

Bible 11: Biblical Worldview: Beyond the Basics, 2ed

Lesson Plan Overview

Chapter 1 — The Importance of Worldviews

IA Instructional Aid

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
1.1 Worldviews: Luxury or Necessity? (3 days)			
5–11	1.1.1 Explain what is required for knowledge. 1.1.2 Identify the limits of reason and experience. 1.1.3 Relate the concept of worldview to the problem of incivility. 1.1.4 Defend the claim that everyone has a worldview.	BJU Press Trove* <ul style="list-style-type: none"> • Link: Todd Weir Worldview Talk • Video: “Getting Started with a Biblical Worldview” • Link: Determining Right and Wrong • Link: Worldview and Politics • PPT pres.: Section 01.1 	Student Edition <ul style="list-style-type: none"> • Section Review 1.1
1.2 Defining <i>Worldview</i> (1 day)			
12–16	1.2.1 Compare and contrast various definitions of <i>worldview</i> . 1.2.2 Define <i>worldview</i> . 1.2.3 Relate this definition to the purpose of a worldview. 1.2.4 Defend the claim that story is the central component of a worldview.	BJU Press Trove <ul style="list-style-type: none"> • IA 1.2: Worldview Chart • Link: What’s Your Worldview? • Link: Bill Maher on Christianity • PPT pres.: Section 01.2 	Student Edition <ul style="list-style-type: none"> • Section Review 1.2
1.3 Using Worldview (2 days)			
17–21	1.3.1 Explain how to identify worldview-rich statements. 1.3.2 Contrast their own worldview with one expressed in a famous, influential text. 1.3.3 Analyze a piece of communication using the course’s definition of <i>worldview</i> .	BJU Press Trove <ul style="list-style-type: none"> • IA 1.3: Evaluating Simon Sinek • Videos: “Lincoln’s Lyceum Address” Parts 1–3 • Link: Simon Sinek on Leadership • PPT pres.: Section 01.3 	Student Edition <ul style="list-style-type: none"> • Section Review 1.3
Review (1 day)			
22–23	Recall concepts and terms from Chapter 1.		Student Edition <ul style="list-style-type: none"> • Chapter 1 Review
Test			
	Demonstrate knowledge of the material from Chapter 1 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 1 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 1 test bank

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Chapter 2 — Worldviews in Conflict

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Pages	Objectives	Resources	Assessments
2.1 The Basics of a Biblical Worldview (2 days)			
25–28	2.1.1 Summarize the basic claims of a biblical worldview. 2.1.2 Relate these claims to our definition of <i>worldview</i> . 2.1.3 Evaluate how people in general understand the basic claims of a biblical worldview.	BJU Press Trove* <ul style="list-style-type: none"> IA 2.1: Biblical Worldview Graphic Organizer PPT pres.: Section 02.1 	Student Edition <ul style="list-style-type: none"> Section Review 2.1
2.2 The Basics of a Secular Worldview (1 day)			
29–31	2.2.1 Summarize the basic claims of the worldview of secularism. 2.2.2 Relate these basic claims to the course's definition of <i>worldview</i> . 2.2.3 Compare and contrast a biblical worldview with a secular worldview.	BJU Press Trove <ul style="list-style-type: none"> IA 2.2: Secular Worldview Graphic Organizer Link: Mary Poplin on Secularism's Metanarrative PPT pres.: Section 02.2 	Student Edition <ul style="list-style-type: none"> Section Review 2.2
2.3 The Two-Story View (2 days)			
32–38	2.3.1 Explain how secularism influences the way Christians think and live. 2.3.2 Explain how Christianity influences the way secularists think and live. 2.3.3 Evaluate two common forms of the two-story view.	BJU Press Trove <ul style="list-style-type: none"> Video: "Lessons from the Lincoln Memorial" PPT pres.: Section 02.3 	Student Edition <ul style="list-style-type: none"> Section Review 2.3
Review (1 day)			
40–41	Recall concepts and terms from Chapter 2.		Student Edition <ul style="list-style-type: none"> Chapter 2 Review
Test			
	Demonstrate knowledge of the material from Chapter 2 by taking the test at home.		Assessments <ul style="list-style-type: none"> Chapter 2 Test BJU Press Trove <ul style="list-style-type: none"> Chapter 2 test bank

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Chapter 3 — Which Worldview?

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Pages	Objectives	Resources	Assessments
3.1 Scripture and Knowledge (2 days)			
43–50	<p>3.1.1 Explain the meaning of the claim that the Bible is the foundation for human knowledge.</p> <p>3.1.2 Summarize the Bible's teaching regarding the relationship between Scripture and knowledge.</p> <p>3.1.3 Evaluate secular foundations for knowledge.</p>	<p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Link: Problems with Empiricism • PPT pres.: Section 03.1 	<p>Student Edition</p> <ul style="list-style-type: none"> • Section Review 3.1
3.2 The Problem of Circular Reasoning (3 days)			
51–56	<p>3.2.1 Explain the claim that Christianity is guilty of the circular reasoning fallacy.</p> <p>3.2.2 Defend the claim that all human reasoning rests on faith claims.</p> <p>3.2.3 Explain how a person can defend his or her ultimate authority.</p> <p>3.2.4 Defend the claim that God and His Word (not reason and experience) ought to be our ultimate authority.</p> <p>3.2.5 Evaluate attempts to defend Scripture that do not assume the Bible is the foundation for human knowledge.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 3.2A: Bahnsen-Stein Student Handout 1 • IA 3.2B: Bahnsen-Stein Student Handout 2 • Video: "Introducing the Bahnsen-Stein Debate" • Video: "The Pretended Neutrality of the Atheist" • Video: "Arguing for the Existence of God" • Link: Circular Reasoning • PPT pres.: Section 03.2 	<p>Student Edition</p> <ul style="list-style-type: none"> • Section Review 3.2
3.3 Defending the Faith (2 days)			
57–63	<p>3.3.1 Explain why one should not attempt to argue for a biblical belief using human reasoning and experience as one's foundation.</p> <p>3.3.2 Analyze Paul's sermon on Mars Hill as a model for reasoning with unbelief (Acts 17:16–34).</p> <p>3.3.3 Explain how to argue for a biblical belief using the "two complementary moves."</p> <p>3.3.4 Argue for the existence of God to an atheist using the "two complementary moves."</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 3.3A: Bahnsen-Stein Student Handout 3 • IA 3.3B: Bahnsen-Stein Student Handout 4 • Video: "Paul at Mars Hill" • Audio: "The Bahnsen-Stein Debate" • PPT pres.: Section 03.3 	<p>Student Edition</p> <ul style="list-style-type: none"> • Section Review 3.3

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Pages	Objectives	Resources	Assessments
Review (1 day)			
64–65	Recall concepts and terms from Chapter 3.		Student Edition <ul style="list-style-type: none"> • Chapter 3 Review
Test			
	Demonstrate knowledge of the material from Chapter 3 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 3 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 3 test bank
Portfolio Project (1 day)			
	Develop content for inclusion in the portfolio project.		Teacher Edition <ul style="list-style-type: none"> • Portfolio Project Unit Rubric

Chapter 4 — God the Creator

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Pages	Objectives	Resources	Assessments
4.1 God over All (2 days)			
69–73	4.1.1 Explain the meaning of the claim that God is ultimate and absolute. 4.1.2 Defend the claim that God seeks His own glory above all else. 4.1.3 Relate God's passion for His own glory to His goodness.	BJU Press Trove* <ul style="list-style-type: none"> • Link: What Is Deism? • Link: God's Eternality and Aseity • Link: God's Transcendence • PPT pres.: Section 04.1 	Student Edition <ul style="list-style-type: none"> • Section Review 4.1
4.2 God and His World: Common Misconceptions (2 days)			
74–78	4.2.1 Summarize the claims of pantheism, dualism, deism, and MTD. 4.2.2 Refute the claims of pantheism, dualism, deism, and MTD.	BJU Press Trove <ul style="list-style-type: none"> • Link: Baruch Spinoza's Philosophy • Link: What Is MTD? • PPT pres.: Section 04.2 	Student Edition <ul style="list-style-type: none"> • Section Review 4.2
4.3 The Truth about God and His World (2 days)			
79–82	4.3.1 Summarize biblical teaching regarding God's relationship to His world. 4.3.2 Contrast the Bible's view with the views of pantheism, dualism, deism, and MTD. 4.3.3 Apply the biblical view of God's relationship to His world to loneliness.	BJU Press Trove <ul style="list-style-type: none"> • Link: The Problem of Loneliness • PPT pres.: Section 04.3 	Student Edition <ul style="list-style-type: none"> • Section Review 4.3
Review (1 day)			
83–85	Recall concepts and terms from Chapter 4.		Student Edition <ul style="list-style-type: none"> • Chapter 4 Review
Test			
	Demonstrate knowledge of the material from Chapter 4 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 4 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 4 test bank

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Chapter 5 — God’s Masterpiece

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Pages	Objectives	Resources	Assessments
5.1 Made in God’s Image (2 days)			
87–92	5.1.1 Explain what it means to be made in God’s image. 5.1.2 Relate the image of God in humans to a Christian view of ethics. 5.1.3 Refute secular views of ethics using the image of God in humans.	BJU Press Trove* <ul style="list-style-type: none"> • Link: Peter Singer on Abortion • PPT pres.: Section 05.1 	Student Edition <ul style="list-style-type: none"> • Section Review 5.1
5.2 Made to Rule (2 days)			
93–97	5.2.1 Explain the meaning of Genesis 1:28. 5.2.2 Apply Genesis 1:28 to current debates about population growth. 5.2.3 Defend the claim that the fall did not nullify Genesis 1:28. 5.2.4 Relate Genesis 1:28 to the life of the individual.	BJU Press Trove <ul style="list-style-type: none"> • Link: The Creation Mandate • Link: Problems with Population Decline • Link: David Attenborough on Population Control • Link: A Tale of Three Islands • PPT pres.: Section 05.2 	Student Edition <ul style="list-style-type: none"> • Section Review 5.2
5.3 Made for Culture (1 day)			
98–101	5.3.1 Define <i>culture</i> . 5.3.2 Analyze culture in terms of artifacts, sociofacts, and mentifacts. 5.3.3 Relate Genesis 1:28 to the idea of culture. 5.3.4 Defend the claim that Genesis 1:28 calls humans to develop culture.	BJU Press Trove <ul style="list-style-type: none"> • Video: “Living in Cities” • Link: Understanding the Cultural Mandate • PPT pres.: Section 05.3 	Student Edition <ul style="list-style-type: none"> • Section Review 5.3
Review (1 day)			
102–3	Recall concepts and terms from Chapter 5.		Student Edition <ul style="list-style-type: none"> • Chapter 5 Review
Test			
	Demonstrate knowledge of the material from Chapter 5 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 5 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 5 test bank

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Chapter 6 — The World God Made

IA Instructional Aid

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Pages	Objectives	Resources	Assessments
6.1 Creational Law (2 days)			
105–9	6.1.1 Define <i>creational law</i> . 6.1.2 Infer creational law from the narrative of Genesis 1. 6.1.3 Explain how the New Testament supports the idea of <i>creational law</i> .	BJU Press Trove* <ul style="list-style-type: none"> • Link: David Hume’s Is–Ought Problem • PPT pres.: Section 06.1 	Student Edition <ul style="list-style-type: none"> • Section Review 6.1
6.2 Laws of Nature and Creational Norms (1 day)			
110–12	6.2.1 Define <i>laws of nature</i> and <i>creational norms</i> . 6.2.2 Compare and contrast laws of nature and creational norms. 6.2.3 Defend the claim that creational norms are just as real as laws of nature.	BJU Press Trove <ul style="list-style-type: none"> • Link: Doug Wilson on Transgender Identification • PPT pres.: Section 06.2 	Student Edition <ul style="list-style-type: none"> • Section Review 6.2
6.3 Discerning Creational Norms (2 days)			
113–18	6.3.1 Define <i>wisdom</i> biblically. 6.3.2 Analyze the relationship between Scripture, life experience, and creational norms. 6.3.3 Defend the claim that Scripture is necessary to discern creational norms. 6.3.4 Formulate a creational norm for collaborative learning.	BJU Press Trove <ul style="list-style-type: none"> • IA 6.3: Scripture Is Necessary • PPT pres.: Section 06.3 	Student Edition <ul style="list-style-type: none"> • Section Review 6.3
Review (1 day)			
118–19	Recall concepts and terms from Chapter 6.		Student Edition <ul style="list-style-type: none"> • Chapter 6 Review
Test			
	Demonstrate knowledge of the material from Chapter 6 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 6 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 6 test bank
Portfolio Project (1 day)			
	Develop content for inclusion in the portfolio project.		Teacher Edition <ul style="list-style-type: none"> • Portfolio Project Unit Rubric

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Chapter 7 — The Fall and Its Effects

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Pages	Objectives	Resources	Assessments
7.1 The Physical Effects of the Fall (1 day)			
123–26	7.1.1 Summarize the physical effects of the fall. 7.1.2 Relate the physical effects of the fall to the Creation Mandate. 7.1.3 Defend the claim that the physical effects of the fall are just.	BJU Press Trove* <ul style="list-style-type: none"> • Video: “Making Sense of 9/11” • Link: An Evolutionary View of Death • PPT pres.: Section 07.1 	Student Edition <ul style="list-style-type: none"> • Section Review 7.1
7.2 The Effects of the Fall on Our Inner Being (2 days)			
127–32	7.2.1 Explain what is meant by <i>total depravity</i> . 7.2.2 Relate Proverbs 1:7 to the doctrine of total depravity. 7.2.3 Explain what is meant by <i>common grace</i> . 7.2.4 Analyze current cultural practices using total depravity and common grace.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 07.2 	Student Edition <ul style="list-style-type: none"> • Section Review 7.2
7.3 The Fall and Creational Norms (2 days)			
133–35	7.3.1 Explain how the fall affects creational norms. 7.3.2 Assess the extent of the fall's effects in God's world. 7.3.3 Apply the fall's effects on creational norms to evaluating unrealistic expectations of life.	BJU Press Trove <ul style="list-style-type: none"> • Link: Extent of the Fall • PPT pres.: Section 07.3 	Student Edition <ul style="list-style-type: none"> • Section Review 7.3
Review (1 day)			
136–37	Recall concepts and terms from Chapter 7.		Student Edition <ul style="list-style-type: none"> • Chapter 7 Review
Test			
	Demonstrate knowledge of the material from Chapter 7 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 7 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 7 test bank

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Chapter 8 — Sin and Creation

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Pages	Objectives	Resources	Assessments
8.1 The Relationship between Sin and Creation (2 days)			
139–42	8.1.1 Compare and contrast Genesis 3:6 and Genesis 2:9. 8.1.2 Analyze the relationship between sin and creation. 8.1.3 Explain the significance of sin being the distortion of creation.	BJU Press Trove* <ul style="list-style-type: none"> • Link: <i>The Simpsons</i> Characters • PPT pres.: Section 08.1 	Student Edition <ul style="list-style-type: none"> • Section Review 8.1
8.2 Structure and Direction (1 day)			
143–46	8.2.1 Define <i>structure</i> and <i>direction</i> . 8.2.2 Identify structure and direction in various aspects of human life. 8.2.3 Explain why structure and direction are important to understand and use. 8.2.4 Relate structure and direction to common grace and total depravity.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 08.2 	Student Edition <ul style="list-style-type: none"> • Section Review 8.2
8.3 Discerning Structure and Direction (2 days)			
147–51	8.3.1 Summarize the process for discerning structure and direction. 8.3.2 Infer what is structural in a particular issue. 8.3.3 Infer what is fallen in a particular issue. 8.3.4 Evaluate attempts to discern structure and direction in particular issues.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 08.3 	Student Edition <ul style="list-style-type: none"> • Section Review 8.3
Review (1 day)			
152–53	Recall concepts and terms from Chapter 8.		Student Edition <ul style="list-style-type: none"> • Chapter 8 Review
Test			
	Demonstrate knowledge of the material from Chapter 8 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 8 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 8 test bank
Portfolio Project (1 day)			
	Develop content for inclusion in the portfolio project.		Teacher Edition <ul style="list-style-type: none"> • Portfolio Project Unit Rubric

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Chapter 9 — An Everlasting Kingdom

IA Instructional Aid

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Pages	Objectives	Resources	Assessments
9.1 The History of Redemption (2 days)			
157–63	9.1.1 Relate the promise of Genesis 3:15 to Genesis 1:28. 9.1.2 Relate the promises of the Old Testament covenants to one another and to the promise of Genesis 3:15. 9.1.3 Explain how the key events of the New Testament fulfill the promises of the Old Testament. 9.1.4 Defend the claim that the goal of God's work of redemption is restoration.	BJU Press Trove* <ul style="list-style-type: none"> IA 9.1: Story of Redemption Handout Video: "The Story of Redemption" Link: Is the Bible a Mess? PPT pres.: Section 09.1 	Student Edition <ul style="list-style-type: none"> Section Review 9.1
9.2 Our Place in God's Story (2 days)			
163–68	9.2.1 Compare and contrast the two phases in the coming of the kingdom of God. 9.2.2 Explain why, in the current age, Christians should expect a life of witness and suffering. 9.2.3 Evaluate the claims of dominion theology.	BJU Press Trove <ul style="list-style-type: none"> Video: "Already–Not Yet" PPT pres.: Section 09.2 	Student Edition <ul style="list-style-type: none"> Section Review 9.2
9.3 Seeking the Kingdom of God (2 days)			
168–73	9.3.1 Explain the meaning of Ephesians 5:16. 9.3.2 Relate the exhortations of Ephesians 5:22–6:9 to the practice of discerning structure and direction. 9.3.3 Explain why discerning redemptive direction is the hardest part in the CFR process. 9.3.4 Discern redemptive direction for individualism and collectivism.	BJU Press Trove <ul style="list-style-type: none"> Link: John Piper on Matthew 6:33 PPT pres.: Section 09.3 	Student Edition <ul style="list-style-type: none"> Section Review 9.3
Review (1 day)			
174–75	Recall concepts and terms from Chapter 9.		Student Edition <ul style="list-style-type: none"> Chapter 9 Review
Test			
	Demonstrate knowledge of the material from Chapter 9 by taking the test at home.		Assessments <ul style="list-style-type: none"> Chapter 9 Test BJU Press Trove <ul style="list-style-type: none"> Chapter 9 test bank

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Chapter 10 — Changing the World

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
10.1 Culture and Cultural Change (2 days)			
177–80	10.1.1 Summarize the view of culture and cultural change commonly held by people in recent years. 10.1.2 Evaluate this common view. 10.1.3 Summarize how sociologists explain cultural change.	BJU Press Trove* <ul style="list-style-type: none"> • Link: Jerry Falwell’s Moral Majority • PPT pres.: Section 10.1 	Student Edition <ul style="list-style-type: none"> • Section Review 10.1
10.2 Evangelical Cultural Engagement (1 day)			
181–84	10.2.1 Describe evangelical Christians. 10.2.2 Summarize evangelical cultural engagement from the 1970s to the turn of the century. 10.2.3 Evaluate evangelical cultural engagement from the 1970s to the turn of the century. 10.2.4 Compare and contrast evangelical cultural engagement from the 1970s to the current day.	BJU Press Trove <ul style="list-style-type: none"> • Link: Bebbington’s Four Points of Evangelicalism • PPT pres.: Section 10.2 	Student Edition <ul style="list-style-type: none"> • Section Review 10.2
10.3 Christian Witness in the Twenty-First Century (2 days)			
184–88	10.3.1 Summarize the New Testament’s teaching regarding the role of believers in the current age. 10.3.2 Explain why Christians should not identify secularism as the most significant problem in American culture. 10.3.3 Describe <i>difference</i> and <i>dissolution</i> . 10.3.4 Analyze current cultural issues using <i>difference</i> and <i>dissolution</i> .	BJU Press Trove <ul style="list-style-type: none"> • Video: “Understanding Our Times” • Video: “Resisting Dissolution” • PPT pres.: Section 10.3 	Student Edition <ul style="list-style-type: none"> • Section Review 10.3

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Pages	Objectives	Resources	Assessments
10.4 Faithful Presence (2 days)			
189–95	10.4.1 Describe the practice that Hunter calls “faithful presence.” 10.4.2 Explain how formation and proclamation enable the church to address the problems of difference and dissolution. 10.4.3 Explain how a biblical approach to work addresses the problems of difference and dissolution. 10.4.4 Propose ways for Christians to practice faithful presence in the life of the church and in their work.	BJU Press Trove • PPT pres.: Section 10.4	Student Edition • Section Review 10.4
Review (1 day)			
196–97	Recall concepts and terms from Chapter 10.		Student Edition • Chapter 10 Review
Test			
	Demonstrate knowledge of the material from Chapter 10 by taking the test at home.		Assessments • Chapter 10 Test BJU Press Trove • Chapter 10 test bank
Portfolio Project (1 day)			
	Develop content for inclusion in the portfolio project.		Teacher Edition • Portfolio Project Unit Rubric

Chapter 11 — The Genesis of Gender

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
11.1 The Biology and Psychology of Gender (1 day)			
201–5	11.1.1 Compare and contrast two definitions of <i>gender</i> . 11.1.2 Contrast various aspects of male and female anatomy and physiology. 11.1.3 Contrast various aspects of male and female psychology.	BJU Press Trove* <ul style="list-style-type: none"> • Link: Male and Female Psychology: Scientific Findings • PPT pres.: Section 11.1 	Student Edition <ul style="list-style-type: none"> • Section Review 11.1
11.2 Biblical Data on the Creational Design of Gender (2 days)			
206–9	11.2.1 Summarize the Bible’s creational teaching on gender from Genesis 1–3. 11.2.2 Relate Proverbs 31:10–31 and 1 Timothy 2:11–15 to the creational teaching of Genesis 1–3 on gender. 11.2.3 Defend the claim that Jesus’ life and ministry confirmed the creational teaching of Genesis 1–3 on gender.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 11.2 	Student Edition <ul style="list-style-type: none"> • Section Review 11.2
11.3 Creational Norms for Gender (2 days)			
210–15	11.3.1 Define <i>gender</i> from a biblical worldview. 11.3.2 Summarize the four foundational creational norms for gender. 11.3.3 Relate each creational norm to the previous discussion of biology and psychology. 11.3.4 Infer a fifth creational norm for gender using cultural history and Deuteronomy 22:5.	BJU Press Trove <ul style="list-style-type: none"> • Link: A Theological Liberal on Gender • PPT pres.: Section 11.3 	Student Edition <ul style="list-style-type: none"> • Section Review 11.3
Review (1 day)			
216–17	Recall concepts and terms from Chapter 11.		Student Edition <ul style="list-style-type: none"> • Chapter 11 Review
Test			
	Demonstrate knowledge of the material from Chapter 11 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 11 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 11 test bank

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Chapter 12 — Distorted Manhood and Womanhood

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
12.1 Gender Troubles (3 days)			
219–25	12.1.1 Describe the four gender-related controversies that dominate our culture today. 12.1.2 Relate these controversies to one another. 12.1.3 Assess the impact of these controversies on our society.	BJU Press Trove* • PPT pres.: Section 12.1	Student Edition • Section Review 12.1
12.2 Biblical Data on the Fall’s Effects on Gender (1 day)			
226–29	12.2.1 Summarize the Bible’s teaching on how the fall has affected gender. 12.2.2 Defend the claim that Romans 1:26–28 condemns same-sex desires, not just same-sex sexual acts.	BJU Press Trove • Link: Kevin DeYoung on Homosexual Orientation • PPT pres.: Section 12.2	Student Edition • Section Review 12.2
12.3 Evaluating Current Gender Controversies (2 days)			
230–33	12.3.1 Relate each gender controversy to the portion of biblical teaching that pertains to it. 12.3.2 Explain how each gender controversy is a violation of creational norms. 12.3.3 Apply the Bible’s teaching on the fall to current issues related to gender.	BJU Press Trove • PPT pres.: Section 12.3	Student Edition • Section Review 12.3
Review (1 day)			
234–35	Recall concepts and terms from Chapter 12.		Student Edition • Chapter 12 Review
Test			
	Demonstrate knowledge of the material from Chapter 12 by taking the test at home.		Assessments • Chapter 12 Test BJU Press Trove • Chapter 12 test bank

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Chapter 13 — Redeeming Manhood and Womanhood

IA Instructional Aid

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Pages	Objectives	Resources	Assessments
13.1 Identity, Grace, and Repentance (2 days)			
237–43	<p>13.1.1 Summarize the Bible's teaching on identity, grace, and repentance.</p> <p>13.1.2 Explain the relationship between grace and repentance in a believer's struggle against sin.</p> <p>13.1.3 Summarize the five practices of godliness presented in the Student Edition that help believers mortify their sins.</p> <p>13.1.4 Defend the claim that Christians must mortify their sins.</p>	<p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Link: Confronted with Transgenderism • PPT pres.: Section 13.1 	<p>Student Edition</p> <ul style="list-style-type: none"> • Section Review 13.1
13.2 Redeeming Womanhood (3 days)			
244–50	<p>13.2.1 Explain how a biblical understanding of identity, grace, and repentance helps a believer overcome transgenderism and feminism.</p> <p>13.2.2 Argue against the key claims of feminism using the two complementary moves.</p> <p>13.2.3 Propose strategies for pursuing redemptive cultural action in society with regard to womanhood.</p> <p>13.2.4 Construct a personal plan for pursuing godly womanhood.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: "Exercising for Godliness" • IA 13.2: Preparing to Nurture • PPT pres.: Section 13.2 	<p>Student Edition</p> <ul style="list-style-type: none"> • Section Review 13.2
13.3 Redeeming Manhood (3 days)			
251–59	<p>13.3.1 Relate the Bible's teaching on identity, grace, and repentance to male chauvinism, transgenderism, and male passivity.</p> <p>13.3.2 Propose strategies for pursuing faithful presence with regard to redeeming manhood.</p> <p>13.3.3 Construct a personal plan for pursuing godly manhood.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 13.3: Preparing for Being an Inspiring Leader and Example • Link: Paul Washer on Men in America • Link: Walt Heyer on Suicidality • Link: Gender Transitions and the Risk of Suicide • PPT pres.: Section 13.3 	<p>Student Edition</p> <ul style="list-style-type: none"> • Section Review 13.3

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

Pages	Objectives	Resources	Assessments
Review (1 day)			
260–61	Recall concepts and terms from Chapter 13.		Student Edition <ul style="list-style-type: none"> • Chapter 13 Review
Test			
	Demonstrate knowledge of the material from Chapter 13 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 13 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 13 test bank
Portfolio Project (1 day)			
	Develop content for inclusion in the portfolio project.		Teacher Edition <ul style="list-style-type: none"> • Portfolio Project Unit Rubric

Chapter 14 — God’s Design for Marriage and the Family

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
14.1 God’s Plan for Marriage (3 days)			
265–74	14.1.1 Summarize current social trends related to marriage. 14.1.2 Summarize biblical data regarding God’s design for marriage. 14.1.3 Analyze creational norms for marriage.	BJU Press Trove* • PPT pres.: Section 14.1	Student Edition • Section Review 14.1A • Section Review 14.1B
14.2 Family by God’s Design (2 days)			
274–81	14.2.1 Analyze lessons learned from the kibbutz experiment. 14.2.2 Summarize biblical data on the family. 14.2.3 Analyze creational norms that hold for the family.	BJU Press Trove • Link: The Kibbutz Experiment • PPT pres.: Section 14.2	Student Edition • Section Review 14.2A • Section Review 14.2B
Review (1 day)			
282–83	Recall concepts and terms from Chapter 14.		Student Edition • Chapter 14 Review
Test			
	Demonstrate knowledge of the material from Chapter 14 by taking the test at home.		Assessments • Chapter 14 Test BJU Press Trove • Chapter 14 test bank

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

Chapter 15 — The Fall of Marriage and the Family

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
15.1 The Twisting of Marriage (3 days)			
285–97	15.1.1 Describe some common problems in our society affecting marriage. 15.1.2 Summarize the biblical data regarding the fall's effects on marriage. 15.1.3 Evaluate the problems facing marriage today because of a departure from creational norms.	BJU Press Trove* <ul style="list-style-type: none"> • Video: "Different Views of Marriage" • Link: Are You Defined by Your Feelings? • PPT pres.: Section 15.1 	Student Edition <ul style="list-style-type: none"> • Section Review 15.1A • Section Review 15.1B
15.2 Fallen Families (2 days)			
297–305	15.2.1 Describe some of the key difficulties families face today. 15.2.2 Summarize the biblical data regarding the fall's effects on the family. 15.2.3 Evaluate the difficulties families face today because of a departure from creational norms.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 15.2 	Student Edition <ul style="list-style-type: none"> • Section Review 15.2A • Section Review 15.2B
Review (1 day)			
306–7	Recall concepts and terms from Chapter 15.		Student Edition <ul style="list-style-type: none"> • Chapter 15 Review
Test			
	Demonstrate knowledge of the material from Chapter 15 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 15 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 15 test bank

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Chapter 16 — Redeeming Marriage and the Family

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
16.1 Love and Authority (2 days)			
309–14	16.1.1 Describe the view of love that is currently common in our culture. 16.1.2 Contrast this view of love with the Bible's view of love. 16.1.3 Explain why people today are suspicious of authority. 16.1.4 Explain how the example of Jesus teaches people to understand authority.	BJU Press Trove* <ul style="list-style-type: none"> • Link: Is Marriage Worth It? • PPT pres.: Section 16.1 	Student Edition <ul style="list-style-type: none"> • Section Review 16.1
16.2 Redeeming Marriage (2 days)			
315–22	16.2.1 Explain how chastity, unconditional love and respect, and living by vows can have a redemptive effect on marriage. 16.2.2 Propose practical ways of helping people overcome sin's effects on marriage. 16.2.3 Argue for a biblical worldview against expressive individualism using the two complementary moves.	BJU Press Trove <ul style="list-style-type: none"> • Link: Jordan Peterson on "Hookup Culture" • PPT pres.: Section 16.2 	Student Edition <ul style="list-style-type: none"> • Section Review 16.2
16.3 Redeeming Family (2 days)			
322–27	16.3.1 Explain what Christian young people should do now to prepare themselves for parenting. 16.3.2 Describe what it looks like for young people to obey and honor their parents. 16.3.3 Propose practical ways young people can help struggling families.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 16.3 	Student Edition <ul style="list-style-type: none"> • Section Review 16.3

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Pages	Objectives	Resources	Assessments
Review (1 day)			
328–29	Recall concepts and terms from Chapter 16.		Student Edition <ul style="list-style-type: none"> • Chapter 16 Review
Test			
	Demonstrate knowledge of the material from Chapter 16 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 16 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 16 test bank
Portfolio Project (1 day)			
	Develop content for inclusion in the portfolio project.		Teacher Edition <ul style="list-style-type: none"> • Portfolio Project Unit Rubric

Chapter 17 — The Foundations of Science and Technology

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
17.1 The Creational Foundations for Science (3 days)			
333–45	17.1.1 Define <i>science</i> . 17.1.2 Summarize briefly the history of science. 17.1.3 Summarize biblical statements regarding God’s design for the study of nature. 17.1.4 Analyze the five key creational norms that hold for science. 17.1.5 Defend the claim that Christianity provides a worldview necessary for science to thrive.	BJU Press Trove* <ul style="list-style-type: none"> • Link: Richard Dawkins on “Militant Atheism” • PPT pres.: Section 17.1 	Student Edition <ul style="list-style-type: none"> • Section Review 17.1A • Section Review 17.1B
17.2 God’s Design for Technology (3 days)			
346–55	17.2.1 Define <i>technology</i> . 17.2.2 Summarize the evolution of the phone. 17.2.3 Summarize biblical statements regarding God’s creational design for technology. 17.2.4 Analyze the five key creational norms that hold for technology.	BJU Press Trove <ul style="list-style-type: none"> • Link: What Is Technology? • PPT pres.: Section 17.2 	Student Edition <ul style="list-style-type: none"> • Section Review 17.2A • Section Review 17.2B
Review (1 day)			
356–57	Recall concepts and terms from Chapter 17.		Student Edition <ul style="list-style-type: none"> • Chapter 17 Review
Test			
	Demonstrate knowledge of the material from Chapter 17 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 17 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 17 test bank

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Chapter 18 — Fallen Science and Technology

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
18.1 Chasing Omniscience (3 days)			
359–68	18.1.1 Describe the key problems affecting science today. 18.1.2 Summarize the biblical data regarding the fall's effects on human knowledge. 18.1.3 Evaluate the problems facing science today because of the departure from creational norms.	BJU Press Trove* • PPT pres.: Section 18.1	Student Edition • Section Review 18.1A • Section Review 18.1B
18.2 Chasing Omnipotence (2 days)			
369–79	18.2.1 Describe the three main problems with technology in our culture today. 18.2.2 Summarize the biblical data regarding the fall's effects on technology. 18.2.3 Evaluate current problems with technology because of the departure from creational norms.	BJU Press Trove • Link: Douglas Adams on Technology • PPT pres.: Section 18.2	Student Edition • Section Review 18.2A • Section Review 18.2B
Review (1 day)			
380–81	Recall concepts and terms from Chapter 18.		Student Edition • Chapter 18 Review
Test			
	Demonstrate knowledge of the material from Chapter 18 by taking the test at home.		Assessments • Chapter 18 Test BJU Press Trove • Chapter 18 test bank

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Chapter 19 — Living for God in a World of Fallen Science and Technology

IA Instructional Aid PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
19.1 Three Redemptive Pairs of Truths (3 days)			
383–89	19.1.1 Explain why it is important to affirm the Creator-creature distinction. 19.1.2 Analyze the relationship between faith and knowledge. 19.1.3 Explain how technology is both a blessing and a burden. 19.1.4 Defend the claim that the current debate between science and the Bible is not primarily about evidence.	BJU Press Trove* <ul style="list-style-type: none"> IA 19.1: The Creator-Creature Distinction Video: “The Lucy Skeleton” Link: Starlight and the Age of the Universe PPT pres.: Section 19.1 	Student Edition <ul style="list-style-type: none"> Section Review 19.1
19.2 Living Redemptively in a Culture of Scientific Unbelief (2 days)			
390–95	19.2.1 Defend the claim that Christians are obligated to take science seriously. 19.2.2 Argue for a biblical worldview against positivism using the two complementary moves. 19.2.3 Propose ways for Christians to serve God and others through a career in science.	BJU Press Trove <ul style="list-style-type: none"> Link: Stephen Hawking on Heaven PPT pres.: Section 19.2 	Student Edition <ul style="list-style-type: none"> Section Review 19.2
19.3 Living Redemptively in a Technopoly (2 days)			
395–99	19.3.1 Summarize John Dyer’s five recommendations for how Christians should approach technology. 19.3.2 Apply these recommendations to life. 19.3.3 Propose ways for Christians to serve God and others through a career in technology.	BJU Press Trove <ul style="list-style-type: none"> IA 19.3: Apply the Five Recommendations Handout PPT pres.: Section 19.3 	Student Edition <ul style="list-style-type: none"> Section Review 19.3

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Chapter 20 — God’s Gift of Government

IA Instructional Aid

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
20.1 Aristotle on Government (2 days)			
405–11	20.1.1 Summarize Aristotle’s view of the purpose, structure, and limits of government. 20.1.2 Explain Aristotle’s understanding of justice. 20.1.3 Explain the role of virtue in Aristotle’s view of government and society. 20.1.4 Defend the claim that Christians should try to understand what Aristotle taught about government.	BJU Press Trove* • PPT pres.: Section 20.1	Student Edition • Section Review 20.1
20.2 Biblical Data on God’s Creational Design for Government (1 day)			
412–16	20.2.1 Summarize the Bible’s teaching regarding God’s design for government. 20.2.2 Summarize the Bible’s teaching regarding the obligations of the governed. 20.2.3 Defend the claim that, biblically, the purpose of government is to ensure justice.	BJU Press Trove • PPT pres.: Section 20.2	Student Edition • Section Review 20.2
20.3 Creational Norms for Government (3 days)			
417–25	20.3.1 Summarize six creational norms that hold for government. 20.3.2 Explain why the Bible is necessary to determine what is just. 20.3.3 Relate these creational norms to Aristotle’s beliefs about government. 20.3.4 Apply these creational norms to current events and issues.	BJU Press Trove • IA 20.3: Creational Norms and Aristotle • PPT pres.: Section 20.3	Student Edition • Section Review 20.3
Review (1 day)			
426–27	Recall concepts and terms from Chapter 20.		Student Edition • Chapter 20 Review
Test			
	Demonstrate knowledge of the material from Chapter 20 by taking the test at home.		Assessments • Chapter 20 Test BJU Press Trove • Chapter 20 test bank

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Chapter 21 — Fallen Perspectives on Government

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
21.1 Political Ideologies (3 days)			
429–38	21.1.1 Summarize the redemptive narrative at the core of each of the five major political ideologies. 21.1.2 Contrast classical liberalism and progressive liberalism. 21.1.3 Explain why democratism often degenerates into tyranny. 21.1.4 Summarize the basic claims of Marxism. 21.1.5 Describe <i>identity politics</i> .	BJU Press Trove* <ul style="list-style-type: none"> • Link: The Dogma Lives Loudly within You • PPT pres.: Section 21.1 	Student Edition <ul style="list-style-type: none"> • Section Review 21.1
21.2 Biblical Data on the Fall’s Effects on Government (1 day)			
439–43	21.2.1 Summarize the Bible’s teaching on how the fall has affected government. 21.2.2 Defend the claim that God expects government to deliver the poor from oppression.	BJU Press Trove <ul style="list-style-type: none"> • Video: “David versus Saul” • PPT pres.: Section 21.2 	Student Edition <ul style="list-style-type: none"> • Section Review 21.2
21.3 Evaluating Political Ideologies (2 days)			
443–49	21.3.1 Explain how all the ideologies violate creational norms 1 and 2. 21.3.2 Identify what each ideology idolizes and demonizes. 21.3.3 Relate each ideology to the portion of biblical teaching that addresses its claims. 21.3.4 Explain how liberalism, nationalism, and socialism violate creational norm 3. 21.3.5 Explain how democratism violates creational norm 4.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 21.3 	Student Edition <ul style="list-style-type: none"> • Section Review 21.3
Review (1 day)			
449–51	Recall concepts and terms from Chapter 21.		Student Edition <ul style="list-style-type: none"> • Chapter 21 Review
Test			
	Demonstrate knowledge of the material from Chapter 21 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 21 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 21 test bank

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Chapter 22 — Living Redemptively in a Political World

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
22.1 Basics of Christian Political Engagement (3 days)			
453–61	22.1.1 Define <i>societal pluriformity</i> . 22.1.2 Summarize the different views of the relationship between church and state. 22.1.3 Defend the claim that the mutual influence of church and state is the biblically faithful view. 22.1.4 Summarize the four Christian virtues of political engagement.	BJU Press Trove* <ul style="list-style-type: none"> • Link: Churches and Embassies • PPT pres.: Section 22.1 	Student Edition <ul style="list-style-type: none"> • Section Review 22.1
22.2 Churches as Embassies (2 days)			
462–67	22.2.1 Explain why acts of mercy play an important role in the ministry of a local church. 22.2.2 Defend the claim that the proclamation of the gospel is the primary calling of the church. 22.2.3 Propose ways for a church to engage in acts of mercy that also proclaim the gospel. 22.2.4 Write a prayer for governmental leaders based on 1 Timothy 2:1–4.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 22.2 	Student Edition <ul style="list-style-type: none"> • Section Review 22.2
22.3 Christians as Ambassadors (2 days)			
468–75	22.3.1 Explain why Christians are able to cooperate with people of other worldviews in the work of governing. 22.3.2 Argue against liberalism using the two complementary moves. 22.3.3 Evaluate the claims of Christian nationalism. 22.3.4 Propose ways of getting involved in your community to press for change. 22.3.5 Write a prayer for the full coming of God’s kingdom based on 1 Samuel 2:9–10.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 22.3 	Student Edition <ul style="list-style-type: none"> • Section Review 22.3

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Pages	Objectives	Resources	Assessments
Review (1 day)			
476–77	Recall concepts and terms from Chapter 22.		Student Edition <ul style="list-style-type: none"> • Chapter 22 Review
Test			
	Demonstrate knowledge of the material from Chapter 22 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 22 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 22 test bank
Portfolio Project (1 day)			
	Develop content for inclusion in the portfolio project.		Teacher Edition <ul style="list-style-type: none"> • Portfolio Project Unit Rubric

Chapter 23 — God’s Creational Design for the Arts

IA Instructional Aid

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
23.1 Passing through a World of Beauty (2 days)			
481–87	23.1.1 Define <i>art</i> and <i>beauty</i> . 23.1.2 Explain what makes Bach’s “Chaconne” a beautiful piece of music. 23.1.3 Summarize the key details from Weingarten’s experiment. 23.1.4 Explain why the arts are important to human life and culture.	BJU Press Trove* <ul style="list-style-type: none"> • Video: “Bach’s ‘Chaconne’” • Link: Joshua Bell Metro Performance • PPT pres.: Section 23.1 	Student Edition <ul style="list-style-type: none"> • Section Review 23.1
23.2 Biblical Data on God’s Creational Design for the Arts (1 day)			
488–93	23.2.1 Explain the origins of beauty and human artistic expression. 23.2.2 Describe how the Bible presents a model for literature, visual art, and music. 23.2.3 Summarize Paul’s teaching in Philippians 4:8 regarding culture and the arts.	BJU Press Trove <ul style="list-style-type: none"> • IA 23.2: Biblical Principles Regarding Film • PPT pres.: Section 23.2 	Student Edition <ul style="list-style-type: none"> • Section Review 23.2
23.3 Creational Norms for the Arts (2 days)			
494–505	23.3.1 Summarize five creational norms that hold for the arts. 23.3.2 Explain what it means for artistic expressions to be true, good, and beautiful. 23.3.3 Defend the claim that art requires and rewards contemplation.	BJU Press Trove <ul style="list-style-type: none"> • PPT pres.: Section 23.3 	Student Edition <ul style="list-style-type: none"> • Section Review 23.3
Review (1 day)			
506–7	Recall concepts and terms from Chapter 23.		Student Edition <ul style="list-style-type: none"> • Chapter 23 Review
Test			
	Demonstrate knowledge of the material from Chapter 23 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 23 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 23 test bank

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Chapter 24 — The Fall’s Effects on the Arts

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
24.1 Challenges Facing the Arts (3 days)			
509–16	24.1.1 Summarize the key characteristics of classicism, postmodernism, and popular culture. 24.1.2 Identify instances of classicism, postmodernism, and popular culture. 24.1.3 Explain what is problematic about classicism, postmodernism, and popular culture.	BJU Press Trove* • PPT pres.: Section 24.1	Student Edition • Section Review 24.1
24.2 Biblical Data on the Fall’s Effects on the Arts (1 day)			
517–21	24.2.1 Relate art and human desire. 24.2.2 Explain what is at the root of the fall’s effects on the arts. 24.2.3 Summarize the Bible’s teaching regarding the fall’s effects on the arts.	BJU Press Trove • PPT pres.: Section 24.2	Student Edition • Section Review 24.2
24.3 Evaluating the Challenges Facing the Arts (2 days)			
522–27	24.3.1 Explain how each challenge to the arts violates creational norms. 24.3.2 Apply the Bible’s teaching about the fall to current issues related to the arts.	BJU Press Trove • Link: Expensive Banana • PPT pres.: Section 24.3	Student Edition • Section Review 24.3
Review (1 day)			
528–29	Recall concepts and terms from Chapter 24.		Student Edition • Chapter 24 Review
Test			
	Demonstrate knowledge of the material from Chapter 24 by taking the test at home.		Assessments • Chapter 24 Test BJU Press Trove • Chapter 24 test bank

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Chapter 25 — Cherishing Beauty in a Fallen World

IA Instructional Aid

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
25.1 Themes for Pursuing Redemption in the Arts (2 days)			
531–39	<p>25.1.1 Defend the claim that, in a biblical worldview, beauty is objective and subjective.</p> <p>25.1.2 Analyze various Christian responses to culture and the arts using the concepts of gestures and postures.</p> <p>25.1.3 Relate hospitality in artistic expression to the claims of a biblical worldview.</p> <p>25.1.4 Explain how a Christian can resolve a disagreement over aesthetic judgment.</p>	<p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Link: Beauty and the Beholder • PPT pres.: Section 25.1 	<p>Student Edition</p> <ul style="list-style-type: none"> • Section Review 25.1
25.2 Worshiping with Beauty (2 days)			
540–46	<p>25.2.1 Contrast entertainment and worship.</p> <p>25.2.2 Explain why artistic expression is appropriate for worship.</p> <p>25.2.3 Propose a plan for public worship structured by the eight elements Bryan Chapell discusses.</p> <p>25.2.4 Explain how gestures and postures can be helpful in developing skills for public worship.</p> <p>25.2.5 Explain why it is important for worship to be hospitable.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • IA 25.2: Entertainment versus Worship • PPT pres.: Section 25.2 	<p>Student Edition</p> <ul style="list-style-type: none"> • Section Review 25.2
25.3 Beauty in All of Life (2 days)			
547–53	<p>25.3.1 Analyze various works of art by applying the four-step process of describing, analyzing, interpreting, and judging.</p> <p>25.3.2 Explain how knowledge of literature, visual art, and music can enrich various careers.</p>	<p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Examining a Work of Art” • PPT pres.: Section 25.3 <p>MATERIALS</p> <ul style="list-style-type: none"> • For each student, a copy of chapter 1 of either <i>Bleak House</i> or <i>Out of the Silent Planet</i> • a high-quality image of the <i>Mona Lisa</i> • a recording of the <i>Moonlight Sonata</i> 	<p>Student Edition</p> <ul style="list-style-type: none"> • Section Review 25.3

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

Pages	Objectives	Resources	Assessments
Review (1 day)			
554–55	Recall concepts and terms from Chapter 25.		Student Edition <ul style="list-style-type: none"> • Chapter 25 Review
Test			
	Demonstrate knowledge of the material from Chapter 25 by taking the test at home.		Assessments <ul style="list-style-type: none"> • Chapter 25 Test BJU Press Trove <ul style="list-style-type: none"> • Chapter 25 test bank
Portfolio Project (1 day)			
	Develop content for inclusion in the portfolio project.		Teacher Edition <ul style="list-style-type: none"> • Portfolio Project Unit Rubric • Portfolio Project Final Rubric