**Foundations of Education Chapter 8**

**Challenge-developing a classroom climate that encourages students to see themselves as one cohesive group rather than several small groups according to race.**

**I.How is diversity reflected in the culture of the United States?**

**-According to the center for Immigration Studies (2007)-immigrants account for one in eight U.S. residents and between 1.5 and 1.6 immigrants arrive in the United States each year**

**-immigrants and their young children now account for one-fifth of the school-age population**

**-by 2025, half of U.S. youth will be white and half minority and by 2050, no single group will be a majority among adults**

**-changes in the racial and ethnic composition of student enrollments are expanding the array of languages and cultures found in the nation’s public schools**

**A.meaning of culture**

**-one mission of schools is to maintain the culture of the United States…BUT what is that culture??????????????**

**-culture-the way of life common to a group of people and consists of the values, attitudes, and beliefs that influence their traditions and behavior and it is a way of looking at the world**

**1.dimensions of culture**

**-in the U.S. cultural groups differ according to other distinguishing factors such as religion, politics, economics, and geographic regions**

**-ethnic group-made up of individuals within a larger culture who share a self-defined racial or cultural identity and a set of beliefs, attitudes, and values and members of these groups distinguish themselves form others in the society by physical and social attributes**

**2.cultural identity**

**-overall sense of who one is**

**-can be shaped by age, racial identify, exceptionalities, language, gender, sexual orientation, income level, and beliefs or values**

**-your future students will have their own complex cultural identities which are no less valid for being different**

**-individualistic cultures-tend to emphasize the individual and his or her success and achievement**

**-collectivistic cultures-tend to emphasize group membership and a sense of we rather than I**

**3.language and culture**

**-culture is embedded in language in conflict among different groups in our society**

**-some groups support the preservation of ethnic cultures, yet they believe that members of non-English speaking groups must learn English if they are to function in our society**

**-bilingual education-using two languages as the medium of instruction**

**-limited English proficient (LEP)-around 1.5 million of these students attended public schools in 2005-2006 and have a limited ability to understand, read, or speak English and they have their first language other than English**

**4.concept of multiculturalism-affirms the need to create schools where differences related to race, ethnicity, gender, sexual orientation, disability, and social class are acknowledged and all students are viewed as valuable resources for enriching the teaching-learning process**

**B.Ethnicity and race**

**-ethnicity-refers to a shared sense of peoplehood, culture, identity, and shared language and dialects**

**-race-subjective concept that is used to distinguish among human beings on the basis of biological traits**

**C.minorities**

**-refers to any group numbering less than half of the total population in certain parts of the country and are actually the majority in an area**

**-more importantly, there should be an appreciation of how many groups of people have continuously struggle to obtain full educational, economic, political, and social opportunities in society**

**D.minority groups and academic achievement**

**-minority group students are disproportionately represented among students who have failed to master minimum competencies in reading, writing, and mathematics**

**-it has been estimated that ethnic minority students are two to four times more likely than others to drop out of high school**

**-in many schools across the nation, racial and language minority students are over-represented in special education and experience disproportionately high rates of suspension and expulsion**

**-achievement gap exists between White students and Hispanic, Black, and Native American students across the country**

**-looking at low achievement levels of minorities, it is important to note the much higher incidence of poverty among minority families and the research showing that socioeconomic status-not race, language, or culture contributes most strongly to this low achievement**

**E.steroetyping and racism**

**-while teachers should expand their knowledge of and appreciation for the diverse cultural backgrounds of their students, they should also guard against forming stereotypes which is the process of attributing behavioral characteristics to all members of a group**

**-individual racism-the prejudicial belief that ones’ ethnic or racial group is superior to others**

**-institutional racism-occurs when institutions behave in ways that are overtly raciest**

**F.class and socioeconomic status**

**-one of the most critical issues that educators routinely face is that of social class and poverty**

**-teachers in inner-city schools or schools in poor rural communities may find that nearly all their students are from families who live in poverty**

**G.religious pluralism**

**-different religious groups in America can have different expectations of the schools and can create points of conflict in sex education, teaching of evolution or intelligent design, and liberal points in text books**

**-you need to understand these groups in your schools and communities**

**II.what does equal educational opportunity mean?**

**-providing educational opportunity to all students means that teachers and schools promote the full development of students as individuals without regard for race, ethnicity, gender, sexual orientation, socioeconomic status, religion, abilities, or disabilities**

**-the notion that certain learning styles are associated with different ethnic groups is both promising and dangerous**

**-great to change teaching styles for kids….but DON’T label**

**A.Education and African Americans**

**-the civil rights movement of the 1960s and 1970s made it clear that African Americans had been denied full access to many aspects of U.S. life including the right to a good education**

**1.Desegreation era-**

**-most blatant form of discrimination against African Americans has been school segregation and unequal educational opportunity**

**2.resegregation of schools in the United States**

**-schools have been resegregated since 1990**

**-Latinos attend the most severely segregated schools**

**-Since the late 1980s, schools in the South are resegregated**

**-As African Americans and Latinos move to the suburbs, they are attending segregated schools, especially in the urban areas**

**-segregated schools with the exception of those for White students tend to have a high concentration of poverty, which has a negative influence on student achievement**

**3.The learning needs of African American students**

**-the failer of schools to address their learning needs may contribute to high dropout rates and below-average achievement**

**4.Afrocentric schools**

**-schools that focus on African American history and cultures for African American pupils**

**-proponents believe that the educational needs of these students can be met more effectively in schools that offer African American curriculum**

**B.Education and Latino and Hispanic Americans**

**-fastest growing minority group in the United States with 14.8% of the population and around 5 million illegal aliens who speak Spanish in country**

**1.Socioeconomic status**

**-this affects education of many children**

**-dropout rate for migrant farm workers is more than 70 percent**

**-migrant children are handicapped by the language barrier, deprivation resulting form poverty, and irregular school attendance**

**2.learning needs of Spanish-speaking students**

**-students with limited English proficiency are often caught up in conflicts between personal language needs-for example, the need to consolidate cognitive skills in the native language and a sociopolitical climate that views standard English as most desirable and prestigious**

**C.education and Asian Americans and Pacific Islanders**

**-will increase to 18 million and then to 33 million in 2050**

**1. historical, cultural and socioeconomic factors**

**-three largest Asian American groups are Chinese, Filipinos, and Japanese**

**2.teacher’s concerns**

**-they are often stereotyped as hard-working, conscientious, and respectful to authority**

**-as schools fail them, these children become increasingly likely to graduate with rudimentary skills, to drop out of school, join gangs, or find themselves in the low paying occupations**

**-families often pressure children to be successful academically through sacrifice and hard work but the youth are often in conflict with their parents’ way of life**

**-some Indochinese Americans face deep cultural conflict in schools as some values such as dating and glorification of the individual act as conflicts**

**D. Education and Native/Alaskan Native Americans**

**-represent about 1.5 percent of total U.S. population**

**1.historical, cultural, and socioeconomic factors**

**-have endured systematic long-term attempts to eradicate their language and culture**

**-disease, genocide, confinement on reservations, and decades of force assimilation have devastated Native American culture**

**-not until 200 did the U.S. government officially apologize for the Bureau of Indian Affairs “legacy of racism and inhumanity that included massacres, forced relocation of tribes, and attempts to wipe out Indian languages and cultures**

**-today, the rates of unemployment, poverty, and lack of educational attainment among Native Americans is the highest in the world**

**-Indian Education Act of 1972 and 1974 amendments-supplemented the BIA’s educational programs and provide direct educational assistance to tribes to improve education by providing funds to school districts to meet the special needs of the youth**

**2.Reserach on Native American ways of knowing**

**-youth are generally encouraged to develop a view of the world that is holistic, intimate and shared**

**-they prefer to learn by careful observation which precedes performance an seems to learn in natural settings**

**-an effective environment is one that does not single out the individual but provides frequent opportunities for the teachers to interact privately with individual children and with small groups**

**III.What is meant by bilingual education?**

**-designed to meet the learning needs of students whose first language is not English using two languages**

**-Congress passed the Bilingual Education Act, which required that language minority student be taught in both their native language and English**

**-Types of programs**

**1.Immersion programs-students learn English and other subjects in classrooms where only English is spoken**

**2.tranisiton programs-students receive reading lessons in their first language and lessons in English as a second language and moved to classrooms until a full transition to English is accomplished**

**3.pullout programs-on regular basis, students are separated form English speaking students so that they may receive lessons in English or reading lessons in their first language**

**4.maintenanc programs-to maintain the student’s native language and culture, instruction in English and native language are provided kindergarten to 12th grade**

**A.research and debate on bilingual programs**

**-both sides have good evidence for in favor of bilingual and opposed to bilingual education**

**IV.What is multicultural education?**

**-committed to the goal of providing all students with equal opportunities in schools**

**-students don’t learn in a vacuum and their culture predisposes them to learn in certain ways**

**-recognizes that current school practices provides some students with greater opportunities for learning than students who belong to other groups**

**A.dimensions of multicultural education**

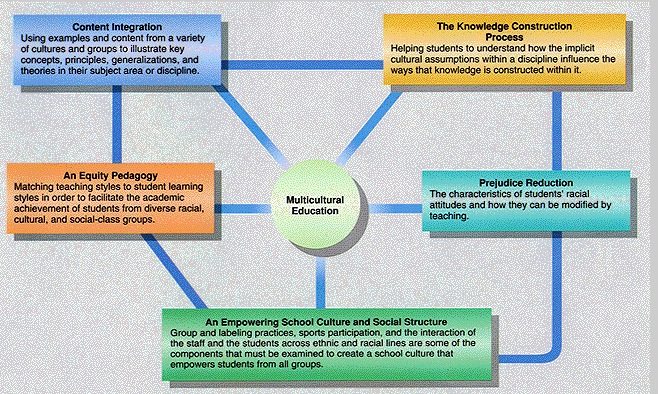
**1.content integration**

**2.knowledge construction process**

**3.prejecude reduction**

**4.equity**

**5.empowering school culture and social structure**



**B.multicultural curriculu**

**-you will teach students who historically have not received full educational opportunity**

**-you will face the challenges of reaching out to all students and teaching them what they are persons of worth who can learn**

**-addresses the needs and backgrounds of all students regardless of their cultural identity**

**C.instructional materials**

**-books and materials should accurately portray perspectives, attitudes, and feelings of ethnic groups(some districts buy biased material!!)**

**-fictional works should have strong ethnic characters**

**-accuracy most important**

**V.How is gender a dimension of multicultural education**

**-it may not be evident that gender is an important dimension of multicultural education**

**A.gender differences**

**-sex role stereotyping-families, media, schools, and other social forces condition boys and girls in certain ways**

**-sex role socialization-conveys to students certain expectations about the ways boys and girls are suppose to act**

**B.lesbian, gay, bisexual, and transgender students**

**-some students experience discrimination on the basis of their sexual orientation**

**-their special needs must be addressed!**