

PROJECT BY ANNIE GALLAGHER, PHD

PAQ REFRESHER TRAINING

**PARTICIPANT  
PLAYBOOK**



## **DIRECTIONS FOR FACILITATORS**

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PAQ REFRESHER TRAINING takes place over five separate sessions. While each video runs between 25-40 minutes, the related discussion session and activities will require a total of 60-75 minutes per session.

### **Before the training sessions:**

- Cue up the appropriate video weblink to show.
- Have each participant choose a discussion partner.
- Have the participants form small groups of 3-6 people.

### **Participants will need:**

- PAQ REFRESHER TRAINING Participant Playbook
- Pen or pencil
- Highlighter for marking important information (optional)
- Sticky note pad posting responses in a group (optional)

### **Processing Pauses**

Periodically in each video, processing pauses will take place. Processing pauses are times for the participants to process content that was present on a deeper level.

When the words “Processing Pause” show, stop the video and allow the participants to complete the assigned activity.

The accompanying Facilitator’s Guide will provide specific instructions for each exercise.



REFRESHER TRAINING FOR PAQ

# LESSON 1



## THE PAQ METHOD FOR BIBLICALLY INTEGRATED INSTRUCTION

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The PAQ Method for biblically integrated instruction enables teachers to provide authentic biblically integrated instruction while incorporating best teaching and learning practices. Christian education provides many valuable learning experiences unique to a biblical model of education. Teachers who use the PAQ method enable students to think biblically about every subject area.

Teachers have a powerful influence on students' spiritual growth. How teachers model and testify about their lives as a follower of Christ can significantly influence students' perspective on living as a Christian. Chapel experiences, morning devotions, and Bible study clubs offer spiritual opportunities for students to develop relationships with the triune God of the Bible and other Christ followers. Courses in the old and new testaments, apologetics, worldview, and Bible literacy can equip students with knowledge of God and his plan for saving people from sin and restoring his creation. Service projects and mission trips provide opportunities for students to understand the power of loving others through self-sacrifice. Are these experiences enough to help students develop and apply a biblical worldview to all of life?

Biblically integrated instruction is a necessary component to a holistic education intended to promote Christlikeness. Luke 2:52 describes the holistic development that took place in Jesus. *Furthermore, Jesus kept increasing in wisdom and stature and in favor with God and men. (NASB)*. Most Christian schools desire to provide the same sort of Christ-like development by providing experiences promoting spiritual, cognitive, physical, and emotional growth of children from kindergarten to twelfth grade.

Research reveals that while most teachers in Christian schools believe biblically integrated instruction is essential. The same research also reveals that few teachers can define it or explain how to provide it intentionally. PAQ enables teachers to describe attributes of biblically integrated instruction and explain how to make it happen in their classrooms.

PAQ is an acronym that stands for the three different approaches to biblically integrated instruction. The letter P stands for the instructional approach of establishing the biblical purpose or foundational biblical principle associated with the content. The A stands for the instructional approach of connecting or comparing biblical assumptions with the worldview assumptions presented in lesson content. The Q stands for the approach of asking questions pertaining to life application or ethical principles associated with the lesson concepts.

## PAQ REFRESHER TRAINING

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PAQ Refresher Training is designed for educators who are new to Christian education or new to a school that has embraced the PAQ method for biblically integrated instruction. The refresher training is also beneficial for teachers who have previously completed PAQ training at their school and are interested in refining their skills or refreshing their understanding of specific steps. The training provides necessary information about why biblically integrated instruction is essential. The training prepares teachers to explain the unique attributes of biblically integrated instruction. Additionally, the training guides teachers in planning and providing quality, authentic, biblically integrated instruction.

Things participants will need for each of the lessons for PAQ Refresher Training:

1. Participant Playbook
2. Discussion Partner
3. Discussion Group of 4-6 People

# WHY IMPLEMENT BIBLICALLY INTEGRATED INSTRUCTION?

LEARNING OBJECTIVE: EXPLAIN REASONS FOR BIBLICALLY INTEGRATED INSTRUCTION.

1. What words or images come to mind with the word \_\_\_\_\_?

Merriam-Webster online dictionary (2015) lists three definitions of captive that create a picture of the various aspects of being held captive

- a: to be held as if a \_\_\_\_\_.
- b: held under control of another but having the \_\_\_\_\_.
- c: being such involuntarily because of a situation that makes \_\_\_\_\_ or \_\_\_\_\_.

**See to it that no one takes you captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than according to Christ.**

COLOSSIANS 2:8, NASB

**CAPTIVE** refers here to carry off booty (as the plunder of war) (Strong's Greek Lexicon, 2015).

**SEE TO IT** is implying \_\_\_\_\_.

**We are destroying speculations and every lofty thing raised up against the knowledge of God, and we are taking every thought captive to the obedience of Christ.**

2 CORINTHIANS 10:5, NASB

**SPECULATIONS** refers to ideas that are \_\_\_\_\_ to God.

**LOFTY THING** refers to a \_\_\_\_\_, such as a bulwark.

**CAPTIVE** refers to bringing under control or taking captive one's \_\_\_\_\_.

**Therefore I urge you, brethren, by the mercies of God to present your bodies as a living and holy sacrifice, acceptable to God, which is your spiritual service of worship.  
And do not be conformed to this world, but be transformed by the renewing of your mind, so that you may prove what the will of God is, that which is good and acceptable and perfect.**

ROMANS 12:1-2, NASB

**MIND** refers to the ability to understand \_\_\_\_\_. (Strong's Greek Lexicon, 2015)

**TRANSFORM** means a complete change in \_\_\_\_\_ (metamorphosis).

Processing Pause



2. **What is the connection with Christ-centered instruction and the message from Colossians 2:8?**

**Finish the sentence.**

Based on what this verse, Colossians 2:8, says, I need to provide biblically integrated instruction so that...

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3. **What is the connection with Christ-centered instruction and the message from 2 Corinthians 10:5?**

**Finish the sentence.**

Based on what this verse, 2 Corinthians 10:5, says, I need to provide biblically integrated instruction so that...

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4. **What is the connection with Christ-centered instruction and the message from Romans 12:1-2?**

**Finish the sentence.**

Based on what these verses, Romans 12:1-2, say, I need to provide biblically integrated instruction so that...

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5. **Take the following words (mind, captive, Christ, transformation) and use them in a single theme statement that conveys the relationship among the ideas.**

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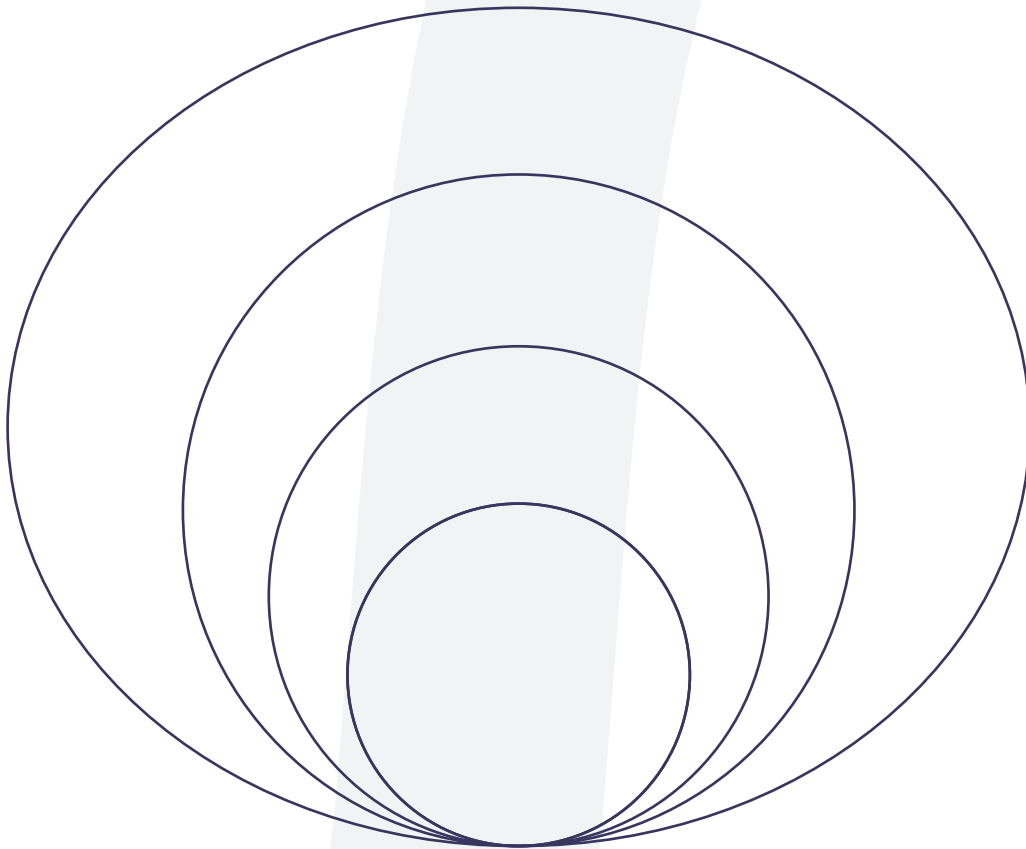
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6. Copy the theme statement here.

7. Influences on One's Worldview



**Relationships influence** .....

**Beliefs influence** .....

**Values influence** .....

ACTIONS DEMONSTRATE WHAT WE HONESTLY BELIEVE AND VALUE.

Relationships influence what one believes about truth and reality, which determines what one values, which determines one's actions or behaviors. How a person lives out this chain reaction of influences is a worldview. One definition of worldview says it is a pattern of ideas, beliefs, convictions, and habits that help us make sense of God, the world, and our relationship to God and the world' (Noebel & Myers, 2015, p. 10).

8. Predict the processes necessary for teachers and students as part of quality instruction. Write 2 things the teacher needs to do to provide quality instruction. Write 2 things students should do while they are engaged in quality instruction. Enter those predictions in the Guess boxes. When the answers are revealed, write them in the Check boxes.

	GUESS	CHECK
TEACHER		
STUDENT		

9. Fill in the blanks.

**Biblically integrated instruction is:**

the process of instructional \_\_\_\_\_ and \_\_\_\_\_ that helps the student \_\_\_\_\_ through subject matter and skill development in such a way as to develop the habit of \_\_\_\_\_ and \_\_\_\_\_ all knowledge to a biblical worldview.

(MACCULLOUGH, 2010)



ESTABLISH THE BIBLICAL PURPOSE OR FOUNDATION.



CONNECT AND COMPARE UNDERLYING ASSUMPTIONS.



ASK WORLDVIEW QUESTIONS.

## DEFINING CHARACTERISTICS

10. What are the defining characteristics of biblically integrated instruction found in PAQ? Fill in the blanks.

- \_\_\_\_\_
- Incorporates \_\_\_\_\_ (learning objectives, assessment, sequence of steps).
- Engages students in \_\_\_\_\_, (analyzing, comparing, evaluating, defending).
- Includes \_\_\_\_\_ by students.
- Intentionally incorporates \_\_\_\_\_ addressing the core subject matter.

**STANDARDS:**

**CCSS. Math 7.NS.A.2** Apply and extend previous understandings of multiplication and division of fractions to multiply and divided rational numbers.

**CCSS. Math. 7.RPA.2** Recognize and represent proportional relationships between quantities.

**Biblical Principles:** God created all things and laid the foundations of the earth. Genesis 1; Jeremiah 33:25. (Therefore, God established the trustworthy and predictable properties of mathematics.)

God says what shall be true for his creation. *Lamentations 3:37; Colossians 1:17; Psalm 94:10-11* (Math is one way to express truths exhibited in creation.)

**ESSENTIAL QUESTION:**

1. How do we use proportional reasoning for real-life situations?
2. How did math properties come to exist?

**OBJECTIVES: (Partial listing.)**

1. Determine the origin of mathematics.
2. Apply concepts learned for proportional reasoning and percent units to solve real-world problems.

**ASSESSMENTS:**

- |   |  |  |
|---|--|--|
| 1. Teacher observation of group discussion. | 3. Rubric for scenario presentation and computational demonstration. | 5. Individual scenario assessment with answers to the essential questions. |
| 2. Table group notes.                       | 4. Scripture analysis chart.   | 6. Exit slip.  |

**PROCEDURES:**

DAY 1-5	Using manipulatives, written explanations, & practice activities from textbook, the teacher introduces proportional reasoning concepts, & students practice solving equations using proportional reasoning. Every few days, the teacher reminds the students of the essential questions for the unit and asks a volunteer to offer his/ her thoughts. Students complete an exit slip related to a key concept learned that day at the end of each class period.
DAYS 6-7	Student table groups receive packets, each containing 4 performance tasks. The multi-step performance tasks require students to solve scenario problems. Students must show their computation for specified proportional relationships over different time intervals, explain in writing the relationships noticed, and solve the scenario problems. Example: Performance Task #1: Connor has an old lawnmower and a new lawnmower. The old lawnmower uses $\frac{3}{4}$ of a gas can every time he cuts his lawn. The new mower uses $\frac{1}{2}$ of a gas can every time he cuts his lawn. The gas can holds 3 gallons. A full can of gas costs \$8.00. How much money will Connor save by using the new lawnmower after he cuts the lawn 40 times? Find the cost of gas for the old mower for 19, 20, and 21 cuts. Show your work. Find the cost of gas for the new mower for 19, 20, and 21 cuts. Show your work. What do you notice about your answers? <ul style="list-style-type: none"> <li>• Students work in table groups explaining their reasoning and use computation to solve each of the 4 tasks.</li> <li>• Each table group explains to the class its assigned scenario and the solution determined.</li> </ul>
DAY 8	Each table group is assigned one of the 4 scenario problems to present to the class. If there is more than one table group with the same scenario problem, groups combine and work together to compare their process and solution for the assigned task. <ul style="list-style-type: none"> <li>• These newly combined table groups demonstrate their agreed to computational sequence and present their rationale and computation to solve the scenario problems.</li> </ul>
DAY 9	Table groups finish their class presentations. Teacher directs students to look over their computation and identify the dependable properties or procedures that enabled them to solve the scenario problems. The teacher will need to get them started. (Example: a. $\frac{3}{4}$ of 3 gallons is always $2\frac{1}{4}$ gallons. b. The product of 2 factors is always the same for those 2 factors.) <ul style="list-style-type: none"> <li>• Students create a class chart of dependable properties and procedures that enabled them to solve the scenario problems.</li> </ul>
DAY 10	Bell ringer: Teacher refers to the list of math properties from yesterday. Teacher points to the newly posted questions on the whiteboard: Why can we use the math properties to solve problems? How did these math properties come to exist? <ul style="list-style-type: none"> <li>• Students write proposed answers to the posted questions on sticky notes and place them on the whiteboard.</li> <li>• Student table groups examine scriptures to determine the meaning of the verses and what each has to do with mathematics. Student groups record their answers on a single chart.</li> </ul>
DAY 11	The teacher gives each student a new performance task. Each student completes the performance task and also must write his/her answer to each essential question. Math Lesson Adapted from Stephan, Heather (n.d.). Proportional reasoning and percent - Can you apply the concepts? (3-day lesson). Better Lesson. <a href="https://betterlesson.com/lesson/525619/proportional-reasoning-and-percent-can-you-apply-the-concepts-3-day-lesson">https://betterlesson.com/lesson/525619/proportional-reasoning-and-percent-can-you-apply-the-concepts-3-day-lesson</a> license. <a href="https://creativecommons.org/licenses/by-nc/4.0/">https://creativecommons.org/licenses/by-nc/4.0/</a>

**With your discussion group, look for the defining features and mark them. Use the questions below to guide your analysis.**

11. Is the unit planned?

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12. Does the unit plan incorporate elements of quality instruction?

a. Are there essential questions or learning objectives that foster worldview thinking? If so, which ones?

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b. Are the biblically oriented learning objectives assessed? How?

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13. Are the students engaged in critical thinking? If so, how?

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14. Are the students analyzing Scripture?

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15. Do the focused worldview principles directly address the core subject matter?

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**Let's go back to the learning objectives and essential questions for this session. Individually, answer the following questions.**

16. What are the reasons for biblically integrated instruction?

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17. Why implement biblically integrated instruction?

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**A Mind Captive to Christ Leads to Transformation.**



REFRESHER TRAINING FOR PAQ

# LESSON 2





## HOW DO THE EXPERIENCES KIDS HAVE IN CHRISTIAN SCHOOL FACILITATE CHRISTLIKENESS?

### LEARNING OBJECTIVES:

- CATEGORIZE TYPES OF LEARNING EXPERIENCES THAT ARE PART OF CHRISTIAN EDUCATION.
- NAME THE PAQ STRATEGIES.

**Everything you do is a profession of your faith.**



## PARALLEL UNITS

Parallel units contain lessons within the content unit that primarily foster spiritual relationships and the spiritual culture of a school. Parallel units (Eckel, 2003; MacCullough, 2010) contain spiritual truth yet do not address the core ideas of the subject matter. Parallel lessons within any unit are not inappropriate, as they foster understanding of Bible lessons. Parallel lessons, however, are different from what is considered biblically integrated instruction.

- a. Similar Word Connections:** Finding instances where the same word appears in the Bible. The teacher identifies vocabulary terms from the content lesson and tries to connect those terms to words in the Bible without focusing on biblical principles revealed in the content.

**Examples:**

- *Teaching the concept of slope in math class and reading Joshua 15:8 that talks about Judah's allotment of land running along the southern slope of the city.*
- *Finding number words in the Bible during a math unit, rather than establishing the essence of the numbers or the role of numbers from a biblical standpoint.*

- b. Spiritualization:** Use materials or activities to provide a spiritual “feel” to what is taught. Spiritualization occurs when teachers use Scripture, religious themes, or religious pictures in instructional activities or include Christian elements into events to acknowledge or praise God.

**Examples:**

- *Opening class time with prayer or a devotional.*
- *Memorizing Scripture.*
- *Performing hymns or spiritual songs during band concerts.*
- *Reading Scripture in Mandarin language class to practice pronunciation.*

- c. Personification:** Modeling how to live life as a believer and follower of Jesus Christ. Personification lessons are the life lessons that happen naturally as part of classroom interaction between the teacher and students. Personification examples may include sharing prayer concerns of fellow students and the teacher to demonstrate how people can communicate with Jesus. It can also include looking for evidence of answered prayers, whether positive or negative.

- d. Transmission:** Declaring a biblical truth without involving student thinking. Transmission is simply stating biblical truths and principles or referring to attributes of God and his creation while teaching. Transmission lessons do not require students to analyze, compare, or evaluate biblical truths revealed in the content. With the transmission type of units, the teacher does all of the talking and thinking. They often take the form of a lecture or sermon type of presentation.

**Examples:**

- *While providing instruction about patterns in math class, the teacher consistently includes the statement, “We can see that God is a god of order in mathematics.” Students are not asked to analyze other perspectives or provide evidence to support the idea that God is a god of order.*
- *Posting theme statements, such as “God is our strength.”*

- e. Correlation:** Using the content as an analogy for a Bible lesson. Parallel correlation lessons typically use the content as a metaphor or object lesson for a biblical concept.

**Examples:**

- *Asking students to create graphic images that persuade and entice for advertisement purposes in computer design class. Then students are asked to identify and explain “signs” God has given them when seeking answers to life questions.*
- *In physical science class, students learn the thermodynamic methods for the transfer of heat (convection, radiation conduction). After solving several practice problems for rates of heat transfer, the students receive a homework assignment. The assignment requires students to explain which heat transfer method is most like how they came to know Christ.*

- f. Evangelistic Testimony:** Communicating the path to salvation and God’s redemption plan by sharing one’s personal salvation experience. Evangelistic testimony, a meaningful way to teach students about the nature of God’s plan of redemp-

tion, does not qualify as Christ-centered instruction.

- g. **Character Education:** Providing instruction that focuses on values and character traits. Character education teaches kids the values and behaviors that help them get along with others. This type of education pertains to relationships and culture, rather than analyzing truth revealed by the subject area content.
- h. **Mission Trips and Service Projects:** Opportunities to partner with churches or other organizations to serve people in a community. Mission trip and service project experiences allow kids to participate in the life application of Christian character and Christlike behavior and advance God’s kingdom. Mission trips provide the benefit of building and strengthening relationships between students, broadening perspectives, and allowing students to see God at work.

### EXAMPLES OF PARALLEL LESSONS

1. Below are several examples of parallel lessons that often take place within content area units. Consider each example and decide which type of parallel lesson is described.

CORE CONTENT CONCEPTS	BIBLICAL TRUTH PRESENTED	TYPE OF PARALLEL LESSON
The teacher is teaching the life cycle of flowering plants. Experiences are provided, so students see how plants produce fruit that contains seeds.	Students are assigned to read Matthew 12:33 “...for the tree is known by its fruit.” The teacher wants students to think about how this verse tells how the words we use reveal a person’s character. Students are asked to draw the outline of an apple. Next, students are asked to write kind words to say to others inside the apple outline.	
The teacher is teaching plot analysis. Students read a novel where the main character earns money to secretly give to a neighbor who is poor.	The teacher posts on the board and reads aloud what is there. “Give to the widows and the poor. Remember the Bible says in 1 Timothy 5:3-16, give to the widows and the poor.”	
In art class, the students are learning sculpture techniques. Stations are set up around the room where students rotate to the different stations to practice and apply the various sculpting techniques.	Students are then assigned to create a sculpture depicting a Christmas scene.	

### INTEGRATION? REVELATION?

2. Integration means: \_\_\_\_\_
3. Integrity means: \_\_\_\_\_
4. Biblical integration means: \_\_\_\_\_ worldview ideas in the content.

### QUESTIONS FOR REVEALING CHRIST OR WORLDVIEW IDEAS IN THE CONTENT

- Is there a biblical reason why we should study this?
- How has this concept or discipline been distorted by sin?
- How can the subject be repaired by Christian thought?
- What is a Christian response to this sensitive topic?
- What worldview is represented here in our content?

5. Fill in the blanks.

**Biblically integrated instruction is:**

the process of instructional \_\_\_\_\_ and \_\_\_\_\_ that helps the student \_\_\_\_\_ through subject matter and skill development in such a way as to develop the habit of \_\_\_\_\_ and \_\_\_\_\_ all knowledge to a biblical worldview.

## GUIDING WORLDVIEW QUESTIONS FOR TEACHERS

EVERY WORLDVIEW INCLUDES CATEGORIES OF IDEAS

OVERMAN & JOHNSON (2003)

<b>God's Nature and Activity</b>	Is there anything about the nature of God or his activity that is apparent in this content?
<b>Creation</b>	Is there anything about God's creation that is apparent in this content?
<b>The Nature of Humans</b>	Is there anything about the nature of humans that is apparent through this content?
<b>Ethics</b>	Is there anything about what is considered right and wrong that is apparent in this content?
<b>Purpose of Society and History</b>	Is there anything that deals with the purpose of life, or society or history that is apparent in this content?

## PAQ STRATEGIES FOR CHRIST-CENTERED INSTRUCTION

6. Use the space to record ideas or notes about the PAQ strategies from the presentation.

**P**

**ESTABLISH  
THE BIBLICAL  
PURPOSE OR  
FOUNDATION  
FOR THE SUBJECT  
OR CONCEPTS**

**An Example**

**Subject:** World Language

**Essential Question:** \*What is the purpose for studying world languages?

**Learning Objective:** \*The students will explain the purpose of world languages.

**Establish the biblical foundation or PURPOSE for the topic.** One way to keep Jesus in the center of content is to look at the purpose God intended for the subject being taught. As an alternative to addressing the subject matter's biblical purpose, learning opportunities can address foundational principles or truths related to the subject area. These foundational truths provide a filter or measuring rod by which to compare other concepts. Establishing the biblical foundation or purpose for the subject matter typically *occurs* toward the beginning of the unit. As an introduction to your course or unit, engage students in discussing the biblical purpose for what they are learning. Encourage thinking by asking about the purpose of this subject or topic. Present the Scriptures and have the students figure out how the biblical principle relates to the topic, purpose or provides a guide for thinking.

7. Use the space to record ideas or notes about the PAQ strategies from the presentation.

<b>A</b> <b>CONNECT &amp; COMPARE UNDERLYING ASSUMPTIONS</b>	
	<b>An Example</b> <b>Subject:</b> Language Arts <b>Show a quote</b> from Leo Tolstoy, <i>A Confession</i> "Wrong does not cease to be wrong because the majority share in it." <b>Ask students:</b> What is the worldview message about right and wrong based on this quote? Students are then to compare the principle from the content with Scripture to see if it is the same or different.

**Connect and compare underlying ASSUMPTIONS.** A second way to reveal Christ or worldview principles is to look at the historical, philosophical, and theological principles and assumptions that underlie the content. An assumption is a belief often stated or indicated as truth. Assumptions are the foundational beliefs people have about life. Assumptions are part of a person's worldview. Synonyms for assumptions are beliefs, principles, presumptions, premises, or ideas about what is true. Connecting and comparing underlying assumptions, or the A Strategy, involves connecting biblical assumptions to the content or comparing the assumptions revealed by the subject matter to biblical worldview principles. Often the A Strategy occurs in the middle of the unit after the primary content has been taught. Then the assumptions are addressed in order to extend thinking with a compare and contrast activity. The main goal is for students to determine if the assumptions in the subject area material match biblical assumptions or not.

8. Use the space to record ideas or notes about the PAQ strategies from the presentation.

<b>Q</b> <b>ASK WORLDVIEW QUESTIONS</b>	
	<b>An Example</b> <b>Subject:</b> Science <i>The unit is focused on the classification of animals and plants.</i> <b>The world view question is:</b> *Does the theory of evolution or the theory of intelligent design provide the true explanation for differences among animals and plants? How do you know?

**Ask worldview QUESTIONS.** The Q Strategy: asking worldview questions capitalizes on a way to engage students to grow in wisdom by engaging their image-bearing reasoning skills and sense of inquiry through questioning. The Q Strategy requires the teacher to include an essential question to prompt or provoke an ethical or situational response related to the content. As an alternative to taking a side on an ethical issue related to the content, the teacher may ask an essential question that requires students to reflect on their life behaviors. This life application worldview question requires students to see how their personal life behaviors match biblical principles. Questioning happens throughout all Christ-centered units; however, the Q Strategy questions specifically require students to analyze personal life application or ethical situations.

**The key to the Worldview Questions approach is to plan the question that will be asked and to have an idea of an acceptable answer to the question. The students may surprise the teacher with valid answers that differ from expectations; however, it is essential to be sure students' answers do not convey misconceptions. If so, the teacher will need to clarify and correct.**

9. Determine if the scenarios below represent biblically integrated or parallel instruction.

Mark BI for integrated or P for parallel.

GENERAL CONTENT	BIBLICAL CONNECTION	BI OR P?
a. Students are using block manipulatives to represent quantities 1-10 in a math lesson.	The teacher explains how the Tower of Babel was built from blocks and shows the story of the Tower of Babel.	
b. Students are in world language class. The teacher has students listen as she reads the account of the Tower of Babel from the Bible.	Students analyze the account of the Tower of Babel and are asked to explain how world languages began.	
c. In science class, students learn about the systems of the human body (digestive, respiratory, circulatory).	Students are asked to compare how the human body is similar to the body of Christ.	
d. In choir, students analyze the message presented by the lyrics of a song.	Given printed copies of the lyrics and Scripture, students are to provide evidence of the song writer's worldview.	
e. In math, students learn about and practice making tessellations. (Tessellations are repeated patterns, such as honeycombs.)	Students find examples of tessellations in nature and are asked: What does our ability to find tessellations in nature tell us about our Creator? Scripture is analyzed to prove the observed features.	
f. Students read Horton Hears a Who by Dr. Seuss. The teacher focuses on the phrase in the book, "A person's a person no matter how small."	Students compare various quotes from the book with the biblical perspective about life, using Scripture.	
g. In health class, students study the components of blood and their importance.	The teacher states: "Just as we need blood for life, we need the blood of Jesus for new life".	
h. During the plant unit, students learn about the parts of a plant.	Students read Hebrews 6:14 that explains Jesus is our anchor of hope. Students are asked how the roots of a plant are similar to our relationship with Jesus as our anchor.	
i. During the unit on environmental and energy conservation, students study ways to conserve energy and natural resources.	Students are taught the Dominion Mandate from Genesis 1:28 (Man is to take charge and responsibility over God's creation, and man is to manage and control it.) Students are then asked: What is our responsibility to the environment based on what we are told in Genesis 1:28?	
j. Students open their world history textbooks during the first day of class and are asked to list the time periods that will be studied in the book.	The following is posted on the board and assigned for students to complete: Does history have a beginning and end? Defend your answer with evidence from the Bible.	



<b>ESSENTIAL QUESTIONS:</b>		<b>OBJECTIVES:</b> <i>(This is a partial listing of objectives.)</i>	
<ol style="list-style-type: none"> <li>How did the lives of Native Americans and European settlers compare?</li> <li>How do the worldviews of Native Americans and Christians compare?</li> </ol>		<ol style="list-style-type: none"> <li>Compare and contrast the Native American and biblical worldviews of prayer and sacrifice.</li> <li>List characteristics of Native American culture.</li> <li>Compare daily life of the past between Native Americans and European settlers.</li> </ol>	
<b>ASSESSMENTS:</b>			
<ol style="list-style-type: none"> <li>Venn diagram comparing worldviews.</li> <li>Think-pair-share of life characteristics</li> </ol>		<ol style="list-style-type: none"> <li>Workbook pages comparing daily life.</li> <li>Unit test</li> </ol>	
DAY 1-3	<p>Native Americans of the Past</p> <ul style="list-style-type: none"> <li>Students read pages of textbook round-robin fashion and directed-reading fashion.</li> <li>Students complete workbook pages that help them organize and remember the information presented in the textbook.</li> </ul>		
DAY 4	<p>Students use sticky notes to write down a fact about Native American life of the past and post them on the classroom chart.</p> <ul style="list-style-type: none"> <li>Students use a different color sticky note to write down a fact about the lifestyle of the settlers and match that with a sticky note placed on the classroom chart with a similar fact about Native American life.</li> <li>Students then write a paragraph that explains how life of the past was different between the Native Americans and the settlers.</li> </ul>		
DAY 5	<p>Activate prior knowledge about Native Americans. Students use think-pair-share to orally share facts that they remember about the Native American way of life.</p> <ul style="list-style-type: none"> <li>Next, students write what they think is the definition of sacrifice and prayer on an index card.</li> <li>Teacher reads the storybook, <i>The Legend of the Bluebonnet</i> by Tomie dePaola. (Story synopsis: <i>The Cherokee Native American tale tells about a terrible drought in the land with many people suffering. A young orphan girl named She-Who-Is-Alone sacrifices her most prized possession, a doll, to the Great Spirits because no one else in the village will sacrifice anything. The doll is the girl's only connection to the family she has lost. The Great Spirits accept the sacrificed doll and end the drought. As a sign of forgiveness, the Great Spirits cover the ground with bluebonnet flowers.</i>)</li> <li>Teacher follows by asking the following questions to the students:             <ul style="list-style-type: none"> <li>Why were the villagers in the story not willing to sacrifice anything?</li> <li>What was so special about the main character's sacrifice?</li> </ul> </li> <li>The following Bible verses are shown on the board, read aloud, and discussed:             <ul style="list-style-type: none"> <li>Hebrews 9:28—"Christ was sacrificed once to take away the sins of many."</li> <li>John 3:16—"For God so loved the world that he gave his one and only Son."</li> </ul> </li> <li>Students complete Venn diagram comparing worldview perspectives on sacrifice and prayer. Students are asked to work in their table groups to complete the Venn diagram comparing the worldview beliefs regarding sacrifice of the Native Americans in the story with Christian beliefs about sacrifice. Guiding statements are posted on the board to guide the students' comparison. : (Compare the purpose of sacrifice; compare objects of sacrifice; compare the person from Native American and Christianity who give the sacrifice, and compare the expected result of the sacrifice.)</li> <li>Groups take turns sharing aloud one entry from their Venn diagram.</li> <li>A few days later, the follow-up assessment requires students to list one difference and one similarity between the Christian view of sacrifice and the Native American view of sacrifice.</li> </ul>		



10. Are there essential questions and learning objectives that require biblical thinking? If so, which ones?

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11. Are there planned assessments corresponding to the learning objectives or essential questions?

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12. Are there planned opportunities for students to analyze Scripture and critical thinking?

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13. Are there planned opportunities for the students to collaborate?

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14. Turn to a partner and tell the full name of each PAQ strategy.

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15. How do experiences in Christian school influence Christlikeness?

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REFRESHER TRAINING FOR PAQ

# LESSON 3

## HOW DOES CHRIST-CENTERED INSTRUCTION HAPPEN?

LEARNING OBJECTIVE: DISCERN THE STRATEGIES FOR BIBLICALLY INTEGRATED INSTRUCTION.



## REVIEWING THE PAQ STRATEGIES

1. Who is doing the thinking during a PAQ unit?

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2. What is meant by a unit?

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3. The P Strategy: \_\_\_\_\_

a. Characteristics:

- Typically occurs \_\_\_\_\_.
- Provides foundational understandings to help students create a biblical \_\_\_\_\_.
- \_\_\_\_\_ are the ones who analyze Scripture for the biblical principle, or the big idea revealed.
- P units answer the questions:
  - 1) \_\_\_\_\_ do I need to learn this?
  - 2) What is the \_\_\_\_\_ I need to have as I learn the rest of the content?

b. Examples

EXAMPLE 1

**Learning objective:** Explain the purpose of studying science.

- 1) Use Genesis 1:28 – This verse is where God tells man you are to \_\_\_\_\_ and \_\_\_\_\_ the earth. This is known as the Dominion Mandate or Creation Mandate.
- 2) What other verses might students be expected to analyze?
- 3) Students should come to understand we need to study science in order to fulfill the \_\_\_\_\_.

EXAMPLE 2

**Essential Question:** Is there a biblical reason for professional development?

- 1) Eph 4:12 talks about Christ equipping people for service; likewise, leaders are to \_\_\_\_\_ their employees.
- 2) 1 Thessalonians 5:11 refers to the need to build up each other.
- 3) What other verses might students be expected to analyze that talk about or provides an example of professional development?
- 4) Participants should come to understand that professional development is an \_\_\_\_\_ process demonstrated in the Bible.

EXAMPLE 3

What are the foundational biblical principles for how government leaders are put in office?

- 1) Daniel 2:21 – God sets up leaders and \_\_\_\_\_ them.
- 2) Romans 13:1 Describes leadership and how \_\_\_\_\_ is established by God.
- 3) How do these biblical principles relate to government leaders of different time periods?

4. The A Strategy: \_\_\_\_\_

a. Characteristics:

- Teachers are to provide learning opportunities for students to discover the \_\_\_\_\_ revealed in the \_\_\_\_\_ and determine if those assumptions match \_\_\_\_\_.
- \_\_\_\_\_ are the ones to discover the underlying assumptions.
- There needs to be some \_\_\_\_\_ learning experience where students are comparing what the content says with the assumptions of the Bible.
- \_\_\_\_\_ need to analyze Scripture and analyze the content.

b. Examples

**EXAMPLE 1**

The assumption promoted in the content is that gender is based on a feeling.

- 1) Students need to first identify the assumption about gender promoted in the \_\_\_\_\_.
- 2) Students then need to be confronted with \_\_\_\_\_ that deal with gender.
- 3) \_\_\_\_\_ are to determine the collection of verses for students to analyze. Then, \_\_\_\_\_ identify the principles from the Bible.
- 4) Students \_\_\_\_\_ both sources of principles, to see if they match.

**EXAMPLE 2**

The assumption promoted in the textbook is that math's constancy is a natural law occurring by chance.

- 1) Start with Jeremiah 33:25 that talks about how God has established the \_\_\_\_\_ of the world, which relates to the constancy of math.
- 2) Students would compare the biblical principles with the textbook view that the constancy of math developed by chance.

**EXAMPLE 3**

The assumption for students to explore is the idea that it is vital to assess things that are invented or created.

- 1) The teacher will need to provide a learning opportunity for students to \_\_\_\_\_ the assumptions revealed in the content.
- 2) The teacher will also need for students to \_\_\_\_\_ the ideas of assessment with instances in the Bible where assessment took place.
- 3) One biblical example of assessment is found in Genesis 1. The principle is that God is making a value judgment or assessing the quality of his work.
- 4) What other verses might the teacher use to show how assessment is applied in the Bible?

5. The Q Strategy: \_\_\_\_\_

a. Characteristics:

- Typically occurs towards the \_\_\_\_\_ of a unit.
- Students have to make an \_\_\_\_\_ or take a \_\_\_\_\_ on an ethical issue.
- Students might also have to \_\_\_\_\_ the issues and determine how they are living according to the biblical principles.
- In order for a person to decide which side of an ethical issue side he or she is going to take and how to defend that position, a person needs to understand the assumptions on \_\_\_\_\_ of an issue.
- Students also need to \_\_\_\_\_ their position.
- Therefore, teachers have to provide the A strategy first before teaching the Q strategy.
- Special note: Do not force the kids to take the biblical side of an issue.

b. Examples

<b>EXAMPLE 1</b>	<p><b>Essential Question:</b> Is it right to remove statues that depict historical events of prejudice?</p> <ol style="list-style-type: none"> <li>1) Explore assumptions for and against removing statues.</li> <li>2) Students then pick a side and defend it.</li> <li>3) Possible assumptions to consider include: <ul style="list-style-type: none"> <li>• Decide about statues using deliberation rather than violence. Romans 13:1-7</li> <li>• If removing, do so with humility. We are all sinners. Romans 3:23, 1 Tim 1:13</li> <li>• Idolatry is sin. Exodus 20:4-5</li> <li>• Remembering history is important. Joshua 4:3</li> </ul> </li> </ol>
<b>EXAMPLE 2</b>	<p><b>Essential Question:</b> Is all art beautiful?</p> <ol style="list-style-type: none"> <li>1) Have students give an initial response of yes or no.</li> <li>2) Explore assumptions about what is considered beautiful.</li> <li>3) Students then decide again which side to take and defend it.</li> <li>4) Possible Scriptures to consider include: Philippians 4:8 – the list of things to think on; Matthew 5:16; 1 Peter 2:12 – beauty glorifies God</li> </ol>
<b>EXAMPLE 3</b>	<p><b>Essential Question:</b> How might you respond if asked to live under a leader with whom you disagree?</p> <ol style="list-style-type: none"> <li>1) Explore assumptions about submitting to leaders.</li> <li>2) Students then form a position statement and defend it.</li> <li>3) Possible Scriptures to consider include: Romans 13; Daniel 1:8-21</li> </ol>

**DID YOU NOTICE?**

BASIC CONDITIONS FOR A PAQ UNIT PLAN

- One** \_\_\_\_\_ Choose to establish the biblical purpose of foundational ideas related to the content,  
Or  
Choose to have student connect and compare underlying assumptions,  
Or  
Choose to ask a worldview question related to an ethical situation or to help students examine life application.
- One** \_\_\_\_\_ **Principle** Choose one biblical principle revealed from the content of the unit for students to examine.
- Strategic** Consider where in the unit is the best place for students to examine the biblical perspective of the content.
- Not** \_\_\_\_\_ **Day** The biblical thinking does not occur in every lesson and every day. Biblical thinking takes place when students can consider the content in light of biblical truth.

## PROCESSING PAUSE- GIVE ONE GET ONE

- Select three index cards. On each index card, write the name of one of the strategies and two facts about that strategy. With a partner, give one fact for each strategy to the other person. Next, have the partner give a fact to you. Add one additional fact shared by your partner to your cards.
- Below are three different exemplar unit plans. One unit plan focuses on establishing the biblical purpose or foundational principles of the content. One unit plan focuses on connecting and comparing underlying worldview assumptions. One unit plan focuses on an ethical issue or life application opportunity related to the content. Examine each unit plan to determine the PAQ strategy used. Take notice of how the expected indicators for a Christ-centered unit plan are met.
- PAQ Unit Plan

<b>Teacher:</b> Kindergarten		<b>Subject:</b> Science	
<b>STANDARDS/CONCEPTS:</b>			
<p><b>BW 2A:</b> All things have been created and are sustained by God.</p> <p><b>BW 2B:</b> The realm of creation belongs entirely to God.</p> <p><b>McRel 2.1-1:</b> “Knows that there are different materials (ex: rock, water, soil) on earth.”</p>			
<b>ESSENTIAL QUESTIONS:</b>		<b>LEARNING OUTCOMES:</b>	
<p>Questions that ask about the 1-3 big take ideas of the unit are...</p> <ol style="list-style-type: none"> <li>Why should we take care of the earth?</li> <li>How do we protect natural resources?</li> </ol>		<p>Students are expected to know and be able to do...</p> <ol style="list-style-type: none"> <li>Identify the earth’s natural resources and how they help people live.</li> <li>Give examples of ways to protect the earth’s natural resources.</li> <li>Explain the results of not protecting the earth and its resources.</li> <li>Explain why people need to take care of the earth.</li> </ol>	
<b>ASSESSMENTS:</b>			
<ol style="list-style-type: none"> <li>Oral Response (FA)</li> <li>Think-Pair-Share responses (FA)</li> </ol>		<ol style="list-style-type: none"> <li>Class word web for ways to care for the earth. (FA)</li> <li>“What is one way that we can take care of God’s world” worksheet (SA)</li> </ol>	
<b>PROCEDURES: Major teaching and thinking activities.</b>			
DAY 1	<ol style="list-style-type: none"> <li>Ask students if they know what earth’s resources mean.</li> <li>Discuss what a natural resource is and the earth’s resources: water, land/soil, air, sunlight, animals, and plants.</li> <li>Watch the BrainPop Jr. Video called “Natural Resources.”</li> </ol>		
DAY 2	<ol style="list-style-type: none"> <li>Show the Science Big Book pages 35-36 and discuss what the people are doing in the picture. Ask the students, “What are the people doing to save and care for the earth’s natural resources?”</li> <li>Read the story “10 Things I Can Do to Help My World.”</li> <li>Discuss ways that we can care for the earth and its resources that were identified in the book.</li> <li>Watch BrainPop Jr. Video called “Reduce, Reuse, Recycle.”</li> <li>Have students identify ways to care for the earth and its resources highlighted in the video.</li> <li>Discuss possible effects of not taking care of the earth.</li> </ol>		
DAY 3	<ol style="list-style-type: none"> <li>Have students name earth’s resources that they remember from previous days.</li> <li>Ask the students to listen for ways to care for the earth as you reread “10 Things I Can Do to Help My World.”</li> <li>Create a web of ways to care for the earth on the smartboard from student responses.</li> <li><b>Think-Pair-Share-</b> Divide the students into small groups and give each pair/group of students a picture. Ask the students to discuss the picture together and decide whether the picture shows people taking care of the earth.</li> <li>Have the pairs present their picture to the class and explain if it shows people taking care of the earth and why/why not. Display the picture on the smart board while the students are talking (so everyone can see the picture).</li> </ol>		



DAY 4	<ol style="list-style-type: none"> <li>1. Show Psalm 24:1 on the smartboard. Discuss together what this verse means. <b>“The earth is the LORD’s, and everything in it. The world and all its people belong to him.” Psalm 24:1 (NLT)</b></li> <li>2. Show Genesis 2:15 on the smartboard. Discuss together what the verse means. <b>“The LORD God took the man and put him in the Garden of Eden to work it and take care of it.” Genesis 2:15</b></li> <li>3. <b>Think-Pair-Share-</b> Ask students, “Why should we take care of the earth?”</li> <li>4. Pass out assessment worksheet. Have students illustrate a picture showing one thing they can do to take care of God’s world. Students need to also complete the slotted sentence: <b>I need to take care of the earth because _____</b> _____.</li> </ol>
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**What is the focus of the thinking? (Hint: *The essential questions and learning outcomes may help you.*)**

- The reason why we need to do something? (Purpose)
- A basic understanding of principles for later understanding? (Foundation)
- Comparison of ideas in the content with ideas from Scripture? (Assumptions)
- Making an ethical choice? (Worldview Questions)
- Focusing on life application? (Worldview Questions)

**Where in the unit is the biblical thinking taking place?**

**What type of Christ-centered unit is this?**

**Optional: Are all of the indicators for a Christ-centered unit plan present?**

## 9. PAQ Unit Plan

<b>Teacher:</b> High School		<b>Subject:</b> Physical Education	
<b>STANDARDS/CONCEPTS:</b>			
<p>(HSL1.2.1.A) Applies the terminology associated with exercise and participation in individual-performance activities (such as dance, net/wall games, target games, or outdoor pursuits appropriately).</p> <p>(HSL1.1.1.A) Demonstrates competency in activity-specific movement skills in two or more lifetime activities such as outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games.</p> <p><b>Biblical Principle:</b> Being competitive is possible within a set of biblical principles.</p>			
<b>ESSENTIAL QUESTIONS:</b>		<b>LEARNING OUTCOMES:</b>	
<ol style="list-style-type: none"> <li>1. Can an athlete be highly competitive and still be a Christian?</li> <li>2. How would a game like pickleball help you learn to become more proficient at other related sports?</li> </ol>		<ol style="list-style-type: none"> <li>1. Analyze how pickleball is a combination of three different sports, badminton, ping pong, and tennis.</li> <li>2. Defend a personal belief about competition in sports and being a follower of Christ.</li> <li>3. Compare positives and negatives of competition.</li> </ol>	
<b>ASSESSMENTS:</b>			
<ol style="list-style-type: none"> <li>1. Pickleball written test.</li> <li>2. Pickleball tournament.</li> </ol>		<ol style="list-style-type: none"> <li>3. Sticky note principle summary</li> <li>4. Entrance/exit slips.</li> </ol>	
<b>PROCEDURES: (Note- Class Meeting lasts only 10 minutes)</b>			
DAY 1-3	<p>Class meeting – prayer concerns</p> <p>Gym Time – Teacher explains rules of pickleball.</p> <ul style="list-style-type: none"> <li>• Ask how pickleball is very similar to other sports (tennis, ping pong, and badminton).</li> <li>• Have kids practice using paddles to hit balls to a target, volleying in pairs.</li> </ul>		
DAY 4	<p>Class meeting - Discuss the definition and benefits of competitiveness.</p> <p>(Definition of competitiveness = possession of a strong desire to be more successful than others.)</p> <ul style="list-style-type: none"> <li>• Students use sticky notes to list positives or negatives of competitiveness.</li> <li>• Sticky notes are placed on a class T-chart.</li> </ul> <p>Gym Time - Review rules of pickleball and how some rules come from badminton.</p> <ul style="list-style-type: none"> <li>• Kids play practice games of pickleball in small groups.</li> </ul>		
DAY 5	<p>Class meeting – Teacher reads aloud the sticky notes from the T-chart about positives and negatives of competitiveness.</p> <ul style="list-style-type: none"> <li>• Solicit student reactions to the T-chart.</li> <li>• Ask the question: Can an athlete be highly competitive and still be a Christian? Why or why not?</li> <li>• Students write on an exit slip their answer and hand it to the teacher.</li> </ul> <p>Gym Time – Kids volunteer to state a basic rule of pickleball and tell how pickleball is like another sport.</p> <ul style="list-style-type: none"> <li>• Kids play practice games of pickleball in small groups.</li> </ul>		
DAY 6-7	<p>Class meeting – prayer concerns Gym Time – Pickleball tournament.</p>		

DAY 8	<p>Class Meeting – Student pairs are each given one verse from the list below to read and summarize aloud. (Below are the principles I want the kids to derive from the verses.)</p> <ul style="list-style-type: none"> <li>• And in whatever we do, on or off the field, we are to do it all to the glory of God (1 Corinthians 10:31)</li> <li>• Idols are not to be a part of the Christian life (1 John 5:21)</li> <li>• Every athlete exercises self-control in all things” (1 Corinthians 9:25)</li> <li>• Athletes do not trust in themselves (Psalm 20:7)</li> <li>• An athlete’s conduct is above reproach on and off the arena, court, or field. (2 Cor 6:3)</li> <li>• “Remember that in a race everyone runs, but only one person gets the prize. You also must run in such a way that you will win. All athletes practice strict self-control. They do it to win a prize that will fade away, but we do it for an eternal prize. So, I run straight to the goal with purpose in every step. I am not like a boxer who misses his punches. I discipline my body like an athlete, training it to do what it should. Otherwise, I fear that after preaching to others I myself might be disqualified” (1 Corinthians 9:24-27, NLT)</li> <li>• Treat all others with respect (Mark 12:31)</li> </ul> <p>Gym Time – Pickleball tournament.</p>
DAY 9	<p>Class Meeting Time – Students answer essential question: <i>Can an athlete be highly competitive and still be a Christian?</i> on an exit slip with 2 reasons to support their answer.</p> <p>Gym Time - Pickleball tournament.</p>
DAY 10	<p>Class Meeting Time – Prayer, Pickleball test. Gym Time – Rotating pickleball.</p>

**What is the focus of the thinking? (Hint: The essential questions and learning outcomes may help you.)**

- The reason why we need to do something? (Purpose)
- A basic understanding of principles for later understanding? (Foundation)
- Comparison of ideas in the content with ideas from Scripture? (Assumptions)
- Making an ethical choice? (Worldview Questions)
- Focusing on life application? (Worldview Questions)

**Where in the unit is the biblical thinking taking place?**

**What type of Christ-centered unit is this?**

**Optional: Are all of the indicators for a Christ-centered unit plan present?**

## 10. PAQ Unit Plan

<b>Teacher:</b> High School		<b>Subject:</b> Literature	
<b>STANDARDS/CONCEPTS:</b>			
<p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>Biblical Principles:</b> Where do we come from? Why are we here?; What is right and what is wrong?; Where are we going?</p>			
<b>ESSENTIAL QUESTIONS:</b>		<b>LEARNING OUTCOMES:</b>	
<ol style="list-style-type: none"> <li>How do the philosophies of humanism, the American Dream, and Christianity affect how a person lives his/her life?</li> <li>How can you support your claims with reasoning and evidence?</li> </ol>		<ol style="list-style-type: none"> <li>Students will analyze themes, plot, character developments, symbolism, and worldviews in the novel (<i>The Great Gatsby</i> by F. Scott Fitzgerald).</li> <li>Students will utilize claim/support/commentary structure in their short answer questions.</li> <li>Students will compare/contrast humanism and the American Dream with a biblical worldview (Christian Humanism/Christianity) and determine if they are consistent with one another.</li> </ol>	
<b>ASSESSMENTS:</b>			
<ol style="list-style-type: none"> <li>Discussion Sheets for every 3 chapters. Compare characters' worldview and a biblical worldview.</li> <li>Character Profiles – Representative symbol; character description; meaningful quotes; worldview position.</li> <li>Entrance/Exit Slips</li> </ol>		<ol style="list-style-type: none"> <li>Character worldview comparison table.</li> <li>Philosophical Chairs - Teacher presents a statement for the class to consider. Students spend 3 minutes writing their ideas about the statement. Students decide which position they will take on the statement. They discuss their ideas and positions for 10 to 15 minutes. Next, students write a reflection.</li> </ol>	
<b>PROCEDURES: (Note- Class Meeting lasts only 10 minutes)</b>			
DAY 1-2	<ol style="list-style-type: none"> <li>Essential Questions posted and read by students.</li> <li>Teacher presents a context of The Jazz Age: via YouTube video.</li> <li>Students analyze the Jazz Age with the following worldview questions. (Origin – Where do we come from? Meaning – Why are we here?; Morality – What's right and what's wrong?; Destiny – Where are we going?)</li> <li>Students will research the different worldviews in groups and answer the worldview questions using the Worldview comparison sheet. Christianity research will focus on the following scriptures: Acts 11:19-30; Romans 6:1-14; Genesis 1:26-31; Matthew 28:16-20; Luke 9:23-27; John 3:16-21.</li> <li>Homework: Read Ch 1-2 <i>The Great Gatsby</i></li> </ol>		
DAY 3	<ol style="list-style-type: none"> <li>Entrance Slip: What worldview questions can we ask to find a person's worldview? Based on Ch 1-2, which worldview seems to most align with Fitzgerald's characters?</li> <li>Create character profiles using the worldview questions in partners/small groups.</li> <li>Share findings with the class: explain reasons why/analysis.</li> <li>Exit Slip: How does your character's worldview compare with Christianity?</li> <li>Homework: Read Ch 3-4</li> </ol>		
DAY 4	<ol style="list-style-type: none"> <li>Entrance Slip: Are humanism/The American Dream consistent with a Christian worldview? Discuss students' answers to this question as a whole class.</li> <li>Have students discuss in pairs: Can a Christian chase the American Dream? Why/Why not?</li> <li>In partners: Ch 3-4 Discussion Sheet</li> <li>Homework: Read Ch 5,6,7</li> </ol>		

DAY 5	<ol style="list-style-type: none"> <li>1. How can one be “born again?” What do you think that means? - Come back to the Scripture with a definition for born again.</li> <li>2. Students will (in table groups) pull up their worldview comparison sheets and write next to each worldview what, based on the answers to the worldview questions, each worldview would define as “born again.”</li> <li>3. In pairs, students will do a Discussion sheet: Ch 5-7</li> <li>4. (Philosophical Chairs): Does Gatsby succeed in being born again? If so, which worldview does he subscribe to? How can you tell?</li> </ol>
DAY 6	<ol style="list-style-type: none"> <li>1. Which worldview does Nick align with? Which worldview does Gatsby align with? - Have students write on a note-card which worldview they think Gatsby possesses and which worldview Nick possesses. Then they turn and talk to the person next to them and see if their answers match.</li> <li>2. Teacher models how to support a claim with evidence and reason using the question “Which worldview does Nick align with?”</li> <li>3. Table Group Discussion Sheet: Ch 8-9</li> <li>4. Homework: Which worldview does Gatsby espouse? Report your answer with a claim/support/commentary structure.</li> </ol>
DAY 7-8	<ol style="list-style-type: none"> <li>1. Philosophical Chairs – Prepare a response to the following questions using claim/support/commentary structure. Choose a character (Nick or Gatsby). How does Gatsby’s or Nick’s worldview affect his own life (relationships, social status, personal history, etc.)? How might have Gatsby’s or Nick’s life been different if he held a biblical worldview?</li> </ol>
DAY 9-10	<p><b>Final Essay - Answer the EQ:</b></p> <p>How do the philosophies of humanism, the American Dream, and Christianity affect how a person lives his/her life? Use Examples from the novel, information from the research articles, and Scripture as part of the claim, support, commentary structure.</p>

**What is the focus of the thinking? (Hint: The essential questions and learning outcomes may help you.)**

- The reason why we need to do something? (Purpose)
- A basic understanding of principles for later understanding? (Foundation)
- Comparison of ideas in the content with ideas from Scripture? (Assumptions)
- Making an ethical choice? (Worldview Questions)
- Focusing on life application? (Worldview Questions)

**Where in the unit is the biblical thinking taking place?**

**What type of Christ-centered unit is this?**

**Optional: Are all of the indicators for a Christ-centered unit plan present?**

**11. How does biblically integrated or Christ-centered instruction happen?**

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REFRESHER TRAINING FOR PAQ

# LESSON 4





## HOW DOES ONE PLAN FOR INSTRUCTION THAT FOSTERS BIBLICAL THINKING?

### LEARNING OBJECTIVE:

- EXPLAIN THE PLANNING PROCESS FOR BIBLICALLY INTEGRATED INSTRUCTION (CHRIST-CENTERED INSTRUCTION).
- EXPLAIN INDICATORS OF CHRIST-CENTERED INSTRUCTION (BIBLICALLY INTEGRATED INSTRUCTION)?

## THE PROCESS FLOW – READINESS FOR PLANNING A PAQ UNIT

1. \_\_\_\_\_ and consider which worldview idea is most directly revealed through our learning objectives and the content.
2. **Vocabulary to know.**
  - a. **Content:** \_\_\_\_\_  
Content is found in the course standards, curricular objectives, and your learning materials' main ideas.
  - b. **Worldview:** \_\_\_\_\_  
Beliefs and values drive a person's worldview. Worldview is how people interpret the world. Subconsciously a person's worldview is a product of how he or she answers the following questions.
    - 1) Is there a God, and what is the nature of God? (*God's Nature and Activity*)
    - 2) Where did \_\_\_\_\_? (*Creation*)
    - 3) What is the nature of a \_\_\_\_\_? (*Nature of Man*)
    - 4) Where do we get our sense of \_\_\_\_\_? (*Ethics*)
    - 5) What is the purpose of life, society, and \_\_\_\_\_? (*Society and History*)

### MAIN CATEGORIES OF WORLDVIEW IDEAS

GOD'S NATURE  
AND ACTIVITY

CREATION

THE NATURE OF  
HUMAN BEINGS

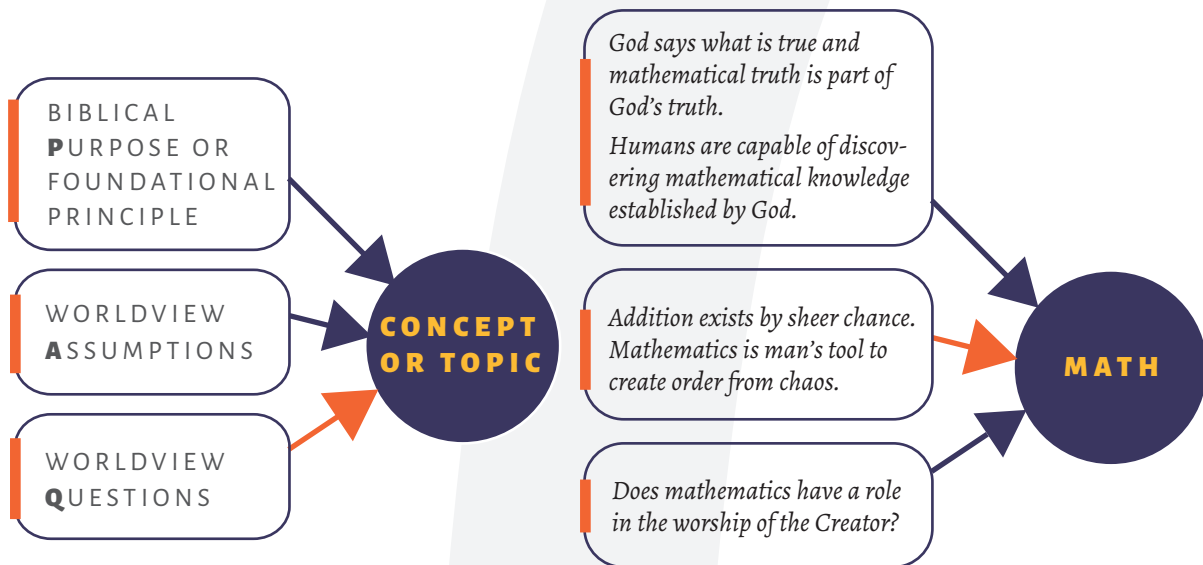
ETHICS

PURPOSE OF SOCIETY  
AND HISTORY

## BEGINNING THE PLANNING PROCESS

### 3. Brainstorm Biblical Foundations and Assumptions

#### An Example



### 4. Plan the necessary elements of a unit plan.

What elements of a unit plan need to be planned to enable teachers to provide quality instruction? Brainstorm the necessary parts of a unit a teacher needs to plan in order to provide quality instruction. List 5 ideas below

## BACKWARD DESIGN TEMPLATE

### 5. Fill in the headings of the template.

<p>_____:</p> <p>What is required to be taught? What biblical principles are revealed? Which Scriptures explain or provide examples of the biblical principles?</p>	
<p>_____:</p> <p>What are the big ideas for the unit? What question asks about the essential big ideas? What 1 question requires biblical thinking? 1. 2. 3.</p>	<p>_____:</p> <p>What do students need to know or able to do in order to answer the big questions? What objectives require biblical thinking?</p>
<p>_____:</p> <p>How will the evidence be collected for biblical learning?</p>	
<p>_____:</p> <p>In what order will the concepts and skills be taught? How will the students collaborate? How will the students be involved with critical thinking about the biblical concepts? Which PAQ strategy will be used? How will the students examine Scripture?</p>	

ADAPTED FROM WIGGINS & MCTIGHE (2005)

## CHRIST-CENTERED?

6. Read and analyze a unit plan. Look for elements in the unit plan that match the defining characteristics of Christ-centered instruction.

(CC = Christ-centered)

INDICATOR	UNIT PLAN LOOK-FORS	NOTES
CC LEARNING GOALS (OBJECTIVES OR ESSENTIAL QUESTIONS)	<ul style="list-style-type: none"> <li>• Learning goal requires worldview thinking about the content.</li> <li>• Scriptural support is present somewhere in the plan.</li> <li>• Christ-centered (CC) learning goal is clearly stated and easily understood by students.</li> <li>• Targeted learning is observable (includes an action verb).</li> </ul>	
ASSESSMENT OF CC LEARNING GOALS	<ul style="list-style-type: none"> <li>• Assessment determines mastery or level of understanding for each student.</li> <li>• Assessment collects evidence for each worldview learning goal.</li> <li>• Assessment is developmentally appropriate.</li> </ul>	
INSTRUCTION PROCEDURES MATCH CC LEARNING GOALS	<ul style="list-style-type: none"> <li>• Procedures prepare students for success with CC learning goals.</li> <li>• Procedures include student examination of Scripture.</li> </ul>	
INSTRUCTIONAL PROCEDURES APPLY A PAQ STRATEGY	<ul style="list-style-type: none"> <li>• Elements of Christ-centered teaching strategy can be identified with integration of appropriate biblical principles.</li> </ul> <p><b>Which strategy?</b></p> <ul style="list-style-type: none"> <li>• P - Establishes the biblical purpose or foundation for the concepts.</li> <li>• A - Has students connect and compare underlying worldview assumptions revealed in the content with biblical worldview.</li> <li>• Q - Students are asked a worldview question to evoke an ethical or life application response.</li> </ul>	
STUDENT ENGAGEMENT	<p>Instruction includes a variety of Teacher(T)/Student(S) interactions.</p> <ul style="list-style-type: none"> <li>• S-T-S – Discussion exchange from student to teacher to student</li> <li>• S-S – Student to student collaboration.</li> </ul>	
COGNITIVE PROCESSING OF BIBLICAL WORLDVIEW	<ul style="list-style-type: none"> <li>• Instruction involves students in critical thinking by connecting or comparing content with a biblical worldview. (Questioning, Analyzing, Evaluating, etc.)</li> <li>• Critical thinking of students is related to the Christ-centered learning goal.</li> </ul>	

7. How does one plan for instruction that fosters biblical thinking? Using the space on the next page or a separate writing surface, create a visual diagram or visual representation of the planning process for biblically integrated instruction and the main indicators to look for in a unit plan.





REFRESHER TRAINING FOR PAQ

# LESSON 5

## HOW DOES ONE TEACH TO FOSTER BIBLICAL THINKING?

LEARNING OBJECTIVE: EXPLAIN THE INDICATORS OF CHRIST-CENTERED INSTRUCTION.

So God created man in His own image, in the image of God He created him; male and female He created them. God blessed them; and God said to them, "Be fruitful and multiply, and fill the earth, and subdue it; and rule over the fish of the sea and over the birds of the sky and over every living thing that moves on the earth."

GENESIS 1:27-28 (NASB)

1. **What characteristics of image bearers do we need to consider as we provide biblically integrated instruction?**
  - a. God is \_\_\_\_\_ and our students are \_\_\_\_\_.
  - b. God is \_\_\_\_\_ so teachers need to provide times for our students to \_\_\_\_\_.
  - c. God is \_\_\_\_\_ so teachers need to provide opportunities for our students to \_\_\_\_\_.
  - d. God is \_\_\_\_\_ so teachers need to provide for students to be \_\_\_\_\_ physically and experientially.
  - e. God is \_\_\_\_\_ so teachers need to capitalize on the \_\_\_\_\_ abilities of our students and incorporate \_\_\_\_\_ opportunities in the learning process.

## THE ELEMENT OF ASSESSMENT

2. **Another word for assessment is** \_\_\_\_\_.
3. **Questions that assessment answers:**
  - a. What is the \_\_\_\_\_ that learning had taken place?
  - b. What does the \_\_\_\_\_ say about how close the students are to the \_\_\_\_\_?
4. **There are two types of assessment. Write 2-3 characteristics of each type of assessment.**

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

5. **Commonalities between Formative and Summative Assessment**
  - a. Assessment should \_\_\_\_\_ instruction.
  - b. Require clear \_\_\_\_\_.
  - c. Require clear \_\_\_\_\_.



## BACKWARD DESIGN TEMPLATE GUIDE PLANNING AND TEACHING

The Backward Design template guides the planning process of a PAQ unit. The template also helps ensure that the essential questions, learning outcomes, assessments, and procedures are aligned.

### STANDARDS/CONCEPTS:

### ESSENTIAL QUESTIONS:

*Questions that ask about the 1-3 big ideas of the unit are...*

### LEARNING OUTCOMES:

*Students are expected to know and be able to do...*

### ASSESSMENTS: Evidence for learning will be collected by...

### PROCEDURES: Major teaching and thinking activities.

**6. The backward design template supports alignment:**

- a. \_\_\_\_\_ or \_\_\_\_\_ objectives for your students.
- b. Collect \_\_\_\_\_ of student learning.
- c. Procedures should prepare students with the thinking and the skills they need to perform the assessment and prepare students to meet the learning outcome.

**7. The backward design template helps us connect with the image bearing characteristics of our students.**

- a. Students are goal directed, so \_\_\_\_\_ students the goal of learning.
- b. Students are reflective so \_\_\_\_\_ should help students reflect on how their learning is progressing and how close they are to meeting the learning expectation,
- c. Students are thinking, active, and relational so there should be evidence of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## INDICATORS FOR CLASSROOM INSTRUCTION OF A PAQ UNIT?

INDICATOR	CLASSROOM INSTRUCTION LOOK-FORS	NOTES
CC LEARNING GOALS PRESENTATION (OBJECTIVES OR ESSENTIAL QUESTIONS)	<ul style="list-style-type: none"> <li>Teacher presents the Christ-centered (CC) learning goal or verbally and visually.</li> <li>CC learning goal is easily understood by students.</li> <li>CC learning goal requires worldview thinking.</li> <li>Teacher asks students to self-reflect if the CC learning goal was met.</li> </ul>	
ASSESSMENT OF CC LEARNING GOALS	<ul style="list-style-type: none"> <li>Assessment (formative or summative) determines mastery or level of student understanding.</li> <li>Assessment collects evidence for each CC learning goal.</li> <li>Feedback is given to students for them to adjust their thinking or performance.</li> <li>Evidence is collected for every student.</li> <li>Assessment is developmentally appropriate.</li> </ul>	
INSTRUCTION PROCEDURES	<ul style="list-style-type: none"> <li>Procedures prepare students for success with CC learning goals.</li> <li>Procedures are easy to follow and clear.</li> <li>Procedures include student analysis of Scripture in a developmentally appropriate manner.</li> </ul>	
INSTRUCTIONAL PROCEDURES APPLY A PAQ STRATEGY	<p><b>Which Strategy?</b></p> <ul style="list-style-type: none"> <li>P - Establishes the biblical purpose or foundation for the concepts.</li> <li>A - Has students connect and compare underlying worldview assumptions revealed in the content with biblical worldview.</li> <li>Q - Students are asked a worldview question to evoke an ethical or life application response.</li> </ul>	
STUDENT ENGAGEMENT	<p>Instruction includes a variety of Teacher(T)/Student(S) interactions.</p> <ul style="list-style-type: none"> <li>S-T-S – Discussion exchange from student to teacher to student</li> <li>S-S – Student to student collaboration.</li> </ul>	
COGNITIVE PROCESSING OF BIBLICAL WORLDVIEW	<ul style="list-style-type: none"> <li>Instruction involves students in critical thinking by connecting or comparing content with a biblical worldview. (Questioning, Analyzing, Evaluating, etc.)</li> <li>Critical thinking of students is related to the Christ-centered learning goal.</li> </ul>	

**Processing Pause**

8. Watch the video. As you see evidence of an indicator, jot down what you saw that proves the indicator was met. The general indicators are listed below. The descriptive look-fors are on the previous page. For this activity, just use the general indicators.

a. Is the teacher presenting the learning goals or expectations to the students?

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b. Is the teacher applying assessment techniques?

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c. What PAQ strategy is the teacher using?

- Is the teacher focusing on why do we need to study this?
- Is the teacher focusing on foundational truths to be established?
- Does the teacher involve the kids in a compare and contrast activity?
- Is the teacher asking the kids a question that gets them to take a side on an issue?
- Is the teacher asking the kids a question that focuses on life application?

d. Are the kids involved in critical thinking?

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e. Are the kids involved with Scripture analysis?

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f. Are the critical thinking and Scripture analysis happening in a collaborative activity?

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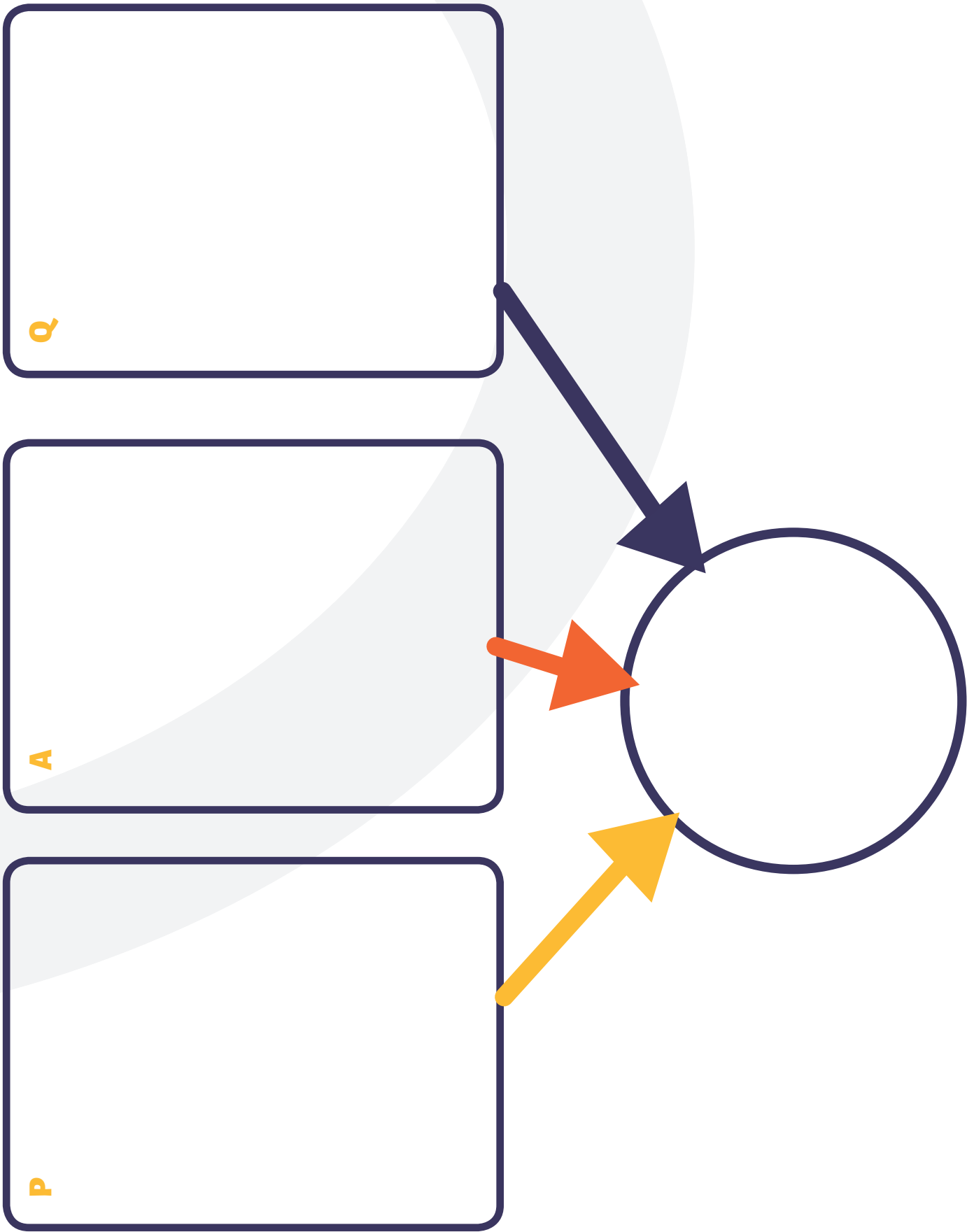
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REFRESHER TRAINING FOR PAQ

# APPENDICES





**STANDARDS/CONCEPTS:**

**ESSENTIAL QUESTIONS:**

*Questions that ask about the 1-3 big ideas of the unit are...*

**LEARNING OUTCOMES:**

*Students are expected to know and be able to do...*

**ASSESSMENTS:** *Evidence for learning will be collected by...*

**PROCEDURES:** *Major teaching and thinking activities.*



## REVISED BLOOM'S TAXONOMY ACTION VERBS

DEFINITIONS	I. REMEMBERING	II. UNDERSTANDING	III. APPLYING			
BLOOM'S DEFINITION	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules differently.			
VERBS	<ul style="list-style-type: none"> <li>• Choose</li> <li>• Define</li> <li>• Find</li> <li>• How</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Name</li> <li>• Omit</li> <li>• Recall</li> <li>• Relate</li> </ul>	<ul style="list-style-type: none"> <li>• Select</li> <li>• Show</li> <li>• Spell</li> <li>• Tell</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Which</li> <li>• Who</li> <li>• Why</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Demonstrate</li> <li>• Explain</li> <li>• Extend</li> <li>• Illustrate</li> </ul>	<ul style="list-style-type: none"> <li>• Infer</li> <li>• Interpret</li> <li>• Outline</li> <li>• Relate</li> <li>• Rephrase</li> <li>• Show</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Build</li> <li>• Choose</li> <li>• Construct</li> <li>• Develop</li> <li>• Experiment with</li> <li>• Identify</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of</li> <li>• Model</li> <li>• Organize</li> <li>• Plan</li> <li>• Select</li> <li>• Solve</li> <li>• Utilize</li> </ul>

DEFINITIONS	IV. ANALYZING	V. EVALUATING	VI. CREATING			
BLOOM'S DEFINITION	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.			
VERBS	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Assume</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Contrast</li> <li>• Discover</li> <li>• Dissect</li> <li>• Distinguish</li> <li>• Divide</li> <li>• Examine</li> </ul>	<ul style="list-style-type: none"> <li>• Function</li> <li>• Inference</li> <li>• Inspect</li> <li>• List</li> <li>• Motive</li> <li>• Relationships</li> <li>• Simplify</li> <li>• Survey</li> <li>• Take part in</li> <li>• Test for</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Agree</li> <li>• Appraise</li> <li>• Assess</li> <li>• Award</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Criteria</li> <li>• Criticize</li> <li>• Decide</li> <li>• Deduct</li> <li>• Defend</li> <li>• Determine</li> <li>• Disprove</li> <li>• Estimate</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Explain</li> <li>• Importance</li> <li>• Influence</li> <li>• Interpret</li> <li>• Judge</li> <li>• Justify</li> <li>• Mark</li> <li>• Measure</li> <li>• Opinion</li> <li>• Perceive</li> <li>• Prioritize</li> <li>• Prove</li> <li>• Rate</li> <li>• Recommend</li> <li>• Rule on</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Build</li> <li>• Change</li> <li>• Choose</li> <li>• Combine</li> <li>• Compile</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Delete</li> <li>• Design</li> <li>• Develop</li> <li>• Discuss</li> <li>• Elaborate</li> <li>• Estimate</li> <li>• Formulate</li> </ul>	<ul style="list-style-type: none"> <li>• Happen</li> <li>• Imagine</li> <li>• Improve</li> <li>• Invent</li> <li>• Make up</li> <li>• Maximize</li> <li>• Minimize</li> <li>• Modify</li> <li>• Original</li> <li>• Originate</li> <li>• Plan</li> <li>• Predict</li> <li>• Propose</li> <li>• Solution</li> <li>• Solve</li> </ul>

ANDERSON, L. W., & KRATHWOHL, D. R. (2001)

## WORLDVIEW QUESTIONS AND PRINCIPLES.

BASIC WORLDVIEW ELEMENTS	BIBLICAL WORLDVIEW PRINCIPLES	ESSENTIAL QUESTIONS
<p>NATURE AND ACTIVITY OF GOD (Theology)</p> <p>Who is God? How is God revealed? What role does God play in human affairs? What is God's nature? What is truth?</p>	<p>God is relational, creative, and purposeful <i>Genesis 1</i>.</p> <p>God is Truth and Wisdom. <i>Psalms 139: 1-6</i></p> <p>God is triune. <i>Genesis 1:26; John 17:11</i></p> <p>God is everywhere (omnipresent), all powerful (omnipotent), and knows all (omniscient).</p> <p>God is unchanging. <i>Hebrews 6:17</i></p> <p>God is not bound by time and space (transcendent and eternal). <i>Rev 22:13</i></p> <p>God is truth. <i>1 Timothy 3:15</i></p> <p>Eternal truths come from the infinite mind of God. <i>Psalms 147:5</i></p> <p>Mathematical truth depends on the unchanging mind of God that embraces all truth. <i>John 17:17; Titus 1:2</i></p> <p>God communicates through storytelling <i>Psalms 139:16</i></p> <p>God is all-knowing; therefore, math is not human invention. <i>1 John 3:19-20</i></p> <p>The absolute nature of math is not an independent source of truth but depended on the certainty of God <i>Psalms 36:5; Psalms 148:6</i></p>	<p>How is the nature of God reflected in _____?</p> <p>How does believing in Jesus affect my response to this issue?</p> <p>How is God's activity in the world revealed by _____?</p> <p>What about _____ goes against biblical beliefs about God?</p> <p>How does _____ help us to know God better?</p> <p>How would you respond to a person whose worldview is non-biblical about this subject?</p> <p>How might we prove if _____ is true?</p>
<p>CREATION AND LIFE (Cosmology)</p> <p>How did everything get here? How does life work? What is wrong with creation? What is real? What is the relationship between mind and matter?</p>	<p>God spoke all things into existence. <i>Genesis 1</i>.</p> <p>God placed and sustains the natural laws: physics, chemistry, biology, etc. <i>Colossians 1:17; Psalms 104</i></p> <p>God is active in human affairs and controls history <i>Acts 17:26</i></p> <p>Creation is tainted due to sin <i>Genesis 3; Romans 8:18-22</i></p> <p>There are spiritual and physical realities <i>Colossians 1:16, 17</i></p> <p>All that has been created is highly complex and organized. <i>Psalms 36:5; Psalms 148:6</i></p> <p>Mathematical patterns are predictable &amp; dependable because God established them, and his nature is constant <i>Jeremiah 31:35-37</i></p> <p>God is truth, faithful, and eternal. Thus, the laws of logic are eternally valid. <i>John 17:17; Psalms 117:2</i>.</p> <p>God created the universe according to a rational plan. <i>Genesis 1; Job 38</i></p>	<p>What was God's intention for _____?</p> <p>What effect does sin have on _____?</p> <p>What about _____ goes against biblical beliefs about creation?</p> <p>How does the design of _____ reveal attributes of the Creator?</p> <p>What is real about _____?</p>

<b>BASIC WORLDVIEW ELEMENTS</b>	<b>BIBLICAL WORLDVIEW PRINCIPLES</b>	<b>ESSENTIAL QUESTIONS</b>
<p>NATURE OF HUMANS</p> <p>What is human nature?            How is man similar or different from God?            What makes man different from other creatures?</p>	<p>Man is both spiritual and biological. <i>Genesis 2:7</i></p> <p>God gave man the responsibility to rule over creation <i>Genesis 1:28</i></p> <p>Man's proper response to God is awe, humility, and repentance <i>Job 42:3</i></p> <p>Man can know things and Truth.</p> <p>Man is sinful <i>Romans 3:23</i></p> <p>Man is made in God's image. <i>Genesis 1:26</i></p> <p>Man can discern the mathematical structure of creation because He is created in God's image. (<i>Genesis 1:26-27</i>)</p> <p>Man is a little less than the angels <i>Hebrews 2:7</i></p> <p>Man has worth that comes from being created by God. <i>1 Peter 5:7; Genesis 1:26-28</i></p> <p>Each person has been given gifts and abilities to be used for God and others. <i>Romans 12:6-8; 1 Corinthians 12:1-11</i></p> <p>All humans will experience physical death, followed by eternal fellowship with God or eternal separation from God <i>Romans 6:23</i>;</p>	<p>How can I know if the news report is true?</p> <p>Why should we protect animals?</p> <p>Why should we participate in these practices, such as conservation?</p> <p>How true is _____?</p> <p>How does human nature influence these events?</p> <p>How does _____ demonstrate the sinfulness of man?</p> <p>How could the non-biblical worldview of (Humanism, Marxism, postmodernism, etc.) about (math, language, science, or history) affect a person's relationship with God?</p>
<p>ETHICS</p> <p>What is right and wrong?            What is just?            What is good?</p>	<p>Precision and accuracy are rooted in God's justice. <i>Deuteronomy 32:4</i></p> <p>Good versus evil is the result of sin <i>Romans 3:9-20</i></p> <p>Any good thing comes from God <i>James 1:17</i></p> <p>Moral order is determined by God <i>Exodus 20:1-17</i></p> <p>Man has the duty to study nature and apply the results the glorify God and benefit mankind <i>Genesis 1:28</i></p>	<p>How can I believe what I read here?</p> <p>How do I know if this is right or wrong?</p> <p>What lessons do I learn from this class that comes from God?</p> <p>Why should we protect human beings from _____?</p> <p>What approach could you use to determine if _____ is right to do?</p> <p>What criteria would you use to judge whether _____ is right or wrong?</p>
<p>PURPOSE OF MANKIND, SOCIETY, AND HISTORY</p>	<p>Work is a means of worship.</p> <p>God created work <i>Genesis 2:15</i>.</p> <p>History began in eternity <i>Ephesians 1:9-10</i></p> <p>All people groups are important to God <i>Revelation 5:9,10</i></p> <p>God holds nations accountable for their actions <i>Genesis 11:1-9</i></p> <p>Those in authority are established by God <i>Romans 13</i>:</p>	<p>How can we use our money to honor God?</p> <p>Is this task, job, or role I have honoring to God?</p> <p>What alternatives to practices of this culture should be considered?</p> <p>How is this cultural practice viewed from the biblical perspective?</p> <p>How does _____ relate to the purpose of humans?</p>

## PAQ UNIT PLAN LOOK-FORS

(CC = Christ-centered)

INDICATOR	UNIT PLAN LOOK-FORS	NOTES
CC LEARNING GOALS (OBJECTIVES OR ESSENTIAL QUESTIONS)	<ul style="list-style-type: none"> <li>• Learning goal requires worldview thinking about the content.</li> <li>• Scriptural support is present somewhere in the plan.</li> <li>• Christ-centered (CC) learning goal is clearly stated and easily understood by students.</li> <li>• Targeted learning is observable (includes an action verb).</li> </ul>	
ASSESSMENT OF CC LEARNING GOALS	<ul style="list-style-type: none"> <li>• Assessment determines mastery or level of understanding for each student.</li> <li>• Assessment collects evidence for each worldview learning goal.</li> <li>• Assessment is developmentally appropriate.</li> </ul>	
INSTRUCTION PROCEDURES MATCH CC LEARNING GOALS	<ul style="list-style-type: none"> <li>• Procedures prepare students for success with CC learning goals.</li> <li>• Procedures include student examination of Scripture.</li> </ul>	
INSTRUCTIONAL PROCEDURES APPLY A PAQ STRATEGY	<ul style="list-style-type: none"> <li>• Elements of Christ-centered teaching strategy can be identified with integration of appropriate biblical principles.</li> </ul> <p><b>Which strategy?</b></p> <ul style="list-style-type: none"> <li>• P - Establishes the biblical purpose or foundation for the concepts.</li> <li>• A - Has students connect and compare underlying worldview assumptions revealed in the content with biblical worldview.</li> <li>• Q - Students are asked a worldview question to evoke an ethical or life application response.</li> </ul>	
STUDENT ENGAGEMENT	<p>Instruction includes a variety of Teacher(T)/Student(S) interactions.</p> <ul style="list-style-type: none"> <li>• S-T-S - Discussion exchange from student to teacher to student</li> <li>• S-S - Student to student collaboration.</li> </ul>	
COGNITIVE PROCESSING OF BIBLICAL WORLDVIEW	<ul style="list-style-type: none"> <li>• Instruction involves students in critical thinking by connecting or comparing content with a biblical worldview. (Questioning, Analyzing, Evaluating, etc.)</li> <li>• Critical thinking of students is related to the Christ-centered learning goal.</li> </ul>	

## PAQ CLASSROOM INSTRUCTION LOOK-FORS

(CC = Christ-centered)

INDICATOR	CLASSROOM INSTRUCTION LOOK-FORS	NOTES
CC LEARNING GOALS PRESENTATION (OBJECTIVES OR ESSENTIAL QUESTIONS)	<ul style="list-style-type: none"> <li>Teacher presents the Christ-centered (CC) learning goal or verbally and visually.</li> <li>CC learning goal is easily understood by students.</li> <li>CC learning goal requires worldview thinking.</li> <li>Teacher asks students to self-reflect if the CC learning goal was met.</li> </ul>	
ASSESSMENT OF CC LEARNING GOALS	<ul style="list-style-type: none"> <li>Assessment (formative or summative) determines mastery or level of student understanding.</li> <li>Assessment collects evidence for each CC learning goal.</li> <li>Feedback is given to students for them to adjust their thinking or performance.</li> <li>Evidence is collected for every student.</li> <li>Assessment is developmentally appropriate.</li> </ul>	
INSTRUCTION PROCEDURES	<ul style="list-style-type: none"> <li>Procedures prepare students for success with CC learning goals.</li> <li>Procedures are easy to follow and clear.</li> <li>Procedures include student analysis of Scripture in a developmentally appropriate manner.</li> </ul>	
INSTRUCTIONAL PROCEDURES APPLY A PAQ STRATEGY	<p><b>Which Strategy?</b></p> <ul style="list-style-type: none"> <li>P - Establishes the biblical purpose or foundation for the concepts.</li> <li>A - Has students connect and compare underlying worldview assumptions revealed in the content with biblical worldview.</li> <li>Q - Students are asked a worldview question to evoke an ethical or life application response.</li> </ul>	
STUDENT ENGAGEMENT	<p>Instruction includes a variety of Teacher(T)/Student(S) interactions.</p> <ul style="list-style-type: none"> <li>S-T-S – Discussion exchange from student to teacher to student</li> <li>S-S – Student to student collaboration.</li> </ul>	
COGNITIVE PROCESSING OF BIBLICAL WORLDVIEW	<ul style="list-style-type: none"> <li>Instruction involves students in critical thinking by connecting or comparing content with a biblical worldview. (Questioning, Analyzing, Evaluating, etc.)</li> <li>Critical thinking of students is related to the Christ-centered learning goal.</li> </ul>	



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