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2005 MACS Educators' Convention

Developing Your Own Unique Curriculum

II Tim. 3:14-4:2; Ps. 78:1-8; 145:4-5; II Tim. 2:2; I Cor. 2:2

“What should every graduate of our school be able to know and do?” is a question to be searched out by every school, “once and for all” and on a continuing basis. Each local school works out its own curriculum with “fear and trembling,” knowing its individual responsibility (Mt. 18:6; Rom. 14:12), intent on serving God in its own location (Job 2:11) and generation (Acts 13:36).

If “all truth is God’s truth” (Col. 2:3), if it is the responsibility of the church to be “the pillar and ground of the truth” (I Tim. 3:15), if each church has its own local autonomy (responsibility), if some matters are “weightier” than others (Mt. 23:23), then it is the responsibility of each local church to identify what is essential to teach its students to observe (Mt. 28:20). Also, if the pastor is the overseer of the local assembly and responsible for the fountainhead of truth nourishing that congregation (i.e., the pulpit), then the pastor has a significant role in the identification, propagation, and maintenance of that body of truth which is essential! Furthermore, if parents have the responsibility of bringing up their children in the nurture (skills/habits) and admonition (content/knowledge) of the Lord (Eph. 6:4), then it also is the responsibility of those parents to determine what those skills (process) and knowledge (content) are to be.

When a doctoral candidate begins working on his dissertation, he must first “review the literature” to identify the best available knowledge in the area of his subject. So, too, a school must “review the literature” as it identifies what each child must know (content) and be able to do (process) upon graduation.

What “literature” needs reviewed? Where does one begin? Why not simply take a respected, professionally prepared curriculum, rather than “reinventing the wheel?”

In reviewing the literature, one begins with the Bible and prayer, listing those parameters and specifics that come to his mind. Next, he could look at the scopes and sequences available from various professional Christian curriculum developers. Reviewing one’s state’s expectations is

