

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

**COURSE NAME: English 103**

**FACULTY NAME: Tina Nuñez and Julia Raybould-Rodgers**

**DATE SUBMITTED: December, 2023**

**Note:** In addition to the following curriculum changes and additions, both Tina Nuñez and Julia Raybould-Rodgers will be participating in Hancock Academy’s spring 2024 training: Introduction to Equitable Courses. We are both also participating in the following 2023 winter Hancock Academy: OER/ZTC. We will, therefore, continue to endorse cultural inclusivity, equity, and responsiveness in our curricula.

[Assessment Guidelines: Representation and Social Justice Orientation: Nuñez and Raybould-Rodgers](#)

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY RESPONSIVE CHANGES DESCRIPTION(S)	CULTURES ADDRESSED THROUGH THESE REVISIONS
<p><b>Syllabus (Nuñez)</b></p>	<p><u><a href="#">Link to old ENGL 103 syllabus for Nuñez</a></u></p> <ol style="list-style-type: none"> <li>1. 12th edition of textbook: <i>Current Issues and Enduring Questions</i>.</li> <li>2. Office Hours</li> <li>3. Lack of images</li> <li>4. No images, no alt text</li> </ol>	<p><u><a href="#">Link to new ENGL 103 syllabus for Nuñez</a></u></p> <ol style="list-style-type: none"> <li>1. 13th edition of textbook: <i>Current Issues and Enduring Questions</i>.</li> <li>2. Student Success Hours</li> <li>3. Added images, including a photo of</li> </ol>	<ol style="list-style-type: none"> <li>1. Our <u><a href="#">analysis of the two versions of the textbook</a></u> indicate that the new edition is more culturally responsive.</li> <li>2. Renaming Office Hours to Student Success Hours humanizes the course and makes it more student centered.</li> </ol>

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	<ol style="list-style-type: none"> <li>5. No images representing the students we serve</li> <li>6. No pride images</li> <li>7. Attendance policy</li> <li>8. BibliU removed</li> <li>9. Late work policy</li> <li>10. Academic Integrity Policy</li> <li>11. Regular and Substantive Interaction: new sections.</li> <li>12. Anti-Racism Statement added</li> <li>13. Final Note</li> </ol>	<p>myself to humanize the course more from the onset.</p> <ol style="list-style-type: none"> <li>4. Added alt text to all images</li> <li>5. Added images of Latina/o students working collaboratively in the classroom</li> <li>6. Added a rainbow-colored, participation image of multiple hands raised</li> <li>7. The Attendance Policy language has been modified slightly to explicitly tie participation to course success: “Please keep the following mantra in mind: <b>consistent course participation facilitates course success.</b>”</li> <li>8. The BibliU reference regarding free textbook access has been removed, as the college is no longer sponsoring this service.</li> </ol>	<ol style="list-style-type: none"> <li>3. Images appeal to visual learners, addressing more learning styles. Images include, but are not limited to, the following: an image of myself, images of students working together at the board and in groups, an image of my office door, and an image of the Writing Center. Images are intended to illustrate support, accessibility, collaboration, and community, promoting an inclusive learning environment.</li> <li>4. Image alt text makes the syllabus more accessible to those with visual impairments.</li> <li>5. Images highlight representation from cultures we serve as a Hispanic-Serving Institution and promote a student-centered curriculum.</li> <li>6. Image illustrates inclusion of all colors and identities: embraces pride.</li> <li>7. The Attendance Policy adjustment is intended to motivate students to be</li> </ol>
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		<p>9. Late work policy: The late work policy for essays, Discussion Board assignments, drafts and workshops, and quizzes has been amended to allow late work submission without penalty in the case of “extenuating circumstances.”</p> <p>10. The Academic Integrity Policy is more specific to address Artificial Intelligence: “Turnitin, which we will be using for every essay assignment, has a new A.I.-detector plug-in, which flags A.I.-generated material for plagiarism. <b>The bottom line follows: do not plagiarize. Do not use Artificial Intelligence to write any part of any assignment for this course. Otherwise, be prepared to fail.</b></p>	<p>active learners in their education.</p> <p>8. Sadly, students will no longer have free access to the course textbook via BibliU, as the college has discontinued paying for this service. Therefore, I will be participating in Hancock Academy’s following professional development training: OER/ZTC. I hope, eventually, to make the course OER, an equity-minded curriculum move.</p> <p>9. The “extenuating circumstances” clause added to the syllabus allowing for late work submission without penalty makes the course more inclusive, as it recognizes that life happens, and flexibility, given the variety of students’ life experiences and situations. is essential for student success and equity.</p> <p>10. As A.I.-generated writing has become increasingly problematic, it</p>
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		<p>11. A Regular and Substantive Interaction section has been added to the syllabus: My commitment to students' academic success includes a commitment to regular and substantive interaction with students in this course. I will do so in ways including, but not limited to, the following: Discussion Board interaction, Canvas messages, Canvas announcements, Canvas Gradebook comments and annotations, E-mail communication, Audio/visual instruction, including announcements, presentations, and feedback, Graded quizzes, including comments and feedback, SuccessNet referrals, Student success office hours, and, Video and/or face-to-face conferencing.</p>	<p>is necessary to add this to the syllabus to address blatant cheating.          11. The RSI section is intended to showcase the course as open, supportive, inclusive, and student-centered.          12. The Anti-Racism Statement is intended to explicitly communicate my commitment to multiculturalism, pluralism, diversity, and social justice and equity.          13. The Final Note on the syllabus is intended to give students some wiggle room in terms of deadlines, making exceptions for reasonable reasons. It is also intended to humanize the course more and to make it clear that I am cheering for the students and am available to support them.</p>
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		<p>My overall intent is to be present, available, and communicative in this course to assist your progress and facilitate your academic achievement. I am here for you.</p> <p>12. The following Anti-Racist Policy has been added to the syllabus: “I am passionately committed to acknowledging, confronting, and actively striving to eradicate all forms of racism and ethnic oppression. Thus, this course operates from the belief that racism is real, present, and something that Black, Indigenous, and all People of Color face daily. Part of my objective for this course, therefore, is to create a safe and brave space that enables all of my students to engage openly, safely, equally, equitably, and</p>	
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		<p>honorably with their education. In taking this course, you are expected to do your best to embrace these values; while I expect that we will all make mistakes along the way, I also expect that we will work together to engage with all of our classmates and with the material through thoughtful respect of everyone and their individual truths. Please note that this statement also applies to sexism, classism, etc.”</p> <p>13. The Final Note at the end of the syllabus has been slightly amended (additions in red): “Due dates listed on the corresponding course Schedule of Assignments are firm unless amended by the professor. Computer failure, lack of compatible software, lack of computer proficiency,</p>	
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		<p>etcetera, are not acceptable reasons for late work. That said, <b>if you run into a deadline issue, please contact me to request a reasonable extension.</b></p> <p>In general, please feel free to contact me via email or Canvas messaging if you have any related questions or concerns. Again, I look forward to a productive, engaging semester. <b>I am here to facilitate your success, so please do not hesitate to reach out to me for assistance. I am happy to help. Onward! Thank you, Professor Nuñez.</b></p>	
<p><b>Syllabus (Raybould-Rodgers)</b></p>	<p>Link to a copy of a previous syllabus for English 101:  <a href="#">English 103 Syllabus F...</a></p>	<p>1) Layout: The syllabus has images added that represent the content in the sections of the syllabus.</p>	

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	<p>Link to revised syllabus for English 103: <a href="#">JRR English 103 Sylla...</a></p>	<p>2) The Welcome section: Changed to a “Special Announcement for English 103” aimed at humanizing the course and creating a better connection between students and instructor. For example: “My syllabus has strong deadlines for assignments which I would like to maintain whenever possible as I know that it is easy to get behind in a demanding eight-week class if you start missing due dates. On the other hand, I am willing to work with you if you experience a personal difficulty, which affects your participation in class. If that happens, please reach out to me so that we can work together to find a solution to the issue as soon as possible.”</p>	
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		<p>3) Student Services: A link has been added to the services available to students including Basic Needs, the Health Center, and Counseling. Information on out-of-class academic services available has been added including tutoring, the Writing Center, and library.</p> <p>4) New sections added on: Retake Policy, Commitment to Equity and Inclusion Statement, Americans with Disabilities Act, and AI Usage Statement</p> <p>5) Course requirements have been amended to include exception language next to the firm course policies including: Attendance: Please communicate with me if I need to make an exception for any absences from class. Essays: No credit will be given for</p>	
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		<p>unexplained late drafts, but please communicate with me if I need to make an exception for a particular assignment, so we can work together on a solution.</p>	
<p>RESOURCES USED and where to find more information:                  1. <a href="#">Culturally Responsive &amp; Inclusive Curriculum Resources - LibGuides at Portland State University</a> (see syllabus section)</p>			
<p><b>Course Units</b></p>	<p>NA</p>		
<p>RESOURCES USED and where to find more information:</p>			
<p><b>Reading Assigned/Textbook:</b></p>	<ol style="list-style-type: none"> <li>1. <i>Current Issues and Enduring Questions 12<sup>th</sup> ed.</i> (Barnet)</li> <li>2. <i>The Handmaid's Tale</i> by Margaret Atwood</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Current Issues and Enduring Questions 13<sup>th</sup> ed.</a> (Barnet)</li> <li>2. <a href="#">The Handmaid's Tale</a> by Margaret Atwood</li> </ol> <p>We are using the new edition of the textbook.</p> <p>We will continue to use the novel, as it speaks powerfully to women's reproductive rights, LGBTQ+ rights, and equity/social justice concerns, all urgent current issues.</p>	<p>We have conducted a thorough analysis of the two textbooks, critically comparing the old edition to the new edition. Our analysis confirms that the new edition of the text aligns itself better with a culturally responsive curriculum. <a href="#">Our analysis is linked here.</a></p>
<p>RESOURCES USED and where to find more information: (see above)</p>			

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Instructional Methods			
RESOURCES USED and where to find more information:			
<b>Assignments:</b>	<ol style="list-style-type: none"> <li>1. Essay 1: Argument Essay</li> <li>2. Essay 2: <i>The Handmaid's Tale</i></li> <li>3. Essay 3: The Argument Based on Research Casebook Essay</li> </ol>	<ol style="list-style-type: none"> <li>1. Essay 1: Argument Essay</li> <li>2. Essay 2: <i>The Handmaid's Tale</i></li> <li>3. Essay 3: The Argument Based on Research Casebook Essay</li> <li>4. <a href="#">"Single Story" Discussion Board assignment (addition)</a></li> <li>5. <a href="#">Handmaid's Tale Alternative Ending DB Assignment (addition)</a></li> <li>6. <a href="#">Implicit Bias Discussion Board assignment (addition)</a></li> </ol> <p>1. We included more culturally diverse essay topic options in Essay 1, including the following: LGBTQ+ Rights, Sanctuary Cities, #MeToo Movement, Book Banning, Domestic Violence, Nontraditional Family, Disability Rights, Marriage Equality, Slavery Reparations, etc. We also</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Essay 1: Argument Essay</a></li> </ol> <p>The to-be-added dedication part of the assignment is a powerful tool adapted from Professor Alina Roma intended to create an emotional connection on students' part to the curriculum, fostering pride and enhancing motivation.</p> <ol style="list-style-type: none"> <li>2. <a href="#">Essay 2: The Handmaid's Tale</a></li> </ol> <p>The "Single Story" options added to the Essay 2 assignment give students more choices for responding analytically to the novel. Additional options provide students a variety of ways to connect with the material, enhancing motivation. The</p>

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		<p>added images to the assignment and softened the due date-related language.</p> <p>We also plan to incorporate a dedication as part of Essay 1 such as follows:</p> <p>“Please note that part of this assignment calls for you to dedicate your paper to someone who is important to you. Who are you working this hard for? Who motivates and/or inspires you? Write a dedication to that person explaining why you are writing this and how they have encouraged you to persist and succeed in your education. Examples will be provided.”</p> <p>2. We have modified Essay 2 to include four essay options connected to Adichie’s “The Danger of Single Story.” We also included an accessible image to make the assignment more appealing, and we made the due date language a bit softer by including exceptions given “extenuating circumstances.”</p>	<p>new options also integrate the analysis of gender oppression, power dynamics, and stereotypes, including the LGBTQ+ community, and highlight the perseverance within and ultimate triumph over such politics, ultimately advocating for a more just, equitable society.</p> <p>The <a href="#">corresponding essay rubric</a> has additionally been revised to further assess the consideration of alternative viewpoints and multiple perspectives.</p> <p><a href="#">3.Essay 3: The Argument Based on Research Casebook Essay</a></p> <p>The new facebook topics and essays associated with this assignment include culturally responsive issues, including, but not limited, to the following:</p>
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		<p>3. Essay 3 has new casebook topic options, given the new edition of the textbook: (a) Racial Injustice: Is the Problem Systemic? (b) Representation Matters: How Does the Media Portray Us? and (c) Conspiracy Theories: Are They a Cultural Problem?</p> <p>4. <i>Handmaid’s Tale</i> “Single Story” Discussion Board assignment (addition)</p> <p>5. <i>Handmaid’s Tale</i> Alternative Ending Discussion Board Assignment:</p> <p>Please critically analyze Michael Kimmel’s TED Talk: “Why Gender Equality is Good for Everyone—Men Included.” Afterwards, consider how Kimmel’s proposal would change the Republic of Gilead. How would both work and home lives for Offred and the other women of Gilead be</p>	<p>students’ mental health, critical race theory, antiracism, people of colors’ access to public lands and parks, patterns of segregation, Native American representation, etc.</p> <p>The <a href="#">corresponding essay rubric</a> has additionally been revised to further assess the consideration of alternative viewpoints and multiple perspectives.</p> <p>4. The addition of the “Single Story” Discussion Board assignment highlights gender power dynamics, privilege, and historical oppression and seeks critical and creative insights from students regarding how to transform gender oppression into equity.</p>
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		<p>revolutionized: Handmaids, Wives, Marthas, etc.? How, too, would men’s gender roles in the Republic be significantly altered? In sum, how would power, privilege, and oppression be transformed?</p> <p>Given Kimmel’s proposition and your analysis thereof, create an alternative ending for <i>The Handmaid’s Tale</i>, one based, not on “reduced circumstances” for women, but on gender equality for all. Craft at least several well-developed paragraphs.</p> <p>In addition to posting your alternative, gender-equity ending, please respond constructively to at least two of your peers. Strive for meaningful responses of 100 words each.</p> <p>6. We added the following Discussion Board assignment on Implicit Bias.</p>	<p>5. The addition of <i>The Handmaid’s Tale</i> Alternative Ending Discussion Board assignment encourages students to analyze power dynamics, privilege, and oppression in the novel and to examine how a gender-equity focus could revolutionize such dynamics, promoting social justice and equity.</p> <p>6. The addition of the Implicit Bias Discussion Board assignment fosters a personal connection to the curriculum, enhancing, we hope, student motivation. It, furthermore, encourages students to access prior learning formed through previous cultural experiences, a tenet of a culturally responsive curriculum approach. Finally, it brings real-life issues into the classroom,</p>
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		<p>Implicit Bias Discussion Board Assignment:</p> <p>Objective: To understand what implicit bias is and how it affects people and their thinking.</p> <p>Instructions:</p> <p>Please watch the first two short videos on the following link on implicit bias; you may watch more if you like:</p> <ol style="list-style-type: none"> <li>1. “Implicit Bias: Peanut Butter, Jelly, and Racism”</li> <li>2. “Implicit Bias: Check Our Biases to Wreck Our Biases”</li> </ol> <p>It may be useful to take notes as you actively view the videos. Afterward, please do the following:</p> <ol style="list-style-type: none"> <li>1. Define implicit bias in your own words.</li> </ol>	<p>to the forefront of student concern, and seeks input from students on how to reduce bias and, therefore, promote equity.</p>
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		<p>2. Relate the concept to your own observations and/or experiences. Have you experienced such bias or are you familiar with someone who has? Perhaps you have witnessed such bias in your educational experiences or in the media: social media, film, texts, etc.</p> <p>3. Describe the situation. How did it affect you or the person(s) you are describing? How, too, does implicit bias contradict critical thinking? How could the situation have been handled differently to reduce or diffuse such bias?</p> <p>Video link: <a href="https://ca.pbslearningmedia.org/resource/pov-biased-lpclip/who-me-biased/">https://ca.pbslearningmedia.org/resource/pov-biased-lpclip/who-me-biased/</a></p>	
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RESOURCES USED and where to find more information: <ol style="list-style-type: none"> <li>1. <a href="#">“The Danger of a Single Story”</a>: TEDx Talk Chimamanda Adichie</li> <li>2. Michael Kimmel’s TEDx Talk: <a href="#">“Why Gender Equality is Good for Everyone—Men Included.”</a></li> <li>3. <a href="#">“Culturally Responsive Pedagogy’s Place in Student Development”</a> - TEDx Talk by Jeffrey Dessourcese</li> <li>4. <a href="#">We all Have Implicit Bias. So What Can We Do About It?</a> - TEDx Talk by Dushaw Hockett</li> <li>5. <a href="#">What Is Culturally Responsive Teaching?</a> by Madeline Will &amp; Ileana Najarro Education Week 2022</li> </ol>			
<b>Activities</b>			
RESOURCES USED and where to find more information:			
<b>Instructional Methods</b>			
RESOURCES USED and where to find more information:			
<b>Classroom Environment</b>	1. There were many red flags in our Canvas shells where we had not properly tagged images and where we had not added headings to documents. These flags raised accessibility concerns that needed to be fixed.  2. Student Insight:  Student Insight Discussion Board Assignment (or survey): new addition	1. On the Canvas home page and in the Orientation and Weekly Modules, we consistently added alt text for images, either naming the image or describing it as “decorative” to address accessibility concerns. The images are important in terms of addressing visual learners and, therefore, teaching to multiple learning styles. The accessibility improvement here strengthens this component.	1. The changes will appeal to those with learning disabilities, reducing unintentional bias.  Like image descriptions, headings are essential for students with visual impairments.  2. The Student Insight Discussion Board assignment given mid-semester when curricular changes can still occur encourages students to connect to the content of

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		<p>We, furthermore, added headings to Orientation and Weekly Module Word documents in Lecture Notes to make them more accessible.</p> <p>2. Student Insight Discussion Board Assignment (or survey): new addition</p> <p>Critical Thinkers: Now that you are halfway through the course, we would appreciate your feedback. What course changes in content or format do you think would make it more inclusive? Please provide an example of a reading and/or an assignment that embraced multiple perspectives/viewpoints with which you could identify and explain why.</p>	<p>the course and provide feedback, fostering an emotional connection to the curriculum, which, we hope, will foster motivation as they proceed through the second half of the term.</p>
<p>RESOURCES USED and where to find more information:  <a href="#">Collecting Student Feedback</a> at the mid-semester point of the class.</p>			
<p><b>Grading Policies:</b></p>	<p>1. Use of Rubrics</p> <p>2. Retake Policy</p>	<p>1. We are confident in our <b>use of rubrics</b> to assess student essays and</p>	<p>1. The additions we have made to our essay rubrics promote the consideration</p>

	<p>3. Extra Credit</p>	<p>Discussion Board assignments in English 103. According to Joe Feldman’s book <i>Grading for Equity</i>, rubrics are a valuable strategy for equitable grading” because “what distinguishes one score from another is explicitly described” (189). Rubrics, Feldman continues, “democratize the power to evaluate,” as they “share information and power” (189). Grading is, Feldman asserts, therefore, less ambiguous and, hence, more bias-resistant (189).</p> <p>Furthermore, our essay rubrics empower students, as they can access and improve their own work prior to formal submission, given that they know what they need to do to succeed. Feldmen explains: “When the veil of the teacher’s expectations is lifted for students to see, the student can self-assess her work, set a goal for herself, and know exactly what it will take to reach that goal. Rubrics</p>	<p>of alternative viewpoints, perspectives, and experiences. Hence, the changes foster both critical thinking and a culturally responsive curriculum.</p> <p>2. Retake opportunities reduce grading bias and reduce assessment anxiety because students know they have the opportunity for recovery by mastering the content over time. This helps close the achievement gap.</p>
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		<p>foster a growth mindset” (192). In sum, rubrics are a valuable tool for both instructors and students, as they render assessment more objective and consistent, de-mystifying the grading process.</p> <p>That said, we see room for the improvement of our essay rubrics in light of culturally responsive curriculum pedagogy. We want our rubrics to encourage students even more so as critical thinkers. Therefore, we have added the following language to our <a href="#">Argument Essay Rubric</a> criteria (changes in red):</p> <ol style="list-style-type: none"> <li>1. <b>Opposition:</b> Counterargument is acknowledged, validated, and refuted. <b>Essay thoughtfully considers alternative viewpoints and multiple perspectives.</b></li> <li>2. <b>Persuasion and Critical Thinking:</b> Essay uses a compelling</li> </ol>	
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		<p>combination of appeals to logos (logic), pathos (emotions), &amp; ethos (ethics). Tone is persuasive, not alienating, antagonistic, or condescending. Original, thoughtful insights; problem solving is evident, <b>including the consideration of diverse viewpoints and perspectives.</b></p> <p>We have similarly modified the rubrics for <a href="#">Essay 2</a> and <a href="#">Essay 3</a>.</p> <p>2. We will consider retake policies for major assignments. The <b>retake policy</b> will be added to the syllabus. We will also indicate which assignments will be available for retakes on the assignment instructions.</p> <p>Syllabus language: All students should take advantage of the opportunity, when given, to retake major assignments. The assignment instructions</p>	
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		<p>will indicate which assignments will be available for retakes and what is required for resubmission.</p> <p><b>3. Extra Credit</b></p> <p>According to <i>Grading for Equity</i> by Joe Feldman, offering extra credit is neither equitable nor bias-resistant. Feldman argues, “When teachers offer extra credit, we reinforce for students that our class isn’t really about learning or mastery of standards, but about acquiring enough points, however possible” (113). Feldman continues, “Extra credit undermines a teacher’s own curriculum and standards” (114). Extra credit, according to Feldman, “renders a grade inaccurate because it [typically] reflects information unrelated to a student’s knowledge of the content” (114). Furthermore, extra credit tends to be</p>	
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		<p>inequitable, increasing the achievement gap, because “students of lower-income families or who have fewer resources are less likely to be able to complete the extra credit offerings” (Feldman 114). Therefore, we are seriously considering eliminating extra credit offerings, at least as a pilot project, to make our curriculum more culturally responsive.</p>	
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RESOURCES USED and where to find more information:

[“Time to Pull the Plug on Traditional Grading?” by Patricia Alex in \*Education Next\*, Fall 2023](#)

[“Tips for Allowing Test Retakes” by David Cuttler in \*Edutopia\* May 28, 2019](#)

*Grading for Equity What It Is, Why It Matters, and How It Can Transform Schools and Classrooms* by Joe Feldman

**☰ Feldman Notes: Grading for Equity Retakes**

<b>Learning Goals</b>			
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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:**

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| ● 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.   |