The Role of Culture & Equity in the Classroom:
Creating Culturally Responsive Lesson Plans
EDUO 9737 2 Graduate-level Credits/Units
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Syllabus

Course Overview

Welcome to **EDUO9737 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:

- **EDUO 9735 The Role of Culture & Equity in the Classroom - Yours, Mine, and Ours**
- **EDUO 9736 The Role of Culture & Equity in the Classroom - Creating an Inclusive Classroom Environment**
- **EDUO 9737 The Role 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 MULTICULTUAL 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

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Submit completed work to the corresponding Module Dropboxes in Moodle

\Course Modules

Module 1: Review of Your Classroom Materials & Lesson Plans	
Objective	Participants will: • Read relevant material. • Complete required forms • Learn how to identify a culturally responsive lesson plan • Learn how to identify culturally responsive class materials
Materials	*Classroom Materials Review* document *Lesson Plan Review* document Book - *How to Teach Students Who Don't Look Like You* by Bonnie M. Davis. Article - *Critical Practices for Anti-bias Education* at Critical Practicesv4_final.pdf (learningforjustice.org) 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 Website - Learning for Justice | Education Resources
Assignments	**Place all Module 1 Assignments in the corresponding Dropbox as ONE Document.** **1.1. 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. **1.2. 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 Critical Practicesv4_final.pdf (learningforjustice.org) (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 **Submit your notes with your Section A assignments.** **Needed Resources** Register at Learning for Justice | Education Resources –this is a great website for articles, lessons, and culturally responsive activity ideas **1.3. 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.* 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. **1.4. 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*.** 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 your discovered as you reviewed your 3 already existing lesson plans. Include what you will change/add to make your lesson plans culturally responsive.
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 2: Locating, Creating, and Sharing Culturally Responsive Resources	
Objective	Participants will: • Learn how to write a culturally responsive lesson plan • Develop your ability to share what you learn in this class with others
Materials	*My Class Information* document *Culturally Responsive Considerations When Preparing Lesson Plans* document

	Culturally Lesson Plan Template *Culturally Responsive Lesson Plan Example*
Assignments	**Place all Module 2 Assignments in the corresponding Dropbox as ONE Document.** **2.1 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. **2.2. 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. **2.3. Create 3 Culturally Responsive lesson plans** I Fill out and submit the attached document titled: *My Class Information*. 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. III. Create 3 lesson plans for your classroom. Using the ***Culturally Lesson Plan Template for Submission*** and instructions in the attached documents, 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 <u>think about</u> completing this assignment. Use the **Culturally Responsive Lesson Plan Example Blank Template** 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**) **2.4. 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. **2.5. 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.
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

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 C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.

Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
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.