



## **EDUC 2120—Exploring Social Cultural Perspectives on Diversity in Educational Contexts**

### **Course Syllabus—Spring 2010**

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**Course Description:** Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, the course is designed to examine:

- 1) the nature and function of culture;
- 2) the development of individual and group cultural identity;
- 3) definitions and implications of diversity; and
- 4) the influences of culture on learning, development, and pedagogy. Students will experience a minimum of 10 field-based learning hours in authentic school settings, and this learning will be specifically and reflectively connected to core course content.

**Course Prerequisites and Co-requisites:** None

**Number and Title:** EDUC 2120 Exploring Social Cultural Perspectives on Diversity in Educational Contexts

**Credit Hours:** 3.0 semester credit hours

**Instructor Information:**

Name of instructor:	Larry C. Bryant, Ph.D.
Office Location:	A&S • Office G-216C
Office hours:	Mon & Thu 3:30 – 5:00; Otherwise by appointment.
Phone:	(678) 466-4821
Fax:	(678) 466-4899
E-mail:	<a href="mailto:LarryBryant@clayton.edu">LarryBryant@clayton.edu</a>

**Textbook Information:**

Required Text: Banks, J. (2006). *Cultural Diversity and Education: Foundation, Curriculum and Teaching*. (5<sup>th</sup> Ed) Boston: Pearson, Allyn & Bacon.

Text Coverage: All chapters.

Note: Students will also be assigned additional readings from journals, magazines, and other sources.

**Class Meetings:**

Classroom: Arts & Sciences Bldg., Room G121

Class Time: Tuesdays and Thursdays, 5:00 p.m.-6:15 p.m.

**Course Goals:**

To appreciate people of different backgrounds

To facilitate understanding for improving the teaching and learning process

To prepare candidates with the knowledge, skills, and dispositions to teach and work in cross-cultural settings

**Course Learning Outcomes:**

By the end of the course students will:

1. Examine the nature and function of culture.
2. Explore how history and culture shape worldviews.
3. Examine the development of his/her own cultural identity and learning styles.
4. Develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities, disabilities, and culture.
5. Articulate strategies for teaching culturally diverse students in the classroom.
6. Identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination.
7. Identify educators' cultural practices and expectations that perpetuate and maintain achievement gaps.
8. Identify strategies that creatively deal with challenges and differences between the cultures of educators and students.
9. Identify assets and values of diverse populations to bring student learning to higher levels.

**Assignments and Evaluation:**

**Student Products to Verify Competency:** The course is a combination of lectures, student activities, and written work that is supported through various media forms. This course covers an extensive array of information and *student attendance and participation are very important.*

Assignments and activities for this course will allow for students to become more responsible for their own acquisition and demonstration of knowledge. The instructor will serve as the facilitator in the learning process. The products you produce in this course will demonstrate your skills specifically in the areas of problem solving, critical thinking, and creativity; as they relate to thinking and communicating about individuals with disabilities. You will accomplish this by participating in in-class lectures, discussions and activities, actively seeking out materials referencing individuals with disabilities and completion of the required assignments. – *Please refer to the course calendar on this syllabus, as the chapter discussions do not follow numerical order.*

**Course Assignments, Assessments, and Related Objectives:** We are using a multiple methods of assessing your learning. The course is a combination of lectures, student activities, and written work that is supported through various media forms. This course covers an extensive array of information and student attendance and participation are very important. Assignments and activities for this course will allow for students to become more responsible for their own acquisition and demonstration of knowledge. You will accomplish this by participating in in-

class lectures, discussions and activities, actively seeking out materials referencing individuals with disabilities and completion of the required assignments.

**Attendance and Participation (150 Points):** Class attendance and participation is strongly encouraged. Students will be awarded points for full attendance and participation. Students are expected to attend all class sessions and be punctual. **Excessive absences (4 or more unexcused absences) will result in a penalty of 1/4 the total points.** Excused absences require documentation and you can only recover half to attendance and participation points for that class session. **This documentation must be presented within 2 weeks of absence.** The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

***\*\*Part of the participation points will come via pop quizzes that cover the weekly readings.***

**Power Point: Critical Intercultural Examination of the Cultural Meaning of Diversity (100 points):** Throughout the semester you will be introduced to the idea that diversity and its multiple meanings are culturally/socially constructed and maintained. How we choose to define, value, and construct the meaning of diversity comes with consequences. With this understanding in mind, you will be asked to look at one aspect of diversity and utilizing best practice knowledge and research based documents you will examine the position of this topic in our culture at this time. Choose a topic below. Remember, the goal of this experience is to open your thinking to and about a population that has marginalized membership in society. And don't try to be safe!!!

- GLBT Athletes in Team Sports
- Blues, Gospel, and Hip Hop Music
- The Social Construction of Race
- The Early Years of the Civil Rights Movement
- The 1<sup>st</sup> Amendment and Religion
- Who Made White People
- Diverse Families in Society
- Individuals with Disabilities Community
- Minority Populations in Prison/Prison Industrial Complex
- Women in History
- US Citizens or Prisoners?

**Video Group Presentation (100 points):** For this assignment, students will need to create a Power point poster and present it to the class using the computer and projector, as well as the poster you will develop. The assignment is worth 100 points (75 points for the Power point poster and 25 points for the presentation). The poster dimensions should be 36 inches wide by 40 inches tall. The poster should include the following information. Required poster content:

Title, Your Name, and Affiliation

Background section: includes statement of purpose, and 10 notable quotes, 5 core references of support of your discourse outcomes

Design, Themes, and Hypotheses

## Methods

Results: Type of analyses and at least one graph

Discussion: 4-5 take-home points

References: Short citation for those used on poster

Narrative: One 5-7 page paper

Posters will be graded on content, grammar/spelling, and organization/style. You can use bullets incorporating sentence fragments. If text is not within a bullet item it should incorporate a complete, grammatical sentence. Presentation: You will have 10 minutes to walk through your poster and then there will be an additional 3-4 minutes for questions. You should NOT read your poster content, but use it as a guideline for what you say. Be sure to carefully walk through your graph(s); graph presentation will be covered in class.

**Peer Evaluations for Video Poster Presentations: Assignment (10 points):** I will distribute a short evaluation form for you to complete for 3 of your classmates' presentations. You should put your name on the evaluation form and the title of the presentations you evaluate. This is an opportunity to give constructive feedback, so please take it seriously. **\*\*You must have documentation and feedback for your peers in order for you to receive a grade on your poster. If you miss any of your classmates' presentations, you will receive a "0" for the evaluation and half the points for the Video Presentation.** Each evaluation is worth 3 points (9 points for 3, not counting your own). The final point will be given based on your professional dispositions during the presentations.

**Exams (100 points):** Exams will be given on various topical areas (e.g., learning disabilities) that will be discussed. There are two assessments associated with this course. The assessments serve to assess students' skills and to monitor the progression of information. This will be accomplished through the usage of constructive response, critical analysis, and short essay inquiry. The total point value will be 100 points. **Note: Mid Term and Final Make-up exams will be given only with a valid excuse and must be taken before graded examinations are returned to the class.**

**Field Experience (50 points):** *Field Experiences/University and Mentor Teacher Observations*  
Students are required to complete a minimum of 10 field-based learning hours in a school setting. Students must submit documentation regarding hours of completion and a performance evaluation. Please refer to handouts and grading rubrics provided by the instructor for more detailed information. The purpose of this activity is to gain ten (10) hours of field experience with individuals with disabilities. This program will be explained more fully in class. Students will document their experience on a timesheet provided in class or through the Teacher Education Office. Students will be expected to observe special education classrooms as well as exploration of other sources involved in the education of students with disabilities. Written notes must be provided and observations should total 10 hours. In addition, students will write a reaction paper, in narrative format, that describes their experiences. The reaction paper will cover various parameters such as, observations of what you learned about yourself; about others; what you liked; what you did not like; and what you would change if you had the opportunity to do this all over again.

**Mass Media Review (50 points):** The purpose of the mass media review is to provide you with a formal opportunity to explore, analyze, and synthesize various forms of mass media and how these media forms portray individuals from diverse backgrounds. Two forms of media will be identified for this assignment (some examples might include: movies, newspaper articles, printed advertisements, magazine articles). The date at which the media form was produced is not relevant (for example, you may use a newspaper article that is 50 years old, a movie that is one year old, or an internet document that is one day old).

### **Course Grading:**

Attendance/Participation:	150 pts.
Intercultural Examination:	100 pts.
Video Group Presentation:	100 pts.
Exams:	100 pts.
Field Experience:	50 pts.
Mass Media Review:	<u>50 pts.</u>
	550 Total Points

The instructor will adhere to the following table when assigning letter grades for the course:

100 - 93%:	A
92 - 83%:	B
82 - 73%:	C
72 - 65%:	D
65 and less	F

### **\*\*Mid-term Progress Report:**

The mid-term grade in this course, which will be issued on March 3, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on March 3. The last day to withdraw without academic accountability is March 5, 2010.

**Table One: Course Schedule****Note: Student should have read all assigned reading(s) by the dated listed**

<b>Date</b>	<b>Reading to be Completed</b>	<b>Assignment Due</b>
January 12 January 14	Introduction The Dimensions of Multicultural Education	READ: <u>Chapter 1</u>
January 19 January 21	Multicultural Education and Global Citizenship	READ: <u>Chapter 2</u>
January 26 January 28	Multicultural Education: History, Development, Goals, and Approaches	READ: <u>Chapter 3</u> <b>Group: Women in History (100 pts)</b>
February 2 February 4	The Stages of Culturally Identity: Implications for Curriculum Reform	READ: <u>Chapter 7</u> <b>Group: The Early Years of the Civil Rights Movement (100 pts)</b>
February 9 February 11	Race, Diversity, and Educational Paradigms	READ: <u>Chapter 5</u> <b>Group: Blues, Gospel, and Hip Hop Music (100 pts)</b>
February 16 February 18	Culture, Ethnicity, and Education	READ: <u>Chapter 4</u> <b>Group: GLBT Athletes in Team Sports (100 pts)</b>
February 23 February 25	Race, Disability, Giftedness, and School Reform	READ: <u>Chapter 8</u> <b>Group: Individuals with Disabilities Community (100 pts)</b>
March 2 March 4	Pluralism, Ideology, and Educational Reform	READ: <u>Chapter 6</u> <b>Due: (T) MidpTerm Exam (50 pts)</b>
March 8 March 12	<b>SPRING BREAK</b>	<b>NO CLASS</b>
March 16 March 18	The Lives and Values of Transformative Scholars and Citizenship Education	READ: <u>Chapter 9</u> <b>Group: Diverse Families in Society</b> <b>Due: Mass Media Review (50 pts)</b>
March 23 March 25	A Curriculum for Empowerment, Action, and Change	READ: <u>Chapter 10</u> <b>Group: The Social Construction of Race (100 pts)</b>
March 30 April 1	Teaching Decision-Making and Social Action Skills for Social Change	READ: <u>Chapter 11</u> <b>Group: The 1<sup>st</sup> Amendment and Religion (100 pts)</b>
April 6 April 8	Language, Culture, and Education	READ: <u>Chapter 13</u> <b>Group: Who Made White People? (100 pts)</b>
April 13 April 15	Gender and Educational Equity	READ: <u>Chapter 12</u> <b>Group: Minority Populations in Prison/Prison Industrial Complex (100 pts)</b>
April 20 April 22	Reducing Prejudice in Students: Theory, Research, and Strategies Curriculum Guidelines for Multicultural Education	READ: <u>Chapter 14</u> READ: <u>Chapter 15</u> <b>Group: US Citizen or Prisoner? (100 pts)</b>
April 27 April 29	Presentations	<b>Due: (T) Video Poster Session (75 pts)</b> <b>Due: (R) Video Poster Presentations (25 pts)</b> <b>Due: Field Experience &amp; Narrative (100 pts)</b>
*May 4 May 6	American Educational Research Association Annual Conference – Denver, Colorado	<b>*NO CLASS</b> <b>Due: (R) Final Exam (50 pts)</b>

**Course Policies:**

**General Policy:** Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

**University Attendance Policy:** Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or a failing grade.

**Mid-term Progress Report:** The mid-term grade in this course will be issued on October 6, 2009. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on October 9, 2009. The last day to withdraw without academic accountability is October 9, 2009.

**Disruption of the Learning Environment:** Behavior that disrupts the teaching/learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. **Cell phones should be turned off during class.** More detailed examples of disruptive behavior and appeal procedures are provided at <http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm>

**\*Although they may not be disruptive, students may not bring children to the classroom.\***

**Academic Integrity:** Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the Clayton State University Student Handbook. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at <http://adminsivices.clayton.edu/judicial/>

**Missed Work:** Failure to submit assignments on the scheduled due date will result in a zero. If students have extenuating circumstances, which prevent them from completing their work, they must contact the instructor by email within 24 hours of the due date. Depending on the circumstances, the instructor may extend the deadline or deduct points for work submitted late. When allowed, make-up work must be completed within one week of the due date.

**Standards for written work:** All written assignments must be typed. Font size and type should be 11- or 12-point Times New Roman. All assignments should observe Standard English and be proofread for errors.

**Computer Requirement:** The class meets face-to-face at the Clayton State University main campus. The course does not meet on-line. Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm>

**Computer Skill Prerequisites:**

Able to use the Windows operating system

Able to use Microsoft Office (e.g., Word, PowerPoint)  
 Able to send and receive email using Microsoft Outlook or Outlook Express  
 Able to attach and retrieve attached files via email  
 Able to use a Web browser

**Use of Student Notebook Computers:** Computers will be used in EDUC 2120. In class, students may use their notebook computers to take notes. Outside of class, students will use their notebooks computers to access course resources, grades, and communication tools via WebCT Vista.

**Conceptual Framework:** The Teacher Education Unit seeks to prepare collaborative, reflective professional educators who are competent, caring, and committed individuals for Georgia's public schools. Thus, the Unit is committed to producing quality teachers who have strong content knowledge, skills, and dispositions to effectively integrate content with pedagogy and use appropriate technologies to facilitate learning for diverse students.

**Knowledge Base:** As our society becomes more multicultural, so are our nation's schools beginning to change with pupils of all diverse backgrounds. A course in teaching candidates how to instruct pupils from various cultures, races, religions, regions, languages, ages, classes, abilities, disabilities, as well as of different orientations, is very important for today's pre-service teachers.

**Professional standards:** The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following web site: <http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm>

#### Teacher Education Unit Diversity Outcomes

Diversity Outcomes	Course Assessments
Diagnoses Learning Needs--Candidate uses culturally responsive diagnosis, measurements, and assessment tools (Outcome 1)	Class work, Mass Media Review, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes
Plans for Student Learning--Candidate plans culturally responsive teaching and culturally responsive curriculum development (Outcome 2)	Class work, Mass Media Review, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes
Facilitates Student Learning--Candidate facilitates learning that meets the cultural/different learning styles of all learners (Outcome 3)	Class work, Mass Media Review, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes
Demonstrates Appropriate Knowledge--Candidate is knowledgeable of multiculturalism (race, gender, class, ethnicity, special needs, religion) and socio-cultural influences on subject-specific learning (Outcome 4)	Class work, Mass Media Review, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes
Candidate interacts with appropriate school personnel, parents and agencies for the social and cultural well being of diverse students (Outcome 5)	Class work, Mass Media Review, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes
Candidate continues to learn about and appreciates all cultural groups (Outcome 6)	Class work, Mass Media Review, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes

#### Teacher Education Unit Outcomes, Correlation

Teacher Education Unit Outcomes	Conceptual Framework Descriptors	Knowledge, Skills, and Dispositions	Assessments
1. <i>Diagnoses Learning Needs</i> -The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed.	Competent Reflective Collaborative	1a.-1d. Skills	Class work, Reflections, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes, Teacher Work Sample Portfolio
2. <i>Plans for Student Learning</i> -The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.	Competent Caring Reflective	2a-2f. Knowledge, Skills	Class work, Reflections, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes, Teacher Work Sample Portfolio
3. <i>Facilitates Student Learning</i> - The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies.	Competent Caring Reflective	3a.-3d.	Class work, Reflections, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes, Teacher Work Sample Portfolio
4. <i>Demonstrates Appropriate Knowledge</i> -The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.	Competent	4a.-4e. Knowledge, Skills	Class work, Reflections, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes, Teacher Work Sample Portfolio
5. <i>Fosters Student Well-being to Support Learning</i> - The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning.	Collaborative Caring Committed	5a.-5c. Skills	Class work, Reflections, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes, Teacher Work Sample Portfolio
6. <i>Assumes the Role of Professional Teacher</i> - The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.	Competent Collaborative Caring Committed	6a.-6e. Knowledge, Skills, Dispositions -Has a professional appearance and attendance -Has positive attitude and character -Is collaborative and participatory -Has a strong	Class work, Reflections, Group Work, Presentations, University and Mentor Teacher Observations, Field Experiences, Class Discussions/Participation, Tests, Quizzes, Teacher Work Sample Portfolio

		work ethic -Has respect for the profession	
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### Alignment between Learning Outcomes, Professional Standards, and Assessments

EDUC 2120 Learning Outcomes	NMSA	GA-ISTE	NCATE	PSC	INTASC	Assessments
Examine the nature and function of culture.	2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 6.1, 6.2, 7.2	1a-c, 1f-j, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 5, 8, 9, 10	Class work, Reflections, Presentations, University and Mentor Teacher Observations, Field Experiences, Teacher Work Sample Portfolio, Tests, Quizzes
Explore how history and culture shape world views.	2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 6.1, 6.2, 7.2	1a-c, 1f-j, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 5, 8, 9, 10	Class work, Reflections, Presentations, University and Mentor Teacher Observations, Field Experiences, Teacher Work Sample Portfolio, Tests, Quizzes
Examine the development of his/her own cultural identity and learning styles.	2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 6.2, 7.2	1a-c, 1f-j, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 5, 8, 9, 10	Class work, Reflections, Presentations, University and Mentor Teacher Observations, Field Experiences, Teacher Work Sample Portfolio, Tests, Quizzes
Develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities/disabilities, and culture.	2.1, 2.2, 3.1, 3.3, 4.5, 4.6, 6.1, 6.2, 7.2	1a-c, 1f-j, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 5, 8, 9, 10	Class work, Reflections, Presentations, University and Mentor Teacher Observations, Field Experiences, Teacher Work Sample Portfolio, Tests, Quizzes
Articulate strategies for teaching culturally diverse students in the classroom.	2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 6.2,	1a-c, 1f-j, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 5, 8, 9, 10	Class work, Reflections, Presentations, University and Mentor Teacher Observations, Field Experiences, Teacher Work Sample Portfolio, Tests, Quizzes

	7.2					
Identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination.	2.1, 2.2, 3.1, 3.3, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 6.1, 6.2, 7.2	1a-c, 1f-j, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 5, 8, 9, 10	Class work, Reflections, Presentations, University and Mentor Teacher Observations, Field Experiences, Teacher Work Sample Portfolio, Tests, Quizzes
Identify educators' cultural practices and expectations that perpetuate and maintain achievement gaps.	2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 6.1, 6.2, 7.2	1a-c, 1f-j, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 5, 8, 9, 10	Class work, Reflections, Presentations, University and Mentor Teacher Observations, Field Experiences, Teacher Work Sample Portfolio, Tests, Quizzes
Identify strategies that creatively deal with challenges and differences between the cultures of educators and students.	2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 6.1, 6.2, 7.2	1a-c, 1f-j, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 5, 8, 9, 10	Class work, Reflections, Presentations, University and Mentor Teacher Observations, Field Experiences, Teacher Work Sample Portfolio, Tests, Quizzes
Identify assets and values of diverse populations to bring student learning to higher levels.	2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 6.1, 6.2, 7.2	1a-c, 1f-j, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	2, 3, 5, 8, 9, 10	Class work, Reflections, Presentations, University and Mentor Teacher Observations, Field Experiences, Teacher Work Sample Portfolio, Tests, Quizzes

### Social Action Video Viewing Groups

You can choose to watch your video on your own or with your group (I would prefer you viewed it as a group). Each group will present their video to the class in a short presentation accompanied with a poster. All presentations will occur in class (TBA). All corresponding assignments are also due at this time.

The goal of this presentation is twofold. First, share introspective and social justice thematic outcomes the video presents. Secondly, ...to think of meaningful and transformative ways the video can convey visual representation of a marginalized social concern, how could it inform educators so that they may instruct students concerning complex social actions? Create an activity around a theme from the video that brings an awareness and knowledge in regards to disenfranchised populations.

Crash	Losing Isiah
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Dragon, The Bruce Lee Story	A Time to Kill
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

The Broken Hearts Club	Good Fences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

A Day Without Mexicans	Philadelphia
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.