

Five Ways a Culturally Responsive Curriculum Impacts the Student Experience

Which of these elements could be leveraged in your curriculum to improve student outcomes?

Students feel disconnected from their learning and uncertain about their abilities and value	<p>Are diverse experiences and perspectives excluded, oversimplified, or tokenized?</p> <p>Might students assume that experts in the discipline only come from certain backgrounds?</p> <p>Are there missed opportunities to help students use their voices and activate their own perspectives?</p>	Multiple Perspectives	<p>Are diverse experiences and perspectives represented with respect and nuance?</p> <p>Will students see themselves in the expert practitioners represented?</p> <p>Are students invited to use their voice and activate their own perspective?</p>	Students feel known and valued as learners and members of the classroom community
	<p>Might students feel they must passively accept materials, events, and institutions as unquestionable?</p> <p>Do materials suggest that the way things are (or were) is the way they must be, no matter how unjust?</p> <p>Might students encounter facts or skills as discrete items unrelated to bigger concepts?</p>	Critical Lens	<p>Are students encouraged to examine materials, events, and institutions critically, attending to power, position, and bias?</p> <p>Will students understand human systems as the product of choices that can be made better?</p> <p>Will students construct their own knowledge about enduring concepts?</p>	
	<p>Might students feel that who they are is irrelevant to what and how they are learning?</p> <p>Are there missed opportunities for students to make connections or take meaningful action to impact their communities or world?</p>	Relevance	<p>Do questions connected to students' identities, communities and/or the world drive learning?</p> <p>Are students empowered to pursue their own lines of inquiry and take meaningful action to impact their communities and the world?</p>	
	<p>Are there missed opportunities to foster active learning instead of rote tasks, basic recall of facts, and passivity?</p> <p>Might students assume they are not expected to think for themselves?</p> <p>Will students' learning cease to matter once the unit ends?</p>	Rigor	<p>Are students supported in constructing their own knowledge about concepts that transfer beyond the unit?</p> <p>Will students process their learning in ways that affirm who they are and how they use language?</p> <p>Will what students are asked to know and do matter beyond the unit?</p>	
	<p>Might students assume that their teacher has a low opinion of their abilities or cultural and linguistic identities?</p> <p>Might students believe they must leave their culture outside the classroom in order to succeed?</p>	Relationships	<p>Will students be better known to their teachers, to each other, and/or to themselves?</p> <p>Are students encouraged to believe that they are capable and worthy learners and human beings?</p>	