

Biblical Worldview Integration Planner

1. Subject Math Reference(s) Pre-Algebra, Prentice Hall, 2001, Chapter 7-1 Grade 7
 Teacher _____ School _____ Contact _____ Date _____

2. Lesson or Unit Objective/Outcome

underline thinking level and circle academic content

Students will be able to solve "real world" problems using two-step algebraic equations.

3. Lesson Plan

a) Set [gets students "set" for learning]
 Lynne saves \$45 each week. She now has \$180. She plans to save for a trip to Puerto Rico. Today we're going to learn a quick way to find out how many weeks it will take for her to save \$900.

b) Delivery [outline of lesson plan]

Use algebra tiles to demonstrate how to solve two-step equations using the problem $2x + 1 = 5$ [$2x + 1 - 1 = 5 - 1$ becomes $2x = 4$, then $2x \div 2 = 4 \div 2$ becomes $x = 2$]

Have the class solve $15x + 3 = 48$ and other equations on top of page 337.

Together, solve the problem given at the beginning of class (see "set" above).

Do problem 7, p 337 together.

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

Have the class do exercises on page 338-339 on their own, if they appear ready. If not, do a couple of problems together.

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.

7. INTEGRATION PLAN

Ask class: "Do you know of any animal that has ever demonstrated the ability to solve two-step equations?"

What mental and physical skills do you need in order to solve a two-step equation? [recognizing abstract symbols that represent concrete things, writing such symbols, adding, subtracting, multiplying, dividing, simplifying, ordering thought...]

With respect to solving two-step equations, what separates humans from animals? [Abstract thinking and problem solving using symbols...]

Can anyone give a biblically-based, rational explanation for the disparity between people and animals that solving two-step equations demonstrates? [Gen. 1:26-28; Ps. 8...]

So, what does your ability to solve two-step equations demonstrate about yourself? [That I'm uniquely made in the likeness and image of our God who is rational and capable of abstract thought. Also, I am not an animal, etc...]

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

The ability to solve two-step equations is a demonstration that human beings are uniquely made in the likeness and image of God.

6. Biblical Worldview Integration Objective

- TL:** The students will recognize that
- SBT:** the ability to solve two-step equations is a demonstration that we are uniquely made in the likeness and image of God,
- AC:** through a lesson that requires students to give a biblically-based explanation for the human ability to solve two-step equations.

8. Post-Lesson Comments:

Biblical Worldview Focus Question:

How does two-step algebraic equations connect with the bigger picture of (the Academic Content of this lesson)

God [the nature, character and role of God?]

The way to solve two-step equations came from the mind of God.

Creation [what is made and sustained by God?]

Two-step equations remind us that we live in an intelligently designed and ordered universe.

Mankind [who and what humans are?]

The human ability to solve two-step equations is a demonstration that we have been uniquely made in the likeness and image of God.

Moral Order [moral behavior and responsibility?]

We have a responsibility before God to use two-step equations for good, and not evil.

Purpose [the intention and meaning of all that exists?]

Through the proper solving of two-step equations, humans can actively participate in God's First Commission to govern over the earth.

- **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.