**Biblical Studies - Vertical Alignment of Core Knowledge, Skills and Experiences**

**Bible Department Mission**
The Biblical Studies Department at Village Christian School exists to invite students into God’s word and transformational love as we create a balance between spiritual development and applying academic rigor to the study of God's word. Students will learn how to make and maintain meaningful God-centered relationships, cultivate skills for biblical interpretation and application, and formulate a biblical lens through which to engage life and culture.

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**CORE Categories Defined:**

**Content Knowledge**
- **Biblical Literacy** - Knowledge and understanding of the Bible as the primary source for the Christian faith. This includes the complete biblical narrative from the Old and New Testament.
- **Terms & Theology** (Systematic Theology) - Topical understanding of the bible in an orderly, coherent and rational arrangement of Christian doctrine/beliefs, e.g. Triune God, sacraments, salvation, etc.
- **Church History** - The study of Christianity through the lens of the Church from its inception to modern day.
- **Biblical Relationships** - The biblical understanding of interpersonal dynamics between God and humanity, as well as, the interaction between humans.
- **Biblical Leadership** - A biblical view of leadership based on Godly virtue.
- **Discipleship** - The biblical understanding of, and the practice of, being a disciple of Jesus Christ. (*from the Greek usage, a disciple was an apprentice, an adherent to the teaching of a particular school or person*)

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1 Karkkainen, Dyrness, "Global Dictionary of Theology", (pg. 235)
● **Extra Biblical Sources** - The proper usage of secondary sources as a way of understanding the bible in meaning, context and praxis. (This includes the apocrypha)

● **Interpretive Method** - A system of study used to properly observe, interpret and apply scripture.
  ○ Observation - Reading the biblical text carefully, observing all of its literary details.
  ○ Interpretation - Discerning the meaning of the biblical text according to its historical and literary context.
  ○ Application - Creating and implementing practical applications of the biblical text for a contemporary Christian context.

**Skills**

● **Relational Skills** - Interpersonal skills related to God’s heart for community, i.e. problem solving, active listening, verbal/nonverbal cues, peacemaking/forgiveness.

● **Demonstrate Command of Evidence** - Ability to recognize authorial intent as it relates to evidence, reasoning, stylistic or persuasive techniques, i.e. demonstrate, reference, assess, writing-technique, explain, etc.

● **Interpretive Method** - Put into practice the system of study used for observation, interpretation and application, e.g. connect, analyze, critique (Text Criticism), compare & contrast, identify, research, annotate, summarize, close reading, narrative form, etc.

● **Homiletics** - Learning the art of rhetoric and contextual theology in order to preach (public speaking)

● **Praxis of Spiritual Disciplines** - Spiritual disciplines are practices that call a person to move beyond surface living and into the depths.\(^2\) (Hebrews 12:11-12) We center our disciplines around Richard Foster’s list of spiritual disciplines.

**Experiences**

● **Spiritual Disciplines** - Offer opportunities through classes, retreats, chapels, mission and service to practice these disciplines.

● **Christian Mission** (humanitarian & evangelistic) - Involvement in caring for God’s created world, especially as it comes to caring for “the least of these” (Matthew 25:40) and going forth as Jesus commissioned (Matthew 28:18-20).

● **Communal Engagement** - Exposure to the communal nature of the church so as to learn the power of encouraging one another and spurring one another on in-love and good deeds (Hebrews 10:24-25)

● **Worship** - Discover how to give reverence and adoration towards the Triune God, and in so doing, entering into the movement of the Spirit.

● **Biblical Leadership** - Opportunities to express biblical leadership based on Godly virtue.

● **Student Discourse** -- Allow students to dialogue about what they learned as a form of practical learning. \( \text{research shows students learn better through discussion} \)

● **Theology in Praxis** - It is essential that students have a safe place where they can practice how to respond in new ways. This allows students to test out morality in ethical situations. \( \text{e.g. Case Studies, Scenarios, etc.)} \)

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\(^2\) Foster, Richard J., “Celebration of Discipline: Revised Ed.”, (pg. 1)