

Culturally Responsive Curriculum: Critical Examination of Knowledge and Power

Traditional



Transformative

Level 0: Inculcation	Level 1: Activation	Level 2: Critical Examination	Level 3: Empowerment
<p>Knowledge: The curriculum presents disciplinary knowledge as a set of objective facts to be memorized by the student. Learning and teaching about social studies appear to be ideologically neutral acts.</p> <p>Power: The ideas of power, position, and bias are absent from the curriculum as factors that influence the past, present, and future (and their interpretation).</p> <p>Concepts: The curriculum is organized chronologically, geographically, or in some other way that emphasizes discrete facts or skills over enduring concepts and essential questions.</p> <p>Choices: The curriculum presents human systems and events as inevitable realities to be accepted rather than questioned.</p> <p>Position: The curriculum presents key events, institutions, and representations primarily from the perspective of the dominant group (without explicitly noting this bias).</p>	<p>Knowledge: The curriculum provides opportunities for students to construct knowledge. Students are sometimes encouraged to identify bias, with the goal of an ideologically neutral approach to learning and teaching about social studies.</p> <p>Power: The curriculum sometimes frames power, position, and bias as factors that influence the past, present, and future.</p> <p>Concepts: The curriculum includes concepts and essential questions.</p> <p>Choices: The curriculum presents few opportunities for students to question the way things were, are, or could be.</p> <p>Position: The curriculum presents key events, institutions, and representations through multiple perspectives.</p>	<p>Knowledge: The curriculum often calls attention to how disciplinary knowledge is constructed through a continuing history of social relations. Learning and teaching about social studies are presented as inherently ideological acts.</p> <p>Power: The curriculum often frames curriculum materials and course content through a critical examination of power, position, and bias.</p> <p>Concepts: The curriculum is organized around concepts and essential questions.</p> <p>Choices: The curriculum often calls students' attention to the ways in which human systems are the product of choices that could have been made differently.</p> <p>Position: For key events, institutions, and representations, the curriculum calls students' attention to who is there, who is missing, who benefits, and who is harmed.</p>	<p>Knowledge: Students are supported in identifying how disciplinary knowledge is constructed through a continuing history of social relations. Students reflect on and identify ways in which learning and teaching are inherently ideological acts.</p> <p>Power: The curriculum supports students in critically examining curriculum materials and course content through the lens of power, position, and bias.</p> <p>Concepts: The curriculum is organized around relevant, enduring concepts and essential questions (some of which students identify for themselves) that foster students' ability to transfer and apply their learning.</p> <p>Choices: Students critically examine the ways in which human systems are the product of choices, and supports students in imagining and taking action for more just systems. The curriculum prepares students to examine events, institutions, and representations by identifying who is there, who is missing, who benefits, and who is harmed.</p> <p>Position: The curriculum prepares students to critically examine events, institutions, and representations by identifying who is there, who is</p>

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