**Instructor and Contact Information:**

Rick Blumenthal  
**Master of Education**

Office Location:  
Stanley L. Bushey Administrative Wing

Office Hours:  
Immediately before and after class

E-mail Address:  
rick.blumenthal@faculty.ibcs.edu  |  rickblumenthal@yahoo.com

E-mail is the preferred method of communicating outside office hours.  
When sending an e-mail, please include ED 451 in the subject or body of the message.

**Course Location and Times**

Course Location  
IBCS Classroom: Room D-170

Course Days  
August 27 - December 15, 2015 | Tuesday and Thursday

Course Times  
1:45 – 2:35

**Curriculum Mapping**

“And Jesus increased in wisdom and stature, and in favour with God and man.” - Luke 2:52

<table>
<thead>
<tr>
<th>TBC Vision</th>
<th>To glorify God by building a New Testament Church that assists its members and other fundamental churches in the West and around the world in fulfilling the Great Commission.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBC Mission</td>
<td>Exalt the Triune God through lifestyle worship; Edify believers through correct doctrine, discipleship, fellowship, and unity; Evangelize unbelievers through prayer and the proclamation of the Gospel.</td>
</tr>
<tr>
<td>IBCS Mission</td>
<td>The mission of International Baptist College, in both its undergraduate and graduate programs, as an integral ministry of Tri-City Baptist Church, is to develop graduates and Christian leaders who glorify God and demonstrate their love for God and others by living a biblical lifestyle, by obeying the Great Commission, and by championing the fundamentals of the historic Christian faith as they serve God in their families, their local churches, the West, and the world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IBCS Program Learning Outcomes</th>
<th>Bible and Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instill knowledge, discernment, and wisdom so that the IBCS student may be able to critically read, write, and reason within a culturally and philosophically diverse society,</td>
<td></td>
</tr>
</tbody>
</table>
Cultivate a genuine love for God and mankind through a dependent relationship with the Holy Spirit that demonstrates itself by living and ministering like Christ daily, |  
Prepare disciples to be theologically committed and culturally conversant while engaging, evangelizing, and educating others, and |  
Train theologically and socially aware educators who possess . . .  
A Christo-centric worldview,  
Demonstrable skills in curriculum and methods,  
An understanding of diverse learning environments,  
Adaptable classroom expertise,  
And recognized credentials to train others also. |

| IBCS Course Description | Practical and successful methods, materials, and procedures for teaching history in the Christian elementary school. |

<table>
<thead>
<tr>
<th>Luke 2:52</th>
<th>Bloom</th>
<th>Relation</th>
<th>CLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus Increased ...</td>
<td>Mentally</td>
<td>2: Comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Upon completing this course the successful student will understand the appropriate material to be used with the appropriate age level. |  
Student to Resource (textbook) |  
• Take notes in class  
• Complete assigned text book assignments |  
• Pass tests  
• Turn in assigned chapter reviews |
| | Physically | 3: Application | Student |  
Students will |  
Complete interview |
Students will complete lesson plans and interviews with history teachers. Students will add to their education portfolio by collecting history materials to be used in class.

### Spiritually

**6: Evaluation**

Students will be able to articulate and share a Biblical Worldview of history and culture studies.

**Student To Self**

Students will write a paper on their Biblical Philosophy of History that includes their biblical world view.

- **450-600 word paper using MLA standards**

### Socially

**5: Synthesis**

Upon completing this course, the successful student will be able to present a lesson, and evaluate other lessons presented in class.

**Student to Peers**

Complete one week worth of lesson plans according to the guidelines presented in class, and give one lesson in class.

- **The successful student will therefore evaluate and be evaluated by means of a rubric that the class has created together.**

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**Additional Information**

- Practical and successful methods, materials, and procedures for teaching history in the Christian elementary school.
- History must be taught from theological and Biblical perspectives.
- God has given man a mandate to exercise dominion over the earth and to pro-create. Gen 1-3. History is replete with the repetition of these themes.
- Only God has the answers to the questions: How did I get here? Why am I here? Where am I going? These are the most significant questions of life for which only God’s revelation through His Word can provide a satisfactory historical perspective.
- The central Person of history is Jesus Christ; the central theme of history is redemption. When students understand the true historical Jesus, they understand God and His plan and purpose for mankind...
- By studying the past (history), students can better understand the present (current events) and more clearly see the future. Students can learn important principles of life and develop a discerning spirit by studying history.

**Course Resources** – Resources are in bold to indicate primary recommendations by the professor

**Required**


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**Course Pre- and Co-Requisites:**

“Hear, O Israel: The Lord our God is one Lord: And thou shalt love the Lord thy God with all thine heart, and with all thy soul, and with all thy might. And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.” – Deuteronomy 6:4-7

**Grading**

And God saw everything that he had made, and, behold, it was very good. – Genesis 1:31

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
<th>Quality Points per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.00</td>
</tr>
</tbody>
</table>
### Course Assessments and/or Assignments

"But strong meat belongeth to them that are of full age, even those who by reason of use have their senses exercised to discern both good and evil."

- Hebrews 5:14

All information regarding course requirements and course evaluations may be found on individual student’s NetClassroom Accounts. It is the student’s responsibility to track, submit, and understand these according to the professor’s instruction.

<table>
<thead>
<tr>
<th>Net Classroom Category</th>
<th>Assessment / Assignment Details</th>
<th>Value in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR</td>
<td>Textbook Reading: Walter C. Parker. <em>Social Studies in Elementary Education</em> Each student is required to complete reading assignments in the textbook</td>
<td>5%</td>
</tr>
<tr>
<td>UT</td>
<td>Unit Tests Periodic tests of the textbook and lecture content will be given. See schedule for details.</td>
<td>20%</td>
</tr>
<tr>
<td>EXAM</td>
<td>An accumulative final exam will be given at the end of the term</td>
<td>10%</td>
</tr>
<tr>
<td>AR</td>
<td>Additional Reading Additional reading will be required in order to finish the class writing assignments.</td>
<td>10%</td>
</tr>
<tr>
<td>AFP</td>
<td>Each student will conduct and record results of four interviews with four different elementary or secondary high school teachers. Use the form that is provided by the professor. Each student will prepare a week worth of lessons and will present one of those lessons to the class</td>
<td>20%</td>
</tr>
<tr>
<td>AP</td>
<td>Application Paper Four short papers will be required to be written by each student Paper 1: Instilling Patriotic Attitudes Paper 2: Define “revisionist history” and find at least three examples of it in text books. Paper 3: How does Common Core require social studies to be taught in the public school? Paper 4: A Biblical Philosophy of history and my world view”</td>
<td>30%</td>
</tr>
<tr>
<td>CPOA</td>
<td>Class Participation or Activities Each student is expected to come to class ready to engage in discussion, and to share portfolio additions with the class</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Legends:**
- AFP = Application Forum Presentation
- APR = Application Paper Reading Report
- BR = Bible Reading
- CPOA = Class Participation or Activities
- EP = Exegetical Paper
- EXAM = Mid-term or Final Exam
- QUIZ = Quiz
- AR = Additional Reading
- BRR = Bible Reading Report
- CP = Capstone Project
- DA = Daily Assignment
- EPR = Exegetical Paper Reading
- LR = Listening Reports
- OP = Oral Presentation
- RP = Research Project
- WP = Withdrawal with a passing grade
- WF = Withdrawal with a failing grade

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Writing Guide

Undergraduate papers must be written according to MLA Guidelines.

IBCS has obtained permission to use the Purdue Online Writing Lab as our template. Instructions and a through sample paper may be obtained by following these links:

- [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/)
- [https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf](https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf)

Unless specifically directed to do otherwise by your individual professor, please use these resources when writing all undergraduate papers. Please be certain to write with precision and accuracy. All grammatical, spelling, and formatting errors will be penalized heavily.

Academic Expectations

This is a two-credit-hour, senior level course; therefore, over the course of the semester, each student may expect to receive a minimum of 1500 minutes of direct instruction from the professor. The student may expect to complete/contribute a minimum of 30-60 hours of homework for the professor.

Attendance

Students who are tardy to class may receive demerits. Being tardy three times will equal one absence. Being tardy to class by more than fifteen minutes will be considered an absence. All students are permitted one excused absence for each credit hour associated with the course. For example, if a course is a 2 credit hour course each student has 2 excused absences for the semester. Any absence beyond these is an unexcused absence.

Unexcused absences due to illness, a death in one’s family, or the like may be designated as excused by the Academic Dean. Written requests for this designation, accompanied by documentation such as a doctor’s note, may be submitted to the Academic Dean. Each unexcused absence will reduce the student’s final course grade by 2%.

Being absent 25% or more of any class during the course of the semester will result in the loss of credit for the course.

Electronic Usage

There will be no communication with those outside of the classroom, nor will there be any unrelated searches conducted during class. Violation of this understanding will result in an absence recorded for that class period. Repeated violation will result in further disciplinary action(s).

Submitting Assignments

The professor will primarily use Net Classroom for assignment management. Please consult the rest of the syllabus and his direct instruction regarding how to submit assignment.

Plagiarism

“Neither shalt thou steal.” - Deuteronomy 5:19


**PLAGIARISM** is

- “to steal and pass off (the ideas or words of another) as one’s own:”
- The “use another’s production without crediting the source”
- “to commit literary theft”
- To “present as new and original an idea or product derived from an existing source”
The practice of plagiarism is not to be tolerated; therefore, all students must, produce original work, cite all sources, and walk in integrity as it pertains to their scholastic ability. If a student’s work is found to be not their own it will receive 0% credit and additional academic penalties will apply.

**Late Work**

'Let all things be done decently and in order.' - 1 Corinthians 14:40

Unless otherwise stated, all assignments (papers, projects, reading reports, etc.) are due at the beginning of the designated class.

Late work will be penalized. For every 24 hours an assignment is late the overall grade of that assignment will be reduced by 10%. Assignments that are late by 120+ hours (approximately 5 days) will be given a 0%. Any work missed because of an absence must be submitted immediately upon the student’s return to class.

The instructor is under no obligation to accept any late work. The instructor may alter due dates at his/her discretion.

**Bibliography**


Please Note

Disclaimer: The instructor reserves the right to alter the course schedule or assignments at his or her discretion.

Course Schedule

“So teach us to number our days, that we may apply our hearts unto wisdom.” – Psalm 90:12

The course will tentatively follow the schedule listed below. The instructor reserves the right to alter the assignments, the course content, and due dates as necessary.

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Lecture &amp; Assignments</td>
</tr>
<tr>
<td>8/27</td>
<td>No Class</td>
</tr>
<tr>
<td>9/1</td>
<td>Lecture I Principle Approach</td>
</tr>
<tr>
<td>9/8</td>
<td>Lecture 1</td>
</tr>
<tr>
<td>9/15</td>
<td>Lecture 2 What we teach and why</td>
</tr>
<tr>
<td>9/22</td>
<td>Lecture 2</td>
</tr>
<tr>
<td>9/29</td>
<td>Lecture 3 Christian vs. secular values</td>
</tr>
<tr>
<td>10/6</td>
<td>Lecture 3</td>
</tr>
<tr>
<td>10/13</td>
<td>Fall Seminar</td>
</tr>
<tr>
<td>10/20</td>
<td>Lecture 4 Historical Literacy</td>
</tr>
<tr>
<td>10/27</td>
<td>Lecture 4</td>
</tr>
<tr>
<td>11/3</td>
<td>Lecture 5 Teaching Geo., Anthropology, sociology, economics</td>
</tr>
<tr>
<td>11/5</td>
<td>Lecture 5</td>
</tr>
<tr>
<td>11/10</td>
<td>Lecture 6 Three teaching strategies</td>
</tr>
<tr>
<td>11/17</td>
<td>Lecture 6</td>
</tr>
<tr>
<td>11/24</td>
<td>Presentations</td>
</tr>
<tr>
<td>12/1</td>
<td>Presentations</td>
</tr>
<tr>
<td>12/15</td>
<td>Final Examinations</td>
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