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# The Art and Practice of Teaching and Learning

## Applications Course Syllabus



### The Principle Approach *Thinking and Reasoning Biblically*

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*The Principle Approach® comprehends the providential history of American Education, its triumphs, its erosion, and its restoration. The method is Biblical classical as practiced generally in the era that built the American Republic. The Principle Approach rests upon reasoning from the Word of God to obtain knowledge-with-wisdom to produce a Biblical worldview as applied to all of life and learning.*

And many peoples shall come, and say:  
"Come, let us go up to the mountain of the Lord,  
to the house of the God of Jacob,  
that he may teach us his ways  
and that we may walk in his paths."

Isaiah 2:3 ESV

## Applications of The Principle Approach®

The Principle Approach Applications Course is open to those participants who have taken the Foundations Course, or the equivalent, and are registered in the FACE Master Teacher Certification Program.

The Applications Course solidifies the practical outworking in the classroom of the Principle Approach philosophy, methods and curriculum. The two courses and the two independent “practica”<sup>1</sup> prepare the participant for the last phase of certification which is a four-day “Exhibition” that completes certification.

Principle Approach teaching and learning returns the education of Christian children to the original, authentic base. American education’s story is one of triumph, erosion, and, now, restoration. The Biblical classical approach sharply contrasts in method with the secular marxist method practiced currently by American educators. The Principle Approach rests upon reasoning logically from the Word of God in all of life and every avenue of learning to obtain wisdom with knowledge and a Biblical worldview.

The Principle Approach Applications Course equips teachers to return to authentic American Christian philosophy and methods that produced men and women, fathers and mothers, merchants,

pastors, craftsmen, and statesmen, who built the early universities where Christian theology was the “queen” of the sciences. Their sons and daughters thought governmentally, first in light of personal character and conduct, and ultimately in terms of civil government. They gave us the first self-governing nation that became the envy of the world and the engine of great earthly benefit to all mankind.

The Applications Course is designed to equip teachers with instructional, planning, and curriculum skills, based in the Biblical philosophy of education that frames the Principle Approach methods. Participants will create a teacher notebook for lifelong use and with the tools for the independent completion of Practicum II.

The same standards as required for the Foundations notebook method pertain to the Applications notebook (binder). The course incorporates “workshop” sessions for practice of the methodology, for curriculum planning, lesson construction, and for individual mentoring of teachers and administrators.

School leaders will address applications of the Principle Approach in areas of administration.

<sup>1</sup> Definition of practicum (singular), practica (plural): a course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory.

## Applications Course Overview

### *The Art and Practice of Teaching and Learning*

#### I. Teacher: the Living Textbook

I Cor 11:1; Luke 6:40

*Internalizing the components of authentic Christian education*

- a. The essential interlocking components of the Principle Approach
- b. The wholistic practice of authentic Christian education
- c. Workshop: curriculum design

#### II. Learner: Created For God's Purpose

Luke 18:16; John 3:16

*Practicing the spirit of authentic Christian teaching and learning*

- a. The end result of teaching—every child learning
- b. The benchmarks of effective teaching and learning
- c. Workshop: overviewing

#### III. The Art<sup>2</sup> of Teaching

Luke 12:12; Isaiah 2:3

*Practicing Principle Approach methods*

- a. The teaching and learning dynamic
- b. The schoolroom as thriving environment
- c. Workshop: planning

#### IV. The Art of Learning

Deut. 6:4-9; 20-25

*Actualizing<sup>3</sup> every child learning*

- a. The 'why' of everything: purposeful engagement
- b. The power of the tutorial perspective
- c. Workshop: lesson design

#### V. Presentations and Launch

Ph. 4:8-9, 13; 2 Cor. 12:9; Eph. 3:8-12

- a. Presentations
- b. Launching Prayer
- c. Christian History Field Study

#### **Daily assignment:**

Write a reflection on the theme Scriptures of each day and their application to the role of teacher. Define the word that is the key word for you.

<sup>2</sup> The disposition or modification of things by human skill, to answer the purpose intended.

<sup>3</sup> Existing in act; real; in opposition to speculative, or existing in theory only.

## Objectives of the Applications Course

- Solidify the mastery and practice of authentic American Christian education methods.
- Cultivate the Biblical providential worldview of history and government in support of every subject in the curriculum.
- Practice applying the philosophy and methodology of the Principle Approach® to form Biblical reasoning, Christian scholarship, and Christian character.
- Develop the “living” curriculum by aligning wisdom and knowledge to the Gospel and its principles through the subjects.
- Demonstrate in practical classroom application the Biblical, classical, historic, and tutorial distinctives of authentic Christian education.
- Engage and address student individuality, tutorial learning, and character-building methodology and expectations.
- Employ field study and enrichment experiences for visual, tactile, and cultural enhancement through the fine arts.

## Critical Competencies

- Practice and apply the standards, the skills of scholarship, and the educational tools of authentic American Christian Education in developing curriculum.
- Practice employing Principle Approach methods strategically to lead towards mastery subjects and skills through the knowledge of God and his Word.
- Demonstrate reasoning from Biblical principles to formulate clear, accurate, and logical expressions of thought upon a sound philosophy of education in research and writing assignments.
- When appropriate, locate, incorporate, and cite primary sources, as opposed to secondary sources or historical commentaries, in research and writing.
- Develop and emphasize principles, leading ideas, themes, key individuals, key events, and key documents, the Providence of God (plan, gospel purpose, and provision) in research and writing, lesson planning, teaching and learning methodologies, and curricular content.

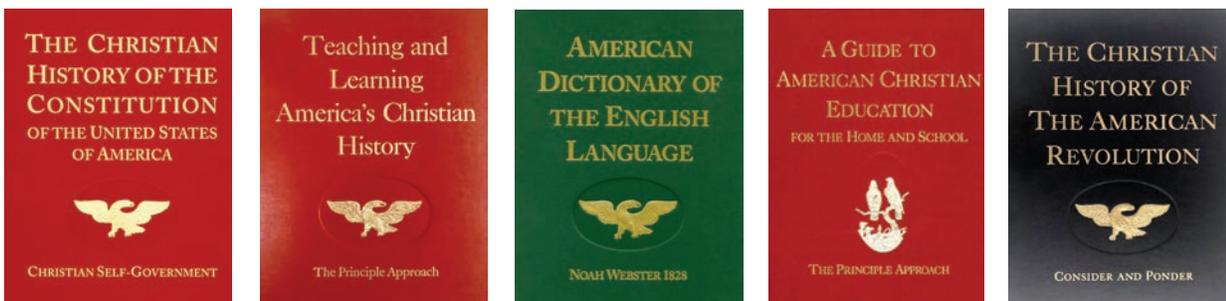
*See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ. Colossians 2:8*

*There is a philosophy which is a noble exercise of our reasonable faculties and highly serviceable to religion, such a study of the works of God as leads us to the knowledge of God and confirms our faith in him. But there is a philosophy which is vain and deceitful, which is prejudicial to religion and sets the wisdom of man in competition with the wisdom of God, and while it pleases men's fancies ruins their faith.*

*Matthew Henry's Commentary on Colossians 2:8*

## Your Privilege of knowing the Christian History Volumes and the 1828 Webster American Dictionary of the English Language

1. Following the Bible, these books below represent the purest and most complete repository of American Christian principles, character, and language.
2. Because we are American Christian educators teaching from a Biblical worldview, we ourselves must know, and teach our students, who we are as a nation, Christian church, and individuals contending with aggressive, opposing worldviews. It is necessary to thoughtfully and thoroughly return to the principles behind issues of life and faith. The ‘Christian history volumes’ are the repository of those principles.
3. Because our language has been highjacked by the deceptions of “political correctness,” we are obliged to define Christianity anew and authoritatively to restore effective communication of the Gospel. Since 1828, Webster’s American Dictionary is the only dictionary in print that serves that need.
4. Every time we use primary sources, we elevate our minds and hearts, hone our thinking, and supply the ideals and language to communicate truth effectively.



**Seminal volumes required for the course:** *The Christian History of the Constitution of the United States: Christian Self-government*, Hall; *Teaching and Learning America’s Christian History: the Principle Approach*, Slater; *American Dictionary of the English Language: 1828*, Webster.

### Additional volumes required for the course:

The Noah Plan Curriculum Guides: *History and Geography*, *Literature*, *English Language*, *Science*, *Mathematics*, *Reading*, and *Art*; *The Guide to American Christian Education for Home and School: The Principle Approach*, Rose; *The Christian History of the American Revolution: Consider and Ponder*.



All books are available at [FACE.net](http://FACE.net)

## How we work together during the Applications Course week

1. Working as a group and as individuals to practice the Principle Approach philosophy and methods hands-on through the daily classes, from supper and orientation on Sunday evening through the Friday afternoon field study.
 

*Techniques of Jesus* (Horne); *The Philosophy of Christian Curriculum* (Rushdoony) These books are also required reading for ACSI philosophy of education credit for ACSI teacher certification.
2. Class schedule is 8:30-4:00 Monday through Thursday with a 90-minute lunch break
  - a. AM: begins with faculty-led devotion and reflection followed by two morning sessions with a 20-minute break in between.
  - b. Lunch 11:30-1:00 on your own
  - c. PM: one afternoon interactive workshop session 1:00 to 4:00
  - d. Friday: 8:30-noon followed by Christian History Field Study
3. On Wednesday evening we share a light supper in a private home for fellowship and networking.
4. The daily texts of the course and for on-going use are:
  - a. *Teaching and Learning America's Christian History: The Principle Approach* (Slater)
  - b. *Christian History of the Constitution Vol. 1*
  - c. *The Guide to American Christian Education for Home and School: The Principle Approach* (Rose)
  - d. *American Dictionary of the English Language, 1828 facsimile edition* (Webster)
  - e. *The Noah Plan Curriculum Guides*—set of seven (*Math, Literature, English Language, Reading, History-Geography, Science, Art*)
  - f. Books that may be referenced in Applications and required for Practicum II are: *Teaching*
5. For those registered in Principle Approach Master Teacher Certification Program, the Applications Course is followed by Practicum II; the daily assignments in the Applications Course are directed towards the Practicum II requirements.
6. The Applications Notebook (binder) serves as both a tool of study for your week's work and a record of your mastery of the Principle Approach for your use going forward. It is submitted for review at the completion of all assignments along with the Practicum II completed work as a requirement of certification.
7. Your FACE provided three-ring binder has four dividers labeled
  - a. Teacher
  - b. Learner
  - c. Art of Teaching
  - d. Art of Learning
8. All course materials from Applications faculty, personal session notes, and all assignments are filed in the provided binder in order of presentation. The notebook is to be completed in one-color ink and must reflect the same standards that are expected of students — neatness, order, completeness, and correctness.

## Monday Schedule

### Teacher: The Living Textbook

*Internalizing the components of authentic Christian education*

#### 8:30-9:00 Devotion and Reflection

#### 9:00-10:00 Authentic Christian Education

- The Principle Approach as the methodology based upon interlocking Biblical doctrines that form the heart of authentic (genuine and original) American Christian philosophy of education.
- The Providential worldview that forms the context of all of life and therefore the context of all of learning.
- Seven Biblical principles resolve government with liberty as they pattern the vertical and horizontal relationships of life.



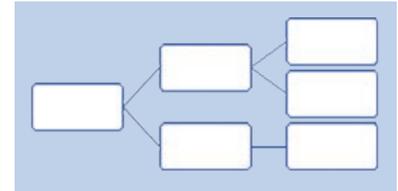
The Principle Approach  
*Thinking and Reasoning Biblically*

#### 10:20-11:30 Authentic Christian Methodology

*Methodology, n. [L. methodus; way] The natural or regular manner in which the steps of a complex subject or skill are placed or arranged appropriately for teaching a child.*

- The theological and pedagogical origins and impact of the Principle Approach constitute its authentic nature.

- The “Circle of Learning” reflects all knowledge as of God’s and “eupraxia” as the object and art of Christian education, the means by which humanity “can fulfill its cultural mandate and return glory back to God.”
- Ramist logic, a tool of clear thinking.
- Biblical reasoning: William Ames, *The Marrow of Divinity, and Technometry*



#### 11:30-1:00 Lunch

#### 1:00-4:00 Workshop in Curriculum Design

*Participants have selected a subject for development*

- Putting the Ramean method to work to master the curriculum design process by analyzing the subject, general to specific, and by its nature and use.
- Identifying the subject’s principles and leading ideas to overview the subject at a grade level.

## Tuesday Schedule

**The Learner: Created for God's Purpose***Practicing the spirit of authentic Christian education***8:30-9:00 Devotion and Reflection****9:00-10:00 The Learner**

*Pu'pil, [L. pupillus] The apple of the eye; a little aperture in the middle of the iris and uvea of the eye, through which the rays of light pass... A youth or scholar of either sex under the care of an instructor or tutor. Stu'dent, n. [L. studens, studeo.] A person engaged in study; one who is devoted to learning, a scholar.*

- The end goal of teaching is enabling every child to learn. The trust given all teachers requires the teacher to lead pupils successfully through the lengthy process of becoming students. Think of the chrysalis. Both pupils and students are learners.
- “Teachers should accommodate themselves to the capacity of the learners, give them what they most need, and can best bear, and a little at a time... A variety of instructions [that] might be pleasing and inviting.” Matthew Henry’s Commentary on Isaiah 28:9,10 *Whom shall he teach knowledge? And whom shall he make understand doctrine? For precept must be upon precept, precept upon precept; line upon line, line upon line, here a little, and there a little... Isaiah 28:9,10*

- Relationship is everything. It is said of Mark Hopkins [an American educator and theologian] that the ideal learning situation is “Mark Hopkins on one end of a log and a student on the other.”

*Explain the characteristics of the learner in your experience as teacher, parent, pastor, or leader.*

**10:20-11:30 Benchmarks**

- The benchmarks, [standards or points of reference against which the practice of the methods of teaching may be assessed] align with the wholistic perspective of Principle Approach teaching and learning.
- “Eupraxia,” individualized pacing, depth over breadth, productivity over busy-ness, and an emphasis on student presentation of understanding, all compose successful learning.

**11:30-1:00 Lunch****1:00-4:00 Workshop in Overviewing**

*The art of overviewing the subject at grade level to govern the effective teaching and learning of the subject by Principle Approach methodology.*

## Wednesday Schedule

### **The Art of Teaching**

*Practicing Principle Approach methods*

**8:30-9:00 Devotion and Reflection**

**9:00-10:00 The Teaching and Learning Dynamic**

- The dynamic [Gr. , power] of Christian techniques in teaching is modeled by the Master and learned of Him: *The Teaching Techniques of Jesus*.
- The love of learning injects the secret ingredient of masterful teaching as it inspires excellence.

**10:20-11:30 The Schoolroom as Thriving Learning Environment**

- The teacher as governor enables the productivity of every student towards individual learning goals.
- The rule of character as causative of all action emphasizes the ‘internal to external’ dynamic of learning as discipleship.

**11:30-1:00 Lunch**

**1:00-4:00 Workshop in Unit Planning**

The scope of the unit of teaching permits the success of the methodology —*The chief art of learning is to attempt but little at a time*. Locke

**5:30-7:30 Supper together in a private home**

## Thursday Schedule

### **The Art of Teaching**

#### *Actualizing Every Child Learning*

**8:30-9:00 Devotion and Reflection**

**9:00-10:00 The Why of Everything:  
Purposeful Engagement**

- ‘First things first’ requires the teacher to gain the consent of the learner to be taught as learning is the child’s ‘property’ of which the ‘title’ is his consent.
- Strategizing through stages of learning makes way for successful teaching.

**10:20-11:30 The Power of  
the Tutorial Perspective**

- The components of the lesson set the rhythm of learning planned by the teacher.
- Routine, consistency, and surprise are necessities and symbiotic.

**11:30-1:00 Lunch**

**1:00-4:00 Workshop in Lesson Design**

Beginning detailed lesson planning of the five-week unit required for the Master Teacher Certification. At completion of the workshop, participants will present lessons in groups for coaching and critique.

## Friday Schedule

### **Presentations and Launch**

*Going Forward Confidently Together*

#### **9:00-11:00 Presentations**

Sharing lesson plans for affirmation, brainstorming, and encouragement.

#### **11:00-12:00 Launching Prayer and Commendations**

#### **Lunch And Christian History Field Study**

*Please remember to complete the evaluation of the Applications course and submit it to Dr. Lyons.*

*It is our joy to work with you this week in the noble endeavor you serve. Please let us know what and how you are proceeding. We are with you heart and soul.*

## Applications Course Faculty



### **Carole Adams, Ph.D.**

*President, Foundation for American Christian Education*

A native Virginian, Dr. Adams' work in Christian education led her and her husband John to found StoneBridge School in Chesapeake, Virginia, a fully accredited K-12 school graduating students who lead the nation in Biblical worldview PEERS Test scores. Dr. Adams served as head of school for 21 years and continues to serve on the board of directors. Dr. Adams serves as senior editor of *The Noah Plan, a Principle Approach K-12 curriculum* and author of several other publications. She is the author of the *Classic Grammar* series and of the *Noah Plan English Language Curriculum Guide*. Dr. Adams holds a BA in French from Old Dominion University, an MA in curriculum design and a Ph.D in educational leadership from Valley Christian University. She was commended by the Commonwealth of Virginia General Assembly for her "educational accomplishments on behalf of the young citizens of the Commonwealth." She and her husband John are parents of a son and two daughters and have four grandsons, three granddaughters, and a great-grand son.

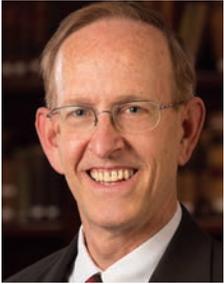


### **Mike Myers, Ed.D**

*Headmaster, Dayspring Christian Academy*

Dr. Myers was a public-school science teacher when he discovered the Principle Approach while attending Regent University in the mid-1980s—a life-altering encounter. Upon earning a Master of Arts degree in School Administration, Mike returned to Lancaster, PA to start Dayspring Christian Academy as a Principle Approach school. Mike has served as headmaster at Dayspring for 33 years. Over the years Mike has trained teachers, students, and parents in America's Christian history, including the biblical principles government and education. Mike is the author of the book, *It's Time to Remember, America*, which is based on his radio spot, *Remember, America*, which began airing in 1993 and still continues. In addition to his headmaster duties, Dr. Myers is an adjunct professor for Regent University and is the program director for the unfolding Principle Approach master's degree program for teachers at Bryan College. Mike has joined the FACE staff as Director of School Leadership. God has blessed Mike and Cathy with three grown children and nine grandchildren.

## Applications Course Faculty



### **Max Lyons, Ph.D.**

*Director of Teaching Services,  
Foundation for American  
Christian Education*

Dr. Lyons served as teacher and administrator in three Christian schools since 1979. He holds a Bachelor of Arts in Mathematics from Virginia Wesleyan College, a Masters in Christian School Administration from Regent University, and a Ph.D. in Christian Education from Whitefield Theological Seminary. He serves as FACE Director of Teaching Services and a Master Teacher and speaker. He authors several publications including *How to Establish a Christian School to Restore the Republic*. He has several books published in Portuguese that are used by a network of Principle Approach schools in Brazil.



### **Margie Lyons**

*Home-based Master Teacher*

Margie is a professional educator with a B.S. degree in elementary education. She taught in a Christian school for two years before devoting her full-time energies to raise and homeschool her four children. Her accomplishments include home schooling (using the Principle Approach®) since 1986, leading a Principle Approach home school support group, producing model teacher and student notebooks at all grade levels, and training homeschoolers in using this unique

method of education. Margie specializes in curriculum development and consultant to teachers and parents.



### **Chris Evans**

*Christian Historian*

Chris has homeschooled her two children and also worked in promotion, publicity and history events at StoneBridge School. She has been politically active in public policy in conservative and social issues for 35 years. Chris has spent 25 years researching and studying Christian history specializing in the providential history of America and the Virginia Colony. She is currently available to lead tours to the First Landing site and the historic district specializing in tours to Jamestown. Chris recently published her first book *Odyssey of Faith, the Virginia Colony, Jamestown and You*, with accompanying coloring book and teacher guide.

## Applications of The Principle Approach®

### Leading Schools Program

FACE offers support of Christian schools that practice Principle Approach education in a “Leading Schools” program to develop their mission as local teaching centers in their communities. Day schools K-12, hybrid schools that combine home and day schooling, independent Christian schools, and church sponsored schools, are responding to the call to align the education of Christian children with the Biblical mandate. Candidate schools desire to attain a recognized position of excellence as a model of American Christian education for others. In the FACE program, both existing and start-up schools can reach Leading School status. Contact Dr. Lyons for more information.

### Books used in Applications Course

- *The Noah Plan curriculum guides: Literature, History & Geography, Mathematics, English Language, Reading, Science, Art.*
- *Teaching & Learning America’s Christian History: The Principle Approach (Slater)*
- *Webster 1828 American Dictionary of the English Language, Facsimile edition*
- *Christian History of the Constitution Vol. 1 (Hall)*
- *Guide to American Christian Education for the Home and School: The Principle Approach. (Rose)*
- Hall, V. M. (1976). *The Education of John Quincy Adams, and other essays found in The Christian History of the American Revolution: Consider and Ponder*

Books are available at FACE.net

### Required reading for Practicum II following the Applications Course:

- *The Philosophy of the Christian Curriculum (Rushdoony, Rousas)*
- *Teaching Techniques of Jesus or Jesus the Teacher: Examining His Expertise in Education.* (Horne, Herman, 1920) 1920, last edition 1971; *Jesus the Teacher* 1998 updated and edited version of the original Techniques.

## Applications Practicum II

### Description of Practicum II

Following the second course of the FACE *Principle Approach Master Teacher Certification Program, Practicum II Applications*, Practicum II is completed by the student independently. The focus of the Applications Practicum II is teacher preparation for classroom teaching.

### Objectives of Practicum II

- To apply the philosophy and methodology of the Principle Approach,<sup>®</sup> to demonstrate the methods that form Biblical reasoning, Christian scholarship, and Christian character.
- To demonstrate the Biblical, classical, historic, and tutorial distinctives of American Christian education.
- Engage and address student individuality, tutorial learning needs of students, and appropriate character-building expectations.
- Use a field study and enrichment experiences to incorporate visual, tactile, and cultural enhancement to the lessons (music, art, craft, etc.)
- Develop the “living” curriculum through the teacher’s use of Biblical principles and leading ideas.

### General Competencies

- A. Demonstrate an understanding of American Christian Education—the Principle Approach<sup>®</sup>—in curricular design and lesson planning.

- B. Identify, define, reason Biblically, and relate to one’s worldview and calling the standard and character required for sustaining America’s Christian constitutional Republic in the areas of educational philosophy, scholarship, and reasoning applied to curricular design and content, methods of teaching and learning able to meet individual student learning requirements.

### Critical Competencies

- A. Practice and apply the standards, the skills of scholarship, and the educational tools of American Christian Education in developing curriculum as guided by the Applications Course, to include
  - a. The notebook method, 4 R’ing—research, reason, relate, and record
  - b. Key word studies; Identifying recurring principles and leading ideas
  - c. Providential history perspective and timelines
  - d. The Noah Plan Overviews, Quarterly, Unit and Lesson Plans
  - e. Subject-appropriate methods outlined in the Applications Course.
- B. Reason from Biblical principles to formulate clear, accurate, and logical expressions of thought upon a sound philosophy of education in research and writing assignments.
- C. When appropriate, locate, incorporate, and cite primary sources, as opposed to secondary sources or historical commentaries, in research and writing.

D. Develop and emphasize principles, leading ideas, themes, key individuals, and key events, and key documents, the Providence of God (plan, gospel purpose, and provision) in research and writing, lesson planning, teaching and learning methodologies, and curricular content.

### Texts Required

In addition to the Holy Bible, a related concordance, and the texts required for Applications week-long course:

1. Rose, James. *Guide to the Principle Approach*.
2. *The Noah Plan Curriculum Guide* relative to your selected subject area: Reading, English, Literature, History and Geography, Mathematics, Science, or Art.
3. Horne, Herman H. *Teaching Techniques of Jesus*. Grand Rapids, MI: Kregal Publishing.

### Practicum II Procedures

**I. Complete** all assignments required in the Applications Course in 4 R'ing your selected subject area and building a teacher notebook.

#### II. Reflection:

- a. Read thoughtfully *Teaching Techniques of Jesus*, Herman Horne.
  - i. Make a list of the techniques that most call you towards the heart of God.
  - ii. Write an “Emphatic Conclusion” to

your study of this classic (one paragraph capturing its essential value).

- b. Using the *Seven Laws of Teaching* (John Milton Gregory, 1884, one-page hand-out) as a guide, think through how each of the seven laws will guide your preparation.
  - i. Record your thinking in a paragraph for each law.
  - ii. Example: Law #1 describes the end goal of lesson preparation stating the personal standard you will set for your teaching preparation and using Webster’s definition #1 of the word ‘preparation.’

**III. Preparation:** In your subject area, prepare to plan in detail 5 weeks of lessons:

- a. Word Studies as follows for each of the following concepts essential to authentic Christian teaching: inspire, cultivate, enlighten, instruct, consecrate (see T&L pp 88-112.)
- b. Write an overview of the five-weeks, identifying
  - i. Principles that govern the subject content including
    1. Leading ideas (major themes)
    2. Goals and objectives for the student
  - ii. Vocabulary to define and teach
  - iii. Grade-appropriate projects and assignments
  - iv. Student presentations and assessment
  - v. Books and resources list
- c. Develop daily lesson plans based on your overview to include all components.

- i. Include key chart(s) as appropriate; timelines; modes of enrichment; reading and writing assignments; visuals; field study; homework; review, review, review, and assessment.
- ii. Use the Noah Plan lesson plan templates as needed.
- d. Write model student assignments for the lessons as a standard of expectations.

### Submission:

1. Inform Dr. Max Lyons by email of your completion to receive the “Final Checklist for Practicum II Submission” document to complete and return with your submission.
2. Place the completed Practicum II project in the last tabbed section of the Applications notebook with the checklist as cover sheet.
3. Mail the Applications notebook, with all assignment completed and filed in appropriate section, and with completed Practicum II filed in a separate tabbed section in the back.
4. Mail to: FACE, 4225 Portsmouth Boulevard, Chesapeake, Virginia 23321 (757) 488 6601

### Checklist: Completion of Applications Course and Practicum II

- Full Name, Email, Phone number, Mailing address.
- State subject selected and topic of unit chosen for development.
- Completed *Applications* notebook with ALL assignments filed in appropriate sections.
- Preparation:
  - a. Completed Techniques list and conclusion;
  - b. Completed Seven Laws summary paragraphs;
  - c. Completed the five Word Studies.
- Completed written overview of five-week unit with list of source material in Chicago research style.
- Completed daily lesson plans based on your unit overview.
- Completed model student assignments required by each lesson.
- Alerted by email Dr. Max Lyons of completion and mailing of notebook.
- Signature

## The Applications Course Glossary

**Prov'idence**, n. [Fr from L. providentia.] 1. The act of providing or preparing for future use or application 2. Foresight; timely care; particularly active foresight or foresight accompanied with the procurement of what is necessary for future use, or with suitable preparation. How many of the troubles and perplexities of life proceed from want of providence! 3. In theology, the care and superintendence which God exercise over his creatures. He that acknowledges a creation and denies a providence, involves himself in a palpable contradiction; for the same power which caused a thing to exist is necessary to continue its existence. Some persons admit a general providence, but deny a particular providence, not considering that a general providence consists of particulars. A belief in divine providence, is a source of great consolation to good men. By divine providence is often understood God himself.

**Prin'ciple**, n. [It. principio; Fr. principe; L. principium, beginning.] I. In a general sense, the cause, source or origin of anything; that from which a thing proceeds; as the principle of motion; the principles of action. 2. Element; constituent part; primordial substance. 3. Being that produces anything; operative cause. The soul of man is an active principle. Tillotson. 4. In science, a truth admitted either without proof, or considered as having been before proved. In the former sense, it is synonymous with axiom; in the latter, with the phrase, established principle. 5. Ground; foundation; that which supports an assertion, an action, or a series of actions or of reasoning. On what principle can this be affirmed or denied? He justifies his proceedings on the principle of expedience or necessity. He reasons on sound principles. 6. A general truth; a law comprehending many subordinate truths; as the principles of morality, of law, of government, etc.

**Individual'ity**, n. Separate or distinct existence; a state of oneness.

**Char'acter**, n. [L. character; Fr. caractere; Sp. carактер; It. carattere; Gr., from the verb, to scrape, cut, engrave.] 1. A mark made by cutting or engraving, as on stone, metal or other hard material; hence, a mark or figure made with a pen or style, on paper, or other material used to contain writing; a letter, or figure used to form words, and communicate ideas. 2. A mark or figure made by stamping or impression, as on coins. 3. The manner of writing; the peculiar form of letters used by a particular person. 4. The peculiar qualities, impressed by nature or habit on a person, which distinguish him from others; these constitute real character, and the qualities which he is supposed to possess, constitute his estimated character, or reputation. Hence we say, a character is not formed, when the person has not acquired stable and distinctive qualities.

**Con'science**, n. con'shens. [Fr. from L. conscientia, from conscio, to know, to be privy to; con and scio, to know; It. coscienza, or coscienza; Sp. conciencia.] 1. Internal or self-knowledge, or judgment of right and wrong; or the faculty, power or principle within us, which decides on the lawfulness or unlawfulness of our own actions and affections, and instantly approves or condemns them. "Being convicted by their own conscience, they went out one by one." John 8. "The conscience manifests itself in the feeling of obligation we experience, which precedes, attends and follows our actions." E. T. Fitch. "Conscience is first occupied in ascertaining our duty, before we proceed to action; then in judging of our actions when performed." J. M. Mason. 4. Consciousness; knowledge of our own actions or thoughts. 5. Knowledge of the actions of others.

<sup>1</sup>Webster, Noah. American Dictionary of the English Language, Facsimile Edition, 1828

**Prop´erty**, n. [This seems to be formed directly from proper; if not, it is contracted. The Latin is proprietas, Fr. propriété, from which we have propriety.] 4. The exclusive right of possessing, enjoying and disposing of a thing; ownership. In the beginning of the world, the Creator gave to man dominion over the earth, over the fish of the sea and the fowls of the air, and over every living thing. This is the foundation of man’s property in the earth and in all its productions. Prior occupancy of land and of wild animal gives to the possessor the property of them. The labor of inventing, making or producing anything constitutes one of the highest and most indefeasible titles to property. Property is also acquired by inheritance, by gift or by purchase. Property is sometimes held in common, yet each man’s right to his share in common land or stock is exclusively his own. One man may have the property of the soil, and another the right of use, by prescription or by purchase.

**Sovereign**, a. 1. Supreme in power; possessing supreme dominion; as a sovereign prince. God is the sovereign ruler of the universe. 2. Supreme; superior to all others; chief. God is the sovereign good of all who love and obey him.

**Hu´man**, a. [L. humanus; Fr. humain; Sp. humano; It. Umano] 1. Belonging to man or mankind; pertaining or relating to the race of man; as a human voice; human shape; human nature; human knowledge; human life, 2 Having the qualities of a man. 3 Profane; not sacred or divine; as a human author.

**Philosophy** (Closest equivalent to Worldview): [L. philosophia; Gr., love; to love, and, wisdom.] Literally, the love of wisdom. The objects of philosophy are to ascertain facts or truth, and the causes of things or their phenomena; to enlarge our views of God and his works, and to render our knowledge of both practically useful and subservient to human happiness.” True religion and true philosophy must ultimately arrive at the same principle.

**Educa´tion**, n. [L. educatio.] The bringing up, as of a child; instruction; formation of manners. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.

**Form**, v. t. [L. formo.] To make or cause to exist. And the Lord God formed man of the dust of the ground. Gen. 2. 2. To shape; to mold or fashion into a particular shape or state; as, to form an image of stone or clay. 8. To mold; to model by instruction and discipline; as, to form the mind to virtuous habits by education.

**Meth´od**, n. [L. methodus; Gr. with, and, way.] A suitable and convenient arrangement of things proceedings or ideas; the natural or regular disposition of separate things or parts; convenient order for transacting business, or for comprehending any complicated subject.

**Re´ason**, v. i. [Fr. raisonner; Sax. ræswian.] To exercise the faculty of reason; to deduce inferences justly from premises. Brutes do not reason; children reason imperfectly. 2. To argue; to infer conclusions from premises, or to deduce new or unknown propositions from previous propositions which are known or evident. To reason justly is to infer from propositions which are known, admitted or evident, the conclusions which are natural, or which necessarily result from them. Men may reason within themselves; they may reason before a court or legislature; they may reason wrong as well as right. 3. To debate; to confer or inquire by discussion or mutual communication of thoughts, arguments or reasons. And they reasoned among themselves. Matt. 16. Stand still, that I may reason with you before the Lord, of all the righteous acts of the Lord. 1 Sam. 12

**Prem'ises**, n. [Fr. premisses; L. præmissa. 1. In logic, the two first propositions of a syllogism, from which the inference or conclusion is drawn; as, All sinners deserve punishment; A B is a sinner. These propositions, which are the premises, being true or admitted, the conclusion follows, that A B deserves punishment. 2. Propositions antecedently supposed or proved.

**Prac'tice**, n. [Sp. practica; It. pratica; Fr. pratique; Gr., from the root to act, to do, to make.] 1. Frequent or customary actions; a succession of acts of a similar kind or in a like employment; as the practice of rising early or of dining late; the practice of reading a portion of Scripture morning and evening; the practice of making regular entries of accounts; the practice of virtue or vice. Habit is the effect of practice. 4. Actual performance; distinguished from theory. There are two functions of the soul, contemplation and practice, according to the general division of objects, some of which only entertain our speculations, others employ our actions.

**Essen'tial**, a. [L. essentialis.] Necessary to the constitution or existence of a thing. Piety and good works are essential to the Christian character. 2. Important in the highest degree. Judgment is more essential to a general than courage.

**Represent'**, v. t. s as z. [Fr. representer; L. represento; re and Low L. proesento, from proesens, present.] 1. To show or exhibit by resemblance. 2. To describe; to exhibit to the mind in words. 3. To exhibit; to show by action; 5. To supply the place of; to act as a substitute for another. The parliament of Great Britain represents the nation. The congress of the United States represents the people or nation. The senate is considered as representing the states in their corporate capacity. 6. To show by arguments, reasoning or statement of facts. The memorial represents the situation of the petitioner. Represent to your son the danger of an idle life or profligate company. 7. To stand in the place of, in the right of inheritance.

**Pat'tern**, n. [Fr. patron; Arm. patroum; D. patroon. See Patron.] 1. An original or model proposed for imitation; the archetype; an exemplar; that which is to be copied or imitated, either in things or in actions; as the pattern of a machine; a pattern of patience. Christ was the most perfect pattern of rectitude, patience and submission ever exhibited on earth.

**Stand'ard**, n. [It. stendardo; Fr. etendard; Sp. estandarte; D. standaard; G. standarte; stand and ard, sort, kind.] 3. That which is established as a rule or model, by the authority of public opinion, or by respectable opinions, or by custom or general consent; as writings which are admitted to be the standard of style and taste. Homer's Iliad is the standard of heroic poetry. Demosthenes and Cicero are the standards of oratory. Addison's writings furnish a good standard of pure, chaste and elegant English style. It is not an easy thing to erect a standard of taste.

**Learning**, ppr. Gaining knowledge by instruction or reading, by study, by experience or observation; acquiring skill by practice.

**Domin'ion**, n. [L. dominium. See Dominant.] 1. Sovereign or supreme authority; the power of governing and controlling. The dominion of the Most High is an everlasting dominion. Dan. 4. 2. Power to direct, control, use and dispose of at pleasure; right of possession and use without being accountable; as the private dominion of individuals.

**Creden'tials**, n. That which gives credit; that which gives a title or claim to confidence; the warrant on which belief, credit or authority is claimed, among strangers; as the letters of commendation and power given by a government to an ambassador or envoy, which give him credit at a foreign court. So the power of working miracles given to the apostles may be considered as their credentials, authorizing them to propagate the gospel, and entitling them to credit.

**Con'fidence**, n. [L. *confidentia*; It. *confidenza*; Sp. *confianza*; Fr. *confiance*, *confidence*. See *Confide*.] 1. A trusting, or reliance; an assurance of mind or firm belief in the integrity, stability or veracity of another, or in the truth and reality of a fact. It is better to trust in the Lord, than to put confidence in man. Ps. 118. I rejoice that I have confidence in you in all things. 2 Cor. 7. Mutual confidence is the basis of social happiness. 2. Trust; reliance; applied to one's own abilities, or fortune; belief in one's own competency. 5. Boldness; courage. Preaching the kingdom of God with all confidence. Acts 28.

**Good**, a. [Sax. *god* or *good*; Goth. *goda*, *gods*, *goth*; G. *gut*; D. *goed*; Sw. and Dan. *god*; Gr.; The primary sense is strong, from extending, advancing, whence free, large, abundant, fit, and particularly, strong, firm, valid] [There are 40 points of definition.] 3. Complete or sufficiently perfect in its kind; having the physical qualities best adapted to its design and use; opposed to bad, imperfect, corrupted, impaired. We say, good timber, good cloth, a good soil, a good color. "And God saw everything that he had made, and behold, it was very good." Gen. 1. 4. Having moral qualities best adapted to its design and use, or the qualities which God's law requires; virtuous; pious; religious; applied to persons, and opposed to bad, vitious, wicked, evil. 5. Conformable to the moral law; virtuous; applied to actions. "In all things showing thyself a pattern of good works." Tit.2. 30. Benevolent; merciful; gracious. "Truly God is good to Israel, even to such as are of a clean heart." Ps. 73.

To this end we always pray for you, that our God may make you worthy of his calling and may fulfill every resolve for good and every work of faith by His power, so that the name of our Lord Jesus may be glorified in you, and you in Him, according to the grace of our God and the Lord Jesus Christ.

2 Thessalonians 1:11-12 ESV

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