

American Christian Academy Bible Standards 2025

6th Grade

Content Standards

- 1) Defining a worldview and its three aspects (big story, basic beliefs driven by loves, and individual group actions); explaining how a worldview is like the lenses for viewing the world; analyzing secularism
- 2) Evaluating assumptions on TV, at school, and in technology; evaluating an example of an authority; assessing major kinds of proof
- 3) Formulating an argument against the two-story view; assessing one's own way of making sense of the world
- 4) Defining structure and direction; explaining the importance of big story of Bible for forming a biblical worldview; relating the two parts of the Creation Mandate to the image of God in man
- 5) Evaluating family, school, and work for fallen direction; discerning fallen direction in popular culture; evaluating a nonbiblical view of death
- 6) Defending the necessity of the Bible; suggesting redemptive direction for family, school, and work; making a plan to respond to God's unfolding plan of redemption
- 7) Relating the attributes of God to true knowledge; relating human purpose to God's glory; explaining the basis for truth, goodness and beauty
- 8) Evaluating the beauty of cultural products; evaluating a nonbiblical view of evil; evaluating nonbiblical views of God's relationship with creation
- 9) Formulating a biblical understanding of good and evil; synthesizing a biblical understanding of love and truth; suggesting ways to live for God's glory
- 10) Explaining a biblical view of man and woman; analyzing identity change; analyzing the fallenness of human nature
- 11) Evaluating wrong views of sanctification; evaluating one's life for fallenness; evaluating statements about identity
- 12) Formulating a biblical understanding of human identity; formulating a strategy for opposing the flesh outside temptations
- 13) Describing the fear of the Lord; relating culture to the Creation Mandate; describing biblical wisdom in a fallen world
- 14) Evaluating responses to social media; evaluating options for after-school activities; evaluating an example of loving neighbors with a business
- 15) Formulating a biblical perspective of wisdom and work; formulating and enacting a Christian view of cultivating and creating culture; suggesting ways to become wise in life
- 16) Explaining a biblical view of manhood and womanhood; explaining how the church is an essential institution in society; describing the beliefs of other worldviews (Islam, Buddhism, Hinduism, secularism, and Moralistic Therapeutic Deism)
- 17) Evaluating responses to parents behaving unbiblically; evaluating nonbiblical views of government; evaluating assumptions and beliefs of other worldviews

- 18) Formulating a biblical understanding of friendship; formulating a biblical understanding of individuals and communities; formulating a biblical response to the idolatry of other worldviews

7th Grade

Content Standards

- 1) Relating the role of the Messiah to God's plan of redemption; connecting Jesus; self-sacrificial mission to that required of His disciples; explaining the significance of the crucifixion
- 2) Inferring what Jesus; disciples needed most before Jesus's coming suffering; evaluating alternative explanations of the resurrection
- 3) Writing a meditation in response to the crucifixion; applying the significance of having hope in the resurrection; relating God's plan of redemption to student's own lives Christlikeness
- 4) Explaining sanctification in the lives of believers; relating discipleship to the imitation of Christ ; inferring why Jesus was successful in His responses to the temptation
- 5) Evaluating what should motivate and empower students to resist temptation; inferring why they should not fear the cost of following Jesus; evaluating evidence of discipleship in the life of a believer
- 6) Applying the Beatitudes to students' own lives; constructing scenarios in which Jesus' exhortations can help them deal with fear; giving examples of what genuine discipleship looks like their own lives
- 7) Giving Old Testament passages that support Christ's pre-incarnate existence; inferring that the message of the Old Testament is God is Lord, and the message of the New Testament is Jesus is Lord; explaining the significance of the virgin conception
- 8) Contrasting the various conclusions about Jesus' identity based on His miracles; assessing the conflict concerning the source of Jesus' healing power
- 9) Defending the premise that Christ is both fully God and fully man; inferring that the Messiah is Jesus
- 10) Relating Christ's works to the kingdom of God as it has come upon you; explaining why Jesus began teaching in parables; summarizing the events of the final judgment; inferring that God's kingdom comes in stages
- 11) Contrasting the judgment of believers and unbelievers; evaluating motivations for preparing to stand before God
- 12) Applying Jesus' ; instructions to students' own lives while awaiting His return; defending the reality that both believers and unbelievers will be judged by their works even though salvation is by grace; relating Christ's works to the kingdom of God as it has come upon you

- 13) Defining the kingdom of heaven from the Sermon on the Mount; identifying God's standard for entering His kingdom; relating Jesus' teachings to the internal righteousness of those who enter the kingdom
- 14) Relating Jesus' teachings about anger to the internal righteousness of those who enter the kingdom
- 15) Exemplifying ways that you can engage in the kind of kingdom work Jesus says kingdom citizens do; inferring what is necessary for someone to be included in God's kingdom; relating the Great Commission to one's own role in God's big story
- 16) Explaining the sign that Jesus gave as the basis of His authority to cleanse the temple; identifying the purpose of the miracles
- 17) Evaluating the responses of the world to a presentation of the Messiah; comparing and contrasting the differing responses to each miracle
- 18) Inferring the significance of the miracle at Cana; relating the response of the disciples to the response a person should have to Jesus' revealed glory
- 19) Summarizing the plan of salvation; inferring how various groups of Jewish leaders would respond to Jesus; words and works; assessing the possible motivations for people's differing responses to Christ
- 20) Evaluating your use of time and resources based on Jesus' teaching; evaluating the responses of the Pharisees and the crowds; contrasting the unbelief of the Jews with the belief of the Gentiles
- 21) Creating scenarios to show how faith-based responses to Christ should look in student's own lives; constructing a list of things that stand in the way of following Christ; planning how to respond to the tests of life according to the teachings of Jesus
- 22) Interpreting Jesus' statement about fulfilling the law rather than abolishing it; identifying internal righteousness as what characterizes those who enter God's kingdom; relating the heart to the proper use of head knowledge
- 23) Evaluating the Pharisees' view of the Mosaic law; contrasting the unbelief of the Jews with the belief of the Gentiles; contrasting heart knowledge with mere head knowledge
- 24) Relating the Christian's body as the temple of the Holy Spirit to the responsibility of glorifying God; applying God's standard to one's own life; connecting the Spirit's role to the larger story of Scripture

Eighth Grade

Content Standards

- 1) Listing the promises in the Abrahamic Covenant; relating the New Covenant to God's redemptive plan; relating the Flood narrative and Noahic Covenant to the big story of Scripture
- 2) Comparing and contrasting conditional and unconditional covenants; assessing Balaam's shrewd tactic for getting Israel to incur God's judgment; comparing and contrasting God's speech in Genesis 8-9 with His speech in Genesis 1
- 3) Defending from the details of the narrative and the big story of Scripture that there is hope God will restore His covenant blessing; devising a plan to follow through on

a commitment to God in the present and future; documenting God's past faithfulness in students' lives

- 4) Relating the Creation Mandate to the big story; relating God's purpose for Israel to His purpose for Christians today; relating the exile of the Northern Kingdom to God's fulfilling His covenant
- 5) Differentiating Elisha's role as prophet from the role of the kings during his time; evaluating the Israelites' request for a king; contrasting Saul's and David's responses to God as their King Supporting from the story of Joseph that God has a sovereign purpose even in negative and puzzling circumstances; defending the identity of the Servant as the Messiah
- 6) Describing the purposes of the law for Israel in relation to God and other nations; recognizing the need to submit to the authority of God and His Word; attributing the chaos in Israel to everyone doing what was right in his own eyes
- 7) Connecting the law to the unfolding plan of redemption; explaining why the golden calf incident was such an offense to God
- 8) Analyzing Ezra's response to the people's direct disobedience to the Mosaic Covenant; using a plan for assessing students' own faith to see whether they are living by God's grace rather than personal righteousness; defending God's wrath toward sin
- 9) Explaining the significance of Solomon's temple-dedication prayer; summarizing what it means for God to be Israel's God; explaining God's work of giving a new heart
- 10) Analyzing the effects of sin on a person's relationship with God and His creation; relating Ezekiel's message of restoration for Israel to God's redemptive plan for all nations
- 11) Connecting the significance of Melchizedek's kingly priesthood to its fulfillment by the Messiah; relating Ezekiel's message of restoration for Israel to God's redemptive plan for all nations; analyzing the evidences of a new heart in students' own lives

Ninth Grade

Content Standards

- 1) Explaining how Christ's humility led to His exaltation; explaining the significance of *Christ's* titles and descriptions in Revelation 1; analyzing the passage based on the Son's roles as Prophet, Priest, and King
- 2) Comparing and contrasting Adam and Christ in *their* roles as covenant heads
- 3) Defending the superiority of Christ's New Covenant priesthood; applying Christ's *example* of humiliation to each student's life
- 4) Listing the three Reformation marks of the church; enumerating the primary activities of the church based on the response to Peter's preaching
- 5) Distinguishing the salvation of the Gentiles recounted in Acts 11 from the Jewish proselytization of the Gentiles; evaluating beliefs about the baptism of the Spirit in Acts 2

- 6) Applying the church's mission to one's own life; defending the importance of church discipline for the health of the church; developing habits for preparing to worship each Lord's Day
- 7) Explaining the effects of the Spirit's ministry on the Christian life; relating the church's nature as the temple of the Spirit to the importance of church unity; explaining the Spirit's role in sanctification
- 8) Contrasting the wisdom of the Spirit with the wisdom of the world; assessing students' own lives for the works of the flesh and fruit of the Spirit
- 9) Making a plan for personal evangelism and discipleship; using Acts 1:8 to summarize the key events in the book of Acts
- 10) Relating the kingdom of God to the giving of the Spirit and to the Great Commission; relating the already/not-yet nature of the kingdom to Saul's commission both to witness *and* to suffer; inferring from the conflict in Ephesus how Christ's kingdom advances in the present age
- 11) Inferring why Christians enter the kingdom of God through tribulations; assessing how the conflict in Ephesus advanced Christ's kingdom in the present age
- 12) Formulating a plan for living while expecting the return of Christ; defending the argument for the end-time restoration and salvation of the Jewish people; defending the cosmic extent of redemption
- 13) Explaining the importance of the move from Mosaic Covenant to New Covenant in the fight against sin; summarizing the debate among Christians regarding the role of the law; inferring the significance of Jesus' enthronement from the Old Testament passages Peter quotes
- 14) Explaining why sin cannot characterize believers' lives
- 15) Defending the goodness of the Mosaic law; harmonizing what a passage teaches about the role of the law with other Pauline teaching
- 16) Relating John's admonition not to love the world to his eschatology; explaining the sojourning nature of the Christian life in the present age; relating the fall of Babylon to the biblical storyline.
- 17) Contrasting being in the world with being of the world; inferring why Jude wrote about sinful characteristics and consequences
- 18) Creating a plan for battling sin; identifying areas in students' personal lives in which they ought to live as countercultural sojourners; defending Paul's conclusion regarding the exceptionally serious nature of sexual sin
- 19) Explaining how union with Christ enables Christians to live the Christian life; explaining how mutual love and expectation of the coming of Christ contribute to living blamelessly; relating church unity to the headship of Christ
- 20) Relating tearing down views that oppose Christ to waging war against the flesh (2 Cor. 10:3-5); contrasting a moralistic claim with the conclusion reached by the Jerusalem Council
- 21) Proposing implications resulting from union with the resurrected Christ (Col. 3); developing a plan for living as sojourner who resists temptation.

- 22) Relating James' wisdom (ethical) teaching to Jesus' teaching in the Sermon on the Mount; explaining what Paul meant when he spoke of "redeeming the time"; inferring the content of Philip's evangelistic message as it relates to Isaiah 53
- 23) Critiquing a piece of communication based on James 3:13-18; evaluating the responses of unbelievers to biblical positions
- 24) Composing a journal entry describing how walking as a wise, Spirit-filled person ought to affect life at home, church, school, or work; sharing a personal experience of answered prayer that demonstrated God's sovereignty

10th Grade

Content Standards

- 1) Summarizing the basic claims of a biblical worldview; comparing and contrasting various definitions of worldview; explaining the meaning of the claim that the Bible is the foundation for human knowledge
- 2) Evaluating how people in general understand the basic claims of a biblical worldview; evaluating two common forms of the two-story view; evaluating secular foundations for knowledge
- 3) Defending the claim that everyone has a worldview; defending the claim that story is the central component of a worldview; arguing for the existence of God to atheists using the "two complementary moves."
- 4) Inferring creational law from the narrative of Genesis 1; explaining the significance of sin being the distortion of creation; analyzing current cultural issues using "difference" and "dissolution"
- 5) Contrasting the Bible's view with the views of pantheism, dualism, deism, and MTD; evaluating attempts to discern structure and direction in particular issues; evaluating the claims of dominion theology
- 6) Defending the claim that creational norms are just as real as laws of nature; defending the claim that the physical effects of the fall are just; defending the claim that the goal of God's work of redemption is restoration
- 7) Summarizing the four foundational creational norms for gender; relating the Bible's teaching on identity, grace, and repentance to male chauvinism, transgenderism, and male passivity; analyzing creational norms for marriage
- 8) Comparing *and* contrasting two definitions of gender; evaluating current gender controversies; contrasting a current common view of love with the Bible's view of love; evaluating the difficulties families face today for their departure from creational norms
- 9) Defending the claim that Jesus' life and ministry confirmed the creational teaching of Genesis 1-3 on gender; constructing a personal plan for pursuing godly manhood or womanhood; proposing practical ways of helping people overcome sin's effects on marriage
- 10) Analyzing the five key creational norms that hold for science; summarizing the biblical data regarding the Fall's effects on human knowledge; explaining why it is important to affirm the Creator-creature distinction

- 11) Evaluating the problems facing science today for its departure from creational norms; assessing the relationship between faith and knowledge; evaluating current problems with technology for their departure *from* creational norms
- 12) Defending *the* claim that Christianity provides a worldview necessary for science to thrive; de- fending the claim that the current debate between science and the Bible is not primarily about evidence; arguing for a biblical worldview against positivism using the two complementary moves
- 13) Summarizing Aristotle's view of the purpose, structure, and limits of government; summarizing six creational norms that hold for government; summarizing the four Christian virtues of political engagement
- 14) Evaluating the claims of Christian nationalism; evaluating liberalism using the two complementary moves; contrasting classical liberalism and progressive liberalism
- 15) Defending the claim that Christians should try to understand what Aristotle taught about government; defending the claim that God expects government to deliver the poor from oppression; proposing ways for a church to engage in acts of mercy that also proclaim the gospel
- 16) Explaining the origins of beauty and human artistic expression; explaining what is at the root of the Fall's effects on the arts; explaining why it is important for worship to be hospitable
- 17) Contrasting entertainment and worship; evaluating the challenges facing the arts; evaluating problematic elements in classicism, postmodernism, and popular culture
- 18) Defending the claim that art requires and rewards contemplation; applying the Bible's teaching about the Fall to current issues related to the arts; defending the claim that, in the biblical worldview, beauty is objective and subjective

11th Grade

Content Standards

- 1) Explain the gospel as expositied in the letter of Romans.
- 2) Evaluate and explain orthodox, historic Christian doctrine across 12 main content areas.
- 3) Develop and implement a lifestyle of personal spiritual disciplines for use in the students' daily spiritual formation and pursuit of Christ.
- 4) Integrate biblical knowledge of God's design in various forms of relationships to maximize their healthiness and impact.
- 5) Analyze and refute false, historic arguments which highlight the purported flaws and illegitimacy within Christian thought (the problem of evil, Christianity being at odds with science, arguments against the resurrection, et al.).
- 6) Examine and explain the gifts of the Spirit as pertains to the individual student and how God has designed them for his purposes and glory.

12th Grade
Content Standards

- 1) Distinguish Christianity, Islam, Secularism, Marxism, and other worldviews by evaluating their foundational beliefs and comparing them to a biblical perspective.
- 2) Formulate a clear and compelling biblical worldview, and learn to communicate it in a way that others may be willing to hear and consider.
- 3) Engage in conversations across differences by asking thoughtful “why,” “how,” and “what” questions, while showing intellectual curiosity and respect.
- 4) Cultivate listening skills that foster relationally positive environments and demonstrate genuine interest in others’ perspectives.
- 5) Learn to engage people without hostility, growing in the ability to disagree respectfully while maintaining strong biblical convictions.
- 6) Begin to feel comfortable talking about differing views, holding firmly to a biblical worldview while remaining relational and humble.
- 7) Verbalize both sides of ethical issues—such as politics, sexuality, marriage, and divorce—that are relevant in contemporary culture and context.
- 8) Formulate a biblical response to political, social, and sexual ethics, communicating truth with clarity, compassion, and courage.
- 9) Verbalize the gospel and a biblical view of identity, sexuality, and marriage in a way that is clear, comprehensive, correct, and concise.
- 10) Evaluate assumptions and beliefs found in culture, media, education, and personal conversations through the lens of biblical truth.
- 11) Cultivate discernment by identifying faulty reasoning or unbiblical thinking in current cultural narratives and replacing them with truth.
- 12) Formulate personal strategies for engaging the culture with the gospel through wise conversation, critical thinking, and Spirit-led compassion.
- 13) Understand the biblical theology of work in Scripture
- 14) Understand the difference between calling (the same for all believers) and vocation (the avenue through which God uses you to restore order and beauty in Creation while making Him known).
- 15) Learn about the student’s gifts and how that might inform their vocation
- 16) Learn that all believers are ministers of the gospel and have been gifted to do God-ordained tasks
- 17) Explore avenues through which students can use their vocation to bring glory to God as a minister of the gospel.