

## FIVE FACETS OF CULTURALLY RELEVANT-RESPONSIVE-SUSTAINING: ANALYSIS CHART

**CURRICULUM/ARTIFACT BEING ANALYZED:**

**AUTHORS:**

**DATE:**

**ANALYST:**

At East High School, we acknowledge that scholars learn differently, and that these differences can be connected to their unique identities. Culturally relevant and responsive teaching at East High School recognizes student identities, including gender, ability/disability, religion, sexual orientation, socioeconomic status, race, ethnicity, language and nationality – and takes these into account to enhance teaching and learning. At East High we strive to create a school environment where all individuals are valued, cared for, and respected for their full selves.\*

### 1. RELEVANT CURRICULUM

*Scholars' motivation and engagement in learning is enhanced by*

EXAMPLES OF WAYS TO DO THIS (STRATEGIES):	THIS UNIT/LESSON/ARTIFACT RELATIVE TO THIS STRATEGY:
<ul style="list-style-type: none"> <li>• Making connections to scholars' lives and identities</li> </ul>	
<ul style="list-style-type: none"> <li>• Making connections to scholar's interests</li> </ul>	
<ul style="list-style-type: none"> <li>• Integrating cultural knowledge into the formal curriculum</li> </ul>	

### 2. RESPONSIVE PRACTICES

*Engaging scholars in ways that are meaningful, appropriate, and sensitive to their unique identities is enhanced by*

EXAMPLES OF WAYS TO DO THIS (STRATEGIES):	THIS UNIT/LESSON/ARTIFACT RELATIVE TO THIS STRATEGY:
<ul style="list-style-type: none"> <li>• Learning about scholars</li> </ul>	
<ul style="list-style-type: none"> <li>• Encouraging bilingualism, translanguaging and code switching</li> </ul>	
<ul style="list-style-type: none"> <li>• Teaching to diverse levels of strength and need</li> </ul>	The East unit template requires suggested supplemental materials and considerations for special education students and English language learners.
<ul style="list-style-type: none"> <li>• Utilizing flexible work and grouping arrangements</li> </ul>	
<ul style="list-style-type: none"> <li>• Being mindful when moving through transitions</li> </ul>	

### 3. POSITIVE SOCIAL EMOTIONAL DEVELOPMENT

*Scholars' ability to manage their feelings and behaviors, and to demonstrate empathy, confidence, affection and self pride is enhanced by*

EXAMPLES OF WAYS TO DO THIS (STRATEGIES):	THIS UNIT/LESSON/ARTIFACT RELATIVE TO THIS STRATEGY:
<ul style="list-style-type: none"> <li>• Communicating respect and high expectations</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognizing unique strengths needs, dispositions and personalities</li> </ul>	
<ul style="list-style-type: none"> <li>• Maintaining environments that are conducive to learning and encourage feelings of belonging and safety</li> </ul>	

<ul style="list-style-type: none"> <li>• Limiting emotionally harmful language, images and behaviors</li> </ul>	
---	--

**4. COMPLEX & CRITICAL THINKING**

*Scholars’ ability to make observations, analyze, interpret, reflect, evaluate, infer, problem solve, make decisions and transfer what they’ve learned in one situation to another is enhanced by:*

<b>EXAMPLES OF WAYS TO DO THIS (STRATEGIES):</b>	<b>THIS UNIT/LESSON/ARTIFACT RELATIVE TO THIS STRATEGY:</b>
<ul style="list-style-type: none"> <li>• Making connections to current events</li> </ul>	
<ul style="list-style-type: none"> <li>• Perspective taking</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognizing multiple ways of knowing</li> <li>• Interdisciplinarity</li> </ul>	
<ul style="list-style-type: none"> <li>• Using culturally familiar teaching strategies and learning approaches</li> </ul>	
<ul style="list-style-type: none"> <li>• Providing authentic opportunities to process content</li> </ul>	
<ul style="list-style-type: none"> <li>• Self-assessment</li> </ul>	

**5. EMPOWERMENT, SELF-EFFICACY & INITIATIVE**

*Scholars’ development of a critical consciousness and their ability to become change agents is enhanced by:*

<b>EXAMPLES OF WAYS TO DO THIS (STRATEGIES):</b>	<b>THIS UNIT/LESSON/ARTIFACT RELATIVE TO THIS STRATEGY:</b>
<ul style="list-style-type: none"> <li>• Self-directed learning</li> </ul>	
<ul style="list-style-type: none"> <li>• Providing useful feedback</li> </ul>	
<ul style="list-style-type: none"> <li>• Encouraging critique of the status quo</li> </ul>	
<ul style="list-style-type: none"> <li>• Supporting scholars’ resistance to oppression and injustice</li> </ul>	
<ul style="list-style-type: none"> <li>• Collaborating with peers to take on leadership roles, solve problems, and manage projects</li> </ul>	
<ul style="list-style-type: none"> <li>• Collaborating with leaders in the local community</li> </ul>	

*\*Applied at East EPO. When using this tool, a school will determine and articulate its commitment to Culturally Responsive-Sustaining Education at the beginning and in the left hand column of this document.*