



The Role of Culture & Equity in the Classroom: Creating Culturally Responsive Lesson Plans

2 Semester Credits/Units

Instructor – Kathryn J Vining kvining@edsonline.com

Syllabus

Course Overview

Welcome to **Creating Culturally Responsive Lesson Plans**. This class was created as part of a three-course series entitled **The Role of Culture & Equity in the Classroom**. The three courses in this series are:

- **The Role of Culture & Equity in the Classroom - Yours, Mine, and Ours**
- **The Role of Culture & Equity in the Classroom - Creating an Inclusive Classroom Environment**
- **The Role of Culture & Equity in the Classroom- Creating Culturally Responsive Lesson Plans**

This series is designed to help teachers develop the tools needed to create a Culturally Responsive Environment for all students. When a student feels different or left out in his or her classroom, it significantly reduces that student's ability and desire to learn. The content learned in this series, **The Role of Culture & Equity in the Classroom**, will teach you how to connect with your students and create an inclusive classroom environment that will open the door to learning for every child you work with.

Although **Creating Culturally Responsive Lesson Plans**, is **NOT** a prerequisite for the other two courses, it does provide a foundation for them. The book titled, *How to Teach Students Who Don't Look Like You, Second Edition*, by Bonnie M. Davis, will be used for all three classes. This book is available for purchase at www.Amazon.com

Course Objectives

In this course participants will have an opportunity to:

- Learn how to identify a culturally responsive lesson plan
- Learn how to identify culturally responsive class materials
- Learn how to write a culturally responsive lesson plan
- Develop your ability to share what you learn in this class with others

Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards

TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.

- a) Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly
- b) Teachers treat students equitably

TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE.

- a) Teachers Make Difficult Choices That Test Their Professional Judgment
- b) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

This course aligns with National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world...

NL-ENG – K-12.9 MULTICULTURAL UNDERSTANDING

- a) Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

How to Submit Coursework

Preparation: Prepare assignments in either Word or PDF formatting. Mac users of Page can save their work as a Word file. Make sure you place your full name, course number and assignment number at the top of each page. **Place assignments in ONE document for each section before submitting.**

Document titles: Title/number each of your assignments to correspond with the syllabus

Place the completed document in the assignment submission area found on the course page. You will receive feedback from your instructor, but don't wait for it to continue with your coursework.

Each completed assignment in this course is submitted to the instructor for review. You will receive feedback from your instructor within 2-5days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Assignments

Section A

A1. Before you begin this class describe what you currently do to include all students in the materials you use, the content you cover and the lesson plans you create.

A2. Take notes on all reading assignments

Read and take notes on the following chapters in the book, *How to Teach Students Who Don't Look Like You* by Bonnie M. Davis. Please DO NOT submit the answers to the questions located within the chapters assigned. These are for your review and reflection only.

- Chapter 12 pgs. 137-154
- Chapter 13 pgs. 155-167
- Chapter 14 pgs. 169-182
- Chapter 15 pgs. 183-193

- Chapter 16 pgs. 195-238
- Chapter 17 pgs. 239-258
- Chapter 18 pgs. 259- 265

In addition, **read and take notes** on sections 1-20, from the article *Critical Practices for Anti-bias Education* at <http://www.tolerance.org/critical-practices>, (if you have taken notes on this article from another class in this series, you may use those notes for this assignment)

Read and take notes on the article – *A Framework for Culturally Responsive Teaching* by Raymond J. Wlodkowski and Margery B. Ginsberg

<http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

Needed Resources

Register at www.tolerance.org –this is a great website for articles, lessons, and culturally responsive activity ideas

A3. Review of classroom materials

- I. Examine your classroom materials for bias or lack of cultural sensitivity (textbooks, bulletin boards, novels, Etc.). **Fill out the document provided** titled, Classroom Materials Review (files are available in the course to view and download). Answer the questions and make notes regarding what you notice about the materials you currently use in your classroom
- II. **Write a one-two page reflection** of what you discovered about the materials you are currently using and what you will change/add to make your materials culturally responsive.

A4. Review of lesson plans

- I. Examine your previously written lesson plans. Review at least 3 previously written lesson plans you created. **Fill out the document provided** titled, Lesson Plan Review (files are available in the course to view and download). Answer the questions and make notes on what you notice about the lesson plans you have created.
- II. **Write a one-two page reflection** of what you discovered as you reviewed your 3 already existing lesson plans. Include what you will change/add to make your lesson plans culturally responsive.

Section B

B1. Locating Culturally Responsive Materials

- I. Research your lesson plan topic(s) **online**. Find 10 websites, articles and/or activities, etc. that would inform your instruction and/or you could use with students. **Create a list of materials you find. Create a document with 3 columns to record this information.** In the first column list the website/link. In the second column list the type of resource (article, website, activity, etc.). In the third column list the lesson plan topic this resource is connected to.
- II. Find 10 **books** that are related to your lesson plan topic(s). Identify both books that will inform your instruction and/or books you will actually use with students. **Create a document with 3 columns to record this information.** In the first column list the title of the book. In the second column list the type of book (teacher resource, student resource). In the third column list the lesson plan topic each book is related to.

- III. Find 10 **community resources** related to your lesson plan topic(s). Identify both community resources that inform your instruction and/or community resources you will bring into the classroom or places you would take students on a field trip. **Create a document with 3 columns to record this information.** In the first column list the type of community resource (community business, guest speaker, university, etc). In the second column list the type of community resource (teacher resource, student resource). In the third column list the lesson plan topic each community resource is related to
- IV. Write a one-two page summary of the research you did related to culturally responsive resources. Discuss how the material you found will support your efforts to be culturally responsive in the classroom and creating culturally responsive lesson plans.

B2. Research what other educators are saying about writing culturally responsive lesson plans

- I. Find two articles related to creating culturally responsive lesson plans. Write a **one page summary of each article**. Include title, author, source/link (online, book, magazine, etc.), date.

B3. Create 3 Culturally Responsive lesson plans

- I. Fill out and submit the attached document titled: My Class Information (files are available in the course to view and download). Use this information as you create lesson plans for your classroom.
- II. Review the document titled Culturally Responsive Considerations When Preparing Lesson Plans to help guide your thinking as you create your 3 lesson plans (files are available in the course to view and download).
- III. Create 3 lesson plans for your classroom. Using the *Culturally Responsive Lesson Plan Template for Submission* and instructions in the attached documents (files are available in the course to view and download), create 3 culturally responsive lesson plans (**you will submit this template for each lesson plan**).

To help prepare you to write these 3 lesson plans, see attached culturally responsive sample lesson plan (*Culturally Responsive Lesson Plan Example – Haiku*) for assistance and clarification of how to think about completing this assignment (files are available in the course to view and download). Use the **Culturally Responsive Lesson Plan Example Blank Template** (files are available in the course to view) to assist you as you **visualize** and **prepare** to modify your lesson plans to make them culturally responsive (**you do not need to submit this template**)

B4. Share your knowledge with others

- I. Using what you have learned in this class, create a brief outline of the materials and information you will share with fellow teachers and/or coworkers regarding the creation of culturally responsive lesson plans and materials.

B5. Reflection

Now that you have completed the readings and activities for this class, revisit assignment #1. Write a reflection describing what you will do differently in order to include all students in the materials you use, the content you cover and the lesson plans you create.

End of Course

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.