How do we faithfully engage tough questions?

- Astronomer Deborah Haarsma
- Humility
- Intersection of Science and Faith
- God’s Two Books
- Unraveling the Conflict Thesis
- Pursuing Truth with Boldness and Humility
Unit 1: Faith and Science Foundations

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Unit Overview

Unit 1: Faith and Science Foundations lays the groundwork for today’s students as they learn to engage hard questions they will face as they interact with people from different backgrounds and worldviews. This introductory unit features:

- A video introduction to astronomer Deborah Haarsma.
- A devotional Bible study on the virtue of humility.
- An activity in which students interview people they know about their views on controversial topics at the intersection of science and faith.
- An introduction to the two books model of divine revelation.
- A chance to critically evaluate common portrayals of conflict and incompatibility between Christianity and science.
- An invitation to confidently bring questions and doubts to God.

Learning Outcomes

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

- Discuss how Christlike humility equips Christians to learn from God and others.
- Prepare and conduct an interview on select science and faith questions.
- Articulate how various factors like experience and worldview shape others’ thinking on difficult science and faith questions.
- Categorize specific examples of revelation as general revelation or special revelation.
- Explain how the two books metaphor provides complementary knowledge.
- Identify claims based on the conflict thesis and evaluate whether conflict or dialogue more accurately describes the historical and contemporary relationship between science and faith.
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 provides an introduction to some of the big questions that arise in science and faith discussions and provides a foundation for many subsequent Integrate units. After completing this unit, you can continue with those 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.

If you continue to Unit 2: Ways of Knowing, you can find comparisons between theological and scientific knowledge and the methods scientists and theologians use to arrive at a consensus. An in-depth look at different approaches Christians use to interpret Scripture and harmonize theological knowledge with scientific knowledge is found in Unit 8: Bible Interpretation and Science. An emphasis on seeing truth about God in the natural world is found in Unit 12: Seeing God in Creation. To explore how science can be a way to serve God, see Unit 3: Science as a Christian Vocation. Open questions and debated issues about how to 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).

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<thead>
<tr>
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<td>genetically modified organism (GMO)</td>
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Integrate was made possible through the generous financial support of the John Templeton Foundation, TBF Foundation, and other supporters. The opinions expressed in this resource are those of the authors and do not necessarily reflect the views of the funders.

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