

Christian Perspective Topics and our Curriculum – Science meeting Feb 4.

These topics are to be integrated with the government curriculum while adding a practical dimension to the vision of our school.

- Why do we study science as Christians? SNC1D/P
 - Biblical texts (Job 38, PS 19), Belgic confession art 2
 - reflecting God’s character – He is a scientist so we are scientists
- God’s ongoing providence
 - Creation is still upheld using physical laws SCH3U/SPH3U
 - Opposed to idea of world as a machine... or organisms as machines
 - His guiding hand in discoveries and their timeliness Grade 12
- General introduction to science as a field
 - Interdependence with worldviews of the day Grade 11
 - ♣ Eg. Earth vs. sun centered model; man at center or randomness.
 - History and development of science SNC2D/P
 - ♣ Discoveries, inventions, famous people
 - ♣ enlightenment/scientific method versus postmodernism
 - Role of scientific method SNC1D/P
 - Relate to individual courses
- Ethics in science
 - Genetic technologies SB13U/C
 - Modern and controversial treatments and transplants
 - Current research such as cloning, stem cells, space, extraterrestrial,
 - stewardly use of science and technology: good and bad grade 12
 - science’s attempt to erase the effects of the Fall SNC2D/P
- Tentativeness of theories grade 11
 - Fluidity of knowledge vs. absolute truth
 - “We can’t know everything” vs “proven by math”
- Limits of science SNC2D/P
 - What can / can’t be studied
 - Role of bias in interpreting results and information grade 12
 - Incompleteness of science... not the whole solution to the world’s problems
 - ♣ Eg. Climate change SNC2D/P
 - Occam’s razor... can’t know for sure, so use simplest explanation, ie no God.
- Stewardship and the environment SNC1D/P
 - Relate to ecosystems, global warming
 - Cultural mandate
 - Image of God... look after the details (and ourselves) as He does
 - ♣ Eg. sparrow, hairs on head
- Effects of a fallen world SNC1D/P
 - Sinfulness in nature, organisms, loss of harmony

- Mutations in genetic code (eg. allergies, asthma, cancer)SBI3U/C
 - Devolution of creation
 - Nature groaning for renewal
- Visible vs. invisible reality grade 12
 - Learning from / about things we can't see ... eg. Atomic theory
 - Relate to spiritual realm... faith is needed, as we can't know absolute truth
- Cross-curricular activities
 - Eg. Relate the "clockmaker" to Bible, philosophy, history
 - Use Latin or art to help understanding
- Evolution SBI3U/C
 - Micro (adaptation within kinds) vs macroevolution (microbe to monkey to man)
 - Theistic evolution vs. 6 day creation
 - Active providence or not grade 11
 - Value of evidence vs. assumptions and interpretations grade 12
 - Darwinism as a philosophy; historical context SBI3U/C
- Intelligent Designer grade 11
 - Role of beauty, pleasure, order and purpose in the world
 - Recognize patterns, information