

Educators Technology Standards

TEXTBOOK:

TITLE: Multicultural Education: Issues and Perspectives

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PUBLISHER: Wiley, John & Sons, Inc.

EDITION: 10th

Course Materials and Reading List: Course materials can be found in Appendix A 6 Weekly Schedule. The instructor reserves the right to change the syllabus, assignments, and point system.

Assignments and Grading – (See Weekly Schedule: Appendix A.)

Assignments and assessments will be scored using performance-based assessments.

Grade A: Excellent. The student has demonstrated a quality of work and accomplishments far beyond the normal requirements and shows originality of thought and mastery of material.

To receive an A in this course, the candidate must earn a total of a 95%.

Grade B: Good. The student has demonstrated a quality of work and accomplishments that indicate initiative, comprehension of material, and the ability to work with concepts.

Grade C: Satisfactory. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

Note. Students must complete assignments on the due dates. Late assignments are not accepted. Due to the nature of a seven-week course and to ensure that all candidates are provided with equal learning experience opportunities, late assignments cannot be accepted without good reason, prior approval, and evidence. Again, without a justifiable reason and evidence, instructors do not accept late assignments.

Learning/Performance Outcomes (Describe each outcome in behavioral terms. Make sure that each stated outcome is clearly related to the course description, relevant standards, and program/graduation competencies.)

Program Competency Standard 1. Learner Development

The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Program Competency Standard 2. Learning Differences

The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

Program Competency Standard 3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction.

Program Competency Standard 7. Planning for Instruction

The teacher plans instruction that

	Articles and Links.			
5. Mechanics Aesthetics	Presentation has no more than one misspelling or grammatical error. Uses appropriately grammar. Aesthetics that include text, font, and visual appearance enhances the production.	Presentation has no more than two misspellings and/or grammatical errors. Uses appropriate grammar. Aesthetics, which include text, font, and visual appearance, are appropriate.	Presentation has no more than three misspellings and/or grammatical errors. Aesthetics are not pleasing and hinder overall effect for the viewer.	Presentation has four or more misspellings and/or grammatical errors. Aesthetics have not been considered.

Multicultural Event Timeline Rubric

	4 pts.	3 pts.	2 pts.	1 pts.	0 pts.
Contents/Facts	All facts in the timeline are accurate and all dates indicated on timeline are correct.	The facts in the timeline were accurate for at least 80% of all events.	The facts in the timeline were accurate for at least 60% of all events.	The facts in the timeline were accurate for at least 40% of all events.	The facts in the timeline are often inaccurate
Events	The timeline contained 5 or more events that are significantly relevant to the topic are sequenced in the proper order	The timeline contained at least 4 events that are significantly relevant to the topic and 0-1 of the dates is not in the proper order.	The timeline contained at least 3 events that are significantly relevant to the topic and 0-2 of the dates is not in the proper order.	The timeline contained at least 3 events that are significantly relevant to the topic and 0-3 of the dates is not in the proper order.	The timeline contained only 1 event that was significantly relevant to the topic.
Multimedia	A large variety of different media types (5 types) were used to supplement information on the timeline. Examples but not limited to - Pictures, Articles, Websites, Links, Xkf gquí	An adequate variety of media types (4 types) were used to supplement information on the timeline Examples but not limited to - Pictures, Articles, Websites, Links, Videquí	Some media types (3 types) were used to supplement information on the timeline Examples but not limited to - Pictures, Articles, Websites, Lkpmu, Xkf gquí	Very few media types (2 types) were used to supplement information on the timeline Examples but not limited to - Pictures, Articles, Y gduksgu, Lkpmu, Xkf gquí	Only 1 type of media was used to vsupp