

# Culturally Responsive & Differentiated Lesson Plan

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**Your Name:**

**Title of Lesson Plan:**

**Grade Level:**

**Subject/Topic:**

**Standards Correlation:** GPS **–AND–** National Standards

**Enduring Understanding:** (What concepts lead student thinking? What deeper understanding do you want the students to carry with them **after** the test?) How does this add cultural value/capital?

**Essential Question:** (What question(s) will students be able to answer after instruction?)

- Incorporate Global Perspectives
- Critical Thinking Question: Should prompt wonder and serious contemplation (Upper level of Bloom's Taxonomy)

**Key Knowledge:** (Processes, e.g., researching, organizing)

- The students will know that...
- You are to relate this section to The Knowledge Construction Process
  - "The knowledge construction process relates to the extent to which teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it" (Banks, *An introduction to multicultural education*, 2002, p. 14).

**Key Skills:** (Skills – Correlate with Blooms' Taxonomy and/or Facets of Understanding)

- Students will be able to...
- You are also to include culturally specific *ways of doing* in this section of the plan

**Evaluating/checking for understanding:** (What performance(s) will be expected from students in order to effectively answer the ES? What criteria will be applied to the performance task(s)?)

- You are to create a **Content Menu**
- You are also to include culturally specific *ways of communicating- social interaction, response, linguistic*
  - Refer to Banks Handouts: consider each of these variables
- Culturally responsive performance assessments are to be included in this section of the plan
  - CONSIDER: Principles of Communication
  - CONSIDER: Belonging & Identity
  - CONSIDER: Verbal & Non-Verbal messaging Systems
  - CONSIDER: The Setting
  - CONSIDER: Ethical Considerations
  - CONSIDER: Differentiated assessments, based on a minimum of the following criteria - ability level, MI, & Special Needs (Exceptionalities)

**Materials and Resources:** This list should include technology, texts, supplies and people

- Culturally responsive/inclusive materials are to be included in this section of the plan (Considerate of: Gender, Culturally Situated Reading Material, Vocational Choices, Media Impact, Research)
- Which curriculum approach will you use to formulate your list (Banks Handout)

**Introduction:** (Activating Hook) How will you incorporate a culturally responsive hook? How will you determine prior knowledge? How will you get the students' attention, focus them on the essential questions, and motivate them to learn? What will you say to students to explain the purpose of the lesson? Of what value will this be for them personally?

- Refer to the Tenets of Culturally Responsive Teaching (see below) & the Multicultural Curriculum Approaches (Banks)

**Step-by-step procedures:**

- Teaching strategies to organize the lesson and deliver instruction (What information will be communicated to the students and how, e.g., direct instruction, modeling, inquiry, laboratory experience, etc.)?
- Tailor/differentiate instruction/learning styles and multiple intelligences (What special needs modifications will you make, e.g., special education, ESL, cultural diversity? How will students' personal learning styles be addressed, e.g., Gardner's multiple intelligences?)
- Guided practice (How will students be actively engaged in processing knowledge, e.g., collaborative groups?)
- On-going evaluating/checking for understanding and student reflection (How will you assess students' content and skills learning, e.g., journal writing, group assessment, self-assessment? How will you check for understanding, e.g., formative, summative?)
- You are also to address culturally specific *ways of communicating- social interaction, response, linguistic*
- Which Curriculum Approach to Multicultural education will you employ?
- The Five Dimensions of Multicultural Education are to be included in your procedures
  - Content Integration
  - Knowledge Construction Process
  - Prejudice Reduction
  - Equity Pedagogy
  - Empowering School Culture and Social Structure
- Procedures are to include differentiated steps – Differentiate the Process
  - I Do It
  - We Do It
  - You Do It Together
  - You Do It on Your Own
- Procedures are to include differentiated steps – Differentiate the Product (see Evaluating)

**Closure/summarizing/linking:** (How will you actively involve students at the end of the lesson or class to reflect on and reinforce the main learning for the lesson? Can students' answer the essential questions and "ticket-it-out-the-door"? How will students apply and extend the learning? What will be learning in the next lesson?)

How will you use/implement your awareness of culture and differing learning styles in your closing / summarizing activity?

**Teacher Reflection:**

(How effective was the lesson? How did the student learner influence the instruction? What needs modification?)

You are to discuss your reflective process and insights as related to the completion of this lesson plan (culturally responsive and differentiated endeavor). **Justify** and **Rationalize** (do not simply list) your plan in terms of the following:

## **Tenets of Culturally Responsive Teaching**

*Teachers and Students Produce Together*

*Teachers & Students Develop a Shared Language Across the Curriculum*

*Curriculum Connects School to the Lives of Students*

*Curriculum Develops Critical Thinking (Cognitive Complexity)*

*Curriculum Encourages Conversation & Discussion*

*Curriculum is Validating*

*Curriculum is Comprehensive*

*Curriculum is Multi-Dimensional*

*Curriculum is Empowering*

*Curriculum is Transformative*

*Curriculum is Emancipatory*

## **Banks' Foundations of Curriculum & Teaching**

*Dimensions of Multicultural Education*

*Stages of Cultural Identity (Handout)*

*Alignment with an Approach to Multicultural Education (Handout)*

- *These considerations MUST BE included in your Teacher Reflection section:*
  - *You MUST identify & discuss your personal stage of Cultural Identity*
  - *You MUST defend the reason for your chosen Curriculum Approach*
  - *You MUST discuss the Dimensional focus of this lesson*