



BIBLE
(GRADES K-12)



Bible Curriculum Guide

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Philosophy Statement for Bible

God is the source of all truth, and the Bible is God's special revelation for all humanity. Through it we are introduced to faith in God and the redemption offered to all in Christ Jesus. We comprehensively teach the Bible to foster biblical literacy, develop spiritual discernment, and equip students with a Christian worldview resulting in students who are transformed by the Holy Spirit and willing to be obedient to God's truth. Bible education aims to encourage each student to love God and to serve others.

Vision for Our Bible Learners

Moral and Ethical Citizen

1. Students will apply scripture in order to make moral decisions in daily life . (1 Peter 2:12)
2. Students will respect persons of other ages, races, cultures, faiths, and values. (1Peter 3:15; 1 Peter 2:17)
3. Students will live respectfully under those in authority. (Rom. 13:7)
4. Students will recognize their personal sinfulness and the need for Christ's redemption to live a godly life. (Titus 3:4-8)

Spiritual Discerner

1. Students will understand the nature of God and His provision for reconciliation through Jesus Christ. (1 Peter 1:3)
2. Students will accept one's self- worth as God's creation, pursuing sanctification and understanding one's identity in Christ. (Ps. 139:13-14; Eph. 2:10)
3. Students will turn to God and listen to the leading of the Holy Spirit in daily life situations. (Col. 3:16; Hebrews 4:16)
4. Students will be able to distinguish truth from falsehood, right from wrong, and right from almost right. (Spurgeon). (Hebrews 5:14; Titus 1:9)

Critical and Creative Thinker

1. Students will analyze, interpret, evaluate, synthesize and discuss various theological concepts. (2 Tim. 2:15)
2. Students will understand biblical doctrines and contrasting worldviews. (2 Tim 3:16-17, Col. 4:2b-4)
3. Students will approach current events, media and popular culture from a biblical perspective. (Rom. 12:2: John 15:19)

Life-Long Learner

1. Students will maintain a habit of studying and reflecting on God's Word. (Ps. 1:2; 1 Pet. 2:2)
2. Students will understand culture and seek to effectively and relevantly share the Good News. (Act 17:23)
3. Student will participate and engage in authentic Christian community. (Heb. 10:25).
4. Students will reflect on actions and attitudes regularly and prayerfully in order to live a life characterized by grace and holiness. (Ps. 139:23-24; 1 John 2:1; Gal. 3:2)

Effective Communicator

1. Students will speak personally to God and listen to His voice. (Rom. 8:26)
2. Students will relevantly, convincingly, and courageously articulate the life-changing message of Jesus Christ. (1 Peter 3:15)
3. Students will lovingly give a reasonable defense of the faith and a biblical worldview.

(1 Peter 3:15)

4. Students will apply God's truth to interpersonal communication by encouraging, listening and urging as appropriate. (1 Thess. 2:11,12)

Wise and Responsible Steward

1. Students will recognize that personal gifts and talents are God-given and for His glory. (1 Cor. 12:6-7)
2. Students will serve others generously and compassionately with humility. (Matt. 22:38-40)
3. Students will thankfully acknowledge and value God's unconditional love. (Eph. 1:3)
4. Students will share God's heart to seek and save the lost. (Luke 19:10)

Hallmarks

Academic Excellence

Recognizing God's character of excellence, we endeavor to pursue excellence in the instruction, study, and application of the Word of God. Because Bible instruction at Morrison takes place in an academic setting, we strive to maintain high expectations for learning while being sensitive to the leading of the Holy Spirit. Bible teachers strive to bring quality educational strategies to Bible classes.

Biblical Literacy

Biblical literacy involves knowledge of the basic content of the Bible: its authors, stories about Old and New Testament characters, the general chronology of major events, and the key figures associated with them, as well as recurring themes and topics. It also involves an ability to read and interpret the text in light of its cultural and historical context and to understand the importance of literary devices, in order to better understand God's redemptive story and to produce sound interpretations. Bible teachers strive to teach and demonstrate all aspects of biblical literacy.

Biblical Worldview Integration

Knowledge and study of the Bible are crucial for the establishment and development of a believer's faith. Biblical knowledge is also essential as a foundation, filter, and framework for thinking about academic disciplines and life itself. For example, the physical sciences help us recognize God's continual role in the natural world; the social sciences reflect a biblical understanding of human nature in human society. All truth is God's truth. Therefore, Bible classes not only impart biblical and theological knowledge but use the Bible as the basis of a biblical worldview which is used to explore the world. Bible teachers should seek to model and impart a biblical worldview and give their students opportunities to see how the Bible is a solid foundation for thinking about current issues, a filter for discerning truth from error, and a basis for learning and developing new ways of seeing and understanding the world. Bible classes should empower students to understand God's truth and explore the world through this understanding.

Christian Service Learning

Implicit in Morrison Academy's philosophy, vision, and core values is a desire for each student to be active participants in God's redemptive plan. Christian Service Learning flows from a conviction that collaborative, reflective participation in intentional, hands-on service to local and global communities both enhances students' academic learning and promotes the development of a lifestyle of stewardship which is the natural outworking of biblical truth (1 John 3:16-18). Our middle school Bible curriculum outlines the philosophical and theological framework for Christian service, provides ongoing service opportunities, and explicitly ties service to the development of Christian character and individual gifting.

Cultural/Religious Diversity

Morrison Academy recognizes the cultural and religious diversity of its student population. Therefore, the resources, instructional strategies, and assessment practices we employ address and appropriately adapt to the unique features of our student population. In the Bible department, this includes an awareness that our students have varying levels of exposure to, understanding of, and belief in the Christian faith. We unwaveringly affirm the authority of the Bible, and desire that each student come into a relationship with God through Jesus. At the same time, we strive to understand, explore, and respectfully respond to the worldviews, both religious and nonreligious, of our students. In doing so, our goal is to not only present the material more relevantly, but to equip students with an awareness of and an ability to interact with biblical truths in contrast with other viewpoints so that they can make informed choices and be better prepared to impact their world for Christ. Students' responses to open-ended questions and activities will not be evaluated on the degree to which they agree with the teacher's views, or even with a Christian viewpoint in general, but on the quality of thought, comprehension of the material, and reasoning presented. We are also sensitive to the role that culture plays in personal identity and the formation of spiritual practices.

Transformed Lives

While we strive to teach Bible in a manner that promotes academic excellence, understanding of the facts in Scripture, familiarity with the stories, values, and truths of God's Word, and the ability to properly interpret and understand this book, our ultimate goal is that the Holy Spirit will transform students' lives through the contact they have with the Word of God. Through the teaching of the Bible we desire to see the love of God perfected in our students so that they know God, obey God's commands, and love others. Eph. 4:20-24, Col. 3, Rom. 12:2, 2 Cor. 3:18

Unity of Faith

The missionaries who founded Morrison Academy were unified by a belief in the core foundations of Protestant doctrine and respect for the diverse theological interpretations of Scripture that existed within their community. Theological positions beyond the scope of Morrison's Statement of Faith will be discussed in such a manner that students are aware of diverse viewpoints. Personal convictions of staff and students are to be respected. Emphasis is to be placed on maintaining our unity in "the faith that was once for all entrusted to the saints" (Jude 3, NIV; cf. Ephesians 4:3-5).

Strands: K-5, 9-12

- 1 Biblical Literacy
- 2 Spiritual Discernment
- 3 Biblical Worldview
- 4 Life Application and Service

Strands: Middle School

- 1 Biblical Literacy
- 2 Spiritual Discernment
- 3 Biblical Worldview
- 4 Life Application
- 5 Christian Service

Scope and Sequence for Elementary School (Grades K-5)

	Biblical Literacy	Spiritual Discernment	Biblical Worldview	Life Application and Service
K	Redemption Story through the O.T. and N.T.: Creation, Abraham, David, Daniel, Esther, Jonah, Jesus' Birth, Jesus and the children, Parables of Jesus (Good Samaritan, the Lost Sheep)	God is with me Singing praise songs is a way to worship God God has made me special	The Bible is God's Word to me.	Respecting others Obedience Showing kindness and compassion God loves the poor
1	Redemption Story through the O.T. and N.T.: Creation, Adam and Eve, the Fall, Noah, Joshua & Caleb, Ruth & Naomi, Joseph, Ten Commandments, Jesus' Birth & Boyhood, Early Church: Peter, Stephen, Philip, Paul	Ways to worship God Unique and made in God's image Trusting God Jesus died for my salvation	Reading God's Word helps me to grow.	Serving Others Obedience Kindness and Compassion
2	Redemption Story through the O.T. and N.T.: Moses, Joshua, Elijah, Daniel, Esther, Job, Paul & Silas, Paul & Barnabas, Peter Books of the Bible	Prayer Salvation Choosing to do what is right	God's Word can change me if I study it and do what it says.	Respect Obedience Compassion for hurting people
3	Life of Christ Redemption Story Early Church Bible Study Skills	God's Guidance Prayer Discernment in my Life	Authority of Scripture	Forgiveness Respecting adults Taking responsibility
4	Doctrine Bible Study Skills Redemption Story	Role of the Holy Spirit Worship Discernment as Christians	Authority of Scripture	Forgiveness Respecting authority Taking responsibility Acts of service develop my Christian life
5	Old Testament Overview Bible Study Skills Redemption Story	God's Sovereignty Listening to God Discernment using God's Word	Authority of Scripture	Obedience to God Honesty Forgiveness Using gifts and abilities to serve others

Scope and Sequence for Middle School (Grades 6-8)

	Biblical Literacy	Spiritual Discernment	Biblical Worldview	Life Application	Christian Service
6 th	New Testament Overview Redemption Story	Knowledge, wisdom, and understanding come from a life grounded in the Scriptures	Power of the Holy Spirit What is a worldview	Live in a manner worthy of the Lord Personal relationship with Christ transforms lives.	Service is necessary for being a healthy, growing Christian.
7 th	God's Wisdom	Discernment according to Scripture Wisdom is a person (Jesus Christ)	What is truth	Make the necessary connection between theology and practical living.	Personal gifts and abilities can be used to serve others.
8 th	Old Testament Overview	To understand Scripture and its primary themes	Created in God's image Moral framework	Apply Biblical principles that will enrich their lives.	Students can plan and carry out a plan of service.

Scope and Sequence for High School (Grades 9-12)

Plan for 2016-2017

Courses	1st Semester	2 nd Semester
Freshmen (9 th)	Foundations of Faith I	Foundations of Faith II
Sophomore (10 th)	Foundations of Faith I	Leadership & Discipleship
Juniors (11 th)	Foundations of Faith I	Missions/ Social Justice & Service (Leadership & Discipleship text)
Seniors (12 th)	Foundations of Faith I (w/ Philosophy and Theology)	Senior Topics

Long-term Scope and Sequence

Courses	1st Semester	2 nd Semester
Freshmen (9 th)	Foundations of Faith I	Foundations of Faith II
Sophomore (10 th)	Spiritual Formation	Leadership & Discipleship
Juniors (11 th)	Life of Christ	Missions/ Social Justice & Service (Christ & Culture -- supporting text)
Seniors (12 th)	Doctrine & Apologetics -or- Philosophy & Theology	Senior Topics

* It is recommended that new students take Foundations of Faith I

Primary Resources for Instruction

Bibles

Kindergarten: *The Jesus Storybook Bible* by Sally Lloyd-Jones, Zondervan ISBN #9780310729945 Each entering Kindergartener or new student in 1st grade (goes home)
The Jesus Storybook Bible Curriculum Kit, Zondervan ISBN #0310684358

Grade 1: *The Beginner's Bible* by Kelly Pulley, Zondervan ISBN # 0310709628
Each student entering 1st grade (stays in class)

Grades 2-5: *The Big Interactive Storybook Bible*, Hardcover: Connecting Christ Throughout God's Story (The Gospel Project), B & H Kids, Hardcover – March 1, 2014 ISBN # 978-1433605024

Grades 6-12: *NIV Student Bible, Revised* – Hardcover ISBN# 978-0-310-43724-6
*Each entering 6th grader or new student: hardcover NIV Student Bibles

Elementary (K-5)

Elementary Bible Series (ACSI) – considered consumable

Middle School (6-8)

Grades 6-8: Global Student Assessment - WheatonPress.Com

Grade 6: *Elementary Bible Series* (ACSI) – considered consumable
Each campus: one set of Lightbearers curriculum (Summit Ministries, Amazon - ASIN: B01AR621IK, CBD - CBD Stock No: WW163261)

Grade 7: *Wise Up! (Positive Action)* – considered consumable
Each campus: one set of Lightbearers curriculum (Summit Ministries, Amazon - ASIN: B01AR621IK, CBD - CBD Stock No: WW163261)

Grade 8: *Route 66 (Positive Action)* – considered consumable
Each campus: one set of Lightbearers curriculum (Summit Ministries, Amazon - ASIN: B01AR621IK, CBD - CBD Stock No: WW163261)

High School

Grade 9: *Foundations of Faith Book 1 and 2* (Wheaton Press) – considered consumable

Grade 10: *Spiritual Formation* (Wheaton Press) – considered consumable
Leadership, Evangelism, & Discipleship (Wheaton Press) – considered consumable

Grade 11: *Life of Christ* (Wheaton Press) – considered consumable
Missions – Culture & Theology (Wheaton Press) – considered consumable;
Missions Workbook (Dearborn) ISBN 0-8308-3233-5 Intersity Press
Service – Culture & Theology (Wheaton Press) – considered consumable

Grade 12: *Philosophy & Theology* (Wheaton Press) – considered consumable
Doctrine & Theology (Wheaton Press) – considered consumable
Senior Topics – Welcome to College (Marrow) ISBN 978-0825433542

Overview by Grade/Course

K-5 Program

Kindergarten

Students study the redemptive story through the Old and New Testament stories of Creation and Fall, Abraham, Joseph, David and Goliath,, Esther, Jonah, Jesus' birth, Jesus and the children, parables of Jesus (Good Samaritan and the Lost Sheep). Students learn Christian character traits of respecting others, obedience, and showing kindness and compassion.

Grade 1

First graders study the redemptive story through the Old Testament stories of Creation, Adam and Eve (the Fall), Noah, Joshua and Caleb, Ruth and Naomi, Joseph, and the Ten Commandments. In the New Testament, they will learn about Jesus' Birth and his boyhood, and the early Church with Peter, Stephen, Philip, and Paul. Students learn Christian character traits of serving others, obedience, and kindness.

Grade 2

Second graders study how the Old Testament figures like Moses, Joshua, Daniel, Esther, and Elijah point to the redemptive story. In the New Testament, students will look at parts of the life of Jesus while exploring heroes like Peter, Paul, Barnabas, and Silas. Students will discuss what the Bible says about forgiveness and obedience to authority.

Grade 3

Third graders study the life of Christ and the early Church. Through the gospels, students learn and apply principles from the teachings of Jesus, His parables, His miracles, and events of His life. Moving into Acts, they see the building of God's Church as the gospel spreads through the missionary journeys of Paul. Students reflect on their own part in God's plan for the Church.

Grade 4

Fourth graders learn Bible study skills and use these skills to study biblical doctrines. Students learn doctrines of the Bible, God, Christ, the Holy Spirit, salvation, the Church, heaven and hell, and reflect on how these doctrines apply to them personally.

Grade 5

Fifth graders use the examples of Old Testament leaders to study spiritual growth and decision making. Figures include Abraham, Joseph, Moses, Joshua and , Achan. Students will study figures from the patriarchs, through the judges and prophets. Students will learn about God's sovereignty and reflect on how their own gifts and abilities can be used to serve others.

Middle School Program

Grade 6

This study is designed to give students exposure to the Redemptive story which culminates in the life of Christ and is spread through the work of the Church found in the New Testament. Throughout the course students will be introduced to the themes of each New Testament book and learn how to apply Scripture to their lives.

Grade 7

This study is designed for students to draw knowledge, wisdom, and understanding from the Word of God. The course goes beyond doctrinal and factual knowledge and applies biblical guidance to real life scenarios. The goal is for students to apply wisdom under the conviction of the Holy Spirit and continue to grow in the image of Jesus Christ.

Grade 8

This study provides a basic introduction to the structure and themes of the Old Testament. As students journey through this fast-moving survey, they will discover truths and applications that God placed in each book of the Old Testament.

High School Program

Foundations of Faith I

This class will focus on introducing students to the person of Christ and His teachings. Students will examine the concepts of reality, faith, and truth, followed by an introduction to the Christ-centered Theistic worldview as it compares to other major worldviews. Students will be challenged to apply the definitions of faith and truth through a personal examination of the claim that the Bible is God's collected book of inerrant revelation. Ultimately, the course will provide opportunity to understand the foundational teachings of Christ in light of the canon of Scripture.

Foundations of Faith II

This class explores concepts introduced in Foundations of Faith I course in more depth. Students are provided the opportunity to examine the storyline and personal application of God's revelation through a Christ-centered lens.

Spiritual Formation

Students will understand that Jesus is our model of spiritual maturity and that He invited us to follow His model for spiritual transformation. Students will understand the significance of each of Christ's major invitations in the process of transformation and learn how to apply each invitation to their daily lives. Through the process of the eight units of the course students are invited to personalize their response to Christ's invitation: Follow, Me and I will make you fishers of men (Mark 1:17).

Life of Christ

Students will examine the Life of Christ to gain a more full perspective and understanding on the person and work of Jesus Christ. Through the course students are invited to personalize their response to Christ's question, "Who do you say that I am?"

Christ and Culture

This class will focus on challenging students with the eternal plan and purpose of God for the earth and their role in fulfilling His mission. Students will build a solid theological foundation for the biblical history of the cultural interaction and response to the plan of God: examine key New Testament letters to early churches to identify early conflicts and victories; examine key historical witnesses and events up to the modern day challenges faced by this generation.

Finally students will be challenged to reflect on God's plan for integration and develop a personal plan for responding to the invitation to participate in the mission of God beyond the walls of their classroom and to reflect Christ in their circles of influence. Students are required to raise money for and participate in an extended class service or mission trip. Beginning 2018, this course fulfills the 11th grade Service elective requirement.

Leadership and Discipleship

This course combines the study of the gospel of Mark and the book of Acts to illustrate Christ's principles for leading in the context of a small group of disciples and the principles of leadership in the early church. Students also study additional New

Testament letters to identify how to lead themselves and others in the context of contemporary culture. Class discussion is centered on practicing the habits and skills needed to reflect Christ within our circles of influence.

Leadership in Social Justice and Christian Service

This second-semester 11th grade course focuses on biblical leadership and discipleship as a foundation and inspiration for service outside the classroom, especially to those marginalized in society. Throughout the semester, students will both examine their own leadership strengths and investigate the needs of various marginalized people groups around the world, learning to advocate for the needs of others. Students are required to raise money for and participate in an extended class service trip. This course fulfills the 11th grade Service elective requirement in 2017.

Leadership in Missions

This course is a practical application of the study of missions. It develops the ability to influence others for Christ and includes involvement in a short-term mission trip over Easter vacation for which funds must be raised. Students will study the motivations and methods of world missions with a focus on applying them to real life. Students will also consider the practicalities of cross cultural communication and team ministry. This course fulfills the 11th grade Service elective requirement in 2017.

Foundations of Faith and the Modern Mind

What is a worldview and how does it relate to the major religions of the world? How does a Christian worldview compare to other major religions and systems of thought? The first portion of this class will focus on introducing students to the person of Christ and His teachings. Students will examine the concepts of reality, faith, and truth, followed by an introduction to the Christ-centered Theistic worldview. This introduction to Christian thinking will be followed by a comparison to other major worldviews.

Philosophy & Theology

This course combines the study of basic philosophy and the nature of reality and Christ-centered Theology with the exploration of the highly influential works of G.K. Chesterton, C.S. Lewis and J.R.R. Tolkien, including *Orthodoxy*, *Mere Christianity*, *The Great Divorce*, and selections for the *Silmarillion*, *The Hobbit*, and *The Lord of the Rings*. Students also study original works from world-renowned philosophers such as Plato and Nietzsche.

Doctrine & Theology

This senior level course is designed for Christian students who want to dig deeply into the reasons for their faith. Students will be challenged and equipped to articulate what and why they believe and to communicate a reasoned faith in a contemporary culture of competing world-views.

Senior Topics

This 12th grade course prepares seniors for the imminent transitions and issues that they will face in the coming year as they leave Morrison and Taiwan. A variety of outside speakers will present topics that are relevant to the transition process and guidelines for implementation will be given. The book of Proverbs and other selected Bible sections will be used. Students will be required to write and defend a Good Life paper which will describe what the student believes is important in life. All seniors will take this course.

Men of Honor

The aim of this elective class is to challenge and equip guys to be Godly men that serve, reject passivity, take responsibility, lead courageously by example, and work for greater eternal reward. The activities and projects will be designed to be “guy friendly.”

WOW! (Women of Worth)

This elective course is for young women in the 10th through 12th grades. It will focus on the study of biblical women and godly traits. Selected Bible books and sections of the Bible are studied. The structure of the class will include creative learning, intimate communication, lively discussion on practical issues, and frequent guest speakers from the community. Selected Bible books and sections are studied.

Independent Study: Leadership Development

Leadership Development is an elective class designed for senior-level students to develop and apply the practical skills needed for Christian leadership. This course is intended for those students who will serve as senior leaders on the Spring break mission trips and to provide a time for group meetings, training, planning and other activities associated with serving as leaders in this and other ministry roles. Students will study leadership styles and temperaments, learn to facilitate group activities, practice conflict resolution with individuals and groups, develop personal ministry skills such as prayer ministry, delivering a life message and preparing and sharing devotions or scriptural teachings. To support these skills, students will also be expected to take on administrative and logistical tasks needed for leadership such as planning and running group meetings, developing agendas, communicating with groups, clerical and organizational work, event planning, fundraising and more. Over the course of the year, students will serve the Morrison community by helping to plan and implement other events such as Spiritual Life Week, Catalyst retreats, 30-Hour-Famine, worship nights, prayer services and more.

Scripture Verse Purpose Statement

Scripture memorization is an important tool in learning and understanding God's word (Ps 119:11) and is therefore incorporated into Bible courses as a benchmark. While accuracy in either writing or reciting memory verses is important, we believe that a student's ability to comprehend and apply verses to their life is also crucial.

Fundamental Aspects of Morrison's Scripture Program

- Students understand the context and meaning of memory verses.
- Students appropriately apply memory verses to everyday life.
- Students accurately memorize Scripture.
- Assessments are aligned to grade level specific benchmarks.
- EMS students focus on Core Scripture Verses (Appendix B)

Assessment Guidelines

- Assessments should be holistic and include application components when appropriate.
- Spelling, capitalization, and punctuation should comprise no more than 10% of a score.
- Memory verses should not make up more than 10% of a course final grade.
- No more than 24 verses per year (12 verses per semester) should be assessed in any Bible class.
 Younger students will learn more verses while older students will look at fewer verses on a deeper level. -Procedure 120 - Assessment

Global Student Assessment

Twice a year, grades 6-12 will take the Global Student Assessment provided by Wheaton Press. This assessment will allow teachers and administrators to assess the spiritual needs of students. The data can then be used to differentiate teaching to the hearts and spiritual needs of students.

Chapel Purpose Statement

Morrison's various campuses choose to meet for regular chapel services in order to worship and grow together as one body in Christ. Chapel creates an opportunity to experience God in unique ways outside of the classroom setting and provides students with time to interact with students from other grades, thus creating a stronger sense of unity within the school. Morrison students come from all different cultural and religious backgrounds, and chapel provides an opportunity for those students who are followers of Christ to serve and minister to those around them, while students who are not believers are invited to observe Christ-centered worship and participate to the extent they desire. While Bible classes at Morrison provide a strong biblical foundation for students, chapel exists to aid in the spiritual formation and discipleship of each student.

Christian Service Learning (CSL)

Rationale

Active, compassionate, informed engagement with the larger culture is inherent in Morrison Academy's philosophy, core values, and vision for our learners. A systematic and sustainable service learning program provides students with regular opportunities to practice this kind of service as they reach outside of the school walls.

CSL Mission Statement

The Christian Service component of the Bible curriculum seeks to provide students with both instruction on the biblical mandate to serve compassionately and act justly, and provide opportunities to partner with the local community to meet real, unmet needs.

Definition of CSL

Christian Service Learning **IS**:

- a. Christian: God loves us, aligns himself with the marginalized, and equips and commissions us to be his ambassadors in accomplishing his plan to redeem a broken world.
- b. Service: Students are engaged in meeting authentic needs in their school and communities through direct service or advocacy.
- c. Learning: This pedagogical model combines direct instruction, student-planned service projects, and reflection.

Christian Service Learning **IS NOT**:

- a. volunteering (being a reading buddy)
- b. community service (picking up trash)
- c. an add-on to the curriculum
- d. a replacement for co-or extra-curricular service relationships that are currently or potentially being run.

Indicators of Success

Indicators informed by standards established by the National Youth Leadership Council.

- a. Prioritize partnerships with local organizations which:
 - 1 Respond to authentic, unmet needs
 - 2 Provide opportunities for one-on-one, on-going relationships
 - 3 Provide opportunity for student ownership in planning, implementation and evaluation
 - 4 Connect to the curriculum
- b. Incorporate student reflection into all service learning experiences at all levels.
- c. Annually evaluate how well these service learning indicators are being implemented.

Indicators will be monitored by principals.

Christian Service Learning Examples

Cleaning up a river is service. Sitting in a science classroom looking at water samples under a microscope is learning. Students taking samples from local water sources, analyzing the samples, documenting the results and presenting scientific findings to a local pollution control agency is service learning.

The entire campus came together to send a container of food and medical supplies to flood victims in Manila. In related activities, elementary students used volume equations in mathematics to determine how many boxes would fit in the container, and high school students learned about fundraising in their community service class.

Students, after studying compassion in Bible class, visited a school for students with special needs and wrote reflections about their experiences.

Implementation

Christian Service Learning will be most fully developed and implemented at the middle school level. The hope is that the convictions developed during these three years will result in a passion for service that will continue into high school and beyond, affecting the entire school culture and leading to student-led service initiatives.

The long-term vision for CSL is widespread incorporation of Christian Service Learning within the school-wide curriculum.

Kindergarten Benchmarks

1 Biblical Literacy

- a. I can sequence the key events in the following stories:
 - i. Creation
 - ii. Abraham (God's promise of Isaac's birth)
 - iii. David and Goliath
 - iv. Jonah
- b. I can explain what we can learn through the following stories:
 - i. Mephibosheth
 - ii. David and Jonathan
 - iii. Esther
- c. I can retell the following stories using words, props or pictures:
 - i. Jesus' birth
 - ii. Jesus' death and resurrection
- d. I can illustrate the main idea of the following parables:
 - i. The Good Samaritan
 - ii. The Lost Sheep
- e. I can memorize the core Scripture verses (refer to Appendix A).

2 Spiritual Discernment

- a. I can explain that God is always with me even when things are hard or bad things happen (e.g. Joseph).
- b. I can model how singing praise songs to God is a way to worship Him (e.g. Thanksgiving).
- c. I can describe ways that God has made me special (e.g. Jesus and the Children).

3 Biblical Worldview

- a. I know the Bible is God's Word (e.g. John and Jesus Fulfill Prophecy).

4 Life Application and Service

- a. I can give examples of how to show respect to others.
- b. I can name ways to obey authority at home and school.
- c. I can give examples of ways that I show kindness to others.
- d. I can give examples of ways to show compassion for people who are poor or in need.

Grade 1 Benchmarks

1 Biblical Literacy

- a. I can summarize the following stories:
 - i. Creation, Adam and Eve, and the Fall
 - ii. Noah
 - iii. Joshua and Caleb
 - iv. Ruth and Naomi
- b. I can explain how the Ten Commandments apply to me today.
- c. I can sequence events in Joseph's life.
- d. I can retell the story of Jesus' birth and describe what he was like as a boy.
- e. I can identify people, such as Peter, Stephen, Philip, and Paul, and ways they helped build up the Early Church.
- f. I can memorize the core Scripture verses (refer to Appendix B) and explain what they mean in my own words.

2 Spiritual Discernment

- a. I can give examples of trusting God even when difficult things happen.
- b. I can list different ways to worship God.
- c. I can explain how I am unique and made in God's image.
- d. I can explain that Jesus died for my salvation.

3 Biblical Worldview

- a. I can explain why I need to read God's Word regularly.

4 Life Application and Service

- a. I can give examples of showing respect to others that have different family backgrounds or traditions.
- b. I can identify those God has placed in authority over me.
- c. I can list ways I can show kindness to others in my actions and words.
- d. I can give examples of ways to show compassion for people who are poor or in need.

Grade 2 Benchmarks

1 Biblical Literacy

- a. I can identify God's involvement in the events of Moses' life from his birth to the Plagues.
- b. I can retell the following stories:
 - i. Job
 - ii. Joshua and Jericho
 - iii. Elijah
 - iv. Esther
 - v. Daniel
 - vi. Peter (e.g. his denial, escape from prison, and the salvation of Cornelius)
- c. I can compare the story of Paul and Silas to the story of Paul and Barnabas.
- d. I can name the books of the Bible.
- e. I can memorize the core Scripture verses (refer to Appendix B) and explain what they mean in my own words.

2 Spiritual Discernment

- a. I can give examples of doing the right thing even if it is difficult.
- b. I can explain how talking with God can help me.
- c. I can explain that salvation comes only through Jesus.

3 Biblical Worldview

- a. I can explain why I should read and obey God's Word.

4 Life Application and Service

- a. I can give examples of people from different cultures and faiths to whom I should show respect.
- b. I can explain why I need to obey those in authority.
- c. I can explain how to love by forgiving others and asking for forgiveness.
- d. I can describe ways I can show compassion for people who are poor or in need.

Grade 3 Benchmarks

1 Biblical Literacy

- a. I can recall key events in the life of Christ, such as His birth, baptism, temptations, choosing disciples, death, resurrection, and ascension.
- b. I can identify the meaning of various parables that Jesus told.
- c. I can identify various miracles that Jesus performed.
- d. I can locate on a map the locations of the following major events:
 - i. Jesus' life (e.g. Bethlehem, Egypt, Nazareth, Jerusalem, Jordan River, Sea of Galilee, Bethany).
 - ii. Cities in Paul's journeys
- e. I can explain how the gospel was spread after Jesus' ascension (Holy Spirit's coming at Pentecost, persecution of believers, Paul's missionary journeys).
- f. I can explain the purpose of Jesus' death on the cross.
- g. I can categorize the New Testament books into Gospels, Acts of the Apostles, letters (Paul's, general), and Revelation.
- h. I can memorize the core Scripture verses (refer to Appendix B) and explain what they mean to me.

2 Spiritual Discernment

- a. I can explain how God can guide me through all circumstances as a part of His good plan.
- b. I can describe the role of praise and thanksgiving in prayer.
- c. I can differentiate between helpful and harmful things that go into my mind.

3 Biblical Worldview

- a. I can use scripture to show that Jesus is the Word of God.

4 Life Application and Service

- a. I can identify those God has placed in authority over me and name ways I can obey them.
- b. I can explain why I should forgive others.
- c. I can give examples of how to take responsibility for my actions.
- d. I can explain why I should show compassion for people who are poor or in need.

Grade 4 Benchmarks

1 Biblical Literacy

- a. I can explain the fall of man and his need of salvation.
- b. I can identify the three Persons of the Trinity and describe their roles.
- c. I can describe how a person can be saved.
- d. I can articulate ways that a person develops his/her Christian life (devotions, prayer, fellowship in the Church, witnessing, holding on to the truth).
- e. I can memorize the core Scripture verses (refer to Appendix B) and explain how they apply to my life.

2 Spiritual Discernment

- a. I can explain ways that the Holy Spirit works in a Christian's life to guide them through all circumstances.
- b. I can list attributes of God for which He is worthy of our praise.
- c. I can appraise my value based on God creating me in His own image.
- d. I can describe ways of resisting temptation and Satan's deceptions.

3 Biblical Worldview

- a. I can explain that the Bible is God's true, inspired, and eternal Word.

4 Life Application and Service

- a. I can explain that God places people in authority over me as part of His plan for me.
- b. I can explain my need for forgiveness from God and others.
- c. I can differentiate between being honest about and making excuses for (rationalizing) behaviors and choices.
- d. I can explain that acts of service, especially to the poor and needy, are an important part of developing my Christian life.

Grade 5 Benchmarks

1 Biblical Literacy

- a. I can describe the importance of God's covenant with Abraham.
- b. I can describe God's leading in the movement of His people under the following leaders:
 - i. Abraham
 - ii. Jacob
 - iii. Joseph
 - iv. Moses
 - v. Joshua
- c. I can compare and contrast various leaders of God's people in the Old Testament.
- d. I can give examples from the Old Testament that connect to Jesus' life, death, and resurrection.
- e. I can divide the Old Testament books into Books of Law, Books of History, Poetry, and Prophets (major, minor).
- f. I can memorize the core Scripture verses (refer to Appendix B) and describe situations when they could help me or others.

2 Spiritual Discernment

- a. I can articulate how God fulfills His plan through suffering as well as victories.
- b. I can give examples of people who listened to God's voice / Holy Spirit for guidance.
- c. I can use God's Word to determine whether a choice is wise or foolish.

3 Biblical Worldview

- a. I can give examples of how God reveals Himself through His Word.

4 Life Application and Service

- a. I can explain why obedience to God is important.
- b. I can explain the relationship between believing in God's sovereignty and forgiving others (e.g. Joseph).
- c. I can give examples of how withholding truth is dishonesty (e.g. Achan).
- d. I can list ways in which my gifts and abilities could be used to serve others.

Grade 6 Benchmarks

1 Biblical Literacy

- a. I can describe the need for salvation and the method of atonement.
- b. I can summarize the claim that the Bible is uniquely inspired by God and authoritative in the life of the Christian.
- c. I can summarize key concepts and themes of each book of the New Testament.
- d. I can communicate the main points of the Gospel and God's plan of redemption.

2 Spiritual Discernment

- a. I understand sin and can identify it in my life.
- b. I can evaluate the cost of following Christ.
- c. I can use Scripture to guide life choices.
- d. I can analyze Biblical concepts of being broken and restored spiritually.

3 Biblical Worldview

- a. I can define worldview.
- b. I can state my basic worldview.

4 Life Application

- a. I can discuss the biblical principles of discipleship and growth in faith.
- b. I can reflect on the work of God in myself and others.
- c. I can identify various spiritual disciplines and their usefulness in the life of a Christian.
- d. I can memorize verses (refer to appendix B) and can articulate their meaning and application to my life.

5 Christian Service

- a. I can describe characteristics of a Christian servant as defined by the Bible.
- b. I can explain how serving others is necessary for being a healthy, growing Christian.
- c. I can reflect on my motivation for serving others.
- d. I can evaluate personal barriers to service and God's provision to overcome them.

Grade 7 Benchmarks

1 Biblical Literacy

- a. I can distinguish God's wisdom from human wisdom and can reflect on the presence or absence of wisdom in my own life.
- b. I can define wisdom as a biblical concept.
- c. I can name the books that comprise the “wisdom literature” in the Bible.
- d. I can explain the basic hermeneutics of how the Proverbs should be read and understood.

2 Spiritual Discernment

- a. I can describe biblical wisdom in key areas stated in Proverbs.
- b. I can reflect on my own journey from coercion to counsel.
(coercion - fear-based adherence to the law; peer pressure; fear of punishment; counsel - parental advice; teacher input; Holy Spirit guidance; system of grace)
- c. I can articulate the difference between walking in the Spirit and living in the flesh.

3 Biblical Worldview

- a. I can show how worldview affects perception and decision making.
- b. I can articulate the basic elements of the Christian worldview (creation, fall, redemption, truth, values, God, mankind).
- c. I can compare worldviews conveyed through culture and media.

4 Life Application

- a. I can identify the essentials of strong Christian character (e.g. fruit of the Spirit).
- b. I can list principles of wisdom based on examples of wise men and women from the Bible.
- c. I can tabulate consequences and rewards in the lives of contemporary celebrities.
- d. I can assess my personal character strengths and weaknesses in the areas of biblical wisdom that are studied in class.
- e. I can memorize verses (refer to appendix B) and articulate their meaning and application to my life.

5 Christian Service

- a. I can discuss the Biblical principles of wise stewardship.
- b. I can identify at least one gift or talent that I have and a way that this gift could be used to serve others.
- c. I can define the term “marginalized” and name categories of people in the Bible that would fit this description.
- d. I can evaluate personal barriers to service and God’s provision to overcome them.

Grade 8 Benchmarks

1 Biblical Literacy

- a. I can summarize the key concepts and primary themes of Old Testament books.
- b. I can articulate how individual books in the Old Testament relate to the major themes of the Bible.
- c. I can identify key events and people in the Bible.

2 Spiritual Discernment

- a. I can explain Biblical inspiration and authority.
- b. I can evaluate how God works in the lives of Old Testament men and women in spite of human weakness and failings.

3 Biblical Worldview

- a. I can distinguish between following God and following idols.
- b. I can identify Old Testament prophecies that are fulfilled by Jesus Christ.
- c. I can discuss the implications of being created in God's image.
- d. I can evaluate the basis for law and how biblical, natural, and civil laws interact.

4 Life Application

- a. I can discuss how principles of the Old Testament can enrich my life.
- b. I can use examples from the Old Testament to evaluate godly behavior.
- c. I can compare and contrast the actions of those who follow God and those who turn away from God.
- d. I can memorize verses (Appendix B) and articulate their meaning and application to my life.

5 Christian Service

- a. I can identify and explain a passage of Scripture that demonstrates God's call on his people to "do justice."
- b. I can reflect on a way that I have either "done justice" personally or seen it done this semester.
- c. I can give an example of how mercy (getting what you don't deserve) applies to service to others.
- d. I can evaluate personal barriers to service and God's provision to overcome them.
- e. I can help plan and implement service projects.

High School Benchmarks

Foundations of Faith I

1 Biblical Literacy

- a. I can explain what the Bible teaches about God’s design and purpose for life.
- b. I can examine historical and archaeological evidence to determine if the Bible can be trusted as the personal revelation of God.

2 Spiritual Discernment

- a. I can analyze the distinctly Christian belief that truth is not subjective, but defined objectively through the person of Christ (John 14:6).
- b. I can examine evidence for Christ-centered beliefs and make individual determinations regarding reliability, and trustworthiness.
- c. I can identify my own spiritual beliefs and the influences that have shaped my spiritual development until now.

3 Biblical Worldview

- a. I can understand and apply the basic concept of epistemology as it relates to the understanding of faith and truth.
- b. I can identify the basic elements of a worldview and articulate the differences between materialism, idealism, dualism, and theism.
- c. I can analyze the foundational elements of faith systems and understand the foundational distinctions of a Christ-centered worldview.

4 Life Application and Service

- a. I can learn to integrate and communicate truth in the context of healthy peer dialogue (Hebrews 3:13).
- b. I can develop and implement a basic apologetic for the reliability of personal belief.

Foundations of Faith II

1 Biblical Literacy

- a. I can apply hermeneutical skills by practicing a word, passage, and concept study.
- b. I can identify how these events and people reveal God's character and contribute to God's plan of redemption: creation, fall, flood, call of Abraham, giving of the Law, nation of Israel, Jesus' birth, death, and resurrection, coming of the Holy Spirit, establishment of the Church.
- c. I can compare and contrast the Old Covenant and New Covenant, explain the significance, and explain how Jesus Christ fulfills the Old Covenant.

2 Spiritual Discernment

- a. I can distinguish a life of faith based on grace and redemption versus one based on legalism.

3 Biblical Worldview

- a. I can identify my personal presuppositions toward the Bible.
- b. I can discuss God's plan for human history.

4 Life Application and Service

- a. I can express the response of faith to receive God's gift of salvation results in loving others and obeying God.
- b. I can discuss how the Holy Spirit's activity in a believer's life is the key to living out a dynamic Christian life.

Leadership & Discipleship

1 Biblical Literacy

- a. I can explain the doctrine of the Imago Dei and its practical implication in how Christ equips each of us to reflect Him uniquely.
- b. I can articulate Christ's model for spiritual growth as demonstrated in the gospels.
- c. I can use scripture to identify what it means to trust Jesus through personal trials and temptations.

2 Spiritual Discernment

- a. I can develop a clear Christ-centered vision statement that guides my life in the fulfillment of God's purposes.

3 Biblical Worldview

- a. I can discuss the value of a biblical worldview in the context of leadership and personal growth.

4 Life Application and Service

- a. I can identify the implications and personal application for what it means to follow Christ in today's culture..
- b. I can demonstrate the principles of Christ-centered leadership, evangelism and disciple-making in the context of a disciple-making relationship.
- c. I can explore my personality traits and their connection to possible careers.
- d. I can discover how my interests connect to various careers.
- e. I can develop goals and plans for my future.

Leadership in Missions

1 Biblical Literacy

- a. I can explain the doctrine of the Imago Dei and its practical implication in how Christ equips each of us to reflect Him uniquely.
- b. I can articulate Christ's model for spiritual growth as demonstrated in the gospels.
- c. I can use scripture to identify what it means to trust Jesus through personal trials and temptations.

2 Spiritual Discernment

- a. I can develop a clear Christ-centered vision statement that guides my life in the fulfillment of God's purposes.

3 Biblical Worldview

- a. I can discuss the value of a biblical worldview in the context of leadership and personal growth.

4 Life Application and Service

- a. I can identify the implications and personal application for what it means to follow Christ in today's culture..
- b. I can demonstrate the principles of Christ-centered leadership, evangelism and disciple-making in the context of a disciple-making relationship.
- c. I can evaluate the importance of taking care of the poor and oppressed in light of God's mission.
- d. I can plan, carry out, and evaluate a service project with a team in response to key global issues concerning poverty and social injustices.
- e. I can explain how to receive and reflect Christ to my generation through my own personal testimony.

Leadership in Social Justice and Christian Service

1 Biblical Literacy

- a. I can explain the doctrine of the Imago Dei and its practical implication in how Christ equips each of us to reflect Him uniquely.
- b. I can articulate Christ's model for spiritual growth as demonstrated in the gospels.
- c. I can use scripture to identify what it means to trust Jesus through personal trials and temptations.

2 Spiritual Discernment

- a. I can develop a clear Christ-centered vision statement that guides my life in the fulfillment of God's purposes.

3 Biblical Worldview

- a. I can discuss the value of a biblical worldview in the context of leadership and personal growth.

4 Life Application and Service

- a. I can analyze the circles of influence God has entrusted to me beyond the classroom and determine ways to positively influence these groups.
- b. I can evaluate the importance of taking care of the poor and oppressed in light of God's mission.
- c. I can plan, carry out, and evaluate a service project with a team in response to key global issues concerning poverty and social injustices.
- d. I can explain how Christ can impact my generation.

Spiritual Formation

1 Biblical Literacy

- a. I can evaluate the phrase, “I will make you” and be able to articulate Christ’s model for spiritual growth.

2 Spiritual Discernment

- a. I can articulate Christ’s invitation to “follow me” and discuss his life as the standard for spiritual maturity.
- b. I can identify what it means to trust Jesus through personal trials and temptations.

3 Biblical Worldview

- a. I can identify and discuss the implications and personal application of what it means to follow Christ in today’s culture.

4 Life Application and Service

- a. I can evaluate and apply the implications of the Gospel to everyday life.
- b. I can learn to spend time with Jesus through the practice of personal spiritual disciplines.
- c. I can express and evaluate who I am and how God has uniquely developed me to impact and influence my circles of influence.

Life of Christ

1 Biblical Literacy

- a. I can explain that Jesus was 100% fully God and 100% fully human.
- b. I can outline the role of Jesus as prophet, priest, and king.
- c. I can explain the resurrection and Christ's current role as mediator and intercessor between God and humanity.

2 Spiritual Discernment

- a. I can discuss the sinless life Jesus lived on earth and the substitutionary atonement he became for our sins.
- b. I can demonstrate the role of salvation and sanctification in my relationship with Jesus.

3 Biblical Worldview

- a. I can identify and defend Jesus as the only God as central to Christian Theism.

4 Life Application and Service

- a. I can articulate how I should live as a Christian in light of Jesus' return.
- b. I can explain what it means to follow Jesus and live a life of purpose and calling.

Christ & Culture: Missions

1 Biblical Literacy

- a. I can examine Scripture to identify major themes and cultural responses in the interaction between God, God's people, and those who oppose God's mission.
- b. I can explain the eternal plan of God for humanity as revealed throughout the Bible.

2 Spiritual Discernment

- a. I can identify the tension between the eternal plan of God and the reality of operating in a disintegrated culture.
- b. I can identify my motivation for loving others as based on first receiving love from God.

3 Biblical Worldview

- a. I can examine major historical events and figures that impacted culture in order to build a context for understanding current cultural challenges and possible directions the church should move in light of these challenges.

4 Life Application and Service

- a. I can identify some of the modern cultural challenges, tensions, and opportunities faced by my generation from the perspective of God's eternal plan.
- b. I can analyze the circles of influence God has entrusted to me beyond the classroom and determine ways to positively influence these groups.
- c. I can evaluate the importance of taking care of the poor and oppressed in light of God's mission.
- d. I can plan, carry out, and evaluate a service project with a team in response to key global issues concerning poverty and social injustices.
- e. I can explain how to receive and reflect Christ to my generation through my own personal testimony.

Christ & Culture: Service

1 Biblical Literacy

- a. I can examine Scripture to identify major themes and cultural responses in the interaction between God, God's people, and those who oppose God's mission.
- b. I can explain the eternal plan of God for humanity as revealed throughout the Bible.

2 Spiritual Discernment

- a. I can identify the tension between the eternal plan of God and the reality of operating in a disintegrated culture.
- b. I can identify my motivation for loving others as based on first receiving love from God.

3 Biblical Worldview

- a. I can examine major historical events and figures that impacted culture in order to build a context for understanding current cultural challenges and possible directions the church should move in light of these challenges.

4 Life Application and Service

- a. I can identify some of the modern cultural challenges, tensions, and opportunities faced by my generation from the perspective of God's eternal plan.
- b. I can analyze the circles of influence God has entrusted to me beyond the classroom and determine ways to positively influence these groups.
- c. I can evaluate the importance of taking care of the poor and oppressed in light of God's mission.
- d. I can plan, carry out, and evaluate a service project with a team in response to key global issues concerning poverty and social injustices.
- e. I can explain how Christ can impact my generation.

Philosophy & Theology

1 Biblical Literacy

- a. I can articulate the key categories of a biblical worldview and a biblical support for each.
- b. I can use biblical references to show the differences between Christianity and other religions and worldviews.

2 Spiritual Discernment

- a. I can demonstrate a broader and deeper understanding of humanity and the implications of being both materially human and spiritually eternal.
- b. I can recognize and analyze the worldviews behind information I receive from various sources.

3 Biblical Worldview

- a. I can differentiate between the four basic views of philosophy and answer seven foundational questions of philosophy for each worldview.
- b. I can compare and contrast a biblical worldview with other major religions and secular worldviews.
- c. I can explain and distinguish the fundamental beliefs of platonic and neo-platonic philosophy.
- d. I can interpret various types of literature through the lenses of literary technique and worldview systems.

4 Life Application and Service

- a. I can outline the historical background of the lives of Lewis and Tolkien.
- b. I can analyze and evaluate how a worldview shapes and influences behaviors, decisions, and lifestyles.

Doctrine & Theology

1 Biblical Literacy

- a. I can outline the Trinity's role in my salvation and sanctification.
- b. I can outline the arguments, implications, and application of Monergistic and Synergistic Theological Frameworks.
- c. I can discuss the roles of angels, demons, and Satan in the greater picture of God's eternal plan.

2 Spiritual Discernment

- a. I can demonstrate that the Bible, as God's Word, can be trusted more than feelings, values, opinions, and culture.
- b. I can distinguish Jesus' nature as both wholly God and human being in order to counter false teaching regarding the nature of Christ.

3 Biblical Worldview

- a. I can explain God's personal and intentional desire to be known through general and specific revelation.
- b. I can evaluate Christ's second coming as the hope and purpose of the Church.

4 Life Application and Service

- a. I can articulate the importance of trusting in the power of God's truth to change lives.
- b. I can examine the role of the Holy Spirit in my relationship with God.
- c. I can examine the calling of believers to love and serve Christ's Body, the Church.
- d. I can develop a personal spiritual growth plan for life after high school.

Senior Topics

1 Biblical Literacy

- a. I can discover practical life principles found in Proverbs.
- b. I can identify and summarize key biblical principles in regards to transition to college life (alcohol, homosexuality, finances, relationships, etc).

2 Spiritual Discernment

- a. I can consider and reflect on the responsibilities that will accompany my post high school independence.
- b. I can incorporate discernment as I make spiritually mature choices.
- c. I can evaluate ethical decision making from a Christian perspective.
- d. I can summarize my personal definition of a “good life.”
- e. I can critique and evaluate the “good life” definitions of my peers.
- f. I can discriminate between godly and worldly behavior.
- g. I understand the importance of honoring the values, standards, and beliefs of others (i.e. sexual standards).
- h. I understand the difference between sexual consent, sexual misbehavior, and sexual abuse (Policy #1651 and Procedure #466).

3 Biblical Worldview

- a. I can articulate the basic principles of a biblical worldview.
- b. I can analyze my personal world view and compare it with a biblical worldview.

4 Life Application and Service

- a. I can demonstrate service to my community.
- b. I can describe the characteristics of a Third Culture Kid.
- c. I can apply the principles of building a RAFT and am intentionally building mine.
- d. I can explain my personal preparedness to transition away from Morrison.

Men of Honor

1 Biblical Literacy

- a. I can explain the doctrine of the fall of mankind from a state of innocence as portrayed in the Genesis account with the consequences of depravity extended to all facets of personality and life as a man.
- b. I can choose, recite, and discuss biblical passages that I believe are essential to life as a Godly man.

2 Spiritual Discernment

- a. I can articulate that I am a divine and unique creation in God's image therefore having intrinsic value and worth beyond performance or the perceptions of others.
- b. I can express the importance of accountability in living a life that honors God (i.e. not living in anonymity).

3 Biblical Worldview

- a. I can evaluate and summarize views that God created people in his image male and female (i.e. equal but different and because of the Fall, incapable of totally fulfilling God's distinctive purposes apart from Christ in my life).
- b. I can compare and contrast a biblical and secular worldview in the way men and women relate (its effect on developing Christ centered relationships and its effect on developing Christ centered families).
- c. I can explain the role of the family in society and culture (i.e. a father's impact within the family, the institution of marriage between a man and a woman creates stability within society, etc...)
- d. I can analyze the roles of men (fathers, husbands, friends, leaders, etc...) in creating a legacy for future generations from a biblical worldview..

4 Life Application and Service

- a. I can describe and evaluate essential biblical character traits and behaviors that God expects for men.
- b. I can recognize the importance of being responsible. (i.e. accepting responsibility for my mistakes and being a person someone can count on).
- c. I can defend my role as a leader within my sphere of influence.
- d. I can summarize the benefits of delaying self-gratification.
- e. I can formulate a personal philosophy of dating which includes clear guidelines and expectations.
- f. I can formulate a personal philosophy of amusement (e.g. video games, movies, music, podcasts, etc..., and piracy issues).
- g. I can develop a personal code of conduct for how a godly man should act both privately and in public.
- h. I can demonstrate leaving places and people better than when I arrived.

Women of Worth

1 Biblical Literacy

- a. I am able to explain the significance of humanity, both male and female, as created in God's image.
- b. I can examine the doctrine of the fall of mankind from a state of innocence as portrayed in the Genesis account with the consequences of depravity extended to all facets of personality and life.

2 Spiritual Discernment

- a. I can identify essential biblical character traits and behaviors that God expects for women.
- b. I can describe clear personal guidelines and expectations in dating and understand God's design for pure and healthy relationships.
- c. I can apply biblical counsel addressing female issues that students may encounter (i.e. abuse, depression, eating disorders, cutting, sexual orientation).

3 Biblical Worldview

- a. I can compare and contrast biblical and secular worldviews as applied to cultural issues important to women (i.e. feminism, career and family, body image and beauty, and modesty).
- b. I can analyze the many factors that influence the kind of relationship I have with my parents.

4 Life Application and Service

- a. I can memorize key verses and apply them to my everyday life as a woman.
- b. I can explain that I am uniquely created by God in his image and therefore have intrinsic value and worth beyond performance or the perceptions of others.
- c. I understand that God can use different roles in a woman's life; such as, being single, being a wife and/or mother, having a career and/or ministry outside the home.
- d. I can create a plan to apply in my life the essential biblical character traits and behaviors learned from scripture and/or Christian women's biographies.

Independent Study: Leadership Development

1 Biblical Literacy

- a. I can compare various leadership styles.
- b. I can develop a life message.
- c. I can prepare and share Scripture teachings.

2 Spiritual Discernment

- a. I understand the causes of conflict and can facilitate conflict resolution.

3 Biblical Worldview

- a. I can compare and contrast Biblical and secular leadership styles
- b. I can articulate Biblical principles of leadership.

4 Life Application and Service

- a. I can facilitate group activities.
- b. I can plan and run a group meeting.
- c. I can develop an agenda.
- d. I can plan event such as Spiritual Life Week, Catalyst Retreat, or 30-Hour Famine.
- e. I understand the basics of fundraising and can raise funds.
- f. I can serve as leader on a mission trip.

Appendix A: Morrison Position Statements

Statement of Faith

The members of this corporation adhere to the following beliefs:

1. The divine inspiration and consequent authority of the whole canonical Scriptures.
2. The doctrine of the Trinity.
3. The doctrine of the deity of the Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory.
4. The fall of man, his consequent moral depravity, and his need of regeneration.
5. The atonement through the substitutionary death of Christ.
6. The doctrine of justification by faith.
7. The present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a holy life.
8. The resurrection of the body, both in the case of the just and the unjust.
9. The eternal life of the saved and the eternal punishment of the lost.

October 21, 1964

Unity of Faith

Staff are expected to fully support the Statement of Faith. When identifying positions beyond the context of this statement, it should be done in such a manner that students are aware that there is diversity in some areas of biblical interpretation; students should also be made aware of what is a personal belief. Personal convictions of staff and students are to be respected. Emphasis is to be placed on our unity in the Faith.

12/01

Appendix B: Core Scripture Verses

Grade	Scripture
K	Genesis 1:1 Psalms 23:1 Romans 3:23
1 st	Psalms 100:3 Psalms 119:9,11 John 3:16 Ephesians 4:32
2 nd	Romans 5:8 Romans 6:23 Romans 10:13 Philippians 1:6
3 rd	John 1:1-2 John 3:3 Romans 8:38-39 2 Corinthians 5:17
4 th	Micah 6:8 Matthew 28:18-20 John 14:6-7 Ephesians 2:8-9
5 th	Psalms 95:3-6 2 Timothy 3:16-17 Hebrews 4:12 I John 1:9
6 th	1 Corinthians 15:3-4 Acts 2:42 Galatians 2:20 Matthew 22:38-40
7 th	1 John 2:11-12 Proverbs 1:7-9 1 John 2:9-10 Psalms 68:5
8 th	John 1:10-12 John 13:34-35 John 14:1-3

Appendix C: Teaching About Creation, Evolution and the Age of the Earth

NOTE: The following section was slightly modified and inserted with permission from Delaware County Christian School Newtown Square, PA 19073

Introduction

In our culture, there are two basic positions regarding ultimate reality and thus the origin of the universe. (Here and below, *universe*, *world*, and *nature* are used to refer to the sum total of all matter and energy in existence.) The first position is **theism**, which holds that the universe results from the action of a purposive supernatural being (God). The second position is **naturalism**, the belief that matter and energy are all that exist, or at least all that affect events in the universe. Naturalism holds that undirected, purposeless natural processes have accidentally resulted in the existence and characteristics of everything.

The Primary Issue

Christian orthodoxy has always held that the God of the Bible is the ultimate cause of the universe around us; thus **all Christians agree that God made everything**. (The term *Christian* is used here to denote those who believe that the Bible is *inspired*—God’s supernatural revelation to mankind—and who believe the historic creeds of the Christian church.) Christians agree that God made everything because the Bible clearly and repeatedly says so (e.g., Genesis 1:1, Exodus 4:11 & 20:11, Job 38:4, Proverbs 3:19, Isaiah 51:13, Jeremiah 32:17, Colossians 1:16, Hebrews 1:10, Revelation 14:7, and many other places). Christians also find support for this conviction from science. The more scientists learn about the structure and function of the universe, the more we appreciate the degree to which it is just right for the existence of human life.

Consistent with Scripture and historic Christian belief, Morrison Academy insists that God made the universe. The school teaches that the universe does not exist by accident, and that the better we understand its structure and function (which is the goal of science), the more impressed we will become with its Maker (Psalm 19:1, Proverbs 3:19).

Secondary Issues

It is important to recognize that while Christians agree that God made everything, **we do not agree about exactly how and when God did it**. The most obvious reason is that the Bible speaks much less clearly and frequently about how and when God made everything, than of the fact that He did so. As a result, Christians reach different conclusions about what God is saying regarding the timing and method of creation. Christians also differ in their awareness of relevant scientific data, and in their convictions regarding how such data should be used to clarify their understanding of the Bible.

Virtually all Christians now believe that the earth orbits the sun, despite objections to this idea by such a hero of the faith as Martin Luther. Evidence from science eventually convinced us that we had *misunderstood* figurative Biblical language (such as references to the sun’s rising and setting, and statements about the sun— not the

earth—standing still in Joshua 10). However, Christians today have not reached consensus on whether we have misunderstood the *Bible*, the *scientific data*, or *both*, about how and when God created. The result of this disagreement is that Christians who believe in the inspiration of Scripture may be found in each of the following three camps: young-earth creationists, old-earth creationists, and theistic evolutionists.

At Morrison Academy, we believe that solving puzzles like how and when God created requires careful attention to both God’s special revelation in the Bible and His general revelation in nature. **We teach our students that neither God’s *Word* nor His *world* lie to us, although both can be misunderstood. Thus, accurately discerning *how* and *when* God made everything requires careful study of both the Bible and nature.** This is one reason why it is a high calling for Christian young people, confident of the Bible’s reliability, to pursue training in the sciences.

In light of the diversity of opinion among Christian Bible scholars and scientists regarding exactly how and when God created, Morrison chooses not to take an official position on either question. We emphasize that God made everything, but we do not require or expect students to accept a particular view of how or when God did it. Younger students are taught that God is the maker of the universe, that we exist for a purpose, and that it is false to claim that life (or anything else) exists by accident. We do not consider specific arguments or teacher assertions for or against special creation, evolution, a young earth, or an old earth to be appropriate in the early grades. With younger students, we prefer to leave discussion of these matters to families and churches. In the elementary school library, we avoid stocking books that forcefully advocate a particular view of how or when God created, although passing references to these issues are unavoidable in books on some subjects. Older students are taught that naturalistic (i.e., impersonal, undirected, accidental) evolution is not Biblical, but that Christians hold a variety of other views on how and when God created. Without saying or implying that they should accept a particular view, we want our older students to understand the following positions: theistic (i.e., God-ordained) evolution, special creation, belief in a young earth (i.e., thousands of years old), and belief in an old earth (i.e., billions of years old).

Four Christian Views On Origins

Much confusion surrounds origins issues. This is partly because terms are often used carelessly. The word *evolution*, for example, has so many meanings that it is almost useless. With this in mind, the sections below briefly describe four broad positions which Christians hold, and which we want our older students to understand. The descriptions below are generic; individuals within each group differ (sometimes widely) in their specific views.

Two Views on *How* God Made *Living Things*

Special Creation

God created the basic kinds of living things by miracle. Since then, natural processes like genetic drift and natural selection have produced small changes in the original stock, resulting in *new varieties of the same basic kind of creature*.

For example, creationists believe that God miraculously created elephant-kind, and then the natural processes God built into nature produced African and Indian elephants (and perhaps mastodons and mammoths) from the original stock. The process of producing such minor variations in organisms is sometimes called *microevolution*. Creationists have no argument with this level of evolution. The many breeds of domestic dogs provide further examples of the result of microevolution: they are new varieties, but all are still dogs. Creationists believe that God has placed limits on how far natural change in organisms can go. Variation can occur *within a created kind*, but no new kinds will arise this way. For example, no matter how much time is available for variations to occur, no group of hoofed land mammals would ever give rise to anything as different as a whale. *Young-Earth* creationists believe that God made the basic kinds of organisms over a period of six 24-hour days, perhaps 10,000 years ago. *Old-Earth* creationists believe that God made them (by miracle) at various times over a period of several billion years. **Creationists do not agree about the age of the Earth.**

Theistic Evolution

Theistic evolution is *God-ordained evolution*. Theistic evolutionists are convinced that God used a *process* and not *miracles* to make the major groups of creatures (this is what defines them as evolutionists and not creationists). *But theistic evolutionists reject the naturalistic idea that evolution is ultimately accidental and purposeless.* They believe that God very much gets credit for the existence of all creatures because *He invented the process of evolution; it was His tool to bring about the living things He wanted.*

Theistic evolutionists do not agree with those naturalistic evolutionists who claim that the evolutionary process makes belief in God unnecessary. Christian theistic evolutionists also disagree with those who deny the reality of miracles. They accept Jesus' virgin birth, His walking on water, His resurrection, etc. They believe in a miracle-working God, who for His own reasons chose to create living creatures using an evolutionary process. (Special creationists wonder why theistic evolutionists accept these miracles but do not accept miracles in creation.)

Thus, theistic and naturalistic evolutionists disagree about *why* evolution happens, but there is little disagreement between them about the general history of *how* living things have developed over the ages. The discussion below outlines the theory of evolution as a theistic evolutionist might explain it (i.e., God is given credit for the process).

God used natural processes to eventually produce whole new basic kinds of creatures. Unlike creationists, evolutionists do not believe that God imposed strict limits on natural change in living things. Given enough time (all evolutionists believe the old-earth view) and the right circumstances, a group of organisms can diversify into forms so different from the original stock that a whole new kind of creature has appeared. This production of a whole new kind of creature is called macroevolution. For example:

Evolutionists hold that variation in some fish gave rise to amphibians, variation in some amphibians produced reptiles, and variation in different groups of reptiles gave rise to mammals and birds. **Note that the evolution–creation debate is not about whether creatures change, but about *how far natural changes can go*. Creationists agree with microevolution but disagree with macroevolution.**

Evolutionists debate among themselves about exactly *how* macroevolution occurs. The standard textbook explanation used to be that *multitudes* of small changes (i.e., *lots and lots of* microevolution) gradually add up and result in the existence of a very different sort of creature than existed before. In other words, macroevolution is just the logical end product of micro-evolution carried on for a very long time. This model is sometimes called Darwinian evolution, since it reflects Charles Darwin's idea that evolution occurs in accumulated small steps.

However, most leading evolutionists today do not believe that the evidence supports strictly Darwinian evolution. They are committed evolutionists in that they believe *there are natural processes*—rather than a series of miracles—that explain the existence of modern living things. However, they do not think that accumulated microevolution is the sole cause of macroevolution. Research and debate continue as to what the processes behind macroevolution might be.

Obviously, any Christian view on origins must explain the first few chapters of Genesis. Christians who are theistic evolutionists have many different ideas about exactly what God is telling us in Genesis; some take the creation story as something like a parable. However, Morrison believes that Genesis clearly teaches the reality of an historical Adam, made sinless in God's image, who later sinned and brought judgment on humankind.

Two Views on ***When*** God Made ***The Earth & Universe***

Young-Earth View

(Also called Young-Universe, Recent-Creationism, Scientific Creationism, Flood Geology)

God made everything in six 24-hour days, roughly 10,000 years ago. He used miracles (rather than natural processes He had set in place) to make the stars and planets. Many of the geological features on earth's surface appear to have taken millions of years to form, but are more accurately understood as effects of Noah's Flood. The Flood covered the entire planet, deposited most of earth's sedimentary rock layers, buried most of the fossils, and radically reshaped earth's surface.

All who believe that earth is young are also creationists, since 10,000 years is not nearly enough time for evolution to have produced the living things on earth today. But many creationists do not hold a young-earth view.

Young-earth creationists are convinced that the early chapters of Genesis indicate a recent creation date, and believe that other interpretations (including those of old-earth creationists) compromise the reliability of Scripture. They consider the scientific arguments for billions of years of Earth and space history to be misleading. This might be because the evidence has been misinterpreted by scientists with a bias against Biblical truth and/or because scientists are wrongly assuming that studying present natural processes will tell us how events happened in the past ... a past in which God did spectacular one-time miracles (e.g., creation, Noah's flood). The universe and Earth may thus *look old* in some ways, but not actually *be old*. This is a widespread view among evangelicals today. However, it is a minority view among scientists, including Christians who are scientists. This is especially true among scientists who deal directly with the evidence for the age of the earth and universe (e.g., geologists and astronomers).

Old-Earth View

God used natural processes to form the stars and planets, beginning about 14 billion years ago with the Big Bang. Earth is about 4.6 billion years old and the fossils were buried in separate local incidents over the last few billion years of that time.

In response to accumulating evidence that earth was very old, the scientific community began to accept an ancient age for the earth before Darwin published his theory of evolution. **Most scientists today, both Christians and non-Christians, accept an age for the earth of billions of years. Some of these Christians are theistic evolutionists, but many are not. Many Christians who reject the theory of evolution accept an ancient earth; they are old-earth creationists.**

Christians who hold an old-earth view understand the early chapters of Genesis in various ways. As mentioned above, many *theistic evolutionists* take them figuratively. Many old-earth *creationists* take them literally, with the *days* in chapter one being understood in various ways: from very long periods of time, to 24-hour days in which God revealed the story to Moses. Although Christians who accept an ancient earth believe that young-earth creationists misunderstand the Bible regarding the creation date, both groups agree that the Bible is God's Word and that God is the maker of everything.