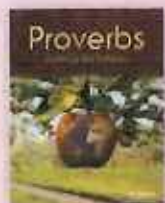


BIBLE: *Proverbs* (one semester)



Bible 8 consists of two parts: Book of Acts and Proverbs.

The book of Proverbs gives us a guide for daily living as we develop a biblical worldview. This course begins with an in-depth look at the personification of Wisdom to learn about her character and instruction, leading us to a life characterized by wise choices. Well-known Bible examples such as Abraham, Ruth, Daniel, and the Proverbs 31 woman will show us why wise living is worth pursuing. This course also applies the "whatsoever things" principles from Philipians 4:8 to provide a topical study of the wisdom in Proverbs that informs our worldview. The study is enhanced with Grow in Wisdom prompts to encourage personal application of Scripture and Dig Deeper sections to provide further study of related topics.

Evaluation

- Verses:
 - Verse quizzes (15)
 - Quarter verses exam (1)
 - Final verses exam (1)
- Content:
 - Content quizzes (4)
 - Quarter content exam (1)
 - Final content exam (1)

Lessons 68

- An introduction to wisdom, the book of Proverbs and its purpose (8 lessons)
 - Solomon
- Wisdom's character and instruction teaches us to live wisely (21 lessons)
 - Abraham, David, Joseph
- Apply truth, honesty, justice, purity, loveliness, and a good report to worldview (25 lessons)
 - Daniel, Esther, Noah, Ruth, Samuel
- Additional Dig Deeper Topics
 - Biblical Worldview of Inspiration
 - Poetic Devices in Proverbs
 - Proverbs Literary Character Sketches

- From Simple to Wise
- Practicing Trust in God Publicly
- Understanding False Views of Truth
- Dangers of the Pursuit of Worldliness
- Peer Pressure

Music 40 songs

- Hymns of faith, choruses

Memory Work

- Passages (15 containing 56 verses)

Prayer Time

- Learn to pray for each other, our nation, those in authority over us
- Learn to pray Scripture

Additional Option

BIBLE: *Joshua & Judges* (one semester)



Joshua and Judges focuses on the nation of Israel after their triumphant exodus from Egypt. The exciting, dramatic account of the conquering of the Promised Land will remind the student of the power of God and the provision for His people. This course begins with the anointing of Joshua and ends with the rule of Israel's judges.



Evaluation

- Verses:
 - Verse quizzes (14)
 - 9-weeks verses exam (1)
 - Final verses exam (1)
- Content:
 - 9-weeks content exam (1)
 - Final content exam (1)

Lessons 154 Abeka Flash-a-Cards

- Joshua (16 lessons)
- Judges (19)
- Ruth (5)
- Life of Samuel (9)
- Esther (8)
- Ezra and Nehemiah (15)

Music 40 songs

- Hymns of the faith, holiday, choruses

Memory Work

- Passages (14 containing 44 total verses)

Sword Drill 85 verses

- Old and New Testament

Prayer Time

- Learn to pray for each other, our nation, those in authority over us



East Rankin Academy

Scope & Sequence

Journeying with God: A Survey of the Old Testament (ISBN 158331217X)

Unit	Key Topics & Skills	Timeframe
Introduction to the Old Testament	Structure and organization of the Old Testament; key themes of covenant and redemption; how to study Old Testament Scripture.	2 weeks
The Pentateuch: Genesis	Creation, fall, flood, patriarchs; God's covenant with Abraham; faith and obedience.	3 weeks
Exodus and the Law	Moses and the deliverance from Egypt; the Ten Commandments; covenant at Sinai; tabernacle worship.	3 weeks
Leviticus, Numbers, and Deuteronomy	Sacrificial system and holiness code; wilderness wanderings; covenant renewal and preparation to enter the land.	3 weeks
Conquest and Judges	Joshua's leadership; settlement of Canaan; cycle of sin and deliverance in Judges; role of the judges.	3 weeks
The United Kingdom	Life and reigns of Saul, David, and Solomon; building of the temple; Psalms and wisdom literature of the period.	4 weeks
The Divided Kingdom	Kings of Israel and Judah; ministry of the prophets Elijah and Elisha; lessons of faithfulness and judgment.	4 weeks
Major Prophets	Messages of Isaiah, Jeremiah, Ezekiel, and Daniel; calls to repentance and promises of restoration.	4 weeks
Minor Prophets	Overview of the twelve minor prophets; themes of justice, mercy, and future hope.	3 weeks
Exile and Return	Babylonian captivity; stories of Esther, Ezra, and Nehemiah; rebuilding the temple and walls; God's faithfulness.	3 weeks
Intertestamental Period and Preparation for the Messiah	Historical context between Old and New Testaments; anticipation of Christ; fulfillment of Old Testament prophecies.	4 weeks

Total pacing: approximately 36 weeks (adjust for chapel services, projects, or special events).

Journeying with God: A Survey of the Old Testament (Grades 9-10)



This survey course gives your high school students an overview of each of the books of the Old Testament. The course is structured to provide basic information as students are guided through exercises, discussions, and enrichment activities. A strong emphasis in this course is helping students see the "big picture" perspective as they study how God has worked through His people to carry out His plan of salvation.

Journeying with God is designed to give teachers freedom in shaping a study of the Old Testament. Rich background information is provided for each book.

Grade Nine

CONTENT CLUSTERS	SUBCLUSTERS	INSTRUCTIONAL OBJECTIVES
Bible Stories—OT	1. Major Prophets 2. Minor Prophets 3. Pentateuch 4. Wisdom literature	1. Understand the significant events in the life of the nation of Israel 2. Apply principles from the Old Testament to daily life 3. Identify people and events from the Old Testament
Bible Stories—NT	1. Pauline Epistles 2. Epistles 3. Acts 4. Revelation 5. Gospels	1. Recognize major events in New Testament chronology 2. Identify significant events in the life of Christ 3. Identify people and events from the New Testament
Doctrine and Attributes	1. Attributes of God 2. Heaven/hell 3. Sin/salvation 4. Fruit of the Spirit	1. Understand basic Bible doctrine regarding salvation 2. Identify and describe the attributes of God
Christian Living	1. Faith/works 2. Relationships 3. Choices 4. Worship 5. Personal holiness	1. Apply biblical principles to daily living 2. Explain the meaning and purpose of faith 3. Understand biblical concepts (e.g., holiness, worship)
Bible Study Skills	1. Map skills 2. Timelines 3. Cultural geography 4. Church history 5. Concordance/commentary	1. Use Bible study resources and tools 2. Identify major events in church history 3. Describe the role that culture plays in interpreting Scripture

This index represents a description of the objectives in this subtest. Test items will be asked for three objective levels: general knowledge, comprehension/understanding, and application. Knowledge items measure a student's ability to recall or recognize factual biblical studies information. Comprehension items measure a student's ability to understand basic biblical studies information. Application questions measure a student's ability to relate biblical principles and information to everyday life experiences.



East Rankin Academy

Scope & Sequence

Connecting with God (ISBN 9781583312810)

Unit	Key Topics & Skills	Timeframe
Foundations of Faith	Overview of the Bible; God's nature and attributes; understanding salvation; introduction to personal devotional practices.	2 weeks
Prayer and Worship	Purpose and power of prayer; models of prayer in Scripture; corporate and personal worship; music and praise.	3 weeks
The Life and Ministry of Jesus	Key events in the Gospels; teachings and parables of Jesus; significance of His death and resurrection.	4 weeks
The Holy Spirit and the Church	Role of the Holy Spirit; gifts of the Spirit; early church in Acts; the Church's mission today.	3 weeks
Christian Living and Discipleship	Spiritual disciplines; Christian ethics; applying biblical principles to daily life; growth in Christlike character.	4 weeks
Old Testament Survey	Key themes and figures from Genesis to the Prophets; God's covenant and promises; lessons for modern believers.	4 weeks
New Testament Survey	Overview of the epistles and Revelation; the spread of the gospel; hope of Christ's return.	4 weeks
Apologetics and Sharing Your Faith	Reasons for belief in God; defending the faith; effective witnessing and evangelism strategies.	3 weeks
Serving Others	Christian service and missions; loving neighbors; local and global outreach opportunities.	3 weeks
Capstone Project and Reflection	Personal testimony project, presentation, or ministry experience; reflection on spiritual growth during the course.	6 weeks

Total pacing: approximately 36 weeks (adjust for chapel services, special events, or mission activities).

Connecting with God: A Survey of the New Testament (Grades 9-10)



This survey course is intended to give your high school students an overview of each book in the New Testament. It is structured so that you will be able to present basic information as well as guide your students in exercises, discussions, and enrichment activities to give them a solid understanding.

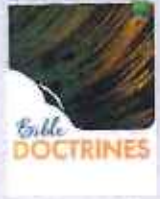
Connecting with God is designed to give teachers a great deal of freedom to define the approach to structuring a survey of the New Testament. At the same time, the materials included in the teacher edition will minimize the need for extensive research.

Grade Ten

CONTENT CLUSTERS	SUBCLUSTERS	INSTRUCTIONAL OBJECTIVES
Bible Stories—OT	1. Major Prophets 2. Minor Prophets 3. Pentateuch 4. Wisdom literature	1. Articulate the distinctions between major and minor prophets 2. Understand and apply biblical principles from the wisdom literature 3. Explain the chronology of the nation of Israel 4. Identify people and events of the Old Testament
Bible Stories—NT	1. Pauline Epistles 2. Epistles 3. Acts 4. Revelation 5. Gospels	1. Identify and differentiate the divisions of the New Testament 2. Understand the chronology of the life of Christ 3. Describe the early development of the church 4. Identify people and events of the New Testament
Doctrine and Attributes	1. Attributes of God 2. Heaven/hell 3. Sin/salvation 4. Fruit of the Spirit	1. Understand and apply essential doctrines of the Christian faith 2. Identify and describe the attributes of God
Christian Living	1. Faith/works 2. Relationships 3. Choice 4. Worship 5. Personal holiness	1. Apply biblical principles to daily living 2. Understand and manage relationships biblically 3. Explain the meaning and purpose of worship 4. Understand biblical concepts (e.g., holiness, faith)
Bible Study Skills	1. Map skills 2. Timelines 3. Cultural geography 4. Church history 5. Concordance/commentary	1. Use Bible study tools and resources 2. Identify significant events in church history 3. Describe the role that culture plays in interpreting Scripture

This index represents a description of the objectives in this subtest. Test items will be asked for three objective levels: general knowledge, comprehension/understanding, and application. Knowledge items measure a student's ability to recall or recognize factual biblical studies information. Comprehension items measure a student's ability to understand basic biblical studies information. Application questions measure a student's ability to relate biblical principles and information to everyday life experiences.



Bible 9 (1st ed.)	Bible 10 (1st ed.)	Bible 11 (1st ed.)	Bible 12 (1st ed.)
			
Embark on an interactive study of Acts, the Epistles, and Revelation with your students in Bible 9. <i>The Triumph of Christ</i> encourages students to have a passion for growth in Christlikeness as they build a biblical worldview piece-by-piece. The book of Acts covers Christ's role in the development of His church. The Epistles show the truths that ground believers and allow them to live out the Great Commission. Finally, Revelation is the climactic fulfillment of Christ's triumph over all things. This study follows a thematic rather than a moralistic method of teaching.	<i>Bible Doctrines</i> explores doctrines in all the major doctrinal categories to help students apply principles of Bible study. This course encourages students to learn how to formulate doctrinal positions according to biblical teaching and apply those positions to their own lives. Students' beliefs affect not only how they live in the world but also how they interact with their culture. With a strong foundation for a biblical worldview, students can grow confident in what they believe and why so that they can stand firm in their faith.	<i>Biblical Worldview: Creation, Fall, Redemption</i> is a tool that helps teachers equip students with a Christian understanding of all major academic disciplines and cultural arenas.	Guide your high school students to live wisely. <i>Ethics</i> helps students to grow in virtue and think Christianly so that they can make wise ethical choices and defend the faith from a biblical worldview. Students will learn to compare and contrast various ethical systems, relate biblical wisdom to a variety of ethical situations, and defend biblical Christianity in a culture of competing truth claims and diverse lifestyles.
• Christ—Analyzing how Jesus fulfilled the roles of Prophet, Priest, and King • Church—Summarizing the formation and maturation of the early church • Gift of the Spirit—Summarizing the role of the Holy Spirit in the life of a believer • Kingdom—Explaining how Jesus inaugurated and will consummate the kingdom • Law—Explaining the New Covenant's relation to the Mosaic Covenant and God's Law • Sin, World, Flesh—Creating a plan for battling sin • Union with Christ—Defending the concept of union with Christ as central to Christianity • Wisdom—Relating biblical wisdom to the teaching of Jesus	• Culture—Relating the doctrine of the church to the formation of culture • Evil—Defending God's goodness in relation to the existence of moral evil • History—Relating Christ's kingdom to redemptive history • Purpose—Defending the glory of God as humanity's chief purpose • Reality—Explaining the Christian solution to the one-many problem • Truth—Relating knowing God to knowing truth	• Worldview & Foundations—Defending the claim that Scripture is the foundation of human understanding • The Big Story: Creation, Fall, Redemption—Defending the claim that the goal of redemption is restoration • Gender & Family—Proposing a plan to pursue godly manhood, womanhood, and marriage • Science & Technology—Defending the idea that science thrives in the context of the Christian worldview • Government and Politics—Proposing ways for a church to show love through mercy while also proclaiming the gospel • Arts & Beauty—Supporting the view that beauty is objective and subjective	• Authority—Arguing that the basis of ethics is the Scripture • Creational Order—Relating creational norms to ethics • Man's Chief End—Analyzing the ethical impact of a proper view of man's chief end • Virtue—Formulating a plan to grow in the Christian virtues and apply them to ethical living • Wisdom—Defending the need for discernment regarding ethical decisions

**Biblical
Worldview
Shaping**



Bible 9 (1st ed.)	Bible 10 (1st ed.)	Bible 11 (1st ed.)	Bible 12 (1st ed.)
			
- Details the one big story of Scripture (Creation, Fall, Redemption) from Acts to Revelation and the instruction for the church on how to live out the beliefs and values that are derived from that one true big story - Focuses on the Bible study skill of application and reinforces a proper model of sanctification for maintaining a holy walk	- Guides students as they understand and apply the major biblical doctrines, equipping them to know what they believe and why they believe it - Helps students to develop skills in harmonizing all that the Bible teaches on various topics by participating in collaborative research, analyzing various texts and sources, and contributing to group discussions - Includes case studies and doctrinal dilemmas to help students develop 21st century skills as they respond to relevant challenges to upholding and applying truth to life	- Presents the biblical worldview (the big story, beliefs and values, cultural action) with a critical examination of secularism - Analyzes and evaluates approaches to cultural action so that Christians will live faithfully in light of redemption as both salt and light in every area of life	- Guide students in their thinking and behavior to live in a way consistent with God's design for human beings - Trains students to think through context, goal, motive, and principle
- Unit 1: The Birth of the Church (Acts 1–8) - Unit 2: The Gospel to the Gentiles (Acts 9–15) - Unit 3: The Gospel Unhindered (Acts 16–28) - Unit 4: The Church Growing in Purity (The Early Epistles) - Unit 5: The Unity of the Church (Paul's Major Epistles) - Unit 6: Equipping the Church (Prison and Pastoral Epistles) - Unit 7: The Church as Enduring Sojourners (The General Epistles) - Unit 8: The Church Triumphant (John's Writings)	- Unit 1: Bible Doctrines: The Why, What, and How - Unit 2: The Word of God - Unit 3: God - Unit 4: The Son of God - Unit 5: The Spirit of God - Unit 6: God's Creation (includes the doctrines of man and angels) - Unit 7: Salvation Provided by God - Unit 8: The People of God - Unit 9: The Triumph of God	- Unit 1: Worldview - Unit 2: Creation - Unit 3: Fall - Unit 4: Redemption - Unit 5: Marriage, Gender - Unit 6: Government - Unit 7: Science - Unit 8: History - Unit 9: Arts & Culture	- Unit 1: Foundations for Ethics - Creation Foundations for Ethics - The Fall's Effects on Ethics - The Role of Redemption in Ethics - Unit 2: Virtues - Becoming Like Christ - Three Central Virtues - Virtues - Unit 3: Issues - A Method for Handling Ethical Issues - The Ethics of Life and Death - Ethical Government - Ethical Society - Ethical Science - Sexual Ethics

Bible Content

Bible Unit Studies

Bible Truths E, 3rd Edition Lesson Plan Overview

Day	Topic	Pages	Support Materials	Bible Integration
Unit 1: Prison Epistles				
1	Lesson 1: Ephesians	5-7 (TE 3-5)	Ephesians Introduction (pp. 3-4; TE 1-2)	Bible Lesson Lecture
2	Lesson 2: Ephesians	8-9 (TE 8-9)	Cerinthus (p. 10; TE 13)	Bible Lesson Lecture
3	Lessons 1-2	7, 9 (TE 5, 9)	Do You Remember	Bible Lesson Review
4	Lesson 3: Ephesians	11-14 (TE 15-18)		Bible Lesson Lecture
5	Lesson 4: Ephesians	15-16 (TE 20-21)		Bible Lesson Lecture
6	Lesson 5: Ephesians	18-20 (TE 24-26)		Bible Lesson Lecture
7	Lessons 3-5	14, 17, 21 (TE 18, 22, 27)	Do You Remember	Bible Lesson Review
8	Lesson 6: Colossians	23-24 (TE 30-31)	Colossians Introduction (p. 22; TE 29)	Bible Lesson Lecture
9	Lesson 7: Colossians	26-28 (TE 35-37)		Bible Lesson Lecture
10	Lesson 8: Philemon	30-31 (TE 41-42)	Philemon Introduction (p. 29; TE 40)	Bible Lesson Lecture
11	Lessons 6-8	25, 28, 32 (TE 32, 37, 43)	Do You Remember	Bible Lesson Review
12	Lesson 9: Philippians	34-36 (TE 46-48)	Philippians Introduction (p. 33; TE 45)	Bible Lesson Lecture
13	Lesson 10: Philippians	37-38 (TE 51-52)		Bible Lesson Lecture
14	Lessons 9-10	36, 39 (TE 48, 53)	Do You Remember	Bible Lesson Review
15	Test 1, Unit 1 Test			
Unit 2: Pastoral Epistles				
16	Lesson 11: 1 Timothy	43-44 (TE 59-60)	1 Timothy Introduction (pp. 41-42; TE 57-58)	Bible Lesson Lecture
17	Lesson 12: 1 Timothy	46-47 (TE 64-65)		Bible Lesson Lecture
18	Lesson 13: 1 Timothy	49-50 (TE 69-70)		Bible Lesson Lecture
19	Lesson 14: 1 Timothy	52-54 (TE 73-75)		Bible Lesson Lecture
20	Lessons 11-14	45, 48, 51, 54 (TE 61, 66, 71, 75)	Do You Remember	Bible Lesson Review
21	Lesson 15: Titus	56-58 (TE 79-81)	Titus Introduction (p. 55; TE 78)	Bible Lesson Lecture
22	Lesson 16: 2 Timothy	60-61 (TE 85-86)	2 Timothy Introduction (p. 59; TE 84)	Bible Lesson Lecture

23	Lesson 17: 2 Timothy	63-64 (TE 89-90)	John Mark (p. 62; TE 88)	Bible Lesson Lecture
24	Lesson 18: 2 Timothy	66-67 (TE 95-96)		Bible Lesson Lecture
25	Lessons 15-18	58, 61, 65, 67 (TE 81, 86, 91, 96)	Do You Remember	Bible Lesson Review
26	Review Lessons 11-18 for Test			
27	Test 2, Unit 2 Test			
Unit 3: General Epistles				
28	Lesson 19: James	71-72 (TE 101- 102)	James Introduction (pp. 69-70; TE 99-100)	Bible Lesson Lecture
29	Lesson 20: James	74-76 (TE 105- 107)		Bible Lesson Lecture
30	Lessons 19-20	73, 76 (TE 103, 107)	Do You Remember	Bible Lesson Review
31	Lesson 21: James	77-79 (TE 109- 111)		Bible Lesson Lecture
32	Lesson 22: James	80-82 (TE 113- 115)		Bible Lesson Lecture
33	Lessons 21-22	79, 82 (TE 111, 115)	Do You Remember	Bible Lesson Review
34	Lesson 23: 1 Peter	84-86 (TE 118- 120)	1 Peter Introduction (p. 83; TE 117)	Bible Lesson Lecture
35	Lesson 24: 1 Peter	87-88 (TE 123- 124)		Bible Lesson Lecture
36	Lessons 23-24	86, 89 (TE 120, 125)	Do You Remember	Bible Lesson Review
37	Lesson 25: 1 Peter	90-92 (TE 127- 129)		Bible Lesson Lecture
38	Lesson 26: 1 Peter	93-95 (TE 132- 134)		Bible Lesson Lecture
39	Lessons 25-26	92, 95 (TE 129, 134)	Do You Remember	Bible Lesson Review
40	Lesson 27: 2 Peter	97-98 (TE 137- 138)	2 Peter Introduction (p. 96; TE 136)	Bible Lesson Lecture
41	Lesson 28: 2 Peter	101-102 (TE 142- 143)	Peter (p. 100; TE 141)	Bible Lesson Lecture
42	Lesson 29: 2 Peter	104-105 (TE 146- 147)		Bible Lesson Lecture

43	Lessons 27-29	99, 103, 105 (TE 139, 144, 147)	Do You Remember	Bible Lesson Review
44	Review Lessons 19-29 for Test			
45	Test 3, Test over Lessons 19-29			
46	Lesson 30: Hebrews	107-108 (TE 150-151)	Hebrews Introduction (p. 106; TE 149)	Bible Lesson Lecture
47	Lesson 31: Hebrews	110-111 (TE 155-156)		Bible Lesson Lecture
48	Lessons 30-31	109, 112 (TE 152, 157)	Do You Remember	Bible Lesson Review
49	Lesson 32: Hebrews	113-114 (TE 159-160)		Bible Lesson Lecture
50	Lesson 33: Hebrews	116-117 (TE 164-165)		Bible Lesson Lecture
51	Lesson 34: Hebrews	119-120 (TE 168-169)		Bible Lesson Lecture
52	Lessons 32-34	115, 118, 120 (TE 161, 166, 169)	Do You Remember	Bible Lesson Review
53	Lesson 35: Hebrews	121-122 (TE 172-173)		Bible Lesson Lecture
54	Lesson 36: Hebrews	124-125 (TE 178-179)		Bible Lesson Lecture
55	Lessons 35-36	123, 126 (TE 174, 180)	Do You Remember	Bible Lesson Review
56	Lesson 37: Jude	128-129 (TE 184-185)	Jude Introduction (p. 127; TE 183)	Bible Lesson Lecture
57	Lesson 38: 1 John	132-133 (TE 190-191)	1 John Introduction (p. 131; TE 189)	Bible Lesson Lecture
58	Lessons 37-38	130, 133 (TE 186, 191)	Do You Remember	Bible Lesson Review
59	Lesson 39: 1 John	134-136 (TE 193-195)		Bible Lesson Lecture
60	Lesson 40: 1 John	138-140 (TE 198-200)	John, Apostle of Love (p. 141; TE 201)	Bible Lesson Lecture
61	Lesson 41: 2 & 3 John	143-144 (TE 203-204)	2 & 3 John Introduction (p. 142; TE 202)	Bible Lesson Lecture

62	Lessons 39-41	137, 140, 145 (TE 196, 200, 205)	Do You Remember	Bible Lesson Review
63	Test 4, Test over Lessons 30-41			
64	Lesson 42: Revelation	149-150 (TE 209-210)	Revelation Introduction (p. 147-148; TE 207-208)	Bible Lesson Lecture
65	Lesson 43: Revelation	152-154 (TE 213-215)		Bible Lesson Lecture
66	Lessons 42-43	151, 154 (TE 211, 215)	Do You Remember	Bible Lesson Review
67	Lesson 44: Revelation	155-156 (TE 218-219)		Bible Lesson Lecture
68	Lesson 45: Revelation	158-159 (TE 222-223)		Bible Lesson Lecture
69	Lessons 44-45	157, 160 (TE 220, 224)	Do You Remember	Bible Lesson Review
70	Lesson 46: Revelation	161-162 (TE 226-227)		Bible Lesson Lecture
71	Lesson 47: Revelation	164-165 (TE 231-232)		Bible Lesson Lecture
72	Lessons 46-47	163, 165 (TE 228, 232)	Do You Remember	Bible Lesson Review
73	Lesson 48: Revelation	166-167 (TE 234-235)		Bible Lesson Lecture
74	Lesson 49: Revelation	168-169 (TE 237-238)		Bible Lesson Lecture
75	Lessons 48-49	167, 170 (TE 235, 239)	Do You Remember	Bible Lesson Review
76	Test 5, Test over Lessons 42-49			
77	Lesson 50: Revelation	171-172 (TE 240-241)		Bible Lesson Lecture
78	Lesson 51: Revelation	173-174 (TE 243-244)		Bible Lesson Lecture
79	Lessons 50-51	172, 174 (TE 241, 244)	Do You Remember	Bible Lesson Review
80	Lesson 52: Revelation	175-176 (TE 246-247)		Bible Lesson Lecture

81	Lesson 53: Revelation	178-179 (TE 250- 251)		Bible Lesson Lecture
82	Lessons 52-53	177, 180 (TE 248, 252)	Do You Remember	Bible Lesson Review
83	Lesson 54: Revelation	181-182 (TE 254- 255)		Bible Lesson Lecture
84	Lesson 55: Revelation	184-185 (TE 258- 259)		Bible Lesson Lecture
85	Lessons 54-55	183, 186 (TE 256, 260)	Do You Remember	Bible Lesson Review
86	Lesson 56: Revelation	187-188 (TE 262, 263)		Bible Lesson Lecture
87	Lesson 57: Revelation	189-190 (TE 266- 267)		Bible Lesson Lecture
88	Lesson 56-57: Revelation	188, 190 (TE 263, 267)	Do You Remember	Bible Lesson Review
89	Review Lessons 50-57 for Test			
90	Test 6, Test over Lessons 50-57			

For lesson material for additional class days, see the exercises on the CD in the TE.

Unit	Unit Objectives	Unit Topics/Concepts	Unit Resources	Biblical Worldview Shaping	Instructional Strategies
Quarter 1					
Creational Foundation for Ethics <i>(updated 5/29/24)</i>	- Define ethics, relate ethics to philosophy and biblical worldview. - Summarize the reasons to study ethics and the benefits of doing so. - Explain the value of gaining spiritual wisdom in order to please God by making ethical choices. - Formulate a plan to study ethics in a wise and godly manner. - Explain the basis for ethics. - Analyze the attributes of God that form the basis for ethics. - Define creational norms. - Defend the existence of creational norms. - Explain how creational norms are discovered. - Explain the role of reactional norms. - Define the image of God in man. - Explain why the image of God in man is a fundamental reactional norm for ethics. - Explain why the image of God in man is key for human virtue. - Recall concepts, terms, and Scripture memory from Introduction and Chapter 1. - Demonstrate knowledge of the material from Introduction and Chapter 1 by taking the test.	- Introduction: What Is Ethics? - Introduction: Why Study Ethics? - God's Character as a Foundation for Ethics - The Created Order as a Foundation for Ethics - The Image of God in Man as a Foundation for Ethics	- PPT pres.: Introduction 1.1 God's Character Is the Starting Point - Video: "Importance of Ethics" 1.2 Creational Norms and Two Genders - Link: He Made Them Male and Female - PPT pres.: Chapter 1 - Thinking It Through: What Is Ethics? - Thinking It Through 1.1 - Thinking It Through 1.2 - Thinking It Through 1.3 - Introduction/Chapter 1 Review - Introduction/Chapter 1 Test - EV: Introduction/Chapter 1 test bank	- God's character is the basis for right and wrong. - Creational norms are discerned by observing the design of the created order through the lens of Scripture. - Creational norms reveal God's good and moral design for His creation. Man is also responsible to pattern his life ethically after the creational norms. - Humans live ethically when they reflect the communicable attributes of God (i.e., virtues).	- Ask the students this section's essential question and use a Quick Write to help the students understand what ethics is about. - Use a Think-Pair-Share to prompt students to analyze the relationships of categories. - Guide a discussion of the worldview themes and their relationship to ethics in order to reinforce the importance of biblical worldview integrated throughout the rest of the book and in all of one's ethical efforts. - Guide a summative assessment by directing students to answer the questions in Thinking It Through: What Is Ethics? - Use direct instruction to clarify the pitfalls and benefits of an expanded knowledge. - Provide a journaling opportunity for students to reflect on their own spiritual growth. - Guide a discussion about the need for wisdom in order to help the students understand its importance in living ethically. - Guide a group activity to encourage students to collaborate on ideas for planning how to implement the key postures for approaching their ethical studies. - Use a misconception check to gauge understanding of the reality that God defines the ethical nature of virtues. - Use a Ticket out the Door to assess understanding of God's character as the foundation for ethics and His inherent authority to be that foundation. - Use direct instruction to defend the existence of creational norms and explain how they are discovered. - Guide a discussion to help students understand how a small, seemingly insignificant creature can teach a huge lesson about ethical behavior. - Use one question and one comment to develop summaries of the impact of creational norms on ethical behavior. - Use direct instruction to help students recognize that the image of God in man is a creational norm. - Encourage students to provide feedback on which points seem the hardest to understand and which points they have a clear understanding of.
The Fall's Effect on Ethics <i>(updated 5/29/24)</i>	- Explain how the Fall disrupts the functioning of the creational norms in the world. - Describe the effects of the Fall on human nature. - Relate the effects of the Fall to the difficulty of making ethical choices.	- The Root Cause of All Ethical Difficulties - Faulty Approaches to Ethics - Evaluating the Faulty Approaches to Ethics	- Thinking It Through 2.1 - Thinking It Through 2.2 - Thinking It Through 2.3 - Chapter 2 Review - Chapter 2 Test - EV: Chapter 2 test bank - The Difficulty of Making Ethical PPT pres.: Chapter 2	- The Fall has bent the creational order so that simply looking at what is in creation is no longer an accurate guide for what ought to be. - Humans no longer love what is right and often use their intellect to justify wrong choices. They often lack the will to do what they know to be right. - Non-Christian deontological ethics all	- Conduct an object lesson using magnets and metallic objects to illustrate the strength of desires. - Use a misconception check to reinforce the biblical position on personal responsibility for desires. - Use direct instruction to define reactional norms and to describe how they're disrupted by the Fall.

The Role of Redemption in Ethics (Updated 5/29/24)	- Explain the Deontological approach. - Explain the consequentialist approach. - Explain the virtue ethics approach. - Explain the existentialist approach.	- Redemption and the Law - Redemption and Wisdom - Redemption and Man's Chief End	3.1 Delighting in God's Law - Link: Union with Christ in Pastoral Ministry - PPT pres.: Chapter 3 - Thinking It Through 3.1 3.2 Growing in Wisdom - Link: Four Ways to Live More Ethically - Thinking It Through 3.2 3.3 Living for God's Glory - Thinking It Through 3.3 - Chapter 3 Review - Chapter 3 Test - EV: Chapter 3 test bank	- magnets and metallic objects. - Identifying the Ethical Approaches - Video: "Major Ethical Systems" - Critiquing the Ethical Approaches - Chapter 2 Review - Chapter 2 Test - EV: Chapter 2 test bank	place authority in something other than God and His Word. - The only consequence that can be ethically determinative is the glory of God, and people need revelation from God to know what brings Him glory. - No person can be virtuous apart from the Holy Spirit.	- Conduct a Think-Pair-Share to prompt collaboration on identifying and avoiding a common fallacy. - Guide a discussion to help students understand a legitimate use of appeals to the natural law for ethics. - Use a Quick Write to reassess student understanding of ethical problems in the modern world. - Use a Turn and Talk to invite students to collaborate on the concepts of structure and direction and their applications. - Use a misconception check to assess student understanding of how or whether fallen unsaved people can do good. - Guide a group activity to allow students to create an overview of the Fall's effects on the mind, will, and emotions. - Guide a discussion to orient students to place ethics within the larger discipline of philosophy and to answer this section's essential question. - Use a Four Corners activity to reassess student tendencies toward one of the four approaches. - Use a Think-Pair-Share to assess whether students understand the nuances of the differing consequentialist approaches. - Lead a discussion about the essentials of the consequentialist approach in order to reinforce what is foundational to it. - Use a Likert scale to discuss and assess student understanding of virtue ethics. - Use a bell ringer activity to invite students to relate a common experience to the attractive but flawed ethical systems. - Guide a discussion about the three rules of thumb for evaluating ethical systems in order to provide these as tools students can use throughout the year. - Guide a current events activity to show the relevance and commonality of these four flawed ethical approaches.	- Guide a misconception check about God's law by addressing two common errors. - Use the link Union with Christ in Pastoral Ministry to access the audio the students will listen to about the role of union with Christ in living out the Christian ethic. - Use direct instruction to discuss the necessity of being teachable and willing to learn God's viewpoint if one is to discover the creational norms regarding money, sex, and power. - Guide a discussion to present Scripture's role in developing wisdom for rightly perceiving creational norms. - Guide a Think-Pair-Share to allow students to brainstorm ideas for living ethically in a fallen world. - Guide a Bible study about what it means to glorify God. Divide the students into four groups and direct them to look up the following Bible verses. - Lead a discussion to help students understand the cost of ethical living as it relates to being like Christ.
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Unit	Unit Objectives	Unit Topics/Concepts	Unit Resources	Biblical Worldview Shaping	Instructional Strategies
Quarter 2					
Becoming Like Christ (updated 5/25/24)	- norms to the Christian life. - Explain man's chief end. - Relate man's chief end to the pursuit of Christlikeness. - Relate seeking the kingdom of God to man's chief end. - Relate blessedness to man's chief end.	- Virtues and Vices - Christlikeness and Counterfeits	4.1 The Important Place of Virtue in the Bible "Virtue" - PPT pres.: Chapter 4 - Thinking It Through 4.1 - IA 4.2: Counterfeits and Integrity Chart 4.2 Practicing the Spiritual Disciplines - PPT pres.: Chapter 4 - Thinking It Through 4.2 - Chapter 4 Review - Chapter 4 Test - EV: Chapter 4 test bank	- God's goal is not merely to have people do the right thing but to become the right kind of person. - God's goal for Christians is to restore the image of God by having Christ formed in them. - Moralism and authenticity are distortions of Christian integrity. - Becoming a virtuous person is at the heart of being a Christian and of Christian ethics.	- Guide a discussion about the term virtue in order to clarify what it is and how it comes about. - Guide a discussion about obtaining a knowledge of virtues so that students recognize the importance of all of God's Word and of the necessary internal transformation that comes from personally knowing God through Christ. - Guide a discussion on this section's essential question to apply the importance of virtue to all of life. - Use a cooperative group activity to prompt students to match each virtue and vice with an example. - Use a Think-Pair-Share to prompt students to grapple with what it means for evil people to do good things. - Guide a group activity to prompt students to collaborate and to present answers to the questions in order to reinforce the importance of a right aim. - Use a Ticket out the Door as a prompt to help students plan to practice the spiritual disciplines.
Three Central Virtues (updated 5/25/24)	- Define faith. - Explain the object of faith. - Explain how walking by faith and not by sight motivates virtuous living. - Compare and contrast various definitions of love. - Define the biblical definition of love. - Explain how love for God motivates ethical choices. - Explain how a desire for others' true good motivates ethical choices. - Formulate a plan to grow in love. - Define hope. - Relate God's character	- The Virtue of Faith - The Virtue of Love - The Virtue of Hope	5.1 Examining My Faith - PPT pres.: Chapter 5 - Thinking It Through 5.1 5.2 Evaluating Definitions of Love - Link: 5 Definitions of Love - Thinking It Through 5.2 5.3 Becoming a More Hopeful Person - Thinking It Through 5.3 - Chapter 5 Review - Chapter 5 Test - EV: Chapter 5 test bank	- Faith must be grounded in the proper authority to be virtuous. - Trust in the promises of God is a firm foundation for ethical behavior in the face of present temptations and trials. - Without the Christian virtue of hope, people are tempted to use sinful means to achieve desired ends.	- Use direct instruction to present the difference between profession of faith and possession of faith. - Guide a discussion to help students understand that faith must be grounded in the proper authority to be virtuous. - Guide a Bible study to direct students to place their trust in God's promises. - Guide students in a role-play in which they interact with people who place their trust in the "wrong" thing. - Ask students this section's essential question to discuss faith's role in ethical living. - Guide a discussion about the way the word love is abused in secular society. - Guide students in a debate on whether love contains an emotional element to preassess current knowledge. - Guide a discussion to explain that loving people

and nature to the virtue of hope. - Contrast hope in God with misplaced hopes. - Contrast the virtue of hope with a utilitarian ethic. - Apply the virtue of hope to being a hopeful person. - Recall concepts, terms, and Scripture memory from Chapter 5. - Demonstrate knowledge of the material from Chapter 5 by taking the test.		- Righteousness and Goodness - Prudence - Diligence, Faithfulness, and Courage	- IA 6.1: Virtue and Vice Chart 6.1 The Essence of Virtue - PPT pres.: Chapter 6 - IA 6.2: Virtues and Vices in the Bible 6.2 Prudent Prudence - Thinking It Through 6.1 - Thinking It Through 6.2 6.3 The Place for Diligence, Faithfulness, and Courage - Thinking It Through 6.3 6.4 A Dynamic Duo: Self-Control and Temperance - Thinking It Through 6.4 - Chapter 6 Review - Chapter 6 Test - EV: Chapter 6 test bank	- A wise person chooses the best means to reach the right goals. He avoids pursuing the right goals in counterproductive ways or using his reason and skills to pursue the wrong goals. - Prudence is necessary for developing other virtues since it enables a person to discern when a virtue is being deformed into a vice. - Without prudence no person will be able to act ethically in all of life.	- depends on one's experience of God's love. - Use a journaling activity to prompt students to consider practical ways that their love for God can lead them to love people. - Use a Turn and Talk to help students distinguish hope from faith. - Use direct instruction to explain that Christian hope is founded on the unchanging character and promises of God. - Guide a discussion to help students recognize that using sinful means to accomplish a desired end is contrary to hope in God. - Guide a discussion to prompt students to evaluate whether hope is alive and active in their lives.
Virtues, Part 1 (updated 5/20/24)	- Define righteousness and goodness. - Compare and contrast Christian and non-Christian conceptions of righteousness and goodness. - Contrast the virtues of righteousness and goodness with the vices of ungodliness and corruption. - Develop a plan for growing in righteousness and goodness. - Define prudence. - Compare and contrast Christian and non-Christian conceptions of prudence. - Contrast the virtue of prudence with the vices of rashness and cunning. - Give examples of how prudence relates to ethical decision-making and ethical living. - Develop a plan for growing in prudence. - Define diligence, faithfulness, and courage. - Identify ways in which diligence, faithfulness, and courage can be misapplied to wrong goals. - Contrast the virtues of diligence, faithfulness, and courage with the vices of sloth, workaholicism, disloyalty, recklessness, and cowardice. - Give examples of how diligence, faithfulness, and courage relate to ethical decision-making			- Use Decisions. Decisions to reinforce the difference between the two ways that righteousness applies to believers: salvific and ethical. - Use Directed Paraphrasing for students to summarize how the virtues of ungodliness and corruption twist the virtues of righteousness and goodness, respectively. - Ask this section's essential question to help students contrast the "end-justifies-the-means" mentality with biblical virtue. - Use a Ticker-tout the Door about the overlap between righteousness and goodness. The activity can be written or done verbally in pairs. - Ask a question to discuss the nature of wisdom and prudence. - Use direct instruction to clarify that the opening illustration isn't saying that a super-computer is or can be more prudent than a person. - Guide a discussion surrounding the following two scenarios requiring prudence. - Ask a question to encourage students to apply the virtue of prudence in a practical way. - Use a bell ringer activity to help the students connect and better understand the definitions of diligence, faithfulness, and courage. - Right goals are necessary for the virtues of diligence, faithfulness, and courage to be truly virtuous. - Use direct instruction to explain how diligence, faithfulness, and courage are practiced alongside and in combination with the rest of the virtues. - Use a journaling activity to help students record common expressions of the virtues of diligence, faithfulness, and courage. - Guide a discussion of the vices of sloth, laziness, disloyalty, recklessness, and cowardice. - Use a Socratic seminar to discuss each virtue paired with its vice.	

	- and ethical living: - Develop a plan for growing in diligence, faithfulness, and courage. - Define self-control, temperance and patience. - Compare and contrast Christian and non-Christian motives for self-control, temperance, and patience. - Contrast the virtues of self-control, temperance and patience with the vices of self-indulgence, addiction, asceticism, and sinfulness. - Give examples of how self-control, temperance and patience relate to ethical decision-making and ethical living. - Develop a plan for growing in self-control, temperance, and patience. - Recall concepts, terms, and Scripture memory from Chapter 6. - Demonstrate knowledge of the material from Chapter 6 by taking the test.			
Unit	Unit Objectives	Unit Topics/Concepts	Unit Resources	Biblical Worldview Shaping Instructional Strategies
Quarter 3				
Virtues, Part 2 (Updated 5/20/24)	- Define humility, meekness, and gentleness. - Compare and contrast Christian and non-Christian conceptions of humility, meekness, and gentleness. - Contrast the virtues of humility, meekness, and gentleness with the vices of pride, anger, and harshness. - Give examples of how humility, meekness, and gentleness relate to ethical decision-making and ethical living. - Develop a plan for growing in humility, meekness, and gentleness. - Define kindness and compassion.	- Humility, Meekness, and Gentleness - Kindness and Compassion - Gratitude, Joy, and Peace - Honesty	7.1 Virtues over Vices - PPT pres.: Chapter 7 - Thinking It Through 7.1 7.2 Modern-Day Good Samaritans - Thinking It Through 7.2 7.3 The Vice of Worry - Thinking It Through 7.3 7.4 Don't Tell Yourself Lies - Link: When Is It OK to Tell a Well-Meaning Lie? - Thinking It Through 7.4 - Chapter 7 Review - Chapter 7 Test - EV: Chapter 7 test bank	- Guide a discussion of common misconceptions surrounding strength, size, and intimidation. - Guide a discussion regarding the misconceptions of the virtues and their corresponding vices. - Use a one-minute essay for the students to record answers to the question. - Guide a discussion about Moses as an exemplary meek man who imperfectly displayed this virtue. - Use a Turn and Talk to begin a discussion about feelings that are commonly called pride but which are appropriate for Christians. - Use a misconception check to reassess familiarity with the virtues of kindness and compassion. - Guide a discussion to direct students to a biblical definition of kindness and compassion. - Use a Think-Write-Pair-Share to identify various non-Christian motives for kindness and compassion and how those motives lend themselves to the vices of cruelty and indifference. - Direct students to do a one-word summary to identify a category of relationships in which they need to practice more kindness or compassion.

A Method for Handling Ethical Issues <i>(updated 5/20/24)</i>	• Compare and contrast Christian and non-Christian motives for kindness and compassion. • Contrast the virtues of kindness and compassion with the vices of cruelty and indifference. • Give examples of how kindness and compassion relate to ethical decision-making and ethical living. • Develop a plan for growing in kindness and compassion. • Define gratitude, joy, and peace. • Compare and contrast Christian and non-Christian sources of joy and peace and objects of gratitude. • Contrast the virtues of gratitude, joy, and peace with the vices of ingratitude, despair, and worry. • Give examples of how gratitude, joy, and peace relate to ethical decision-making and ethical living. • Develop a plan for growing in gratitude, joy, and peace.	• The Components of a Sound Ethical Method • Using a Sound Ethical Method	• 8.1 The Components for Making Ethical Decisions • Video: "Ethical Methodology" • PPT pres.: Chapter 8 • Thinking It Through 8.1 • 8.2 Using an Ethical Method: Test Cases • Thinking It Through 8.2 • Chapter 8 Review • EV: Chapter 8 test bank	• The acts of the ethical person need to align with the creation order. • The goal of any ethical action must ultimately be to glorify God and enjoy Him through holy conformity to the image of Christ and the advancement of His kingdom. • To act ethically is not merely to do the right thing; it is to be the right kind of person doing the right thing. • Ethics requires the application of God's law to specific situations. • A wise person understands the ethical situation and how God's law applies to it. • All three parts of the ethical method must work together because God must be recognized as the authority over moral standards, goals, and virtues.	• Use a journal entry for students to analyze where they habitually lack kindness and compassion and their plan to remedy the lack of these two virtues. • Use a Turn and Talk for students to evaluate their similarities or differences with Steady Freddy and Roller Coaster Roger. • Use one comment and one question for small groups of students to create from the heading Christian Gratitude, Joy, and Peace. • Guide a discussion of the telltale signs of when the vices of ingratitude, worry, and despair are beginning to rear their ugly heads. • Use a bell ringer activity to point students to the gravity, yet relative ease, of lying. • Guide a Socratic seminar to allow students to analyze what a lie isn't. • Guide students through a role play of the deception of the Hebrew midwives and/or the lying of Rahab to see how they might have responded in these critical and extreme situations without allowing innocent lives to be taken. • Use a Think-Pair-Share for students to consider whether one is obligated to tell every detail one knows on a matter when questioned.		• Explain acts, ends, and agents as essential components of an ethical method. • Explain the importance of understanding the context of ethical choices. • Explain the necessity of each component of the ethical method working together. • Outline a practical method for ethical decision-making. • Relate the steps of a sound ethical method to the essential components. • Formulate responses to various scenarios in which lost money is found. • Recall concepts and Scripture memory from Chapter 8. • Demonstrate knowledge of the material from Chapter 8 by taking the	• Guide a discussion to help students understand their personal need for spiritual mentors. • Show the video "Ethical Methodology" to introduce the subject matter to students. • Use a journaling activity to prompt students to expand on what it means to live according to a God-given end. • Guide a discussion to prompt students to explain and exemplify the essential nature of each ethical component. • Invite students to demonstrate skills that they have honed over the years. Prompt them to discuss the beginning stages for learning their skill and how they honed the skill over time. • Prompt student reflections to assess their understanding of making use of the practical method. • Use a Quick Write to provide an opportunity for the students to apply the biblical ethic to finding a lost wallet.	• Guide a discussion to help students understand their personal need for spiritual mentors. • Show the video "Ethical Methodology" to introduce the subject matter to students. • Use a journaling activity to prompt students to expand on what it means to live according to a God-given end. • Guide a discussion to prompt students to explain and exemplify the essential nature of each ethical component. • Invite students to demonstrate skills that they have honed over the years. Prompt them to discuss the beginning stages for learning their skill and how they honed the skill over time. • Prompt student reflections to assess their understanding of making use of the practical method. • Use a Quick Write to provide an opportunity for the students to apply the biblical ethic to finding a lost wallet.
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test.					
The Ethics of Life and Death (updated 5/29/24)	- Identify three categories of taking a human life. - Summarize the biblical teaching on the value of human life. - Analyze the societal consequences of unbiblical views regarding murder, manslaughter, and self-defense. - Assess the virtues necessary to act ethically regarding murder, manslaughter, and self-defense. - Formulate a biblical response to scenarios in which various kinds of killing have taken place. - Explain common justifications for suicide and euthanasia. - Summarize the biblical teaching on God's authority over life and death. - Analyze the societal consequences of unbiblical views regarding suicide and euthanasia. - Assess the virtues necessary to act ethically regarding suicide and euthanasia. - Formulate a biblical response to someone who has lost a loved one because of suicide or euthanasia. - Explain common justifications for abortion. - Defend the sanctity of human life from conception. - Analyze the personal and societal consequences of unbiblical views regarding abortion. - Assess the virtues necessary to act ethically regarding abortion. - Formulate a biblical response to someone who is considering an abortion or to someone who has already had one. - Recall concepts, terms, and Scripture memory from Chapter 9. - Demonstrate knowledge of the material from	- Murder, Manslaughter, and Self-Defense - Suicide and Euthanasia - Abortion	9.1 Unethical Killing - Video: "Murder, Manslaughter, and Self-Defense" - PPT pres: Chapter 9 - Thinking It Through 9.1 9.2 Counsel for Suicide and Euthanasia - Video: "Suicide and Euthanasia" - Thinking It Through 9.2 9.3 About Abortion - Video: "Abortion" - Thinking It Through 9.3 - Chapter 9 Review - Chapter 9 Test - EV: Chapter 9 test bank	- The image of God in man grounds the prohibition of murder and manslaughter and the permission for self-defense. - Societies which place a low value on the life of God's image-bearers deprive God of the honor He deserves. - An ethical person will be diligent about safety, courageous about defending others, prudent about when to use deadly force, self-controlled in tense situations, and willing to suffer wrong in order to preserve life (meek). - Only God ultimately has the authority to take a human life. - A society that creates an expectation for certain kinds of people to end their lives is contrary to the biblical vision of flourishing in the midst of hardship. - Hope in God can sustain those who despair of life, providing a foundation for the cultivation of gratitude for life. - Compassion should sustain those tempted to kill themselves rather than support their death. - The creation order testifies to new life beginning at fertilization. - Love for God and others means that it is never right to take an innocent life. - Courage and gratitude need to be cultivated for situations in which abortion is a temptation. - The wise person can compassionately counsel people to live in light of the reality of God's Word. He or she can offer God's message of grace and reconciliation to those who have already sinned in this matter.	- Guide a current events activity to help students evaluate current news stories related to life and death issues. - Guide a group Bible study to answer this chapter's essential question. Have students gather in groups to analyze the following Bible passages. - Have students create a Venn diagram that reflects the distinctions between murder, killing, and manslaughter—differentiating the biblical principles and US law. - Use a Think-Pair-Share to prompt students to carefully think through the nuances of self-defense. - Assign a writing project of one to three paragraphs where students describe one of the unbiblical views of murder, manslaughter, and self-defense they've observed in society. - Use a Turn and Talk to prompt students to assess how the virtues play into acting ethically in various situations. - Guide an internet search for students to become better acquainted with reliable Christian resources that address tragedy. - Use a Think-Pair-Share to prompt students to trace how worldview assumptions lead people to different conclusions about the value and purpose of suffering. - Assign a writing project of one to three paragraphs based on the instructions in the Evaluating Contemporary Events textbox on page 156. Based on the cases, the students should evaluate the arguments for and against euthanasia. - Use a mock debate to prompt students to seek to persuade others of the negative effects of physician-assisted suicide and to argue for preferable alternatives to suicide. - Use a Ticket in the Door to preassess student experiences with abortion in the life of a friend, family member, or acquaintance.

Chapter 8 by taking the test				
Unit	Unit Objectives	Unit Resources	Biblical Worldview Shaping	Instructional Strategies
Ethical Government (updated 5/29/24)	- Summarize different views regarding capital punishment. - Summarize the biblical teaching on capital punishment. - Analyze the societal consequences of unbiblical views regarding capital punishment. - Evaluate motives for supporting capital punishment. - Formulate a biblical response to a family member of someone who suffered injustice related to capital punishment. - Summarize viewpoints regarding warfare. - Evaluate pacifism and realism based on biblical teaching. - Analyze the societal consequences of unbiblical views regarding warfare. - Analyze the virtues necessary to act ethically regarding warfare. - Formulate a biblical response to be used if called upon to go to war. - Identify important questions regarding immigration. - Summarize the biblical teaching on the national and individual treatment of immigrants. - Analyze the societal consequences of unbiblical views regarding immigration. - Formulate a biblical position regarding immigrants and ethical immigration policy. - Formulate a biblical response to current immigration policy. - Compare and contrast Christian disobedience to authority with rebellion. - Summarize the biblical	10.1 The Justice of the Death Penalty - PPT pres.: Chapter 10 - Thinking It Through 10.1 10.2 Serving in the Military versus Serving in Combat - Thinking It Through 10.2 10.3 Evaluating Current Immigration Policy - Video: "Immigration" - Thinking It Through 10.3 10.4 Ethical Christian Disobedience to Authority - Thinking It Through 10.4 - Chapter 10 Review - Chapter 10 Test - EV: Chapter 10 test bank	- God requires capital punishment of those who wrongly take the life of a person who bears God's image. - God instituted government to ensure justice. Just warfare is one way for a government to ensure justice. - Refusing to fight in a just war is an abdication of the responsibility to rule over God's world. Fighting without adherence to a righteous standard is an abdication of the responsibility to rule with justice. - Warfare should be an act of love toward one's neighbor, entered into only with prudence and courage. (10.2.4) - A Christian called upon to fight for his country needs to assess whether the war and the way he is being asked to fight are just. - God created nations, which can regulate their borders. - God requires His people to act with love especially toward the immigrants in their midst. - Christians should press for immigration policies that are righteous, that advance God's kingdom, and which are worthy of the calling to good works to which He has called us for His glory. - As Christian citizens influence immigration policy, they should be motivated by compassion, guided by righteousness, and characterized by prudence. - Prudence requires reforms that take into account the realities of the present situation; righteousness requires formulating policy changes that lead to effective enforcement of the law; compassion involves generosity toward those in need. - God created the institution of government and requires citizens to obey it unless government is requiring them to disobey God. Good systems of government will include checks on tyranny and avenues of appeal in cases of injustice. - A Christian living under unjust rule needs faith that God is in control, patience to endure injustice, courage to live for truth under pressure, and prudence to know if civil disobedience is warranted and how to best practice it.	- Use a bell-ringer activity to introduce the topic of appropriately correlating the punishment with the infraction. - Guide a Think-Pair-Share where the three views on capital punishment are distributed among groups of students. Each group should highlight the pros and cons and the strengths and weaknesses of each position before sharing those with the class. - Guide the completion of a T-Chart to critique the two extreme views: the outright abolition of capital punishment and the immediate application of capital punishment for those found guilty of murder. - Use a Think-Pair-Share for students to share ideas for their involvement regarding the topic of capital punishment. - Use a Four Corners activity where each corner of the room represents one of the four perspectives on war: pacifism, just war doctrine, realism, and militarism. - Guide a discussion to defend the approach of just war doctrine as a valid position. - Guide a discussion on realism as it pertains to war. - Use a one-minute essay for students to summarize the major drawbacks for pacifism and realism regarding how they affect society in general. - Use a Socratic seminar for pairs of students to discuss the virtues of love, courage, and prudence in (1) the context of engaging in a just war and (2) how to conduct oneself in fighting that just war. - Use a one-word summary for each student in the class to describe his or her thoughts on the topic of immigration. - Use a misconception check to highlight that advocates of immigration enforcement and border security should not be presumed to be xenophobic or racist. - Show the video "Immigration" to expose students to the testimony of a legal immigrant and the negative effects of illegal immigration. - Use a Think-Pair-Share for students to elaborate on why realism and cosmopolitanism are two frameworks on immigration that are harmful to society. - Use a journal entry for students to begin to formulate a biblical position regarding immigrants and what they imagine an ethical immigration policy would look like. - Guide students to create a T-Chart with "Christian disobedience to authority" on one side and "rebellion" on the other. - Use a Think-Pair-Share for students to

Curriculum Map - Bible Education - Bible 12 Ethics (1st Edition)

Ethical Society (updated 5/29/24)	teaching on Christian disobedience to authority and rebellion. - Analyze the societal consequences of unbiblical views regarding Christian disobedience to authority and rebellion. - Assess the virtues necessary to act ethically regarding Christian disobedience to authority. - Formulate a biblical response to situations where Christian disobedience to authority would be ethical. - Recall concepts, terms, and Scripture memory from Chapter 10. - Demonstrate knowledge of the material from Chapter 10 by taking the test.	- Racial Discrimination and Inequality - Addictions - Communication and Media Use - Business Ethics	11.1 Responding to Truth with Grace and Truth - Video: "Racial Discrimination" - PPT pres. Chapter 11 - Thinking It Through 11.1 11.2 Pressure to Engage in Substance Abuse or Gambling - Video: "Addictions" - Thinking It Through 11.2 11.3 Ethical Challenges with Social Media - Thinking It Through 11.3 11.4 Business Ethics - Video: "Business Ethics" - Thinking It Through 11.4 - Chapter 11 Review - Chapter 11 Test - EV: Chapter 11 test bank	- Both the unity of the human race and ethnic diversity are creationally normative. Effective responses to racism must align with creation norms. - In a fallen world humans have made themselves or their group the center of their chief end. - Those who are seeking racial reconciliation need humility as they address a complex problem, prudence to find the better solutions, love for those impacted by racism, and hope that racism can be effectively addressed. - God created man to rule over creation, but at present fallen creation often rules over man. - Those who struggle with addictions are in need of honesty as they assess their enslavement, hope that God can provide them deliverance, and Spirit-empowered self-control to think and act rightly. - Christian communication and media consumption should further a life of purity and righteousness. By thus walking worthy of the gospel, Christians glorify God. - Christian communication should be characterized by honesty, gentleness, and righteousness. - Private property is a key creation norm that underlies business ethics. - Ethical business people should be motivated by love for others, should be diligent in all their work, and should be righteous in all their dealings.	study the relevant biblical passages concerning a Christian's relationship to the government and its officials. - Guide a discussion for students to explain when Christian disobedience to authority can avoid the societal upheaval of tyranny and anarchy. - Use a one-minute summary for students to briefly elaborate on why believers need faith, patience, courage, and prudence when disobeying authority.
	- Define race, racism, and inequality. - Summarize the biblical teaching regarding race and racism. - Evaluate the societal consequences of unbiblical views of race. - Assess the virtues necessary to act ethically toward all who are made in the image of God. - Formulate a biblical response to racist attitudes and actions. - Describe common addictive vices. - Summarize the biblical teaching regarding substance abuse and gambling. - Evaluate the consequences of a society that normalizes these vices. - Assess the virtues necessary to resist these vices. - Formulate a biblical response to peer pressure to engage in these vices. - Describe ethical issues related to communication and media use. - Summarize the biblical teaching regarding communication and			- Conduct a Think-Pair-Share to allow students to discuss the biblical basis for human equality. - Guide a discussion about the terms race and ethnicity to explain their meaning and usage. - Use direct instruction to present the problem of racism and inequality in America. - Guide a discussion about unbiblical solutions to racism. - Assign a brief writing assignment (or Quick Write) to defend a biblical view of race and racism. - Use a Turn and Talk to answer this section's essential question and to prompt students to assess how the virtues of humility, prudence, love, and hope can enable them to promote racial reconciliation. - Guide a discussion about the nature of substance abuse, particularly the abuse of alcohol. - Guide a Bible study to help students evaluate the two positions regarding alcohol consumption. - Use a Turn and Talk activity to answer this section's essential question and to prompt students to collaborate on a biblical response to substance abuse and gambling based on the textbook. - Guide a discussion on the consequences of a society that normalizes addictive behavior. - Use a Quick Write to allow students to create a plan for countering addiction with Christian virtues. - Use a Turn and Talk to prompt students to evaluate unethical communication and media use based on the Scripture provided. - Assign a brief writing assignment to answer this section's essential question and to allow students to determine how abusing business practices impacts society.	

media use. • Evaluate the personal and social consequences of unethical communication and media use. • Assess the virtues necessary for ethical communication and media use. • Formulate a biblical response to cultural pressure to engage in unethical communication and social media use. • Identify common ethical issues related to business practices. • Summarize the biblical teaching on business practices. • Evaluate the consequences of unethical business practices. • Assess the virtues necessary to act ethically regarding business practices. • Formulate a biblical response to pressure from coworkers or employers to engage in unethical business practices. • Recall concepts, terms, and Scripture memory from Chapter 11. • Demonstrate knowledge of the material from Chapter 11 by taking the test.					• Use a Turn and Talk to prompt students to assess how the virtues of love, diligence, and righteousness might enable them to act ethically in business.
Ethical Science (updated 5/25/24) • Identify scientific research methods that raise ethical questions. • Summarize the biblical teaching on repairing the effects of the Fall through medical science. • Defend the need for discernment regarding the consequences of scientific research and applications. • Assess the virtues necessary to ethically pursue advances in medical science. • Formulate a biblical response to those who favor editing the human genome. • Identify scenarios where organs are donated or		• Stem Cell Research, Cloning, and Gene Editing • Organ Donation and Transplantation • Conservation, Environmentalism, and Animal Rights	• 12.1 Editing the Human Genome • Video: "Stem Cell Research, Cloning, and Gene Editing" • Link: Should We Edit the Human Genome? • PPT pres.: Chapter 12 • Thinking It Through • 12.1 Paying for Organ Donations? • Thinking It Through • 12.2 Mishandling Creation • Link: Creation Care • Thinking It Through • 12.3 Chapter 12 Review • Chapter 12 Test • EV: Chapter 12 test	• Righteous dominion over creation involves using science to press toward the restoration of creational order in a fallen world. It does not involve seeking to transcend the creational order. • A wise person understands the limits of his knowledge and takes into account that his actions may bring unforeseen dangers. • Kindness toward others should motivate medical research. However, such research must be conducted prudently, with humility and righteousness. • The virtues of prudence and humility and the fact that humans should not seek to transcend the creational order argue against editing the human genome. • Because humans are created in God's image, they are to be treated with	• Use a Think-Write-Pair-Share for students to identify scientific research methods that raise ethical questions. • Use a journal entry for students to summarize the biblical passages that support believers pushing back against the effects of the Fall in the context of medical science. • Guide a discussion of the relationship between the refrain of this textbook, "the ends don't justify the means," and the application of scientific research. • Show the video "Stem Cell Research, Cloning, and Gene Editing" to familiarize students with scientific research methods that raise ethical questions. • Use a misconception check for students to determine why there is a valid need for organ donation. • Use a Think-Write-Pair-Share for students to explain what the Bible teaches on organ donation and transplantation. • Guide a discussion regarding the ethical merits

transplanted. - Summarize the biblical teaching regarding the nature of personhood and the care of the body. - Evaluate the societal consequences of exploitative organ harvesting. - Assess the virtues necessary to discern when organ donation is appropriate. - Formulate a biblical response to the practice of paying people for organ donation. - Identify various ethical issues regarding the environment and animals. - Summarize the biblical teaching regarding the Christian's relationship to the natural world. - Evaluate the consequences of unbiblical views of creation stewardship. - Assess the virtues necessary to motivate appropriate care for the earth and animals. - Formulate biblical responses to those who abuse the creation and to those who idolize the creation. - Recall concepts, terms, and Scripture memory from Chapter 12. - Demonstrate knowledge of the material from Chapter 12 by taking the test.	bank				
of the three positions. - Guide a Think-Pair-Share to assess the virtues necessary to discern when organ donation is appropriate. - Use a bell ringer activity to promote a brief discussion, in pairs or small groups, about popular topics regarding conservation, environmentalism, and animal rights. - Guide a Think-Pair-Share to evaluate various consequences of unbiblical views of creation stewardship. - Guide a Socratic seminar for students to dig deeply into how prudence, humility, and gratitude aid believers in caring for creation.	respect even after death. Because humans are created in God's image, we should seek to save human lives. - Compassion motivates organ donation. prudence guides when it is best pursued, and righteousness guides how it is done. - Citizens need wisdom for determining what should and shouldn't be treated as commodities to avoid bringing moral harm. - Wise rule over God's earth means treating creation well both because God made it and all the creatures in it and because God intended it to be beautiful and useful for every human generation. - Ruling over God's world to bring Him glory is the first commission God gave to mankind. - The virtues of prudence and humility lead people to think about the consequences of their impact upon creation. The virtue of gratitude inspires people to conserve parts of creation with great beauty and value for others.		Marriage and Divorce - Fornication, Adultery, and Marital Purity - Homosexuality - Bisexuality, and Transgenderism - Birth Control - Reproductive Technologies, and Eugenics	Sexual Ethics (update 5/20/24) - Summarize common views of marriage. - Summarize the biblical teaching on marriage, divorce, and remarriage. - Evaluate the personal and societal consequences of divorce. - Assess the virtues necessary to act ethically regarding marriage, divorce, and remarriage. - Formulate a response to a loved one who is planning to get a divorce. - Define fornication, adultery, and marital purity. - Summarize the biblical teaching on appropriate	
- Use a Likert scale to preassess student proclivities toward idealism or cynicism regarding their presumptions about marriage. - Use a web search to initiate some discussion regarding the concept of compatibility and its impact on the assumptions of most people in society. Then prompt a group discussion to see whether students can relate the assumptions of the culture to its common practices. - Guide a discussion to reinforce the biblical teachings on marriage and divorce. - Create a T-Chart that contrasts the unbiblical and biblical ends for which people get married and the means that people seek to achieve through that marriage. - Use a Turn and Talk to prompt students to give examples of the necessary virtues required to maintain the marriage covenant. - Instruct students to write a two-page paper discussing various violations to God's design for	God created marriage to be a lifelong covenant of love between one man and one woman. - Sacramental love and faithfulness are the foundation for all healthy marriages. Patience is a necessary virtue in all marriages. - Sexual activity is a creational good within a covenant of marriage. God intends for children to be raised by both a father and a mother. - God's kingdom and its righteousness, rather than personal pleasure, should be the chief pursuit of the Christian. - True love is self-controlled and faithful. - God created mankind male and female, and God designed all sexual activity to take place between a man and a woman within a covenant of marriage.	13.1 When Faced with Divorce - PPT pres.: Chapter 13 - Thinking It Through 13.1 13.2 A Vigil against Fornication and Adultery - Thinking It Through 13.2 13.3 A Biblical Response to LGBTQ+ Video: "Homosexuality, Bisexuality, Transgenderism" - Link: An Interview with Rosaria Butterfield - Thinking It Through 13.3 13.4 Childless Couples			

- sexual activity. - Assess the personal and societal consequences of rejecting a biblical ethic of sexuality. - Assess the virtues necessary to act ethically regarding sexuality. - Formulate a plan for maintaining sexual purity before and during marriage. - Identify recent LGBTQ+ trends. - Summarize the biblical teaching regarding human sexuality and gender. - Assess the personal and societal consequences of rejecting God's design for human sexuality and gender. - Assess the virtues necessary to embrace God's design for human sexuality and gender. - Formulate a response to a friend who is considering a same-sex relationship or a transgender transition. - Explain various ethical issues regarding procreation and birth control. - Summarize the biblical teaching on procreation and birth control. - Assess the personal and societal consequences of unbiblical views regarding procreation and birth control. - Assess the virtues necessary to live in accordance with a biblical view of procreation and birth control. - Formulate a response to a couple struggling to decide whether to have children. - Recall concepts, terms, and Scripture memory from Chapter 13. - Demonstrate knowledge of the material from Chapter 13 by taking the test.	- Wanting Children - Thinking It Through 13.4 - Chapter 13 Review - Chapter 13 Test - EV: Chapter 13 test bank	- God calls on all people to delight in His law because it is good and for their good. - Faithfulness to God's design for sexuality requires commitment to righteousness, Spirit-empowered self-control in the face of temptation, and steadfastness in the face of cultural pressure. - Helping a friend in this area requires dependence upon God's work in one's heart and a loving commitment to speak the truth, which can set the friend free from slavery to sin. - Having children is a normal part of God's plan for marriage, though it is not the only purpose for sexual union within marriage. - Those who are not able to have children need faith that God's way is best and gratitude for the good blessings God has given. Those who can have children need faith that God will provide for the needs of their family and gratitude for the gift of children. - Wisdom involves living in harmony with the created order, which means that most couples should seek to have children. However, certain circumstances, such as health issues, can affect this decision.	- sexual activity and the cultural pressures related to it. - Ask this section's essential question and guide a discussion to prompt students to assess the consequences of rejecting the biblical ethic. - Use a Think-Pair-Share to prompt students to assess the virtues necessary to act ethically regarding sexual purity. - Use a group activity in which students discuss the following questions in order to preassess their understanding of the biblical principles as well as the culture in which they live. - Use a Quick Write to prompt students to reckon with the reality of the shifts that have taken place in their culture only recently and why such a shift occurred. - Use a misconception check to make the connection between the created order and ethical living. - Assign a one-page essay for the students to summarize and respond to one of the false arguments against the biblical ethic on pages 250-52. - Use a Think-Pair-Share to prompt students to assess the personal and social consequences of rejecting God's design. - Guide a discussion to clarify what it means to love your neighbor. - Prompt students to journal about one of the following virtues to expand on what it means to develop the virtue and why the virtue is important: faithfulness, righteousness, self-control, steadfastness. - Use a group activity to answer this section's essential question and to prompt students to summarize the reasons and motives for the three ideals and the biblical guidance on whether married couples should seek to have children. - Use a Quick Write to prompt students to summarize the biblical teaching on procreation. - Use a Think-Pair-Share to prompt students to evaluate assisted reproductive technologies (ART) according to biblical principles. - Guide a discussion to help students pin-point different ways that people can pursue idolatrous ends. - Use a Turn and Talk to prompt students to assess the virtues necessary to live in accordance with a biblical view of procreation and birth control.
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Schools mapping their specific curricular decisions through Curriculum Trak will have the ability to import these maps and make modifications to reflect their specific plans.

Bible 12: Ethics, 1st Edition • Lesson Plan Overview

EV ExamView

PPT pres. PowerPoint presentation

Introduction: Introduction to Ethics

Chapter 1: Creational Foundations for Ethics

Pages	Objectives	Resources	Assessments
Introduction: What Is Ethics? (3 Days)			
2–4	- Define <i>ethics</i>. - Relate ethics to philosophy and biblical worldview.	BJU Press Trove* PPT pres.: Introduction	Student Edition Thinking It Through: What Is Ethics?
Introduction: Why Study Ethics? (2 Days)			
5–9	- Summarize the reasons to study ethics and the benefits of doing so. - Explain the value of gaining spiritual wisdom in order to please God by making ethical choices. - Formulate a plan to study ethics in a wise and godly manner.	BJU Press Trove PPT pres.: Introduction	Student Edition Thinking It Through: Why Study Ethics?
1.1 God's Character as a Foundation for Ethics (3 Days)			
13–16	1.1.1 Explain the basis for ethics. <u>BWS</u> Authority (explain) 1.1.2 Analyze the attributes of God that form the basis for ethics.	Activities 1.1 God's Character Is the Starting Point BJU Press Trove - Video: "Importance of Ethics" - PPT pres.: Chapter 1	Student Edition Thinking It Through 1.1
1.2 The Created Order as a Foundation for Ethics (3 Days)			
16–21	1.2.1 Define <i>creational norms</i> . 1.2.2 Defend the existence of creational norms. 1.2.3 Explain how creational norms are discovered. <u>BWS</u> Creational Order (formulate) 1.2.4 Explain the role of creational norms. <u>BWS</u> Creational Order (explain)	Activities 1.2 Creational Norms and Two Genders BJU Press Trove - Link: He Made Them Male and Female - PPT pres.: Chapter 1	Student Edition Thinking It Through 1.2

*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
1.3 The Image of God in Man as a Foundation for Ethics (3 Days)			
21–24	1.3.1 Define the <i>image of God in man</i> . 1.3.2 Explain why the image of God in man is a fundamental creational norm for ethics. 1.3.3 Explain why the image of God in man is key for human virtue. <u>BWS</u> Virtue (explain)	BJU Press Trove • PPT pres.: Chapter 1	Student Edition • Thinking It Through 1.3
Review			
25	Recall concepts, terms, and Scripture memory from Introduction and Chapter 1.		Student Edition • Introduction/Chapter 1 Review
Test			
	Demonstrate knowledge of the material from Introduction and Chapter 1 by taking the test.		Assessments • Introduction/Chapter 1 Test BJU Press Trove • EV: Introduction/Chapter 1 test bank

Chapter 2: The Fall's Effects on Ethics

Pages	Objectives	Resources	Assessments
2.1 The Root Cause of All Ethical Difficulties (4 Days)			
27–32	2.1.1 Explain how the Fall disrupts the functioning of the creational norms in the world. <u>BWS</u> Creational Order (evaluate) 2.1.2 Describe the effects of the Fall on human nature. <u>BWS</u> Virtue (evaluate) 2.1.3 Relate the effects of the Fall to the difficulty of making ethical choices.	Activities 2.1 The Difficulty of Making Ethical Choices in a Fallen World BJU Press Trove* - PPT pres.: Chapter 2 Materials - magnets and metallic objects	Student Edition Thinking It Through 2.1
2.2 Faulty Approaches to Ethics (4 Days)			
32–38	2.2.1 Explain the deontological approach. 2.2.2 Explain the consequentialist approach. 2.2.3 Explain the virtue ethics approach. 2.2.4 Explain the existentialist approach.	Activities 2.2 Identifying the Ethical Approaches BJU Press Trove - Video: "Major Ethical Systems" - PPT pres.: Chapter 2	Student Edition Thinking It Through 2.2
2.3 Evaluating the Faulty Approaches to Ethics (4 Days)			
38–43	2.3.1 Evaluate the deontological approach. <u>BWS</u> Authority (evaluate) 2.3.2 Evaluate the consequentialist approach. <u>BWS</u> Man's Chief End (evaluate) 2.3.3 Evaluate the virtue ethics approach. <u>BWS</u> Virtue (evaluate) 2.3.4 Evaluate the existentialist approach.	Activities 2.3 Critiquing the Ethical Approaches BJU Press Trove - PPT pres.: Chapter 2	Student Edition Thinking It Through 2.3

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Pages	Objectives	Resources	Assessments
Review			
44	Recall concepts, terms, and Scripture memory from Chapter 2.		Student Edition • Chapter 2 Review
Test			
	Demonstrate knowledge of the material from Chapter 2 by taking the test.		Assessments • Chapter 2 Test BJU Press Trove • EV: Chapter 2 test bank

Chapter 3: The Role of Redemption in Ethics

Pages	Objectives	Resources	Assessments
3.1 Redemption and the Law (3 Days)			
46–50	3.1.1 Relate God's commandments to His character. 3.1.2 Infer the ethical nature of the two Great Commandments. 3.1.3 Relate the Ten Commandments to ethics. 3.1.4 Analyze how the Mosaic law relates to Christians under the New Covenant. <u>BWS</u> Authority (explain) 3.1.5 Relate what Christ has done (indicatives) to our ability to obey the law of Christ (imperatives).	Activities 3.1 Delighting in God's Law BJU Press Trove * - Link: Union with Christ in Pastoral Ministry - PPT pres.: Chapter 3	Student Edition Thinking It Through 3.1
3.2 Redemption and Wisdom (3 Days)			
50–54	3.2.1 Define <i>wisdom</i> . 3.2.2 Relate gaining wisdom to the observation of God's creation. <u>BWS</u> Wisdom (explain) 3.2.3 Relate wisdom to God's law. <u>BWS</u> Wisdom (explain) 3.2.4 Relate wisdom to applying creational norms to the Christian life. <u>BWS</u> Wisdom (explain)	Activities 3.2 Growing in Wisdom BJU Press Trove - Link: Four Ways to Live More Ethically - PPT pres.: Chapter 3	Student Edition Thinking It Through 3.2
3.3 Redemption and Man's Chief End (3 Days)			
54–58	3.3.1 Explain man's chief end. 3.3.2 Relate man's chief end to the pursuit of Christlikeness. <u>BWS</u> Man's Chief End (explain) 3.3.3 Relate seeking the kingdom of God to man's chief end. <u>BWS</u> Man's Chief End (explain) 3.3.4 Relate blessedness to man's chief end. <u>BWS</u> Man's Chief End (explain)	Activities 3.3 Living for God's Glory BJU Press Trove - PPT pres.: Chapter 3	Student Edition Thinking It Through 3.3

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Pages	Objectives	Resources	Assessments
Review			
59	Recall concepts, terms, and Scripture memory from Chapter 3.		Student Edition • Chapter 3 Review
Test			
	Demonstrate knowledge of the material from Chapter 3 by taking the test.		Assessments • Chapter 3 Test BJU Press Trove • EV: Chapter 3 test bank

Chapter 4: Becoming Like Christ

Pages	Objectives	Resources	Assessments
4.1 Virtues and Vices (3 Days)			
63–66	4.1.1 Define <i>virtue</i> and <i>vice</i> . 4.1.2 Identify virtues and vices. 4.1.3 Analyze the place for virtue in biblical ethics. <u>BWS</u> Virtue (explain)	Activities 4.1 The Important Place of Virtue in the Bible BJU Press Trove* - Video: "Virtue" - PPT pres.: Chapter 4	Student Edition Thinking It Through 4.1
4.2 Christlikeness and Counterfeits (3 Days)			
66–72	4.2.1 Explain the importance of Christlikeness to growing in virtue. <u>BWS</u> Man's Chief End (explain) 4.2.2 Relate union with Christ to developing Christian virtue. 4.2.3 Explain the role of the Holy Spirit in virtuous living. 4.2.4 Distinguish Christian integrity from legalism, moralism, and authenticity. <u>BWS</u> Virtue (evaluate) 4.2.5 Formulate a plan for living virtuously. <u>BWS</u> Virtue (apply)	Teacher Edition - IA 4.2: <i>Counterfeits and Integrity Chart</i> Activities 4.2 Practicing the Spiritual Disciplines BJU Press Trove - PPT pres.: Chapter 4	Student Edition Thinking It Through 4.2
Review			
73	Recall concepts, terms, and Scripture memory from Chapter 4.		Student Edition Chapter 4 Review
Test			
	Demonstrate knowledge of the material from Chapter 4 by taking the test.		Assessments - Chapter 4 Test BJU Press Trove - EV: Chapter 4 test bank

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Chapter 5: Three Central Virtues

Pages	Objectives	Resources	Assessments
5.1 The Virtue of Faith (3 Days)			
75–79	5.1.1 Define <i>faith</i> . 5.1.2 Explain the object of faith. <u>BWS</u> Authority (explain) 5.1.3 Explain how walking by faith and not by sight motivates virtuous living. <u>BWS</u> Man's Chief End (explain)	Activities • 5.1 Examining My Faith BJU Press Trove * • PPT pres.: Chapter 5	Student Edition • Thinking It Through 5.1
5.2 The Virtue of Love (3 Days)			
79–84	5.2.1 Compare and contrast various definitions of love. 5.2.2 Defend the biblical definition of love. 5.2.3 Explain how love for God motivates ethical choices. <u>BWS</u> Virtue (formulate) 5.2.4 Explain how a desire for others' true good motivates ethical choices. <u>BWS</u> Virtue (formulate) 5.2.5 Formulate a plan to grow in love. <u>BWS</u> Virtue (apply)	Activities • 5.2 Evaluating Definitions of Love BJU Press Trove • Link: 5 Definitions of Love • PPT pres.: Chapter 5	Student Edition • Thinking It Through 5.2
5.3 The Virtue of Hope (3 Days)			
84–88	5.3.1 Define <i>hope</i> . 5.3.2 Relate God's character and nature to the virtue of hope. 5.3.3 Contrast hope in God with misplaced hopes. 5.3.4 Contrast the virtue of hope with a utilitarian ethic. <u>BWS</u> Man's Chief End (evaluate) 5.3.5 Apply the virtue of hope to being a hopeful person.	Activities • 5.3 Becoming a More Hopeful Person BJU Press Trove • PPT pres.: Chapter 5	Student Edition • Thinking It Through 5.3

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Pages	Objectives	Resources	Assessments
Review			
89	Recall concepts, terms, and Scripture memory from Chapter 5.		Student Edition • Chapter 5 Review
Test			
	Demonstrate knowledge of the material from Chapter 5 by taking the test.		Assessments • Chapter 5 Test BJU Press Trove • EV: Chapter 5 test bank

Chapter 6: Virtues, Part 1

Pages	Objectives	Resources	Assessments
6.1 Righteousness and Goodness (3 Days)			
91–95	6.1.1 Define <i>righteousness</i> and <i>goodness</i> . 6.1.2 Compare and contrast Christian and non-Christian conceptions of righteousness and goodness. 6.1.3 Contrast the virtues of righteousness and goodness with the vices of ungodliness and corruption. 6.1.4 Develop a plan for growing in righteousness and goodness.	Teacher Edition • IA 6.1: <i>Virtue and Vice Chart</i> Activities • 6.1 The Essence of Virtue BJU Press Trove * • PPT pres.: Chapter 6	Student Edition • Thinking It Through 6.1
6.2 Prudence (3 Days)			
95–100	6.2.1 Define <i>prudence</i> . 6.2.2 Compare and contrast Christian and non-Christian conceptions of prudence. 6.2.3 Contrast the virtue of prudence with the vices of rashness and cunning. <u>BWS</u> Wisdom (evaluate) 6.2.4 Give examples of how prudence relates to ethical decision-making and ethical living. <u>BWS</u> Wisdom (formulate) 6.2.5 Develop a plan for growing in prudence. <u>BWS</u> Wisdom (apply)	Teacher Edition • IA 6.2: <i>Virtues and Vices in the Bible</i> Activities • 6.2 Prudent Prudence BJU Press Trove • PPT pres.: Chapter 6	Student Edition • Thinking It Through 6.2

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Pages	Objectives	Resources	Assessments
6.3 Diligence, Faithfulness, and Courage (3 Days)			
101-6	6.3.1 Define <i>diligence, faithfulness, and courage</i>. 6.3.2 Identify ways in which diligence, faithfulness, and courage can be misapplied to wrong goals. <u>BWS</u> Man's Chief End (explain) 6.3.3 Contrast the virtues of diligence, faithfulness, and courage with the vices of sloth, workaholism, disloyalty, recklessness, and cowardice. 6.3.4 Give examples of how diligence, faithfulness, and courage relate to ethical decision-making and ethical living. 6.3.5 Develop a plan for growing in diligence, faithfulness, and courage.	Activities • 6.3 The Place for Diligence, Faithfulness, and Courage BJU Press Trove • PPT pres.: Chapter 6	Student Edition • Thinking It Through 6.3
6.4 Self-Control, Temperance, and Patience (3 Days)			
106-9	6.4.1 Define <i>self-control, temperance, and patience</i>. 6.4.2 Compare and contrast Christian and non-Christian motives for self-control, temperance, and patience. 6.4.3 Contrast the virtues of self-control, temperance, and patience with the vices of self-indulgence, addiction, asceticism, and strife. 6.4.4 Give examples of how self-control, temperance, and patience relate to ethical decision-making and ethical living. 6.4.5 Develop a plan for growing in self-control, temperance, and patience.	Activities • 6.4 A Dynamic Duo: Self-Control and Temperance BJU Press Trove • PPT pres.: Chapter 6	Student Edition • Thinking It Through 6.4

Pages	Objectives	Resources	Assessments
Review			
110	Recall concepts, terms, and Scripture memory from Chapter 6.		Student Edition • Chapter 6 Review
Test			
	Demonstrate knowledge of the material from Chapter 6 by taking the test.		Assessments • Chapter 6 Test BJU Press Trove • EV: Chapter 6 test bank

Chapter 7: Virtues, Part 2

Pages	Objectives	Resources	Assessments
7.1 Humility, Meekness, and Gentleness (3 Days)			
112–16	7.1.1 Define <i>humility</i>, <i>meekness</i>, and <i>gentleness</i>. 7.1.2 Compare and contrast Christian and non-Christian conceptions of humility, meekness, and gentleness. 7.1.3 Contrast the virtues of humility, meekness, and gentleness with the vices of pride, anger, and harshness. 7.1.4 Give examples of how humility, meekness, and gentleness relate to ethical decision-making and ethical living. 7.1.5 Develop a plan for growing in humility, meekness, and gentleness.	Activities • 7.1 Virtues over Vices BJU Press Trove * • PPT pres.: Chapter 7	Student Edition • Thinking It Through 7.1
7.2 Kindness and Compassion (3 Days)			
116–21	7.2.1 Define <i>kindness</i> and <i>compassion</i>. 7.2.2 Compare and contrast Christian and non-Christian motives for kindness and compassion. 7.2.3 Contrast the virtues of kindness and compassion with the vices of cruelty and indifference. 7.2.4 Give examples of how kindness and compassion relate to ethical decision-making and ethical living. 7.2.5 Develop a plan for growing in kindness and compassion.	Activities • 7.2 Modern-Day Good Samaritans BJU Press Trove • PPT pres.: Chapter 7	Student Edition • Thinking It Through 7.2

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Pages	Objectives	Resources	Assessments
7.3 Gratitude, Joy, and Peace (3 Days)			
122–26	7.3.1 Define gratitude, joy, and peace. 7.3.2 Compare and contrast Christian and non-Christian sources of joy and peace and objects of gratitude. 7.3.3 Contrast the virtues of gratitude, joy, and peace with the vices of ingratitude, despair, and worry. 7.3.4 Give examples of how gratitude, joy, and peace relate to ethical decision-making and ethical living. 7.3.5 Develop a plan for growing in gratitude, joy, and peace.	Activities • 7.3 The Vice of Worry BJU Press Trove • PPT pres.: Chapter 7	Student Edition • Thinking It Through 7.3
7.4 Honesty (3 Days)			
126–32	7.4.1 Define <i>honesty</i>. 7.4.2 Relate the character of God to truth and the character of Satan to falsehood. 7.4.3 Explain direct biblical teaching about truth and falsehood. 7.4.4 Analyze Scripture narratives that seem to approve of deception. 7.4.5 Apply the biblical teaching about truth and falsehood to difficult ethical choices.	Activities • 7.4 Don't Tell Yourself Lies BJU Press Trove • Link: When Is It OK to Tell a Well-Meaning Lie? • PPT pres.: Chapter 7	Student Edition • Thinking It Through 7.4
Review			
133	Recall concepts, terms, and Scripture memory from Chapter 7.		Student Edition • Chapter 7 Review
Test			
	Demonstrate knowledge of the material from Chapter 7 by taking the test.		Assessments • Chapter 7 Test BJU Press Trove • EV: Chapter 7 test bank

Chapter 8: A Method for Handling Ethical Issues

Pages	Objectives	Resources	Assessments
8.1 The Components of a Sound Ethical Method (3.5 Days)			
137–42	8.1.1 Explain acts, ends, and agents as essential components of an ethical method. <u>BWS</u> Creational Order (explain); Man's Chief End (explain); Virtue (explain) 8.1.2 Explain the importance of understanding the context of ethical choices. <u>BWS</u> Wisdom (explain) 8.1.3 Explain the necessity of each component of the ethical method working together. <u>BWS</u> Authority (explain)	Activities 8.1 The Components for Making Ethical Decisions BJU Press Trove* - Video: "Ethical Methodology" - PPT pres.: Chapter 8	Student Edition Thinking It Through 8.1
8.2 Using a Sound Ethical Method (3.5 Days)			
142–45	8.2.1 Outline a practical method for ethical decision-making. 8.2.2 Relate the steps of a sound ethical method to the essential components. 8.2.3 Formulate responses to various scenarios in which lost money is found.	Activities 8.2 Using an Ethical Method: Test Cases BJU Press Trove - PPT pres.: Chapter 8	Student Edition Thinking It Through 8.2
Review			
146	Recall concepts and Scripture memory from Chapter 8.		Student Edition Chapter 8 Review
Test			
	Demonstrate knowledge of the material from Chapter 8 by taking the test.		Assessments - Chapter 8 Test BJU Press Trove - EV: Chapter 8 test bank

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Chapter 9: The Ethics of Life and Death

Pages	Objectives	Resources	Assessments
9.1 Murder, Manslaughter, and Self-Defense (4 Days)			
148–54	9.1.1 Identify three categories of taking a human life. 9.1.2 Summarize the biblical teaching on the value of human life. <u>BWS</u> Creational Order (explain) 9.1.3 Analyze the societal consequences of unbiblical views regarding murder, manslaughter, and self-defense. <u>BWS</u> Man's Chief End (evaluate) 9.1.4 Assess the virtues necessary to act ethically regarding murder, manslaughter, and self-defense. <u>BWS</u> Virtue (formulate) 9.1.5 Formulate a biblical response to scenarios in which various kinds of killing have taken place.	Activities 9.1 Unethical Killing BJU Press Trove * - Video: "Murder, Manslaughter, and Self-Defense" - PPT pres.: Chapter 9	Student Edition Thinking It Through 9.1
9.2 Suicide and Euthanasia (4 Days)			
154–59	9.2.1 Explain common justifications for suicide and euthanasia. 9.2.2 Summarize the biblical teaching on God's authority over life and death. <u>BWS</u> Authority (explain) 9.2.3 Analyze the societal consequences of unbiblical views regarding suicide and euthanasia. <u>BWS</u> Man's Chief End (evaluate) 9.2.4 Assess the virtues necessary to act ethically regarding suicide and euthanasia. <u>BWS</u> Virtue (formulate) 9.2.5 Formulate a biblical response to someone who has lost a loved one because of suicide or euthanasia.	Activities 9.2 Counsel for Suicide and Euthanasia BJU Press Trove - Video: "Suicide and Euthanasia" - PPT pres.: Chapter 9	Student Edition Thinking It Through 9.2

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Pages	Objectives	Resources	Assessments
9.3 Abortion (4 Days)			
159–64	9.3.1 Explain common justifications for abortion. 9.3.2 Defend the sanctity of human life from conception. <u>BWS</u> Creational Order (formulate) 9.3.3 Analyze the personal and societal consequences of unbiblical views regarding abortion. 9.3.4 Assess the virtues necessary to act ethically regarding abortion. <u>BWS</u> Virtue (formulate) 9.3.5 Formulate a biblical response to someone who is considering an abortion or to someone who has already had one. <u>BWS</u> Wisdom (apply)	Activities 9.3 About Abortion BJU Press Trove - Video: "Abortion" - PPT pres.: Chapter 9	Student Edition Thinking It Through 9.3
Review			
165	Recall concepts, terms, and Scripture memory from Chapter 9.		Student Edition Chapter 9 Review
Test			
	Demonstrate knowledge of the material from Chapter 9 by taking the test.		Assessments - Chapter 9 Test BJU Press Trove - EV: Chapter 9 test bank

Chapter 10: Ethical Government

Pages	Objectives	Resources	Assessments
10.1 Capital Punishment (4 Days)			
167–72	10.1.1 Summarize different views regarding capital punishment. 10.1.2 Summarize the biblical teaching on capital punishment. <u>BWS</u> Creational Order (explain) 10.1.3 Analyze the societal consequences of unbiblical views regarding capital punishment. 10.1.4 Evaluate motives for supporting capital punishment. 10.1.5 Formulate a biblical response to a family member of someone who suffered injustice related to capital punishment.	Activities 10.1 The Justice of the Death Penalty BJU Press Trove * - PPT pres.: Chapter 10	Student Edition Thinking It Through 10.1
10.2 Just War (4 Days)			
173–78	10.2.1 Summarize viewpoints regarding warfare. 10.2.2 Evaluate pacifism and realism based on biblical teaching. <u>BWS</u> Creational Order (explain) 10.2.3 Analyze the societal consequences of unbiblical views regarding warfare. <u>BWS</u> Man's Chief End (evaluate) 10.2.4 Analyze the virtues necessary to act ethically regarding warfare. <u>BWS</u> Virtue (evaluate) 10.2.5 Formulate a biblical response to be used if called upon to go to war. <u>BWS</u> Wisdom (apply)	Activities 10.2 Serving in the Military versus Serving in Combat BJU Press Trove - PPT pres.: Chapter 10	Student Edition Thinking It Through 10.2

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Pages	Objectives	Resources	Assessments
10.3 Immigration (4 Days)			
178–85	10.3.1 Identify important questions regarding immigration. 10.3.2 Summarize the biblical teaching on the national and individual treatment of immigrants. <u>BWS</u> Creational Order (explain) 10.3.3 Analyze the societal consequences of unbiblical views regarding immigration. <u>BWS</u> Man's Chief End (evaluate) 10.3.4 Formulate a biblical position regarding immigrants and ethical immigration policy. <u>BWS</u> Virtue (formulate) 10.3.5 Formulate a biblical response to current immigration policy. <u>BWS</u> Wisdom (apply)	Activities • 10.3 Evaluating Current Immigration Policy BJU Press Trove • Video: "Immigration" • PPT pres.: Chapter 10	Student Edition • Thinking It Through 10.3
10.4 Christian Disobedience to Authority (4 Days)			
185–90	10.4.1 Compare and contrast Christian disobedience to authority with rebellion. 10.4.2 Summarize the biblical teaching on Christian disobedience to authority and rebellion. <u>BWS</u> Creational Order (explain) 10.4.3 Analyze the societal consequences of unbiblical views regarding Christian disobedience to authority and rebellion. 10.4.4 Assess the virtues necessary to act ethically regarding Christian disobedience to authority. <u>BWS</u> Virtue (formulate) 10.4.5 Formulate a biblical response to situations where Christian disobedience to authority would be ethical. <u>BWS</u> Wisdom (apply)	Activities • 10.4 Ethical Christian Disobedience to Authority BJU Press Trove • PPT pres.: Chapter 10	Student Edition • Thinking It Through 10.4
Review			
191	Recall concepts, terms, and Scripture memory from Chapter 10.		Student Edition • Chapter 10 Review

Pages	Objectives	Resources	Assessments
Test			
	Demonstrate knowledge of the material from Chapter 10 by taking the test.		Assessments • Chapter 10 Test BJU Press Trove • EV: Chapter 10 test bank

Chapter 11: Ethical Society

Pages	Objectives	Resources	Assessments
11.1 Racial Discrimination and Inequality (4 Days)			
194–201	11.1.1 Define <i>race</i>, <i>racism</i>, and <i>inequality</i>. 11.1.2 Summarize the biblical teaching regarding race and racism. <u>BWS</u> Creational Order (explain) 11.1.3 Evaluate the societal consequences of unbiblical views of race. <u>BWS</u> Man's Chief End (evaluate) 11.1.4 Assess the virtues necessary to act ethically toward all who are made in the image of God. <u>BWS</u> Virtue (formulate) 11.1.5 Formulate a biblical response to racist attitudes and actions.	Activities 11.1 Responding to Racism with Grace and Truth BJU Press Trove* - Video: "Racial Discrimination" - PPT pres.: Chapter 11	Student Edition Thinking It Through 11.1
11.2 Addictions (4 Days)			
201–6	11.2.1 Describe common addictive vices. 11.2.2 Summarize the biblical teaching regarding substance abuse and gambling. <u>BWS</u> Creational Order (explain) 11.2.3 Evaluate the consequences of a society that normalizes these vices. 11.2.4 Assess the virtues necessary to resist these vices. <u>BWS</u> Virtue (formulate) 11.2.5 Formulate a biblical response to peer pressure to engage in these vices.	Activities 11.2 Pressure to Engage in Substance Abuse or Gambling BJU Press Trove - Video: "Addictions" - PPT pres.: Chapter 11	Student Edition Thinking It Through 11.2

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Pages	Objectives	Resources	Assessments
11.3 Communication and Media Use (4 Days)			
206–10	11.3.1 Describe ethical issues related to communication and media use. 11.3.2 Summarize the biblical teaching regarding communication and media use. 11.3.3 Evaluate the personal and social consequences of unethical communication and media use. <u>BWS</u> Man's Chief End (evaluate) 11.3.4 Assess the virtues necessary for ethical communication and media use. <u>BWS</u> Virtue (formulate) 11.3.5 Formulate a biblical response to cultural pressure to engage in unethical communication and social media use.	Activities • 11.3 Ethical Challenges with Social Media BJU Press Trove • PPT pres.: Chapter 11	Student Edition • Thinking It Through 11.3
11.4 Business Ethics (4 Days)			
210–14	11.4.1 Identify common ethical issues related to business practices. 11.4.2 Summarize the biblical teaching on business practices. <u>BWS</u> Creational Order (explain) 11.4.3 Evaluate the consequences of unethical business practices. 11.4.4 Assess the virtues necessary to act ethically regarding business practices. <u>BWS</u> Virtue (formulate) 11.4.5 Formulate a biblical response to pressure from coworkers or employers to engage in unethical business practices.	Activities • 11.4 Business Ethics BJU Press Trove • Video: "Business Ethics" • PPT pres.: Chapter 11	Student Edition • Thinking It Through 11.4
Review			
215	Recall concepts, terms, and Scripture memory from Chapter 11.		Student Edition • Chapter 11 Review
Test			
	Demonstrate knowledge of the material from Chapter 11 by taking the test.		Assessments • Chapter 11 Test BJU Press Trove • EV: Chapter 11 test bank

Chapter 12: Ethical Science

Pages	Objectives	Resources	Assessments
12.1 Stem Cell Research, Cloning, and Gene Editing (4 Days)			
217–23	12.1.1 Identify scientific research methods that raise ethical questions. 12.1.2 Summarize the biblical teaching on repairing the effects of the Fall through medical science. <u>BWS</u> Creational Order (explain) 12.1.3 Defend the need for discernment regarding the consequences of scientific research and applications. <u>BWS</u> Wisdom (evaluate) 12.1.4 Assess the virtues necessary to ethically pursue advances in medical science. <u>BWS</u> Virtue (formulate) 12.1.5 Formulate a biblical response to those who favor editing the human germline. <u>BWS</u> Wisdom (apply)	Activities 12.1 Editing the Human Germline BJU Press Trove* - Video: "Stem Cell Research, Cloning, and Gene Editing" - Link: Should We Edit the Human Germline? - PPT pres.: Chapter 12	Student Edition Thinking It Through 12.1
12.2 Organ Donation and Transplantation (4 Days)			
223–28	12.2.1 Identify scenarios where organs are donated or transplanted. 12.2.2 Summarize the biblical teaching regarding the nature of personhood and the care of the body. <u>BWS</u> Creational Order (explain) 12.2.3 Evaluate the societal consequences of exploitative organ harvesting. 12.2.4 Assess the virtues necessary to discern when organ donation is appropriate. <u>BWS</u> Virtue (formulate) 12.2.5 Formulate a biblical response to the practice of paying people for organ donation. <u>BWS</u> Wisdom (apply)	Activities 12.2 Paying for Organ Donations? BJU Press Trove - PPT pres.: Chapter 12	Student Edition Thinking It Through 12.2

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Pages	Objectives	Resources	Assessments
12.3 Conservation, Environmentalism, and Animal Rights (4 Days)			
228–34	12.3.1 Identify various ethical issues regarding the environment and animals. 12.3.2 Summarize the biblical teaching regarding the Christian's relationship to the natural world. <u>BWS</u> Creational Order (explain) 12.3.3 Evaluate the consequences of unbiblical views of creation stewardship. <u>BWS</u> Man's Chief End (evaluate) 12.3.4 Assess the virtues necessary to motivate appropriate care for the earth and animals. <u>BWS</u> Virtue (formulate) 12.3.5 Formulate biblical responses to those who abuse the creation and to those who idolize the creation.	Activities • 12.3 Mishandling Creation BJU Press Trove • Link: Creation Care • PPT pres.: Chapter 12	Student Edition • Thinking It Through 12.3
Review			
235	Recall concepts, terms, and Scripture memory from Chapter 12.		Student Edition • Chapter 12 Review
Test			
	Demonstrate knowledge of the material from Chapter 12 by taking the test.		Assessments • Chapter 12 Test BJU Press Trove • EV: Chapter 12 test bank

Chapter 13: Sexual Ethics

Pages	Objectives	Resources	Assessments
13.1 Marriage and Divorce (4 Days)			
237–41	13.1.1 Summarize common views of marriage. 13.1.2 Summarize the biblical teaching on marriage, divorce, and remarriage. <u>BWS</u> Creational Order (explain) 13.1.3 Evaluate the personal and societal consequences of divorce. 13.1.4 Assess the virtues necessary to act ethically regarding marriage, divorce, and remarriage. <u>BWS</u> Virtue (formulate) 13.1.5 Formulate a response to a loved one who is planning to get a divorce.	Activities 13.1 When Faced with Divorce BJU Press Trove* - PPT pres.: Chapter 13	Student Edition Thinking It Through 13.1
13.2 Fornication, Adultery, and Marital Purity (4 Days)			
242–46	13.2.1 Define <i>fornication</i> , <i>adultery</i> , and <i>marital purity</i> . 13.2.2 Summarize the biblical teaching on appropriate sexual activity. <u>BWS</u> Creational Order (explain) 13.2.3 Assess the personal and societal consequences of rejecting a biblical ethic of sexuality. <u>BWS</u> Man's Chief End (evaluate) 13.2.4 Assess the virtues necessary to act ethically regarding sexuality. <u>BWS</u> Virtue (formulate) 13.2.5 Formulate a plan for maintaining sexual purity before and during marriage.	Activities 13.2 A Vigil against Fornication and Adultery BJU Press Trove - PPT pres.: Chapter 13	Student Edition Thinking It Through 13.2

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Pages	Objectives	Resources	Assessments
13.3 Homosexuality, Bisexuality, and Transgenderism (4 Days)			
247–55	13.3.1 Identify recent LGBTQ+ trends. 13.3.2 Summarize the biblical teaching regarding human sexuality and gender. <u>BWS</u> Creational Order (explain) 13.3.3 Assess the personal and societal consequences of rejecting God's design for human sexuality and gender. <u>BWS</u> Man's Chief End (evaluate) 13.3.4 Assess the virtues necessary to embrace God's design for human sexuality and gender. <u>BWS</u> Virtue (formulate) 13.3.5 Formulate a response to a friend who is considering a same-sex relationship or a transgender transition. <u>BWS</u> Wisdom (apply)	Activities 13.3 A Biblical Response to LGBTQ+ BJU Press Trove - Video: "Homosexuality, Bisexuality, Transgenderism" - Link: An Interview with Rosaria Butterfield - PPT pres.: Chapter 13	Student Edition Thinking It Through 13.3
13.4 Birth Control, Reproductive Technologies, and Eugenics (4 Days)			
256–60	13.4.1 Explain various ethical issues regarding procreation and birth control. 13.4.2 Summarize the biblical teaching on procreation and birth control. <u>BWS</u> Creational Order (explain) 13.4.3 Assess the personal and societal consequences of unbiblical views regarding procreation and birth control. 13.4.4 Assess the virtues necessary to live in accordance with a biblical view of procreation and birth control. <u>BWS</u> Virtue (formulate) 13.4.5 Formulate a response to a couple struggling to decide whether to have children. <u>BWS</u> Wisdom (apply)	Activities 13.4 Childless Couples Wanting Children BJU Press Trove - PPT pres.: Chapter 13	Student Edition Thinking It Through 13.4
Review			
260–61	Recall concepts, terms, and Scripture memory from Chapter 13.		Student Edition Chapter 13 Review

Pages	Objectives	Resources	Assessments
Test			
	Demonstrate knowledge of the material from Chapter 13 by taking the test.		Assessments • Chapter 13 Test BJU Press Trove • EV: Chapter 13 test bank