



BIBLICAL INTEGRATION GUIDE

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Introduction to the Biblical Integration Model

INTRODUCTION

Trinity Christian Academy is committed to training students as disciples who are knowledgeable of the Word of God, understand the world around them in relationship to the Bible, and allow Biblical principles to guide life decisions and affect others. As a Christian school it is essential to see that all curriculum is intentionally Biblically integrated throughout every subject.

THE FOUNDATION

At the foundation level it is essential to ensure that students have a strong Biblical Knowledge Foundation which will guide their relationship with God and with others as directed through what Jesus identified as the *Greatest Commandments*. The Word of God is the source for all truth and must be the context through which we see the content of every relationship, subject, and direction. Unless we know what the Bible says, we cannot be obedient to its direction and commands, and unless we know what the Bible says, we cannot recognize the fallacy of a proposed truth.

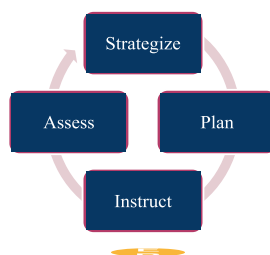
THE OVERARCHING PURPOSE

The overarching purpose of all instruction is to prepare students for the purpose and destiny for which they were created before the foundations of the earth in personal life, occupation, and ministry. Some students will become missionaries, teachers, doctors, worship leaders, engineers, business owners, and many other occupations. Whatever occupations and careers in which our students serve the Lord, they must understand that God is in all, through all, and for all. Students must receive a high standard of practically spiritual training for all fields.

THE BUILDING OF INSTRUCTION

Instruction in every subject must be provided through the “lens” of the Word of God. True knowledge, wisdom and understanding do not occur without it. True Biblical integration is not teaching the Bible as an additional subject, adding a Bible verse on to a lesson plan, or simply saying a prayer at the beginning of class. It is essential to not create a “dualism” in students’ minds in which we have the “Biblical” or “spiritual” part of the lesson and the “real” or “academic” portion of the lesson. Students must be taught to think Biblically and critically about every subject and aspect of their lives, to understand the objectives and lessons through a Christian point of view.

Biblical integration must be intentional. Teachers must live a life of devotion and study of the Word of God in order to communicate its principles and life-changing message. In addition to using Christian textbooks, it is essential to *strategize* what Biblical principles are being taught in this lesson, *plan* in lesson plans how you will teach the lesson from the view of that Biblical concept, *instruct* the students using those plans, and *assess* your instruction and students’ acquisition of the concepts through testing and integration in assignments. Then, begin the cycle again.



THE BIG IDEAS

At the base of every subject it is important that every Christian understands that three key Biblical events in the Bible shape perception and action for every Christian: the creation, the fall of mankind, and the redemption of creation through Jesus Christ. In the beginning, God created the world and everything in it with mankind being the pinnacle creation, in His image. Through disobedience, sin entered the world, distancing man and God's creation from His perfect will. In love and mercy, God sent His Son, Jesus, to restore man's relationship and the rest of His creation to Himself. As Christians, we are active participants of this restoration process.



Inside of this framework, teachers should use the concepts and ideas in the following pages to help guide a thoughtful process in Biblical integration of Scriptural concepts used for everyday instruction. Lesson plans, instruction, and assessments should reflect their use.

REFERENCE MATERIALS

Much of the following content was obtained from the [Encyclopedia of Bible Truths for Christian Schools](#), by Dr. Ruth C. Haycock (Association of Christian Schools International, 1993). Scriptural citations and development of these concepts can be found in the book located in the school library and should be reviewed periodically.

References for Lesson Philosophical Frameworks in the Lesson Planning section of this guide are direct models from BiblicalIntegration.com.

Additional references are available at www.biblicalintegration.com, www.transformingteachers.org, and www.bjupress.com/resources.

HISTORY

OUR ATTITUDE TOWARD HISTORY

1. God has directed that written records be kept.
2. God wants us to know history.
3. God expects us to learn from a knowledge of history.
4. God has a plan He is carrying to completion; history records the progress of that plan.
5. God's dealings in history show us what He is like.
6. God holds believers responsible for fitting into His plan and being His instruments.

GOD'S RELATIONSHIP TO THE EVENTS OF HISTORY

7. God is sovereign; no man or nation can overrule Him.
8. God is never taken by surprise; things that happen fit into His plan.
9. God plans the history of nations; He has purpose in what He does.
10. God controls the rise and falls of rulers.
11. God leads rulers when they look to Him for guidance.
12. God uses even heathen nations to accomplish His purposes.
13. God deals with individuals as well as with nations.
14. God sometimes withholds judgment that is due, most often to bring honor to His name.
15. In a time of general judgment, God often, though not always, spares those who trust in Him.
16. God frequently revealed to His servants future events not known to others.



NATIONS AND THEIR RELATIONSHIP TO GOD

17. God is interested in all nations and in persons from the nations.
18. All nations are responsible to God.
19. The history of nations is dependent on their responses to God and to His people.
20. No nation is secure if it departs from God, or exalts itself above God.
21. The fact that God uses a nation to judge another does not relieve that nation from its own responsibility to God.
22. God has a special place and future for Israel.
23. God has promised that the descendants of Ismael (Arabs) will be a great nation.
24. Satan's opposition to God has affected the history of nations.
25. All nations will ultimately worship God.

GEOGRAPHY

26. God is responsible for the contour of the earth.
27. God controls His creation – i.e., what we commonly call Nature.



28. Natural resources belong to God.
29. We are stewards of the land and responsible to care for it.
30. Land is polluted as a result of man's sin.
31. God's desire for man was that he should populate the earth, not congregate in one place and make a name for himself.
32. God originated nations and languages to keep men scattered.
33. God distributed land to tribes and nations, and is concerned about boundaries.
34. God is concerned about all kinds of people, wherever they live and whatever their status.
35. All nations are related.

GOVERNMENT

36. God is the supreme ruler, controlling nations and rulers.
37. Human government was established by God as a means of controlling sinful man.
38. The powers that be are ordained of God.
39. Civil authorities are a deterrent to evil, not to good.
40. The basis of good government and political stability is personal integrity and strong family life.
41. The actions of believers, even few in number, can change the direction of government.

NATIONS, GOVERNMENTS, AND GOD

42. God holds nations accountable for their actions.
43. When men refuse God's rule, He lets them rule themselves.
44. When a godly city or nation turns from God, her sins are often more serious than those of the heathen, and her condemnation greater.
45. God has often used war to accomplish His purposes.
46. God at times has had a specific hand in warfare, giving directions, insuring victory, causing others to recognize Him.

PERSONAL CITIZENSHIP RESPONSIBILITIES OF BELIEVERS

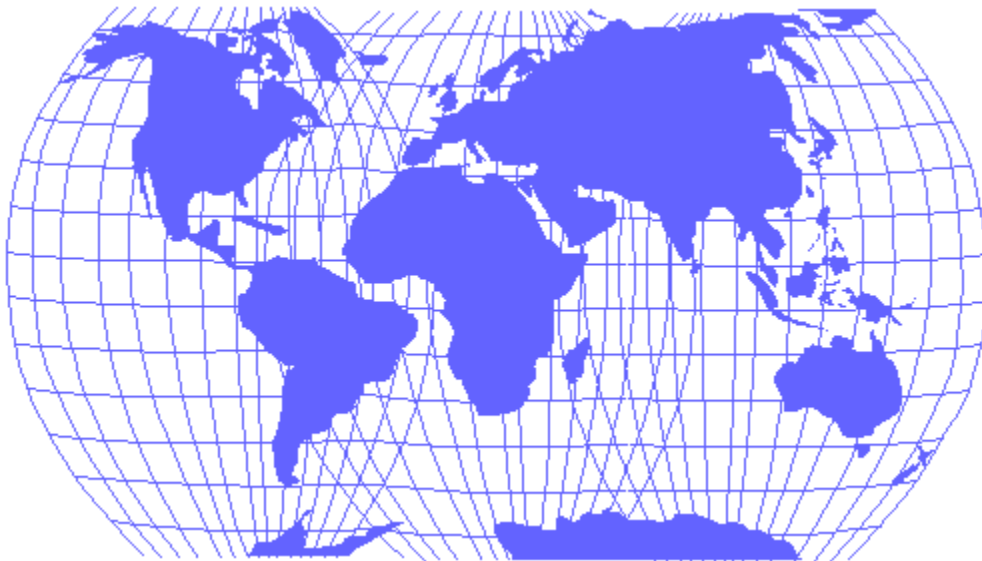
47. Governments and government officials are to be respected for their position and obeyed.
48. God expects submission to God-ordained leaders; He condemns rebellion and rioting.
49. Obedience to God comes before obedience to men when the two conflict.
50. Love of country and concern for her welfare are neutral, and are encouraged by example and exhortation.
51. Believers are responsible to pay their share for the support of the government.
52. Believers must pray for their leaders, in order that there may be peaceful living.

BASIC PRINCIPLES AND CONCEPTS IN SOCIAL PROBLEMS

53. Rebellion against authority is characteristic of man, and is in.



54. Major social problems are the consequence of man's refusal to recognize God's existence and authority, and to give Him His rightful place.
55. Injustice of all kinds is condemned by God, whether among His people or others.
56. People with particular needs are to have special consideration.
57. Both worship and social concern are required of godly people, neither may be substituted for the other.
58. The safety of others is a responsibility of all.
59. Drug abuse, as illustrated by alcoholism, is sin against God, and a detriment to society.
60. Kindness to animals must characterize godly people.
61. Dealing with the occult should have no place in the lives of believers.
62. Crime must be properly handled to insure a safe environment, and fairness to all who are involved.

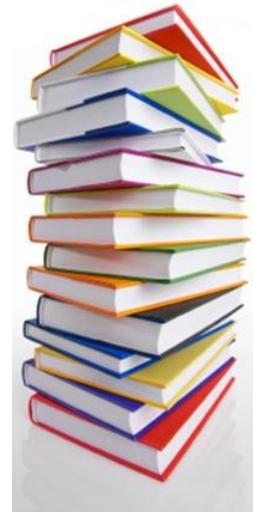




LANGUAGE ARTS

BIBLICAL CONCEPTS AND BACKGROUND

1. God is a communicating God; He wants us to know His thoughts.
2. God communicated with man throughout history.
 - a. God spoke to individuals in relation to His will for them.
 - b. God spoke with prophets who were to convey God's message to others.
3. God speaks to man through His creation.
4. God speaks by the actions which He performs.
5. God gave His message in written form, the Bible.
6. God's greatest message is His Son's coming to earth to live a perfect life, die for our sins, and rise again.
7. We are responsible for knowing and heeding what God says.
8. The ability to communicate with one another and with God is part of His plan in our lives.
9. We must evaluate the truth of all other communication by the Bible, since it alone is absolute truth.
10. God is concerned that communication be clear and easily understood.



READING BIBLICAL CONCEPTS AND BACKGROUND

11. It is God's plan that people should be able to read well.
 - a. God saw to it that His message was written, so people could read it and know for sure what He said.
 - b. God gave commands for people to read the Word.
12. Christ expected people to read and understand the Scriptures.
13. Reading is of special importance to those who believe and trust God.
14. Reading of the Bible is important to growth in knowledge and understanding of life, and our responsibilities in it. The result of such reading can be obtained in no other way.
15. Reading or hearing God's Word requires obedience; therefore, our attitude toward it must be distinctive.
16. To be effective, reading must include understanding.
17. Public reading, especially of the Word of God, is a sound teaching method. God's Word is effective.
18. Public reading must be done well to be effective.
19. Excessive devotion to books is futile as well as tiresome. We cannot know it all; we must be selective in what we read.

WRITING BIBLICAL CONCEPTS AND BACKGROUND

20. God recognizes writing as a powerful tool to influence people.
 - a. God Himself wrote.
 - b. God commanded others to write.
 - c. God keeps records.
21. Written records enable us to know the past and learn from past events.
22. Written prophecy enables us to recognize events as part of God's plan.
23. Written doctrine and standards make consistency possible from person to person and from generation to generation.
24. The use of written materials in teaching makes it possible for learners to review what has been presented in other ways, and to study it more deeply.
25. God has used writers through history to accomplish His purposes.
26. Many kinds of writing are used by God for His purpose.
27. Writing may deal with a variety of subjects and be valuable from God's viewpoint.
28. Writing that follows God's plan makes use of numerous techniques.
29. There are times when writing is better than speaking.
30. Effective writing demands careful research, documentation, and wise expression.
31. Writing should be clear and legible.

LITERATURE BIBLICAL CONCEPTS AND BACKGROUND

32. The Bible is great literature
33. The Bible in its use of many styles and types of writing provides patterns for modern writers.
34. The teachings of the Bible furnish the criteria by which we must judge the truth and wholesomeness of other writings.
35. The authority of the Bible supersedes that of other literature: it must therefore be approached with a different attitude.
36. Because the Bible is God's Word, we need not expect to understand it completely.
37. The Bible has molded much of the thinking and literature of man; therefore we cannot understand much of literature without Bible knowledge.
38. Man's writings reflect his inner thoughts and desires; therefore we study literature to understand people.
39. Our minds must be constantly filled with that which is pure and wholesome. We are responsible for those things with which we fill our minds.
40. Not all literature is good. Some should be avoided entirely – even burned; other should be read with careful discernment.
41. Knowledge of non-Christian literature may be used by God in His service.

LISTENING BIBLICAL CONCEPTS

42. The ability to hear is a gift from God.
43. Listening is basic to much of learning and awareness.



44. Hearing is often the first step to a major change in our lives.
45. Listening is a source of pleasure and fellowship.
46. Listening demands response.
47. When God speaks, we must listen and obey.
48. Those who belong to God recognize His voice.
49. Refusal to listen to God's messenger is also refusal to listen to God.
50. When we refuse to listen to the truth from God, we are quick to believe that which is not true – to turn to fables and lies.
51. Our ability to hear and understand depends on our previous attention to truth.
52. We are responsible to listen to and obey our parents.
 - a. God gives parents responsibility for the behavior of their children.
 - b. God commands children to hearken to their parents, and commands them to do so.
53. We are responsible to listen to and submit to those whom God has placed over us in various capacities.
54. We are wise to listen carefully to the reproof and counsel of others.
55. We must consider carefully who speaks and what is said.
56. We must evaluate what we hear by the Word of God.
57. We must not believe all we hear.
58. Our listening should contribute to wholesome Christian thinking and living. We are responsible for what we listen to.
59. The almighty, eternal God of the universe listens to man, His creation – incredible but true.
60. As God listens to us, we should listen to others.





FOREIGN LANGUAGE

BIBLICAL CONCEPTS AND BACKGROUND

1. God originated languages.
2. The existence of a number of languages on the earth has a beneficial effect in the world of sin; it restrains men from uniting against God.
3. God has control over men's ability to speak and understand other languages.
4. Obedience to the commands of the Lord requires going to people of all languages.
5. Learning to speak a language well depends on hearing it spoken consistently.
6. Language aptitude and/or experience can contribute to our usefulness in God's service.
7. Ability to speak in the languages of men, or even of angels, without love shown in attitude and actions counts for little.
8. God can supernaturally enable someone to speak and/or understand a foreign language without prior training.
9. In the Kingdom Age, after the judgment of the nations, the confusion of languages will end, and all will speak one language.
10. In heaven all nations and languages will be represented.





SCIENCE

SCIENCE IN GENERAL BIBLICAL CONCEPTS AND BACKGROUND

1. The Bible and the findings of science do not conflict.
 - a. God links together the written Word and the message from His creation.
 - b. God's nature is such that He could not be guilty of presenting to us conflicting messages in the Bible and creation.
2. The fact that God is Creator is taught all through the Scriptures.
3. God's creative work took place in six solar days.
4. God on many occasions has worked suddenly and completely; He is not limited to working over a long period of time.
 - a. God spoke many things into existence.
 - b. God performs accomplishments of great significance on single days, or in short periods.
 - c. God's creative acts have on occasion resulted in that which appears to be the end product of a continuing process.
5. God preserves His creation so that it continues to function as He planned.
6. God controls every part of the natural world – His creation – the world we study in science.
7. God created for His own purpose and pleasure.
8. God uses His creation, what we observe in nature, to teach eternal truth.
9. All of creation is meant to praise God and bring glory to Him.
10. God's creation was perfect in the beginning.
11. All of creation has been affected by man's sin.
12. God has provided an orderly world.
13. The natural world, God's creation, is constantly changing.
14. God desires that we study science, the details of His creation.
15. Man can never know all there is to know about the universe and about life.
16. Men by nature are not neutral or objective observers of God's universe; man's ability to understand the truth is impaired by sin.
17. God everywhere condemns false teachings, and especially so when it undermines the faith of children.

ASTRONOMY

18. God created the heavens and the heavenly bodies – a fact reiterated throughout Scripture.
19. The sun, moon, and stars were created after the creation of the earth.
20. All stars were made at the same time.
21. All parts of the universe were completed within six days; the work was finished.
22. The size of the universe is incomprehensible to man.



23. The stars differ from one another in glory, or in magnitude, as well as in arrangement in the sky.
24. The star of Bethlehem was a sign created especially by God to lead the Wise Men to the Messiah.
25. The heavens and the earth were created to last forever.
26. Degeneration is continuing to take place on the earth and in the heavens.
27. The heavens and the earth as we now know them will one day be dissolved, giving place to a new heaven and earth.
28. The movements of the heavenly bodies are very regular, so much so that God uses their regularity as an indication of His faithfulness in keeping His promises to Israel.
29. God controls the actions of all bodies in the heavens; He can therefore cause them to deviate from their normal patterns to accomplish His purpose.
30. In the future there will be many changes in the heavens, used by God as signs of judgment and of His coming back to earth.
31. Our only source of knowledge concerning origins is God and His Word.
32. God, on occasion, uses His power over the universe to accomplish His purposes for His people. God is not limited in what He can do for man.
33. God has shown us facts concerning Himself by means of the universe in which He has placed us.
34. The sun, moon, and stars are not to be worshipped or feared.

EARTH SCIENCE

35. God created the earth; this fact permeates the Biblical record.
36. The earth was covered with water before there was any dry land.
37. The earth was cursed because of man's sin; as a result, growing fruits and vegetables requires much more effort than previously.
38. A flood by God covered the whole earth.
39. The Flood was of major significance, causing great disturbances of the earth.
40. Life before and after the Flood had some major differences.
41. The earth in its fullness was created by God.
 - a. Its roundness is implied.
 - b. Its suspension in space without support.
 - c. Its contour (made of mountains and valleys, sea and dry land, rivers, rocks, etc.).
 - d. The circulation of air in the atmosphere; wind currents.
 - e. The water cycle.
 - f. The sun as the source of energy.
 - g. The weight of air.
 - h. The occurrence of earthquakes and volcanoes.
 - i. Riches within the earth.
42. God controls the movement of the earth itself – rotation and revolution.
43. God controls the contour of the earth, the flow of rivers, the hills and valleys, the earthquakes and volcanoes.



44. Our only authoritative source of knowledge concerning the origin of the earth is what God says in the Bible.
45. The environment which God provided for man was designed with his needs in mind, and for his good.
46. Man is responsible to subdue the earth, working to provide out of it for his physical needs.
47. Men must recognize that God is still the owner of the earth; men are God's stewards over it.
48. Pollution is the result of man's sins.
49. The conservation of natural resources is part of man's responsibility to God. God cares about the resources He has provided.
50. God uses the elements of His creation to accomplish His purposes, most of which are related to man in some way.
51. A complete understanding of the earth and all its relationships is beyond man's comprehension.
52. The future of the earth itself is related to the completion of man's redemption.

PHYSICS AND CHEMISTRY

53. All matter was created by God.
54. All energy comes from God and was created by Him.
55. It is by God's power that matter holds together, within the atom and within the universe.
56. Energy cannot be created or destroyed, but it is forever.
57. Changes in the form of matter and energy are continuously occurring, with a downward trend.
58. Though the physical world usually functions in predictable ways (because God is consistent), God at times intervenes in unpredictable fashion.
59. Light is often used in Scripture to portray God or some of His attributes.
 - a. The Lord Himself is represented by light.
 - b. The Word of God is represented as light.
 - c. Believers are spoken of as light.
60. Certain chemical elements are described in the Bible.
61. Chemical and physical laws and reactions frequently illustrate spiritual truth.

LIFE SCIENCES

62. Our knowledge of the origin of life comes from God alone.
 - a. God tells us that we can know of origins only by believing what He says.
 - b. God stopped His creative work at the end of six days, and then rested the seventh day; as a result the process of creation is not now observable.
 - c. God specifically reminds us that no person was present or had any knowledge of His work at the beginning.
63. Living things have their origin in God's work.
64. God cares about living things.
65. God controls the ecological system; He can make things grow, or not grow, be sturdy or diseased.
66. Organisms when first created were mature, complete, and perfect.
67. The order of appearance of various organisms on the earth is precisely described.
68. Plants, animals, and man were each created with specific purposes.
69. Principles of life science are seen in scripture.



- d. All tissue is not the same.
 - e. A great variety of forms of life exist.
 - f. Living things are characterized by common traits, all of which are recognized in the Bible.
 - g. Interrelationships exist among the forms of life; no organism exists completely independent of all else.
70. God guides mankind in relationships to plants and animals.
- h. Man was initially given responsibility to rule over all animals and to make use of all plants for food.
 - i. All forms of life were affected by the sin of man in the Garden.
 - j. Plants and animals are affected by God's judgments upon man throughout history.
 - k. The biological world will experience great changes for the good when believers see the Lord and become like Him, and when He sets up His kingdom.
 - l. Designs from the biological world were designated by God as patterns in the construction of the Tabernacle in the Wilderness, and the garments of the high priest.
 - m. Man is responsible for studying plants and animals.
 - n. God expects us to recognize Him as we study His creation, and we make use of it.

ZOOLOGY

- 71. God created animals, birds, fish, and creeping things.
- 72. Large, well-developed forms were among the first animals on the earth.
- 73. Birds, fish, and marine animals appeared before land animals.
- 74. Huge animals have lived on the earth since man was on the scene.
- 75. A great variety of animals have been in existence from the beginning.
- 76. Animal life will change in the Kingdom Age.
- 77. Animals are governed by instincts, a fact which distinguishes them from man.
- 78. Various animals have distinctive characteristics and instincts which enable them to function effectively.
- 79. Certain animals migrate in ways not understood by man.
- 80. Ability to reproduce is within limits set by God.
- 81. Man was designed to have dominion over animals.
- 82. Man and animals are different from one another in significant ways.
- 83. Man's sin has affected animals adversely.
- 84. Man's final redemption will free animals from present limitations and make possible living without fear of wild animals.
- 85. Man is responsible to treat animals with consideration and kindness.
- 86. Man is to learn lessons from the study of animals.
- 87. God owns the animals; He knows them all and cares for them.
- 88. God controls animals, and on occasion uses them to fulfill specific purposes of His own.



BOTANY

89. The conditions of present-day plant life are in part a result of man's sin.
90. Plants are given to us for food, shelter, and pleasure – by a gracious God.
91. Many crop failures and food shortages in Israel's history were due to their disobedience to God.
92. The fruits of the land are considered precious by God.
93. Our basic knowledge of the agricultural process comes from God.
94. Plant growth and development follows certain God-given laws.
 - a. The seasons and the day and night sequence are given by God and are basic to planting and harvesting.
 - b. Soil must be carefully selected and prepared for most effective growth.
 - c. Seed must be pure to produce the best growth.
 - d. Good trees or plants are required if good fruit is to be produced.
 - e. Plants which come up from seed never look like the seed that was planted. The seed dies or is used up in producing the new plant.
 - f. A plant develops in a logical sequence which cannot be changed by man.
 - g. The harvest that is produced depends on what kind of seed, and how much seed, is sown.
 - h. Land needs rest if it is to be most productive.
95. God uses our knowledge of plant life to teach spiritual lessons.

BIOLOGY

96. Man is distinct from animals, though there are similarities in their bodies.
97. Man, woman, and the marriage relationship were created by God.
98. Man is more than a physical being; he has soul and spirit.
99. Physical needs are recognized by God as important; they are not to be the major concern of life.
100. Man's heredity is affected by the sin of Adam; therefore, death is common to man.
101. Our bodies are God's and to be used by and for Him.
102. The human body was formed from dust and returns to dust.
103. The human body is wonderfully made.
104. Blood is the vehicle of life in the body.
105. Life begins at conception; the fetus has individuality and is known to God as a person.
106. Pregnancy and child-bearing have been affected by sin in the race and in the nation.
107. Man's diet has changed from vegetables only, to vegetables plus meat, fish, and fowl.
108. Man's daily living depends on God.
109. Sickness and death in the race are the result of Adam's sin.
110. Sickness or physical handicap may have a variety of causes or purposes.
111. The spread of disease can be controlled by certain public health measures.
112. Physical health is affected by mental, emotional and spiritual well-being.
113. Healing is at God's discretion.
114. All nations are related.
115. Man someday will be free from his present physical limitations.





MATHEMATICS

GENERAL BIBLICAL CONCEPTS

1. God is concerned about numbers.
 - a. God knows all of the numbers; He has recorded many for our information.
 - i. Genealogies, some with ages given
 - ii. Records with numerical details
 - iii. Special mention of God's numbering
 - b. God has at various times commanded men to count, measure, and record their findings.
 - c. God is concerned that men not place too much confidence in numbers or size. Numbers are not everything.
 - d. God is concerned that we be accurate and orderly in our use of weights, measures, and numbers.
 - e. God uses the concept of measurement to express men's failures and His plans for man.
2. God desires that mankind would understand concepts related to mathematics.
 - a. The number concept began with God; He initiated numbers back in the beginning.
 - b. Man's ability to understand and work with numbers, as well as with other subjects, is a gift from God.
 - c. Man's ability to use the number system completely, effectively and entirely for God's glory has been marred by sin.
3. There is value in learning mathematics as a subject.
 - a. The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.
 - b. Mathematical study should result in greater appreciation of the works of God in His creation.
 - c. Man's creativity, like God's, often requires some mathematical understanding. God designed man to be creative.





CREATIVE ARTS

GOD'S CREATIVITY

1. Creation is God's artwork; He was the first creator.
2. God evaluated His creative works when they were finished.
3. God's creations communicate His truth and love to man.
4. God's creations offer both enjoyment and instruction.
5. God created man with the ability to produce and appreciate beauty.
6. God gives a variety of specialized abilities which are creative in nature.
7. God underscores the importance of creativity when He gives us the record of human originations.

MAN'S CREATIVITY

8. Man's creations are the expressions of his inner thoughts and feelings.
9. Man's creativity is more limited than God's.
 - a. It is limited to working with what God has already created.
 - b. It is limited to creating things, things which do not themselves have capacity to create.
10. Creativity involves the power of choice; it is an indication of freedom, at least within limits.
11. Man's varied creative abilities demonstrate the uniqueness of each person.
12. Man's creativity and his ability to appreciate the creativity of others are affected by sin.

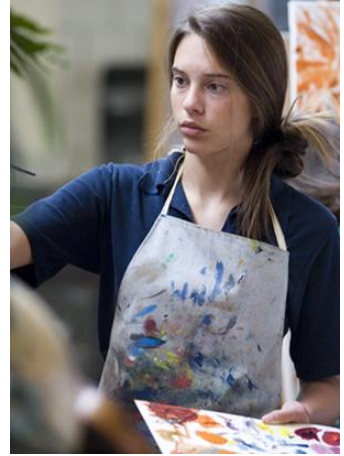
MAN'S RESPONSIBILITY

13. We should draw closer to God and understand Him better through the study of His creation.
14. We are responsible to think of beautiful things and to appreciate the beauty God has provided.
 - a. God gives a specific command; we are to respond differently from the world.
 - b. God calls to our attention some aspects of His creation that we should think about.
15. We must discern between what pleases God and what does not glorify Him; we must ask, "Does this reflect God and His beauty?"
 - c. God directs that we should specifically seek those things which glorify Him.
 - d. God also warns us against those things which pollute our minds and hearts, drawing us away from Him.
16. We should yield our abilities to God to be used for His glory, whether in enjoyment and appreciation, or in production of that for which He has given us the ability.
 - e. Statements and examples which apply to every believer.
 - f. Statements concerning yieldedness of special abilities to Him.
17. We must recognize God's evaluation of physical beauty, whether of the human body or of things, in contrast with spiritual beauty, or the beauty of character.
 - g. The danger of too much emphasis on physical beauty.
 - h. The importance of spiritual beauty, the beauty of a holy life.



ARTISTIC CREATIONS

18. God is interested in beauty.
19. God is pleased with art which includes both religious and non-religious subjects.
20. God does not spare cost when expensive materials are needed to produce art which portrays His message.
21. God gives a variety of artistic abilities.
22. God gives a variety of artistic abilities. God will use the various artistic talents He gives, as we submit to Him.
23. God calls attention to specific creative works of His that are worthy of our attention and meditation.
24. Works of art may portray a variety of messages, and may be used for both good and evil.
 - a. Therefore, the message and the use to which an art work is put must be judged on the basis of the Word of God.
 - b. Therefore, the fact that a work of art is well executed does not guarantee the truth of the message, or the worthiness of its use.
25. No object created by man or God is to become an object of worship.



MUSIC

THE GIFT OF MUSIC

1. Music is characteristic of heaven.
2. Music is everywhere in the universe to praise God.
3. Music is God's gift to us.
 - a. God made man's voice, the most complex of instruments.
 - b. God gave man the ability to invent musical instruments.
 - c. God made the materials from which instruments are made.
 - d. God established the principles by which sound works, and which govern music.
 - e. God enables men to write music and words; "God gives a song."
 - f. God made man with a responsiveness to music.
 - g. A revival in music often accompanies a revival of heart toward God.
4. Music appeared early in the history of man and has been an important part of every known culture of every age.
5. Musicians and music teachers have had a long history in serving God.

FUNCTIONS OF MUSIC

6. The major Scriptural function of music is for the praise and worship of God – a vertical function.
 - a. The Bible is full of examples of the use of music in worship, especially in the Old Testament.
 - b. Many Biblical saints stated their personal praise to God by way of music.
 - c. Believers of every age are encouraged to express praise in music.
7. Music has a rightful place in the commemoration of historical events, the celebration of victories and other special occasions.
8. Music may express faith in God, to which He responds in giving victory.
9. Music is a method of teaching, admonishing, exhorting, and rebuking.
10. Music is a means of communication among people – a horizontal function.
 - d. Music serves as a signal or alarm, or call to assembly. The trumpet and horn are especially significant for this use.
 - e. Music serves to refresh, to encourage, to provide enjoyment for both the performer and the listener.
11. Music serves as an outlet for various emotions.
12. Music may be unacceptable to God because of its evil purpose or its insincerity.

PERFORMANCE AND APPRECIATION

13. Both vocal and instrumental music may be used in the worship of the Lord.
14. A variety of musical instruments have been used in bringing praise to the Lord; some of the same instruments have also been used for evil.



15. A variety of sacred music is encouraged and exemplified in the Bible.
16. Music and art have frequently been combined in times of worship and celebration.
17. The beliefs, attitudes and goals of men are reflected in the music they produce and use, or by their lack of disposition to music.
 - a. The lack of disposition to music often indicates sadness, depression, or God's judgment.
 - b. The kind of music one produces, or with which he identifies, depends on his own inner thoughts and view of life.
18. Our use of music should be for the glory of God and should be tempered by its effect on others and our concern for them.
19. The sounds in music must be distinct and the words intelligible if listeners are to receive the message.



HEALTH & PHYSICAL ED.

GOD'S RELATIONSHIP TO OUR BODIES

1. God created man's body and is responsible for both Adam's body and ours.
2. God places high value on man's body.
 - a. God considers the various parts of the body of sufficient importance to refer to many of them specifically.
 - b. God uses the interrelationships among the parts of the human body as a picture of the oneness of believers in Christ, and the necessity of them all.
 - c. God requires the death penalty for one who murders another person.
 - d. God clearly distinguishes man from animals, both in their physical bodies and in other ways.
 - e. God prepared a human body for the incarnation of His Son.
3. God cares about our needs for food, clothing, shelter, rest and exercise. He knows and cares!
 - a. Our need for food
 - b. Our need for clothing
 - c. Our need for shelter
 - d. Our need for rest
 - e. Our need for exercise
4. God claims the bodies of believers as His own.
5. God expects that man will work to provide for the needs of the body. Work is part of God's plan for man.

THE CARE OF OUR BODIES

6. Our eating and drinking must be with awareness of God's concern.
 - a. God commands moderation, warning against overeating.
 - b. God forbids drunkenness, and warns against alcoholism.
 - c. God gives freedom to eat all foods without defilement, though this was not true for Israel under the Law.
7. Our dress and appearance must honor God.
 - d. Our bodies should be sufficiently covered that we discourage immorality.
 - e. Godly women, in particular, are to be modest in their dress, hair style, and use of jewelry.
 - f. Dress and grooming should be suitable for the occasion.
 - g. Clothing needs not be shabby and cheap to glorify God.
 - h. Clothing should not be a source of constant worry; we should trust God for the supply of needs.
 - i. We are not at liberty to mutilate our bodies.
8. Satisfying our bodies' needs for rest and sleep honors God; He warns, however, against laziness.
9. Personal Cleanliness in Scripture usually represents spiritual purity in the light of God's holiness.
10. The desires of our bodies are not to be the controlling factor in our lives.



11. The body represents only one part of man; we must not overemphasize the physical, but be concerned with the whole man.

DISEASE AND HEALING

12. The ultimate causes of sin and death.
- a. The basic cause is the nature of man as a result of Adam's sin in the garden.
 - b. Sickness and death may be the result of God's chastening upon a group of people, believers or unbelievers.
 - c. Sickness and death of an individual or group may be the result of one person's sin, and God's resultant chastening.
 - d. Disease and death are at times the result of the actions of parents and other ancestors. Our lifestyles affect our posterity.
 - e. Illness may be brought on by an attack of Satan, or by demon activity.
 - f. Disease may be caused, or worsened, by lack of emotional and spiritual health.
 - g. Physical affliction may have as its ultimate purpose the glory of God, whether or not other factors contribute.
13. Treatment and healing of disease.
- h. Physicians and medicines have a rightful place in healing.
 - i. God both prevents and heals disease, sometimes in answer to prayer, sometimes without our asking.
 - j. God gives gifts of healing to the body of Christ.
 - k. God tells us to pray for our own healing and for the healing of others.
14. Specific diseases and deformities are mentioned in the Bible.

MENTAL AND EMOTIONAL HEALTH

15. A variety of factors may contribute to emotional problems.
- a. Poor physical health may cause emotional problems, or contribute to them.
 - b. Circumstances may be so overwhelming as to cause serious problems.
 - c. Satanic or demonic activity may be a factor in emotional problems.
 - d. God may judge sin by imposing a mental health condition in which one is out of touch with reality.
 - e. Guilt over sin and failure to accept God's forgiveness may be the cause of severe depression.
 - f. God's refining process may necessitate our passing through some difficult places and even some low times emotionally.
16. God intends, that, in general, a joyful and optimistic spirit should characterize believers.
17. Confidence and strength depend on a proper trust in the Lord and in His promises.
18. Discerning and considerate friends are valuable assets in times of mental and emotional distress.

PHYSICAL EDUCATION

19. The value of physical achievement and fitness is implied in Scripture.



20. Physical size and ability are of sufficient importance for God to have mentioned them in His Word.
21. Games and athletic competition provide many pictures of the Christian life.
- a. An adequate goal inspires the athlete.
 - b. The race is a challenge to the runner who is fit.
 - c. All contestants do not win equally.
 - d. Self-discipline is essential for one who would win.
 - e. Obedience to the rules of the game is required.
 - f. Confidence in, and dependence on, the coach are crucial.
22. Play, in contrast to athletic competition, has the sense of celebration, or of complete freedom and enjoyment.
23. God sets standards for our activities that are distinct from those of the secular world.
- g. We must give priority to godly attitudes and living rather than to mere physical achievement.
 - h. We must not be enticed by sinners or corrupted by evil companions.
 - i. We must not be controlled by the desires of the flesh, by lust.
 - j. We must avoid the appearance of evil, or that which would cause others to stumble.
 - k. We must recognize the long-range effects of what we do now.
 - l. We must be concerned for God's glory in all of our decisions.





DISCUSSION STARTERS

BIBLE

1. If you could live forever at your age, would you want to? Why or why not?
2. What is the difference between a trial and a temptation? (James 1)
3. Do preachers and Sunday school teachers need to be held to a higher standard than public school teachers? Why or why not?
4. Why would God keep the future (by-and-large) unknown?
5. How would knowing the future affect life?
6. What do you think makes God truly rejoice; what truly grieves him; what does God hate and why?
7. Ecclesiastes 3:6 talks about a time to search and a time to give up. Is giving up a sign of failure? "Never give up, never surrender!" Buzz Lightyear.
8. Why would God choose to be silent?
9. What if God did not judge the righteous? What if the righteous knew they were not going to be judged?
10. Ecclesiastes 7:28 talks about being one upright man in a thousand. Would you want to be the one upright man, or the 999 other men? Why?
11. In the armor of God in Ephesians 6, why is there no armor for the back? Who needs armor? What should Christians expect if they need armor? Based on the different pieces of armor, what should a Christian be prepared to do?
12. How can a person tell the difference between a cult or sect and a true religion?

LANGUAGE ARTS

1. How does faith affect what an author writes?
2. How does faith affect how a reader understands a book?

MATHEMATICS

1. Why is tithing based on a percent rather than a flat rate? Who benefits from the percentage scale?
2. What is so important about setting standards? Standard weights, standard grading scales, standard requirements for passing a class, standards for right and wrong, etc.
3. What determines a person's value or worth?
4. Why do people get paid a different amount of money?



SCIENCE

Biology

1. Why/how do living things like animals and plants grow with timing and size mechanisms? (When to grow, to what length, to stop growing, etc.)
2. Why do living things like animals and plants grow symmetrically?

Evolution

1. What separates man from animals? (How are animals different from man?)
2. If man is just an evolved animal, why is it wrong to kill men, but not other animals?
3. Which came first, the chicken or the egg?
4. Which came first, the cell or the DNA or RNA?

Human Body

1. How can the knowledge of the respiratory system (atoms, states of matter, energy, force and motion, families, the judicial system, economics, etc.) be used for good or evil?
2. What would life be like without pain? What is the purpose of pain and suffering?

SOCIAL STUDIES

Business/Work

1. How does a person's religion affect how he does his job? (Police officer, soldier, banker, baker, cleaner, waiter, business person, etc.)
2. Why do firemen risk their lives to save others?

Culture

1. What famous person would you want to be like, and why?
2. What are the different messages people send by the way they dress? Is the message sent always the message received? (suit, jeans, baggy/saggy pants, slovenly/messy, gothic, skimpy/sexily, oversized, skin-tight, flashy/with bling, etc.)
3. Which would you rather have and why, respect, power, money, fame, faith, intelligence, pleasure, youth?
4. Bumper Stickers: Do you agree or disagree with the sticker: "He who dies with the most toys wins."
5. Bumper Stickers: Do you agree or disagree with the bumper sticker: "Well behaved women seldom make history?"
6. Bumper Stickers: Do you agree or disagree with the sticker: "Life sucks, then you die."
7. Bumper Stickers: Do you agree or disagree with the sticker: "It's a dog eat dog world."
8. Bumper Stickers: Do you agree or disagree with the sticker: "Celebrate Diversity."
9. What do you want to be when you grow up? Why?
10. How should life be different for Christians than non-Christians?



11. Which gods/religions operate out of love? How does that affect the followers and society at large?
12. How can a person avoid wasting his life?
13. How would the world be different if children ruled the world? What impact would that have on education, war, justice, healthcare, agriculture, nutrition, discovery, manufacturing, the arts, fashion, transportation, etc.
14. What is the difference between a slave and a servant?
15. What is so bad about breaking the law, rebelling, adultery, perversion, lying, perjury? What if a large percentage of society had trouble with these things?

Education

1. Who is best to decide what children should learn at school?
2. How does the faith of a teacher (school, university, etc.) affect the classroom, students, and society?

Family

1. How are the roles of parents and children different?
2. How are men and women designed differently?
3. What are ideal parents like? Ideal children?
4. What decisions do parents have to make on a regular basis that children do not?
5. Why do children rebel? What is the goal?

Government

1. How can faith affect the kinds of laws a government will pass?
2. Why is evil, or the dark side, so appealing? Can evil really fulfill the desire?
3. Why is there an age requirement for voting? (If you could change the voting age, what would you change it to, and why?)
4. Why do people go to war?
5. What makes a judge qualified to decide a case?
6. Who needs law, and why?
7. Why is it hard on the evil and righteous when punishment/justice is delayed?
8. Does every society need a leader?
9. What are the traits of a good leader?
10. Are leaders born or made? Are you a follower or a leader? When and who do you follow? Who follows you? When? Are you a good follower? Are you a good leader? Does Jesus qualify as a good leader? Why or why not?
11. How are citizens' rights different from aliens' rights?
12. What is the difference between human and civil rights?
13. Why is more than one witness necessary in a court of law?

History

1. Why does or doesn't the past matter?
2. Why do people enslave or suppress others?



PHILOSOPHY

1. Why is it ok to end the life of a living thing before it is born, but not after?
2. What is truth?
3. What is the difference between good and evil?
4. How does one's faith affect what a person sees as the meaning of life?
5. Why or why isn't man responsible to help the poor and weak?
6. What makes something right or wrong? (I.e. killing, drunkenness, lying, cheating, stealing, smoking, drugs, etc.)
7. What makes someone mature versus immature?
8. What is the difference between a wise person and a fool? Can a teenager be wise?
9. What is ambition? How can it be good and bad?
10. What are things that people know they should do but don't do them? If people know they are things they should do, why don't they do them? Why do people knowingly do the wrong thing?
11. How do youth and adults find significance in life in similar and different ways?
12. Why is there evil in the world? Why do bad things happen to good people and vice versa?
13. What is hope? Why is it so important? Where do people place their hope?
14. Is there any value in doing good if the reward is delayed or never comes?





LESSON PLANNING

PHILOSOPHICAL FRAMEWORK

Biblically Integrated Lesson Plan

<u>Subject:</u>	<u>Concept:</u>
<u>Teacher:</u>	<u>Standards Addressed:</u>
<u>Grade Level:</u>	<u>Materials:</u>

1. Lesson Objective:

4. Biblical Principle:

5. Biblically Integrated Lesson Objective:

2. Instruction:
Anticipatory Set *(lead-in/hook):*

6. Biblical Integration: *(verses, questions, ideas)*

Procedures/Instruction:

3. Assessment:

7. Biblical Integration Assessment:

Reteaching and/or Extension:



Biblically Integrated Lesson Plan
Sample Reading – *Dragon’s Gate*

Subject: Reading	Concept: Comprehension, identifying racism and discrimination.
Teacher: Miss Carpenter	Standards Addressed: North Carolina 2.02-2.03, 2.05, 2.08-2.10, 3.01, 3.07, 4.02, 4.06
Grade Level: 5 th	Materials: <i>Dragon’s Gate</i> , paper, pencil, Bible

1. Lesson Objective:

Students will be able to identify dialogue or actions that show racial discrimination throughout the reading of *Dragon’s Gate*.

4. Biblical Principle:

Man is created in the image of God with inherent value and worth regardless of race or position.

5. Biblically Integrated Lesson Objective:
 Students will identify dialogue and actions that show racial discrimination and compare and contrast them with the understanding that man is made in the image of God with inherent worth and value regardless of race or position.

2. Instruction:

Anticipatory Set (*lead-in/hook*):

Ask students why they think people discriminate against others of a different race, and what is accomplished by discriminating.

Procedures/Instruction:

Read and discuss chapter 22.
 Have students identify racial comments and actions throughout.

Those include:

- Other Chinese mocked Otter when he returned to work except his own crew.
- Crew encouraged Doggy to sing even though he can no longer play an instrument.
- Uncle Foxfire’s exchange about who should be headman in the search for survivors.
- Kilroy and Shrimp’s orders for the men to get back to work and abandon the search for survivors.
- The crews’ decision to return to work.
- Uncle correcting Kilroy on what his name is.
- The brother’s decision to return to work for his mother’s sake.
- Otter’s decision to return to work.
- Uncle’s decision to search alone

3. Assessment:

Make a chart that shows phrases or situations that illustrate respect or disrespect. Identify the characters’ motives.

6. Biblical Integration: (*verses, questions, ideas*)

- Identify the situations that show characters treating man having God-given worth and value.
- Identify which behaviors are Christ-like.
- Identify which behaviors are not Christ-like and show the belief that man has little or no value.
- Genesis 1:26-29 Made in God’s image.
- Acts 10:35/Romans 2:11 God does not show partiality.
- Galatians 3:26-28/Col. 3:11 Neither Greek or Jew, all are equal in God’s family.
- Galatians 5:20-26 Fruit of the Spirit
- Romans 12:9-21 Love and respect to friends and enemies.

7. Biblical Integration Assessment:

Write what the correct Biblical response should have been to racism and discrimination, using specific verses, and why those are the correct responses.

Reteaching and/or Extension:

Find examples of discrimination in the newspaper. Explain why someone would choose to discriminate in that way, what he hopes to accomplish. Explain what the biblical response should be.

Biblically Integrated Lesson Plan Sample Science – Earth’s Atmosphere

<p>Subject: Science</p> <p>Teacher: Miss Carpenter</p> <p>Grade Level: 7th</p>	<p>Concept: Earth’s Atmosphere</p> <p>Standards Addressed: North Carolina 3.01</p> <p>Materials: Science Textbook, 3 pieces of 8.5x11 blank paper per student, pencils, stapler, colored pencils, NASA’s “How High is It” Booklet, http://stargazers.gsfc.nasa.gov/pdf/products/educator_guides/how_high_is_it_educator_guide.pdf.</p>
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1. Lesson Objective:

Students will be able to identify the characteristics of the different layers of Earth’s atmosphere.

4. Biblical Principle:

The layers of Earth’s atmosphere were designed to protect life.

5. Biblically Integrated Lesson Objective:

Students will be able to identify how God designed the layers of Earth’s atmosphere with specific characteristics in order for life to exist on Earth.

2. Instruction:

Anticipatory Set *(lead-in/hook)*:

Ask the students what different things they know of that fly in space.

Procedures/Instruction:

From NASA’s “How High Is It” booklet, attach the altitude pages (pages 27-32) to the wall. Cut out the different objects flown in space (page 34). Students can color them, or just take turns stapling them in the correct layer of atmosphere (guide on page 35, page 53-56 explains what each object does). (The NASA booklet suggests students doing the project in small groups, which is also another option.)

Read and discuss the different layers of the earth. Have the students compare and contrast the characteristics.

3. Assessment:

Create a six layer tiered booklet by folding the three pieces of paper (stacked 1cm apart) nearly in half. Staple at the fold. Each layer represents the different layers of Earth’s atmosphere. Each layer should include the altitude, temperature, gas, objects that fly there, and other characteristics (I.e. Ozone, Greenhouse Effect, etc.)

6. Biblical Integration: *(verses, questions, ideas)*

- How were the different layers designed to protect life on earth?
- How do the different layers act as shields?
- What would happen if Earth didn’t have these layers?
- How do the different layers show intelligence and design?
- How are the parameters necessary for life met through the characteristics of the atmosphere?
- How can the knowledge of Earth’s atmosphere be used for good or evil? (satellite types and uses, space travel, weaponry, etc.)
- What does man’s knowledge and use of the atmosphere tell you about the state and characteristics of man?
- Job 38, God describes setting up boundaries in heaven and on Earth.
- Deuteronomy 10:14, God is the Lord of the heavens and the highest heavens.
- Proverbs 3:19, 8:27, God established the heavens and Earth with wisdom.

7. Biblical Integration Assessment:

Be sure the booklet includes how the different layers of the atmosphere were designed by God to protect life on Earth.

Reteaching and/or Extension:

Include the temperature, things that fly in space, and specific characteristics to the wall chart (i.e. Ozone, Greenhouse Effect, etc.).



Biblically Integrated Lesson Plan Sample Social Studies – Bills & Laws

Subject: Social Studies	Concept: Bills and Laws
Teacher: Miss Carpenter	Standards Addressed: North Carolina, U.S. History 6.03
Grade Level: High School	Materials: <i>Schoolhouse Rock</i> video, U.S. History textbook, paper, pencil

1. Lesson Objective:

Students will be able to explain how an idea becomes a bill and possibly a law.

4. Biblical Principle:

God sets the moral standard as revealed in the Bible.

5. Biblically Integrated Lesson Objective:

Students will be able to explain how man can make laws that are biblical or unbiblical.

2. Instruction:

Anticipatory Set (*lead-in/hook*):

Give the students different scenarios and ask whether they think there should be laws about them. (ie. Driving while talking on a cell phone, passing a law that prohibits the use of certain oils in cooking to decrease public obesity, passing a law that someone has to quit smoking at work because it costs more (insurance wise) to retain an employee that smokes, etc.)

Procedures/Instruction:

Explain the steps it takes for an idea to become a law. Write out and number the steps on the board.

Watch "I'm Just a Bill" by *Schoolhouse Rock*.

Have students brainstorm ideas of classroom bills they would like to write. Divide the class into Senate and House of Representatives. Have the houses write bills for new classroom or school rules. Have them vote by house and go to committee like bills do.

At a separate time, the teacher signs or vetoes them. Any proposed bills can be declared unconstitutional if they violate previous standing school rules, or the teacher deems them inappropriate.

3. Assessment:

Draw a comic that shows the process of how a bill becomes a law or write a paragraph explaining how a bill becomes a law.

6. Biblical Integration: (*verses, questions, ideas*)

- Government and laws are systems established by God.
- Government is to be an extension of God's justice and mercy.
- Governments can choose to follow God's standard or not, but there will be consequences for that choice.
- Who sets the moral standard?
- Is there a higher moral standard?
- Who decides what is right or wrong?
- Can/should a country pass laws that violate biblical standards?
- How does a country determine what kinds of laws it should pass?
- Which is higher, God's law, or man's law?
- Just because a country makes something legal, does that make it right, profitable, or moral?
- Should only biblical laws be passed?

7. Biblical Integration Assessment:

Make a note in the comic or paragraph of any Bible verses that support the bill/law being a biblical one.

Reteaching and/or Extension:

Draw a mock capital building with various rooms. Write a bill, give it a number, move the bill from room to room while describing the process it would go through to become a law.

