

# Making a Lesson CULTURALLY RESPONSIVE

What do you want the students to...

KNOW:

UNDERSTAND:

DO:

## Guiding Questions

## Teacher Action

<p><b>Cultural-</b> emphasizes the human purpose of what is being learned and its relationship to the students' own cultures.</p> <ul style="list-style-type: none"> <li>• Why might what you are teaching be important to the students' lives?</li> <li>• How will you know what's important to them?</li> <li>• Who says it's important?</li> <li>• If it needs to be taught, how can you connect it to your students' lives?</li> </ul>	
<p><b>Learning-</b> encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.</p> <ul style="list-style-type: none"> <li>• Where do students have choice and how do different perspectives show up?</li> <li>• How do you know tasks are respectful and meaningful? And to whom?</li> <li>• Where might you incorporate activities based on student readiness, learning styles or interests?</li> </ul>	
<p><b>Equitable-</b> respectful learning environments in which students racial and ethnic diversity is valued and contributes to successful academic outcomes.</p> <ul style="list-style-type: none"> <li>• How do you create a learning environment where all students are valued?</li> <li>• How do you encourage or ensure that every student has a voice?</li> <li>• How does student voice impact the decisions you make around your learning environment?</li> <li>• How do you affirm students' racial and cultural identities?</li> </ul>	
<p><b>Achievement-</b> includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.</p> <ul style="list-style-type: none"> <li>• How might you pre-assess to guide instruction?</li> <li>• In what ways might you provide ongoing assessment/adjustment?</li> <li>• How might you provide:               <ul style="list-style-type: none"> <li>○ flexible grouping?</li> <li>○ collaboration?</li> <li>○ multiple ways for students to show their learning?</li> </ul> </li> </ul>	
<p><b>Responsive-</b> through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.</p> <ul style="list-style-type: none"> <li>• In what ways do you build authentic relationships with your students?</li> <li>• How might you ensure that all students work at a high level through:               <ul style="list-style-type: none"> <li>○ scaffolding?</li> <li>○ higher level questioning?</li> <li>○ critical analysis?</li> <li>○ rigor?</li> </ul> </li> </ul>	