

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>UAS Secondary MAT Student Learning Objectives (SLO):</p> <p>1) Student reflects on own sociocultural identity and understands the differential access to power accorded to various social and cultural groups.</p> <p>2) Student articulates own cultural assumptions and biases.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Develop empathy and understanding of students and colleagues • Create multicultural unit and lesson plans that honor and respect students, families, and community members • Help students understand the societal forces shaping their own cultures 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Our own perspectives have been socially constructed over time • People are not born with biases or prejudices – rather, these opinions and judgments are constructed by both explicit and hidden messages in our environment • Life experiences with our families, communities, schools, and media all shape us as cultural beings • Schooling can contribute to a stratified society OR it can be a force for equity 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What societal forces have shaped you as a cultural being? • How does understanding culture and power you as a teacher? • What are some teaching strategies and curriculum units you can use to teach in a culturally responsive manner?
	Acquisition	
<p><i>Students will know...</i></p> <p>1) Multicultural vocabulary terms: <i>culture, oppression, tolerance, transformation, internalized oppression, racism, classism, sexism, tracking, culturally responsive teaching, culturally relevant curriculum, place-based curriculum, experiential teaching, constructivist teaching strategies</i></p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Incorporating community building strategies into classroom lessons • Facilitating discussions about sensitive topics • Developing culturally responsive curriculum (aligned with the Alaska Standards for Culturally Responsive Schools: Curriculum) 	

	<p>2) The work of some of the key authors in the field of multicultural education</p> <p>3) The content and cultural standards</p>	
--	--	--

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Cultural Self Study	Write a 3-5 page essay presenting your cultural identity and analyzing your knowledge and beliefs about multicultural issues and topics. Through one coherent narrative, or several shorter, focused stories, readers should gain insight into the beliefs and socialization that resulted in your cultural identity(ies).
Culturally Responsive Curriculum Unit	Working individually, or in pairs, students will design an <i>Understanding by Design</i> instructional unit that incorporates the principles of multicultural education and the standards for culturally responsive teaching. The two-four week unit plan should be designed around a topic that will be covered in the upcoming year of student teaching. Identify three to five additional topics from your content area for which you will create/implement culturally relevant curriculum.
Class participation	Students will show evidence of their understanding of key multicultural topics explored in reading assignments through contributions to discussions – individually, in small groups, and in written reflection.

Stage 3 – Learning Plan

<p><i>Summary of Key Learning Events and Instruction</i></p> <ul style="list-style-type: none"> • Assess prior knowledge by having students co-craft a definition of multicultural education • Participate in and reflect upon structures and strategies related to multicultural teaching: <i>dyads, small group, large group discussions, protocols such as Paseo, Four A’s, Save the Last Word for Me, Name Stories, etc.</i> • Read and discuss pertinent articles by authors: <i>Herbert Kohl, Enid Lee, Lisa Delpit, Julian Weissglass, Ana Villegas, Father Michael Oleksa, etc.</i> • Explore some of the culturally relevant curriculum units developed by local master teachers; participate in discussions with some of the unit authors • Observe culturally responsive teaching/culturally relevant curriculum at the Goldbelt Heritage Institute Summer Camp • Listen to Tlingit Elders/culture bearers to build a foundation for understanding the traditional values of the Tlingit people • Explore the archives and artifact collections • Optional - for those students living in Juneau or those able to arrive early: attend one or more sessions of the SHI Celebration (June 8-11); http://www.sealaskaheritage.org/institute/celebration • Create a culturally relevant lesson plan or unit plan to be published in an iBook.
--

