

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.

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]

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 more problems together.

7. INTEGRATION PLAN

Instruct class:

"With respect to Question #37 on page 339 [which says, 'Write a word problem for which you could use the equation $3g + 4 = 16$ '], I'd like you to create a word problem that uses this two-step equation to accomplish a morally good outcome."

For example: "While on her trip to Puerto Rico with three friends, Lynne is amazed to see the poverty of the people. She decides to organize a way for the four of them to bless a small village with one large bag of groceries per household. The village has 16 homes. Lynne decides to donate 4 grocery bags herself. Using a two-step equation, show how Lynne could easily figure out how many grocery bags each other member of her group would need to provide. [$3g + 4 = 16$; $3g + 4 - 4 = 16 - 4$; $3g = 12$; $g = 4$]"

Ask the class: "What Scripture supports the idea that we have a responsibility before God to use 2-step equations for good and not for evil? [Possible response: *Whatever you do, do it heartily as unto the Lord. doesn't leave room for doing 2-step equations for evil.*]"

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

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

6. Biblical Worldview Integration Objective

The students will comprehend that

TL:

SBT:

they have a responsibility before God to use the two-step equation tool for good, and not for evil,

AC:

through a lesson on solving two-step equations that requires a morally responsible use of this skill.

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.