**Lesson Planning Guidelines and Template**

Please use this template to assist you in planning your lesson planning. You can modify it as necessary, but the basic components are important to include.

**TEAM-TEACH PROJECT GUIDELINES**

1. Create **overall learning goals/objectives** for your online module prototype:
   * Overall learning goals are what you want students to learn/understand/know and know how to do once they complete your module.
   * Your overall learning goals/objectives should also make connections to the overall learning objectives of the course, e.g., democratic education and critical pedagogy, and previous readings/activities/class topics from weeks 1 - 7.
2. Create an **agenda and activities** for the module
   * Your agenda is the roadmap for your online team-teach session. Specifically, how will students engage your module from beginning to end? What online activities will you ask students to do? How much time will you allocate to those activities? What purposes do they serve to your overall learning goals/objectives?
   * Each activity needs to also have a learning objective/goal
     1. For each activity make sure that its learning objective(s) explicitly connect to/with some key aspect of your topic focus, i.e., critical theory, the purposes of education & the American dream, or critical pedagogy.
   * All activities should be in alignment with democratic education and critical pedagogy.

**LESSON PLAN TEMPLATE**

**Agenda:**

**Overall Learning Goals of Module:**

Core ideas to understand:

Central questions to address:

Connection to other parts/topics of the course:

Online tools to be used:

**Online Activity 1:**

The title of activity:

The specific learning objective of activity:

Activity’s connection to readings and module’s overall learning goals:

Activity process description:

* The amount of time allocated for activity.
* Will the activity be synchronous or asynchronous, or do some of both?
* Will the activity be broken up to occur over a period of days, or a week? For example, will students need to read or watch something beforehand? Will they need to meet with a partner to do pair work in preparation for a live session on a different day?
* What do students need to do in this activity?

**Online Activity 2:**

The title of activity:

The specific learning objective of activity:

Activities connection to readings and module’s overall learning goals:

Activity process description:

* The amount of time allocated for activity.
* Will the activity be synchronous or asynchronous, or do some of both?
* Will the activity be broken up to occur over a period of days, or a week? For example, will students need to read or watch something beforehand? Will they need to meet with a partner to do pair work in preparation for a live session on a different day?
* What do students need to do in this activity?

I started doing this with my group:

-Agenda is the part that I need to do

**LESSON PLAN TEMPLATE**

**Agenda:**

This module will consist in different activities and small groups sharing his ideas on zoom.

* The first activity for the students is to complete the two readings and watch one video based on Structural Inequality in Schools and Classrooms. After that students will be required to answer three questions that will be provided. The different material covered through the week highlights the importance of developing a culturally sensitive curriculum that ends up recognizing individual student strengths, and improves on their understanding of cultural diversity. As it stands, the contemporary curriculum tends to highlight the superiority of some cultures over others, leading to adversities in the development of cultural competence among learners. For instance, if the curriculum ends up shaping the students’ mindset towards a particular stereotype of a certain race, then there are chances that the said generation of students will be subject to prejudice of the said race based on the concepts learned within the formal academic context. Additionally, the coursework delivery process should be keen enough to address the diverse needs of the different learners irrespective of their cultural affiliation, which necessitates an elimination of the tracking system. The inefficiency resulting from the system ultimately puts the learners’ quality of education in jeopardy.

Readings:

* + Nasir, N., et al. (2013). Racial Storylines and Implications for Learning.
  + Oakes, J. (1985). Tracking. In J. Oakes, Keeping track: How schools structure inequality.
  + https://www.youtube.com/watch?v=4XgaAZGyy04&feature=youtu.be

**Overall Learning Goals of Module:**

Core ideas to understand: Racial storylines, impact of tracking, importance of lived experiences

Central questions to address: How do race and class impact a student’s success in education? What roles do teachers play in mitigating adverse effects of race and class on a student’s performance (counter-narratives/alternative spaces)? How do we cultivate more empathy for people coming from low income and different racial backgrounds in order for them to thrive in schools?

Connection to other parts/topics of the course: How do racial storylines and tracking reflect and add on to Gramsci’s notion of hegemony and Marx’s views on class division? Does the curriculum influence the perception of a particular culture? Does the current curriculum favor any particular race?

Online tools to be used: Sketchboard

**Online Activity 1: Concept Mapping**

The title of activity: Concept Mapping

The specific learning objective of activity: To allow students to empathize with different types of students at schools

Activity’s connection to readings and module’s overall learning goals:

Activity process description:

* Make students map out the different types of students that are in school
  + Overachievers, those who are not college bound, disabilities program, honors program, AP, etc.
    - Characterize how they are all treated, what resources they are given, do they meet with their counselors often?
  + Have them see where they fitted in the map
    - Is this why they got into Berkeley? Because of these opportunities?
    - Where are the rest? Workforce
  + Use images/visuals for map
* The amount of time allocated for activity.
* Will the activity be synchronous or asynchronous, or do some of both?
* Will the activity be broken up to occur over a period of days, or a week? For example, will students need to read or watch something beforehand? Will they need to meet with a partner to do pair work in preparation for a live session on a different day?
* What do students need to do in this activity?

**Online Activity 2: First Encounters with Race and Class**

Warm-Up: Students first play Spent ([**http://playspent.org**](http://playspent.org)) then share their experiences with the class via in-class session.

Main Activity: Excerpt from New York Times lesson plan <https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.html>

The title of activity: First Encounters with Race and Class

The specific learning objective of activity: To help students understand the struggles of being low-income and its often adverse effects in student success at schools. Playing the game “Spent” although it’s not an educational resource will allow students to empathize with those who don’t have access to multiple choices.

Activities connection to readings and module’s overall learning goals: racial storylines, Marx’s division of labor and class

Activity process description:

1. Divide class into groups to read “First Encounters with Racism” and ask them to jot down words or phrases that stand out for them, feeling that emerge or thoughts they have. (<https://www.nytimes.com/2017/08/02/us/first-encounters-with-racism.html?_r=0&module=inline>)
2. Group Discussion: After reading and hearing about the stories, what stands out for you? What were your thoughts and feelings while reading your story or hearing others talk about the stories they read? What are some common themes? What did you learn that you didn’t know before? Did anything challenge what you know or what you thought you knew…?

* The amount of time allocated for activity.
  + 1-2 hours
* Will the activity be synchronous or asynchronous, or do some of both?
  + Both
* Will the activity be broken up to occur over a period of days, or a week? For example, will students need to read or watch something beforehand? Will they need to meet with a partner to do pair work in preparation for a live session on a different day?
  + Watch the assigned New York Times video and read the assigned articles.
* What do students need to do in this activity?
  + A computer with working audio and video

External source

Group member CRR:

- Racial Storylines and Implications for Learning— Nasir

Main Ideas/Key Concepts

theorizing relation between race and schooling and its implications for learning

three core arguments:

racial storylines or narratives are prevalent in society and have powerful implications for learners particularly those marginalized

racial storylines are a critical aspect of life in schools (racial storylines=stereotypes)

schools serve the purpose of racially and academically socializing students

storylines are invoked in school settings, certain identities are made available, imposed, or closed down

consider the potential of alternative spaces which can serve to counter dominant narratives about who is capable of learning and how learning takes place and open new spaces for identity and learning

counter-spaces may help combat negative impact of traditional, dominant racial storylines

rich learning occurs when students’ existing knowledge bases are valued and utilized

counter-spaces can take various forms

provide students with resources to create counter-narratives and positive racial identities

ex) all-black male schools or programs via Afrocentrism

has positive effect on identity formation by construction of productive counter-narratives, affirmation of student intelligence, and motivating students

schools should consider creating alternative settings within a student’s regular school setting to support marginalized students in challenging dominant racial storylines, developing a sense of agency, and facilitating positive racial and academic identities

Main Case Study

Bradford: black male in Northern California public school district, feels that teachers and students have racial prejudice towards him via delayed entry into advanced classes, comment on dancing rather than academic prowess, apparel, etc.

Keeping Track: How Schools Structure Inequality— Oakes

Main Ideas/Key Concepts

schooling phenomenon called tracking and how it both causes and supports differences in the lives of secondary students

tracking is the process whereby students are divided into categories so that they can be assigned in groups to various kinds of classes

students categorized in a public way as their intelligence and accomplishments are separated into a hierarchical system of groups of instruction

groups are labeled and characterized in the minds of teachers and others as being of a certain type (not equally valued)

no group of students has been found to benefit consistently from being in a homogenous group

assumptions: students learn better when they are grouped with others at the same level, slower students develop more positive attitudes about themselves and school when they are not placed in groups with others who are far more capable, placement processes used to separate students into groups is accurate and fairly reflect past achievements and native abilities

tracking placements not fair!

tracking doesn’t accomplish what school people intend

substantial gulf between intentions and effects in the matter of tracking students in schools

An Education in Equality— NYT

Main Ideas/Key Concepts

every parent wants the best education for their kids

Dalton, an Ivy-league institution for high school

parents from lower economic background but dad graduated from Stanford and mother is attorney and dad is a doctor

two days of suspension for hitting Sam? seems like racial profiling

a lot of peers living in a bubble

lack of diversity at Dalton but being ostracized for speaking like a white boy

Connections between Set of Readings

How does Idris’ experience at Dalton reflect the racial storylines mentioned in Nasir’s research?

Dalton reflects an insular white institution that rejects diversity and hence pushes racial storylines onto Idris’ life

race and class define a lot of how students are perceived in their classes often without their knowing

counter-narrative construction is only possible if administration and family is supportive so how can we allow the most marginalized to receive this same level of support?

conflicts in identities (i.e. being the only black kid in school) make it harder for students to adjust to a new education setting

Connections between All Readings

tracking is comparable to division of labor and class as mentioned by Marx

ulterior motives of education shown through division of classroom into separate tiers

racial storylines related to un-democratic existence of education

Three Questions

How do racial storylines and tracking reflect and add on to Gramsci’s notion of hegemony and Marx’s views on class division?

How do racial storylines determine the type of citizen a student may become? How do they shape the role of the American Dream in a student’s life?

In what ways does tracking resemble the different types of citizenship?

Two Activities

What are some racial storylines that you feel are prevalent in society? Which of these have been made available, imposed, or rejected certain parts of your identity? MAke a Screencastify presentation on the construction of your identity through the various racial storylines you’ve been exposed to.

Share your experiences regarding tracking at your former high school. What were the racial storylines that emerged from the different tiers of tracking? Create a FlipGrid discussing your experience.

Group member CRR:

**Step 1:** [Read/skim the content assigned to the week you've chosen to sign up for your team-teach](https://cole2.uconline.edu/courses/921773/pages/team-teach-sign-ups?module_item_id=23321006), and highlight/note sections of the text that you feel are relevant

**Step 2:** For each reading, articulate the author's main ideas/theory and key concepts in bullet point format

1. Oakes, J. (1985). Tracking. In J. Oakes, Keeping track: How schools structure inequality ([pp. 1-14](https://cole2.uconline.edu/courses/921773/files/69098556/download?wrap=1))

* This carefully documented work shows how tracking, which is the system of grouping students for instruction on the daily basis of ability, that reflects the class and racial inequalities that exist in our society and this work helps perpetuate them.
* Students in the higher tracks learned skills related to critical thinking, problem solving and creative writing, and mastered the vocabulary that would raise their scores to college entrance exams. Students in the lower tracks focused on rote learning and memorization: they were taught mostly through workbooks and kits, completed worksheets on language usage, and practiced filling out applications for jobs.
* Oakes states that students placed in average and low track classes do not develop positive attitudes, and with the groups and teachers they are placed with reinforces their self-perceptions as "average" or "low”.
* Lower track students tend to have lower aspirations and feel frustrated about plans for the future.

1. Nasir, N., et al. (2013). Racial Storylines and Implications for Learning. (pp. 285-298)

* At times people make fun of the way Black culture speaks, their diction isn’t considered to be White and they see it as improper slang.
* Being 1 of less than 10 students of color in a school can lead to a big culture shock, especially when you don't feel as smart as the others.
* The boy is under a lot of pressure, especially with his parents who want him to succeed in life, but in my opinion sometimes you just have to let them be kids once in a while.
* He knew from the beginning he was going to live a harder and different life because of the color of his skin.
* The response to Black children's behavior in school is often punitive.  The disciplinary action taken is much harsher; the consequences and punishments are weightier.﻿
* It is very strange how his parents are both a doctor and a lawyer yet they are not a part of the upper class, especially after having gone to an ivy league school, is it the systems fault?
* They didn’t believe him when he said he didn’t hit the kid and ended up getting suspended, making him lose his education unlike the rest. They don't believe him when he tells the truth. What a shame that at 11 years old, he's already expecting to be treated differently (meaning less) and has even accepted that he has to work twice as hard in order to get even.

1. [An Education in Equality - Op-Docs | The New York Times (Links to an external site.)](https://youtu.be/4XgaAZGyy04)

* Scholars here have a main goal to help us think about the role of race and racism in relation to students’ access to identities as learners and to learning.
* Racial  narratives are a dominant feature in our society and have powerful implications about where they stand for learners, specifically for youth within marginalized communities.
* These racial narratives (mainly revolving around White people since POC history was erased from our education) are a critical aspect of life in schools, which serve the purpose of racially and academically positioning students.
* Certain identities are made available, inflict, or closed down, this has an impact on students’ opportunities to learn and their engagement in learning settings.

**Step 3:** Articulate the connections that you see across the set of readings in bullet point format

* Poor and minority students are largely over-represented in low-ability tracks, and under-represented in programs for the gifted and talented.
* There is a great variance in students' learning abilities, cognitive styles, interest, effort, and aptitude, but many of the time students capabilities are seen through their skin color, gender, etc.
* People who are not White automatically live a harder and more difficult life because many times the world is not made to suit their needs.
* Things such as the tracking system racking does not alleviate attitude and behavior problems among students, but rather aggravates them, and forcefully demonstrates the ways in which track placements are often inaccurate, inappropriate, biased, and unfair.
* Types of students: high ability, low achieving, slow, average, etc.
* groups are not equally valued in school and the students in the groups come to be defined by others, namely peers and teachers, in terms of these group types.
* a student in a high achieving group is perceived as a high-achieving person: bright, smart and often good. Those in low-achieving groups are labeled slow, below average, problems, and sometimes are believed to be “stupid”.
* Everyone has different experience based on how their perceived.
* History has been erased and we’re only learning it by the White man's point of view.

**Step 4:** Discuss the connections between your readings and the content we've covered for the past seven weeks. For example, how does Marx's theory of historical materialism relate to Valenzuela's concept of "subtractive schooling"?

Referencing back to Kim’s writing, The white racial frame is more subconscious than conscious, so there is a hidden barrier ithin it that encompasses not only stereotypes and values, but also images and emotions that is fostered and reinforced by white people with power. It is constantly being represented in education, media, and politics and is deep and basically makes up the foundation of the United States. A large portion of students of color are first generation which means they have no one that may guide them throughout their educational journey. Although students often understand the significance of higher education, what they often lack is the recognition of their potential, the system that wasn’t made to meet their needs. Often times students evaluate their self worth based on their grades and we rely on approval to feel good about ourselves, so teachers play a huge role in our life. This is where the concept of  hidden curriculum comes in where it is behind a banking education only supports dehumanization leading people to have the same mindset and knowledge while reinforcing the power structure upon society. Hidden curriculum benefits those in power, and to change this then both students and teachers should be a part of the decision making process of the curriculum. Moreover, the classroom is controlled by the instructor who chooses to teach only traditional material that  
reflects the successes of the dominant society, instructors get to decide what is right and wrong. People are born curious, “what’s the name of that red object?”, “do we all see the same colors?”, or  “why do earthquakes happen” but there comes a point where we become timid to ask them, afraid to look stupid or act as if you’re going against the teachers knowledge.

Additionally, in another reading we did Gramsci used the term hegemony to not only describe the activities of the ruling class but also the process by which social groups come to gain power to lead,but how they are able to manage, expand, and maintain it to keep everything in order. The power grading has on assessing students links to the stratification seen within schools where students are being automatically places in a lower or higher class based on their academics. This occurs when they segregate students who don’t have what is considered to be great academic qualities while the rest who meet those standards are given more opportunities to grow which help them later on in their future in terms of their career. Those who are left on the backburner are placed in easier classes that aren’t as rigorous because it is believed that they will end up joining the labour section of the workforce, schools essentially take over students destinies based on their academic standing with tests, quizzes, essays, etc. On top of this, the stereotypes teachers have of students correlates to the expectations they have of them which plays a huge role in a students education. For example, it’s common to believe asians are good at Math, that students from broken homes are incapable of many things, that pretty girls aren’t good at school, or that girls will not succeed in the stem field because it’s considered to be too hard.

**Step 5:** Write at least three questions that you would ask students (like those you have seen in past CRRs) that you think could operate as signposts to assist students with (1) the identification of key concepts, (2) attending to central connections across the set of readings for that week, and (3) identifying connections between this week's set of readings and the previous material covered during weeks 2-7.

1. How does the reading *Keeping Track* provide a vast amount of evidence to show that tracking does not alleviate attitude and behavior problems among students.
2. How does hidden curriculum benefit those in power? And how might this affect those within marginalized communities attending school with mainly people of color.
3. How does the tracking system impact a students life, specifically how are they all placed in the system and how might Gramsci’s readings connect to this?

**Step 6:** Think about two possible activities you might ask W 190 students to do during your team-teach to better understand the readings and accompanying digital tools you would want students to use as part of their learning process (e.g., concept mapping with Sketchboard IO, or video making with FlipGrid). Write these ideas down in bullet point form/draft narrative. They don't have to be fully fleshed-out. I just want you to start thinking about this and get some of your ideas down.

1. Concept mapping
   1. Make students map out the different types of students that are in school
      1. Overachievers, those who are not college bound, disabilities program, honors program, AP, etc.
         1. Characterize how they are all treated, what resources they are given, do they meet with their counselors often?
      2. Have them see where they fitted in the map
         1. Is this why they got into Berkeley? Because of these opportunities?
         2. Where are the rest? Workforce
      3. Use images/visuals for map
2. Video Making
   1. Have each person map out their own life however they’d like, and record themselves explaining it.
      1. What kind of parents do you have (work, education, class)
      2. What kind of student were you and what opportunities/ resources were you provided with. Did you use them?
      3. How were teachers, what courses did you take?
      4. Have you ever experienced any form of inequality? Have you ever seen it?
      5. Provide visuas or personal drawings
         1. Can use a sketchboars, powerpoint, word doc.
      6. Were you always ambitious? What made you the way you are today?