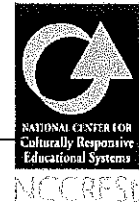


Curriculum



WHAT DO YOU ALREADY DO?

Academy 3: Culturally Responsive Curriculum

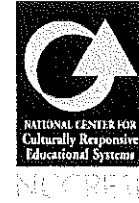


What do you already do? In the space below, describe what a culturally responsive curriculum looks like and list things you do personally or have observed in your school curriculum that are culturally responsive.

What would it look like?	Things you do personally or have observed.

RUBRIC

Academy 3: Culturally Responsive Curriculum



Self-study Guide for Culturally Responsive Curriculum Review

Outcomes: By the end of this session, Participants should understand the following:

- (1) Curriculum conveys covert messages to students about who and what is valued in school, including expectations about behavior, learning, and social interaction.
- (2) Pictures that depict diversity are not sufficient to support access and participation for students from diverse cultural and linguistic backgrounds.
- (3) Participants must take an active role in expanding the images and ideas that curriculum portrays so that students can find a way to anchor themselves and their own experiences to the learning goals in each unit.
- (4) Participants need to be conscious about the values they bring to their teaching and how they may or may not encourage and support learning for students whose experiences, backgrounds, and values are different.
- (5) Participants should leave this session with additional strategies for connecting the curriculum to the life experiences of their students.

Process:

- (1) Review the 6 key curriculum areas in table 1
 - (2) Review the definitions of Knowledge Construction levels (1) Contributions; (2) Additive; (3) Transformational; or (4) Social Action in Table 2
 - (3) Complete page one of the curriculum matrix individually. Include a brief description of the information used to make the rating. Once all the Participants have completed the first page independently, discuss the ratings in a small group. Then, talk about how you would change that particular curriculum unit to move through the four levels of knowledge construction.
-

Table 1: Curricular Elements

1. **Topics/Issues:** Do the topics/issues studied resonate with your students? To what extent does the Participant's guide provide time to anchor instruction to the students' current knowledge and background?
 2. **Activities:** What kinds of activities are students expected to complete, with whom, and where (at home, in the classroom, in the library)?
 3. **Language** (form, content, usage): What kind of vocabulary is introduced and emphasized? How is language used to convey a sense of time and place? How are students encouraged to actively use new concepts?
 4. **People Studied:** Is there a variety of racial, ethnic, and abilities represented in the unit? What kinds of socio-economic backgrounds are assumed? Does the Participant's guide encourage discussion and understanding about the people represented?
 5. **Grading:** Are guidelines provided for assessing student progress in this unit? If so, will the suggested process assist you in providing timely, accurate, and support feedback to your students?
 6. **Miscellaneous:** As you study the unit, are there other assumptions being made that may make this unit of study difficult for your students to grasp as they focus on mastery of the core concepts? To what extent will you need to adapt or provide additional supports to your students so that they can be successful?
-



ACTIVITY 3: KNOWLEDGE CONSTRUCTION SELF-ASSESSMENT

Academy 3: Culturally Responsive Curriculum

At what level do you construct students' knowledge?

1. Contribution Level

Texts and instructional activities represent diversity in terms of everyday, real life activities of various groups, and are these groups and issues seen as integral to the society.

The curriculum structure, goals and characteristics reflect mainstream constructions of knowledge. Ethnic heroes and their contributions are noted. Ethnic holidays and themes are incorporated into the curriculum to acknowledge ethnic holidays and celebrations.

You choose books, bulletin boards, videos and other teaching materials because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.

You infuse curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. You mediate these discussions by encouraging students to take the perspective of others.

2. Additive Level

Texts and instructional activities integral to the curriculum or is it structured as an add-on to an essentially monocultural curriculum?

Teachers consistently reference the multicultural nature of their teaching tools, noting the contributions and accomplishments of distinguished individuals from a variety of cultural, racial, ethnic, and linguistic backgrounds.

In addition to acknowledging heroes and holidays, concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption. For example, in this approach, the Westward Expansion curricula is taught from the perspective of the westward movement of hunters, trappers, pioneers, and the advent of the industrial age and its impact on harnessing the resources of the western U.S. Concepts and themes that explore the impact of expansion on American Indians is a substantial portion of the curriculum but the focus is on the movement west.

You consciously and explicitly alter the conditions for learning such as access to learning materials, opportunities to questions, study, and collaborate. You discuss changes with your students explaining how changes in classroom procedures are designed to ensure that all students have access to learning and opportunities to lead.

3. Transformational Level

Texts and instructional activities promote or provoke critical questions about the societal status quo, while presenting alternative points of view as equally worth considering?

You consistently provide opportunities for students to work together across cultural, racial, ethnic, religious, language, and ability lines. Academic and social opportunities are created throughout the course of each academic year so that students form friendships and mutually supportive connections across cultural, racial, ethnic, religious, and ability groups.

You teach the curricula, including concepts, issues, themes, and problems from several ethnic and cultural perspectives and points of view. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives. For example, rather than study the Western Expansion, your students would explore the history of the West during the 19th century and its impact and



outcomes on multiple groups. The emphasis is on the complexities of diverse cultures and the and other institutions in achieving specific outcomes.

role of government

You involve students in making decisions about their classroom culture, ensuring that decisions are made with attention to the consequences for all students. Students study and reflect on the practice of an equity pedagogy, assist in collecting and examining the impact of classroom practice on students in the class and work to ensure equity for all students.

Your classroom practices are congruent with the curriculum so that, regardless of the content area, the curricula create opportunities to examine the influence of multiple perspectives and knowledge generation on the content area.

4. Social Action Level

Texts and instructional activities lead to students' exploration of ways that they can affect social change or contribute to social causes, and result in such engagement.

Curricular units are anchored to understanding, identifying, and reducing prejudice within their peer groups and across the school.

You enact curricula that explore multiple perspectives, ideas, and outcomes. Students are able to develop critical lenses that require analysis, synthesis, and perspective taking within each content area. You assess student outcomes in terms of knowledge, skills, and critical perspectives as well as social advocacy for prejudice reduction and discrimination.

You infuse your curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. You mediate these discussions by encouraging students to take the perspective of others.

The curricula include learning experiences and assignments that encourage students to investigate the status quo and to generate actions that combat or improve equity within the school or local community.

All Units/Lessons are taken from The Center for Curriculum Mapping
<http://www.curriculumdesigners.com/>



Language Arts Grade 3-5 January

Teacher: Helen Krasnow

Unit: Fairy Tales - Variations

ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS	LESSONS
<p>What is culture? What do fairy tales tell us about the culture of the country? How does the point of view of the writer affect the story? How does a rubric help me become a better writer?</p>	<p>Based on interest, reading level and maturity, children will read books from the following list: <u>Jack And The Beanstalk</u> <i>The Giant's Toe</i> By Brock Cole <i>Jim & the Beanstalk</i> by Raymond Briggs <i>Jack and the Beanstalk</i> by Steven Kellog <u>The Frog Prince</u> <i>Emily and the Enchanted Frog</i> by Helen Griffith <i>The Frog Prince Continued</i> by Jon Scieszka <u>Cinderella</u> <i>Fanny's Dream</i> by Caralyn & Mark Buehner <i>Cinder-Elly</i> by Frances Minters <i>Babba the Cowboy Prince</i> by Helen Ketterman <i>Ella Enchanted</i> by Gale Carson Levine <u>Snow White</u> <i>Snow White in New York</i> by Fiona French <u>Goldilocks and the Three Bears</u> <i>Goldilocks & The Three Bears</i> by Tony Ross <i>Yours Truly, Goldilocks</i> by Alma Flor Ada <i>The Princess and the Pea</i> by Tony Johnston <u>The Three Little Pigs</u> <i>The True Story of the 3 Little Pigs</i> by A. Wolf by Jon Scieszka <i>Three Little Javelinas</i> by Susan Lowell <i>The Three Little Wolves and the Big Bad Pig</i> by Helen Oxenbury <i>Three Little Cajun Pigs</i> by Berthe Amoss <i>The Three Little Wolves and the Big Bad Pig</i> by Eugene Trivizas <u>Little Red Riding Hood</u> <i>Red Riding Hood</i> by James Marshall <i>Little Red Cowboy Hat</i> by Susan Lowell <i>Petite Rouge</i> by Mike Artell <i>Lon Po Po</i> by Ed Young <i>Little Red Snapperhood</i> by Neal Gilbertsen <u>Rumpelstiltskin</u> <i>Rumpelstiltskin's Daughter</i> by Diane Stanley <u>Sleeping Beauty</u> <i>Sleeping Ugly</i> by Jane Yolen</p>	<p>Be able to discuss the meaning of satire, irony, parody, take-off, and tongue-in-cheek</p> <p>Write an essay about the importance of point of view.</p> <p>Be able to discuss how the story depicts or represents the culture where the story takes place.</p> <p>Compare and contrast the variation stories to the original fairy tales.</p> <p>Be able to describe and categorize the differences between the original and "new" versions. For example: Are they told from a different character's point of view? Does the story take place in a different setting or a different time period? Is the story more or less realistic?</p> <p>Be able to compare and contrast two new versions of the fairy tales read.</p> <p>Use graphic organizers to analyze the stories.</p> <p>Write a creative variation of a familiar fairy tale.</p> <p>Read fiction for understanding.</p> <p>Learn the roles for literature circles.</p> <p>Be able to compose "thick" questions" about the books the group is reading.</p> <p>Complete accurate summaries of stories.</p> <p>Work collaboratively with others.</p>	<p>Guided class discussions after read alouds of selected fairy tale variations with observer notes</p> <p>Observation of literature circles with observer notes or assessment checklist</p> <p>Rubric assessment of student interaction and cooperation during literature circles completed by students and teacher</p> <p>Teacher's assessment of literature circle role sheets.</p> <p>Teacher's assessment of graphic organizers</p> <p>Student's original fairy tale variation assessed by student rubric and teacher rubric.</p> <p>Formative Assessment using variations of EXIT CARDS</p> <p>For Example: 3 things I learned today: 2 questions I have 1 thing I would like to do better next time</p>	<p>What is meant by satire, irony, take-off, parody, and tongue-in-cheek</p> <p>What is meant by another point of view?</p> <p>What is culture?</p> <p>What does a fairy tale tell us about the culture of the country?</p> <p>How does the point of view of the writer affect the story?</p> <p>Comparing and contrasting stories read</p> <p>What are the roles in literature circles?</p> <p>What are the behaviors and responsibilities important to work successfully in literature circles?</p> <p>How do you begin planning a creative fairy tale?</p> <p>How do you use a rubric to help you edit your writing?</p>



ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS	LESSONS
<p>Where does multiplication occur in real life?</p> <p>How can I apply multiplication to my life?</p> <p>How can I show that I understand the meaning of multiplication?</p>	<p>WHOLE NUMBER OPERATIONS Concrete/Manipulative</p> <ul style="list-style-type: none"> Combining or separating sets Counting & measuring <p>Representational/Pictorial</p> <ul style="list-style-type: none"> Objects & actions pictured, counted, or measured <p>Abstract/Symbolic</p> <ul style="list-style-type: none"> Numerals, symbols, and relationship signs used to represent objects & actions <p>SETS IN LIFE & NATURE</p> <p>WHOLE NUMBER MULTIPLICATION</p> <ul style="list-style-type: none"> Using a 9 X 9 multiplication grid <p>Read Aloud: <i>Amanda Bean's Amazing Discovery</i> by M. Burns; <i>Sea Squares</i> by J. Hulme</p> <p>MEMORIZING MULTIPLICATION FACTS</p> <p>SOLVING MULTIPLICATION IN WORD PROBLEMS</p> <p>SOLVING AREA GRIDS WITH MULTIPLICATION (up to 9 X 9)</p> <p>MULTIPLYING BY 10</p> <p>SOLVING LARGE AREAS GRIDS with the aid of 10 x 10 base 10 blocks</p>	<p>Count objects to make <i>SETS</i> of equal amounts</p> <p>Arrange objects into a row and column <i>ARRAY</i></p> <p>Arrange small blocks into rows and columns to make a <i>MEASURED MODEL</i></p> <p>Move from concrete to abstract: 5 sets of 4 objects = 20 objects $5 \times 4 = 20$</p> <p>Identify things in life and nature that occur in sets of different numbers (5 toes, 4 wheels on a car, 9 players on a baseball team)</p> <p>Be able to explain how an array represents multiplication problems</p> <p>Be able to complete 1 digit multiplication problems without the use of manipulatives</p> <p>Be able to read and solve math word problems requiring multiplication</p> <p>Solve area grids using multiplication (up to 9 X 9)</p> <p>Solve large area grids using a 10 X 10 block and multiplication by 10's Work collaboratively with others</p> <p>Use listening skills</p> <p>Participate meaningfully in class discussions</p>	<p>Guided class discussions with observer notes</p> <p>Observation with observer notes of small group problem solving activities</p> <p>Use of manipulatives to solve problems (observer notes)</p> <p>Worksheets</p> <p>Homework</p> <p>Solving word problem</p> <p>Solving area grids</p>	<p>How is multiplication related to addition?</p> <p>Three or more lessons: Using manipulatives to create sets, arrays, and measured models</p> <p>Converting word sentences to number sentences</p> <p>Sets by the Number Scavenger Hunt: Find things that occur in sets of 2, 3, 4, etc.</p> <p>Reading and solving word problems</p> <p>Solving area grids with multiplication</p> <p>Multiplying by 9 (What's the trick?)</p> <p>Multiplying by 10</p> <p>Solving large areas grids with the aid of 10 x 10 base 10 blocks</p>



Science Grade 5-6 January

Teacher: Helen Krasnow & the 5th Grade Teachers at Hewlett School

Unit: The Study of Rocks and Minerals

ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS	LESSONS
<p>How are rocks and minerals different?</p> <p>Why do people collect rocks?</p> <p>Why are some rocks more valuable than others?</p>	<p>Properties of rocks and Minerals</p> <p>Igneous, sedimentary, and metamorphic rocks</p> <p>Luster, hardness (Moh's Scale), streak, acid (mineral testing)</p> <p>Crystallization</p> <p>Geodes</p> <p>Lava, magma, volcanoes</p> <p>The rock cycle</p> <p>Iridescent rocks</p> <p>READ ALOUDS <i>Earthsteps: A Rock's Journey Through Time</i> by Diane Spickert <i>Everybody Needs a Rock</i> by Baylor and Parnall <i>If You Find A Rock</i> by Peggy Christian <i>Moonstone</i> by Ivan Gantschev <i>A Pebble in My Pocket</i> by Hooper and Coady <i>Rocks in His Head</i> by R.F Symes</p>	<p>Observe and discuss properties of rocks and minerals</p> <p>Describe the differences between igneous, sedimentary, and metamorphic rocks</p> <p>Identify rock and mineral specimens using books and the internet</p> <p>Discuss and grow minerals</p> <p>Investigate models of rocks that they make</p> <p>Conduct experiments and record data from the following mineral tests: luster, hardness, streak, acid</p> <p>As a result of testing, name unknown rock and mineral specimens based on their properties</p> <p>Communicate, observe and collect data</p> <p>Make and use models</p> <p>Experiment, predict, classify</p> <p>Conduct experiments and write a lab report</p> <p>Read nonfiction for meaning and understanding</p> <p>Listen to and read fiction for meaning and understanding</p> <p>Discuss read alouds and their relationships to the unit of study</p> <p>Work collaboratively with others</p> <p>Observe safety rules in a laboratory setting</p>	<p>Lab reports assessed by student and teacher rubrics</p> <p>Graphic organizer for lab reports</p> <p>Assess ability to hypothesize orally and in writing</p> <p>Assess ability to draw conclusions from experimentation</p> <p>Observations of small group activities and experiments with observer notes</p> <p>Guided class discussions with observer notes</p> <p>3-2-1 Exit Cards: <i>3 things I learned today</i> <i>2 questions I have</i> <i>1 thing I want to learn more about</i></p> <p>Student and teacher rubrics to assess collaboration with others</p> <p>Review of class notes taken</p> <p>Unit tests</p>	<p>Conduct the following experiments:</p> <p>Rocks and Minerals Properties</p> <p>Making a Rock</p> <p>The Luster of Minerals</p> <p>The Hardness of Minerals</p> <p>The Streak Test</p> <p>The Acid Test</p> <p>Growing Crystals</p> <p>Investigating Geodes - Cracking geodes open</p> <p>Investigating Rock Models</p> <p>Identifying Rocks</p> <p>Looking at rocks under blacklights</p>



ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENTS	LESSONS
<p>What is a community?</p> <p>What makes my community different from other communities?</p> <p>Why do people live in communities?</p>	<p>COMMUNITIES</p> <p>Functions of a community</p> <p>Similarities and differences among communities</p> <p>OUR LOCAL COMMUNITY</p> <p>Characteristics</p> <p>Read <i>My Town at Work</i> by G. Thompson</p> <p>GEOGRAPHY OF OUR COMMUNITY</p> <p>Geographical features of our community</p> <p>How the geography impacts our community</p> <p>How our community impacts the geography and the natural environment</p> <p>Environmental problems of our local area</p> <p>Reading Local Maps</p> <p>Read: <i>On a Map</i> by L. Capra <i>All Kinds of Maps</i> by S. Prince <i>The Key to Maps</i> by H. Chan Books about our local area</p> <p>HISTORY OF OUR COMMUNITY</p> <p>When the community was settled</p> <p>Who the early settlers were</p> <p>Changes that have occurred over time</p> <p>Read: <i>Our Town</i> by F. Yusof <i>My Town Used to Be Small</i> by M. Buckley <i>What Has Changed?</i> by K. Jensen Books about our local history Original historical documents related to local history</p>	<p>List the functions of a community</p> <p>Be able to describe their local community</p> <p>Read and use local maps</p> <p>Be able to use read the key to a map</p> <p>Draw a map of a local street, including a key</p> <p>Know and be able to use cardinal directions (N-S-E-W) when reading a map</p> <p>Be able to identify cardinal directions on the playground</p> <p>Write a paragraph about how geography impacts a community</p> <p>Be able to discuss how people affect the natural environment and geography</p> <p>Be able to discuss and write about the history of our local community</p> <p>Be able to discuss and write about some of the changes in their community</p> <p>Research and write a report about a topic in our local community</p> <p>Interview a local senior citizen about the history of our community</p> <p>Listen to guest speakers and ask meaningful questions</p> <p>Read nonfiction for meaning and understanding</p> <p>Read original historical documents</p> <p>Compose meaningful interview questions</p> <p>Relate appropriately with a senior citizen</p>	<p>Guided class discussions with observer notes</p> <p>Small group discussions of focus questions with observer notes</p> <p>Map project assessed by student and teacher rubric</p> <p>Playground scavenger hunt using cardinal directions (Worksheet and observer notes)</p> <p>Tape or video of interview assessed by teacher rubric</p> <p>Questions posed to guest speakers (observer notes)</p> <p>Research report on local history assessed by student and teacher rubrics</p> <p>Group Project: Local Area Map assessed by student and teacher rubrics</p>	<p>COMMUNITIES</p> <p>What is a community?</p> <p>OUR LOCAL COMMUNITY</p> <p>Take several walking tours of our community Notice the architecture, the sections of the town/city, the transportation, the shopping</p> <p>Discuss the characteristics of our community</p> <p><input type="checkbox"/> Have guest speakers from local government</p> <p>GEOGRAPHY OF OUR COMMUNITY</p> <p>What are the geographical features of our community?</p> <p>How does the geography impact our community?</p> <p>How does our community impact the geography and the natural environment?</p> <p>Are there any environmental problems in our local area?</p> <p>Reading Local Maps</p> <p>Creating a local area map</p> <p>Playground Scavenger Hunt - Use cardinal directions to find things hidden on the playground</p> <p>HISTORY OF OUR COMMUNITY</p> <p>When was our community settled?</p> <p>Who were the early settlers?</p> <p>What changes have occurred over time?</p> <p>Interview senior citizens about local history</p> <p>Visit a local cemetery: What does it tell us about our local history? Make gravestone rubbings.</p> <p>Research Report: selecting a topic, finding facts, writing facts in my own words</p>

Table 2. Multi-Cultural Dimensions of Curriculum

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Contributions</p>	<p>The curriculum structure, goals and characteristics reflect mainstream constructions of knowledge. Ethnic heroes and their contributions are noted. Ethnic holidays and themes are incorporated into the curriculum to acknowledge ethnic holidays and celebrations. Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Diversity Additive</p>	<p>Participants consistently reference the multicultural nature of their teaching tools, noting the contributions and accomplishments of distinguished individuals from a variety of cultural, racial, ethnic, and linguistic backgrounds.</p> <p>In addition to acknowledging heroes and holidays, concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption. For example, in this approach, the Westward Expansion curricula is taught from the perspective of the westward movement of hunters, trappers, pioneers, and the advent of the industrial age and its impact on harnessing the resources of the western U.S. Concepts and themes that explore the impact of expansion on American Indians is a substantial portion of the curriculum but the focus is on the movement west.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Transformational</p>	<p>Participants consistently provide opportunities for their students to work together across cultural, racial, ethnic, religious, language, and ability lines. Academic and social opportunities are created throughout the course of each academic year so that students form friendships and mutually supportive connections across cultural, racial, ethnic, religious, and ability groups. The curriculum, including concepts, issues, themes, and problems is taught from several ethnic and cultural perspectives and points of view. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives.</p> <p>Rather than study the Western Expansion, students explore the history of the West during the 19th century and its impact and outcomes on multiple groups. The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes. Classroom practices are congruent with the curriculum so that, regardless of the content area, the curricula create opportunities to examine the influence of multiple perspectives and knowledge generation on the content area.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social Action</p>	<p>Participants enact curricula that explore multiple perspectives, ideas, and outcomes. Students are able to develop critical lenses that require analysis, synthesis, and perspective taking within each content area. Participants assess student outcomes in terms of knowledge, skills, and critical perspectives as well as social advocacy.</p> <p>Participants infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The Participant mediates these discussions by encouraging students to take the perspective of others. The curricula include learning experiences and assignments that encourage students to investigate the status quo and to generate actions that combat or improve equity within the school or local community.</p>

Curriculum Matrix

Topics/Issues

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Make some notes that help explain why you reached your conclusions.</p>	<p><u>Contributions</u> Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p><u>Diversity Additive</u> Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p><u>Transformational</u> The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p><u>Social Action</u> Participants infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Activities

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u>Contributions</u> Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p><u>Diversity Additive</u> Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p><u>Transformational</u> The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p><u>Social Action</u> Participants infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Language

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u>Contributions</u> Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p><u>Diversity Additive</u> Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p><u>Transformational</u> The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p><u>Social Action</u> Participants infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

People Studied

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u>Contributions</u> Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p><u>Diversity Additive</u> Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p><u>Transformational</u> The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p><u>Social Action</u> Participants infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Grading/Assessment

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u>Contributions</u> Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p><u>Diversity Additive</u> Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p><u>Transformational</u> The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p><u>Social Action</u> Participants infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Miscellaneous

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u>Contributions</u> Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>	<p><u>Diversity Additive</u> Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</p>	<p><u>Transformational</u> The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</p>	<p><u>Social Action</u> Participants infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Curricular Profile

Content Area:

Participants:

	Contributions	Diversity Additive	Transformational	Social Action
Activities				
Skills Practice				
Assignments				
Language (form, content, usage)				
People Studied				
Topics/Issues				
Miscellaneous				
Grading				

