. What motivated you to this action?

Why did you redirect and change your actions on this particular night? Love. And what you did was also in line with to what you are learning about loves God. A person growing in their relationship with Jesus loves making Him happy and bringing Him great glory for others to see. By doing this he (the person) also receives great joy and pleasure, because that is what he was ultimately designed for. Jesus demonstrated to us a very similar love. The author of Hebrews 12:2 tells us that “for the joy set before Him, He [Jesus] endured the cross.” Jesus lived and loved because it made the Heavenly father supremely happy, and that gave Him (Jesus) great joy. Even though we fight with our sinful nature, we, like the person of Jesus in His humanity, find our ultimate growing delight and joy in making our Heavenly father happy. All of this comes from a growing addiction and desire whose flame is fanned by growing moments of meditation, reflection, and obedience.

Handling Concerns, Assumptions, and Fears:

Commons questions many will have about Biblical Integration

KEY UNDERSTANDINGS

1. Expect connected local churches to need an explanation for how a truly Biblically Integrated Christian school works.
2. Watch out for false assumptions that need to be diffused with a really good proactive communication plan.
3. Keep your focus on the Gospel message, not denominational differences, unless those differences compromise the foundational gospel message.
4. Teachers don't need to be theologians or doctrinal scholars to talk about Biblical things, they just need to be passionate about Jesus and willing to grow and learn.
5. Don't be afraid of not teaching the Bible perfectly or students questioning their faith. Embrace it and use it as a stepping stone for learning more and getting real.
6. Don't fear Biblical testing and evaluation. Effective and creative assessment can be done in a way so as to NOT create a legalistic faith in our students.

The implementation of Real Biblical Worldview Integration is a revolutionary thing for people and churches steeped in tradition and assumptions. *1. Expect connected local churches to need an explanation for how a truly Biblically integrated Christian school works.* There may even be some deeper misunderstandings about what Real Christian Education looks like. Many churches haven't taken the very difficult plunge into questioning the fundamentals of why they do what they do, so be prepared to defend these ideas. *2. Watch out for false assumptions that need to be diffused with a really good proactive communication plan.*

3. Keep your focus on the Gospel message, not denominational differences, unless those differences compromise the foundational gospel message. Some theological leaders may question a classroom teacher's ability to communicate accurate doctrine or good Biblical application. Remember that our job is not to take the place of the church or the home, it is to partner with them in the world of education. However, if you are teaching a Biblical Worldview Education where all subjects point to different characteristics of God, then some doctrine and application will arise. If other expertise is needed you have a few lines of defense. First you should have one or two Bible teachers who should know God's Word and could help. Second, because we are partnering with one church or many, you have an almost endless supply of expertise and wisdom that can be drawn from. More training as an integrated part of the teachers schedule is always welcome and needed. Good schools will facilitate many opportunities for a teacher's spiritual growth.

Please keep in mind that we do have an extremely special and unique opportunity to share the integrated truth of the Gospel with students from many backgrounds in quantitative and qualitative ways. Simply look at the numbers. Students spend

an average of 7 hours a day at school 5 days of the week. This equals 35 hours of instruction and relationship building. During the school year (not talking about summers) the church gets students for an average of 2-3 hours on Sunday, and 2-3 hours in the middle of the week. This is 6 hours a week. Even many prominent atheist and public education advocates have used these numbers to show that the church cannot compete with the time the public school has with their kids. If this is true, then the Christian school has an amazing opportunity to teach and reinforce the gospel message that infiltrates every area of education and life. Teachers should be encouraged to show their faith in their daily lives and relationships with the students. But more intentionally they get to plan a natural integration of God's Word with their subject matter (which should relate to life). Part of a teacher's application process should involve a very clear testimony of God's work in their life. *4. Teachers don't need to be theologians or doctrinal scholars to talk about Biblical things, they just to be passionate about Jesus and willing to grow and learn.*

5. Teachers should not be afraid of teaching the Bible perfectly or students questioning their faith. Embrace it and use it as a stepping stone for getting real. As this happens, communicate with parents who should also be taught to look forward to moments when their kids are really thinking about what they believe, regardless how messy or uncomfortable it is. This is not something to run from. We all have doubts, fear, and hard questions. The ones that get those questions answered are the ones who are courageous enough to ask those questions out loud. Why can't this process initiate an opportunity for a student's faith development and journey to really begin, or maybe even reveal weaknesses that can be addressed early in life?

6. *Effective and creative assessment can be done in a way so as to NOT create a legalistic faith in our students.* Some might think that integrating ones faith with tests, quizzes, and grades will create a student that is legalistic or conditioned to believe that good grades at a Christian school mean I am good with Jesus or even create false assurance of salvation. If you teach at a school that only assesses using multiple choice, fill in the blank, and matching and it lacks teaching for greater understandings, then yes, you could create such an environment. However, effective Christian schools realize the importance of understanding and creating critical thinkers that can process, explain, and apply. These are schools that realize that only imparting memorized content and information produces false confidence in that subject matter. A good example would be a jeopardy contestant that knows all the answers and feels confident in any subject matter, but if asked off stage to actually do some of the things they know about they would fall apart. There is way too much information in the world or even in the Bible to memorize it all. Even if you could that would not necessarily equal a Godly person. A great Biblical example of this is the Pharisees who memorized all the books of the law but missed the heart of what God was really communicating. They had a false confidence based on head knowledge but no deeper understanding that could lead to heart transformation. If a school simultaneously teaches for understanding and works toward total Biblical worldview transformation, they will produce real Christian thinkers who really know the truth, believe the truth, defend the truth, and love the truth.

Effective, Authentic Assessment and Grading: *How can I start the school year with the end in mind?*

KEY UNDERSTANDINGS

1. You must always start with the end goal at the beginning.
2. Your school's mission statement should be the very first representation of what you will produce. How you assess and place value will affect how your students perform? What are you placing the most value on?
3. An effective report card should communicate insightfully and clearly with your students and parents. What do your report cards reveal to your students and parents?
4. You must find ways to creatively assess for deeper understandings and application.
5. There is a place for basic content assessment, memorization of facts, and simple skills but it should never be the end goal.
6. Correlate your assessments with other subjects and teachers through integrated end goals.

1. You must always start with the end goal at the beginning.

How do successful businesses become continually successful.

1. They establish goals.
2. They figure out how to arrive at those goals.
3. They find ways to discern whether they are making progress toward those goals with descriptors and markers that help chart that progress.
4. They surround themselves with people who can help them meet those goals.
5. They train those people and create a unified team of leaders who become a professional group to help each other meet the goals.
6. The leaders create a methodology that will assist in achieving the goals.
7. They schedule a timeframe for a methodology to accomplish the goals.
8. They execute daily methods and procedures that accomplish longer range goals.

I know that every successful business will not have 8 steps just like what I have listed, but I would bet that what they do have isn't that much different in principle. If you think about it, it makes all the sense in the world and is logical. Many Christian schools, administrators, and teachers do not understand this, which is mind boggling. And yes, they ALL should understand these practical truths

based in reality. If you don't really know or understand what kind of student you are hoping to produce when they leave your school, what are you doing? I call this kind of teaching "hand-grenade teaching." We throw out the ideas, lessons, and curriculum that we have been given and hope that when we throw it out there it hits someone. This kind of philosophy only works in nuclear war and taxes, not real Christian education. Please do not be the Christian school that spiritualizes their education and says things like, "Well, we leave the end results to the Holy Spirit." This is a copout and ultimately lazy and ignorant. Nothing more needs to be said. Real Christian education should be as excellent and intentional as the most successful businesses around the world. God has given us the miracle of the mind to be used for His glory. To push that aside and teach with BLIND FAITH is a slap in the face of your Creator.

2. Your school's mission statement should be the very first representation of what you will produce. How you assess and place value will affect how your students perform. What are you placing the most value on? What informs our parents, our students, and the world that our students are doing well and growing? What does a number like 95 say to a student or parent? What does a 95 mean, especially for that student? What about a B+? What does this letter with a positive plus mark represent? Have they learned? Are they growing? Does it tell me their strengths and weaknesses that lead to that B+? As parents do we get excited about a B+ when it's on our

child's report card? Why? Maybe we should be upset. Maybe we have no clue how to react unless society tells us how to react a certain way. What is it that we place value on? I realize that most of the world's higher education institutes use these numbers and letters to decide on admittance to college, get a scholarship, or even get free donuts at Krispy Kreme. We can always find ways to correlate a better assessment with a number or letter. The problem is that most schools don't even try. It amazes me how pacified most parents are with just a letter or number, because that is the way its always been. However, if we are really honest, we really don't know what that letter or number represents. I do have to stop and give credit to a few kindergarten classes out there that at least in my experience have taken the time to breakdown a child's many strengths and weaknesses into many different categories. Instead of a report card that says a number or letter, these assessments actually give a much more detailed analysis of where a child is actually strong or weak. For some odd reason, once students get into first grade they throw all that out the window and begin using the most simplistic analysis possible. *3. An effective report card should communicate insightfully and clearly with your students and parents.*

4. You must find ways to assess for deeper understandings and application. Initially, this is for the teacher in the classroom. But why shouldn't we also find a way to pass these more descriptive evaluations on to parents? *5. There is a place for basic content as-*

essment, memorization of facts, and simple skills but it should never be the end goal. This is where your multiple choice, fill in the blank, and matching quizzes come into play. Content memorization and skills are *NOT* the end goal in any subject. The goal is understanding that can lead to accurate and effective application and connection to real life. How can a teacher assess for this kind of depth? In the Bible curriculum you will see that we have restructured time for each unit to meet goals of deeper understanding. We don't want to just know that a student can tell you a memorized verse or who got spit out of a fish. We want students to reveal whether they understand the deeper truth that God is communicating about Himself, us, and His world. We want to know if they can connect those truths to their own experience with God and others. Therefore, at the end of each 4 week unit, the fourth week is all about interactive assessment. The classroom teacher and elementary Bible teacher work together to schedule and meet with one or two students at a time in order to ask more understanding based questions and have an intentional discussion that will, over the course of a year produce a growing narrative that reveals where that student's heart and mind are. This is not perfected yet, and we are continuing to learn how to do this better, but we have already learned so much more about these students than any paper pencil test or quiz would ever reveal. It has been extremely fruitful. However, remember the investment that was made long before this happened in establishing deeper goals and restructuring our time. It also stands to reason that as stu-

dents get older they have better abilities to communicate deeper ideas, thoughts, and feelings in ways other than just discussion. Students can write, draw, blog, and create in ways that will also reveal those deeper understandings.

6. Correlate your assessments with other subjects and teachers through integrated end goals. With new types of assessments come new challenges that require new solutions. If you are an elementary teacher who teaches all subjects, you must create and plan for ways to integrate those subjects together. Then you can both assess bigger understandings and the skills needed for individual subjects. If you don't take the time to plan this way and you keep teaching and assessing each subject on its own, you will either burn out or continue to reinforce to your students that subjects don't interact within reality. This couldn't be further from the truth and does not result in a child connecting God's Word to other parts of real life. If you are a middle school or high school teacher you probably specialize in one subject. Effective and time sensitive assessment will see huge value in collaborating with other teachers. You can create projects and real life experiences that mimic reality, show that life is not segmented into individual subjects, and also provide opportunity for each teacher to evaluate the individual success of each student in their specific subject. Get comfortable and build relationships with your coworkers. You will in many cases need to be unified as you work to assess the whole student.

All I am asking you to do is take a moment and think about the reality of evaluating all things in your life. What kinds of assessments helped you and what didn't? What produced growth and challenged you. Which ones simply frustrated you and made you want to quit? If we would not use a particular form of assessment for our own betterment, why would we use them at school?

5

The Biblical role of Administration

A Bond-Servant Leader

What is the goal and purpose of Christian administration? Do they control and micromanage because they would do it differently if they were in your shoes? Do they love the school and the staff or use them as a means to an end? Does the leadership show a real love for Jesus and having a Christ centered mission? Do they see their roles as leaders who have been given authority by God so that everything they do and request of their staff is in line with God's greater redemptive purpose? Are they professional and excellent in what they do? Do they love mercy and kindness, and at the same time hold firm to the truth? Do they practice a Biblical Christian Worldview in their personal lives or do they believe that a job at school has nothing to do with what goes on at home? Are they perfect? Just kidding. Don't forget that your administrators are also human and will sin and screw up and make poor judgment calls at times just like you. Do they try to act like they have everything together and hide all their flaws or are they wisely transparent and humble? As it is with teachers, it is with administration. The book of James makes it clear that we are not to take these positions lightly. God holds us very accountable because we have influence over so many hearts and minds. Everything flows downhill. If you have a helpful, proficient, and empowering administration with the right priorities it will affect the culture and dynamics of the teachers and the students. Likewise, if you have the opposite leadership, you will also see it rubbing off on all those in their care.

Shepherding the educational flock: *Is guidance and direction reactive or proactive?*

KEY UNDERSTANDINGS

1. Most teachers are like students only more stubborn and require similar guidance. Therefore good administration should practice what they expect in the classroom with their teachers.
2. Effective administration invests in healthy professional relationships with the staff.
3. Effective administration evaluates teacher achievement differently because teachers are different, therefore evaluation doesn't come in a "one size fits all".

1. *Most teachers are like students only more stubborn and require similar guidance. Therefore good administration should practice what they expect in the classroom with their teachers.* One of the biggest complaints I have heard from teachers is that the administration doesn't understand what they do or what it takes to be in the classroom. There is some truth to that. Effective administrators have usually been effective teachers at some point in their career. In many cases administrators must do with teachers what teachers must do with students. It is the job of the administrator to guide the hearts and minds of the teachers. They are called to teach teachers about effective teaching practices. They are called at times to use discipline if needed. They are called to assess and evaluate teacher performance. There are many similarities. Unfortunately, teachers can often be much more stubborn than students when it comes to learning and issues of accountability.

Administration needs to view as their greatest job, shepherding the teachers. Good shepherds lead their flock to greener pastures and clear water. They don't stand behind and push or whip them to get them there. Good shepherds know their sheep and what each one needs. Good shepherds earn the trust of their sheep. They aren't empty promise makers who don't follow through. Good shepherds have clear and attainable goals for the sheep and keep those sheep on the path that leads to life. There is definitely a healthy relationship between good shepherds and the sheep and between good administrators and their teachers. 2. *Effective administration invests in healthy professional relationships with the staff.*

Those who would treat a school as a heartless business where administrators give orders and teachers follow them will produce a cold and lifeless atmosphere. This doesn't mean that authority does not ex-

ist in the administrator and teacher relationship. The difference is that in the healthy model there is a tone of love and logic that flows from a proactive relationship of trust that has already been built. This doesn't make difficult situations that much less difficult. It simply provides a foundational buffer where the teacher knows that the decisions handed down come from a position of care and concern. In one scenario you have a cut that is perceived as a wound leading to death. In the other you have a cut that is seen as necessary and logical in order to save life.

3. *Effective administration evaluates teacher achievement differently because teachers are different, therefore evaluation doesn't come in a "one size fits all".* Huge amounts of study and research have been done concerning the different learning styles of students. Regardless of what you think about those studies and their ultimate value, the reality is that people are different and they learn differently because they were created uniquely. We all have unique strengths and skills that the amazing creative God of the universe imparted to us when He designed us. Teachers go to many classes to learn this about their students, but what about the teachers? Aren't teachers just grown up students? Why would any administrator tell teachers to differentiate their teaching with students without first acknowledging that they need to differentiate the way they interact with the teachers? We can't use a canned system of evaluation to assess all of our teachers because they are all different. Some teachers are masters of lecture and discussion. Some teachers are masters of group work and instruction. Some teachers can use pictures to communicate complex ideas. Others let nature help them to teach incredible intricate truths. I must temper this with the other unhealthy extreme. Effective teachers also strive to grow in their weaknesses and acknowledge where they

need help. They will try new methods and strategies and find ways to improve.

Let's get back to differentiated teacher assessment. This is why effective administration will take the necessary time to get to know their teachers, their strengths and weaknesses, and how best to help them grow and become better and stronger teachers. One size does not fit all.

4. Finally, good leaders and administrators treat effective teachers like professionals and trust them to do their job. If they feel the need to micro-manage for good reason, then that teacher probably shouldn't be there in the long run. If you hire someone and have clearly communicated to them what you expect from their position, then trust them to do it well. There are two main problems that can occur in these types of situations. First, the administrator did not communicate expectations clearly, the teacher doesn't perform, and the administrator feels the teacher is incompetent. Second the expectations have been clearly communicated but the administrator doesn't trust the teacher to do what is expected. Both of these situations lead to teacher frustration. You have hired what you believe to be a professional teacher. Treat them that way. Have clear goals and objectives, then give them room to meet them. You might be amazed at how they accomplish those goals and learn something as well in the process. If they don't do what is expected, then follow the predetermined protocol that holds them accountable up to the point of termination.

Knowing when to hold on and when to throw it out: *Evaluating the worth of mission, methods, and tradition?*

KEY UNDERSTANDINGS

1. Good administration will always evaluate why they have certain traditions and whether specific beliefs or practices help students to reach the end goal.
2. Effective administration roots out toxic underlying traditions, gossip, and political correctness.
3. God's character never changes but His methods of dealing with people are extensive, creative and purposeful.

1. *Good administration will always evaluate why they have certain traditions and whether specific beliefs or practices help students to reach the end goal.* We must drastically reduce the amount of politics or political correctness in a school's administrative process. Leaders must be allowed and even challenged to ask why they do what they do without a fear that they are messing up some sort of underlying secret regime. If this exists in your church or school, root it out. This type of hidden society of favors and agendas is toxic and filled with poison. Sadly, one of the greatest enemies to growth and success in a healthy church or school does not come from without but from within. Effective and healthy administration will call this kind of thing out and create clear lines of communication that prevent future occurrences. This may mean you have to get rid of someone that is the primary source of that poison in order to promote an environment where people feel they can be honest, open, and even ask the hard questions.

2. *Effective administration roots out toxic underlying traditions and political correctness.* you have facilitated a healthy honest environment where people are not afraid to ask the why questions you can begin to really evaluate why you exist. Many

years ago a school I was involved in began to ask these why questions about our mission statement. It was incredibly challenging and fruitful. Toes got stepped on but ideas and beliefs came to the surface, like ripping a band-aid off a sore that once it was looked at closer was really cancerous. We ultimately realized that as nice and professional as our mission statement sounded it had no outcome. We had no idea what kind of student we were trying to produce. I guess our hope was resting on traditions of the past and other unevaluated practices. It was like throwing a hand grenade in an empty bunker. We were hoping to hit something. The problem with this is that because we had no clear outcome, we wouldn't have known if we hit "IT".

Through the rigorous push and pull of ideas we agreed on an end goal that coincided with the affiliated church and began working our way backwards. We asked, "If that is our outcome, then how do we know if we have arrived?" This line of questioning led us all the way back to the classroom. Unit understandings and goals pointed to our larger transformational goals that in turn pointed to our mission statement. Now we were on track. We knew why we were doing what we were doing and we were on the way to being able to assess and defend what we do. This

process also helped us to see what traditions, practices, and ideas were not helping us reach our goals and could be thrown out. How freeing it was to know why we do what we do! This kind of transformational process makes every class and every subject essential to the actual goals of the school. Everyone can know why what they teach is so important and how it lends itself to the bigger picture.

Let me end by saying that as exciting as all this sounds, it will be met with great opposition. It is amazing how entrenched parents and church members can become in tradition that has in some way become HOLY. It is so important to remind your constituency that *3. God's character never changes but His methods of dealing with people are extensive, creative, and purposeful.*

6

An Amazing Teacher:

An expert, a counselor, and dependent on Jesus

All parts and positions are essential to an effective Christian school. Maintenance staff are important. Without a functioning facility you cannot meet. Auxiliary staff are important. Friendly, informative, organized people have to be in key locations in order to make sure information and people are directed to the right places. Administration is important because they facilitate, train and discipline, and help the school function and run as a whole. However, the most directly relevant job in any school is the classroom teacher. They are the ones communicating directly with the students, building relationships, and assessing learning. They are the ones that talk and partner with parents, and are daily imparting wisdom and counseling. They are the ones that discipline and manage classrooms in order to present truth. And they are the ones who are responsible for whether a student is ready for what comes next in life. What kind of teacher would you want or expect for your child? What kind of teacher should be in a Christian school? What makes the ideal Christian teacher? Is it someone all the students and parents like? Is it someone who can follow the instructions of the curriculum provided? Is it a firm disciplinarian who rules with an iron fist? Or is it the overly sweet and permissive teacher than never scolds and always has a huge stash of candy to reward good behavior? Should all teachers teach the same way because their is a formula for perfect teaching? How big a role does the individuality and uniqueness of each teacher play? Does your school have a written philosophy of teaching that guides how you hire and fire? If not how do you make decisions from year to year as to who stays and goes. What is your standard of measurement for a Biblical worldview teacher?

Investing first in the Teacher's heart, mind, and spirit:
Transformed teachers help produce transformed students

KEY UNDERSTANDINGS

1. It takes transformed teachers to produce transformed students.
2. Effective Christian teachers personally understand the content they teach.
3. Long term effective teachers will develop a real faith that trusts God with the seeds they plant in the hearts and minds of the students.

1. *It takes transformed teachers to produce transformed students.* Imagine a vacuum salesman comes to your door with a new product he wants you to buy. What kind of presentation would you expect? He would be very excited about his product. He would enthusiastically share with me all the benefits of having such a product, and he would tell me why I shouldn't live another minute without it. He would convince me that a life without his product is somehow less fulfilling and joyful than one with his product. In the end he would strongly and excitedly insist that I let him test his product on items in my house. He would really want me to see in a very positive way that his product "really sucks"! Now the only big difference between a salesman and a teacher is that usually the salesman only sees me one or two times and then moves on. A teacher lives with a student for one or maybe two years day after day. This means that whatever they are selling must be real for them, because no one can fake real excitement about something they don't really believe for that long.

2. *Effective Christian teachers personally understand the content they teach.* Without personal ownership you end up with teachers who are led by a book to say and do things that they themselves don't either fully understand or believe. This leaves students with a very hollow and unrealistic learning experience. The result will be students that care very little about the content taught, which really means they will learn much less. Day to day learning becomes survival for the teacher and survival for the student. *Teachers must understand and own the content for themselves well enough to be able to go beyond a written text or curriculum and answer hard questions.* Obviously this is true about math, science, language arts, and history. But it is even more true and evident in matters of faith as it connects to real life. Administration and teachers must have wrestled with their own faith and its connections to life before they can hope to introduce it to their students. This doesn't just apply to spiritual matters. As you have seen in previous chapters, what a per-

son believes about God, reality, truth, and mankind will affect what they believe about all the other subjects. To understand or teach apart from this truth is both illogical, inconsistent, and ineffective.

As you can probably deduce, this means that Christian teachers are motivated by much more than money or the satisfaction of seeing a student pass a test. They are motivated by a calling to show their students that all truth was made by God, is sustained by God, and works a certain way because that is what God preordained.

3. *Long term effective teachers will develop a real faith that trusts God with the seeds they plant in the hearts and minds of the kids.* Being a Christian school teacher has many challenges. Money is always an issue. The ability to support a family if you are head of your household is a huge burden that can make it very hard for those teachers to stay at the school for extended periods of time. Relationships are demanding. Administrators, parents, and students tend to naturally require lots of communication and certain levels of relationship. This tends to be much higher in private Christian schools where concerned parents are paying lots of money and want to know a lot about what their children are learning. Even though this is a good thing, it can be very exhausting. For the truly invested teacher, it can also be difficult waiting and wanting to see the fruit of what they have put into each student. There are lots of seeds planted, but most of the time we don't get to see much of the flower or fruit that comes later. For all the previous challenges mentioned Christian school teachers need tremendous faith. We must trust God and depend on Him daily if we are to push forward with anticipation and excitement. We have to trust that God will help us talk with a parent that struggles to understand why their child is not making straight A's or even passing. We have to trust God when bills need to get paid and a Christian school teachers salary barely keeps up with rising inflation. We must trust God when we put hours of extra time and energy into any specific child only to see them fail again either academically,

spiritually, or morally. Remember that the author of Hebrews tell us that faith is based on things we do not see but know is true (paraphrase of Hebrews 11:1). The author then goes on to list great men of God that invested their lives in God's calling but did not get to see the fulfillment of what they had dedicated their lives to. These men had assurance not in a product but a person. They like us would have loved to see the end of the story, but learned that they must but their hopes, frustrations, fears, and doubts in the promises given by a covenant keeping God and His character. Whats great about this kind of calling is that you have to focus your attention on your relationship with Jesus, and not get hung up on results which tends to lead Christians down a path of works and legalism. This kind of dependency should also produce a humble but bold teacher that constantly produces excellent work and is not as easily swayed by outside pressures or popular opinion. Maybe God knew what He was doing.

Why is the teacher in the classroom?

Live to teach or teach to live: What is your motivation?

KEY UNDERSTANDINGS

1. Teachers that have a passion to teach something important are driven by truths, principles, and goals.
2. Administration will and should demand a lot from their teaching staff, but they should also give a lot in return.
3. The social morale of an entire school staff can make or break how any one teacher feels about teaching at that school.
4. An effective Christian school will invest in the spiritual and social atmosphere of its staff and teachers.

I believe that the reasons teachers teach, boils down to two simple conditions. Either they have a passion to teach something of importance and see children learn or they need to get paid and it's too hard to find another job. I know that sounds simplistic but when you think about it these are the two basic motivational factors.

1. Teachers that have a passion to teach something important are driven by truths, principles, and goals. They believe that what they are teaching is essential for the growth and development of the student. They need a salary, but that is not why they are there. They feel they are lucky to get paid to do something they love. These teachers get excited when a student's light bulb turns on and progress takes place. They enjoy the interaction that teaching affords and they often will continue to grow and learn themselves because they realize that a teacher that stops learning probably needs to stop teaching. All of the above descriptions make it sound like these teachers are always happy and never have a bad day. That would not be accurate. These teachers will experience many struggles and difficulties along the way. The difference for this teacher is that when they weigh the difficulties with the reward, the reward is always much greater (and not monetary).

Teachers that just need to get paid are those who usually have started with a passion and that passion has been lost or is even dead. Many situations lead to this scenario. Some teachers go into teaching with a grande picture of how they are going to change the world, but when they actually begin to teach, their presuppositions could not have been more different than their reality. This type of situation is very common in a public school because teachers tend to be bogged down with teaching to a test they don't really care about. And it uses up huge portions of their time. If they don't make sure students are ready for these tests, the school gets less money and they don't get their bonus. If this is the beginning experience of a first year teacher, they can quickly sour about the wonderful ideals they had in college and decide teaching isn't for them. Some teachers make it longer and are more stubborn when it comes to giving up but over time get worn down by the system. Of course, by the time these teachers realize they have given up hope, they have been teaching for many years and have become dependent on the pay and summers off. This person really needs help finding another career that will really make them happy or the students will suffer.

Why address these two types of teachers? First, it is important for all teachers to look hard in the mirror and ask why they teach. If they can't answer the question or it ends up being because they need a paycheck, then they need to have the courage to move on. Sour and bitter teachers create sour and bitter students. It is also important for administration to know why their teachers teach and to find ways to evaluate the attitudes of their staff. This will undoubtedly have a profound impact on the the social mood of each classroom and the school.

Finally it is important to address these issues because leaders of a school must find a healthy balance between work and play. *2. Administration will and should demand a lot from their teaching staff, but they should also give a lot in return. 3. The social morale of an entire school staff can make or break how any one teacher feels about teaching at that school. Do they feel encouraged, supported, protected and provided for? Are there moments to laugh and celebrate? Are there opportunities for corporate praise and prayer? Is there an overall sense of hope and positivity running through the staff? A major responsibility in the role of any administration is feeling out the social atmosphere of its staff and acting accordingly. They should also be proac-*

tively planning activities that foster a positive environment. In a Christian school, prayer and reflection should always be central as well as spiritual growth opportunities. These things can't help but increase the morale of the teachers and staff and therefore greatly benefit the school.

There isn't a one size fits all system or program that will facilitate an ideal working environment that keeps teachers happy and fulfilled in what they do. Plus, you can't eliminate sin from the equation either. You can, however, hire an administrative team that cares about these issues and will find creative ways to reach out to the staff. *4. It goes without saying that an effective Christian school will invest the spiritual and social atmosphere of its staff and teachers.*

The myth of Christian Osmosis in the classroom

Because a teacher is a “Christian” does not make them a Christian teacher

KEY UNDERSTANDING

1. Just because a teacher is a Christian and a teacher does not make them a Christian teacher.
2. Christian teachers understand the difference and importance of both intentional Biblical integration and unintentional Biblical integration.
3. An effective teacher who desires their curriculum to point to a Biblical Worldview will purposefully plan it at the unit and big idea level.

1. *Just because a teacher is a Christian and a teacher does not make them a Christian teacher.* There are thousands of great teachers who are Christian and teach in schools across the world. Many of them may be excellent in teaching deep understandings and truly love their students. However these items do not automatically translate into a Biblically integrated classroom. A teacher may be a Christian, have devotions every morning, attend church every Sunday, and have a small group meet at their house to discuss theological issues. These things help develop ones personal character and faith but still do not naturally end in a Biblically integrated classroom. A teacher may have a scripture verse for their students to memorize every week. They may bring missionaries into their rooms to talk about their missions trip. They may even pray at the beginning or ending of every class period and at lunch. All of this sounds spiritual but is still not real purposeful Biblical integration.

I do believe that many of the above activities may prepare a teacher for impromptu moments in the lives of their students if they teach at a school that values relationship over an easy to use discipline system. However, real Biblical integration must be purposefully designed into the written curriculum and purposefully assessed, otherwise it will not be part of the whole curriculum and will not be consistent.

2. *Christian teachers understand the difference and importance of both intentional Biblical integration and unintentional Bibli-*

cal integration. Most Christians in general tend to live out their faith in a *relationship creates opportunity* mindset. This means that they feel that if they build relationships with people and those people see how they live a life for Jesus, that will create opportunities for the spread of the gospel. There is definitely a lot of value and truth in this philosophy. Through scripture there is a constant call to show people that you belong to Jesus by how you love them and others. Even 1 Peter 3:15 says and assumes that your lifestyle will be lived in such a way that causes people to ask “*you to give the reason for the hope that you have.*”

The huge and often overlooked problem with living according to *only* this philosophy is that it assumes that once you are asked, you will know how to explain why you do what you do, which comes from why you live how you live. If you are following the flowing line of logic you will also see that in order to live in a way that cause people to ask why means that you have previously intentionally invested intentional time understanding what God says about life and reality. If you are a business man with a family you have purposefully studied what God says about how you should live and act at work and at home. You have studied how God’s character and absolute moral nature should affect your moral choices in any business deal. You have an intentional belief system about economics and politics that affects your use of money and goods. You have a studied and grounded belief about people and know that all people are

made in the image of God yet sinful, which affects how you interact with them. You have a purposeful understanding about media and the arts which in turn affects what types of entertainment and relation you turn to when the business day is done. You know that God's laws never change in relationship to life, marriage, and worship, so your meaningful break conversations will reveal your heart. You also know God's view of the family and its origin in the trinity and how your wife and children require your time, instead of a constant lifestyle where your business consumes you. This is just the tip of the iceberg, but I think you are getting the idea. A life or a curriculum lived without purposeful evaluation of your worldview beliefs will not end effectively. Yes, accidental moments of Christianity will show up occasionally but the overall picture of Christ you paint with your life will be more than messy it will be indistinguishable.

3. An effective teacher who desires their curriculum to point to a Biblical Worldview will have to purposefully plan it at the unit level. Christian teachers who Biblically integrate will plan backwards making sure that their academic goals or standards are seamlessly woven together with truths found in God's Word and will naturally fit with the subject concepts. It will not feel forced and does not happen at the daily lesson level. It takes place in the *year-long and unit planning process*. This will mean that some daily lessons in any particular unit may not (in and of themselves) look Biblical, and some will be mixed. The preplanned Biblically integrated unit

goals dictate the when and how of the daily lesson material. A more practical description and tool will be provided later in the book.

After reading this you may wisely assume that not only is this true of teachers, but parents, pastors, youth leaders, Sunday school teachers, business men and women as well as any career or calling that should be impacted by a clearly understood core belief system.

Classroom management and Discipline:

What you believe about humans should affect the way you view discipline

KEY UNDERSTANDINGS

1. A student is a being made in the image of God, and created special and unique with purpose. They are also born as sinners who need correction and direction.
2. Effective discipline leads to growth, not broken, hateful relationships.
3. Teachers aren't buddies. Teachers are adults who care about the whole students when it's popular and unpopular.
4. You can combine logic with love to create thinking, successful students.
5. Be confident in your role as an authority figure. An absolute God placed you there.
6. Effective teachers see beyond the outward actions of a student to what the real need inside.

1. *A student is a being made in the image of God, and created special and unique with purpose. They are also born as sinners who need correction and direction.* Are children simply flesh, bones, blood, nerve ending and organs that have developed through billions of years of evolution? If this is true than behaviorism and conditioning is all we need, because they are basically animals that can be trained. How do people train animals to do what they want? I was at a pet show in Sea World this summer and saw the most amazing pet show that involved dogs, cats, mice, birds, and even a pig. The show started when a white rat came on to the stage like it was looking for something. It found some sort of scent trail and followed it to a little door. At first I was thinking that one of the pets got loose until I saw a cat immediately come out after the rat left and it followed the scent of the rat to the same door the rat went through. Finally, a dog came out and did the same thing after the cat. It was part of the show. I was amazed at how the trainers had conditioned these animals to perform and not deviate from the script. I also noticed that each time a pet did what it was supposed to do, the trainer gave it a treat. If children are no more than animals, then we should treat them the same way. We should be able to use reward and discipline to condition the perfect child. It's as simple as stimulus, right? Wrong!

The problem is that even though this has been tried in countless countries, families, and schools, children always find a way to mystify us with their ability to go off course and rebel against their conditioning. Communism and socialism have tried and failed at this for centuries, but mankind never seems to want to cooperate with the idea that once they are retrained they are supposed to be conditioned to love what the state wants them to love. I guess they keep trying this stuff because they think they haven't tried it the "RIGHT" way. Unfortunately, unbiblical discipline and behaviorism has negative consequences. 2. *Effective discipline leads to growth, not broken, hateful relationships.*

We know that the reason it never works is because humans are more than animals. We have more than a simple consciousness that is controlled through stimulus and behavioristic conditioning. We have a spirit. Human's can think about thinking. They can stop and ask why they are doing what they are doing. I have never seen my dogs stop before running to their food dish and wonder with an inquisitive look where all this food came from. They just run in and eat day after day. We may want to believe because of their interesting and sad puppy dog eyes that they are thinking, but rest assured that they are simply and purely stimulus receptors. People are so much more different than that. As the Bible points out in Genesis, we were created in the image of God, the ultimate Person. Humans are creative, intuitive, thoughtful, original, insightful, and discerning. Let's not forget that we are also infected with sin. Keeping this in mind, 3. *Teachers aren't buddies. Teachers are adults who care about the whole students when it's popular and unpopular.*

If this is true, then why do teachers keep using conditioning elements (rewards or punishments) which are primarily used to control student behavior. We all do it and have done it. Part of why we continue to do it is because conditioning can affect people to a degree because we are partly physical. Unfortunately it does not affect the heart or the spirit, just a student's actions in a given environment, if they want rewarded or not punished on that day. No, if we want to really get to the heart of a child something different is required. You can sum it up with the words relationship and truth. One of the greatest traits God placed in humans is the desire for a real relationship based on given absolute truths. We want to be cared about, loved, and known, and we don't want those things to change based on the circumstances. We must find a way to combine truth and relationship with our students in such a way because we care about their ability to function in life when they leave us. This is where programs such as LOVE AND LOGIC have been so effective. Even though the strategy is not communi-

cated as a Biblical principle, it comes from an understanding of the truths found in God's General Revelation relating to human behavior. I am not going to try and unpack LOVE AND LOGIC because they have done a phenomenal job that you can purchase and study for yourself. I am simply addressing that an effective Christian school's discipline policy must reinforce their beliefs that every student is as a human being made in the image of God. *4. You can combine logic with love to create thinking, successful students.*

We must also address the changing beliefs about authority in the classroom. In a growing postmodern world, absolutes that govern all life have been challenged. Postmodernism, as a reaction to modernism says that there are no ultimate or absolute standards of truth. Truth is something created by each group or tribe for their own uses. And you are not allowed to tell other groups that your truths are truth for everyone. If you do you are victimizing them and using your definitions of truth to control them. This is where much of today's political correctness comes from. If you say that Jesus is the ONLY way, the ONLY truth, and the ONLY life, then you will be labeled small minded and mean because you are using your religious truths to victimize others. The problem with this idea is that if everything is true than nothing is true. It's one of these philosophical fallacies. Just think about it. Postmodernism usually challenges ideas that are not so obviously absolute, like math and gravity. I think that is because the consequences of not believing in those absolutes come rather quick and are hard to deny. Instead, they focus their energy on the arts, religion, or morality. Again, I believe that in these fields of study the consequences of denying absolutes can be postponed for years and even a lifetime. One good example might be pornography. Some courts in the past have been convinced that much in the photographic world has no absolute, therefore any image is subject to author definition. In light of this confusion pornography becomes legal and young boys and men constantly struggle with the image versus reality

when it comes to healthy relationships and marriage. The consequences might not surface until a dating relationship or marriage fails because a young man does not see a woman the way God intended. Even when those statistics rise, as they have and will, the postmodern society will find a way to blame those consequences on something else, like Christian guilt over their actions.

As Christians we do believe in absolutes because we believe in an absolute God. Unlike the deist faith we also believe that God is intimately involved with every aspect of life. As a result, we believe in the authority of God and the authority of leaders put into position by God. One of those positions is the teacher in the classroom. Teachers are the God given authority in the classroom. There is a growing popular belief in the constructivist education movement that teachers no longer have the right to be the authority, they are only guides and facilitators. If they exert authority in discipline or instruction they are victimizing their students with their beliefs. This is what happens when God is removed from society and education.

Effective Christian schools will use some constructivist ideas when it comes to student self discovery and student groups working through a process of failure and success. These are valuable methods that lead children towards deeper understanding. However, we will not throw out the baby with the bathwater. Teacher's will always have an authoritative role in the classroom and should be expected to be the expert in the subject they teach. Teachers represent God and should use Biblical discipline to guide their students toward the truth or as we are already experiencing, chaos will bankrupt society. *5. Be confident in your role as an authority figure. An absolute God placed you there.*

6. Effective teachers see beyond the outward actions of a student to what the real need inside. There are two basic needs: felt needs, and real needs. Felt needs are things like wanting to go outside and play, wanting to watch television all day, or wanting a spe-

cific outfit from the mall. Real needs are things like food, water, love, relationship, shelter, spiritual health, or a type of choice like brushing teeth, taking a shower, or getting exercise. Occasionally the two things match up, but because of our sin natures we tend to focus on the things we want over the things we really need. The culture and the media also play a huge part in encouraging these felt needs. Teachers must find ways to remind themselves that the outside cry or actions of any given student are coming from an egocentric base of sinful, naive, self centered development. Unfortunately, you will also deal with parents who act the same way.

The Teachability of Teachers:

Am I willing to grow, learn, and work as a team or am I closed off

KEY UNDERSTANDINGS

1. Effective teachers will collaborate and communicate effectively.
2. Schools need to have a plan for expanding the time that teachers work and plan together.
3. Schools need an intentional plan for growing a culture of collaboration.
4. Pray daily for a humble heart and mind that views the insight from others as helpful and caring instead of critical and threatening.

A teachers self worth is not difficult to rattle. Tell them that we want them to grow, or get ideas from collaboration with other teachers and all of a sudden their world is rocked and they feel like a failure. It takes time and a lot of pats on the back, but it is definitely worth investing in creating a highly collaborative environment. In an effective school teachers see the value in the input and ideas of other people. *1. Effective teachers will collaborate and communicate effectively.* They also realize that their self worth is not found in the opinions of others.

2. Schools need to have a plan for expanding the time that teachers work and plan together. This is the only way subjects will be able to reach across the hall and join forces to educate for more integrated real life understandings. It is also important for teachers to see peer collaboration as a need instead of a “nice if its possible” activity. The administration is going to have to push for this environment and provide time for it as well. In the school in which I currently teach, we made the decision to have students come late on Thursdays so that teachers would have an extra hour and a half to plan, learn, and share. We also have an end of year celebration of learning event where we invite all parents to come and experience something similar to the opening night of a museum. Students become docents that explain new understandings and ideas they have learned through a project that must include more than just one subject. This event requires teachers to plan ahead and work together to help students to identify a project or problem in real life and work together to solve it. As nice as it sounds, usually this will not happen unless teachers are encouraged to do so. *3. Schools need an intentional plan for growing a culture of collaboration.*

All of this requires teachers to have a humble, teachable heart that is not easily threatened by new ideas. I realize this is easier said than done. The ad-

ministration must be a hugely helpful resource by finding ways to encourage and build teachers up as they are challenged to try new and uncomfortable methods. The Bible teacher(s) must also be very involved in meeting with and training teachers in the implementation of a Biblically Integrated Worldview curriculum. Biblical integration isn't easy, especially when your expertise is in other subjects. Ongoing assistance and discussion is an intentional must.

4. So pray daily and plan intentionally for a humble heart and mind that views the insight from others as helpful and caring instead of critical and threatening. If we don't find ways to integrate our subjects and enter each others classrooms, we will not be able to, prepare our students for the real world outside of school.

7

A Learning, Growing Student:

How do students learn best?

The student is the the primary purpose of having a school. These young people are why teachers have jobs. They have chosen our school to learn and grow. How do they learn best? Are they all the same or is each one uniquely different? Are they simply products of environment for us to mold into perfect little Christian robots who can win at Biblical Jeopardy? Are they born sinful or are they just misunderstood youngsters who make mistakes? Are they special because of what they can do or who they are? Is it our job to make sure they are “saved” before they leave us? How can we use our best insight and educational research to be the best Christian school teachers possible? These questions and many more must be part of our discussions as Christian educators. Christian educators, administrators and their boards must have a clear understanding of their client if they even want a chance at hitting their target and accomplishing their goal of learning and transformation.

Developmental Faith:

Teaching students based on age, understanding, and ability

KEY UNDERSTANDINGS

1. One's physical and mental development should have an impact on what academic and spiritual ideas we teach.
2. What we know about Jesus at a young age gives excellent insight about developmental faith and learning.
3. There is a significant difference between developmental mistakes (learning moments) and rebellious acts of sin.
4. The answer to teaching most difficult or graphic parts of the Bible is not to water-down or “*cute-ify*” difficult or inappropriate parts.
5. The whole redemptive story can be taught with integrity while wisely choosing when to camp and fly over the parts that fit within the developmental understandings of the student.

1. *One's physical and mental developmental should have an impact on what spiritual and scriptural ideas we teach.* Human minds and hearts develop over time. This is not a disputed fact or even a surprise. As we grow we are able to go deeper and understand more fulfilling truths that can help us develop a bigger and more comprehensive worldview. If this is how God made us, would it not also stand to reason that His Word, the Bible, would also be written in developmental tiers? I am not saying there are any Gnostic secrets only available for the elite to unlock. What I am saying is that there are stories and truths that are certainly more appropriate and developmentally helpful for students as they grow physically and as they spiritually deepen in their faith.

2. *What we know about Jesus at a young age gives excellent insight about developmental faith and learning.* Jesus was fully human and fully God. What this means is that Him being God did not take anything away from his humanity or growth as a human being. We can see in Luke 2:41-52 that like many children growing in their ability to discern and think beyond their own world, that Jesus had one single focus, being with His Heavenly father. This was the reason His reaction to his parents was similar to what we would see in a child learning that their world and choices affect other people. His actions or reactions were not sinful, rebellious, or even selfish. They were appropriate for a person of that age. Like many older elementary students or middle schoolers, Jesus was genuinely surprised by His parents being a little upset. He was expanding his physical world at this point to people in his community and beyond just Himself. 3. *There is a significant difference between developmental mistakes (learning moments) and rebellious acts of sin.* Had He done this again in a future situation, it might be easier to say it was rebellion, disobedience and sin. At the end of this story the Bible also tells us that Jesus grew in wisdom and stature. Obviously God

does not need to grow in wisdom, so the only option is that this was referring to His human mind and body. Like Piaget and other educational scientists discovered, that in the natural world God made, there are stages of cognitive development most people experience as they learn and mature. I say most because obviously there are exceptions to this rule. The specifics of each stage of development are still widely debated and discussed to this day. The point is that we change and develop physically and cognitively. Why would it be any different with our faith and spiritual development?

Hebrews chapter 5 talks about how the righteous should be moving from a spiritual diet of milk to that of solid food. In 1 Corinthians 13: 11 Paul references the changes we go through from child-like thinking to that of an adult. It is obvious that He is talking about a deepening spiritual understanding about love. The conclusion is that there must be two kinds of developmental faith. The first is the kind that changes with maturity. The second is the kind that a new convert to Christianity goes through in their sanctification. Both are valid and often intersect. However for the sake of developmental education I will focus our attention on the first.

As Christian educators who desire our students to leave our classrooms having truly understood we must strive to use the best educational principles possible. This would seem to be logical. However, many teachers commonly make the mistake of using studied principles of excellence in subjects like math, science, and language arts, and then throw all those truths away when teaching the Bible. The excuses range from "It's the Holy Spirit's job to teach the heart" to "faith, religion, and the spiritual things in life are more subjective than concrete and can't really be taught or evaluated." All the excuses ultimately boil down to the idea that in matters of spiritual education, it is more of a matter

of feeling and intuition than assessable truth. These ideas also stem from philosophies that disconnect the natural physical world from the spiritual and ethical. To paraphrase Francis Schaeffer, “one of the biggest problems in Christianity today is that we see life and education in bits and pieces rather than the whole.”

Now that a case has been made for developmental faith, what are the stages of faith a person goes through? Is there any existing research that exists? One such study came from Dr. James Fowler. Despite his personal theological leanings or even those who may use his research to justify bad Bible teaching and application, it seems he was on to something. He used the studies of Jean Piaget and Lawrence Kohlberg to conclude that there are developmental faith stages. I have attached one of his charts. The views on faith development are not set in stone and can be debated. However, it does provide clarity as to why students believe and act in ways related to how their physical and cognitive development affects their faith. *4. The answer to teaching difficult or graphic parts of the Bible is not to water-down or “cute-ify” difficult or inappropriate parts.* I will come out and say without hesitation that I am not a big fan of Veggie Tales. I do believe their intentions are noble and that their cartoons related to moral issues can be helpful. I struggle with taking developmentally inappropriate Scripture or stories and *cute-ifying* them. By *cute-ify* (which is not a real word) I mean to take real life issues and exchange them for something cute or harmless in order to make it palatable for an audience that could not otherwise handle it. If the Bible was given to us with the understanding that our faith and cognitive development happens in stages then why can't we teach Scripture using the same principles? If we water down difficult or graphic Bible stories, we may water down the real gospel story or truths about man's relationship with God and the consequences of sin.

This can also apply to parts of a story without compromising the essential truths of that story. I can easily tell the story of David and Goliath to first grade students without getting into the fact that David decapitated Goliath at the end. However, it is hard to tell many of the stories of the judges without discussing some of the horrible events that took place. Another example is the book of Hosea. One of the main characters is a prostitute. This not a discussion you want to get into with a small child or their parents. Therefore, I don't teach Hosea until the seventh grade or older. There are other great stories about redemption like Ruth that can communicate a similar idea. I won't turn Gomer, Hosea's prostitute wife into an overeater with a food addiction just to be able to tell the tale. *5. The whole redemptive story can be taught with integrity while wisely choosing when to camp and fly over the parts that fit within the developmental understandings of the student.*

STAGE	NAME	DESCRIPTION	SIMPLIFIED VERSION BY M. SCOTT PECK	
Stage 1	Intuitive-Projective	This is the stage of preschool children in which fantasy and reality often get mixed together. However, during this stage, our most basic ideas about God are usually picked up from our parents and/or society.	Chaotic-Antisocial	People stuck at this stage are usually self-centered and often find themselves in trouble due to their unprincipled living. If they do end up converting to the next stage, it often occurs in a very dramatic way.
Stage 2	Mythic-Literal	When children become school-age, they start understanding the world in more logical ways. They generally accept the stories told to them by their faith community but tend to understand them in very literal ways. [A few people remain in this stage through adulthood.]		
Stage 3	Synthetic-Conventional	Most people move on to this stage as teenagers. At this point, their life has grown to include several different social circles and there is a need to pull it all together. When this happens, a person usually adopts some sort of all-encompassing belief system. However, at this stage, people tend to have a hard time seeing outside their box and don't recognize that they are "inside" a belief system. At this stage, authority is usually placed in individuals or groups that represent one's beliefs. [This is the stage in which many people remain.]	Formal-Institutional	At this stage people rely on some sort of institution (such as a church) to give them stability. They become attached to the forms of their religion and get extremely upset when these are called into question.
Stage 4	Individuative-Reflective	This is the tough stage, often begun in young adulthood, when people start seeing outside the box and realizing that there are other "boxes". They begin to critically examine their beliefs on their own and often become disillusioned with their former faith. Ironically, the Stage 3 people usually think that Stage 4 people have become "backsliders" when in reality they have actually moved forward.	Skeptic-Individual	Those who break out of the previous stage usually do so when they start seriously questioning things on their own. A lot of the time, this stage ends up being very non-religious and some people stay in it permanently
Stage 5	Conjunctive Faith	It is rare for people to reach this stage before mid-life. This is the point when people begin to realize the limits of logic and start to accept the paradoxes in life. They begin to see life as a mystery and often return to sacred stories and symbols but this time without being stuck in a theological box.	Mystical-Communal	People who reach this stage start to realize that there is truth to be found in both the previous two stages and that life can be paradoxical and full of mystery. Emphasis is placed more on community than on individual concerns.
Stage 6	Universalizing Faith	Few people reach this stage. Those who do live their lives to the full in service of others without any real worries or doubts.		

8

The Wonderful Parents:

God's design for family must play an integral part in Christian education ?

God created the institution of family to model the relationship of the Trinity and show what real community looks like. Parents are Gods ordained representatives to their children, and naturally have the most influence over them. Therefore, they can never be forgotten about when plans are made that affect the development of any student. The institution of the family has been under terrible attack and seems to be losing lots of ground. At any Christian school you will find multiple different family scenarios that make you wonder why we even bother to include and reach out to parents who seem to only think about themselves and their reputation over the needs of their children. You will also meet families that teach you a lot about what it means to be a Godly parent. You will serve many families with varying needs and interesting approaches to parenting. Think of including the parents as an opportunity to share truths of God's word and world with the whole family. The more you share with the parents your genuine love and concern for the wellbeing and growth of the student, the more you will receive their respect, trust, and help in teaching their child.

Getting connected with parents:

How to best partner with parents so that I get the best from their child

KEY UNDERSTANDINGS

1. Parents are the greatest contributors to the development and character of their children and your student.
2. You are never just investing in a student, you are investing in the whole family.
3. Encourage and guide parents in the Biblical Worldview training of their children.
4. Christian schools must find creative and effective ways to educate parents on the why's, and how's of Biblical parenting and the need for a Christian education.

1. Parents are the greatest contributors to the development and character of their children and as a result your student. That is, anyone in the role of a parent from adoption to a grandparent as a primary caregiver. If parents have such a huge impact on the success or failure of any given child, then why don't we invest strongly in strategies that involve them in a large portion of their child's education. Let's take it one step further. Why don't we find ways to teach parents about Christian Worldview Parenting? A school's relationship with its parents is one of the single most difficult jobs to engage in. With every student comes a unique set of challenges in working with parents. Some are easy and supportive. Some are very difficult and seldom happy with anything we do. Some talk behind our backs with other parents like they are forming a mutiny. Some think and say that they know better than you. I have been a teacher for over 18 years. I would love not to have to expend all that energy bringing parents into the picture. That's just not realistic. If we function at odds with God's plan for the family we will not experience blessing in our lives or place of business. *2. You are never just investing in a student, you are investing in the whole family.*

I believe the greatest success with parents comes from being proactive instead of reactive. Create strategies to get parents involved from the beginning as part of the overall curriculum. Give them responsibilities that allow them to feel involved in the lives of their children and hold them accountable to learn along with their kids. *3. Encourage and guide parents in the Biblical Worldview training of their children.* If we don't partner with parents, what real success can we have in the long run anyway?

Let's find ways to educate parents about what it means to have a Biblical Worldview and how that affects all parts of life. Let's organize classes or seminars that parents are required to attend. Do we

have any way to make sure our parents are in a Bible teaching church? Why can't we work with the local churches represented at our school and create a collaborative environment where parents are held to a higher level of accountability. I do believe that if we make those connections it can also help the enrollment at our school. Let's make sure our goals and the mission of the school involve intentionally partnering with parents. *4. Christian schools must find creative and effective ways to educate parents on the why's, and how's of Biblical parenting and the need for a Christian education.* I don't have a list of specific solutions for how to make this work in any given school. It will look different in every culture and environment around the world. I am simply saying that we need to acknowledge the elephant in the room and proactively start the discussion and come up with creative ideas that addresses one of the single greatest factors in the life of any student.

9

The God's Story Curriculum:

He is the Author of Redemption

There has been universal standard for creating stock Bible curriculum for churches, Sunday school programs, and Christian School. It's time to question the way its always been done. The reason we question it is because as we look at the condition of our church or school culture we see the following problems:

- 1. Children know less about the actual Bible and are more dependent on outside resources.*
- 2. Children think about the Bible as a topical list of stories that teach nice moral values.*
- 3. Children do not know how to study the Bible for themselves.*
- 4. Children do not know how the Bible comes together as one story that ultimately points back to God.*
- 5. Children are growing up with ideas and beliefs that are contrary to scripture.*
- 6. Children do not have a developing Biblical Christian Worldview or the critical evaluation tools for examining what they and others truly believe.*
- 7. Children are not learning what it means to have an ongoing relationship with Jesus.*
- 8. Children are not being transformed by the gospel, so that they can transform culture.*

It is my prayer and hope that the ideas for curriculum provided will help you transform your school, facilitate real change and intensify your teachers and students love for God's Word.

Changing the paradigm for Bible curriculum:

What should an effective Bible curriculum look like?

KEY UNDERSTANDINGS

1. The “I say, you do” curriculum has to go. It’s time for teachers to own the content they teach for the sake of their own joy and that of their students.
2. An effective Bible program will invest in Bible teachers whose primary job is to study and teach God’s Word. This is an essential, not a “it would be nice if we could” investment.
3. Teachers have their own unique gifts and methodologies where they shine. Don’t cripple them with a curriculum that micromanages their personality.
4. An effective Bible program will provide:
 1. A model and strategy for how to teach through the whole Bible as one story of God’s redemptive plan.
 2. Strategies and tools for real Biblical integration to begin.
 3. A structure for Biblical Worldview training
 4. Interactive resources that can be used according that school’s schedule and planning.

I believe all teachers, especially Bible teachers want to own the content they teach. I also believe that many think that if they teach more than one subject, that really knowing the content isn't realistic. I also know that there are always exceptions to the rule. There are many excellent teachers who do "own" the content they teach from kindergarten all the way through high school. By owning, I mean they really understand what content they are teaching. They can make wise judgment calls on the most important parts. They can take a curriculum on the content, pick it apart, use what's most helpful and re-plan so that it is most effective for their students at their school. These teachers love to really teach and they don't want a curriculum telling them what to do and what to say every minute so that they can reach the end of the teacher manual by the end of the year. I don't blame them. I applaud them. *1. The "I say, you do" curriculum has to go. It's time for teachers to own the content they teach for the sake of their own joy and that of their students.* I also understand that for many teachers the very structured curriculum is easier if you haven't mastered the content. This tends to be more true at the elementary levels where teachers teach multiple subjects. I do believe, however, after seeing it done well, that elementary teachers can master the content they teach, but they need time, a strategy, and help. If they are willing to take this path they will renew their love for teaching and their students will learn much more. Most school curriculums, whether Bible or not, are written as if every teacher and every school are robotic. We all know that this could not be further from the truth. In this case easier is definitely not better. And please don't misunderstand what I am saying. Don't master how to teach the curriculum, master the content. Some teachers have almost memorized the daily procedures required in any given curriculum so it becomes rote. They know what lesson they will teach on what day with what method and on what page to read from. This is not healthy, this is mind numbing. But it's easy, and these teachers don't have to think anymore, they just do. I challenge all Christian school teachers to be excellent in how they master

their content. I don't mean to pull the spiritual card but God requires our best for His glory.

2. An effective Bible program will invest in Bible teachers whose primary job is to study and teach God's Word. This is essential, not a "it would be nice if we could" investment. Let me be very blunt. You must hire Bible teachers. This is a non-negotiable for any real Christian school. Do not expect your other teachers to teach their subject and teach the Bible. There is too much at stake. Invest in a Bible director or Spiritual formation leader that can take your Bible program to another level and make sure God's Word remains central to your entire program. These are teachers who have actual training in studying and unpacking the truths in the Bible so that they can be taught and used across the curriculum. These are not just pastors or youth leaders. These people have actual training in educational philosophy, lesson planning, and all the strategies needed for effective classroom management. They are well trained in hermeneutics and accurate exegesis. These people will either have some training in Biblical Worldview Integration or would be open to further training that can make them an expert in this field. Depending on the size of your school you may need more than one. There is definitely great benefit in have a dedicated elementary Bible teacher with the tools and training to handle students at that age. Wherever you place your Bible teachers, they need to be available to help teachers as they work to figure out how to integrate Biblical truths into their other subjects in a natural an effective way. Let me also say that the teachers of other subject will also be essential as they educate the Bible teacher on matters of developmental education and reality. It is very easy for a Bible teacher to plan grande lessons outside of the bounds of what is actually possible in the classroom. Daily classroom teachers help ground these teachers. The relationships made between the classroom teachers (or teachers of other subjects) are vital to it future success. Remember that this position and its effective assimilation into the school is

fundamentally essential to the success of any real Christian schools core philosophy.

3. *Teachers have their own unique gifts and methodologies where they shine. Don't cripple them with a curriculum that micromanages their personality.* As was stated before, excellent teachers have and use tremendous skills, methods, and the unique strengths in their personality to run their classroom like a well tuned orchestra. Don't take those talents away with a Bible curriculum that tries to control them and the outcome. Effective Bible programs and curriculums will provide unit goals (or Big ideas / Understandings) that come directly from Scripture. These Big Goals or Ideas are what teachers will use as they seek to integrate Academic standards at the unit level. Teachers, now knowing their goals, can create big questions, organize content, and skills that they should be able to observe in the student that would convince them that real understanding and transformation is happening. From this point they can figure out what types of assessments, or tests will be needed to uncover those understandings. After all of this has been planned a teacher can begin to plan out their unit and create daily lesson plans. Most, if not all, Bible curriculums on the market don't require the teacher to do any of this. The teacher is simply asked to trust the curriculum writers and start with the lesson plans provided hoping that the director who ordered this knows what they are doing. Removing this process also removes a teachers personality from the daily lessons. Because the teachers don't know the why's behind what they are teaching, they can't own it. Owning it allows a teacher to ask much better and deeper questions to students who aren't getting it. Owning it allowing teachers to teach the same content from different angles with different examples. Owning it allows teachers to allow student to arrive at the understanding in different ways than prescribed by the curriculum. Owning it allows teachers to create meaningful assessments that truly tell the school and the parents how well the student is actually doing. Involve and require your teachers to be part of this process.

Make them part owners in the content they teach and empower them to be experts who can enjoy teaching again.

Finally, let me transition into the curriculum I am handing over to you. Hoping the overkill of philosophy and explanation leading up to the actual curriculum and resources will be enough to start your school on a path to becoming a real Christian school.

4. *An effective Bible program will provide:*

- *A model and strategy for how to teach through the whole Bible as one story of God's redemptive plan.*
- *Strategies and tools for real Biblical integration to begin.*
- *A structure for Biblical Worldview training*
- *Interactive resources that can be used according that school's schedule and planning.*

In the following pages I will provide all of the Big Ideas, Understandings, Timeless Truths, Principles of God's character, and Biblical Worldview Insights I have learned over the past 18 years of teaching Bible and leading the Bible program at our school. I will be the first to say that in the years to come I will learn and grow more in all of these areas as I hope you will as well. I will continue to work to create further online resources and establish a community of Bible teachers who can expand our Biblical understandings and let "iron sharpen iron." I will also provide larger schematics that give and even bigger picture of the curriculum for each grade. Finally I will provide a worksheet or form that will help each teacher to understand and create Biblically Integrated Unit Plans. I pray God uses this curriculum to bring greta glory to His name and magnify His story for all to see and experience.

10

God's Story: Philosophy Statement

Philosophy Statement

We want the students at any Christian school to get a thought provoking understanding of Gods' story revealed through the Bible. We want them to know who God is, what He is doing, and how much he loves us. Through a growing understanding of God's story and motivation that comes from receiving His redemption plan of grace, students will desire to make Him known to others as they fulfill their mission of Christ's Ambassadors of Redemption.

Goal 1: CONNECTED: (Unified)

1. God's Word should be clearly communicated as one unified story of His plan of redemption for the world from Genesis to Acts. (Not as fragmented pieces that come across as disconnected and separate)
2. Connected and building a story from grade to grade helps students to see the cohesiveness of God's story as they move through different ages and grade levels.

Goal 2: CONVINCING (Authoritative, Relating to all of Real Life)

1. The 66 books of the Bible are infallible, inerrant, and authoritative on all areas of life (2 Tim. 3:16, 17). We are not to be selective as we decide which parts of the Bible are more important than other parts. This is why we teach the Bible from Genesis through Acts, and not simply topical.

2. The truths found in God's story are absolutely true. We seek to teach our students that God's word is not relative to my feelings, culture, or what's popular at the time. God never changes, even though His methodologies in dealing with mankind do.

3. The truths in God's story must be seen through a worldview lens. This means that the truths learned about God's character in the Bible curriculum should be woven throughout all other subjects to show that all truth is God's truth.

Goal 3: COMMUNITY (with God and Others)

1. God's word is best understood in the context of community. God made us to need each other in order to better understand and know Him. God's word has clearly revealed that like the Trinity, we were created to function best within a community of others.

2. Transformed teachers are much more effective when it comes to transforming students. Once we as teachers seek a closer relationship with the Lord and are transformed by His love for us we are then best equipped to teach a community of students.

Goal 4: CONTENT:

1. To effectively be able to connect major sections and themes of God's Story, student must know the characters, geography, and culture.

2. Even though God's story is mostly communicated through big ideas and overarching truths, student must spend time learning and even memorizing key verse, facts and ideas that provide foundational and fundamental footing for the big ideas to stand.

Goal 5: CRITICAL THINKING SKILLS:

1. God requires us to use our minds to understand the truths in His Word so that we can apply it and step out in faith and experience Him more and so that we can approach His word and all truth with excellence.

2. An understanding of any literary source requires effort and accountability. Therefore it should be understood that truly knowing and understanding God's Word will be challenging and require hard work.

Goal 6: CHRONOLOGICAL:

1. God's word is best understood when seen through the lens of a sequential and continuous story. Stories are the best way to engage the mind, heart, and actions of any listener.

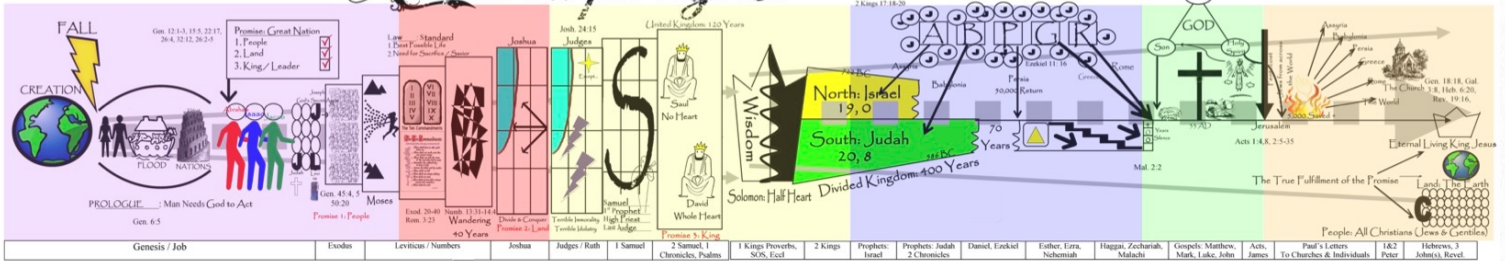
2. Students should see clear connections, bridges, and transitions helping them to see the growing plan of God's redemption for His children.

11

SCOPE & SEQUENCE: 1ST - 6TH GRADE

Progress & Unity

Show it all fits together



1st Grade: Genesis /Creation – Joseph / Purple / 8 Units
2nd Grade: The Exodus – Joshua / Red / 8 Units
3rd Grade: The Judges - Solomon / Yellow / 8 Units
4th Grade: Divided Kingdom – End of Old Testament / Blue / 8 Units
5th Grade: The Life of Jesus Christ / Green / 8 Units
6th Grade: The Beginning of the Church: Acts / Brown / 8 Units

GOD'S STORY

The Author of Redemption

1st Grade: Genesis / Creation – Joseph / Purple / 8 Units

Unit	Scripture	Biblical Narrative	Biblical Worldview Training
1A	Genesis 1 - 4	<u>The Beginning & The Fall:</u> 1. God the great creator and designer 2. Adam & Eve: Did God really Say? 3. Cain & Abel: The downward spiral of SIN	What is a worldview?
1B	Genesis 5 - 11	<u>The growth of SIN and Judgment / Salvation:</u> 4. Condition of the World & Noah's Family 5. Judgment of the earth & salvation of Noah's family 6. Man believes he can take the place of God. (Tower of Babel)	<u>THEOLOGY? (GOD)</u> What do you believe about God?
2A	Genesis 12 - 15	<u>Abraham is called & given a promise by God.</u> 7. A Great Nation is... 8. The Call & Obedience of Abraham 9. The Promise to Abraham	<u>PHILOSOPHY? (REALITY)</u> What is really real?
2B	Genesis 16 - 22	<u>Abraham and Sarah's struggle with God's timing</u> 10. Sarah doubts God - Birth of Ishmael 11. God confirms His promise to Abraham – The right son – Isaac 12. Abraham asked to show His faith in God's plans – Sacrifice of Isaac	<u>VERITOLOGY? (TRUTH)</u> What is truth and where does truth come from?
3A	Genesis 23 - 28	<u>God's faithfulness and man's lack of faithfulness</u> 13. Isaac gets a wife 14. Esau & Jacob 15. Jacob & the Promise Confirmed – Stairway to Heaven	<u>ANTHROPOLOGY? (MANKIND)</u> What is a man / person?
3B	Genesis 29 - 35	<u>Jacob, 12 Sons, and the beginnings of a great nation</u> 16. Jacob, Leah, & Rachel + 12 Sons 17. Jacob wrestles with God and gets a new name (ISRAEL) 18. Restoration of a past broken relationship with Esau	<u>Everyone is religious</u>
4A	Genesis 37 - 39	<u>Joseph God's Secret Agent</u> 19. The Dreamer 20. Sold Into Slavery 21. Temptation with Potiphar's wife	<u>IDEAS Have Consequences</u>
4B	Genesis 40 - 50	<u>Joseph God's Secret Agent</u> 22. Joseph's attitudes in unfair conditions (Cupbearer & Baker) 23. Joseph interprets Pharaoh's Dream 24. Joseph tests his brothers	<u>Worldview Project</u>

2nd Grade: The Exodus - Joshua / Red / 8 Units

Unit	Scripture	Biblical Narrative	Biblical Worldview Training
1A	Exodus 1 - 13	<u>God’s plan to grow and move the Israelites</u> 1. God raises a deliverer during slavery. 2. Moses called to be God’s messenger of Salvation. 3. God reveals His power and plan through the plagues & Passover. *Numbers 9	REVIEW: What is a Worldview and what makes up its foundation? THEOLOGY PHILOSOPHY VERITOLOGY ANTHROPOLOGY
1B	Exodus 14 - 17	<u>God’s informal introduction of himself to His chosen people in the desert</u> 4. Red Sea Crossing (14,15) 5. Dependence on God and provision of God in the desert (Water, Manna, Quail) (15-16) *Numbers 11 6. God protects his children (against Amalekites) (17)	ETHICS WALL: RED WALL Introduction: What does the word Ethics mean? What does morality mean? Where does right and wrong ultimately come from? What is an absolute?
2A	Exodus 18 - 20	<u>God’s formal introduction of himself to His chosen people at Mt. Sinai</u> 7. The people preparing to meet with God at Mt. Sinai (19, 20) 8. The first 4 Commandments (Us with God) (20:1-11) 9. The last 6 Commandments (Us with others) (20:12-End)	ETHICS: Revelation How is Ethics Revealed to mankind? Where do they come from? Can they change from person to person based on our situation?
2B	Exodus 21 - 24 Leviticus 11 Numbers 5 & 29	<u>Civil Law: How a Godly community set apart by God should interact</u> 10. Civil Law Part 1: Property, Personal Injury, Social 11. Civil Law Part 2: Justice, Mercy, Sabbath, Festivals (21-23:19) 12. Covenant between the people and God about possessing the promised land. (23:20-24)	ETHICS: Responsibility What motivates us to be Biblically ethical? Are Ethics just about doing the right thing or is there more?
3A	Exodus 25 - 40 Leviticus 1-10; 16; 21, 22 Numbers 3 - 7	<u>The Tabernacle & Priests: Parts & Purpose</u> 13. The furniture and purpose of the tabernacle: What and why? (25 – 31, 33 - 40) (Numbers 18) 14. A Narrative of the tabernacle: Sacrifice through the eyes of a sinful child. 15. The Golden Calf – A false god I can see and touch (32)	ETHICS: Results What is the end result of following Biblical ethics? Do we do the right thing just because we are supposed to?
3B	Numbers	<u>People counted, tribes formed, and the promised land</u> 16. The Spies check out the Land (lack of faith and rebellion) (13,14) – How to fail (<i>if only itis</i>) - wandering 17. The Bronze snake (21) – look to the pole for salvation 18. Balak & Balaam (22-24) – A plan against the Lords people	Big Assumptions in Ethics If I assume my right and wrong choices come from how I feel, where does that lead? If I assume God made good rules about right and wrong that are for my best, where does that lead?
4A	Deuteronomy	<u>Moses gives the law to the second generation of Israelites out of Egypt. Message – “Have more faith than your parents”</u> 19. Do Not Forget the Lord – “Remember” (Deut. 8,11) 20. What and why’s of being set aside as different. Clean & Unclean / Tithes (Deut. 14-17; 26) 21. Final challenge of Moses as he gives leadership to Joshua (Deut. 31-34 / Josh. 1)	Ideas have Consequences How do our REAL foundational beliefs affect our choices about ETHICS? If I choose to do wrong instead of right what is that revealing about my foundational beliefs? Do my Ethical choices affect others or just me?
4B	Joshua	<u>Joshua, the new leader, guides God’s people with courage and faith as they step out and obey to enter the Promised Land</u> 22. Crossing the Jordan River – Stepping In and trusting God’s promises (Joshua 1 & 3) 23. Jericho (Joshua 6) 24. Joshua’s Farewell Speech (Josh. 24)	Worldview Project A <i>Taking the truths learned and connecting to real life through PBL (Project Based Learning)</i>

3rd Grade: The Judges - Solomon / Yellow / 8 Units

Unit	Scripture	Biblical Narrative	Biblical Worldview Training
1A	Judges 1 - 3	Judges (The Sin Cycle – Part 1): People choose not to obey and turn away from God, Gideon (Unlikely Judge), Samson Using my gifts for God – Numbers 6) 1. People turn away after Joshua dies (Judges 1,2) 2. Introduce the Sin CYCLE (Judges 2) 3. Ehud (Judges 3)	ALL WORLDVIEWS ARE RELIGIOUS What does it mean to be religious? How is it possible for someone who does not believe in God to be religious? Why does it matter that I know this?
1B	Judges 4 - 16	Judges (The Sin Cycle – Part 2): Examples of Judges 4. Deborah (Judges 4,5) 5. Gideon (Judges 6-8) 6. Samson (Judges 13-16)	SALVATION All worldviews trust someone or something to save them. What does this mean? What does it mean that all worldviews look for some form of heaven?
2A	Ruth – 1 Samuel 3	Ruth: A Light in a dark time, Hannah – Trusting God’s Sovereignty, Samuel: Listening for God 7. Ruth (Ruth 1-4) 8. Hannah (1 Samuel 1,2) 9. Samuel called by God (1 Samuel 3)	SCRIPTURE All worldviews look to some source of knowledge or truth for answers that they base their lives on. What does this mean?
2B	1 Samuel 4 – 1 Samuel 11	Israel struggles during the judges 10. Loosing the Ark and the presence of God (1 Sam. 4) 11. God versus Dagon (1 Sam. 5-6) 12. Israel cries out for a king (1 Sam. 8-11)	SOVEREIGNTY All people have a view about who is ultimately in control of their life. What choices do people have? What are the consequences of following who you believe to be in control?
3A	1 Samuel 12 – 1 Samuel 17	Kings are crowned 13. Saul – No Heart for God (1 Sam. 13-16) 14. God chooses David as King (1 Sam. 16) 15. David and Goliath (1 Samuel 17)	SANCTIFICATION All people look to grow, mature, and get better in their worldview. How can they do that with or without God?
3B	1 Samuel 18 – 2 Samuel 6	A Godly king 16. David runs from Saul (1 Sam. 18 – 24) 17. Saul and Jonathan killed (1 Sam. 31 – 2 Sam. 1) 18. The ark returns and David dances (2 Samuel 6)	Big Assumptions What do other worldviews assume about these 4 areas? How does it affect their lives and choices?
4A	2 Samuel 9 – 12	A Godly king falls 19. David’s kindness to Jonathans son (2 Sam. 9) 20. David’s downfall into sin & cover-up (2 Sam. 11) 21. Nathan’s creative confrontation & David’s repentance & consequences (2 Sam. 12)	Ideas have Consequences How do all 4 of these areas prove that all people are religious? Why does it matter that we know that all people are religious?
4B	1 Kings 3 - 14	Solomon’s initiation as King (wisdom / A Great Beginning), Solomon falls (A Bad Ending), A Contract with God fulfilled (a divided nation & questioning the Promise) 22. The wisdom and great beginning of Solomon & the building of God’s temple (1 Kings 3,7,8) 23. Solomon forgets his first love & God fulfills the contract & Israel is Divided (1 Kings 9 – 11) 24. A Kingdom is divided (1 King 12 – 13) (2 Chron. 12)	Worldview Project A Taking the truths learned and connecting to real life through PBL (Project Based Learning)

4th Grade: Divided Kingdom – End of the Old Testament / Blue / 8 Units

Unit	Scripture	Biblical Narrative	Biblical Worldview Training
1A	1 Kings 17 – 2 Kings 17	THE END OF ISRAEL: 1. Elijah and Ahab (1 Kings 17 – 22) 2. Elisha and the floating ax head (2 Kings 6) 3. The End of Israel / Assyria Captures & Scatters Israel (2 Kings 17) (1 Chron. 5:26)	Review: What is a worldview? All worldview are religious. Ideas have consequences? How does ones foundational beliefs really affect their choices?
1B	Joel Amos Jonah	The Prophecies about Israel’s sin and destruction 4. Joel (Locusts) 5. Amos (Plumbline) 6. Jonah (Fish)	Green Wall: How did we get here? Biology: Christianity & Secular Humanism (Intelligent Design versus Macro Evolution) How did life start and how does it develop?
2A	Isaiah Micah Psalms	Prophecies about a future coming Messiah (Hope in God’s plan’s for the future – the promise is not lost) 7. Isaiah 7:14, 9:6, 40:3-5, 50:6, 53:3-7, - John the Baptist and Jesus 8. Micah 4: 1-2 / 5;2,5 / 9. Psalms 2:2-12, 16:8-11, 22:1-18, 68:7-9, 69:20 - 25	History: Christianity & Secular Humanism What is the purpose of studying the past? Is the past random or has it been superintended?
2B	2 Chronicles & 2 Kings	THE END OF JUDAH 10. A Godly King in Judah – Hezekiah (2 Chron. 29-31) (2 Kings 18-20) – Assyria Denied 11. Josiah’s good reign – (2 Kings 22 / 2 Chron. 34) 12. The end of Judah / Babylonian Exile – (2 Kings 23-25)	Law: Christianity & Secular Humanism Who makes the rules? Why does man need law? Who is really in charge?
3A	Jeremiah Isaiah Ezekiel	The prophecies of Jeremiah / Isaiah / Ezekiel about Judah 13. God’s covenant & man’s failure. Rotten sash (Jer. 31-34) 14. Isaiah – Groan & Glory (Repentance before glory) 15. Ezekiel – Dry bones (Hope exists) *NEW FUTURE COVENANT – Jeremiah 31:31-34	What is REAL FREEDOM? (Law) Is there such a thing as absolute freedom? What does it mean to be truly free?
3B	Daniel 1 - 5	Exile of Judah in Babylonia – 70 years / Daniel 1 - 5 16. Daniel 1 – The clash of worldviews 17. Daniel 3 – Fearing God vs. fearing man 18. Daniel 5 – The ungodly feast of Belshazzar (leading to its downfall) *Belshazzar is grandson of Nebuchadnezzar *539 Persia takes over Babylon *Daniel 6 takes place under Persian rule (scholars believe Darius to be the son in law of King Darius of Persia)	Politics: Christianity & Secular Humanism What is the purpose of government? What version of politics would be most consistent with the Bible?
4A	Daniel 6 – End Ezra	End of Babylonia and the beginning of Persia - Daniel & Ezra 19. Daniel 6: The influence over a new kingdom – Darius working under Cyrus now 20. Ezra 1 – God sends deliverance through King Cyrus – A remnant returns home to rebuild 21. Ezra 9 – End: Temple build but people hearts destroyed – Ezra rebuild the hearts of the people	Big Assumptions How do my assumptions about God, reality, truth, and man affect my choices in Biology, History, Law, and Politics?
4B	Esther Nehemiah Malachi	Persia and Jerusalem 22. Story of Esther in Persia (Esther) – God working behind the scenes 23. Nehemiah’s passion for God’s wall (Nehemiah) 24. Malachi – Hearts of Stone (Malachi) *Officially the Old Testament Ends 430 BC	Worldview Project Taking the truths learned and connecting to real life through PBL (Project Based Learning)

5th Grade: The Life of Jesus Christ / Green / 8 Units

Unit	Scripture	Biblical Narrative	Biblical Worldview Training
1A	Ephesians 1, John 1	<ol style="list-style-type: none"> 400 Years - Silence: Where did we come from last year? Why is God silent? How is God preparing the world for the coming Messiah? Roman Roads, Greek Language 400 Years Silence - Rome: What has happened in Rome prior to the coming of Jesus? The history and background of Rome leading up to the coming of Jesus Herod??? The Pre-existence of Jesus: Jesus plan to save us from our sin began before the world was made Trinity / Predestination vs. Free Will, God is NOT a reactive God, He is proactive God – Ephesians 1, John 1 	<ol style="list-style-type: none"> Review the foundational parts of a worldview Define parts of the blue wall Psychology: What do I believe about our mind? - Sociology: What do I believe is the best society for mankind? - Fine Arts: What is beautiful? Where do my ideas of beauty come from? - Media: How should we express beauty and truth?
1B	Matthew 1-3 Luke 1, 2	<ol style="list-style-type: none"> Jesus Birth: The message of Jesus Arrival (OT prophecy?) The messengers and method of Jesus arrival (to whom did He come first) Matthew 1:18-25 / Luke 2:1-20 Jesus at age 12: Developmental Jesus (real man) Attracted to the Father (automatic) - Luke 2:41-52 Jesus Baptism: His Coronation John the Baptist – Preparing the way, The Messiah is formally revealed, Jesus 3 years of active ministry begins - Matthew 3:13-17 	<ol style="list-style-type: none"> What are the foundational beliefs of the Christian worldview? - Define Psychology Christian Psychology - Responsibility and choice - DNA, Genetics, Environment - Image of God and Sin
2A	Matthew 4 John 3, 4	<ol style="list-style-type: none"> Jesus Temptation Matt. 4 / Luke 5: He knows our struggles, He uses God’s word rightly & fights Satan in His weakest moments. Jesus teaches about new life: Nicodemus & Being Born Again – John 3 The Samaritan woman at the well John 4: Jesus teaches about spiritual fulfillment using water 	<ol style="list-style-type: none"> What are the foundational beliefs of the Secular Humanist worldview? Secular Humanist Psychology - Responsibility and choice - The Mind and the Brain
2B	Luke 5 Matthew 5-9 Mark 1,2	<ol style="list-style-type: none"> Jesus calls His disciples Luke 5: Fishers of Men, What does it mean to be a disciple. Letting go of myself and holding on to him. The Beatitudes Matt. 5-7: What do they mean? How do we apply them to our lives? Jesus Heals the Paralytic Matt. 9, Mark 2, Luke 5: Friends find a way to Jesus, Jesus’ miracles have more than temporary purpose. 	Review C Foundations Christian Sociology: <ul style="list-style-type: none"> - Reality and Science - Family - Church - The State - Sociological Mess
3A	Matthew 10 - 15 Luke 6 - 10 John 5 – 11 Mark 3 - 7	<ol style="list-style-type: none"> Jesus Specialized Ministry Matt. 15, Mark 7: Ceremonial Hand-Washing Inside vs. Outside Cleanliness, Religion vs. Gospel. Jesus Concluding Ministry Luke 10: Sending out of 72 – Rejoice in the right thing / God is the source of power, not you. Jesus raises Lazarus from the Dead John 11: The power of Jesus, Love for a friend. 	Review SH Foundations Secular Humanist Sociology: <ul style="list-style-type: none"> - Reality and Science - Family - The State
3B	Matthew 16 - 26 Luke 11-22 Mark 8 – 14 John 12, 13	<ol style="list-style-type: none"> Passion Week - Palm Sunday & Monday: Sunday: Hosanna – Save us from Rome! – Matthew 21, Mark 11, Luke 19, John 12 Monday: Cleansing the temple: Pragmatic Christianity – Matthew 21 Passion Week- Tuesday & Wednesday: Tuesday: The cursed fig tree and nation of Israel – Matthew 21: 18-22 Wednesday: Judas – My passion over the passion for Jesus – Matthew 26:14-16, Luke 22 Passion Week - Thursday: Washing Feet – John 13:1-17, Thursday: Passover & Last Supper – Matthew 26:18-30, Mark 14:12-26, Luke 22 Jesus prepares his heart for what will follow – Matthew 26:36-46 	Review C Foundations Christian Fine Arts: <ul style="list-style-type: none"> - What is beauty? - Where does truth and beauty come from? - In the Garden
4A	Matthew 27 Luke 23 Mark 14, 15 John 14 - 19	<ol style="list-style-type: none"> Thursday Night - Friday Morning: The trial of Jesus: Jesus is found and arrested in the Garden, Jesus came to take over peaceably. The disciples scatter and hide. Jesus is put on trial by the Sanhedrin and marked guilty – Mark 14:53-65, John 18 Friday: Jesus Tortured - Jesus is taken to Pilate. Jesus is sentenced to be tortured: Crowns, Mockery, and Whips – Mark 15 Friday: Jesus Crucified - The death of a criminal. What is crucifixion? How and when Jesus dies and finishes his job Matthew 27:32-56, Mark 15:21-38, Luke 23:26-49, John 19:16-37 	Review SH Foundations Secular Humanist Fine Arts: <ul style="list-style-type: none"> - What is beauty? - Where does truth and beauty come from? - Define Media - Media – How should we express beauty and truth?
4B	Matthew 28 Luke 24 Mark 16	<ol style="list-style-type: none"> Sunday Morning: The stone is rolled away – Mark 16, Matthew 28 The women see first The real expectations and beliefs of the disciples Two visitors remind them of what Jesus said. Jesus Reveals Himself as the one who conquers death. Luke 24:13-35 Jesus shows himself to the women and the disciples, many witnesses to his resurrection – 1 Cor. 15 Why do we believe in the resurrection. Jesus Ascends to Heaven and leaves instructions: Luke 24:50-53 / Acts 1:6-11 I must go so someone else can come – John 16:7 I will come back Go to Jerusalem and wait for power – Acts 1,2 	Review C Foundations Christian Media: <ul style="list-style-type: none"> - How should we express beauty and truth? Why? - God gave creativity? - What is the confusion between creativity, preference, and truth?

6th Grade: The Beginning of the Church: Acts / Brown / 8 Units

Unit	Scripture	Biblical Narrative	Biblical Worldview Training
1A	Acts 1,2	<ol style="list-style-type: none"> Reviewing the ascension of Jesus and what Jesus said to do. The importance of the resurrection. The last instructions of Jesus. Someone better is coming? The Holy Spirit Comes at Pentecost: Internal vs. Outside Temple of the Holy Spirit. The message of the Gospel preached in different languages. (Acts 1,2) The overflowing of the Holy Spirit to others: The Holy Spirit is not satisfied to stay in us but to overflow onto others. Real joy is found in the overflowing of the Spirit to others (Acts 1,2) 	What is a worldview? - Day 1 - What are assumptions and what is presuppositional thought? Day 2 - How do worldviews work from their foundational ideas to their consequences? - Day 3 - Everyone is religious - Day 4
1B	Acts 3,4	<ol style="list-style-type: none"> From Jerusalem to the world – The church begins Looking back at the dispersion of the Jews (Assyria, Babylonia, Persia, Greece, Rome) Peter heals and teaches - Peter begins to live out the Gospel – (Acts 3) Peter and John are arrested – Living out their faith and sharing the truth about Jesus has consequences – (Acts 4) 	What are the foundations of the Christian Worldview? - Theology - What do you believe about God? Day 1 - Philosophy - What do you believe is real? Day 2 - Veritology - What do you believe about Truth? Day 3 - Anthropology - What is man? Day 4
2A	Acts 5-8	<ol style="list-style-type: none"> The attitude and growth of the early church - Sharing all things, meeting together in each other's homes, challenging their faith. *Also (Acts 2:42-27) The stoning of Stephen and the persecution of the church - The testimony and life of Stephen and the growth of the persecuted church. (Acts 7,8) Philip and the Ethiopian Eunuch - The gospel goes out to Africa – (Acts 8:26-40) – 31 AD 	What are the foundations of the Islamic Worldview? - Theology - What do you believe about God? Day 1 - Philosophy - What do you believe is real? Day 2 - Veritology - What do you believe about Truth? Day 3 - Anthropology - What is man? Day 4
2B	Acts 9 - 13	<ol style="list-style-type: none"> The conversion of Saul to Paul: Saul is transformed by God into Paul. (Acts 9) Peter's Vision – Cornelius the Centurion: Peter is given clear instruction that all food is now clean and so is sharing the gospel to the Gentiles – (Acts 10,11) Paul & Barnabas in Pisidian Antioch - First Missionary Journey Are there boundaries for the Gospel? Teaching Jews and Gentiles – (Acts 13) – 42 AD 	What are the foundations of the Secular Humanist Worldview? - Theology - What do you believe about God? Day 1 - Philosophy - What do you believe is real? Day 2 - Veritology - What do you believe about Truth? Day 3 - Anthropology - What is man? Day 4
3A	James	<ol style="list-style-type: none"> Joy, Trials, and Temptations in living s victorious Christian life – (James 1:1-18) Not just saying but doing – (James 1:19-27) You will do what you love – act on what you believe and show its real. Taming the Tongue – How do I use my words? (James 3) 	What are the foundations of the Marxist Worldview? - Theology - What do you believe about God? Day 1 - Philosophy - What do you believe is real? Day 2 - Veritology - What do you believe about Truth? Day 3 - Anthropology - What is man? Day 4
3B	Acts 16-18 2 Thess. 3	<ol style="list-style-type: none"> Paul, Silas and the demon-possessed girl – Living out my worldview in public causes problems. Use my persecution as a chance to share the love of Jesus. (Acts 16) Paul in Athens – To the Unknown God – Acts 17 - A creative apologetics and gospel approach. Paul writes to the Thessalonians – Idle lives waiting for Jesus – (2 Thessalonians 3) 	What are the foundations of the Cosmic Humanist Worldview? - Theology - What do you believe about God? Day 1 - Philosophy - What do you believe is real? Day 2 - Veritology - What do you believe about Truth? Day 3 - Anthropology - What is man? Day 4
4A	Acts 19-28 1 Cor. 13 Gal. 3 Rom. 6-8	<ol style="list-style-type: none"> Paul's letter to the Corinthian Christians - What is real love? 1 (Corinthians 13) Paul's letter to the Galatian Christians -Living by the same grace through faith you were saved by / not works. (Gal. 3) Paul's letter to the Roman Christians – The battle of flesh and spirit / Law and sin / Alive in Christ (Romans 6,7,8) 	What are the foundations of the Cosmic Humanist Worldview? - Theology - What do you believe about God? Day 1 - Philosophy - What do you believe is real? Day 2 - Veritology - What do you believe about Truth? Day 3 - Anthropology - What is man? Day 4
4B	1 Tim. 4 1 Peter 1 Heb. 11 Rev. 21,22	<ol style="list-style-type: none"> Paul's Letter to Timothy – 63 AD – Faith, training, and action as a young Christian leader. (1 Timothy 4) Peter's First letter – Refining Fire: What will you face as you grow into a Christ follower? (1 Peter 1) 64 AD Hebrews – What is real faith: 68 AD Hall of faith. What is heaven like? This is not our final destination. Citizens of another world. (Hebrews 11 – Rev. 21,22) 84 	Students create and act out a political commercial that: - Tells the audience a politician and worldview by: Revealing a need that comes from the foundational assumptions of that worldview - Providing a solution to the problem that is the result of the assumptions of that worldview. - Creating a short script where that commercial is acted out using all group members.

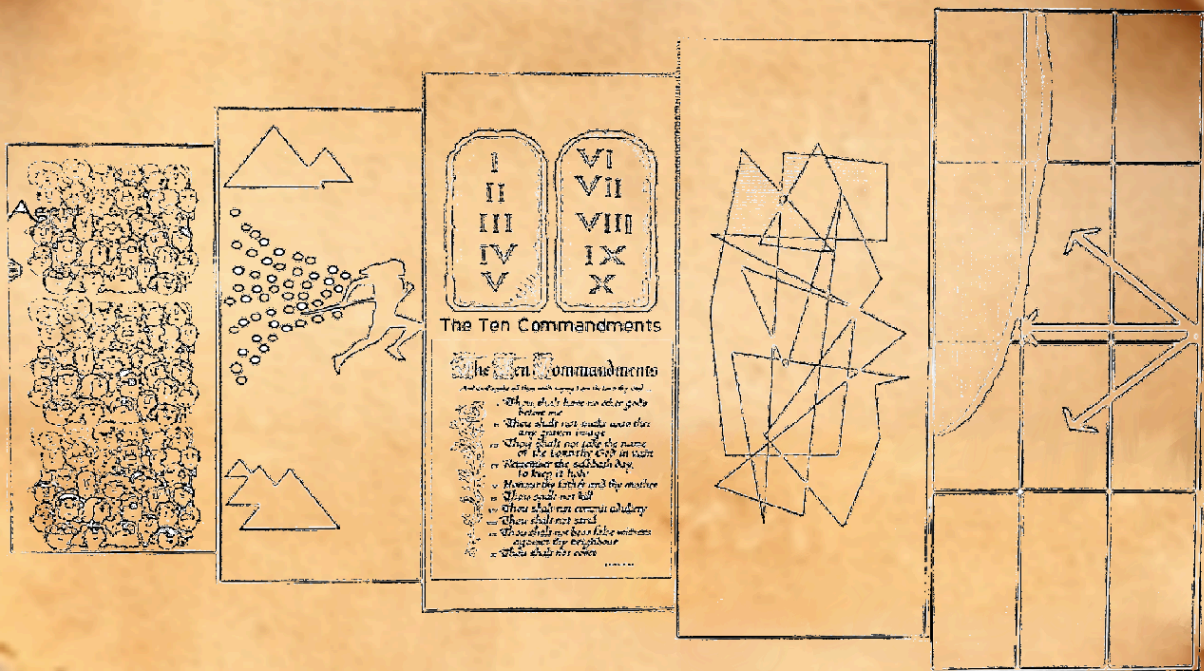
Old Testament: 2nd Grade Pharaoh - Promise 2		ACTIONS
32	New Pharaoh who doesn't know	Arms crossed
33	MOSES	Staff Up
34	"LET MY PEOPLE GO"	Hands Calling
35	"NO"	Arms Crossed
36	10 Plagues	Pick Up on Arm
37	Passover	Thumb over head
38	Red Sea	2 Arms Clap
39	Mt. Sinai - Law	Hands Point
40	LOVE GOD & LOVE MAN	Hands Unfold
41	I SIN and Need His Plan	Head Down Turns
42	1st FOUR: me to God	1 finger then 4 / Point to me then God
43	1. LOVE HIM MORE	Make a heart with 2 fingers
44	2. NO IDOLS GALORE	Hand up in cylinder form
45	3. HIS NAME ADORE	G written in air
46	4. HOLY REST & RESTORE	Hands to side of Head
47	2nd SIX is about YOU & ME	2 fingers then 6 / point to you then me
48	5. OBEDIENCE to Parents Fix	Bow Motion
49	6. HATE & MURDER Kick	Stab at ground
50	7. LOVE & MARRIAGE Mix	Ring on finger
51	8. WORK! No Stealing Tricks	Saw Motion
52	9. STOP false witness now	Stop Hand
53	10. WANT what God picks out	Catch with two hands
54	TABERNACLE	Fingers intertwined
55	Levites and Priests	Fingers in Hand Move
56	OFFERINGS & Feasts	2 Hands Up to God
57	Counting the Faces	Count People
58	Kadesh Oasis	Palm tree to branches
59	The PROMISE is at Hand	Hand to God then down
60	Where will God's people land?	Scratch head with curiosity
61	12 Spies	Hand to Brow
62	No Faith then they Die	Finger side to side, then on heart
63	Wandering 40 years	Thumb in Circle
64	MOAB	Point left of Dead Sea
65	Moses	STAFF UP
66	2nd Law Dies	2 Fingers, Hand over heart
67	Joshua	Military Salute
68	Jordan	Finger over water
69	Jericho	Forearms falls inside
70	Divide - Conquer	Hands together split & stand
71	Divide - Settle	Hands together split & settle
72	12 Tribes	Hands Karate chop air
73	Promise 2: Land is Here	Two fingers to Hand show land

12

God's Story: 2nd Grade

Exodus - Joshua

The Author of Redemption



The Pharaoh who favored Joseph has now been dead and historically a few generations of Pharaohs have come and gone. Joseph was known in Egyptian culture and language as *Zaphenath-Paneah* and according to well-documented archeology he could have also been called *Imhotep* who reigned under the Pharaoh Djoser (or Zoser "The Wise") and was known as the greatest dream interpreter and wise man in all of Egypt's history. It is also true that there were overlapping Pharaohs in other territories. Therefore, having a Pharaoh that did not know Joseph, even though he was very instrumental in Egypt's survival, was very realistic. Joseph had brought his entire family to Egypt where they lived in the most fertile part named Goshen.

There they grew into the millions and became such a large part of Egypt that a nearby Pharaoh became worried about the possibility of Israel wanting take over or join and enemy and attack the Egyptians. Therefore the Pharaoh proactive devised strategies to keep them weak and busy, eventually leading to the genocide of thousands of Hebrew baby boys. God saves one of the boys named Moses and He grew up as the son of the Pharaoh's daughter. Even though he had all the luxuries of Egypt as his disposal the Bible says he chose not to be associated with them. As he grew he became more and more enraged at the treatment of his people and killed an Egyptian slave master which meant he had to run or be sentenced to death for murder. He ran to Midian where he met his soon to be wife, Zipporah. After starting a new life of shepherding for 40 years God called Him back to Egypt where he desperately did not want to go. God made His calling clear and Moses and Aaron became God's spokesmen for God to Pharaoh. In God's timing of over a year and 10 horrible plagues, God delivered His people from 400 years of terrible bondage to Egypt. They began their trip out, with the last plague called the Passover (or death of the first born male), where God revealed to His chosen people that a blood sacrifice was needed to satisfy His wrath against sin. From that point forward the Hebrews became known as the nation of Israelites because of their ties back to Jacob who was later renamed Israel. They were God's chosen people. They had not earned this title, God graciously chose to use them to be His representatives and ambassadors of redemption to a Godless world. Now wandering in the desert, the Israelites were given new laws and standards for how to get right with God and with each other called the 10 commandments. These laws also included instructions for building a tabernacle (meaning "to dwell with God"). So that they could atone for sin and be in the presence of a holy and perfect God. In the wilderness God taught them about dependence and trust despite what seemed to be insurmountable obstacles. They failed a lot. And God forgave and taught a lot. Moses was getting older now and a new leader had been chosen by God, Joshua (meaning "Yahweh is salvation"). Moses and Joshua led the first generation of Israelites who came from Egypt to the land that was to become theirs, the land promised to Abraham, Isaac and Jacob. They saw the oppositions forgetting all that God had gotten them through and gave into fear and hopelessness. They did not believe they could enter the land. Therefore God did not let them. That generation died in the wilderness, and the 2nd generation would go in. Under Joshua they conquered Jericho and began an amazing campaign to possess the land God gave them. Now Joshua, an amazing leader and general, was getting old and left them with one final challenge. "But if serving the Lord seems undesirable to you, then choose for yourselves this day whom you will serve, whether the gods your ancestors served beyond the Euphrates, or the gods of the Amorites, in whose land you are living. But as for me and my household, we will serve the Lord."

Suggested Unit Calendar: 2nd Grade

In this model there are 16 days in a unit. There should be a full time Bible teacher who rotates and is physically in the each classroom twice a week. The other days are used by the classroom teacher. Below is a recommended unit schedule than can be modified to fit teacher schedules. If there is time during chapel days more review can be accomplished.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>DAY 1: Puzzle: Receive & Color together with the teacher Show Jesus Storybook Bible Video</p>	<p>DAY 2: Bible Lesson 1 *Bible Teacher Day</p>	<p>DAY 3: <i>Narrative Content Quiz</i> Memory Verse Introduction</p>	<p>Chapel Day: <i>If there is time, this is a good day to revisit your ongoing project like coloring your puzzle.</i></p>	<p>DAY 4: Worldview Lesson 1 *Bible Teacher Day</p>
<p>DAY 5: <i>Worldview Content Quiz</i> Introduce Hand-Motions, Keyword(s), Progress & Unity, Color Puzzles Together</p>	<p>DAY 6: Bible Lesson 2 *Bible Teacher Day</p>	<p>DAY 7: <i>Narrative Content Quiz</i> Memory Verse Review / Explanation</p>	<p>Chapel Day: <i>This is also a good day to watch the Jesus Storybook Videos or other videos for that unit on the website.</i></p>	<p>DAY 8: Worldview Lesson 2 *Bible Teacher Day</p>
<p>DAY 9: <i>Worldview Content Quiz</i> Practice Hand-Motions, Review Keyword, Progress & Unity Drawing</p>	<p>DAY 10: Bible Lesson 3 *Bible Teacher Day</p>	<p>DAY 11: <i>Narrative Content Quiz</i> Memory Verse Content & Explanation Quiz</p>	<p>Chapel Day: <i>This is great day for showing the Bible Project Videos and asking questions</i></p>	<p>DAY 12: Worldview Lesson 3 *Bible Teacher Day</p>
<p>Week 4 is designated as assessment week: Classroom teachers and Bible teachers need to coordinate so that students get one on one or one on two time with either teacher using pre-established questions to ask while students are explaining their puzzle. While students are being interviewed other students are finishing puzzles or comic books.</p>				
<p>DAY 13: One on one assessment (Play therapy). Other students will work on other items.</p>	<p>DAY 14: One on one assessment (Play therapy). Other students will work on other items. *Bible Teacher Day</p>	<p>DAY 15: Final content evaluation day. This is the combined questions from all quizzes. This can be used for the Narrative, Worldview or 88th.</p>	<p>Chapel Day</p>	<p>DAY 16: One on one assessment (Play therapy). Other students will work on other items. *Bible Teacher Day</p>

Assessments: Formative & Summative

This curriculum is designed so that the whole child can be assessed. The Mind (Cognitive), The Heart (Affective), & The Will (Effective). All of these work together with the work of the Holy Spirit to change the Spirit.

Types of Assessments Used

Formative: *In process assessment. Watching for growth and change*

<p>Puzzles / Comic Book / Other: Play therapy idea. Students talk while working on a project or playing. Teacher asks questions in a relational environment.</p>	<p>Oral Questioning: Teacher asks students to answer questions during lessons or in small groups while observing and tracking responses.</p>	<p>Drawing: Students draw pictures and explain pictures in response to a question or idea presented by the teacher.</p>	<p>Journaling: Students are required to write ideas (as they are able) to communicate understanding and connections</p>
<p>Story-tell: Students are asked to re-tell a story or part of the story to show chronological connections</p>	<p>Interview: During assessment week, students are interviewed by the teacher on that units story. This time is mainly used to look for deeper understandings and to get a feel for the affective connections.</p>	<p>Group processing: Depending on age and ability to collaborate student will be given a more conceptual question to discuss in group first and then with the whole class.</p>	<p>Reflection: All students need time to reflect on the concepts that they have just learned. This can come as journaling, discussing, drawing, etc. Make time for this essential item.</p>

Summative: *End of unit or section assessment*

<p>Quizzes / Tests: Content knowledge quizzes. Preferably at the end of each week.</p>	<p>Memorization: Reciting Memorized Scripture & Explaining its meaning</p>	<p>Hand-Motions: The teacher can have students demonstrate hand-motions and then explain why they did them.</p>	<p>Geographical Map Point: Students will be asked to point at key location sin the Biblical narrative on a wall or digital map.</p>
<p>Key-words: As students view pictures they are asked to explain more about that book of the Bible.</p>	<p>Interview: During assessment week, students are interviewed by the teacher on that units story. This time is mainly used to look for deeper understandings and to get a feel for the affective connections</p>		

Unit 1: Quarter 1 - A: Exodus 1-13 - Israel Grows/God Delivers

Website Tools: www.gods-story.weebly.com

Stories and Scripture: The 3 Main Key Lessons	God's plan to grow and move the Israelites 1. God raises a deliverer during slavery. (Exodus 1-2)	A deliverer is called 2. Moses is called to be God's messenger of Salvation (Exodus 3 – 4)	God is revealed 3. God reveals His power through the plagues & Passover (Exodus 5-12)
Memory Verse Choices	Exodus 14:4 And I will harden Pharaoh's heart, and he will pursue them, and I will get glory over Pharaoh and all his host, and the Egyptians shall know that I am the Lord." And they did so.	Exodus 11:26-27 He considered the reproach of Christ greater wealth than the treasures of Egypt, for he was looking to the reward. 27 By faith he left Egypt, not being afraid of the anger of the king, for he endured as seeing him who is invisible.	Hebrews 3:1-3 Therefore, holy brothers, you who share in a heavenly calling, consider Jesus, the apostle and high priest of our confession, 2 who was faithful to him who appointed him, just as Moses also was faithful in all God's house. 3 For Jesus has been counted worthy of more glory than Moses..
Hand-Motions	A NEW PHAROAH WHO DOESN'T KNOW	MOSES – "LET MY PEOPLE GO"	"NO!" 10 PLAGUES, PASSOVER
Keyword(s)	Review Keyword from Last Year Exodus – Exit	Exiting bondage as a people group in a place that does not know God. Avoiding God's wrath: Passover – Blood of another for God's wrath to Pass-Over	
Progress & Unity Drawing	Review Drawing from Last Year	Moses (Stick figure leading people – dots – out of Egypt)	

Outside resources added in: Separate Purchase

Jesus Storybook Bible / Book & Video	Pages 84 – 91 God to the Rescue (Moses called to go to Egypt)	MAP	Review Fertile Crescent Map & Key Locations
Abeka Book Pictures	FLASH-A-CARD Moses in Egypt (#75817)	The Bible Project www.thebibleproject.com	1. Read Scripture Video: Exodus 1-18 2. Torah Series: Exodus 1-18

Unit 2: Quarter 1 - B: Exodus 14-17 - In the desert with God

Website Tools: www.gods-story.weebly.com

Stories and Scripture: The 3 Main Key Lessons	God's informal introduction of himself to His chosen people in the desert 1. Red Sea Crossing (14,15) "Haven't I given you reason to put your faith in me?"	God will provide 2. Dependence on God and provision from God in the desert (Water, Manna, Quail) (15-16) *Numbers 11	Trust God to be your protector. 3. God protects his children against the Amalekites (17)
Memory Verse Choices	Hebrews 11:29 By faith the people passed through the Red Sea as on dry land; but when the Egyptians tried to do so, they were drowned.	Exodus 15:2 "The LORD is my strength and my defense; he has become my salvation. He is my God, and I will praise him, my father's God, and I will exalt him.	
Hand-Motions	Review	RED SEA	
Keyword(s)	Review: Exodus – Exit	Live Illustration: Exiting Bondage to sin through the blood sacrifice of the first born innocent lamb. Jesus is that lamb. (John 1:29)	
Progress & Unity Drawing	Review		

Outside resources added in: Separate Purchase

Jesus Storybook Bible / Book & Video	Pages 92 – 99 God makes a way (Crossing the Red Sea)	<h1>MAP</h1>	Show movement from Egypt to Red Sea (Across 2nd part of Red Sea)
Abeka Book Pictures	FLASH-A-CARD Journey to Sinai (#75825)	The Bible Project www.thebibleproject.com 91	1. Read Scripture Video: Exodus 19-40. 2. Torah Series: Exodus 19-40

Unit 3: Quarter 2 - A: Exodus 18-20 - Meeting God at Mt. Sinai

Website Tools: www.gods-story.weebly.com

<p>Stories and Scripture: The 3 Main Key Lessons</p>	<p>God's formal introduction of himself to His chosen people at Mt. Sinai 1. The people preparing to meet with God at Mt. Sinai (19, 20)</p>	<p>Love the Lord your God 2. The first four (4) Commandments (Us with God) (20:1-11)</p>	<p>Love your neighbor as yourself 3. The last 6 Commandments (Us with others) (20:12-End)</p>
<p>Memory Verse Choices</p>	<p>Exodus 19:4 You yourselves have seen what I did to Egypt, and how I carried you on eagles' wings and brought you to myself.</p>	<p>Luke 10:26, 27 "What is written in the Law?" he replied. "How do you read it?" He answered, "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind"; and, 'Love your neighbor as yourself.</p>	
<p>Hand-Motions</p>	<p>MT. SINAI, LAW: LOVE GOD AND LOVE MAN, I FAILED & NEED HIS PLAN</p>	<p>1ST FOUR: GOD & ME LOVE HIM MORE, NO IDOLS ANYMORE, HIS NAME ADORE, HOLY REST IS IN STORE</p>	<p>2ND SIX: YOU & ME, OBEDIENCE TO PARENTS FIX, HATE AND MURDER KICK, LOVE AND MARRIAGE MIX, WORK NO STEALING TRICKS, STOP FALSE WITNESS NOW, WANT WHAT GOD PICKS OUT</p>
<p>Keyword(s)</p>	<p>Review: Exodus – Exit</p>		
<p>Progress & Unity Drawing</p>	<p>TEN COMMANDMENTS</p>	<p>Law: Protects us from SIN and reveals man SIN</p>	<p>1. Standard for Civil Life. 2. Need for a Sacrifice and Savior</p>

Outside resources added in: Separate Purchase

<p>Jesus Storybook Bible / Book & Video</p>	<p>Pages 100 – 107 Ten ways to be perfect (Moses and the Ten Commandments)</p>	<p>MAP</p>	<p>Review Possible Sinai Geographical Locations based on Archeological Evidence</p>
<p>Abeka Book Pictures</p>	<p>FLASH-A-CARD Journey to Sinai (#75825)</p>	<p>The Bible Project www.thebibleproject.com</p>	<p>Read Scripture: Leviticus</p>

Unit 4: Quarter 2 - B: Exodus 21 - 24 / Leviticus / Numbers - What does a community set apart by God look like?

Website Tools: www.gods-story.weebly.com

Stories and Scripture: The 3 Main Key Lessons	<p>How a Godly community set apart by God should interact</p> <p>1. <i>Civil Law Part 1: Property, Personal Injury, Social Issues</i> Exodus 21-24 / Leviticus 11; 23-27 / Numbers 5 & 29 Civil Law</p>	<p>How a Godly community set apart by God should interact</p> <p>2. <i>Civil Law Part 2: Justice, Mercy, Sabbath, Festivals</i> (Exodus 21-23:19)</p>	<p>A Promise</p> <p>3. <i>A Covenant between the people and God about possessing the promised land.</i> (Exodus 23:20-24)</p>
Memory Verse Choices	<p>1 Peter 2:13,14 Be subject for the Lord's sake to every human institution, whether it be to the emperor as supreme, 14 or to governors as sent by him to punish those who do evil and to praise those who do good.</p>	<p>1 John 4: 7, 8 Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God. 8 Anyone who does not love does not know God, because God is love.</p>	<p>Hebrews 8:10 For this is the covenant that I will make with the house of Israel after those days, declares the Lord: I will put my laws into their minds and write them on their hearts, and I will be their God and they shall be my people.</p>
Hand-Motions			
Keyword(s)	Leviticus: Offerings & Feasts	From the tribe of Levi were the priests like Moses and Aaron whose job was to sacrifice for sin and lead Israel in symbolic feasts and offerings that would highlight key characteristics of God.	
Progress & Unity Drawing	<p>REVIEW: Creation – Ten Commandments Make sure always to ask students to explain: 1. The transitions 2. Why they draw what they draw</p>		

Outside resources added in: Separate Purchase

Jesus Storybook Bible / Book & Video	<p>Watch any videos missed or pushed from past units / Or use time to watch THE BIBLE PROJECT VIDEOS</p>	<h1>MAP</h1>	
Abeka Book Pictures	<p>FLASH-A-CARD Journey to Sinai (#75825)</p>	<p>The Bible Project www.thebibleproject.com</p>	<p>Torah Series: Leviticus Video</p>

Unit 5: Quarter 3 - A: Exodus 25 - 40 / Leviticus / Numbers - The Tabernacle, Priests, and their purposes

Website Tools: www.gods-story.weebly.com

Stories and Scripture: The 3 Main Key Lessons	<p>Meeting with God - Furniture with a purpose</p> <p>1. The furniture and purpose of the tabernacle: What and why? (Exodus 25 – 31, 33 - 40) (Numbers 18)</p>	<p>Taking my sin and sacrifice</p> <p>2. A Narrative through the tabernacle: Sacrifice through the eyes of a sinful child.</p>	<p>Worshipping what we can see</p> <p>3. The Golden Calf – A false god I can see and touch – idols instead of a real unseen God. (Exodus 32)</p>
Memory Verse Choices	<p>1 Cor. 6:19,20 Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your bodies.</p>	<p>Hebrews 7:24-26 Such a high priest truly meets our need—one who is holy, blameless, pure, set apart from sinners, exalted above the heavens.</p>	
Hand-Motions	TABERNACLE	LEVITES AND PRIESTS	OFFERINGS & FEASTS
Keyword(s)	Numbers: Wanders	<p>After the Israelites have been numbered according to tribe, they were given an opportunity to enter the promised land. Because of a majority decision and lack of faith they were sentenced wander.</p>	
Progress & Unity Drawing	WANDERING:	<p>A long and unorganized line ever crossing to show the wandering of the Israelites (inside of box). Wandering 40 years is written below.</p>	<p>TRANSITIONS: Find out if students can connect one part of the story to the next so you can find out if they know the whole story.</p>

Outside resources added in: Separate Purchase

Jesus Storybook Bible / Book & Video	<p>Watch any videos missed or pushed from past units / Or use time to watch THE BIBLE PROJECT VIDEOS</p>	<h1>Graphics</h1>	<p>Use lots of visuals: Either physical or digital to help students picture all the parts of the tabernacle</p>
Abeka Book Pictures	<p>FLASH-A-CARD Tabernacle (#14281)</p>	<p>The Bible Project www.thebibleproject.com</p>	<p>Video: Reading Scripture - Numbers</p>

Unit 6: Quarter 3 - B: Numbers - Spies, Salvation, Protection

Website Tools: www.gods-story.weebly.com

Stories and Scripture: The 3 Main Key Lessons	People counted, tribes formed, and the promised land 1. The Spies check out the Land (lack of faith and rebellion) (13,14)	Look to the pole for salvation. 2. The Bronze snake (21) – *John 3:14	Planning against the Lord's people. 3. Balak & Balaam (22-24)
Memory Verse Choices	Numb. 14:18 The LORD is slow to anger, abounding in love and forgiving sin and rebellion. Yet he does not leave the guilty unpunished; he punishes the children for the sin of the parents to the third and fourth generation.'	John 3:14,15 Just as Moses lifted up the snake in the wilderness, so the Son of Man must be lifted up, that everyone who believes may have eternal life in him."	
Hand-Motions	COUNTING THE FACES KADESH OASIS	THE PROMISE IS AT HAND WHERE WILL GODS PEOPLE LAND?	12 SPIES NO FAITH THEN THEY DIE WANDERING FOR 40 YEARS
Keyword(s)	Review: Genesis - Numbers	Have students explain beyond just the keyword. They should be able to tell you (in their own words) why that is the keyword for that book and give examples. Go beyond just knowledge to understanding and application.	
Progress & Unity Drawing	Creation - Wandering 40 years: Review full drawing up to this point	Similar to Hand-Motions, & Keywords, have students go beyond just the content to deeper understanding, explanation, and application. "Why are we drawing this?" Focus on TRANSITIONS .	

Outside resources added in: Separate Purchase

Jesus Storybook Bible / Book & Video	Watch any videos missed or pushed from past units / Or use time to watch THE BIBLE PROJECT VIDEOS	<h1>MAP</h1>	Show movement in the desert
Abeka Book Pictures	FLASH-A-CARD Journey through the Wilderness (#75833)	The Bible Project www.thebibleproject.com	2. Torah Series: Numbers Video

Unit 7: Quarter 4 - A: Deuteronomy - Law given a 2nd time to children

Website Tools: www.gods-story.weebly.com

Stories and Scripture: The 3 Main Key Lessons	1. Do Not Forget the Lord – “Remember!” (Deut. 8,11)	Clean & Unclean 2. The whats and why’s of being set aside as different. (Deut. 14-17; 26)	Leadership Change 3. Final challenge of Moses as he gives leadership to Joshua (Deut. 31-34 / Josh. 1)
Memory Verse Choices	Deuteronomy 6:4,5 Hear, O Israel: The LORD our God, the LORD is one. 5 Love the LORD your God with all your heart and with all your soul and with all your strength.	Deuteronomy 32:3,4 I will proclaim the name of the LORD. Oh, praise the greatness of our God! He is the Rock, his works are perfect, and all his ways are just. A faithful God who does no wrong, upright and just is he.	
Hand-Motions	MOAB MOSES	2nd LAW DIES	JOSHUA JORDAN JERICHO
Keyword(s)	Deuteronomy: (DUET-RUN-ON-ME) – Second Law	Moses reviews God’s laws with the Israelites the 2nd generation), reminding them that as they now have a 2nd opportunity to enter the Land to obey and step out in faith different than their parents.	
Progress & Unity Drawing	Creation - Wandering 40 years: Review full drawing up to this point	Similar to Hand-Motions, & Keywords, have students go beyond just the content to deeper understanding, explanation, and application. “Why are we drawing this?” Focus on TRANSITIONS .	

Outside resources added in: Separate Purchase

Jesus Storybook Bible / Book & Video	Watch any videos missed or pushed from past units / Or use time to watch THE BIBLE PROJECT VIDEOS	MAP	Introduce and Explain Land of Israel. Show divisions in tribes
Abeka Book Pictures	FLASH-A-CARD Joshua (#75957)	The Bible Project www.thebibleproject.com	1. Video: Reading Scripture - Deuteronomy 2. Deuteronomy: Torah Series

Unit 8: Quarter 4 - B: Joshua - The New Leader - Be Courageous

Website Tools: www.gods-story.weebly.com

Stories and Scripture: The 3 Main Key Lessons	Stepping out in Faith. Godly Success. 1. Crossing the Jordan River. (Joshua 1 & 3)	Obey Specifically and Listen Carefully. 2. Jericho (Joshua 6)	Obey completely when I am gone. 3. Joshua's Farewell Speech. (Joshua 24)
Memory Verse Choices	Josh. 1:7-9 "Be strong and very courageous. Be careful to obey all the law my servant Moses gave you; do not turn from it to the right or to the left, that you may be successful wherever you go. Josh.	Josh. 24:15 "Then choose for yourselves this day whom you will serve, whether the gods your ancestors served beyond the Euphrates, or the gods of the Amorites, in whose land you are living. But as for me and my household, we will serve the LORD."	
Hand-Motions	JOSHUA JORDAN JERICHO	DIVIDE, CONQUER DIVIDE, SETTLE	12 TRIBES PROMISE 2: LAND IS HERE
Keyword(s)	Joshua: Conquers	Joshua (the new leader after Moses) leads the 2nd generation of Israelites into Canaan to divide and conquer destroying all the ITES according to Gods perfect plan.	
Progress & Unity Drawing	Joshua: Divide and Conquer	Draw 12 boxes, Outline the Mediterranean, draw a dividing line across the middle and one to the north and south of Israel. Write JOSHUA: Divided and Conquer & Promise 2: Land	

Outside resources added in: Separate Purchase

Jesus Storybook Bible / Book & Video	Pages 108 – 115 The warrior leader: Joshua and Jericho	MAP	Refer to Map of Israel
Abeka Book Pictures	FLASH-A-CARD Joshua (#75957)	The Bible Project www.thebibleproject.com	Video: Reading Scripture - Joshua

GOD'S STORY: 2ND GRADE

THE EXODUS - JOSHUA

UNIT LEVEL BIG IDEAS

BIG IDEAS & UNDERSTANDINGS

1. Historical Time-bound Truths

Historical Time-bound Truths are found within the historical context of a specific time, place, and people. These truths will include cultural and sociology elements.

2. Timeless Truths / God's Character

These are core truths hidden within the context of the historical. They have been broken down into situation, choice, and result. They may include moral and judgmental decisions, but ultimately point us toward deeper understanding about God's bigger story of redemption, His unchanging character and how He deals with us. These are truths and promises we can hold onto and trust regardless or in spite of our current circumstances.

3. Big Idea Application Questions:

These are example *Big Idea* questions that come from the Timeless Truth's. These are questions we want our students to ask themselves about what God has revealed to them about Himself that should cause them to wrestle with the truth found in God's Word and emerge with truths that they can apply daily. These are not exhaustive.

4. Biblical Worldview Training

These are lessons are for creating critical worldview thinkers. They will start wide and shallow based on age and development and build into a systematic structure of understanding that will empower the student to know how and why people think and live the way they do. It will also provide a basis for defending their faith.

Historical Time-bound Truths

Truths about God hidden within the historical context of a specific time, place, culture, and people group.

God has given us many truths about Himself throughout the Bible. Those truths come in many different forms. Many truths of the Old Testament are clothed in a narrative. That narrative (or story) is set with a specific time, place, and culture. Each story has characters that choose to obey or disobey God. Then it shows us God's response and the consequences of those choices. Using very simplistic language, it shows us what God likes and doesn't like. It reveals His character. These truths help us in our desire to know God and make Him known to others. Therefore we must do a very good job uncovering or unclothing those truths by understanding the context of those items set in culture and then peeling those items back to find the naked truth about God. In the next section we will be revealing those naked truths as Timeless Truths.

Unit 1: Israel Grows - God Delivers (Exodus 1-13)

1. Many years after Joseph had died and provided the best land for his family to grow in (GOSHEN), they multiplied into a people group in the millions (the beginning piece of a great nation) – About 100-150 years.
2. As the Hebrews grew in Egypt, a new Pharaoh came to power to and convinced his people to enslave and kill Hebrews in order to control them.
3. God brings up an unlikely deliverer in a Hebrew prince of Egypt named Moses.
4. Moses strongly doubts his calling by God to go to Egypt, but is finally convinced that God will use him to deliver the Israelites from slavery.
5. Through Moses & Aaron and a period of about a year God reveals His power and strength to the Egyptians and the Israelites.
6. After the 10th plague, the Passover, God sets His people free from bondage to Egypt and protects His people from His wrath through the blood of a lamb.

Unit 2: God provides in the desert (Exodus 14-18)

1. God, in His mercy, shows the Israelites His power and provision. Despite their grumbling He provides freedom, food, and direction toward the promised land.
2. God provided for His children in a way that required them to become dependent on Him daily.
3. God provides protection from attacks from outside invaders despite the Israelites' faithlessness, fear, and inexperience in battle.
4. God faithfully provides for the Israelites as He leads them through the desert to the promised land. His patience is long-suffering.

PART 1: HISTORICAL TIME-BOUND TRUTHS

Unit 3: God gives the Law (Exodus 19, 20)

1. God leads the Israelites to Mt. Sinai where He will meet with them and give His law to Moses.
2. God gives specific instructions for how prepare to be in His Holy presence.
3. God gives His Law and standard for life and a relationship with Him to Moses while on Mt. Sinai.
4. While Moses is gone, the people quickly forget about God and began to fashion and serve false idols. God judges them.
5. Gods law revealed many things about Himself and His character to His children. He wants a relationship with His children. He wants us to practice a Godly relationship with one another.
6. He gave them a standard to follow that would reveal that they were not perfect and needed God to provide a way to handle sin.

Unit 4: God gives civil law and community (Exodus 21-24)

1. Since the Israelites have left Egypt and their laws and gods, God gave the Israelites community standards that would help them know how to live in community according to God's design.
2. Knowing that the Israelites would sin, God gave them absolutes and justice based on His character to govern their lives and keep them from chaos.
3. Also knowing they would sin, God gave them specific ways for how to restore relationships with one another.
4. God established special festival and feasts that were symbolic of His character and what He has done for them so that they don't forget what's important.
5. God continued to remind the Israelites of the Covenant / Promise he made with Abraham, Isaac, and Jacob and that He would lead them to the Promised Land.

PART 1: HISTORICAL TIME-BOUND TRUTHS

Unit 5: The Tabernacle & Its purpose (Exodus 25-40)

1. God provided the Tabernacle and its instructions for building and its use, so that His people would know how to come to Him and how to deal with sin. (Tabernacle: To dwell with or amongst)
2. Each part of the tabernacle had very important symbolism to help the Israelites better know God and how He expects them to relate to Him.
3. The people, because of impatience, erect a statue of a golden calf (like one worshipped in Egypt) because God was not physical and tangible like they were used to and was not revealing Himself to them the way they wanted.
4. God judges those who break the 1st and second commandment with death and destruction showing He is a jealous God that deserves our undivided praise and worship.

Unit 6: The Promised Land & a lack of faith (Numbers)

1. The Israelites get very close to the promised land and are told by Moses to check out the land (protection, people, land) and come back with news. 12 Spies (1 from each tribe) were sent and 10 of the 12 came back with great news about the land but had no faith that they could conquer it.
3. Two of the Spies, Joshua and Caleb, believed because of what God had done in the past that He would help them defeat the Canaanites and take the promised land.
4. The result the Israelites lack of faith was judgment. They would wander in the desert for 40 years and die (except Joshua and Caleb's families / tribes)
5. Continued grumbling in the desert led to more judgment when God sent snakes to bite them and the only relief and salvation was to look on the Bronze snake on a pole (later to represent Jesus).
6. The Israelites learned what it meant to have God with them as nearby King Balaak tried to defeat them. God provided protection and help through a stubborn talking donkey.

PART 1: HISTORICAL TIME-BOUND TRUTHS

Unit 7: 2nd Law / 2nd Generation (Deuteronomy)

1. In Deuteronomy Moses gives the law a second time to the children of the Israelites that perished in the desert due to their lack of faith. The basic message – have more faith than your parents did in possessing the Promise Land God has for you.
2. God provides living standards (diet, etc.) that show what a life of being set apart from other ungodly cultures or idolatrous nations looks like.
3. God provides standards concerning money, offering, and sacrifice that will keep His children's heart loving Him more than the world. These are also ways to be set apart and a HOLY nation.
4. Moses gives a last speech urging the Israelites to faithfully trust God and obey by stepping forward. He dies before going into the promised land and God gives the leadership position to Joshua.

*MOSIAC COVENANT – Deut. 11 + PALESTIANIAN COVENANT – Deut. 30

Unit 8: Joshua leads them into the Promised Land

1. Joshua, the new leader, is charged by God to lead His people into the Promised Land.
2. Joshua sends in spies to check out Jericho, whom are helped by Rahab, a sinner and Canaanite, who is beginning to put her faith in the God of Israel and trust Him.
3. Joshua leads the people across the Jordan River, where God waits for the priests with the ark to step in by faith first before the water stops to make a way for Israel to cross.
4. By faith Joshua (a military minded man) obeys Gods different and unconventional plans and their specifics, which end with God destroying Jericho and giving Israel their first conquest in the Promised Land.
5. Israel follows the military strategy of Joshua (divide and conquer) and takes the middle cities first and then goes north and south in a campaign that God blesses and they begin to take all of Israel and divide up the land amongst the tribes.
6. At the end of Joshua's life, much of Israel has been conquered but has not been completely overtaken. Joshua urges the Israelites, once He is gone; to strive to obey God fully and complete the task God has given them in God's ways.

Timeless Truths about God

These are truths that apply to all people, in all places in all cultures, and in all times. These truths are usually broken down into a situation, choice, and a result. Even though they may include moral decisions and choices made by man, they ultimately point us toward deeper understanding about God's bigger story of redemption, His character or How he deals with mankind.

Once we understand the culture, location, time, and people in any given Biblical narrative we can begin unpacking the core truths that will apply to any person during any time. These are the timeless truths about God. If you were to view God's word as His diary about himself to us we would see these truths. These truths have had the time-bound elements set aside so that we can clearly see who God is, what He likes, what He doesn't like and so on. You will find that after the book of Acts most of the letters of Paul and others are stated as naked truths. Even though there are cultural elements present, the writers wrote about our relationship with God using timeless truths. You will also find that in God's sovereign plan for giving us His word, that there are many similar, if not identical confirmations of these truths in parallel scripture. In fact, many of the New Testament naked truths can be confirmed in the stories found in the Old Testament. I have heard people say that "The Old Testament concealed, is the New Testament revealed."

Unit 1: Israel Grows - God Delivers (Exodus 1-13)

1. God is a rescuer and deliverer of His children: God promises that He will, in His perfect timing, deliver His children from spiritual and physical bondage.
2. God is good: God is ultimately good and gives His children what is ultimately for their good and His glory.
3. God is the only true God: God continually shows His real superiority over the man-made false gods and showing He is the only way, truth, and the life.
4. God is our provider: He created us and if He calls us to be used He will provide what we need to succeed.
5. God's justice demands a blood sacrifice for His wrath to pass over our sin: God cannot and will not put aside His justice against sin, and therefore either we or a substitute must die for our sin.

Unit 2: God provides in the desert (Exodus 14-18)

1. God leads and guides his children: They can trust his guidance. Do we trust God's guidance? What does our practice of devotions, church, and bible reading reveal about who our shepherd is?
2. God is our protector: We can call out to the Lord to protect us. He will do so according His greater plan and purpose.
3. God will provide for all his children needs: God wants us to act for in faith, believing that those things I ask for will be answered and provided for in the best possible way?
4. God is long-suffering and full of mercy: Despite the complaints, arguments, and disobedience of God's children God holds back His wrath and shows mercy on the undeserving.

PART 2: TIMELESS TRUTHS

Unit 3: God gives the Law (Exodus 19, 20)

1st: God is to be the center of our worldview and integrated throughout our life because He is the best.

2nd: No substitute god will fill where God belongs.

3rd: God's names reveal His character. Those who care nothing for His name, care nothing for the real God.

4th: Make sure your schedule makes time for regular focused time with God every week.

5th: Love and respect your parents and family it is the cornerstone of a picture of a right relationship with God.

6th: Murder in the heart, mind, or flesh for it all murder.

7th: Do not lust in your heart or flesh after another person. God has a perfect plan for sex.

8th: Do not take what does not belong to you. Things, reputations, friends, etc...

9th: Do not falsely accuse others or lie about them. This is primarily self-centered and hurts others

10th: Do not want what God has not provided. This means you do not believe God is enough and will take care of you.

Gods laws were given to provide instructions for restoring a right relationship with Him and each other. It was given as the best standard for life on this planet but it also reveals our sin and need for a Savior.

Unit 4: God gives civil law and community (Exodus 21-24)

1. God is a God of justice and order. He gives us government and structures for leadership to punish the guilty, protect the innocent, know how to handle restoration, and guide us toward His character.

2. God is involved the governmental roles of men and nations. God's word does give clear understanding about the purpose of government, leadership, and kings. He also gives instructions for those who are under those leaders.

3. God, being an Absolute & Holy person, gives us more insight into who He is: so that we can lay the foundation for other absolutes that lead to prosperity and reveal when we as individuals or a nations are off the path.

4. God wants His children to find ways to remember and reflect on His character: He gave the Israelites and us practices that are designed to help us remember Him.

Unit 5: The Tabernacle & its purpose (Exodus 25-40)

1. God has come after us and provide a way to restoration: He initiated contact with His children so that we would know Him and how to turn from sin and know Him.
2. God has provided many rituals (ways to remember) to help us focus on who He is: We are not to think that doing the ritual or being faithful to the ritual saves us.
3. God's revealing of Himself and His nature are by His revelation: We often want or try to force God to show Himself in ways He has not promised. And when He doesn't do what we want we make more visible and tangible things into gods.
4. God will judge sin and those who rebel against Him: God is perfect just to judge the sinful and rebellious choices of man that lead themselves and others away from Him.

Unit 6: The Promised Land & a lack of faith (Numbers)

1. To experience God's future blessing God requires great faith in Him, which leads to real life obedience.
2. God will provide a way where He has led His children: Where it is clear God is leading His children He will provide a way to move forward and experience what He has planned.
3. Choosing a faithless, disobedient life with God invites His judgment and missing out on His best for our future.
4. God has given us salvation from our sinful condition: If we are willing to turn our back on the world and turn our eyes toward Jesus.
5. God will eventually show the consequences of a life with or without Him: God's guidance and presence are blessing that when rejected will eventually be greatly missed.

PART 2: TIMELESS TRUTHS

Unit 7: 2nd Law Given / 2nd Generation (Deuteronomy)

1. God is a God of second chances: Even though we aren't guaranteed tomorrow, while we are here God gives the kind of grace that let's sinful people turn back to Him and become useful when in the past they were not.
2. God is Holy and wants His children to be Holy: It is God's desire that His children strive for Holiness (being set apart) for the purpose of knowing Him better and showing a God-less world how amazing a redeemed live with Jesus is.
3. God wants to be our first and center love: God does not us to be easily led astray by false worldly loves and idols. He desires to become that which we love the most, are willing to follow at any cost, and the worldview foundation for all our choices.
4. God's story includes many different people: God choose to use those who are willing to use their uniquely created gifts to serve Him.

Unit 8: Joshua leads into the Promised Land

1. God often chooses to use His best and most obedient and trustworthy people in key leadership roles in His story.
2. God's plan and story has always made room for repentant Gentiles. It has never just been about the Jews.
3. God may give us what seem to be difficult and unconventional methods: These are things that are beyond our own strengths so that in the end He will get the glory and our faith and obedience will be tested.
4. God has given His children many gifts that He often chooses to use in His story.
5. God ultimately wants us to be dependent on Him despite the comings and goings of earthly leaders, especially Godly ones. Even though God may have used them in our lives, they are not to become the reason we love and obey God.
6. God desires us to choose to love Him over all the other gods provided by the world.

Application Questions

These are example Big Idea Application Questions that come from the Timeless Truth's. These are questions about what God has revealed about Himself that should cause us to wrestle with the truth found in God's Word and emerge with understanding that they can apply daily.

Planned and spontaneous questions are essential in challenging students to think critically about what they really know, understand, and believe. Excellent teachers must become proficient in asking deeper conceptual questions that forces the learning to wrestle with the answer. The questions provided are not exhaustive. In fact, I believe that the more a teacher attempts to ask deeper more challenging question the better the will get at creating their own before and during any lesson. As you read about the life of Jesus, take notice of how many times He answers questions with deeper more critical questions that go to the heart. Good questions create problems for the listener to solve on their own with some work and effort. Your job as a teacher is not to provide answers. Your job is to provide students with the tools to help them answer their own questions and the questions of others.

PART 3: APPLICATION QUESTIONS

Unit 1: Israel Grows - God Delivers (Exodus 1-13)

1. How does God feel about all the false gods people worship (idols, money, fame, material wealth)
2. What does it mean that God will rescue His children and that He is a good God? Does this mean I will never experience difficult times?
3. What does it mean that where God guides He provides?
4. What's so important about blood being shed before Israel can go free? How does this relate to us and how God deals with us?

Unit 2: God provides in the desert (Exodus 14-18)

1. What does my complaining and grumbling reveal about what I believe about God?
2. How patient is God with me?
3. Why does God sometimes wait to provide what I think I need right now?
4. How does God guide us if we want Him to lead us?
5. If God is my protector what do bad things seem to still happen to me? Does God being protector always mean He will save me from difficulties?
6. Why does God want me to depend on Him daily?

PART 3: APPLICATION QUESTIONS

Unit 3: God gives the Law (Exodus 19, 20)

1. Why does God want to be the most important person in my life?
2. What are the two most important reasons for the 10 commandments?
3. Are the 10 commandments just rules or are they more than that?
4. How do the first 4 commandments help me with the 2nd 6?
5. What does it mean that the 10 commandments are big truths that apply to many areas of life?
6. Why does God give us these laws if He knows we are going to break them?
7. How do the 10 commandments address the heart, mind, and actions?

Unit 4: God gives civil law and community (Exodus 21-24)

1. Has God established community standards for us to know how to live best in community? Why has that changed from the lives of the Israelites to us now?
2. Why does it matter that God is perfect, Holy, and Absolute?
3. Has God given ways to fix and restore sinful broken relationships?
4. Why do sinners like me need absolute standards for how to live with other sinners?
5. What is chaos and how does God use government to help keep us from falling apart as a family or nation?
6. Why do we observe specific rituals or customs at church? What is the benefit? Why does God want me to remember the past?

PART 3: APPLICATION QUESTIONS

Unit 5: The Tabernacle & its purpose (Exodus 25-40)

1. Has God established community standards for us to know how to live best in community? Why has that changed from the lives of the Israelites to us now?
2. Why does it matter that God is perfect, Holy, and Absolute?
3. Has God given ways to fix and restore sinful broken relationships?
4. Why do sinners like me need absolute standards for how to live with other sinners?
5. What is chaos and how does God use government to help keep us from falling apart as a family or nation?
6. Why do we observe specific rituals or customs at church? What is the benefit? Why does God want me to remember the past?

Unit 6: The Promised Land & a lack of faith (Numbers)

1. Why is it difficult to trust God with my unknown future?
2. Why is what God has done in my in the past so important when trusting God with the future?
3. What reveals a person real faith in God and His plans?
4. What causes a child of God to be a grumbler or a complainer?
5. If we have moments where we don't trust God, will He punish us or leave us, or will He continue to be with us?
6. What does it mean to look on Jesus sacrifice in order to experience salvation?

PART 3: APPLICATION QUESTIONS

Unit 7: 2nd Law / 2nd Generation (Deuteronomy)

1. How do my parent's beliefs about God have an impact on me and my beliefs?
2. What does it mean when we say God is Holy and He wants us to be Holy? What does being set apart mean? Does this mean I should live in a Christian bubble and never interact with people who aren't Christians?
3. What is the value of symbolic rituals that God requires of us? How can these things quickly become negative and not helpful?
4. Are there Old Testament laws besides the 10 commandments that we are still to follow?
5. Isn't it selfish for God to want us to love Him more than anything else? How does loving God more affect all our other choices in life like money, friends, obedience?

Unit 8: Joshua leads into the Promised Land (Joshua)

1. Why does God sometimes lead us to do what is so difficult or impossible?
2. Does God use people not at our church or in our country as part of His plans of redemption?
3. Why does God often wait for His children to act in faith before we see Him work in amazing ways?
4. Why does God sometimes ask His children to do what seems unconventional?
5. Has God given us specific instructions for how to follow Him faithfully in His word?
6. Does God force us to live life and follow Him His way, or are we free to experience the consequences of following our own path?

The Foundation of a Worldview

Biblical Worldview Training

3D View: Develop, Discern, Disciple

These are lessons are for creating critical worldview thinkers. They will start wide and shallow based on age and development and then began to build a systematic structure of understanding that will empower the student to know how and why people think and live the way they do. It will also provide a basis for defending their faith.

According to polls and surveys done by reputable sources such as the Barna group, only 7-10% of those who claim to be “Christians” have a developed Worldview. This is disturbing because this means that most people who are Christians have no way to process their theology into reality. They may go to church and be very involved in prayer groups, small groups, and even serve in their community. They may take amazing notes while the Pastor teaches and have a relatively developed doctrinal belief system. They may know a lot about theological things, but these things are inside a vacuum that does not connect to reality. In other words, they know what they believe but they don’t really know why and definitely don’t know how their Sunday school lessons impact their everyday lives. Francis Schaffer said that “the biggest problem in Christianity is that we see things things in bits and pieces rather than the whole.” This problem leads to a world where people may become “saved” but have no real impact on the culture for Jesus. Many haven’t even stopped long enough to ask why they believe what they believe, which means that they don’t own it. According to the parable of the seeds, this makes it easy for the evil one to dislodge their faith. We believe that we can change this if we start early and begin pairing what are students are learning about the Biblical narrative with Worldview truths and questions that help them to grow roots that support their faith and provide them with a framework for processing all the other ideas that that will inevitably face.

Unit 1: Conscious & Unconscious Worldviews

1. **REVIEW 1st Grade:** Worldview, Ideas have consequences, 4 parts that make up the lenses we use to view the world and act (Theology, Philosophy, Veritology, Anthropology)
2. **Conscious & Unconscious Worldviews:**
 - **Conscious:** Those who know what they believe and why because of understanding their worldview and the worldview of others. They strive to live consistently by their core beliefs.
 - **Unconscious:** Those who live by a worldview that they don't know anything about. They have not evaluated why they do what they do. They just act instinctively.
3. **As Christians:** We cannot live out a consistent worldview without understanding what we believe and why.

Unit 2: Ethics - The Red Wall - Right & Wrong

1. What does the word Ethics mean?
2. Define: Ethics / Morals / Good and Bad
3. Where does right and wrong ultimately come from?
4. Review the definition of an absolute?
5. Give examples of an absolute:
 - Gravity – Whether you like it or not it's true and will have consequences based on what you about it, and act on.
 - Temperature – Absolute Zero – It's how we know what temperature it is and can communicate it to others.
 - Math: $1 + 1$ is always 2
 - Pitch: How we know when someone is in tune or out of tune. "American Idol".
 - Universal Language rules: How we can speak to each other and even be able to translate.
 - Marriage: Done God's absolute way it works. Done man's sinful ways and it can break.
6. Illustration: Playing with a toy the way the designer made it to be enjoyed the most and best. (Using Playstation as Basketball)

PART 4: DEVELOPING A WORLDVIEW

Unit 3: Ethics - Revelation - Where did it come from?

1. How has God give to us (REVEALED) right and wrong standards to mankind? Where do they come from?
2. Define Revelation: Something shown to us that we did not already know. It has been revealed.
3. Source for Christian ethics: God's character and commands.
4. How do we best learn about His character and commands?
5. God's character and commands are absolute. Meaning they never change. If our ethics come from His character, our ethics should never change.
6. Do people's ethics ever change? Examples: Stealing, lying, hurting others, disobedience, etc..
7. Why do many people's ethics change? Not based on God, based on changing things like man's feelings, what they want, etc.
8. Illustrations: Give many examples of ethics that have and have not changed. Get students to discuss and participate.

Unit 4: Ethics - Responsibility - What should I do?

1. What does the word Responsibility mean? Define
2. Responsibility: something that you should do because it is morally or ethically right. Something you know you should do because it's the right thing to do. (Like obey parents)
3. Why should we be responsible to do the right thing? What should be a Christian's motivation (reason to do it)?
4. Goes back to where they come from (revealed). They come from an absolute God who loves us and we know that He gives us good ethics (coming from His character & commands) because...
 - We know God loves us and wants the best for us
 - We love God and desire to give Him what makes Him happy
5. Why is it very important to be ethically responsible for the right reasons? Like loving God, versus just doing what you are told
6. What happens when I am not ethically responsible? What will happen (school, home, life)? Give examples and ask for them.

PART 4: DEVELOPING A WORLDVIEW

Unit 5: Ethics - Results - What happens when I do that?

1. What is a result or consequence?
2. What are the end results of following Biblical ethics?
3. Why are Biblical Ethics (based on God's character) the best but definitely not the easiest?
4. Why is it always better to (in the end) to follow Biblical Absolutes?
 - Given by the Creator and Designer of the best life possible. (Eden)
 - Always results in the best in the end (sooner and/or later)
 - Reveal what or who we really love. " You will do what/who you love."
 - Honors our creator and magnifies His character to a lost world who do not know Him. Makes Him happy.
 - Will ultimately bring us the greatest joy
5. What are the wrong reasons to live by God given ethics?
 - Because God will love me more or like me more than the other guy.
 - Because God keeps a checklist (like Santa) of my rights and wrongs.
 - Because I am scared of Him getting back at me for disobeying.
 - Because being more religious gives a better chance at Heaven.

Unit 6: Ideas have Consequences

1. What are some reasons that studying ethics matters?
2. How do our REAL foundational beliefs (Back to First grade review) affect our choices about the ETHICS we follow?
3. If I choose to do wrong instead of right what is that revealing about what I really believe?
4. How does someone's THEOLOGY (PHILOSOPHY, VERITOLOGY, ANTHROPOLOGY) affect Ethical Choices?
5. What are some ETHICAL CHOICES that have had consequences in your life? Why did you make those choices?
6. How does fighting SIN impact our struggle with following Godly Ethics?
7. Where does the Ultimate strength come from to live a life of Godly Ethics? How can we tap into that source of strength?

What are the consequences of following Godly Ethics for the wrong reasons? (God will love me, Better than others, God owe me, I will get punished)

PART 4: DEVELOPING A WORLDVIEW

Unit 7: Wisdom & Ethics

1. What is wisdom? What does the Bible say it is?
2. Why is wisdom so important when think about right and wrong?
3. When thinking about right and wrong choices in my life what things would be wise to consider:
 - Attitude, Timing, Love, Perspectives of others
4. How should wisdom affect the way I approach others with issues of right and wrong? Should I just come out and say “that’s wrong, you shouldn’t do it?” or should I think about the best way to handle it?
5. How does LOVE for others affect the way I deal with ETHICAL CHOICES? How do they go together? How does REAL LOVE for others sometimes mean I TELL them something that they are doing is wrong even if they don’t like me for saying it?

Unit 8: Worldview Mini-Project

Students and teachers will collaborate and plan out a simple performance task (project or problem based) that will be demonstrated in a creative way to show students connections and understandings.

Basic Requirements:

1. Students (working in groups) must show an appropriate grade level understanding of the Worldview unit previously discussed.
2. Students must show a connection to real life.
3. Teachers will decide what developmentally appropriate methods will be used for this demonstration.
4. Teachers will need a simple rubric with descriptors that signify the proficiency of each group.
5. Teachers have the freedom to ask questions and discuss parts of the project with individual students who need more help.
6. Teachers need to focus the most time assessing for deeper understandings about each worldview idea taught, and focus less on specifics, memorization, and details.