

Biblical Worldview Integration Planner

1. Subject : **Spanish 5/6**
 Teacher: **Rebecca Vargas**

Reference(s): **De Viaje Text pages 107-108**
 School: **Seattle Christian Schools**

Grade: **10-12**
 Date: **12-15-05**
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2. Lesson or Unit Objective/Outcome
underline thinking level and circle academic content

Students will be able to articulate in Spanish the cultural festivals in the reading "Algunos Pasatiempos".

- 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]

After praying - Students discuss with their partner in Spanish how they celebrated Thanksgiving last month. I will go around and check homework to make sure it was done.

b) Delivery [outline of lesson plan]

Class discussion sharing how they celebrated Thanksgiving. Correct vocabulary homework.

Use homework vocabulary about running with the bulls to lead into the reading.

Read pages 107-108. Ask for volunteers to read paragraphs.

Read about running with the bulls in Pamplona, Spain.

Read about the *Carnava/(Marti Gras)* celebration.

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

Ask a few comprehension questions to end, and assign homework D, E pg. 54-55.

7. INTEGRATION PLAN

Ask their opinion about how the men, who run with the bulls to celebrate the patron saint of their city, pray to him for safety, Will the patron saint keep them safe? Is this Biblical?

When discussing the words in the reading about Lent and Ash Wednesday ask the students what these words mean to them and how they celebrate them? Help them realize the real meaning of Marti Gras. Ask - Is this a good way to prepare for Lent? Is this Biblical? Does this honor God?

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

Mankind sins when they profanely celebrate God.

6. Biblical Worldview Integration Objective

TL: The students will realize that

SBT: mankind sins when they profanely celebrate God

AC: through an exercise of articulating in Spanish the cultural festivals discussed in the "Algunos Pasatiempos" reading.

8. Post-Lesson Comments:

Biblical Worldview Integration Planner (back page)

Biblical Worldview Focus Question:

How do _____ cultural festivals _____ connect with the bigger picture of (the Academic Content of this lesson)

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

God created us to celebrate – but to celebrate HIM, in a way that honors Him

Creation [what is made and sustained by God?]

Cultural events/festivals/celebrations celebrate the richness of God's creation

Mankind [who and what humans are?]

By putting things before God, and celebrating/praising false gods, humans sin

Moral Order [moral behavior and responsibility?]

It is wrong to profanely celebrate God

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

- **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.