



Checklist for The Truth Project: An ACSI Philosophy-Requirement Option

Name: _____ ACSI Certificate _____

Mailing Address: _____
City State Zip/Postal Code

School Name: _____

Mailing Address: _____
City State Zip/Postal Code

Check the following when completed (All requirements must be fulfilled before submission.):

- _____ 1. I have attended or viewed all 14 tours of The Truth Project: An ACSI Philosophy-Requirement Option course.
- _____ 2. I have participated in a minimum of 80 percent of the group discussions of each tour.
- _____ 3. I have taken and passed all 14 quizzes at a collective accuracy rate of 70 percent or better.
- _____ 4. I have submitted two lesson plans (in disciplines of my choice) that integrate a biblical worldview based on the principles in The Truth Project: An ACSI Philosophy-Requirement Option course and have been observed teaching these lessons by the administrator or the site facilitator.
- _____ 5. I have read two of the books on the ACSI Philosophy-Requirement Checklist for Teachers and Administrators reading list.

The site facilitator must sign below, verifying successful completion of the above requirements.

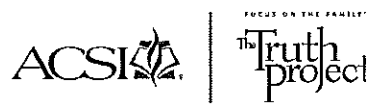
Signature of Site Facilitator

Printed Name Date

Signature of Teacher or Administrator Completing This ACSI Christian Philosophy of Education Requirement

Printed Name Date

Send this completed form along with your application, fee, etc. Do not send it separately. This checklist is not required for your first ACSI Interim or Temporary (Basic) Certificate.



Tour Delivery Model for Site Facilitator

Time Allocated	Tour Components
20–25 minutes	<p>Introduce yourself and your material. <i>Welcome participants and distribute materials and the viewing/listening guide.</i></p> <p><i>Set the targets for learning by introducing the standard and benchmark for the tour.</i></p> <p><i>Identify essential questions and prior knowledge.</i></p> <p><i>Hook participants into the tour topic by way of the revealing and thought-provoking statements or questions on the tour guide.</i></p>
50–60 minutes	<p>Import tour content by playing the tour DVD while participants take notes on their viewing/listening guide.</p>
5–7 minutes	<i>Break</i>
20–30 minutes	<p>Discuss the content. <i>Ask, “What jumped out at you on this tour?”</i></p> <p><i>Choose two or three essential questions to explore.</i></p>
15–20 minutes	<p>Assess learning by administering the tour quiz. <i>Allow participants to use notes from their viewing/listening guide.</i></p>
5–7 minutes	<i>Break</i>
10–15 minutes	<p>Orally review the tour quiz. <i>Entertain questions during and after the review.</i></p>
5–10 minutes	<p>Reflect on targets for learning that had been set earlier by reviewing the tour standard and benchmark.</p>
5–10 minutes	<p>View the teaser for the next DVD session (on tours 1–11 only) and distribute the Resources for Extended Inquiry sheet. <i>For tours 12–13, give an oral teaser for the upcoming topic of the next tour. After tour 14, review with participants the requirements they must complete in order to receive their six CEUs and their credit for fulfillment of the ACSI Christian Philosophy of Education Requirement.</i></p>

Ways of Connecting Learning to a Biblical Worldview

Three Models

Subject _____ Unit _____ Grade _____

A. <i>A World of Difference: Putting Christian Truth-Claims to the Worldview Test</i>, Kenneth Richard Samples	B. <i>How Now Shall We Live?</i> Charles Colson and Nancy Pearcey	C. <i>Biblical Worldview Institute and Worldview Matters</i>, Christian Overman
1. Biblical worldview Connect academic content with the larger picture. Choose one area.	1. Biblical worldview Connect academic content with the larger picture. Choose one area.	1. Biblical worldview Connect academic content with the larger picture. Choose one area.
a. God (triune, transcendent Creator and sovereign Sustainer of all things)	a. "Creation: Where did we come from, and who are we?" [*])	a. God (nature, character, and role of God)
b. World (the time-space-matter universe created by God ex nihilo)	b. "The Fall: What has gone wrong with the world?" [†])	b. Creation (that which is made and sustained by God)
c. Knowledge (authentic knowledge that is available through general and special revelation)	c. "Redemption: What can we do to fix it?" [‡])	c. Mankind (who and what humans are)
d. Ethics (objective, universal, unchanging, and prescriptive moral values)	d. "Restoration: How now shall we live?" [§])	d. Moral order (moral behavior and responsibility)
e. Human beings (created in the image of God and corrupted by sin)		e. Purpose (intention and meaning of all that exists)
f. History (historical events ordained by God and unfolding according to His sovereign will)		
2. Specific Bible truth/ Scripture references	2. Specific Bible truth/ Scripture references	2. Specific Bible truth/ Scripture references
3. Biblical-worldview-integration (BWI) objective	3. BWI objective	3. BWI objective

Notes

*The title of part 2 in Charles Colson and Nancy Pearcey, *How Now Shall We Live?* (Carol Stream, IL: Tyndale House Publishers, 1999), 41–144.

†The title of part 3 in Charles Colson and Nancy Pearcey, *How Now Shall We Live?* (Carol Stream, IL: Tyndale House Publishers, 1999), 147–214.

‡The title of part 4 in Charles Colson and Nancy Pearcey, *How Now Shall We Live?* (Carol Stream, IL: Tyndale House Publishers, 1999), 217–279.

§The title of part 5 in Charles Colson and Nancy Pearcey, *How Now Shall We Live?* (Carol Stream, IL: Tyndale House Publishers, 1999), 283–487.

Application for Connecting Learning to a Biblical Worldview Model

Subject _____ Unit _____ Grade _____

Lesson/Unit Design Components	Biblical Worldview Integration
Standards and benchmarks (targets for learning)	Model selected: A, B, or C
Essential questions	Biblical worldview component
Content <i>Knowledge:</i> <i>Skills:</i>	Specific Bible truth
Important vocabulary	Scripture passages
Levels of thinking* (Choose one or more.) <i>Knowledge</i> <i>Comprehension</i> <i>Application</i> <i>Analysis</i> <i>Synthesis</i> <i>Evaluation</i>	Biblical-worldview-integration (BWI) objective
High-yield teaching strategies† (Use many.) <i>Connect:</i> (e.g., K-W-L Strategy sheet) <i>Organize:</i> (e.g., viewing/listening guide) <i>Practice:</i> (e.g., Venn diagram) <i>Elaborate/Extend:</i> (e.g., Resources for Extended Inquiry sheet)	Observations
Assessments <i>Objective quizzes:</i> (e.g., tour quiz) <i>Integration plans:</i> (e.g., this document)	Curiosities
Reflections <i>Discussion questions:</i> (e.g., agree or disagree?) <i>Effective or not effective?:</i> (e.g., like or dislike?)	Conclusions

Notes

*Taken from Benjamin S. Bloom, ed., *Taxonomy of Educational Objectives: Book 1; Cognitive Domain* (White Plains, NY: Longman, 1956).

†The C.O.P.E. acronym taken from Isabel Searson, "Developing a Collaborative School: Tools for Improving Learning and Teaching" (packet of handouts for an oral presentation, 2006), 30.

Standards and Benchmarks

Tour 1: What Is Truth?

Category: Epistemology

Standard: Develop a God-centered worldview in which Christian truth permeates all areas of life (i.e., knowledge and belief).

Benchmark: Articulate a well-reasoned biblical worldview in which all sources of truth serve as the framework for addressing the big questions of life (e.g., “Where did we come from, and who are we?” “What has gone wrong with the world?” “What can we do to fix it?” “How now shall we live?”).

Tour 2: Who Says What’s Right and Wrong?

Category: Axiology

Standard: Practice virtuous living (i.e., making responsible choices) as “salt and light” in one’s culture.

Benchmark: Demonstrate the vital connection between morality (what is) and ethical behavior (what ought to be), measuring against biblical standards of right and wrong.

Tour 3: Who Is Man?

Category: Anthropology

Standard: Recognize the nature and value of humankind: created in the image of God, corrupted by sin, and in need of redemption.

Benchmark: Define the image of God and the nature of sin, identify the consequences of both, and acknowledge God’s remedy for the sin problem.

Tour 4: Who Is God?

Category: Theology

Standard: Understand the nature and character (i.e., transcendent, relational, creative, compassionate, sovereign, intentional, redemptive, Trinitarian) of God as revealed in Scripture.

Benchmark: Distinguish between the God of the Bible and alternative belief systems.

Tour 5: What Does Science Tell Us?

Category: Metaphysics

Standard: Recognize that all that exists—time, space, matter—was created and is sustained by a transcendent God who loves us and has made Himself known to us through His creation and His self-revelation.

Benchmark: Identify evidence (a) that the cosmos is the handiwork of an intelligent, rational mind—handiwork that confronts us with the reality (i.e., truth) that God exists—rather than the result of random chaos and (b) that God has revealed Himself to us through His written Word (special revelation) and through the works of His hands (general revelation).

Tour 6: History—Whose Story?

Category: History/Eschatology

Standard: Identify significant events and people that provide indispensable insights into the meaning of existence, into God's plan and purpose through the ages (i.e., metanarrative), into man's responsibility toward the Creator, and into man's duty toward fellow creatures.

Benchmark: Apply knowledge of historical events and people to explain the causes of events and conflicts in the global community and to evaluate responses to those events and conflicts in terms of their congruence with biblical principles and Christian citizenship.

Tour 7: What Social Systems Reflect the Divine Imprint?

Category: Sociology/Theology

Standard: Evaluate and positively engage the prevailing culture in terms of congruence with scriptural principles and the divine imprint in social systems.

Benchmark: Identify and determine the congruence of social systems with scriptural principles and the divine imprint (e.g., the family, the church, the union of believers with God).

Tour 8: Am I Alone?

Category: Theology

Standard: Pursue spiritual discipleship and transformation through practicing spiritual disciplines in the context of a covenant community.

Benchmark: Explore and practice the classic disciplines of the Christian faith: inward disciplines, outward disciplines, and corporate disciplines.

Tour 9: Whose Law Is It?

Category: History/Eschatology

Standard: Advance the kingdom of God as part of a covenant community through work, evangelism, and service to the global community.

Benchmark: Actively engage and seek the common good of Christian citizenship in both worlds—temporal and eternal—by acknowledging boundaries for government action that cannot be crossed without brutalizing human dignity.

Tour 10: What Do We Know About the American Experiment?

Category: History/Eschatology

Standard: Demonstrate an appreciation for one's identity and role as a Christian citizen in a democratic society and in the global community by employing ethical decision making, conflict resolution, and cooperation to promote the common good.

Benchmark: Think critically and apply knowledge of historical events and people to understand the root causes of current events and conflicts in the global community and to evaluate appropriate responses to those events and conflicts in terms of their congruence with biblical principles and Christian citizenship in a democratic society.

Tour 11: What Is Labor/Work?

Category: Axiology

Standard: Advance the kingdom of God as part of a covenant community through work, evangelism, and service to the global community.

Benchmark: Actively engage and seek the common good of Christian citizenship in both worlds—temporal and eternal—by acknowledging boundaries for government action that cannot be crossed without brutalizing human dignity.

Tour 12: Community and Involvement—God Cares; Do I?

Category: Axiology

Standard: Practice virtuous living (i.e., making responsible choices) as “salt and light” in one’s culture.

Benchmark: Participate in practical service and outreach opportunities, understanding their connection to Christian missions in the global community and to the parable of the good Samaritan.

Tour 13: How Can the Rescued Become Rescuers?

Category: Axiology

Standard: Join God in His active involvement with and concern for the marginalized, disabled, oppressed, and impoverished in the global community.

Benchmark: Participate as instruments of change by seeking justice, protecting the oppressed, defending the orphan, and pleading for the widow.

Tour 14: Why Are Christian Schools Essential?

Category: Epistemology

Standard: Assist parents in their role of educating the next generation through the development of a biblical worldview and of academic excellence in a culture in which schooling is increasingly hostile to people of faith.

Benchmark: Provide a viable alternative to public/government schooling by partnering with parents to achieve academic rigor in the context of a biblical worldview.

Note

*These big questions of life taken from the titles of parts 2–5 in Charles Colson and Nancy Pearcey, *How Now Shall We Live?* (Carol Stream, IL: Tyndale House Publishers, 1999), 147–487.

**REQUIRED READING LIST
For Teachers and Administrators**

1. *Teaching Redemptively: Bringing Grace and Truth into Your Classroom*. Donovan Graham. Colorado Springs, CO: Purposeful Design Publications, 2004.
2. *Reclaiming the Future of Christian Education*. Albert E. Greene. Colorado Springs, CO: Purposeful Design Publications, 1998.
3. *Truth and Transformation*. Vishal Mangalwadi. Seattle, WA: YWAM Publishing, 2009. (Available through ACSI.)
4. *Total Truth: Liberating Christianity from its Cultural Captivity*. Nancy Pearcey. Wheaton, IL: Crossway Books, 2004. (Available through ACSI.)
5. *Walking with God in the Classroom: Christian Approaches to Teaching and Learning*, third edition. Harro Van Brummelen. Colorado Springs, CO: Purposeful Design Publications, 2009.
6. *Cultivating Christian Character*. Michael A. Zigarelli. Colorado Springs, CO: Purposeful Design Publications, 2005.

All books are available through Purposeful Design Publications, Colorado Springs, Colorado:
800-367-0798.