

GOALS	FINE ARTS	HEALTH AND P.E.	LANGUAGE ARTS AND FOREIGN LANGUAGE	MATHEMATICS	SCIENCE	SOCIAL STUDIES
<p>1. Understands self and others as cultural beings acting within a cultural context.</p>	<ul style="list-style-type: none"> Study quilts from various regions of the country and from different times. Produce a memory quilt for grandparents. Explore the symbolism and patterns of Native American pottery. Make hand built coil pots. Draw/paint self-portraits. Teach students an assortment of songs, including singing games from a variety of cultural/ethnic groups. Construct a family mural using photographs of student family members. Design a class or family seal using symbolism and explain its significance. Examine a particular artist's life regarding his/her motivation to achieve as an artist. 	<ul style="list-style-type: none"> Learn jump rope chants and chanting games in another language. Research their origins. Play cooperative games with no winners or losers. Research different ethnic foods and how nutritional needs are met in various cultures. Compare and contrast the movements performed in a variety of cultural dances. Invite ethnic dancers to perform Create a class cookbook using each family's favorite recipe. List food groups that make up each recipe. Rate the meals according to nutritional value. — Invite an athlete to the classroom to discuss rewards/benefits of maintaining a healthy lifestyle. 	<ul style="list-style-type: none"> Interview parents, grandparents, or other family members about the culture(s) from which they are descended. Interview someone from a different culture or race to find out their backgrounds. Begin pen pal groups with students from other places/ethnic groups. Learn about different writing systems (i.e. hieroglyphics). Develop plays, skits and writing illuminating the lives of famous artists, musicians and dancers. Research/discuss family names of students. Write about the origin of names. Explore the pronunciation of names in different languages. Investigate superstitions, myths, and beliefs about names of family members, friends or legendary characters. 	<ul style="list-style-type: none"> Use logical reasoning to classify objects, people, etc. according to important properties (see SPACES). Use Venn diagrams to place students on basis of eye color, hair or skin; glasses/no glasses; gender; home language, hobbies. Conduct research on a country. Collect and organize the data and interpret the results. Construct a timeline of your life history. Chart student family lineage in graph form. Study about women who have made contributions in the field of mathematics. Explore the merits of developing strong math skills for everyday life. 	<ul style="list-style-type: none"> Study the common basic physical needs for existence (i.e. food, water, nutrition, shelter, clothing). Compare/contrast the ways these needs are met in different cultures. Study the human life cycle from birth to death. Study the common environmental needs of people as related to the varying ecosystems and geography. Design and construct habitats for living in space. Investigate beliefs, myths and folklore regarding birthstones of family and friends. Study the origin of the stones. 	<ul style="list-style-type: none"> Explore family trees/roots. Discuss the ways being male or female affects what we do and how we are treated. Discuss first and last names. Use name as a theme for art work. Locate the geographic origin of names of students. Learn how they are said in different languages. Rename yourself. Investigate the significance of heroes in a culture through the use of its art (i.e. the study of Ancient Greece from the engraving on Grecian pottery) Explore genealogical family trees of students. Explore methods of conflict resolution.
<p>2. Recognizes U.S. and world diversity.</p>	<ul style="list-style-type: none"> Study the architecture of homes in selected countries. Listen to music from different countries. Study native musical instruments. Learn dances from different countries. Study tribal designs of various cultures, especially mask-making traditions. Design and make masks of paper, plastic, and other objects. Identify different kinds of music and find out where they originated (i.e. jazz, flamenco, calypso, spirituals). Create paper weaving incorporating symbols of the Adinkra People of Ghana. Create three dimensional Egyptian pyramids, incorporating artifacts from King Tutankhamen's Tomb and Egyptian hieroglyphics. 	<ul style="list-style-type: none"> Play games/sports from around the world. Have an International Field Day. Study "ethnobotany" to show how uses for plants and herbs vary from culture to culture. Compare and contrast why particular games and sports are connected to specific occasions. Conduct a survey to determine why certain foods are common during various ceremonies, interview people who represent a variety of ethnic backgrounds. 	<ul style="list-style-type: none"> Read a variety of literature from different cultures. Study a sampling of languages of other cultures (i.e. speaking, writing, reading, listening to the language). Research the origins of English words derived from another language. Compare and contrast poems and other literature with a common theme from various cultural and ethnic groups. Analyze various literature, proverbs or idioms used in ceremonies. Recite quotes and poems in a variety of foreign languages. Listen to/read speeches by famous people (i.e. Martin L. King's "I Have a Dream.") Discuss the message. 	<ul style="list-style-type: none"> Study geometric patterns in ethnic art works: quilts, pots, baskets, beadwork and other jewelry. Investigate tessellations. Learn to count in different languages. Study different numerical symbols. Study different time measurement systems from other cultures (i.e. sundial, Aztec calendar). Explore the concept of symmetry in art from a variety of different cultural and ethnic groups (i.e.: Japanese and German paper cutting) Recreate Islamic tile design using pattern block manipulations. Create a graph indicating the number of days various cultural groups celebrate a given occasion. Discuss the degree to which money is utilized in ceremony. 	<ul style="list-style-type: none"> Study weather/climate/habitats in different areas of the world. Find out about the natural resources of different countries and how they are used (i.e. water supply). Study the migration patterns of different wildlife. Find out what pets are common around the world. Expose students to scientific discoveries from many cultural/ethnic groups. 	<ul style="list-style-type: none"> Study the topographical and geographical features of different areas of the world and of lands and bodies of water. Build dioramas and relief maps showing differences of world features. Find out what products countries import/export. Explore customs from other countries. Study the inventions/inventors from different countries. Explore the significance of ceremonial costumes used by specific cultural groups. Examine the geographical or environmental setting of ceremonies around the world. Discuss heroes from different groups and why they are considered heroic. Impersonate famous people in history and their perspective on issues.
<p>3. Understands how group membership helps determine values, attitudes, and behaviors.</p>	<ul style="list-style-type: none"> Study the flags/stamps of various nations and groups, especially the symbolic use of color and form. Design a flag as a class project which reflects the students' concerns. Study family crests, totem poles, heraldry. Design your own. Create a collage depicting acceptable behaviors of school, home, and the community. Write a story or song about the collage. Investigate why a specific musical instrument is associated with a particular ceremony. Explore the unique music that may accompany a ceremony. Examine and make masks, banners, sculptures and any other art that is used in a ceremony. Study drawings from around the world. Discuss drawings as a process for recording ideas and observations (i.e. petroglyphs). 	<ul style="list-style-type: none"> Discuss how patriotism is displayed in various countries. Study/perform ethnic dances. Discuss the meanings attached to specific movements. Invite groups to perform. Organize a Special Olympics sporting event. Examine the costumes used in various ethnic dances and investigate the unique traditions attached. Discuss how national pride is displayed and practiced through games, dance, and sports around the world. 	<ul style="list-style-type: none"> Invite storytellers to class dressed in character/traditional attire. Create and/or act out plays depicting various cultural environments. Examine advertisements from different cultures and geographic areas. Learn proverbs from different cultures. Read riddles from other countries. Write new ones. Discuss how riddles are used to preserve cultural values. Involve students in writing playground rules which reflect socially appropriate behavior. List words that describe duties in a given culture. Divide these into different parts of speech. Write a story reflecting how a right or duty is taught to a young person in a specific culture. 	<ul style="list-style-type: none"> Conduct attitude surveys on different topics. Graph the results. Interview different people about their experiences, opinions, attitudes, and behaviors concerning math. Graph the results of research showing the gender difference concerning math performance. Graph or chart the various jobs and careers requiring math skills/knowledge. Compare/contrast various forms of taxation throughout the world and the impact on that country's social structure. 	<ul style="list-style-type: none"> Research the contributions of varying cultures and people to scientific discoveries (i.e. Curie, Pasternak, G.W. Carver, Salk, Sabin, Hawkins, & Jarvik). Explore various cultural/ethnic groups' customs and beliefs about death. Study the plant life or animal life associated with a given ceremony. Investigate ceremonies which involve astronomy. 	<ul style="list-style-type: none"> Simulate historical events (i.e. Civil War, Holocaust, Revolutions). Explore how children of other countries acquire their morals (i.e.: storytelling, role playing) Involve students in creating classroom and school rules. Discuss how gender affects what we do, how we view ourselves, and how we are treated by others. Visit a senior citizen center or sheltered workshop for the disabled; then research other cultures and discuss how different cultures treat their elderly and disabled members. Explore the relationship of gender and age roles in various ceremonies. Involve students in a discussion about rewards and privileges that motivate them. Identify the duties of different family members in given societies.
<p>4. Understands the dynamics of discrimination, bias, prejudice, and stereotyping.</p>	<ul style="list-style-type: none"> Contrast contemporary ethnic artists' images of themselves with stereotypical images as portrayed by the media. Discuss social change as represented in various works of art (i.e. Picasso's "Guernica"). Compare and contrast feelings about merit and achievement relating to art or music from a variety of cultures. 	<ul style="list-style-type: none"> Experience a "hunger" simulation game. Simulate physically challenging situations (i.e. blindness). Discuss feelings about the experience. Analyze health product ads that discriminate. Redesign the ads. Experience how some disabled persons feel by traveling in a wheelchair or being blindfolded for a period of time. Research the Special Olympics and the Para-Olympic Games. 	<ul style="list-style-type: none"> Read and discuss literature stemming from discrimination (i.e. <i>Diary of Anne Frank</i>). Simulate being in a situation where you do not speak the language or know anyone. Collect, discuss and evaluate ethnic jokes as acceptable forms of humor and discuss the role these jokes have played in development of discriminatory practices. Interview older persons, over 60, regarding their perceptions or feelings about what it means to be a senior citizen as well as how they have been treated by others throughout their various ages of life. 	<ul style="list-style-type: none"> Practice organizing information and making graphs based on the students' own career choices. Determine job definitions to give information about careers in math/science. Investigate optical illusions to discuss how our perceptions influence our responses and reactions. Discuss ideas, beliefs, fears, ideas, stereotypes, and superstitions about math. Develop a timeline based on local, state or federal laws that have affected the disabled. Compare and contrast monetary value of foreign currencies. 	<ul style="list-style-type: none"> Discuss the misinformation of scientific or invention achievements due to cultural bias. Discuss how bias or stereotyping excludes segments of our population from opportunities in medicine, science, or math studies. Discuss the discrimination evident regarding persons with disabilities by non-disabled members of society. Invite a local science professor to the class to discuss myths about science. 	<ul style="list-style-type: none"> Watch Jane Elliot's video "A Class Divided." Discuss the blue eyes/brown eyes experiment. Study non-ethnic stereotypes (i.e. kids who wear glasses are smart). Bring in quests from different ethnic backgrounds to visit. Analyze: Did the students have wrong pre-conceptions? Collect and evaluate ethnic jokes and cartoons. Compare the differences between supporting toward independence & enabling co-dependent behavior. Compare and contrast age stereotypes of young children, teens, young adults and senior citizens. Discuss whether or not the stereotypes are valid. Compare attitudes toward different age groups in various cultural/ethnic groups.
<p>5. Demonstrates effective social action and interaction between racial, ethnic, gender, cultural, and ability groups.</p>	<ul style="list-style-type: none"> Produce mobiles (i.e. Calder's work) using silhouettes of extinct or endangered animals. Design an image for a saleable button about world hunger. Investigate the social comment in various works of art. Write new lyrics for the song "We Are The World" or create a new song reflecting different cultural rhythms. Study/explore social change as represented in various works of art (i.e.: Diego Rivera's murals). Explore lyrics of songs from a variety of cultures which reflect honesty, fairness, and principles. 	<ul style="list-style-type: none"> Write to health care product advertisers who discriminate. Write to organizations and individuals about drunk drivers, smoke-free areas, etc. (i.e. M.A.D.D.). Study how honesty and fair play relate to games and sports around the world. Participate in activities which promote fair play and honesty. Discuss opinions about social status and social acceptance as it relates to health. 	<ul style="list-style-type: none"> Write to companies and community organizations to research the origins of logos, mottos, names. Invite speakers from the government/community for classroom discussions of issues. Participate in extracurricular activities (i.e. Scouts, Habitat for Humanity, Key Clubs). Investigate beliefs about achievement and social position of individual who are effective communicators. 	<ul style="list-style-type: none"> Create a collage of under-represented groups doing jobs that will broaden career awareness and options. Invite a speaker to the class to discuss beliefs about rewards and privileges one acquires by demonstrating good math skills around the world. Explore attitudes about math in other countries or various cultural/ethnic groups. Compare and contrast the role of gender in a variety of cultures with a Venn diagram. 	<ul style="list-style-type: none"> Participate in invention and science fairs to improve the living standards. Work cooperatively on science research projects. Write to UNESCO and NASA for information on specific topics. Participate in clean air/water campaigns to fight pollution. Participate in a science fair that specifically addresses environmental concerns of third world countries. Explain and identify the attitudes of a given culture towards the natural world. 	<ul style="list-style-type: none"> Discuss harassment/name-calling. Develop classroom rules to deal with such behaviors. Discuss Civil Rights issues/specific incidents (i.e. Rodney King and Reginald Denny). Study the plight of the refugee. Study and evaluate rights achieved or denied during the past decade. Compare and contrast this worldwide. Invite a foreign exchange student to the class to discuss his/her feelings about rewards and privileges that motivate students to achieve in other countries.
<p>6. Recognizes global interdependence and accepts responsibility as a world citizen.</p>	<ul style="list-style-type: none"> Study the notebooks of Leonardo DaVinci. Design and make machines which address a global environmental concern. Make a square for the AIDS memorial quilt in memory of a local citizen. Design and construct environmentally safe houses of the future. Design an image for a saleable button about world hunger. Create a collage illustrating a variety of rights and duties of different cultures. Discuss similarities and differences. Write a musical that illustrates how a right was achieved. 	<ul style="list-style-type: none"> Discuss environmental issues that affect health: <ul style="list-style-type: none"> inoculations food supply/hunger medical supplies homelessness ecology Discuss how community health is viewed by the government and what responsibilities the government requires of its citizens. 	<ul style="list-style-type: none"> Write to the UN for information on the workings of the UN and world peace efforts. Organize a school debating team on world issues such as hunger, environmental issues, prejudice, homelessness, etc. Organize a project/fund raiser to assist humanitarian and environmental efforts (i.e. The Red Cross). Write to or invite speakers from organizations concerned with topics of drunk drivers, smoking and drug use. 	<ul style="list-style-type: none"> Develop an economics simulation based on interdependent resources (i.e. yo-yo - wood, paint, string, and packaging needed to produce the product). Investigate the relationship and interdependence of global markets, including gold, currencies, etc. Look at voting patterns among various cultural/ethnic groups using graphs and charts. Invite a banker to the classroom to discuss the importance of honesty and principle related to the banking industry. Also explore these values as they relate to other local businesses or careers. 	<ul style="list-style-type: none"> Learn the ethical and social responsibility of carrying out scientific experiments and research. Develop an awareness of cultural bias or prejudice in scientific studies by comparing controversies such as tobacco research. Design/create machines to help clean the environment. Discuss the ethical ramifications of certain scientific research projects (i.e.: animal/cosmetic research) Examine attitudes regarding benefits of recycling in the USA and in the rest of the world. 	<ul style="list-style-type: none"> As a class, adopt a child by sending monthly payments for food (i.e. Save the Children). Design a stamp for the children of the world, world hunger, to help cure a disease, or to save the environment. Compare and contrast the political structures of a variety of cultures. Create a geographical map that illustrates the location of certain rights throughout the world. Draft a "Bill of Rights" for an endangered species.

A Culturally Diverse Approach

...addresses the academic and social needs of all students utilizing a multidisciplinary educational approach. Students' needs may vary due to differences in student backgrounds related to race, gender, ethnicity, socioeconomic status, or exceptionality.

An effective multicultural educational program builds upon the existing curriculum and strengthens basic skills. Diversity, rather than being viewed as problematic, is transformed into an educational opportunity which allows students to view events of the past and issues of the present from diverse cultural and ethnic perspectives. In a multicultural educational setting, students learn to respect and appreciate cultural diversity, overcome ethnocentric and prejudicial attitudes, and gain an understanding of the various historical factors which have led to the conditions of inequity and alienation in contemporary society.

Multicultural education aids in the development of the student's ability to analyze critically and make intelligent decisions about real-life problems and issues through a process of democratic, dialogical inquiry. Finally, a multicultural approach to instruction helps students envision a better and more just society, equipping them with the necessary knowledge, understanding, and skills to move society toward that vision.

Culturally diverse instruction should...

- start where the students are.
- be recognized as a long-term process that will not produce dramatic changes overnight.
- ultimately be integrative, comprehensive, and conceptual.
- be affective as well as cognitive.
- relate to issues that are personally relevant to the students.
- increase student academic achievement in all areas.
- incorporate the use of teaching approaches and materials that are sensitive and relevant to the students' backgrounds.
- utilize community resources and involve parents in the education of their children.

How to Use the Chart

This chart illustrates how a multicultural approach to learning can be incorporated into instruction in six content areas: fine arts, health and physical education, language arts, mathematics, science, and social studies. It is suggested that teachers utilize these activities in an age-appropriate manner modifying them as deemed necessary.

Teachers are encouraged to utilize these suggestions as a starting point in addressing the needs of a diverse student population and to develop their own multicultural educational program. Equity and Diversity Education (EDE) provides a wide range of training, professional development, and resources to assist educators in the implementation of their multicultural program.



CCSD Vision

All students have the knowledge, skills, attitudes, and values necessary to achieve academically, prosper economically, and participate in democracy.

CCSD Mission

To create an environment where students, parents, educators, and the community foster achievement.

STUDENT SUPPORT SERVICES DIVISION Mission

The Division provides leadership, services, and support to strengthen the capacity of schools, families, and communities to ensure the success of all students through collaboration in the educational process.

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A Culturally Diverse Approach to Instruction Across the Curriculum