SCIENCE AS A CHRISTIAN VOCATION

Can Christians pursue science for God’s glory?

MEET

- Conservation Biologist Corina Newsome

GROW

- Joy

ENGAGE

- What Scientists Are Really Like
- Scientists of Faith in History

EXPERIENCE

- Scientists of Faith Today

INTEGRATE

- Your Gifts and Abilities
CONTENTS

Unit 3: Science as a Christian Vocation

Unit Overview .............................................. 3
Learning Outcomes ....................................... 3
How to Use This Unit ................................... 4
Vocabulary .................................................. 6

3.1 Meet: Conservation Biologist Corina Newsome ....................... 7
   Corina Newsome describes how her passion for wildlife led to a vocation caring for animals.

3.2 Grow: Joy ............................................. 11
   How does joy arise when we live out our calling?

3.3 Engage: What Scientists Are Really Like ............................. 15
   What are some common misunderstandings people have about scientists?

3.4 Engage: Scientists of Faith in History ............................... 19
   How have Christians contributed to science in the past?

3.5 Experience: Scientists of Faith Today ............................... 22
   How are Christians contributing to science today?

3.6 Integrate: Your Gifts and Abilities .................................... 24
   Could God be calling you to serve him through a STEM career?

Unit Glossary ............................................. 26
Unit Overview

Unit 3: Science as a Christian Vocation introduces students to Christian role models—both past and present—who work in the sciences. Students are invited to consider the ways their own passions and talents could be used to serve God and people through a scientific career. This unit features:

- A video introduction to biologist Corina Newsome.
- A devotional Bible study on the virtue of joy.
- A hands-on activity to explore what scientists are really like.
- A chance to research a Christian scientist who impacted history.
- An opportunity to interview a Christian who is currently practicing science.
- Encouragement to use a career aptitude or personality test to think through personalized options for pursuing a career in the sciences.

Learning Outcomes

What will students know or be able to do after this unit?

- Distinguish *vocation* from career and summarize how Christian scientists serve God through their scientific work.
- Explain how joy emerges from following God’s calling on our lives.
- Identify common stereotypes about scientists and list some skills and abilities needed to be a successful scientist.
- Articulate how Christians in the past have contributed to science.
- Articulate how Christians today are contributing to science and how they use their gifts and abilities to serve God.
- Practice professional communication skills by interviewing someone who works in the sciences and presenting a summary of the interview to others.
How to Use This Unit

Please see the User Introduction and Overview (biologos.link/user-intro) for important information and links, such as the difference between the five module types (Meet, Grow, Experience, Engage, and Integrate); our terms of use (how documents may be modified and distributed); and advice for communicating with parents or others in your community about potentially controversial topics.

This document contains lesson plans for the entire unit. Other files, such as student handouts, images for the Grow module, teacher instructions for specific activities, answer keys, and slide presentations, are accessible via links within this document.

Teacher’s Notes and sample answers are formatted with italics.

Scope and Sequence

This unit encourages students to view science as a worthy calling for Christians. After completing Unit 3: Science as a Christian Vocation, you can continue with other units (biologos.link/units-list) that pair well with your science or Bible course (biologos.link/course-pairing). The modular design gives you flexibility to pick and choose the activities that best suit your goals, time constraints, and students’ interests.

For an introduction to questions at the intersection of faith and science, see Unit 1: Faith and Science Foundations. For further exploration of how Christian scientists experience joy in their calling to scientific work, see Unit 12: Seeing God in Creation. A comparison between theological and scientific knowledge and the methods scientists and theologians use to arrive at a consensus are explored in Unit 2: Ways of Knowing. If you would like to take an in-depth look at different approaches Christians use to interpret Scripture and harmonize theological knowledge with scientific knowledge, dig into Unit 8: Bible Interpretation and Science. Open questions and debated issues about how to best reconcile theological and scientific knowledge are explored in Unit 4: Cells and Design, Unit 5: Genetic Diversity and Human Dignity, Unit 6: DNA Technologies and Ethics, Unit 7: Fearfully and Wonderfully Made, Unit 9: Evolution and God’s Creation, Unit 10: The Fossil Record and Faith, Unit 11: Humans and the Rest of Creation, Unit 13: Caring for People and the Planet, Unit 14: Climate Change and Our Commission, and Unit 15: Biodiversity and Conservation.

Pedagogy of Hospitality

Integrate presumes acceptance of, or directly teaches, the scientific consensus on some matters of controversy within the Christian community: namely, modern cosmology, the age of the earth, evolution, and anthropogenic climate change. At the same time, we as authors recognize that in any community of Christians, there is likely a diversity of viewpoints. Our goal is education, not indoctrination. As such, we include opportunities to explore various Christian perspectives within the Integrate units. Reflection assignments and discussion questions are intentionally open-ended, without an expectation that students adopt any one “correct” perspective. We also believe practicing gracious dialogue is more important than winning an argument. For this reason the curriculum includes opportunities for respectful engagement with others who think differently. For tips on how to create a welcoming environment in your community, see biology professor Kerry Fulcher’s article A Pedagogy of Hospitality (biologos.link/hospitality).
Corequisite Science

While Integrate is flexible and may be used as a standalone resource for enrichment, it is designed to supplement, not replace, science instruction. Students will be prepared to engage with the material in this unit assuming concurrent or previous study of the nature of science.

NGSS Alignment

The Next Generation Science Standards (NGSS; biologos.link/ngss) are research-based, cutting-edge K-12 science standards. They set expectations for what students should know and be able to do. While not an NGSS curriculum, Integrate has many points of alignment with NGSS. If you refer to NGSS in your lesson planning, please see the NGSS Alignment for Integrate (biologos.link/ngss-alignment).
Vocabulary

The following terms and concepts are used in this unit or in the additional resources. Definitions and explanations are found in the Unit Glossary at the end of the unit. Many additional terms are included in the main Integrate Glossary (biologos.link/glossary).

| American Scientific Affiliation | evolution |
| Big Bang | The Faraday Institute for Science and Religion |
| bioethics | Human Genome Project |
| biotech | image of God |
| Christian apologetics | New Atheism |
| Christians in Science | STEM |
| conservation | stewardship (of creation) |
| creation care | two books metaphor |
| environmentalism | vocation |