



## Action Plan Bank for Meeting Student Learning Needs

- Identify 3 of the following 10 questions that you want to answer in order to help your students.
- Next, identify 2 or more action steps you could take to address each question.
- Meet 1 student learning need by implementing 1 action step.

### (1) How can you help your students see the importance of understanding and using a Biblical perspective of course content?

- Change the target: It's applying a Biblical perspective to course content students have mastered, not mastering course content. Demonstrate this change by talking about it in class and by posting a bulletin board.
- Increase the number of Biblical perspective lessons you do. And make these lessons your showcase lessons.
- Increase the number of instructional minutes to provide for your students to increase their understanding of a Biblical perspective of what you are studying in class. Ask yourself, "How many instructional minutes do my students need to master applying a Biblical perspective to course content they have learned?" Use your answer.
- Increase the number of Biblical perspective assessments you give each year. For example, give a minimum of 8 major unit assessments in which students have to apply a Biblical perspective to course content. And make your Biblical perspective assessments your showcase assessments.
- Grade the Biblical perspective assessments. As teachers, we grade important things; we don't grade unimportant things. Which message do you want to send about Biblical perspective?
- Talk to students who do not perform well on the assessment. Talk to parents of students who do not perform well on the assessment.
- Other: \_\_\_\_\_

### (2) How can you help your students understand that a Biblical perspective can be applied to course content?

- Tell your students how you use a Biblical perspective.
- Put posters up that have Biblical perspective statements on them.
- Have your students apply Biblical principles to a case study.
- Have your students memorize and apply a verse during your next unit.
- Teach your students a Biblical perspective of wealth or some other topic or issue.
- Teach your students a Biblical perspective of social studies or some other subject.

- Have guest speakers talk about how they use a Biblical perspective in their jobs.
- Ask your students questions like, "How can I be a wise steward?"
- Other: \_\_\_\_\_

### (3) How can you show your students what effective application of a Biblical perspective looks like on a classroom assessment?

- Show them sample essays that demonstrate effective application of a Biblical perspective.
- Show them sample projects that demonstrate effective application of a Biblical perspective.
- Show them sample presentations that demonstrate effective application of a Biblical perspective.
- Show them sample test answers that demonstrate effective application of a Biblical perspective.
- Other: \_\_\_\_\_

### (4) How can you help your students understand how you teach from a Biblical perspective?

- Explain how you use a Biblical perspective when you think about lesson content
- Explain how you use a Biblical perspective when you develop assessments
- Explain how you use a Biblical perspective when you choose instructional strategies.
- Other: \_\_\_\_\_

### (5) What vocabulary words do your students need to learn?

- Abortion
- Abuse
- Animism
- Birth control
- Buddhism
- Capital punishment
- Capitalism
- Common grace
- Communism
- Creationism
- Discrimination
- Divorce
- Drug abuse
- Ecology
- Euthanasia



- Evolution
- Exploitation
- Fair trial
- General revelation
- Health
- Hinduism
- Homosexuality
- Image bearer of God
- Integrity
- Islam
- Law
- Moral absolutes
- Moral relativism
- Pacifism
- Perjury
- Pornography
- Poverty
- Power
- Property
- Racism
- Recycle
- Sabbath
- Special revelation
- Stewardship
- Success
- Worldview
- Other: \_\_\_\_\_

**(6) What engaging instructional strategies can you use?**

- Case studies
- Cooperative learning
- Debate
- Discussion
- Field trips
- Generating and testing hypotheses
- Identifying similarities and differences
- Nonlinguistic representations (graphic organizers, models)
- Questioning
- Journaling
- Role play
- Service learning
- Simulations
- Storytelling/testimonies
- Using technology
- Other: \_\_\_\_\_

**(7) How can you give your students opportunities to think through answers for themselves?**

- Case studies
- Discussion
- Document-based questions
- Field trips

- Generating and testing hypotheses
- Guest speaker students can interact with
- Journaling, essay writing
- Presentations
- Projects
- Questions
- Reflecting questions back to students
- Other: \_\_\_\_\_

**(8) How can you provide time during class for reflection?**

- Discussion, small group
- Discussion, whole group
- Journaling
- Role play
- Think \* Pair \* Share
- Other: \_\_\_\_\_

**(9) What part of your students' lives can you ask them to apply a Biblical perspective to in an assessment?**

- Books
- Co-curricular activities
- Current events
- Fashion
- Hobbies
- Internet
- Life experiences
- Life goals
- Money
- Movies
- Music
- Relationships
- School issues
- TV
- Other: \_\_\_\_\_

**(10) How can you give your students more practice?**

Give your students \_\_\_\_\_ opportunities to practice for and/or complete a Biblical perspective assessment per semester per subject.

- 4
- 6
- 8
- 10
- Other: \_\_\_\_\_