

Applying the “Curriculum Tuning” Criteria to My Lesson Plans

Name of Lesson:

Part of Unit:

No. Lesson in Unit:

Application Criteria		Evidence
<p>CULTURAL RELEVANCE</p> <ol style="list-style-type: none"> Students are able to make connections between the learning, their lives, interests, and communities through conversation and reflection. Students are able to explicitly apply their connections between the learning and their lives, interests and communities. 	<p>Level:</p> <p>CCSS:</p>	
<p>OPPORTUNITIES TO PROBLEM SOLVE</p> <ol style="list-style-type: none"> Students solve and navigate open-ended problems and apply newly acquired knowledge and skills. Students generate and solve relevant and rigorous problems throughout the unit. 	<p>Level:</p> <p>CCSS:</p>	
<p>OPPORTUNITIES FOR RIGOROUS, INDIVIDUALIZED and COLLECTIVE LEARNING</p> <ol style="list-style-type: none"> Students’ learning pathways are differentiated according to individual needs. Students co-construct their learning pathways with peers and instructors. 	<p>Level:</p> <p>CCSS:</p>	
<p>REAL WORLD TRANSFER OF LEARNING</p> <ol style="list-style-type: none"> Students learning occurs in a real world context and work is shared with others. Students projects address unmet authentic needs of actual communities and audiences. 	<p>Level:</p> <p>CCSS:</p>	
<p>PROJECT BASED TEACHING & LEARNING</p> <ol style="list-style-type: none"> Students collaborate, research, and think critically to implement a set of interdependent, interactive tasks. Students produce works that involve art, engineering, or some form of conceptual design in their execution.needs of actual communities and audiences. 	<p>Level:</p> <p>CCSS:</p>	

CRRE Levels

LEVEL	DESCRIPTIVE APPLICATION
Level #1	<p><u>Contributions approach</u> is the most commonly used approach in schools and focuses on the teaching of heroes, holidays, and discrete cultural elements. This approach is likened to teaching the “foods, festivals, and folk dancing” of cultural ethnic groups. Ethnic heroes that are highlighted tend to reflect dominant social ideologies and be less radical.</p>
Level #2	<p><u>Additive approach</u> is when cultural content, concepts, and themes are merely added into the curriculum without disrupting the Eurocentric or mainstream canon. Adding a book to the curriculum without changing its framework is an example of this approach. In addition, the experiences of these cultural groups are still interpreted and viewed from the dominant perspective.</p>
Level #3	<p><u>Transformation approach</u> restructures the curriculum so that concepts, issues, or events are viewed from different perspectives including the Eurocentric or mainstream perspective. In this approach, students read and hear the voices of the victors and vanquished. They learn that knowledge is socially constructed and depends on one’s positionality (i.e., race, gender, SES, etc.).</p>
Level #4	<p><u>Social action approach</u> extends the transformation approach by pushing students to make decisions and act on social issues important to them and their community. Students create projects and engage in activities that allow them to take personal, social, and civic actions based on what they studied.</p>