

**SEMANTIC CONNECTIONS
BIBLICAL INTEGRATION MODEL**

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**Reactive Approach
(JUVENILE DELINQUENCY)**

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SOME REASONS FOR DEVELOPING INTEGRATION SKILLS

1. In a study recently (2007) reported in the Journal of Research on Christian Education the researchers found that:
 - a. 40% percent of the 121 textbooks analyzed across elementary, middle, and high school grades were public school textbooks.
 - b. Not many of the Christian published textbooks were rated highly regarding full biblical integration.
2. The court system in CA has upheld (ACSI v. Sterns, 2008) the decision of the State University system to not accept certain Christian school courses as counting toward admission requirements because courses in biology, English, government, history and world religions were academically inadequate. Expecting that other state university systems will follow suit, Christian schools are likely to adopt an even higher proportion of public school texts.
3. Yet currently only a small percentage of Christian educators are trained in integration skills.

INITIAL ASSUMPTIONS

A. Classification of Integration Approaches

Reactive Approach – This level of Biblical and/or Faith/Learning integration is named Reactive since it focuses on “reacting” to curriculum material already in use by the teacher.

This level is contrasted with a **Proactive Approach** of creating a new conceptual orientation to the content to be taught using the Bible as the primary guiding standard instead of the academic content per se.

B. Bible Relevance to Academics

The working proposition in this entire presentation is that the Bible is the Holy Spirit inspired Word of God and that it is relevant and applicable to both the life of the academician and to academics.

C. Caution about Greater Precision

Typically, anything that increases the power of understanding is accomplished by an increased potential for abuse. Accordingly, the great potential embodied in the Semantic Connections Model calls for great biblical fidelity and integrity.

PRE-ASSESSMENT TEXT MATERIAL

SEEDS

Each kind of seed is different. A lima bean will always grow lima beans.

It could never grow a strawberry plant or any other kind of plant. By itself the seed cannot grow. It needs water to soften the seed coat. Then the young plant can break out of the seed coat and begin to grow. But the seed itself dies in the process. If it does not die there will be no fruit, but if it dies it produces much fruit. For instance, from one corn kernel comes a tall corn plant, each having from one to eight ears of corn. That means that one corn plant can have over a thousand kernels of corn. Just think of that—over a thousand kernels of corn from the one kernel that was planted!

(Paraphrased from Exploring God's World, 3rd ed. (1998) by A Beka Book, pp. 30-31)

INTEGRATION TEACHING TEXT MATERIAL

INTEGRATION EXERCISE JUVENILE DELINQUENCY

“The 1950’s experienced a national concern over juvenile delinquency. Lack of discipline in the home was one of the chief reasons cited for the problem. Many parents no longer followed the biblical admonition to raise their children in the nurture and admonition of the Lord. They instead turned to child-care books that emphasized helping children become sin-denying, guilt-free adults. Only the Bible, a much better answer to the problem of human guilt, outsold these popular books.”

(Adapted from United States history for Christian schools, 2nd ed., 1999, Bob Jones)

SEMANTIC CONNECTIONS BIBLICAL INTEGRATION MODEL

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Step #1-Identify Text
Connectors

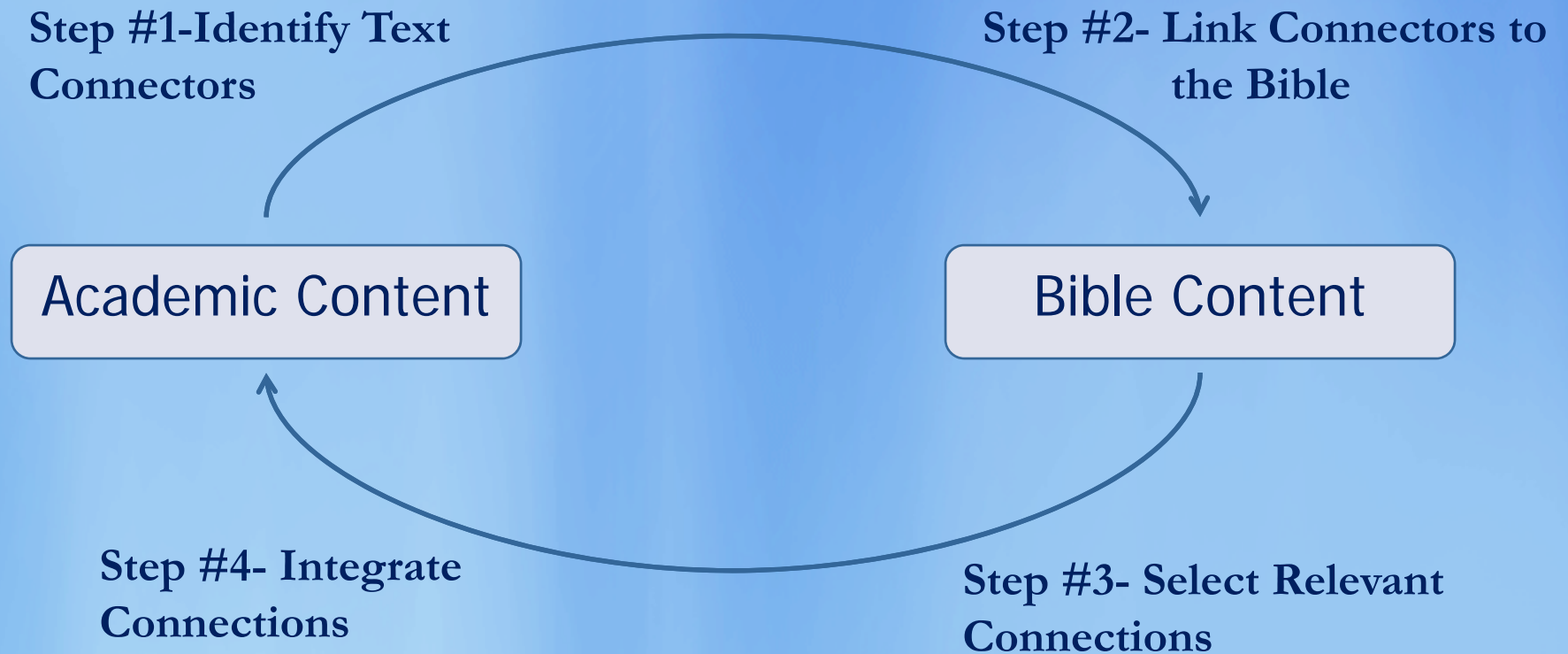
Step #2- Link Connectors to
the Bible

Academic Content

Bible Content

Step #4- Integrate
Connections

Step #3- Select Relevant
Connections

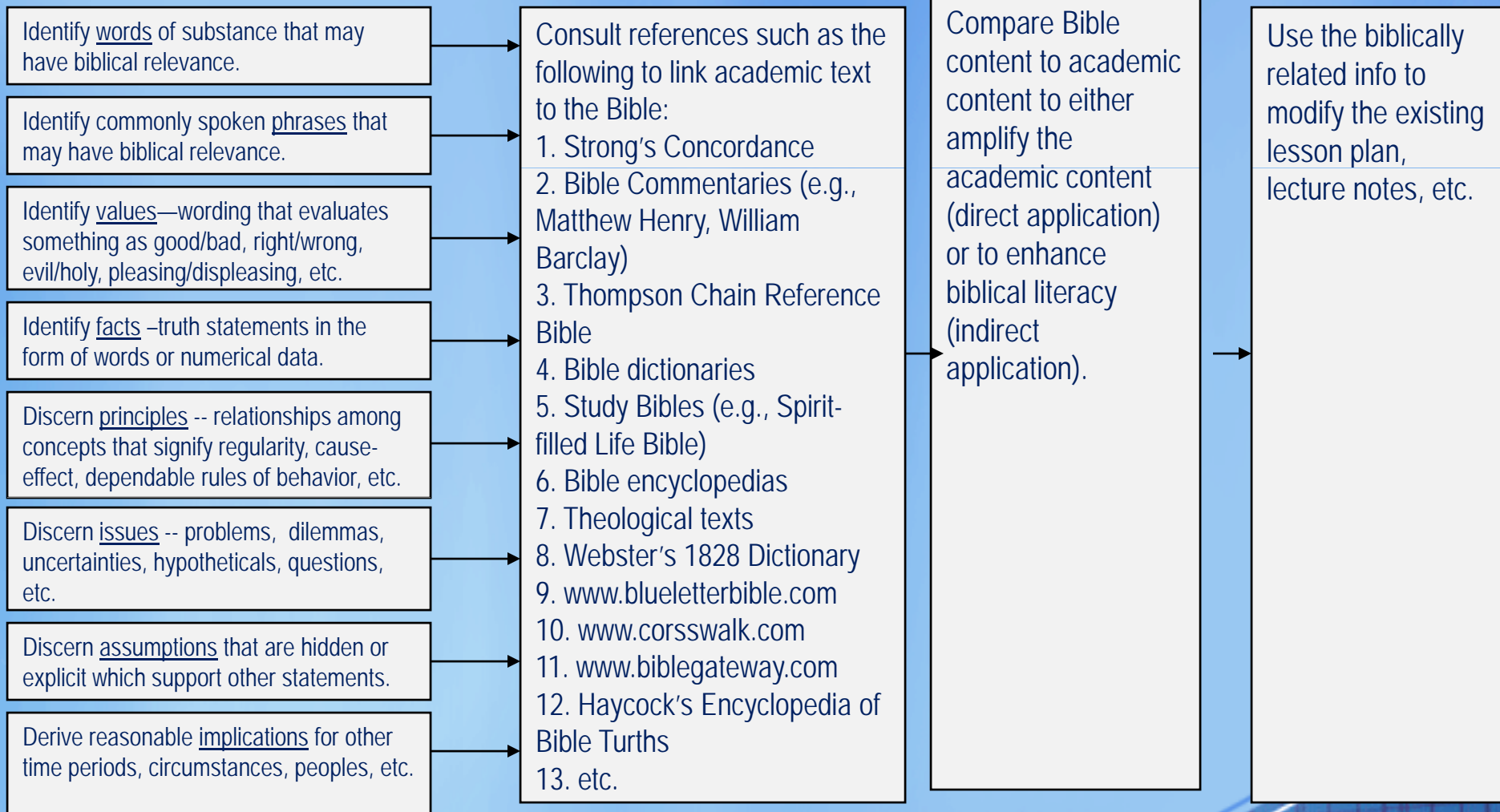


SEMANTIC CONNECTIONS BIBLICAL INTEGRATION MODEL

General Connecting Process
2008

1. Analyze Text for Potential Bible Connectors (8) → 2. Link Connectors to Bible → 3. Select Relevant Connections → 4. Integrate Connections

Memory Acrostic: We Purposely Value Fully Promoting Integrity About Integration



EXAMPLE CONNECTORS

“The 1950’s experienced a national concern over juvenile delinquency. Lack of discipline in the home was one of the chief reasons cited for the problem. Many parents no longer followed the biblical admonition to raise their children in the nurture and admonition of the Lord. They instead turned to child-care books that emphasized helping children become sin-denying, guilt-free adults. Only the Bible, a much better answer to the problem of human guilt, outsold these popular books.”

WORDS:

national
discipline
parents
admonition
child
sin

juvenile delinquency
home
biblical
Lord
children
guilt

VALUES:

concern over juvenile delinquency
problem of lack of discipline
instead turned to
much better answer

PHRASES:

national concern
biblical admonition
sin-denying guilt-free
human guilt

juvenile delinquency
nurture & admonition

FACTS:

1950s experienced a national concern
one of the chief reasons cited
Bible a much better answer
Bible outsold
They instead turned to
books that emphasized

EXAMPLE CONNECTORS

“The 1950’s experienced a national concern over juvenile delinquency. Lack of discipline in the home was one of the chief reasons cited for the problem. Many parents no longer followed the biblical admonition to raise their children in the nurture and admonition of the Lord. They instead turned to child-care books that emphasized helping children become sin-denying, guilt-free adults. Only the Bible, a much better answer to the problem of human guilt, outsold these popular books.”

PRINCIPLES:

lack of discipline promotes juvenile delinquency
anti-biblical teachings promotes lack of disciplinary child-care
biblically administered “nurture and admonition”
helps prevent children’s disobedience

ISSUES:

What is the role of other people, agencies, etc regarding raising of one’s own children?
Problem of best selling book not having best influence
Whether or not corporal punishment is morally right
What will it take to turn this nation back around again?

ASSUMPTIONS:

Physical discomfort beyond a toleration point brings repentance
Parents lost confidence in the value of biblically directed child-rearing
Non-Christian parents can successfully use Biblical child rearing methods

IMPLICATIONS:

Something has to happen to get parents to again prefer biblical parenting methods
The post ‘50s nation needs to return to biblical parenting in order to live honorably

INTEGRATION PROCESS

STEP 1 –Identify Semantic Connectors (explicitly or implicitly stated)

Identify academic content of potential connection to biblical content using the following semantic categories.

- a. Words -- e.g., "sin" (Exp.)
- b. Phrases –e.g., "juvenile delinquency" (Exp.)
- c. Values – e.g., "a much better ..." (Exp.)
- d. Facts – e.g., "Bible a much better answer" (Exp.)
- e. Principles – e.g., biblical discipline yields obedience (Imp.)
- f. Issues –e.g., is corporal punishment morally justified? (Imp.)
- g. Assumptions –e.g., intolerable physical discomfort yields repentance (Imp.)
- h. Implications – e.g., societal well-being is correlated with proper child rearing (Imp.)

STEP 2 –Link Connectors to the Bible

Link academic connectors to biblical content using resource helps.

- a. concordances
- b. dictionaries
- c. encyclopedias
- d. etc.

INTEGRATION PROCESS

STEP 3 – Select Relevant Connections

Select biblical content that connects to the academic content

direct application- Bible enhancing academic content

(e.g., application of relevant biblical teachings to topic of child development)

indirect application- Academics enhancing biblical content

(e.g., referring to the fact that the Bible was written over approximately 1600 years by multiple authors)

STEP 4 – Integrate Connections

Integrate and enrich academic content with relevant biblical content

Notes:

- a. The model can be used at micro (lesson) or macro (course) level
- b. The more biblical understanding the richer the biblical integration
- c. The high level of biblical accuracy expected when using this Model is highly dependent on excellent Bible study and hermeneutical skills
- a. This Model is for skill development in teachers for skill impartation to students

EXAMPLE
JUVENILE DELIQUENCY
SEMANTIC CONNECTIONS
BIBLICAL INTEGRATION MODEL

Example Academic Content

“The 1950’s experienced a national concern over juvenile delinquency. Lack of discipline in the home was one of the chief reasons cited for the problem. Many parents no longer followed the biblical admonition to raise their children in the nurture and admonition of the Lord. They instead turned to child-care books that emphasized helping children become sin-denying, guilt-free adults. Only the Bible, a much better answer to the problem of human guilt, outsold these popular books.”

(Adapted from United States history for Christian schools, 2nd ed., 1999, Bob Jones)

Academic Content	Resource Link	Connect to Bible	INTEGRATE into Academic Content Lesson Plan
WORD: “Sin”	1. Using Concordance KJV: “sin” Gen. 4:7 #2403, an offense ; Ps. 4:4 #2398 to miss, 1 John 1:8 #266 offense.	If we claim to be without sin(266) we deceive ourselves – 1 John 1:8	Direct – The Bible claims that everyone is inherently a sinner thus sin-denying child rearing practices are Biblically antithetical. (A)
PHRASE: “Juvenile delinquency” (two contemporary words neither likely to be in the Bible – thus need to enter the Bible via the concept rather than the words themselves)	1.From Memory: Prodigal Son #5207 son Lk 15:13 2.From Memory: Cain Gen. 4:5; slew, Gen. 4:8 #2026 kill	Cain and the Prodigal Son were delinquent sons (juveniles) according to God’s standards Lk 15:13, Gen. 4:8	Direct –Juvenile delinquency started very early in mankind’s history and calls for biblical interventions (B)
VALUE: “a much better”-- valuing biblical answers to child rearing issues rather those not biblical	1. Memory: profitable 2 Tim 3:16 #5624 helpful/profitable. 2. Memory: His ways better, Is 55:8,9 #1870 course of life	His ways are different and better than our ways	Direct – Theories not found in the Bible are of no value.
FACT: “Bible a much better answer”	1. Memory: About Bible being God’s word and is profitable (2 Tim 3:15,16)	Bible has best answers	Direct – because it is God’s word (C)

Academic Content	Resource Link	Connect to Bible	INTEGRATE into Academic Content Lesson Plan
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FACT: “Bible a much better answer”	1. Memory: About Bible being God’s word and is profitable (2 Tim 3:15,16)	Bible has best answers	Direct – because it is God’s word (C)

Academic Content	Resource Link	Connect to Bible	INTEGRATE into Academic Content Lesson Plan
<p>PRINCIPLE: Biblically administered “nurture and admonition” helps prevent children’s disobedience</p>	<p>1. Concordance KJV: “nurture” Eph. 6:4 #3809 disciplinary/ instructional correction 2. Memory & scanning: “correct” Prov. 29:17 #3256 chastise with blows or words</p>	<p>Teach/correct your children and they will give you peace – Prov. 29:17</p>	<p>Direct – Therefore, biblically directed instruction/discipline will help diminish disobedience, i.e., juvenile delinquency (D)</p>
<p>ISSUE: Whether or not corporeal punishment is lovingly and morally right</p>	<p>1. Memory & scanning: “correction” Prov. 23:13 #4148 chastisement 2. Memory: loves – KJV Heb 12:6 – whom He loves He chastens 3. Memory: “Perfect love drives out fear”</p>	<p>Do not withhold physical discipline from a child, he will not die because of it; punishment withheld may be more disastrous – Prov 23:13.</p>	<p>Direct – Lovingly administered physical discomfort will help the child’s behavior, just as God predicts (E)</p>
<p>ASSUMPTION: Physical discomfort beyond a toleration point brings repentance</p>	<p>1. Memory: “afflicted” Ps.119:67, 71 #6031 depress, abase 2. Memory: obedience Heb 5:8 #5218 compliance, submission. 3. Memory: Prov. 20:30 physical punishment effect</p>	<p>Before I was afflicted I went astray – Ps. 119:67, 71</p>	<p>Direct – The reason the biblical approach works is because it is aligned with the God-created nature of human aversion to affliction (F)</p>
<p>IMPLICATION: The post ‘50s nation needs to return to biblical parenting in order to live honorably.</p>	<p>1. Concordance KJV: “nation” Prov 14:34 #1471 nation 2. “righteousness” – Prov. 14:34 #6666 rightness 3. “exalteth” #7311 exalts</p>	<p>Righteousness raises high a nation – Prov. 14:34</p>	<p>Direct – It is appropriate for a nation to be concerned about proper child rearing since it leads children and parents to right living which in turn brings national well –being. (G)</p>

INTEGRATED TEXT

“The 1950’s experienced a national concern over juvenile delinquency (G--It is appropriate for a nation to be concerned about proper child rearing since it leads children and parents to right living which in turn brings national well –being). Lack of discipline in the home was one of the chief reasons cited for the problem (B-- Juvenile delinquency started very early in mankind’s history and calls for biblical interventions). Many parents no longer followed the biblical admonition to raise their children in the nurture and admonition of the Lord (D--Biblically directed instruction/discipline will help diminish disobedience, i.e., juvenile delinquency. E--Lovingly administered physical discomfort will help the child’s behavior, just as God predicts. F--The reason the biblical approach works is because it is aligned with the God-created nature of human aversion to affliction). They instead turned to child-care books that emphasized helping children become sin-denying, guilt-free adults. (A--The Bible claims that everyone is inherently a sinner thus sin-denying child rearing practices are Biblically antithetical.) Only the Bible, a much better answer to the problem of human guilt (C--, because it is God’s word), outsold these popular books.”

POST-ASSESSMENT TEXT MATERIAL

SEEDS

Each kind of seed is different. A lima bean will always grow lima beans.

It could never grow a strawberry plant or any other kind of plant. By itself the seed cannot grow. It needs water to soften the seed coat. Then the young plant can break out of the seed coat and begin to grow. But the seed itself dies in the process. If it does not die there will be no fruit, but if it dies it produces much fruit. For instance, from one corn kernel comes a tall corn plant, each having from one to eight ears of corn. That means that one corn plant can have over a thousand kernels of corn. Just think of that—over a thousand kernels of corn from the one kernel that was planted!

(Paraphrased from Exploring God's World, 3rd ed. (1998) by A Beka Book, pp. 30-31)

Name (optional): _____

Email address (optional): _____

Occupation/Grade Level: _____

Years as teacher: _____

Years in education profession: _____

Male: _____ Female: _____

Size of school: ___ <100 ___ 101-200 ___ 201-300 ___ 301-450 ___ 450+

**INTEGRATION POST-ASSESSMENT
TOPIC: JUVENILE DELIQUENCY**

Trigger	Integration Possibilities/Ideas