

# Preparing the Way: Teaching ELs in the Pre-K-12 Classroom

## Part Two: Culture (Cross-Cultural Communications)

### Cultural Project Rubric

Name: \_\_\_\_\_ Grade Level of EL: \_\_\_\_\_ Proficiency Level: \_\_\_\_\_

**Purpose:** To identify and describe one specific culture that represents the EL population of your school community. To compare this culture with the U.S. culture by providing three major differences between the cultures.

Design a class activity to facilitate home/school connections between administrators, teachers, and EL's family. In creating this activity, provide sample questions that you would ask in the classroom to support all learners. Your final product should be presented as a PowerPoint Presentation.

*See example of Cultural Project Template on ESOL website.*

#### Florida Teacher Standards for ESOL Endorsement (2010):

##### Domain1/Standard 1: Culture as a Factor in ELLs' Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

##### Performance Indicators

- 1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
- 1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
- 1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
- 1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
- 1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).
- 1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

	Criteria	Beginning	Developing	Accomplished	Exemplary
<b>Slide Show</b> 40%	Three major differences between one culture represented in teacher candidate's school community & the U.S. culture are presented.				
	An overview of second language theories, (e.g., SCT) related to the effects of culture in language learning and school achievement for ELs is provided ( <i>ESOL Domain 1/Standard 1</i> ).				
	Slide show demonstrates candidate's knowledge of the values and beliefs of culture in supporting the teaching and learning of ELs from this culture ( <i>ESOL 1.1.a.</i> ).				
	Slide show provides evidence of how cultural identities affect learning for ELs ( <i>ESOL 1.1.b.</i> ).				
	Slide show includes ways to value students from diverse backgrounds in fostering both student and teacher awareness of the culture presented.				
	Slide show identifies potential racism, stereotyping, and/or discrimination that may hinder teaching and learning of ELs based on the described culture ( <i>ESOL 1.1.d.</i> ).				
<b>Questions</b> 30%	A minimum of <u>seven</u> questions applicable to the specified grade level to support ELs' English proficiency levels <i>i.e.</i> , <i>Bloom's Taxonomy/Webb's Depth of Knowledge</i> are provided and demonstrate candidate's knowledge and skills in the teaching and learning process.				
	The questions focus on ways to create a community of learners and promote home/school connections to build partnerships with ELs' families (e.g., Parent Leadership Councils (PLC) ( <i>ESOL 1.1.e.</i> ).				
<b>Class Activity</b> 20%	<u>One</u> activity is described for the grade level indicated to show an interrelationship between language and culture ( <i>ESOL 1.1.f.</i> ).				
	A minimum of five resources to avoid possible miscommunications and/or cross-cultural barriers between the given culture and the U.S. culture are provided to guide curriculum development and instruction ( <i>ESOL 1.1.c.</i> ).				
<b>Research and Organization</b> 10%	Power Point Presentation is organized & presented appropriately with slide show transitions to demonstrate similarities and differences in selected culture.				
	The nature and role of culture, cultural groups, and individual cultural identities are presented throughout the slides ( <i>ESOL Standard 1</i> ).				
	The slides provide evidence of reflective practice in working effectively with ELs.				

**Total Score:** \_\_\_\_\_