CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: PD 101 Success in College
Unit 1 (Weeks 1 – 4): "Start how you intend to finish": Laying A Strong Community Foundation

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COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPONSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
Syllabus	This course is designed to be welcoming to, accessible to, and usable by everyone, including students from many distinct and diverse experiences, such as: First-generation, returning students, students with a variety of learning styles, differently abled, multilingual, students from ethnically diverse and historically marginalized communities, to name a few. [Stated on PD 101 Syllabus, under "*Course Accessibility and Usability,* page 6]	I explicitly consider how the curriculum is highlighting the experiences of first-generation and historically marginalized communities, specifically: Latino and Black males	* First-generation * Returning students * Students with a variety of learning styles * Differently abled * Multilingual * Students from ethnically diverse and historically marginalized communities → Specifically, Latino and Black males
RESOURCES USED and where to find more information:			
Course Units	3 units		
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	The required textbook for the course is an OER (Open Educational Resource) and is available free to students. **Title**: Blueprint for Success in College and Career v1.4 The webbook (digital) version of the text is here: https://press.rebus.community/blueprint2/front-matter/license/	Reading Reflection Prompt (From PD 101 Syllabus): ***Your reflection involves two aspects of our course:*** *First, a reflection of our reading materials through notes (more details will be given in class) to demonstrate you thoroughly read the assigned readings* *Second, a reflection of readings/film, and/or in-class discussions which include major take-aways that you learned from those two weeks by sharing how it connected to your own lived experience, major insights, and/or any remaining questions.*	From a first-generation and historically marginalized communities' standpoint, the textbook invites students to consider concepts such as: *What is the purpose of college? What*

			does the "student experience" look like? How is college different than high school? What is your motivation? This content introduces the student to concepts that they may not have been introduced to. Reading reflections instruct the student to then reflect on how their own background and life experiences intersect with the readings. From a culturally responsive perspective, this connects academic connect to students' cultures and everyday lives (relevance).
RESOURCES USED and where to find more information:			
Instructional Methods	PowerPoint Lecture, in-class discussions, small group/paired discussions, in-class activities, videos, and large group, Class Circles. **<u>Class Circles</u> serve multiple purposes**: (1) To facilitate a learning environment in which each student has an opportunity to share their thoughts about a topic or lesson (2) To support community building. While in circle, students	<u>Class participation / In-Class Assignments</u> (From PD 101 Syllabus): *This class functions as a forum in which students can engage the texts and exchange ideas, interpretations, and insights with each other. The success of this format depends on everyone's preparation and participation. Therefore, I expect you to participate in class activities and discussion. Successful participation requires that you prepare for class by completing the reading(s) prior to*	My teaching philosophy is rooted in facilitating a learning environment in which all my students know they are capable of contributing to our learning

	have the opportunity to "pass" should they not want to share with the group. Examples of Cultural Responsiveness: ❖ **Highlighting power dynamics between Professor/Instructor and Students** ❖ **Seek insights from students** ❖ **Bring in real-world community issues**	*class, doing your assignments, and actively engaging the course material. I expect you to attend class and to be an active participant in class discussion.*	environment. This is practiced by individual, opening questions where students "warm up" with a particular topic (accessing prior knowledge) and then I open-up our classroom space with a large-group share-out (Modeling "Community of Learners" exchange of knowledge). I invite student voices that are comfortable sharing, being mindful of dominant voices and intentionally inviting others to share. I remind my students that our classroom learning is also based on *who* they are (such as: background, cultures, identities), what they are comfortable contributing and how we all learn from one another (myself included)!

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RESOURCES USED and where to find more information:

More Information on Class Circles:
Boyes-Watson, Carolyn, and Kay Pranis. *Circle Forward: Building A Restorative School Community.* St. Paul, MN., Living Justice Press, 2015.
https://livingjusticepress.org/

Assignments	The first 4-weeks of the semester can be summarized as follows: Critically examining the purpose of education, inviting and respecting students' prior and personal experiences with schooling, humanizing our learning environment, acknowledging the assets that each member offers our classroom community. **Week 1: Classroom Introductions**	On the first day of class, I show Suli Break's ***Why I Hate School But Love Education*** to invite my PD 101 students to critically examine their prior experiences with education. https://youtu.be/y_ZmM7zPLyI?si=wQsbtE6AsxPp-0Kc Examples of Cultural Responsiveness: ❖ **Highlight representations from the cultures that reflect the students we serve** ❖ **Utilize multiple perspectives from different cultural groups.** I then assign them the "Student Introduction" assignment to be prepared to share on Day 2 of Week 1 [See below] **Week 1: Classroom Introductions** *Your reasons for being in PD 101 are important to me and I would like to use this opportunity to get to know you and, in the process, connect you with others. Please note: In all items connected to this course,* ***please only share what you are comfortable sharing.*** ❖ Is this your 1st/2nd/3rd semester at Allan Hancock College? Prior to attending Allan Hancock College, where were you? Were you at high school, in another career, raising children, etc… ❖ What brings you to PD 101? Why did you choose to take this course? Did an academic counselor recommend this class? A friend, etc.? What do you hope to get from this course?	First-generation and historically marginalized communities, specifically Latino and Black males

		❖ What is a goal you have at this time? It can be academic, personal, social, etc.. ❖ What is something "special" or "unique" about yourself, your family or your community that you are comfortable sharing? **Names Matter! Ask *Facundo the Great*** https://youtu.be/s8FheuSE7w4?si=XIwgTw3Z1ih9NxZR Examples of Cultural Responsiveness: ❖ **Highlight representations from the cultures that reflect the students we serve** ❖ **Utilize multiple perspectives from different cultural groups.** 1. What is your full name? What do you want us to refer to you as? 2. Who named you and why did s(he) name you that? 3. Were you named after someone, something or a cultural significance? If so, does your name hold special expectations? 4. Do you have any nicknames (that you are comfortable sharing)? How did you get them? How do you feel about them? 5. As of today, which career or job field are you interested in pursuing and why?	
	Week 2: Why College? What's Your *Why* ("Motivation")	**Week 2: Why College? What's Your *Why* ("Motivation")** Below is the writing prompt I introduce students to, prior to watching Sir Ken Robinson's *Do Schools Kill Creativity?* https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity **Writing Prompt:** *Sir Ken Robinson makes a case for creating an education system that nurtures (rather than undermines) creativity.*	

	Week 3: *How* Are You Intelligent?	*Reference three main points from his talk that you personally connected with and share why. <u>For example</u>: Did he bring up a point that you can personally related to or that you witnessed in others?* **Week 3: *How* Are You Intelligent?** Below is an assignment given to students <u>after</u> they are introduced Howard Gardner's *Multiple Intelligences* <u>Examples of Cultural Responsiveness</u>: ❖ **Seek to reach multiple learning styles/ intelligences** **<u>Student Work</u>**: **Section 1 (Opening Questions/Warm-up)**: 1. What does it mean to be intelligent in our society? 2. From your own experiences in high-school: What abilities/qualities/traits did your school value of students? *Think of the qualities of that "A+ student"* 3. How do we measure a person's intelligence? What things do we look/hear for? 4. Up to this point in your life, what has been *your experience* with the word, "intelligent" or "intelligence"? **Section 2 (Reflection Questions/Post-Lesson)**: *Part 1*: **<u>Define</u>** Howard Gardner's "Theory of Multiple Intelligences" and the eight specific intelligences in your own words.	

	Week 4: Defining Your Full-Potential	*Part 2*: **Describe** your experience with each intelligent by reflecting on the below questions for each of the eight intelligences: (a) What are some ***specific examples*** of how you have used this intelligence in your everyday life and/or to learn (process/ take in information) (b)What are some ***specific study strategies*** you may have used from this intelligence to study for an exam (reading notes aloud, etc…)? (c) Up to this point in your life, would you say you have been able to fully develop this intelligence or are opportunities still needed for you to develop further? *Part 3:* (a) Identify your top 2 – 3 intelligences that you have been able to fully develop at this point in your life (b) Identify 1 – 2 intelligences that you have not had the opportunity to fully develop, yet. [Facilitated in a *Class Circle* - See above "Instructional Methods"] **Week 4: Defining Your Full-Potential** Below is an assignment given to students after they are introduced to Abraham Maslow's *Hierarchy of Needs*. Examples of Cultural Responsiveness: ❖ **Utilize multiple perspectives from different cultural groups.** ❖ **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.** **Section 1 (Opening Questions/Warm-up)**: 1. What does it mean to reach <u>your</u> full potential? 2. In other words, what <u>things</u> in your life (or your family's life) would be "in place" for you to feel like you have reached your potential? 3. If you reached your full potential, what would this <u>look</u> or <u>feel</u> like for you? Or for those you care about? **Section 2 (Reflection Questions)**: Using AHC Library Online Resources, specifically <u>*Gale Encyclopedia*</u> information on the Maslow's Hierarchy of Needs (Slide 7), answer the following: 1. Now that you have been introduced to Maslow's *Hierarchy of Needs*, his theory of human motivation, describe how it works and does not work for you; or what you've witnessed in others (100 words minimum) 2. Taking the "Limitations" section of the <u>*Gale Encyclopedia*</u> and the "Background Knowledge" (Slide 8) and "Different Appreciations" (Slide 9) of this PowerPoint, reflect on what this information means for you now that you have been introduced to Maslow's *Hierarchy of Needs* (100 words minimum) a. In other words, how do you think this topic (Maslow's *Hierarchy of Needs*) is relevant to your own life and/or academic/professional goals?	

		3. Thinking back to our opening questions on your "full potential," ***how do you define your full potential*** and <u>what steps</u> are needed in order for you to start working towards it? 4. Reflecting on Dr. Rios' talk – What connections or comparisons do you hear or see between Maslow's *Hierarchy of Needs* and Dr. Victor Rios' talk?	
RESOURCES USED and where to find more information:			
Activities	**Week 1: Classroom Introductions** **Week 2: Why College? What's Your *Why* ("Motivation")**	**Week 1: Classroom Introductions** Before I invite my students to share their introductions, I share my own. My personal introduction includes me sharing about my own educational experiences, navigating my cultural identity as a "first-generation, high school" graduate in my family. **<u>Rationale</u>**: By sharing about my own experiences and facilitating a circle to share student introductions, I am able to (1) make connections with students (2) demystify the teacher (Professor) role as the "all knowing & all powerful" member of the learning community, which for some first-generation and historically marginalized communities, may present an educational barrier. <u>Examples of Cultural Responsiveness</u>: ❖ **Highlighting power dynamics between Professor/Instructor and Students** **Week 2: Why College? What's Your Why ("Motivation")** <u>We watch</u> Sir Ken Robinson's TED Talk *Do Schools Kill Creativity?* Sir Ken's lecture positions the historical context of the purpose of education, the hierarchy of	As a culturally responsive educator, it is imperative that I "Start how [I] intend to finish." Specifically, that I begin my course focused on <u>who my students are</u>, facilitating a learning environment which is <u>welcoming</u> (caring) and working towards community within the classroom.

		traditional subjects (STEM fields, reading & writing) versus creative ones (music, dance, etc.) and the value of being "creative" and learning from "mistakes." Specifically, Sir Ken Robinson states "If you are not prepared to be wrong, you'll never be creative." We discuss what points stood out to each student. First, with partners and then in a large-group setting. *Inviting voices that are comfortable to share, being mindful of voices that may not have had an opportunity to share.* Examples of Cultural Responsiveness: ❖ **Highlighting power dynamics between Professor/Instructor and Students which may manifest themselves in classroom discussions**	
	Week 3: *How* Are You Intelligent?	**Week 3: How Are You Intelligent?** After students are introduced to Howard Gardner's *Multiple Intelligences*, we watch *Samoan Youth: Ensuring Our Success.* This video is a student-led video highlighting students' experiences navigating their cultural and educational experiences within education. https://youtu.be/SAFYJnbJHZY?si=CinIjNXc4rcCFbJd Examples of Cultural Responsiveness: ❖ **Utilize multiple perspectives from different cultural groups.** ❖ **Highlight representations from the cultures that reflect the students we serve** After video, we discuss: What connections did you make with Howard Gardner's Theory of *Multiple Intelligences* and the students' experiences from the video, *Samoan Youth: Ensuring Our Success*	

	Week 4: Defining Your Full-Potential	**Rationale**: This video highlights diverse student experiences within education from Samoan (Pacific Islander) cultural experiences. Some PD 101 students will be able to personally connect with these experiences from their own lived and cultural experiences by comparing themselves to others. Other PD 101 students will be able to make connections between Gardner's Theory of M.I. and Samoan (Pacific Islander) student experiences. The hope is that all students will be exposed to and learn about aspects of Samoan (Pacific Islander) students' experiences within education. **Week 4: Defining Your Full-Potential** After students are introduced to Abraham Maslow's *Hierarchy of Needs*, we watch Dr. Victor Rios' *Help for kids the education system ignores* https://www.ted.com/talks/victor_rios_help_for_kids_the_education_system_ignores?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare **Rationale**: Dr. Victor Rios' personal testimony connects with many of our first-generation and historically marginalized communities, specifically: Latino and Black male students. I also take time to visit his UC Santa Barbara Faculty page to also highlight his specializations and courses that he teaches. I also highlight that he lives in Santa Barbara County as well with the hope to make him "more approachable" for our students. https://soc.ucsb.edu/people/victor-rios	

		Below is the question I ask students to consider while watching Dr. Victor Rios' talk: ***What connections or comparisons do you hear or see between Maslow's Hierarchy of Needs and Dr. Victor Rios' talk?*** <u>After video, we then discuss</u> what comparisons stood out to each student. First, with partners and then in a large-group setting. *Inviting voices that are comfortable to share, being mindful of voices that may not have had an opportunity to share.* <u>Examples of Cultural Responsiveness</u>: ❖ **Highlighting power dynamics between Professor/Instructor and Students which may manifest themselves in classroom discussions**	
RESOURCES USED and where to find more information: **Week 4: Defining Your Full-Potential** PowerPoint is available for Abraham Maslow's *Hierarchy of Needs*			
Classroom Environment			
RESOURCES USED and where to find more information:			
Grading Policies			
RESOURCES USED and where to find more information:			
Learning Goals			
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.

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