

# ACADEMIC EXCELENCE

## Biblical Worldview Scope and Sequence

The Biblical Worldview Scope and Sequence quantifiably states what students will be able to do by the end of the course. The curriculum uses themes to guide students through the content. Each theme has three corresponding statements that relate to the Creation, Fall, Redemption approach to the subject. The first statement identifies the practices that students will be engaged in. The second statement determines the fallen interpretation of those practices. Finally, the third statement presents a response to the fallen interpretation.

### GRADE 7: WORLD STUDIES

#### The Creation Mandate and Civilization

- Affirming that humans all over the world have developed civilization because they all bear God's image; relating the development of civilization to the Creation Mandate
- Explaining how the Fall corrupts civilizations; evaluating the good and the bad in civilizations around the world (e.g., family structures, historical accounts presented from secular viewpoints, historical accounts presented from the viewpoint of false religions)
- Proposing ways to wisely live out the Creation Mandate in their own civilization

#### Justice

- Relating justice to the image of God in humans
- Evaluating injustices in cultures around the world (e.g. corruption in government); critiquing different views of justice
- Proposing just alternatives to unjust historical situations (e.g., slavery, mistreatment of workers, brutality in socialist regimes)



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### Power

- Defining power as a God-given ability to develop civilization from creation; appreciating cultural achievements as evidence of this God-given ability (e.g. the great stone churches of Ethiopia, the art and literature of the Renaissance, the technologies of China's Middle Kingdom)
- Evaluating abuses of power in historical situations (e.g. unchecked governmental authority, the abuses of colonialism)
- Proposing just alternatives to abuses of power (e.g., the treatment of foreigners in the Ming and Manchurian eras, trade between the nations of Europe and Africa)

### Citizenship

- Relating citizenship to the Creation Mandate; recognizing that citizens have rights and responsibilities; recognizing that civilization imposes sacrifices on citizens
- Evaluating civilizations for denying the rights of citizens; evaluating the treatment of conquered peoples or minority groups (e.g., Jews, Puritans, Creoles, Native Americans); evaluating radical attempts to press for equality in a culture (e.g., in the French Revolution)
- Proposing ways to be a productive Christian citizen; tracing the benefits of expanded citizenship in many cultures; proposing alternatives to flawed understandings of citizenship

### Environment

- Relating use of the environment to the commands of the Creation Mandate; listing ways that so-called primitive civilizations have shaped their environments as image-bearers of God; explaining how environments have shaped various civilizations



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- Critiquing the evolutionary claim that some humans have been too primitive to develop their environments; evaluating ways civilizations have misused creation (e.g., growing soil-depleting tobacco rather than soil-enriching food)
- Relating a proper understanding of the environment to responsible Christian citizenship

### World Religions

- Affirming that God created people to worship Him; identifying traces of the biblical accounts of creation and the Flood in the myths of various cultures
- Evaluating the origins and beliefs of major world religions, philosophies, and political ideologies; evaluating the values and behaviors fostered by false religions and philosophies (e.g., mistreatment of women, holy wars, worship of ancestors)
- Tracing the spread of Christianity around the world; contrasting Christian teachings with the teachings of false religions; explaining a biblical view of the relationship between church and state; proposing ways to evangelize in a diverse world

