

HTH 101 C: Equity, Cultural Diversity, and English Learners  
Odyssey Pre-service

Instructor:	Melissa Daniels
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Class Meetings:	August, New Teacher Odyssey (2 classes)
Location:	HTH International – UN Theater
Course Credit:	1 credit (16 hours of instruction)

### **Course Description**

Pre-service course HTH 101 C provides an introduction to teaching in a diverse setting. This class explores contemporary EL issues facing California schools and classrooms. Interns explore the historical and cultural traditions of major ethnic groups in California. Included are introductory strategies for making content comprehensible for English learners, modifying instruction to meet the diverse learning needs of special populations, and cultural and ethnic diversity awareness.

### **Course Objectives**

Upon completion of course HTH 101 C, Interns:

- 1) *Analyze and discuss contemporary issues in California schools, especially related to culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.*
- 2) *Describe the historical and cultural traditions of the major ethnic groups in California society. (CCTC Program Standard 3) Become familiar with purposes, goals and content of the adopted instructional program for the effective teaching and support of English learners; and understand the local and school organizational structures and resources designed to meet English learner students' needs.*
- 3) *Acquire and become familiar with strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and in a variety of educational environments.*
- 4) *Demonstrate satisfactory performance based on the Teaching Performance Expectations (TPE's).*

### **Course Textbooks and Resources**

*Five Boys: The Story of a Picture.* INTELLIGENT LIFE Magazine, Spring 2010.

Reiss, Jodi. (2008). *102 Content Strategies for English Language Learners: Teaching for Academic Success in Grades 3-12.* Upper Saddle River: Pearson Prentice Hall.

Rothstein-Fisch, C. & Turnbull, E. (2008). *Managing Diverse Classrooms*. ASCD.

Russell, S. (2007). *Six Tips for Teaching Diversity. Effectively Incorporating Diversity in the Classroom*.

[http://www.tolerance.org/tdsi/grouping\\_premise](http://www.tolerance.org/tdsi/grouping_premise)

<http://www.diversitycouncil.org/elActivities.shtml>

<http://www.cloudnet.com/~edrbsass/edmulticult.htm>

<http://www.teachervision.fen.com/diversity/teacher-resources/33631.html>

<http://www.windycitytimes.com/windycitytimes.html>

<http://www.google.com/translate?sl=es&tl=en&u=http%3A%2F%2Fwww.laraza.com%2F>

<http://cohsf.org/streetsheet/>

**Tentative Course Schedule for HTH 101 C: Ethnic and Cultural Diversity**

Session #1 Overview & Course Requirements	DUE TODAY!
<p><b>The Big Picture....define “Culture”</b></p> <ul style="list-style-type: none"> <li>○ Ethnicity, gender, age, race, religion, socioeconomic class, disability, other</li> </ul> <p><b>Tip of the Iceberg</b></p> <ul style="list-style-type: none"> <li>○ Underlying culture and influences....How has your family categorized themselves?</li> </ul>	<p><b><u>Readings</u></b></p> <ul style="list-style-type: none"> <li>❖ Rothstein &amp; Turnbull, <i>Managing Diverse Classrooms</i></li> <li>❖ Russell, <i>Six Tips for Teaching Diversity</i></li> </ul> <p><b><u>Reflection Prompts</u></b></p> <ul style="list-style-type: none"> <li>➤ Should students be allowed to bring and listen to their iPods or other similar device(s) at school? Why or why not?</li> </ul>
<p><b>GROUP ACTIVITY:</b>  <i>In small groups, develop a cultural autobiography. Describe family genealogy, cultural heritage and immigration history.</i></p>	<p><b><u>Assignment/Project</u></b></p> <ul style="list-style-type: none"> <li>• Group assignments</li> </ul>
<p><b>Icebreaker: Model Diversity Activity</b></p> <ul style="list-style-type: none"> <li>○ Introduce yourself and highlight any situation where you were a numerical minority.</li> </ul> <p><b>Family Values/Beliefs...Where did they originate?</b></p> <ul style="list-style-type: none"> <li>○ Ancestors’ status when they arrived in the US? Did it change?</li> <li>○ Discrimination</li> <li>○ How did your family adapt to the new environment?</li> </ul>	
<p><b>GROUP ACTIVITY:</b>  <i>In small groups, research an activity that can be implemented at your school site the first week of school to promote cultural diversity. Be sure to include age, length of lesson, outcome of the lesson and on going activities.</i></p>	
<p><b>Intelligent Life Article-Five Boys</b>  <b>What does this tell us about:</b></p> <ul style="list-style-type: none"> <li>○ Appearance</li> <li>○ Social class</li> <li>○ History (has it changed over time)</li> <li>○ What happened to each of the boys?</li> <li>○ Is this information a predictor?</li> <li>○ Do we as teachers use this information and are we biased?</li> </ul>	

Session #2 Overview & Course Requirements	DUE TODAY!
<p><b>Ethnic Groups in California</b> Review different magazines and newspapers from ethnic groups in California (ex: La Raza, Streetsheet, Asian).</p> <ul style="list-style-type: none"> <li>• Can you identify values conveyed?</li> <li>• What are some similarities across different groups of people?</li> <li>• Class discussion</li> </ul>	<p><b><u>Readings</u></b></p> <ul style="list-style-type: none"> <li>❖ Reiss, <i>Content Strategies for English Language Learners</i>, review content strategies</li> </ul> <p><b><u>Reflection Prompts</u></b></p> <ul style="list-style-type: none"> <li>➤ What did the panel of students and parents provide regarding the need for diversity in school?</li> <li>➤ How did their perspective impact you as a teacher?</li> <li>➤ Describe at least one way that you will design lessons or activities to promote equity and a safe classroom learning environment.</li> </ul> <p><b><u>Assignment/Projects</u></b></p> <ul style="list-style-type: none"> <li>• Course evaluation</li> </ul>
<p><b>VIDEO:</b> <i>Cultural Bias in Education</i></p>	
<p><b>Review of State Testing for EL Students</b></p> <ul style="list-style-type: none"> <li>• What assessments are required?</li> <li>• <i>English-Language Development Content Standards for California Public Schools, Kindergarten Through Grade Twelve</i></li> <li>• Proficiency levels</li> <li>• CELDT</li> </ul>	
<p><b>PANEL PRESENTATION:</b> <i>Dr. Todd Morano, San Diego State University, Students from different cultural backgrounds, high school general education teacher, and middle school bilingual teacher</i></p> <ul style="list-style-type: none"> <li>• <i>Is there cultural or racial bias in school today?</i></li> <li>• <i>Do you ever feel discriminated against at school?</i></li> <li>• <i>What are some examples of things that teachers can do to promote equity at school and in your classroom?</i></li> <li>• <i>Use real life examples.</i></li> <li>• <i>How are parents involved in this process of culture?</i></li> </ul>	

Course Requirements	Due	100 Points Possible
<p><b>Attendance and Participation</b> Attendance is required for all classes. ES Intern classes are designed for active participation. Missing class more than once results in having to repeat the class.</p>	Session 1-2	20
<p><b>Reflections</b> It is important both to think about the “how” of practice and the “why.” Reflections are a combination of classroom observations, in class discussions, and thought provoking teaching practices. Two reflective writings per course are submitted in the ES Intern’s portfolio.</p>	Session 1-2	25
<p><b>Cultural Autobiography</b> In small groups, develop a cultural autobiography. Describe family genealogy, cultural heritage and immigration history.</p>	Session 1	25
<p><b>Cultural Diversity Lesson Plan</b> In small groups, research an activity that can be implemented at your school site the first week of school to promote cultural diversity. Be sure to include age, length of lesson, outcome of the lesson and on going activities.</p>	Session 1	30
<p><b>Grading Criteria</b> Interns are graded at the completion of this course in accordance with the following criteria:</p>		
<p><b>Exceeds Standards</b> Outstanding knowledge of course content demonstrated; attendance at every class session; all assignments turned in on time; professionalism, effort and application above and beyond course requirements reflected in class participation and outside written work.</p>		90-100%
<p><b>Meets Standards</b> Good knowledge of course content demonstrated; attendance at every class session or not more than one class session missed and made up by completing an additional assignment approved by the instructor; professionalism reflected in class participation and outside written work.</p>		80-89%
<p><b>Needs Development</b> Below average knowledge of course content demonstrated assignments missing; or class participation and/or outside written work were below average. A grade of “Needs Development” must be made up and converted into a “Meets Standards” grade within three weeks.</p>		70-79%
<p><b>Below Standards</b> Failure. Any “Needs Development” grade that is not made up within four weeks automatically converts to a “Below Standards” grade. Interns receiving a “Below Standards” grade may be dropped from the program.</p>		69% or below