

## **RELIGION AND SCIENCE 2007-2008**

Course: Religion and Science      Instructor: William Plamann

Credits: 0.25

Instructional Level: Grade 12

Textbooks: New International Version Bible

Prerequisites: *Living Christianity*

Course Purpose: This course couples Biblical truth with practical application in dealing with the scientific issues that Christians encounter in today's changing world.

Course Outcomes: The students will

- Integrate experience, research and reason with God's Word in critical analysis, problem solving, and decision making when faced with current scientific issues.
- Research and discuss scientific issues using a wide variety of updated library resources: books, professional publications, periodicals, computer software, and reliable online sights.
- Students will operated as part of God's family of believers through daily discussions of chapels, class prayers and the discussion of current issues in the light of God's Word.

Course Goal:

Students are led to praise and thank God when recognizing themselves as individually formed creatures of God in an awesome universe created by God.

School Exit Outcomes Supported:

- #1 The students will understand the importance of regular use of the Means of Grace, the Gospel in Word and Sacraments, to sustain and strengthen their faith. (By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible. Hebrews 11:3 NIV)
- #2 II Corinthians 10:5b exhorts us to *"take captive every thought to make it obedient to Christ."* This school outcome will especially be supported in this course as students critique the various scientific models in the light of the Biblical record.
- #3 The students will improve their communications skills through the guided discussion and classroom presentations.
- #4 The students will recognize the need to be life-long students of the Word of God as they consider the challenges of scientific discoveries and faulty scientific models.
- #5 A study of the wonders of creation will help the students understand "that they are individually formed creatures of their Maker and Redeemer who represent Him by using their unique blessings of time, gifts, and money for the welfare of others."
- #6 The students will be required to utilize computer skills in the various projects required in this course.

Department Outcomes Supported:

- 1 Selfless lovers
- 2 God-centered thinkers
- 3 Witnessing Christians
- 4 Maturing Christians
- 5 Christian stewards
- 6 Responsible family members
- 7 Enthusiastic worshippers

Unit: Content/concept/skill	Range of Days	Source(s)	Performance assessment	School Outcomes	Department Outcomes
<p>Unit 1 – “<i>And God Said...</i>” A study of origins as recorded in Genesis</p> <p>The students will</p> <ul style="list-style-type: none"> <li>• <i>Compare</i> the Biblical world-view with the secular world-view in the light of Genesis</li> <li>• Analyze Darwinian macroevolution and its influence in many aspects of our lives</li> <li>• <i>Examine</i> the history of science to reveal the Biblical world-view held by many of the greatest scientists in the past and in the present. Some of these are as follows: <ul style="list-style-type: none"> <li>○ Johann Kepler</li> <li>○ Isaac Newton</li> <li>○ Michael Faraday</li> <li>○ Samuel Morse</li> <li>○ Gregor Mendel</li> <li>○ Louis Pasteur</li> <li>○ Alexander MacAlister</li> <li>○ George Washington Carver</li> <li>○ Charles Stine</li> <li>○ Werhner von Braun</li> <li>○ Creation Research Society (CRS)</li> <li>○ The Institute for Creation Research (ICR)</li> <li>○ Answers in Genesis (AIG)</li> </ul> </li> <li>• <i>Compare</i> and <i>Contrast</i> macroevolution, microevolution and genetic variation</li> <li>• <i>Critique</i> the evolutionary model known as punctuated equilibrium</li> </ul>	<p>21 days</p>	<p>See “Recommended Resources”</p> <p><i>Men of God – Men of Science</i> by Dr. Henry Morris</p> <p>Web sites:</p> <p><a href="http://www.creationresearch.org">www.creationresearch.org</a></p> <p><a href="http://www.icr.org">www.icr.org</a></p> <p><a href="http://www.answersingenesis.org">www.answersingenesis.org</a></p>	<ul style="list-style-type: none"> <li>• Comparison of macroevolution and Biblical Creationism as presented in the video <i>A Question of Origins</i></li> <li>• Analysis and discussion of a variety of Case Studies and recent print articles</li> <li>• Unit Test</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>	<p>Goals</p> <p>2.1,2,3</p> <p>3.1,2,3,4</p> <p>4.1,6</p> <p>5.3,4</p> <p>7.5</p> <p>Outcomes</p> <p>2.1,2</p> <p>3.1,2,3</p> <p>4.1</p> <p>5.3</p>

<ul style="list-style-type: none"> <li>• <i>Define</i> each and <i>State</i> a theological problem with the following compromises espoused by a number of contemporary Christian theologians <ul style="list-style-type: none"> <li>○ Theistic Evolution</li> <li>○ Gap Theory</li> <li>○ Age-Day Theory</li> <li>○ Progressive Creationism</li> <li>○ Framework Hypothesis</li> </ul> </li> <li>• <i>Appraise</i> the naturalism worldview</li> <li>• <i>Comprehend</i> the compatibility of science and Scripture for both are gifts of God</li> <li>• <i>Understand</i> the source of conflict as a result of man's faulty interpretation of science which often stands in opposition to the absolute truth as revealed in God's Word</li> </ul>					
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Unit: Content/concept/skill	Range of Days	Source(s)	Performance assessment	School Outcomes	Department Outcomes
Unit Two – “ <i>God the Designer...</i> A study of God’s intricate design as seen in all branches of science  The students will <ul style="list-style-type: none"> <li>• <i>Contemplate</i> the “Dazzling Design in Miniature” (DNA)</li> <li>• <i>Understand</i> and <i>Consider</i> the implications of irreducible complexity.</li> <li>• <i>Research</i> and <i>Discuss</i> the many wonders of God’s creation.</li> </ul>	14 days	See “Recommended Resources”	<ul style="list-style-type: none"> <li>• Oral Reports: <i>God the Intelligent Designer</i></li> <li>• Notes regarding portions of the video <i>A Question of Origins</i></li> </ul>	1 2 3 4 5 6	Goals 2.1,2,3 3.1,2,3,4 4.1,6 5.3,4 7.5  Outcomes 2.1,2 3.1,2,3 4.1 5.3

Unit: Content/concept/skill	Range of Days	Source(s)	Performance assessment	School Outcomes	Department Outcomes
<p>Unit 3 – “<i>Back in Time...</i>” A study of the anomalies presented in Darwinian macroevolution, particularly in the geologic column</p> <p>The students will</p> <ul style="list-style-type: none"> <li>• Assess the following (and other) natural phenomena as support for a young earth <ul style="list-style-type: none"> <li>○ Galaxies wind themselves up too fast</li> <li>○ Comets disintegrate too quickly</li> <li>○ Not enough mud on the sea floor</li> <li>○ Not enough sodium in the sea</li> <li>○ The earth’s magnetic field is decaying too fast</li> <li>○ Many strata are too tightly bent</li> <li>○ Injected sandstone shortens geologic “ages”</li> <li>○ Fossil radioactivity shortens geologic “ages” to a few years</li> <li>○ Helium in the wrong places</li> <li>○ Not enough stone age skeletons</li> <li>○ Agriculture is too recent</li> <li>○ History is too short</li> <li>○ Moon dust is too shallow</li> <li>○ “Sun burn”</li> <li>○ Archaeological anomalies</li> </ul> </li> <li>• Examine fossil evidence to <i>refute</i> Darwinian macroevolution and <i>support</i> the model of the Biblical worldwide flood</li> </ul>	7-10 days	<p>See “Recommended Resources”</p> <p><i>Evidence for a Young World</i> by D. Russell Humphreys</p> <p>Video and Book: <i>Grand Canyon – Monument to the Flood</i></p>	<ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>	<p>Goals</p> <p>2.1,2,3</p> <p>3.1,2,3,4</p> <p>4.1,6</p> <p>5.3,4</p> <p>7.5</p> <p>Outcomes</p> <p>2.1,2</p> <p>3.1,2,3</p> <p>4.1</p> <p>5.3</p>

<p>including the following:</p> <ul style="list-style-type: none"> <li>○ The Cambrian Explosion</li> <li>○ Gaps in the fossil record</li> <li>○ Stasis</li> <li>○ Darwin: “The Gravest Objection to My Theory” (lack of transitional/ intermediate forms)</li> <li>● <i>Analyze</i> information about the Grand Canyon as a “Monument to the Flood”</li> <li>● <i>Examine</i> fundamental problems with geological dating methods</li> <li>● <i>Study</i> the historical inconsistencies and falsehood presented in Darwinian macroevolution</li> <li>● <i>Discover</i> the relativity and bias of science</li> </ul>					
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Unit: Content/concept/skill	Range of Days	Source(s)	Performance assessment	School Outcomes	Department Outcomes
<p>Culminating Project – “CSI...” (Current Scientific Investigation) A study of recent scientific events and issues</p> <p>The students will</p> <ul style="list-style-type: none"> <li>• <i>Write</i> a report at least three pages in length about a current event topic that involves conflict between religion (ethics) and science.</li> </ul>	ongoing	See “Recommended Resources”	<ul style="list-style-type: none"> <li>• Paper [Note: The paper will include a bibliography of at least two sources.]</li> </ul>	1 2 3 4 5 6	<p>Goals</p> <p>2.1,2,3 3.1,2,3,4 4.6 5.3,4 7.5</p> <p>Outcomes</p> <p>2.1,2 3.1,2,3</p>

## APPENDIX – Religion Department Outcomes

### Unit One: **And God Said...**

#### **2. *God-centered thinkers who***

- 2.1 Evaluate life situations based on God's Word
- 2.3 Understand that life extends beyond this world  
(eternal life)

#### **3. *Witnessing Christians who***

- 3.1 Speak confidently, boldly, and clearly about their Savior
- 3.2 Act in a way that shows that Jesus is Lord of their life
- 3.3 Teach the next generation

#### **4. *Maturing Christians who***

- 4.1 Read the Bible regularly

#### **5. *Christian stewards who***

- 5.3 Support the spreading of the Gospel

### Unit Two: **God the Designer...**

#### **2. *God-centered thinkers who***

- 2.1 Evaluate life situations based on God's Word
- 2.3 Understand that life extends beyond this world  
(eternal life)

**3. *Witnessing Christians who***

- 3.4 Speak confidently, boldly, and clearly about their Savior
- 3.5 Act in a way that shows that Jesus is Lord of their life
- 3.6 Teach the next generation

**5. *Maturing Christians who***

- 4.1 Read the Bible regularly

**5. *Christian stewards who***

- 5.3 Support the spreading of the Gospel

**Unit Three: Back in Time...**

**2. *God-centered thinkers who***

- 2.1 Evaluate life situations based on God's Word
- 2.3 Understand that life extends beyond this world  
(eternal life)

**3. *Witnessing Christians who***

- 3.7 Speak confidently, boldly, and clearly about their Savior
- 3.8 Act in a way that shows that Jesus is Lord of their life  
Teach the next generation