Christian educators are very familiar with the role the curriculum plays in the instructional process. It is not uncommon for a family to choose a school on the basis of the curriculum it uses. Some schools even advertise and promote themselves on the basis of their curriculum. However, while curriculum, textbooks, worksheets, and the like play an important role, they don’t have an ultimate impact on children. While the written curriculum is important, it is the living curriculum that ultimately affects the student’s life. Along with a curriculum that biblically integrates truth is the critical need of individuals whose lives embody love. It is the potent combination of biblical integration and life integration that has the potential for greatest impact.

Historically, the emphasis in education has been on the three Rs of reading, writing, and arithmetic. But a more comprehensive three Rs is needed, particularly for relationally deficient children. These children must have authentic relationships, which are vital to the learning process and achievement. This is the new three Rs formula:

\[
\text{Rigor} + \text{Resources} + \text{Relationships} = \text{Results}
\]

Such relationships are all the more essential with urban children in the absence of parental involvement and engagement. Whenever an individual recounts life-transformational moments, it is almost always in reference to people. God’s educators have at their disposal the most transformative power in all of creation—agape love. Christian educators exemplify and model the love and values of Christ in the school and the classrooms. They recognize that effective teaching is a matter of both content and connectedness. The curriculum provides the content; connectedness is fueled by love.

Consider the scope and sequence of God’s relational curriculum:

- **Toward Self (Inwardly)**
  - *Not envious.* God’s educators want to see their students succeed to the point that they excel beyond their teacher.
  - *Not boastful.* God’s educators recognize that whatever positive gains or transformation takes place in the child’s life is from the Lord, and He alone deserves the credit and the glory.

- **Toward Others (Outwardly)**
  - *Kind.* Christ-appointed urban-school educators are sensitive to and compassionate toward their students, realizing they are to be merciful (Luke 10:37).
  - *Respectful.* God’s educators extend to students the same regard and courtesies they expect from students, recognizing them as imagebearers of God.
  - *Protective.* God’s educators realize that they have been appointed as advocates for and defenders of the children entrusted to their care.

- **Toward God (Upwardly)**
  - *Trusting.* God’s educators put their faith and confidence in the Lord, trusting Him ultimately for student outcomes that are pleasing and honoring to Him. They recognize that God is equally sovereign over every domain and sphere of the world. He is Lord over public schools just as certainly as He is Lord over Christian schools.
  - *Hopeful.* God’s educators do not focus on their students’ current state, but they endeavor to help them reach their full God-given potential.
  - *Persevering.* God’s educators simply don’t give up on children, relying on God for the strength and endurance they need, even when they feel like giving up.

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