

# Biblical Worldview Integration Planner

1. **Subject** Spelling **Reference(s)** Any Weekly Spelling List (ACSI Spelling – Grade 2) **Grade** 2  
**Teacher** Debra Arbuthnot **School** Cascade Christian Puyallup **Contact** www.cascadechristianschool.org **Date** 3/7/05

2. **Lesson or Unit Objective/Outcome**  
*underline thinking level and circle academic content*

The students will be able to write complete sentences.

- INSTRUCTIONS**
1. Fill in Subject, Reference(s), Grade, Teacher, etc. at top.
  2. Determine Lesson or Unit Objective.
  3. Outline Lesson Plan.
  4. Select Biblical Worldview Component.
  5. Specify Specific Biblical Truth to be integrated.
  6. Write Biblical Worldview Integration Objective.
  7. Determine Integration Plan.
  8. Add Post-Lesson Comments, if any.

### 3. Lesson Plan

a) Set [gets students "set" for learning]

Review the elements of a complete sentence. (Begins with a capital letter, ends with a punctuation mark, must express a complete thought.)

b) Delivery [outline of lesson plan]

1. Give the students a list of their current spelling words.
2. Have students give a few oral examples of using a spelling word in a complete sentence.
3. As examples are given write them down on the overhead or the chalkboard reminding the students of each element of a complete sentence.

b) Closing [recap, transition or assignment, etc.]

Have students write a complete sentence using each of their weekly spelling words. Remind them of all the elements of a complete sentence and why we should do our best when writing.

### 7. INTEGRATION PLAN

Ask the following questions:

1. What is one way God clearly communicates to us? (the Bible)
2. Why do people have the ability to communicate to others in that way? [If not stated by the students, say: "As image bearers of God, we are designed to be clear communicators to others, and we can do this through writing."]
3. How? (notes, letters, etc.)
4. Should we do that just so-so, or should we communicate the clearest way we can?
5. State: Because God made us in His image, we can communicate to others clearly in writing. That means writing good, complete sentences.

### 4. Biblical Worldview Component

How does the academic content

Connect with the bigger picture of:

- GOD
  - CREATION
  - MANKIND
  - MORAL ORDER
  - PURPOSE
- Select one.**

### 5. Specific Biblical Truth

to be integrated

As image-bearers of God, mankind is designed to communicate clearly to others through the written word.

### 6. Biblical Worldview Integration Objective

Students will recognize that

**TL:**

Because God made us in His image, we can communicate to others clearly in writing. That means writing good, complete sentences.

**SBT:**

as image bearers of God, mankind is designed to communicate clearly to others through the written word

**AC:**

through a lesson on writing complete sentences.

### 8. Post-Lesson Comments:

## Biblical Worldview Integration Planner (back page)

### ***Biblical Worldview Focus Question:***

How does \_\_\_\_\_ complete sentences \_\_\_\_\_ connect with the bigger picture of \_\_\_\_\_  
(the Academic Content of this lesson)

**God [the nature, character and role of God?]** God communicates with us through complete sentences (His Written Word).

**Creation [what is made and sustained by God?]**

**Mankind [who and what humans are?]** As image bearers of God, mankind is designed to communicate clearly to others through the written word.

**Moral Order [moral behavior and responsibility?]** All things should be done to the best of our ability, including how we write.

**Purpose [the intention and meaning of all that exists?]** Clear communication helps us to share the Good News with others.

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- **Knowledge:** list, tell, identify, show, label, collect, examine, tabulate, quote, name, etc.
- **Comprehension:** summarize, describe, associate, distinguish, estimate, differentiate, explain in their own words, discuss, articulate, etc.
- **Application:** apply, demonstrate, calculate, complete, illustrate, show, solve, modify, relate, change, use, classify, experiment, etc.
- **Analysis:** analyze, separate, order, connect, classify, arrange, divide, compare, contrast, select, determine, decipher, predict, interpret, infer, etc.
- **Synthesis:** combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, generalize, etc.
- **Evaluation:** assess, decide, rank, grade, test, measure, recommend, convince, select, judge, defend, discriminate, support, conclude, etc.