

The Foundation for American Christian Education

Principle Approach Master Teacher Certification Program

*The Art and Practice of Teaching and Learning*

## **Applications Course Syllabus**





## The Principle Approach

*Thinking and Reasoning Biblically*

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## 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.

## Principle Approach: the Method of Teaching and Learning in Authentic Christian Education

**WHY** the Principle Approach? It is the Biblical Christian PHILOSOPHY for educating the child.

**WHAT** is the Principle Approach? It is the learning METHOD best fitted to reach the mind and heart of the child.

**HOW** is the method accomplished? By basing the curriculum—the order and choice of subjects to be taught—on the authentic Christian philosophy and method of teaching and learning.

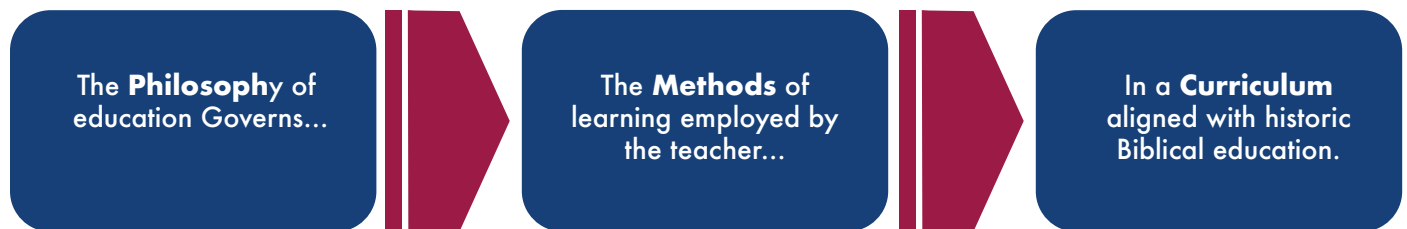
**There can be no syncretism...**

*Either Creator God is Sovereign and Provident and has expressed His will to man through His Word...*

**OR**

*Created man is god and the child is indoctrinated to serve a pagan, secular, Marxist agenda.*

The two philosophies are mutually incompatible.



## 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 hijacked 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 Monday morning breakfast 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 8:30-4:30 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*

#### 8:00-9:00 Breakfast, Introduction, Prayer

#### 9:00-10:00 Authentic Christian Education with Dr. Mike Myers

- The Principle Approach as the methodology based upon interlocking Biblical doctrines at the heart of authentic 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 with Dr. Carole Adams

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

#### 1:00-5:00 Workshop in Curriculum Design

Participants have selected a subject for development

- The curriculum design process by defining the subject
- Identifying the subject’s principles and leading ideas to overview the subject at a grade level.
- Four R’ing as the natural and essential steps of genuine learning

Participants have selected a subject and grade level for the workshop. Each afternoon is dedicated to working through the “Curriculum Design Process” on pages C16-18. Beginning with “Research” on Monday, “Reason” on Tuesday, “Relate” on Wednesday, and “Record” on Thursday, each day’s work builds skill in Principle Approach curriculum design towards the final lesson planning goal.

## Tuesday Schedule

### The Learner: Created for God's Purpose

*Practicing the spirit of authentic Christian education*

#### 8:30-9:00 Devotion and Reflection with Sally Armstrong and Dr. Max Lyons

#### 9:00-10:00 The Learner with Dr. Mike Myers

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. students, 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 with Dr. Carole Adams

- 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

#### 1:00-5:00 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.

Use the overview template as a guide to access your research continuing to follow the workshop guide on pages C16-C18.

## Wednesday Schedule

### The Art of Teaching

*Practicing Principle Approach methods*

**8:30-9:00**     **Devotion and Reflection with Sally Armstrong and Dr. Max Lyons**

**9:00-10:00**   **The Teaching and Learning Dynamic with Dr. Carole Adams**

- 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 with Dr. Mike Myers**

- 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**

**1:00-5:00**     **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.*

John Locke

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

## Thursday Schedule

### The Art of Learning

*Actualizing Every Child Learning*

**8:30-9:00**     **Devotion and Reflection with Sally Armstrong and Dr. Max Lyons**

**9:00-10:00**   **The Why of Everything: Purposeful Engagement with Dr. Carole Adams**

- ‘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 with Dr. Mike Myers**

- 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**

**1:00-5:00**     **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*

**8:30-9:00**    **Devotion and Reflection with  
Sally Armstrong and Dr. Max Lyons**

**9:00-10:20**    **Presentations**

Sharing lesson plans in groups for affirmation,  
brainstorming, and encouragement.

**10:30-11:30**    **Becoming Restorers**

Principles Studies Groups

Chris Evans

Cultural Issues

Dr. Mike Myers

Reclaim 85

Dr. Max Lyons

**Launching Prayer and  
Commendations**

### **Lunch and Christian History Field Study of Yorktown, Virginia**

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 Assignments for Reflection and Reasoning

### Monday:

Research Teacher The Living Textbook

I Corinthians 11:1 Be imitators of me, as I am of Christ. Luke 6:40 A pupil is not above his teacher; but everyone, after he has been fully trained, will be like his teacher.

Assignment: Write A Reflection on the above Scriptures and their application to the role of teacher. Define the word that seems to you to be the key word.

#### Listen to what you read

Readings are enriching to the content of the course, a useful study technique that causes thinking, reasoning, articulation, and mastery of ideas is "LWR" ("Listen to what you read"). To use this "listen to what you read" note-taking technique:

- First read a single paragraph then write a one-line sentence about something that stands out to you in that paragraph.
- Don't try to summarize the whole content of the paragraph — just what comes to mind and jumps out to you.
- Though your mind reads the whole paragraph, what comes to mind is the connecting "handle" for recalling the rest of the paragraph.

Assignment: One (1)LWR your choice

Workshop: Four-R Your Subject

### Tuesday:

Reason Student Bearing God's Image

Luke 18:16 Let the children come to me, and do not hinder them, for to such belongs the kingdom of God. John 3:16 For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.

Assignment: Write a Reflection of the above scripture and its warning and promise to the teacher. Define the word that seems to you to be the keyword.

Workshop: Develop a overview in your subject

### Wednesday:

Relate *The Art of Teaching*

Luke 12:12 *For the Holy Spirit shall teach you in that same hour what ye ought to say.* Isaiah 2:3 *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.*

Assignment: Write a Reflection of the above Scriptures describing the source of Principle Approach teaching and how to access the source.

Workshop: Develop a Unit Plan of 3 to 5 Weeks In Your Subject

### Thursday:

Record *The Art of Learning*

Deuteronomy 6:6-8 *And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise.*

Assignment: Write Reflection of the Scripture above and its application to the teacher and the learner.

Workshop: Prepare to present a Lesson Plan to the group

### Friday:

*Presentations of Lesson Plans*

## Notes

## Curriculum Design and Development

### Four R-ing, Overviewing, and Lesson Planning

#### Step One: Research

1. **Definition:** Take ownership of the vocabulary of the subject to discern its purpose and nature by using the *1828 Webster Dictionary*.
  - a. Identify and define the vocabulary of the subject.
  - b. Define the key words in the definitions; identify further key words of the subject and define.
2. **Search the scripture:** with concordance or *Where To Find It In The Bible*, identify how the key words of the subject appear in the Bible.
  - a. Select scripture that suggests principles of the subject.
  - b. Write a summary definition of the subject in your own words.
3. **Reference the Main Ideas of the Subject:** this provides a whole view of the subject giving a broader context for identifying the grade-level content.
  - a. Use the curriculum charts in the front of every Noah Plan subject curriculum guide: (1) *History-Geography*; (2) *English Language*; (3) *Mathematics*; (4) *Science*; (5) *Literature*; (6) *Reading*; (7) *Art*.
  - b. Reference other sources for detailing and enriching the subject.
    - i. Text books and reliable internet sources
    - ii. Primary sources – biographies, autobiographies, journals
4. Research the history of the subject, the key individuals of the subject, and the key events and documents.

#### Step Two: Reason

5. Identify the principles of the subject suggested by the definitions and by the Scripture, and by the subject content. See Supplement for *Sources for the Biblical Principles by Subjects* on page E12
6. Identify the subject content to be taught at the grade-level. (See NP curriculum guides)
7. Identify the purpose and goals of teaching and learning the subject at grade-level. (See NP curriculum guides)
8. Determine the time needed in the schedule and calendar for teaching and learning each unit. Remember to prioritize depth of reasoning and the acquisition of wisdom, skills, character, and knowledge—depth over breadth. It is not a race to the goalpost of “covering the book”. Remember that what the student masters and internalizes is priority over regurgitating facts.
9. Use FACE writable Quarterly Plan template to plan the teaching sequence, emphases, and pace.
10. Develop the Overview of the Subject, using the Principle Approach Overview template, to introduce the subject to the student as the roadmap for the year of work.
  - a. Write the purpose for learning the subject at your grade level.
  - b. Identify the principles that most bring light to the subject.
  - c. Write the highlights of instruction in four quarters including projects, field study, special days, etc.
  - d. Include resources, grading scale, or any other pertinent information for students.
  - e. Have copies of the Student Overview for notebooks on the first day.



**Step Three: Relate**

11. Divide the planned teaching and learning into the subjects' natural units of instruction for grade-level, referencing your completed Quarterly Plan template.
  - a. Determine the number of lessons each unit requires for completion at your grade-level.
  - b. Refer to the Guide to Writing Lesson Plans, (the History-Geography Curriculum Guide, p. 110) to plan your series of lessons, considering each aspect of the lesson to be taught, drawing students in, cultivating the love of learning, the presentation with tools and aids, student interaction with the lesson towards mastery.
  - c. Determine the outcome of the lesson you will target and what learning success will consist of.
  - d. Using FACE writable Lesson Plan template, plan a series of lesson plans for each unit.

**Step Four: Record**

12. Develop your teacher notebook to contain your overview, planning details, and written lesson plans.
13. File all resource material for teaching the subject in your teacher notebook for reference as you teach.
14. Plan the "Record" step of learning for your students:
  - a. Plan the student notebook organization with title page, student overview of the subject, labeled dividers for the components to be taught, notebook grading sheet, etc.
  - b. Determine the standard you will require for notebook work: specifics of neatness, order, accuracy, and completeness.
  - c. Plan projects, presentations, special day celebrations, field studies, etc.

## Applications Course Practicum II

Following the Applications Course, an independent practicum is submitted by the student as the next step in the Principle Approach Master Teacher Certification program.

### Practicum II Objectives

- Apply the Principle Approach,<sup>®</sup> philosophy and methodology to demonstrate the methods of teaching Biblical reasoning, Christian scholarship, and Christian character.
- Engage the student’s individual learning needs with appropriate character-building expectations in develop in the “living” curriculum.
- Use a field study and enrichment experiences to incorporate visual, tactile, and cultural enhancement to the lessons (music, art, craft, etc.)

### Critical Competencies

Practice and apply the Principle Approach standards, skills of scholarship, and educational tools in developing curriculum per standards set in Foundations and Applications courses.

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

### Course Texts Required

In addition to the Holy Bible, a related concordance, and the texts required for

Foundations and Applications week-long courses:

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

### Practicum II Procedures

- ❑ Complete all assignments required in the Applications Course in 4 R’ing your selected subject area towards building a teacher notebook.
- ❑ **Reflection:**
  - a. Read thoughtfully *Teaching Techniques of Jesus, or Jesus the Teacher: Examining His Expertise in Education*, Herman Horne.
    - Make a list of the techniques that most call you towards the heart of God.
    - 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. Record your thinking in a paragraph for each law. 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.’

□ **Preparation:** In your subject area, plan a 5-weeks unit of lessons:

- c. Word Studies as follows for each of the following concepts essential to authentic Christian teaching: inspire, cultivate, enlighten, instruct, consecrate.
- d. Outline a five-week unit of lessons, 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
- e. Develop lesson plans based on your overview to include all components.
  - i. Include key chart(s) as appropriate; timelines; modes of enrichment with art, music, drama, etc; reading and writing assignments; visuals; field study; homework; review and assessment.
  - ii. Use the Noah Plan lesson templates as needed.
- g. Write model student assignments for the lessons as the standard of expectations.

**Submission:**

1. Inform Dr. Max Lyons by email of your completion and request the “Submission Checklist for Practicum II” document to complete and return with your submission.
2. Place the completed Applications Course assignments and Practicum II project in a 1/2” notebook with the checklist as the cover sheet. Make sure your name is on the outside of the notebook.
3. Mail the Applications notebook to:  
FACE  
4225 Portsmouth Blvd.  
Chesapeake, Virginia 23321  
757-488 6601

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