



Grossmont-Cuyamaca Community College District Articulation Agreement

Course to be Articulated:	Credits	College Course	Units
Foundations and Cultural Perspective of Teaching and Learning 3C/4C	10.0	CD153 Teaching in a Diverse Society	3.0
School/Institution Name: Helix Charter High School		College: Grossmont College	

Course Prerequisites

None

Recommended Preparation

None

College Course Description

Analysis of the many contexts and variables related to an individual's socialization process and how these forces impact on one's work with children and families. This course will examine and discuss topics related to culture, race, ethnicity, religion, gender, social-economic status, sexual orientation, special needs, and diverse lifestyles as they are represented in our schools and society at large. This course includes self-reflection as a tool for personal growth. Current social issues will be examined through the lens of global diversity. Students will better understand their own attitudes regarding diversity and apply this knowledge to their work with children and families.

Required Content for Articulation

- Examine cultural identity and assess the impact of language, ethnicity, ability, religion, immigration, sexuality and socio-economic class on the process of identity development of individuals, groups and societies.
- Reflect on one's personal socialization process and the subsequent impact on teaching.
- Compare and assess the overt and covert ways in which stereotypes and prejudices are learned and are reflected on personal attitudes and how they affect the classroom

- dynamics.
- d. Examine the nature and process of systemic oppression on identity development and learning.
 - e. Evaluate and plan for classroom environments, materials and approaches that are inclusive, developmentally, culturally and linguistically appropriate and are respectful of social diversity.
 - f. Compare different approaches to cultural education, specifically the tourist, multicultural and anti-bias approaches and their influence on the child's physical, cognitive and socio-emotional development.
 - g. Design strategies for creating respectful partnerships with parents and communities.
 - h. Examine professional ethics and legal implications of bias, prejudice and/or exclusion.
 - i. Analyze teacher's roles and responsibilities in creating a more just world for every child.

Required Competencies (SLOs) for Articulation

Upon completion of this course, our students will be able to do the following:

- a. Examine the process of cultural identity development in children.
- b. Analyze the significant role of education in reinforcing or contradicting bias and prejudice.
- c. Design curriculum that is linguistically and culturally relevant, inclusive, and developmentally appropriate.
- d. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Assessment Methods

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration, or, where appropriate, the symbol system.

1. Tests (objective)
2. Projects
3. Final exam (objective, essay)

RUBRIC: Attached (if applicable)

Texts and other supporting materials (software, etc.)

- A. Required Text(s)
 1. Amatea, Ellen. Building Culturally Responsive Family-School Relationships, Merrill, 2009.
 2. Spradline, Lynn and Richard Parsons. Diversity Matters: Understanding Diversity in Schools 1st Edition, 2008.
 3. Robles de Melendez, Wilma and Vesna OstertagBeck, Teaching Young Children in Multicultural Classrooms: Issues, Concepts, and Strategies, 3rd Edition 2010

Supplementary text and workbooks: Teaching Tolerance, Montgomery, AL: Southern Poverty Law Center, 1998.

