

BIB1000_202338_Staging_EMBR_TEM

BIB-1000

2023 05/01/2023 to 04/30/2024 Modified 03/23/2023

Course Description

This year-long course provides the opportunity for students to examine key, defining questions regarding Christianity. Students are introduced to apologetics: the biblical history, utility, and practical approaches to sharing their faith to engage culture. Students learn about sound argumentation, critical thinking, and using biblical and historical evidence to discuss Christianity. Subsequently, students apply these skills to evaluate difficult topics such as worldview, miracles, the deity of Jesus, the resurrection, and the concept of evil.

Rationale

Apologetics offers students a deeper examination of numerous difficult questions that relate to Christianity and faith in Jesus Christ. In a culture that is growing more antagonistic to the teachings of the Bible and the person of Jesus Christ on a regular basis, the importance of apologetics cannot be understated.

Course Learning Outcomes

- A. The student will define apologetics and discuss the importance of learning how to defend Christianity within the twenty-first century.
- B. The student will describe the necessity of absolute truth and identify flaws within relativism.
- C. The student will analyze, critique, and construct arguments.
- D. The student will discuss the seven major worldviews and provide arguments for the existence of God.
- E. The student will provide arguments for the authenticity of Scripture.
- F. The student will evaluate miracles contained within Scripture and identify miracles within naturalism.
- G. The student will communicate various pieces of evidence to support the historicity of Jesus and outline the claims of Jesus within the four Gospels.
- H. The student will construct arguments to defend the bodily resurrection of Jesus Christ.
- I. The student will defend the omnipotence, omnibenevolence, and sovereignty of God in light of the problem of evil.
- J. The student will explain practical ways to engage the culture by using an apologetic approach.

Biblical Integration Outcomes

- A. The student will explore the use of apologetics to defend the Bible. (1 Peter 3:15)
- B. The student will evaluate the use of apologetics for evangelism. (1 Thessalonians 1:6-9)
- C. The student will define truth from a biblical standpoint. (Matthew 22:16; John 1:14, 14:6, 16:13, 17:17)
- D. The student will evaluate biblical and opposing worldviews for validity. (Psalm 119:29, 104, 144:11; Proverbs 12:17; Matthew 7:15; 2 Corinthians 11:13; 1 John 4:1)

E. The student will research scripture that points to the divinity of Jesus and the doctrine of the Trinity. (John 1:1-4, 9-18, 29-34; Matthew 3:13-17; John 14:8-10, 16:4-15 17:1-19)

F. The student will explore miracles and how God used them to display His power and glory. (Exodus 14:26-31; Psalm 105:1-5; Joshua 10:13; Matthew 4:24, 8:16; 9:18-26; John 11:38-44)

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

* Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz. The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a "Quiz"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a "Test"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Introduction to Apologetics

- Week 1: Definition and Importance of Apologetics
- Week 2: Three Reasons to Do Apologetics
- Week 3: Apologetics in the Bible
- Week 4: Apologetics in the Bible (continued)

Module 2: Truth

- Week 5: Definition and Importance of Truth
- Week 6: Purpose of Truth and How it Can Be Known
- Week 7: Conflicting Views of Truth
- Week 8: How to Refute Relativism
- Week 9: Introduction to Arguments and First Quarter Exam

Module 3: Critical Thinking

- Week 10: Analyzing Arguments: Three A's
- Week 11: Analyzing Arguments: Three A's (continued)
- Week 12: Analyzing Arguments: Three A's (continued)
- Week 13: Analysis Paper and Module Test

Module 4: Existence of God/ Worldviews/ Is the Bible God's Word?

- Week 14: Worldviews
- Week 15: Seven Major Worldviews
- Week 16: Seven Major Worldviews (continued)
- Week 17: The Old Testament
- Week 18: The Old Testament (continued) and Second Quarter Exam

Module 5: Is the Bible God's Word? (Continued)/ Miracles

- Week 19: The New Testament
- Week 20: The New Testament (continued)
- Week 21: Definition, Purpose, and Presuppositions of Miracles
- Week 22: Definition, Purpose, and Presuppositions of Miracles (continued)

Module 6: Who Was/Is Jesus?

- Week 23: Historical Existence of Jesus
- Week 24: Deity of Jesus
- Week 25: Piecing the Evidence Together
- Week 26: Claims of Jesus: Who was Jesus?
- Week 27: Resurrection Accounts: Importance of the Resurrection and Third Quarter Exam

Module 7: Did Jesus Rise from the Dead?

- Week 28: Examining the Evidence
- Week 29: Examining the Evidence: Considering Opposing Theories
- Week 30: Putting it All Together

Module 9: How Could God Allow Evil?/ Engaging the Culture

- Week 31: Definition, Origin, and the Problem of Evil
- Week 32: Examining God's Attributes in Light of Evil
- Week 33: Possible Solutions to the Problem of Evil
- Week 34: How Evil Points to God's Existence
- Week 35: Three Commitments to Make
- Week 36: Three More Commitments to Make and Fourth Quarter Exam