

**Bible 11-12 (Part 1)**  
**Introduction to Worldview**  
**3 weeks**  
**B12.1, B12.2, B12.3, B12.4, B12.5**

Objectives	Methods	Resources	Assessment
<p><u><b>The students will:</b></u></p> <ol style="list-style-type: none"> <li>1. Understand the concept of worldview.</li> <li>2. Explain the concept of worldview using analogies.</li> <li>3. Analyze Christian evangelism and discipleship processes in various worldview contexts.</li> <li>4. Identify the influence a worldview has on one's life and thinking.</li> <li>5. Define key Bibliology terms.</li> <li>6. Value the importance of the inerrancy of Scripture.</li> <li>7. Articulate an argument for the reliability and trustworthy nature of Scripture.</li> <li>8. Realize that each worldview studied is prevalent in today's culture.</li> <li>9. Identify examples of secular humanist influence in America's educational system.</li> </ol>	<ul style="list-style-type: none"> <li>*Listen to Alistair Begg message; group discussion</li> <li>*Lecture</li> <li>*Complete student notes</li> <li>*Watch videos; discuss as a class</li> <li>*Missionary interview project- discovering the influence of culture and worldview on ministry</li> <li>* Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>*<u>"Understanding the Times</u> curriculum</li> <li>*Student notes</li> <li>*Teacher made discussion questions</li> <li>*Overhead Projector</li> <li>*Overheads of definitions/terms</li> <li>*Power point of optical illusions (worldview illustrations)</li> <li>*"Loving God With Your Mind" video (J.P. Moreland)</li> <li>*"Ambassadors for Christ" video (Greg Koukl)</li> <li>* "Introduction to Worldviews" video</li> <li>*<i>Playing with Fire</i> Essay</li> <li>*School library- geographical and cultural information.</li> <li>*<i>Total Truth</i> Essay</li> </ul>	<ul style="list-style-type: none"> <li>*Discussion</li> <li>*Teacher made test</li> <li>*Reliability of Scripture quiz</li> <li>*Worldview Introduction Notebook Quiz</li> <li>*Missionary Interview Project</li> <li>*Dear Doug Letter</li> </ul>

Bible 11-12 (Part 1)  
**Unit 1: Theology**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><u><i>The Students Will:</i></u></p> <p>1. Defend the Biblical basis of the existence of God.            2. Describe and define each of the philosophical arguments for the existence of God.            3. Recognize seven atheistic views of God.            4. Realize the atheistic basis of secular humanism.            5. Illustrate the Christian triune God.            6. Show connections between ancient Hinduism and the “modern” New Age Movement.            7. Define Biblical attributes of God.            8. Understand why Julius Wellhausen was influential in Christian thinking.            9. Describe rationalism.            10. List and apply the limitations of science to refuting secular humanist thought.            11. Show the connection between the attributes of the god/God served and the attributes of the followers. (Islam, Christianity, etc.)</p>	<p>*Lecture            *Terminology Quiz            *Student reading assignments            *Class discussion of God’s attributes and illustrations from scripture.</p>	<p>* “Existence and Nature of God” video            * “Theology” video            * “Mark of the Cults” video            * Student textbook            * Note handouts for “theology”            * Overhead of the trinity            * Overhead of the limitations of science</p>	<p>*Discussion            *Terminology Quiz            *Teacher made Theology Unit Test            *Dear Doug Letter</p>

**Bible 11-12 (Part 1)**  
**Unit 2: Philosophy**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <p>1. Research a philosopher's background and main beliefs.</p> <p>2. Know the key questions philosophy seeks to answer.</p> <p>3. Understand the philosophical position of the six main worldviews studied in the course.</p> <p>4. Understand necessary implications of a monistic view of man.</p> <p>5. Label and describe dialectical materialism.</p> <p>6. Describe why Soren Kierkegaard's ideas were so influential.</p> <p>7. Explain common mistakes and logical fallacies made while debating.</p>	<p>*Unit summary visuals project (in class project)</p> <p>*Philosopher project (library trip; in partners)</p> <p>*Lecture</p> <p>*Student reading</p> <p>* Discussion</p>	<p>* "Understanding Postmodernism" video</p> <p>* "Evil and Suffering" video</p> <p>* <i>Critical Thinking</i> Essay</p> <p>*Poster paper</p> <p>*Markers</p> <p>*School library</p> <p>*Internet</p> <p>*Student texts</p> <p>* "Philosophy" video</p>	<p>*Philosophy Unit test</p> <p>*Philosophy quiz</p> <p>*Philosophy project</p> <p>*Reading summaries</p> <p>* Dear Doug Letter</p>

**Bible 11-12 (Part 1)**  
**Unit 3: Ethics**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.4, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <p>1. Identify and explain the ethical position of each of the four worldviews covered in the course.</p> <p>2. Show connections between theological and philosophical views with ethical views of each worldview.</p> <p>3. Understand the Christian ethics is based in the character of the God we serve, not in lists of rules.</p> <p>4. Discuss cultural objections against Christian ethics.</p> <p>5. Examine the book of Judges for the implications of moral relativism.</p> <p>6. Analyze examples of ethical reasoning to determine the “level of living.”</p> <p>7. Recall key questions and counseling strategies to use with suicidal friends and loved ones.</p> <p>8. Articulate a Biblical basis for why suicide is unacceptable.</p> <p>9. Explain the dangers that accompany situational ethics.</p>	<p>*Student reading summaries of textbook</p> <p>*Videos</p> <p>*Lecture</p> <p>*Discussion</p> <p>*Class discussion of suicide accounts in Scripture</p> <p>*Watching videos concerning pornography and suicide</p>	<p>*Student textbook</p> <p>*Overhead visual examples of ethical confusion</p> <p>* “Responding to Relativism” video</p> <p>*Overheads of newspaper/magazine articles showing the need for ethical training.</p> <p>* “Bio-technology” video</p> <p>*Teacher made Judges study</p> <p>* <i>Living as if People Mattered</i> Essay</p> <p>* “Ethics” video</p>	<p>* Ethics unit test</p> <p>*Reading summaries</p> <p>*Ethics notebook quiz</p> <p>* Dear Doug Letter</p>

**Bible 11-12 (Part 1)**  
**Unit 4: Biology**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <ol style="list-style-type: none"> <li>1. Define teleology.</li> <li>2. Understand how teleology reveals God’s role as creator.</li> <li>3. Explore God’s design in the animal kingdom.</li> <li>4. Create a presentation to explain how God’s design is evident in an animal of their choice.</li> <li>5. Understand why Darwinian evolution is consistent with non-Biblical worldviews.</li> <li>6. Differentiate between classical Darwinian evolution and punctuated evolution.</li> <li>7. Differentiate between scientific data and biased interpretation of data.</li> <li>8. Explain the effects of evolutionary theory in terms of each of the six worldviews.</li> <li>9. Understand the importance of and support for literal “days” in Genesis 1.</li> <li>10. Identify key people and places of the Scopes “Monkey Trial,” and discuss the importance of this event.</li> <li>11. Connect each worldview’s beliefs about origins with theology, ethics, and philosophy.</li> <li>12. Explain secular humanism’s view of the future based on their view of origins.</li> <li>13. Compare today’s “unchurched” public with the Greeks of Acts 17..</li> </ol>	<ul style="list-style-type: none"> <li>* “Zoo project”—student investigation of God’s design in a particular animal</li> <li>* Watch videos; discuss as a class</li> <li>* Complete student notes</li> <li>* Lecture</li> <li>* Discuss scientific bias</li> <li>* Sketch evolutionary timelines on whiteboard</li> <li>* Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>* <u>Understanding the Times</u> student curriculum</li> <li>* Student notes</li> <li>* “Icons of Evolution” video</li> <li>* “Mysteries of Life’s Origins” video</li> <li>* “Expelled!” FILM</li> <li>* <i>What is Darwinism?</i> Essay</li> <li>* Ken Ham creation videos</li> <li>* Overhead projector</li> <li>* Overhead illustrations</li> <li>* Student Bibles</li> <li>* “Biology” video</li> </ul>	<ul style="list-style-type: none"> <li>* Teacher made terms quiz</li> <li>* Zoo project</li> <li>* Teacher made Ethics Unit test</li> <li>* Dear Doug Letter</li> </ul>

**Bible 11-12 (Part 1)**  
**Unit 5: Psychology**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <ol style="list-style-type: none"> <li>1. Define psychology.</li> <li>2. Identify key researchers in the field of psychology.</li> <li>3. Explain how naturalism affects the study of psychology and the view of man.</li> <li>4. Recognize the complexity of the human mind and the intricacy of the brain.</li> <li>5. Diagram Maslow’s hierarchy of needs.</li> <li>6. Discuss implications of Pavlovian behaviorism in government.</li> <li>7. Differentiate between methods of psychological therapy/ societal influence from the perspectives of Maslow and Pavlov.</li> <li>8. Build a Biblical defense for a dualistic view of man.</li> <li>9. Integrate each worldview’s beliefs of biology, theology, philosophy, and ethics with its preferred view of psychology</li> <li>10. Identify key components of Sigmund Freud’s influence.</li> <li>11. Define Biblical meditation.</li> <li>12. Differentiate between Biblical meditation and Meditation associated with Eastern religion and the New Age Movement.</li> </ol>	<p>*Discussions:            -worldview “control beliefs” and affects            -“Christian psychology”</p> <p>*Lecture:            -Maslow, Pavlov, and Freud            -All truth is God’s truth—differentiating between accurate study of man and erroneous worldview assumptions</p> <p>*Group interaction            -Biblical references of man’s supernatural nature            -Truth about God’s nature from Psalm 103</p> <p>*Special speaker about Christians in the field of psychology (if possible)</p>	<p>*Student Notes            *Student Text  <u>Understanding the Times</u> by Summit Ministries            * <i>Homosexuality: Fact or Fiction?</i> Essay            *Overhead projector            *Overhead diagram of Maslow’s hierarchy            *Overhead of Psalm 103            * <i>That Which is Unnatural</i> Essay            * “Psychology” video</p>	<p>*Teacher-made Psychology Quiz            *Discussion            *Group projects            *Teacher-made Psychology Unit test            * Dear Doug Letter</p>

**Bible 11-12 (Part 1)**  
**Unit 11: Conclusion**  
**4 weeks**  
**B12.1, B12.2, B12.3, B12.4, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <ol style="list-style-type: none"> <li>1. Examine how each of the five disciplines discussed during the year are interrelated.</li> <li>2. Explain how Christians are to respond and witness to the worldviews discussed.</li> <li>3. Articulate the difficulties that come with trying to be salt and light to people who are certain they are correct.</li> <li>4. Examine the impact they can make within their own 'circles.'</li> <li>5. Outline a plan to incorporate what they have learned into their everyday lives.</li> <li>6. Prepare responses for serious questions each worldview will pose to their faith.</li> </ol>	<ul style="list-style-type: none"> <li>*Read, answer questions, and discuss assigned articles</li> <li>*Watch and discuss all videos</li> <li>*Student notes and video guides</li> <li>*Lecture</li> <li>*Group Work</li> <li>*Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>* "Worldview Witnessing" video</li> <li>* "Secrets of World Changers" video</li> <li>* Review of Past Materials</li> </ul>	<ul style="list-style-type: none"> <li>*Student response questions to reading assignments</li> <li>*Student notes checks</li> <li>*Video quizzes</li> <li>*Teacher-made Conclusion Unit test</li> </ul>

**Bible 11-12 (Part 2)**  
**Introduction to Worldview**  
**3 weeks**  
**B12.1, B12.2, B12.3, B12.4, B12.5**

Objectives	Methods	Resources	Assessment
<p><u><i>The students will:</i></u></p> <ol style="list-style-type: none"> <li>1. Understand the concept of worldview.</li> <li>2. Explain the concept of worldview using analogies.</li> <li>3. Analyze Christian evangelism and discipleship processes in various worldview contexts.</li> <li>4. Identify the influence a worldview has on one's life and thinking.</li> <li>5. Define key Bibliology terms.</li> <li>6. Value the importance of the inerrancy of Scripture.</li> <li>7. Articulate an argument for the reliability and trustworthy nature of Scripture.</li> <li>8. Realize that each worldview studied is prevalent in today's culture.</li> <li>9. Identify examples of secular humanist influence in America's educational system.</li> </ol>	<ul style="list-style-type: none"> <li>*Listen to Alistair Begg message; group discussion</li> <li>*Lecture</li> <li>*Complete student notes</li> <li>*Watch videos; discuss as a class</li> <li>*Missionary interview project- discovering the influence of culture and worldview on ministry</li> <li>* Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>*<u>"Understanding the Times</u> curriculum</li> <li>*Student notes</li> <li>*Teacher made discussion questions</li> <li>*Overhead Projector</li> <li>*Overheads of definitions/terms</li> <li>*Power point of optical illusions (worldview illustrations)</li> <li>*"Loving God With Your Mind" video (J.P. Moreland)</li> <li>*"Ambassadors for Christ" video (Greg Koukl)</li> <li>* "Introduction to Worldviews" video</li> <li>*<i>Playing with Fire</i> Essay</li> <li>*School library- geographical and cultural information.</li> <li>*<i>Total Truth</i> Essay</li> </ul>	<ul style="list-style-type: none"> <li>*Discussion</li> <li>*Teacher made test</li> <li>*Reliability of Scripture quiz</li> <li>*Worldview Introduction Notebook Quiz</li> <li>*Missionary Interview Project</li> <li>*Dear Doug Letter</li> </ul>



**Bible 11-12 (Part 2)**  
**Unit 6: Sociology**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the views of sociology associated with each of the six worldviews.</li> <li>2. Integrate how each worldview's positions in theology, ethics, biology, and psychology affect their position on sociology.</li> <li>3. Discuss expectations and patterns in dating.</li> <li>4. Develop Biblical standards of dating based on selected passages.</li> <li>5. Examine Proverbs 7 for warnings in dating relationships.</li> <li>6. Define Biblical submission.</li> <li>7. Explain the Biblical roles of men and women in marriage.</li> <li>8. Interview two married couples about their marriage relationships.</li> <li>9. Label the "family life cycle" of typical families.</li> <li>10. Understand the political importance of a Biblical definition of family.</li> <li>11. Formulate a Biblical standard of choosing a mate.</li> <li>12. Contrast a radical feminist view of woman with the Biblical view of woman.</li> <li>13. Investigate abortion statistics, practices, and current legislation.</li> <li>14. Identify key issues in the AIDS crisis.</li> <li>15. Summarize Jesus' response to people with contagious illness; apply to today's society in terms of AIDS.</li> </ol>	<ul style="list-style-type: none"> <li>*Class discussion of dating expectations and patterns.</li> <li>*Class discussion of Proverbs 7</li> <li>*Watch videos; discuss as a class</li> <li>*Class discussion of Biblical masculinity and femininity, based on Genesis 2 &amp; 3, I Peter 3, and Ephesians 5</li> <li>*Marriage interview project- asking questions concerning roles, regrets, and advice.</li> <li>*Class discussion of "family" definitions.</li> <li>*Discussion of AIDS/ homosexuality</li> </ul>	<ul style="list-style-type: none"> <li>*Student's Bibles</li> <li>*Overhead of Proverbs 7</li> <li>*Student notes</li> <li>* "Love, Sex, and Marriage" video</li> <li>*Whiteboard</li> <li>*Overhead of family life cycle</li> <li>*Overhead of "family" definitions</li> <li>*<i>Domestic Tranquility</i> Essay</li> <li>* <i>Doing Life Together</i> Essay</li> <li>* "Sociology" video</li> </ul>	<ul style="list-style-type: none"> <li>*Discussion</li> <li>*Student response questions to videos/ tapes</li> <li>*Abortion report</li> <li>*Marriage and family test</li> <li>*Abortion and AIDS quest</li> <li>*Sociology Unit Test</li> <li>*Dear Doug Letter</li> </ul>

**Bible 11-12 (Part 2)**  
**Unit 7: Law**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <p>1. Summarize “Law without an anchor.”</p> <p>2. Integrate each worldview’s understanding of theology, biology, and ethics with their preferred view of law.</p> <p>3. Understand the meaning of “positive law.”</p> <p>4. Recognize that all law legislates morality.</p> <p>5. Build a case for the Biblical support for governmental authority.</p> <p>6. Outline the history of the American Civil Liberties Union.</p> <p>7. Write a reaction paper based on the history and actions of the ACLU.</p> <p>8. Read and summarize the case of “Lee vs. Weisman.”</p>	<p>*Student summaries of reading</p> <p>*Lecture</p> <p>*Discussion of worldview basis</p> <p>*Discussion of law and morality</p> <p>*Group study of Biblical passages</p> <p>*Watch and discuss videos</p> <p>*Answer questions based on the ACLU video</p> <p>*Group discussion of Lee vs. Weisman</p>	<p>*Student notes</p> <p>*Student text of <u>Understanding the Times</u> by Summit Ministries</p> <p>* <i>The Creative Arts</i> Essay</p> <p>* “Entertaining” video</p> <p>*Copies of Supreme Court case summaries of Lee vs. Weisman</p> <p>* “Law” video</p>	<p>*Video guide questions</p> <p>*Group reports based on Supreme Court Case, Lee vs. Weisman</p> <p>*Student reaction paragraphs</p> <p>*Teacher-made Law Unit test</p> <p>*Dear Doug Letter</p>

**Bible 11-12 (Part 2)**  
**Unit 8: Politics**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <p>1.Integrate each worldview’s beliefs about theology, philosophy, and ethics with their preferred political views.</p> <p>2.Understand the role the United Nations plays in secular humanist thought.</p> <p>3.Compare/contrast the Maxist/Leninist view of global government with the cosmic humanist view of global government.</p> <p>4.Examine the Biblical basis for limited government.</p> <p>5.List the five main Biblical mandates for proper government.</p> <p>6.Create an advertisement campaign to combat radical environmentalism with Biblical truth and scientific data.</p> <p>7.Compose “Letters to the editor” from each of the six major worldviews, recommending the political action to be taken in the middle east.</p>	<p>*Discussion of worldview control beliefs and outcomes</p> <p>*Group discussion/ study of Scriptural passages referring to government.</p> <p>*Watch/discuss videos</p> <p>*Student projects:            -ad campaign for Biblical environmentalism            -Letters to the editor</p> <p>*Discuss/ bring in examples of radical environmentalism’s effects and influences</p>	<p>*Student notes</p> <p>*Student text of <u>Understanding the Times</u> from Summit Ministries</p> <p>* “The Case Against Abortion” video</p> <p>*School library</p> <p>*Internet resources</p> <p>*Information on how to write letters to the editor</p> <p>* <i>The Shifting Focus in the Abortion Debate</i> Essay</p> <p>* <i>The Battle for Life</i> Essay</p> <p>* “Politics” video</p>	<p>*Student ad campaigns</p> <p>*Student letters to the editor</p> <p>*Discussion</p> <p>*Politics “quest”</p> <p>* Politics Unit Test</p> <p>*Dear Doug Letter</p>

**Bible 11-12 (Part 2)**  
**Unit 9: Economics**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.4, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <p>1.Examine the connection between American government and economics and the great number of inventions from United States citizens.</p> <p>2.Create a plan/ strategy to design and market their own inventions.</p> <p>3.Define economics.</p> <p>4.Differentiate between socialism and communism.</p> <p>5.Identify the preferred economic position of each of the six main worldviews.</p> <p>6.Explain the concept of Biblical stewardship.</p> <p>7.Contrast Biblical justice with “economic justice” from the perspectives of the other five worldviews.</p> <p>8.Differentiate between socialist economics and the free will giving mentioned in Acts 5.</p> <p>9.Understand the relationship between population and the state from the Capitalist and Marxist perspectives.</p> <p>10.Examine the current welfare system’s weaknesses.</p> <p>11.Create a plan for welfare reform from a Biblical Christian perspective.</p>	<p>*Watch and discuss videos</p> <p>* “Inventions” worksheet and group discussion</p> <p>*Lecture on worldview positions</p> <p>*Discussion of worldview control beliefs and consequences</p> <p>*Watch and discuss videos</p> <p>*Discussion of welfare reform</p> <p>*Student reading and reaction papers to <i>Principles of Christian Environmental Ethics</i> Essay</p>	<p>*Student notes</p> <p>*Student texts from <u>Understanding the Times</u> by Summit Ministries</p> <p>* “Radical Environmentalism” video</p> <p>* “The Dangerous Samaritan” video</p> <p>* <i>Principles of Christian Environmental Ethics</i> Essay</p> <p>* <i>Heart, Soul, and Money</i> Essay</p> <p>* “Economics” video</p>	<p>*Discussion</p> <p>*Student notes checks</p> <p>*Article reaction papers</p> <p>*Teacher-made Economics unit test</p> <p>*Dear Doug Letter</p>

**Bible 11-12 (Part 2)**  
**Unit 10: History**  
**6 weeks**  
**B12.1, B12.2, B12.3, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <p>1.Examine the impact of worldview on the understanding of historical events.</p> <p>2.Integrate the Secular Humanist emphasis on Darwinian evolution with their view of history.</p> <p>3.Integrate the Marxist/ Leninist view of philosophy with their view of history.</p> <p>4.Integrate the Cosmic Humanist view of theology with their view of history.</p> <p>5.Recognize and value the historical accuracy of the Bible.</p> <p>6.Explain the “establishment clause” of the 1<sup>st</sup> Amendment from the founding father’s original intent.</p> <p>7.Connect the movement of moral relativism in our society with the political arms treaties and foreign affairs policies of the last several decades.</p> <p>8.Outline the methods of communist infiltration and takeover of Eastern Europe, China and Korea, and finally Cuba.</p> <p>9.Explain the importance of the statement, “Winners write history.”</p>	<p>*Read, answer questions, and discuss assigned articles</p> <p>*Watch and discuss all videos</p> <p>*Student notes and video guides</p> <p>*Lecture</p> <p>*Group Work</p> <p>*Class Discussion</p>	<p>* “The Reliability of Scripture” video</p> <p>* “The Historical Jesus” video</p> <p>* <i>Censoring the Past</i> Essay</p> <p>*Usage of School History Textbook</p> <p>* “History” video</p>	<p>*Student response questions to reading assignments</p> <p>*Student notes checks</p> <p>*Video quizzes</p> <p>*Teacher-made History Unit test</p> <p>*Dear Doug Letter</p>

**Bible 11-12 (Part 2)**  
**Unit 11: Conclusion**  
**4 weeks**  
**B12.1, B12.2, B12.3, B12.4, B12.5, B12.6**

Objectives	Methods	Resources	Assessment
<p><b><u>The Students Will:</u></b></p> <p>7. Examine how each of the five disciplines discussed during the year are interrelated.</p> <p>8. Explain how Christians are to respond and witness to the worldviews discussed.</p> <p>9. Articulate the difficulties that come with trying to be salt and light to people who are certain they are correct.</p> <p>10. Examine the impact they can make within their own 'circles.'</p> <p>11. Outline a plan to incorporate what they have learned into their everyday lives.</p> <p>12. Prepare responses for serious questions each worldview will pose to their faith.</p>	<p>*Read, answer questions, and discuss assigned articles</p> <p>*Watch and discuss all videos</p> <p>*Student notes and video guides</p> <p>*Lecture</p> <p>*Group Work</p> <p>*Class Discussion</p>	<p>* "Worldview Witnessing" video</p> <p>* "Secrets of World Changers" video</p> <p>* Review of Past Materials</p>	<p>*Student response questions to reading assignments</p> <p>*Student notes checks</p> <p>*Video quizzes</p> <p>*Teacher-made Conclusion Unit test</p>

