APPENDIX V – 295

Curriculum Map for Culturally Responsive Practices

THEMES
Introduction (Module 1) • Overview of achievement disparities, biases, student belonging, identity, and asset-based practices (cultural knowledge, language, and curriculum). Biases (Modules 2 and 3) • Teacher expectations are informed by biases that impact teacher behavior which negatively impact minoritized students that results in the self-fulfilling prophesy of underachievement. • Socially transmitted messages that influence beliefs versus those that reflect quality of instruction • The role of stereotype threat on historically marginalized students serves to perpetuate academic underachievement. • Microaggressions impact minority students frequently in the classroom and create a cumulative negative effect that could result in minoritized student disengagement and academic underachievement. Attachment and Belonging (Modules 3 and 4) • Attachment Theory can inform the importance of caring relationships between teacher and students that is critical for academic engagement. • Establishing a sense of belonging by building caring relationships serves to foster community in classrooms. • Authentic caring relationships are critical for student academic success. • Reciprocal relationships are created as a result of authentic caring in a classroom between teacher and students which transform the relationship dynamic. Identity (Modules 5 and 6) • The development of an academic identity is critical for historically marginalized students to result in increased academic achievement. • The development of an ethnic identity serves as a counter to the typical dominant identity that is imposed on marginalized students. • Perceived discrimination • Role of facets of identity on achievement and other historically minoritized student outcomes Asset-Based Practices (Modules 7 and 8) • Power and stratification • Cultural knowledge is used as a foundation from which to build and co-construct curriculum. • Home language that students come to school with is an asset students possess. • Asset-based pedagogies are essential for increased academic achievement of historically marginalized students.

ESSENTIAL QUESTIONS:

BIASES
- Why do we all have biases?
- What are our biases regarding historically marginalized students?
- How are biases informed?
- How do socially transmitted messages influence our beliefs and behaviors?

ATTACHMENT AND BELONGING
- How do students develop attachment and a sense of belonging across the developmental trajectory spanning early childhood to late adolescence?
- How do contexts provide students with socially transmitted messages that hinder attachment and belonging?

IDENTITY
- What are the different facets of historically marginalized students' identities?
- How do students' identities develop across the K-12 context?
- What are the specific influences of cultural and social identities, as well as historical-social identities, on the development of academic identity?

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1

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- How do various facets of identity promote or hinder academic motivation and achievement?

ASSET-BASED PRACTICES

- How does power promote cultural deficit beliefs and perpetuate stratification?
- What are the differences and advantages of various asset-based approaches related to:
  - students' cultural knowledge
  - family
  - language
  - the curriculum

ACTIVITIES AND READINGS

Biases
- Reading(s):
  - Steele, Claude. (2010). *Whistling Vivaldi: And other clues to how stereotypes affect us*. New York: W. W. Norton & Company, Inc.
  - McKown, C. (2013). Social equity theory and racial-ethnic achievement gaps. Child Development, 84, 1120-1136.
- Think-Pair-Share: What accounts for the persistent "gap?"
- Personal reflection: expectations that I have for my students
- Examine the skills that students and teachers expressed in high versus low tracks in Jeannie Oakes' study; have a discussion about the skills students are learning in low track classes and they types of opportunities they will be successful in with those skills
- Personal inventory of biases that reside in our psyche
- Examine how socially transmitted messages influence beliefs about historically marginalized students. What messages do images convey?
- Video clip analysis Claude Steele's explanation of stereotype threat: https://www.youtube.com/watch?v=failylROnrY
- Video clip analysis of Frontline's *Eye of the Storm.* What happens to students' performance when they belong to the "deficit" group? https://www.youtube.com/watch?v=ASDzcvyatgw
- Examine microaggressions as reported by students: Reflect on why the messages are denigrating
- Reflect on the labels we use in education: ELL, at-risk, achievement gap. How do these labels perpetuate deficiency? How can we revise descriptions to reflect assets?

Attachment and Belonging
- Reading(s):
  - Ch. 3 & 4 Valenzuela, A. (2010). *Subtractive schooling: US-Mexican youth and the politics of caring*. New York: Suny Press.
- Video clip analysis on attachment https://www.youtube.com/watch?v=_O60TYAIgC4
- Examine the role of attachment in classroom settings: Emotional support, authentic caring, reciprocal relationships.
- Think-Pair-Share: How does attachment relate to authentic caring? How does attachment theory apply to schooling?
- Video clip analysis and examination of "abstract commitment to ideas or practices that purportedly lead to achievement": https://www.youtube.com/watch?v=zDZFcDGpL4U
- Discuss teachers' view of students in comparison to students' views of teachers from Valenzuela's book.
- Video clip analysis on teacher relationships: https://www.youtube.com/watch?v=I0jgcyfC2r8

Identity
- Reading(s):
  - González, N. (2001). *I am my language*: *Discourses of women and children in the borderlands*. Tucson, AZ: University of Arizona Press.
  - Ch. 5 Valenzuela, A. (2010). *Subtractive schooling: US-Mexican youth and the politics of caring*. New York: Suny Press.
  - Solorzano, D. & Delgado-Bernal, D.(2001). Examining Transformational Resistance Through A Critical Race and Latcrit Theory Framework: Chicana and Chicano Students in an Urban Context. *Urban Education, 36,* 308-342.
- Examine how achievement identity, ethnic affirmation, dual ethnic identity, and perceived discrimination contribute to historically marginalized students' outcomes.

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- Examine how stereotypes have negatively impacted identity formation of marginalized students.
- Examine student internalization of stereotypes and its impact on identity formation.
- Personal reflection: Have you had issues of negative sense of self?
- Examine the importance of establishing an academic identity with historically marginalized students.
- Examine the importance of utilizing culturally relevant materials that positively represent marginalized student identity.
- Examine the role of resistance of minoritized students in educational settings.
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Asset-Based Practices
- Reading(s):
  - Darder, A. (1991). Culture and power in the classroom: A critical foundation for bicultural education. Boulder, CO: Paradigm Publishers.
  - Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice. New York, NY: Teachers College Press.
  - Valdés, G. (1996). Con Respeto. Bridging the Distances between Culturally Diverse Families and Schools. An Ethnographic Portrait. New York, NY: Teachers College Press.
- Examine how various asset-based pedagogies views students' culture as strengths.
- Personal reflection on how to incorporate students' cultural knowledge into the curriculum.
- Examine the academic impact that asset-based pedagogies have had on historically marginalized students.

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