

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: CHEM 120: Introductory General Chemistry			
FACULTY NAME: Katie Hughes		DATE SUBMITTED: 3/28/2024	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPNOSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
Syllabus	Not addressed	Not addressed	
RESOURCES USED and where to find more information:			
Course Units	Not addressed	Not addressed	
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	The lab manual the CHEM department had previously created has good content and experiments, but lacked engagement and diversity of learning styles	A complete CHEM 120 lab manual was redesigned to have active engagement curriculum, requiring students to fill in the details of each experiment on an "image guide" which serves as the students procedure, rather than the traditional text-heavy "cookbook" style manuals	Increasing engagement will help students of all cultures, but specifically this addresses visual learners, colorblind students (all images were redesigned to have good contrast in gray scale), ESL students (as they write the procedure in their own words during their professor's lecture)
RESOURCES USED and where to find more information: The PDF of the lab manual and the instructor's guide will be available through AHC's Culturally Responsive Modified Curriculum			
Instructional Methods			
RESOURCES USED and where to find more information:			
Assignments			
RESOURCES USED and where to find more information:			
Activities	14 lab experiments designed to compliment a typically CHEM 120 lecture schedule	The actual lab experiments were kept exactly the same, only the presentation of the manual was edited	
RESOURCES USED and where to find more information:			
Instructional Methods	Students were required to read prelaboratory material, complete a prelab assignment, come to lab and complete the experiment via a written procedure, then complete a postlab assignment	The only part that we have changed is that students will now come to lab without knowing the details of what the procedure will be (or having it in their manual). The "big picture" of the experiment is presented in writing. This active engagement curriculum is designed to get students thinking about what they are doing and why they are doing it and prevent students from participating passively	Increasing engagement will help students of all cultures, but specifically this addresses visual learners, colorblind students (all images were redesigned to have good contrast in gray scale), ESL students (as they write the procedure in their own words during their professor's lecture)
RESOURCES USED and where to find more information:			
Classroom Environment	Students listed to a brief 10-15 minute prelab lecture, then conducted the experiment in pairs based on the steps written in their lab manual	Students will need to be more involved in the prelaboratory discussion, ask questions when they miss a detail and will need to show their instructor this completed page before beginning the experiment	Increasing engagement will help students of all cultures, but specifically this addresses visual learners, colorblind students (all images were redesigned to have good contrast in gray scale), ESL students (as they write the procedure in their own words during their professor's lecture)
RESOURCES USED and where to find more information:			

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Grading Policies	Not addressed	Not addressed	
RESOURCES USED and where to find more information:			
Learning Goals	Not addressed	Not addressed	
RESOURCES USED and where to find more information:			

***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:	
•	Seek-out, recognize, and address bias within the curriculum components.
•	Highlight representations from the cultures that reflect the students we serve.
•	Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.
•	Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.
•	Highlight power dynamics, privilege, and historical oppression.
•	Utilize multiple perspectives from different cultural groups.
•	Seek to reach multiple learning styles / intelligences.