

Culturally-Responsive Lesson Plan Checklist

To complete a lesson plan, use the following checklist to ensure your lesson plan has all the basic components. Usually, a lesson allows students to master general goals or outcomes determined at the institutional, state or federal level. As an instructor, you create a lesson plan that addresses specific SMART learning goals or smaller steps students take to reach the general outcome. In addition to goals, lesson plans include a list of materials, essential content, and assessments that will be used to measure learning. Finally, the lesson organized in a specific order or sequence that should address student learning level.

Directions: To complete this checklist, add your comments to the Response Column. You should summarize what you already know, note research areas you need to complete, along with any action steps needed to take to complete the lesson plan. You can also request instructor feedback or work with peers.

Student Make-Up of Class

Begin with your students. What do you know about the class or age group? This information will allow you to plan a lesson that engages your students and also considers their learning level and needs. You may need to conduct research to obtain this information.

Student Qualities	Questions to Consider/Research to Complete?	Response
Student Demographics Found in Classroom	What information do you have about the make-up of students in the classroom? What does demographic data reveal? What do you know about this specific age group?	<p><u>Already Know</u> What I already know is that my classroom is not all one student group, nationality, or race.</p> <p><u>Need to Know</u> What I need to know is how each student would like themselves to be presented to make them feel comfortable in my class.</p> <p><u>Steps to Take</u> Steps that I can take to make my class feel comforting is to know all of the student's names and what they prefer to be called.</p>
Student Grade Level Information	What do you know about the learning needs of students in this grade level?	<p><u>Already Know</u> Some learning needs some students could have is that they are more auditory than visual or vice versa.</p> <p><u>Need to Know</u> What I need to know is what way of learning can be reached and connected to all pf my students without any of them feeling left out.</p> <p><u>Steps to Take</u></p>

Culturally Responsive Lesson Plan Template

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Culturally Responsive Lesson Plan Template:

Culturally Responsive Teaching for Multilingual Learners Sydney Snyder, Diane Staehr Fenner, 2021-01-25 What will you do to promote multilingual learners equity Our nation's moment of reckoning with the deficit view of multilingual learners has arrived The COVID 19 pandemic has further exposed and exacerbated long standing inequities that stand in the way of MLs access to effective instruction Recent events have also caused us to reflect on our place as educators within the intersection of race and language In this innovative book Sydney Snyder and Diane Staehr Fenner share practical replicable ways you can draw from students strengths and promote multilingual learners success within and beyond your own classroom walls In this book you'll find Practical and printable research based tools that guide you on how to implement culturally responsive teaching in your context Case studies and reflection exercises to help identify implicit bias in your work and mitigate deficit based thinking Authentic classroom video clips in each chapter to show you what culturally responsive teaching actually looks like in practice Hand drawn sketch note graphics that spotlight key concepts reinforce central themes and engage you with eye catching and memorable illustrations There is no time like the present for you to reflect on your role in culturally responsive teaching and use new tools to build an even stronger school community that is inclusive of MLs No matter your role or where you are in your journey you can confront injustice by taking action steps to develop a climate in which all students backgrounds experiences and cultures are honored and educators families and communities work collaboratively to help MLs thrive We owe it to our students On demand book study Available now Authors Snyder and Staehr Fenner have created an on demand LMS book study for readers of Culturally Responsive Teaching for Multilingual Learners Tools for Equity available now from their company SupportEd The self paced book study works around your schedule and when you're done you'll earn a certificate for 20 hours of PD SupportEd can also customize the book study for specific district timelines cohorts and or needs upon request

Teaching with a Social, Emotional, and Cultural Lens Nancy Lourié Markowitz, Suzanne M. Bouffard, 2022-08-18 Teaching with a Social Emotional and Cultural Lens goes beyond existing social emotional learning programs to introduce a new framework for integrating the development of key skills needed for academic success into daily classroom practice The framework spells out the competencies processes and strategies that effective P 12 educators need to employ in order to build students social and emotional learning The book is based on a decade of pioneering work by the Center for Reaching and Teaching the Whole Child at San Jose State University building on the work of the Collaborative for Academic Social and Emotional Learning CASEL and on research about effective teaching and learning and culturally responsive practices Teaching with a Social Emotional and Cultural Lens serves as a critical roadmap for educators whether they are university faculty searching for how to bring a social emotional and cultural lens into their methods or foundations course and field work experiences or classroom teachers hoping to infuse critical skill building into the everyday academic learning that is the traditional focus of schools

Preparing Early Career Teachers to

Thrive Kristina Marie Valtierra, 2024 Teachers are the backbone of schools yet they are leaving in droves This book addresses the post pandemic crisis of early career teacher turnover that is harming students and entire school systems The author provides teacher educators and mentors with strategies to help new teachers proactively navigate the early years and thrive in the K 12 classroom Based on 10 years of research and practical application this guide will support teacher professional identity formation resilience and agency With a humanistic conceptual lens on the most pressing issues expressed by novice teachers chapters cover understanding the causes of burnout and attrition promoting an authentic teacher identity appreciating teaching as developmental managing tension and conflict self care for busy educators and authoring a personalized early career plan Each topic features assignment ideas reflection prompts and other tools suitable for both teacher preparation courses and one on one coaching and mentoring Book Features Offers field tested tools to help preservice and new teachers avoid burnout and maintain their well being Includes step by step activities with templates that break down each of the tools discussed Weaves together inspiring quotes short anecdotes and work samples from teachers who participated in the activities Recommends distinct ways that K 12 induction programs mentors administrators and early career teachers can use and adapt the ideas presented Valtierra is a beacon of hope offering practical strategies and compelling insights to empower educators at the onset of their journey Tina H Boogren bestselling author and educational consultant

Concept-Based Literacy Lessons Lois A. Lanning, Tiffanee Brown, 2019-01-10 For literacy teachers looking for practical ways to implement a Curriculum and Instruction Model that s more inquiry driven and idea centered look no further than this book This resource helps bridge the divide between conceptual curriculum and actionable practice and provides practical support for teachers implementing Concept Based literacy lessons Readers will find Step by step help with lesson planning for conceptual understanding and transfer Ideas for supporting inductive learning Classroom Snapshots that showcase familiar literacy practices in Concept Based classrooms Strategies to promote critical reflective and conceptual thinking Model elementary and secondary Concept Based lesson and unit plans A chapter devoted to answering frequently asked questions

Teaching Humanities With Cultural Responsiveness at HBCUs and HSIs Frazier, DuEwa M., 2023-11-08 In the realm of higher education a persistent challenge exists in empowering Black and brown students within Historically Black Colleges and Universities HBCUs and Hispanic Serving Institutions HSIs to transcend societal limitations Often labeled as at risk or lagging within the achievement gap these students possess untapped potential hindered by traditional teaching methods The impact of COVID 19 and racial injustice has exacerbated disparities underscoring the need for innovative teaching approaches that connect academic subjects with the real experiences of these learners Educators navigating evolving technology and diverse classrooms strive to bridge this gap while fostering cultural inclusivity Addressing this challenge is the book *Teaching Humanities With Cultural Responsiveness at HBCUs and HSIs* curated by DuEwa M Frazier Representing a groundbreaking collective effort the book offers transformative educational practices that bridge the gap

between conventional teaching and the diverse realities of HBCU and HSI classrooms Covering topics like teaching ESL and EFL students accommodating disabilities integrating hip hop pedagogies and promoting social justice education the anthology provides research driven solutions that empower educators to revolutionize their teaching methods To foster academic excellence and equity the book resonates with scholars administrators and educators guiding them on a journey of innovation that harmonizes cultural responsiveness and academic achievement ushering in a new era of education Lesson Planning with Purpose Christy McConnell,Bradley Conrad,P. Bruce Uhrmacher,2020 This book takes readers on a journey through many pathways to engaging and meaningful educational experiences The text first discusses Perceptive Teaching and then explores five unique approaches to lesson planning behaviorist constructivist aesthetic ecological and integrated social emotional learning Chapters end with a sample lesson that can be compared across approaches *The Reclamation of Black Lives Matter in Education* Hines III, Mack T.,2025-06-06 The reclamation of Black Lives Matter BLM in education represents a powerful movement to confront and dismantle systemic racism within schools and academic institutions Rooted in the struggle for racial justice this initiative highlights Black voices experiences and histories marginalized or excluded from traditional curricula It challenges disciplinary policies and institutional practices that disproportionately harm Black students As educators students and communities push for more inclusive and equitable learning environments the BLM movement in education reclaims space and prioritizes the right to thrive learn and be recognized within the educational system The Reclamation of Black Lives Matter in Education explores the integration of Black Lives Matter principles into educational practices and curricula It examines three strands reclamation reframing and renewal delving into Black voices narratives around race and justice and educational practices to better serve Black students This book covers topics such as mental health sociology and gender and diversity and is a useful resource for educators sociologists policymakers government officials academicians researchers and scientists **Start Seeing and Serving Underserved Gifted Students** Jennifer Ritchotte,Chin-Wen Lee,Amy Graefe,2020-10-21 2020 TAGT Legacy Book Award for Educators Winner Flexible tools help teachers see understand teach challenge and advocate for underserved gifted students The underrepresentation of students from historically marginalized populations including English language learners twice exceptional students culturally and linguistically diverse students and economically disadvantaged students in our gifted programs and services continues to be a critical issue in education The importance of a caring and committed teacher who sees and supports the potential in all learners and who respects linguistic diversity and students cultural identity cannot be overstated yet teachers need the knowledge and training to do so This reader friendly guide meets that need promoting equity in gifted education by providing teachers with a variety of flexible tools to nurture the academic and affective growth of their gifted students from traditionally underserved populations Over fifty strategies are outlined within five chapters addressing how teachers can see understand teach challenge and advocate for their underserved gifted learners in all

content areas The authors share numerous student quotes teacher anecdotes and spotlights on successful school efforts Digital downloads include all forms from the book and a PDF presentation A free PLC Book Study Guide for use in professional development is also available *Effects of a Culturally Responsive Teaching Project on Teachers and Students in Selected Kanawha County, WV, Schools* Georgia K. Hughes,Appalachia Educational Laboratory,Institute of Education Sciences (U.S.),2004 Creating Highly Motivating Classrooms for All Students Margery B. Ginsberg,Raymond J. Wlodkowski,2000-06-29 Table of Contents **Seven Constructivist Methods for the Secondary Classroom** Ina Claire Gabler,Michael Schroeder,2003 Designed especially for secondary teachers this book grounds a constructivist approach in 7 discrete instructional methods These student centered methods with accompanying planning templates range from various types of discussions and interactive mini lectures to independent student exploration The book discusses in detail 13 techniques that carry out methods from questioning and personalizing to heuristics and role playing Secondary school teachers and administrators **Instructional Technology and Media for Learning** Sharon E. Smaldino,Deborah L. Lowther,James D. Russell,2008 Table of Contents Chapter 1 Technology and Media Facilitating Learning Introduction Technology Media The Concrete Abstract Continuum Learning Roles of Technology and Media in Learning Learning Settings Information and Instruction Instructional Strategies Summary Chapter 2 Instructional Strategies Integrating Technology and Media Introduction Strategies in the Classroom Presentation Demonstration Drill and Practice Tutorials Discussion Cooperative Learning Games Simulations Discovery Problem Solving Teacher Centered Strategies Student Centered Strategies Creating Learning Experiences Learning Contexts and Settings Summary Chapter 3 Visual Principles Designing Effective Materials Introduction Visual Literacy Roles of Visuals in Learning Types of Visuals Visual Design Guidelines Creating Images Capturing Images Summary Chapter 4 Introduction The ASSURE Model Analyze Learners State Standards and Objectives Select Strategies Technology Media and Materials Utilize Technology Media and Materials Require Learner Participation Evaluate and Revise Summary Chapter 5 Computers and Multimedia Accessing Digital Worlds Introduction Computers and Multimedia in the Classroom Advantages Limitations Integration Software Selection Computer Hardware Computer Facilities Summary Chapter 6 Distance Education Connecting Learners Beyond the Classroom Introduction Distance Education Instruction at a Distance Audio in Distance Education Television in Distance Education Instructional Television Options Summary Chapter 7 Online Learning Learning Through the Internet and Computer Networks Introduction Online Learning Networks Issues Summary Chapter 8 Instructional Materials and Displays Using Media to Engage Learners Introduction Learning Centers Instructional Modules Manipulatives Printed Materials Display Surfaces Exhibits Summary Chapter 9 Visuals Enhancing Learning with Visuals Introduction Visuals in the Classroom Nonprojected Visuals Projected Visuals Presentation Software Digital Images Document Camera Projection Overhead Projection Summary Chapter 10 Audio Listening and Learning Introduction Using Audio in the Classroom Digital Audio Formats Analog Audio Formats Advantages

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 Equipment Projector Setups Video Setups Audio Setups *Defending Public Schools: Teaching for a democratic society*
 David Gabbard, E. Wayne Ross, 2004 **Borderless Education** Christina Wright Fields, Novea McIntosh, Rochonda
 Nenonene, 2026-01-08 Borderless Education serves as a conduit between global and domestic diversity by bridging the gap
 between global and cultural competence This book builds on the work of scholars who have called for culturally relevant
 responsive and sustaining teaching and pedagogies in education The goal of this text is to provide an intersectional global
 and culturally responsive teaching approach that offers futuristic possibilities of reimagining learning without borders
 Opening the conversation for readers to consider dialogue collaboration and research between two fundamentally important
 pedagogical frameworks that each have a long standing legacy and impact in teacher education In light of our educational
 ecosystem now is a time for the convergence of these frameworks to fully incorporate the principles and practices of
 culturally responsive and sustaining pedagogy CRSP with the multifaceted elements of global competencies The authors
 share a new globalized pedagogical framework that bridges the gap between CRSP and international teacher education The
 internationalization of the American classroom is here thus it is crucial that this book be part of the foundation of teacher
 candidate preparation America's pluralistic society already exists We have diverse diasporic cultural spaces in our local
 communities recognizing that local global competency is distinctly different from domestic cultural competency We offer the
 critique that America's EPP global education is limited because it generally prepares teacher candidates to be observers
 saviors and tourists rather they should be compassionate and empathic allies that recognize and appreciate the necessity of a
 holistic global approach There is a necessity for a comprehensive and integrative approach that includes global competencies
 which supports teachers candidates development of an appreciation for diversity and sensitivity of all individuals within our
 local spaces as part of a larger cross cultural environment Global awareness social justice diversity and equitable practices
 are critical issues necessary for today's educators This book encourages educators and practitioners to implement an
 intersectional globally and culturally responsive teaching approach that not only recognize but sustain students cultural
 identities to enhance their academic achievement increase their sense of belonging and inclusion in a pluralistic society while
 raising their sociopolitical consciousness This book is advantageous for readers searching for knowledge and strategies to
 support their application of a globalized pedagogy **Current Index to Journals in Education** , 2002 **"So... Can We**

Talk about Race?" Demi Gonzalez, 2021 Race and racism have a long history of affecting marginalized students in the public education system yet we cannot bring ourselves to address the issue through productive dialogue and curriculum. The purpose of this project is to provide an exemplary model of a culturally responsive and social justice oriented curriculum that can be utilized for a 7th grade physical education PE classroom. The theme of the curriculum focused on race and racism. California PE content standards, English Language Development ELD standards and social justice standards were employed to strengthen the curriculum that was designed for a diverse group of students in a Title I school. An adapted version of the California State University Long Beach CSULB Physical Education Teacher Education PETE lesson plan template was used throughout the unit to organize daily activities i.e. warm up questions, warm up sequence, games, debrief segment. Designing culturally responsive curriculum is a possibility that should not be overlooked due to the positive impact that it can have on many students at every content area. More specifically in PE, culturally responsive and social justice oriented curriculum can develop the student on a motor, cognitive and affective level that helps prepare students to handle real world situations. This profound educational implication proves that learning can be centered around students while remaining rigorous and relevant.

Designing Patterns Daniel Lynn Watt, 2006 In this module designed for grades three to five, students design patterns to be used in a headband or similar linear strip. They explore properties of shapes, lines of symmetry and part to part and part to whole relationships. The module provides numerous opportunities for the teacher to extend and adapt this curriculum from further explorations of fractions to Yup'ik cultural knowledge. About the Series: Math in a Cultural Context. This series is a supplemental math curriculum based on the traditional wisdom and practices of the Yup'ik people of southwest Alaska. The result of more than a decade of collaboration between math educators and Yup'ik elders, these modules connect cultural knowledge to school mathematics. Students are challenged to communicate and think mathematically as they solve inquiry oriented problems which require creative, practical and analytical thinking. Classroom based research strongly suggests that students engaged in this curriculum can develop deeper mathematical understandings than students who engage only with a procedure oriented paper and pencil curriculum.

The Science I Know Suzanna Roman-Oliver, 2024-07-08 The Science I Know: Culturally Relevant Science Lessons from Secondary Classrooms is a collection of culturally relevant lesson plans written by secondary science teachers. Each lesson discusses how the tenets of academic success, cultural competence and critical consciousness that are part of the theory of Culturally Relevant Pedagogy (CRP) are addressed. Ladson Billings 1995. Additionally, each lesson plan is structured following the 5E learning cycle (Bybee 2006) and aligned to the Next Generation Science Standards (NAS 2012). The goal of this book is to help science teachers understand how to go about designing lessons that are culturally relevant. The hope is that the lessons detailed in each chapter will inspire teachers to draw the cultural knowledge from their students and capitalize on it when designing science lessons. After an introductory chapter that discusses how science education has shifted in recent decades to address the needs of

diverse students the main body of the text is divided into three sections The first part introduces Culturally Relevant Pedagogy CRP as a framework this is important for those readers unfamiliar with Gloria Ladson Billings work It addresses and discusses the three tenets of CRP Academic Success Cultural Competence and Critical Consciousness and it includes an explanation of how each area can be observed and addressed in science education specifically The second part features lesson plans from secondary science classrooms written by teachers from different subject areas i e life science physical science earth science etc The lesson plans follow the 5E Instructional Model Bybee et al 2006 This model promotes inquiry by guiding teachers in the design of lesson plans that are based upon cognitive psychology constructivist learning theory and best practices in science teaching Duran Education and Culture Learner Differences Secondary Science Pedagogy Culturally Relevant Science and Multicultural Education **Crafting a Human Resource Strategy to Foster Organizational Agility** Richard Allen Shafer,2000 **Access to Care** ,2003

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