

## Coherent Curriculum

**A Biblical World View.** Before defining Franklin Christian Academy's understanding of a biblical worldview as it relates to our curriculum, it is important to define a worldview in general. All individuals operate within a framework of a worldview whether they realize it or not.

A worldview is any ideology, philosophy, theology, movement, or religion that provides an overarching approach to understanding God, the world, and man's relations to God and the world.

A shorter definition would be a worldview is what a person believes about God, humankind, and the world. There are many different worldviews that a person might have. There are worldviews that have the most influence over the western world and there are ones that have the most influence over the eastern world. These worldviews have shaped entire cultures and societies. They have influenced generations of people for centuries.

A worldview also has a particular perspective regarding each of the following disciplines: theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics, and history. At Franklin Christian Academy we teach all subjects from the belief that God is at the center of all of these disciplines. He is the author and creator of life and the beginning and end of history. He is our standard for how we interpret philosophy and ethics. A biblical view of man is our standard for psychology and sociology.

**The Centrality of Language.** The grammar, logic, and rhetoric of the classical approach to education serve to reinforce the first, essential goal: literacy proficiency. All students are expected to become proficient in both the written and spoken word. However, "language" in this school is defined broadly to include words, numbers, and the arts, the essential tools of learning which, taken together, help create a coherent curriculum. Another important aspect of a coherent curriculum is acceptance of an obligation, as teachers, to not only inform students but also to engage them. Learning must be understood, within this context, as an active, rather than passive activity, in which the student is the primary agent, not the teacher. We also purpose to integrate athletics and physical education into the curriculum of the school. Finally, although language proficiency refers primarily to English proficiency, we encourage all our students to become familiar with a second language.

**The Core Content.** We believe that becoming knowledgeable in the separate academic subjects, while important, is not sufficient. The biblical correlation to the classical model of grammar, logic, and rhetoric are the concepts of knowledge, understanding, and wisdom. The knowledge or grammar stage of a student's intellectual development is only a beginning stage. To be truly educated, a student must also make connections across the disciplines, discovering ways to integrate the separate subjects, and ultimately relating what they learn to live. This is accomplished, in part, as the student progresses from knowledge into understanding and, ultimately, wisdom. Wisdom is defined in scripture as the correct application of knowledge and understanding (Prov. 2:6, 15:2; Ps. 111:10). Therefore, a justifiable goal in all academic study is the development of wisdom in the student.

**The Common Experiences.** We affirm the validity of G.K. Chesterton's assertion that, "Education is not a subject, and it does not deal in subjects. It is instead a transfer of a way of life." That stated, we further affirm that although there is a core content to be learned in history, literature, science, civics, and other fields of academic study, we believe this traditional content must be fitted within a number of integrative themes, or "common experiences." These might best be summarized as those experiences shared by all people that represent the essential conditions of human existence that add meaning to our lives. These experiences imply a degree of understanding that ultimately and finally enables a coherent curriculum, suggesting, among other things that 1) we all share the sacredness of life, 2) we all send messages to each other, 3) we all belong to groups and institutions, 4) we all respond to the aesthetic, 5) we all seek to live with purpose.

**Measuring Results.** In addition to an obvious accountability to a School Board, FCA is accountable to parents, to students, and to the community at large. Academic standards are established both in language and the common experiences, with certain benchmarks to monitor student achievement. The personal and social qualities of students are also observed and evaluated informally by teachers. Assessment in the Christian school is, always, in the service of learning.