Thematic Statement and Christian/Truth Perspective on Mathematics Unit

Instructions:
How do you, as a Christian teacher, view the subject matter of your proposed unit differently than a non-Christian would? The thematic statement is one paragraph explaining why this unit is important for your students. This can include a statement about the topic being part of required curriculum standards, but it should go beyond that. How will this unit serve the needs of your students? (3/4 sentences will do)
Following that paragraph, you’ll articulate a biblical view on your unit topic. A 3-paragraph biblical perspective on content/skills articulates (1) a vision of God’s creation, (2) the effects of sin, and (3) the joy and task of redemptive (responsible discipleship) activity. This assignment asks you to apply this framework to the topic of your unit. Complete the three paragraphs on the accompanying worksheet. The first paragraph should focus on creation (God’s design and intent for the unit topic), the second on the fall and its effects, and the third on redemptive possibilities that come as a result of the unit plan. (3/4 sentences per paragraph will do)
In the first paragraph (of these 3) describe your views prompted by a vision of God’s creation. Ask yourself some of the following (sample) questions: What is God’s design (as far as you can tell) for the topic you are teaching? What is God’s intent? What, do you suppose, is His will, His plan, or His purpose? How is the Lord present? How does the material I am about to teach reflect or presuppose God’s law for the creation? How does the subject matter relate to life as it was meant to be lived or to a world as it ideally should be (remember: God declared his handiwork to be very good!)? What is the relationship between my unit topic and the biblical themes of righteousness, rightness, truth, and justice?
In the **second** paragraph describe how sin has affected the topic of your unit. Ask yourself some of the following (sample) questions: What are the distortions and deformations (or misuses) I see in the content of my unit? What neglect, exploitation, demeaning manipulation, brokenness, irresponsibility, selfishness, false philosophies, pain/sorrow, distress, perversion, falsehood, injustice, idolatry, or misapplication are associated with the topic I am about to teach?
In the **third** paragraph address the Lord’s call (to you and me and to all of our students) to be healing, redemptive agents in the world. Describe how the unit you are preparing will help students to engage in responsible action (restoration, discipleship, servant hood, stewardship, healing and peace making, reconciliation, caring, practicing the fruit of the spirit, in general promoting the work of the Lord, etc.). Can we help/begin to restore this part of creation toward God’s intention for it?
As you consider this assignment, reflect on the following fundamental question underlying your responses: How will the material of my unit help equip my students to be knowledgeable and competent servants of the Lord – eager to do His will in all areas of life, 24 hours a day—in a complicated, sin-contaminated world? Failure to ask this question inevitably lands us in reductionism and myopia (tunnel visions): We then declare that what we teach has little or nothing to do with our Christian faith and the Christian life.

Feel free to work together and help one another. Encourage each other to do an excellent job! Ask other students for insights that will push and develop your thinking.
Thematic Statement and Christian perspective on your unit

Topic of my unit: Approximate grade level:

**Thematic Statement** (why is this unit important for your students?)

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**Christian Perspective**

A. **Creation** – My unit will help students understand God’s creational design in these ways:

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B. **The effects of sin** – My unit will help students understand the distortions of sin in these ways:

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C. **Redemption** – My unit will lead students toward redeeming/restoring creation in these ways: