Your competence will be assessed as you complete the FDA5 performance assessment for this course of study. This course of study represents 3 competency units and may take up to 7 weeks to complete.

Introduction

Overview
What are the challenges presented by a culturally diverse classroom? How will diversity issues influence lesson preparation and assessment administration? This foundational course of study will guide you as you learn about the legal requirements of special education, exceptionalities, cultural awareness, ELL students, and at-risk factors.

Outcomes and Evaluation
There are 5 competencies covered by this course of study; they are listed in the "Competencies for Foundations of Teaching: Diversity and Inclusion (FDA5)".

You will complete the following assessments as you work through the course of study.

Performance Assessment
You will complete the following performance assessment in TaskStream:

- FDA5

Previews of task instructions and rubrics for this assessment are available in via the 'Assessment Preparation' box in the online course of study.

Additional Requirements
If you enrolled in a Teachers College licensure program on or after November 1, 2005, you must take and pass a basic skills exam as part of your WGU program, whether such an exam is required for certification. You should reference the "TC Licensure and Certification" folder in the WGU Student Handbook to see whether you should take the Praxis 1 or a basic skills exam specific to your state in order to satisfy this requirement. You need to take the basic skills test during the first six months of Foundations of Teaching.

If you enrolled in a Teachers College licensure program before November 1, 2005, you need to take a basic skills exam if the exam is a certification requirement of the state in which you intend to be certified. You need to check the WGU Handbook under "TC Licensure and Certification" to see if your state has a basic skills requirement.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Preparing for Success

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain
competency in the indicated areas and prepare yourself to pass the final assessments.

Your Learning Resources
Enroll in or order the learning resources for this course as early as possible so as to give them
time to arrive and give you enough time to become familiar with them.

Automatically Enrolled Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

E-texts are available to you free of charge, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

VitalSource E-Texts
The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


Note: Because you are automatically enrolled in the preceding resources, if they appear in the "Learning Resources" tab, DO NOT click "Show Sections" or "Enroll Now." If you have already done so, contact your course mentor.

Teachscape
You will access video modules from Teachscape at the activity level within this course of study. The Teachscape modules include video lectures, exercises, and interactive elements.

Educational Impact
Educational Impact is an online resource of video training and related worksheets. Educational Impact’s videos and worksheets provide information about several important facets of modern education; you can observe classrooms where specific practices are implemented and problems are addressed. You will be linked to specific modules within the activities that follow.

Enroll in Learning Resources

You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.
CourseCompass FOT E-Text Bundle
Please access your "Learning Resources" tab and verify that you have access to the following learning resource. You may have subscribed to this resource in a previous course of study. Once you have enrolled, you will have access to the full selection of books for 12 months.

This bundle provides you with access to the following texts for use during this course and other Foundations of Teaching courses:


CourseCompass MyLabSchool
Check your subscription for CourseCompass MyLabSchool. Enrollment should have taken place in Schools and Society (FST4). If you do not have a current subscription, please follow the instructions at the beginning of this activity to renew your subscription.

CaseNEX "What's Happening? Diversity Case"
Enroll in this resource ONLY if you are a Secondary Education student.

E Learning Creations
This resource provides access to the following courses:

- "Foundations in Special Education"
- "Development and Characteristics of Learners with Exceptional Learning Needs"
- "Collaboration and Instructional Planning in the IEP Process"

Important Notice
Remember as you work through Foundations of Teaching that you are gaining competence in five areas: Schools and Society, Human Development and Learning, Diversity and Inclusion, Classroom Management, and Testing.

- The FTC4/5 objective assessment is a comprehensive test you will take that covers all of Foundations of Teaching. You will take this assessment after you have completed all of the work in Foundations of Teaching. That may be quite some time after you complete this course of study. Take effective notes and follow the study tips, etc., so you will have a body of information to study to prepare for the objective assessment.

**Additional Preparation**

There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

**Message Boards, Study Notes, FAQs**

Message boards, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" page to review these tools.

**The WGU Central Library**

The WGU Central Library is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

**Course Mentor Assistance**

Course mentors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course mentors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course mentor specific questions about what you can do to meet the competency standard. Request course mentor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

**Historical Perspectives and Legal Rights**

In addition to evolving perspectives seeking to make a free and appropriate education available to every student, special education has been shaped by litigation and legislation. There are laws governing every aspect of a free and appropriate education for students with exceptionalities. As a teacher, you should be aware of the legal rights of students and parents.

**Legal Rights**

What is special education? What are schools' and teachers' responsibilities under the law to
provide an effective education to those with exceptionalities? In this topic, you will learn about major legal rights of students with disabilities to receive an education that is most appropriate for their needs.

**Introduction to Special Education**

Access the following web page:

- "Foundations in Special Education: Special Education as an Evolving Discipline: Influences of the Past"

Read the introduction (under "Orientation") and watch and listen to the audio-visual lecture or read the text version of the "Special Education as a Discipline" presentation.

Read the following chapters in *Special Education in Contemporary Society*:

- chapter 1 ("Special Education in Context: People, Concepts, and Perspectives")
- chapter 2 ("Policies, Practices, and Programs")

Reflect on your own views of special education and of students with special needs in the discussion thread "Reflecting on Special Education."

**Case Study of Jenny**

Access the following web page:

- "Foundations in Special Education: Special Education as an Evolving Discipline: Influences of the Past"

Complete the "Special Education as a Discipline" lesson activities.

Respond to the activity 1 case study of Jenny. Reflect on your thoughts about the case study in your notebook.

**Special Education as a Discipline**

Access the following web page:

- "Foundations in Special Education: Special Education as an Evolving Discipline: Influences of the Past: Special Education as a Discipline"

Complete the "Assessment" activity.

**Legal Rights Reflection**

Standards-based educational expectations include that ALL students will meet minimum levels of academic performance. In your notebook, respond to the following:

- How is it possible for teachers and schools to prepare students with disabilities to meet high assessment demands?
How do test accommodations influence reliability and validity?

Historical Perspective

Access the following web page:

"Foundations in Special Education: Special Education as an Evolving Discipline: Influences of the Past: Special Education from a Historical Perspective"

Watch and listen to the audio-visual lecture or read the text version of the presentation. Take notes on the presentation or refer to the "Notes" in the course. Reflect on the most influential aspects of the history of special education in the community discussion thread "Historical Perspectives in Special Education."

IDEA

What is IDEA? What federal laws govern the responsibilities of teachers when working with students who have learning or physical disabilities? The Individuals with Disabilities Education Act (IDEA) outlines the major components of an appropriate, free public education.

Individuals With Disabilities Education Improvement Act of 2004

Read the following in Special Education in Contemporary Society:

- pages 55-59 of chapter 2 ("Policies, Practices, and Programs")

Read about the 2004 changes to IDEA.

Discuss the influence of legislation on the field of special education in the discussion thread "Special Education Regulations."

Recognition of Delays and Differences

It is important that you recognize when academic, behavioral, or speech and language delays or differences warrant in-depth evaluations and additional help or intervention.

Identification

Access the following web page:


Watch and listen to the audio-visual lecture or read the text version of the presentation.

Respond to the "Directed Questions" in "Identification of Individuals with Exceptional Learning Needs as a Basis for Receiving Services" on your own or with a peer. Discuss issues in identifying students with special needs in the discussion thread "Identification of Children with Special Needs."

Due Process

How does due process influence special education program implementation? This section
focuses on due process rights related to assessment, eligibility, and placement for students with disabilities.

**Implications of Due Process on Program Implementation**

Access the following web page:


Watch the audio-visual lecture or read the text version of the presentation.

Respond to the "Directed Questions" in "Implications of Due Process on Program Implementation" on your own or with a peer. Share your own position in a case involving due process in the discussion thread "Due Process."

**IEP Requirements and Cascade of Delivery Services**

This section focuses on the common legal requirements of an individualized education program (IEP), including the full continuum of placements as they relate to the least restrictive environment (LRE).

**Individualized Education Program (IEP)**

Review the following pages in *Special Education in Contemporary Society* to make certain you understand elements of an IEP and the cascade of delivery services.

- pages 63-80 of chapter 2 ("Policies, Practices, and Programs")

Using "FYI: Elements of a Meaningful IEP" on page 68 of Special Education in Contemporary Society, develop a hypothetical IEP. Discuss the family's role in developing an individualized education plan in the discussion thread "Individualized Education Program (IEP)."

**Cascade of Delivery Services**

In your notebook, develop a matrix on your own or with a peer. Compare and contrast the following ideas:

- mainstreaming
- least restrictive environment (LRE)
- regular education initiative (REI)
- full inclusion

Reflect on how the evolution of placement options relates to changing societal values. Then discuss the range of service delivery options in special education in the discussion thread "Cascade of Service Delivery Options."

**Task 601.3.2-05 Performance Task**

Complete the following task in TaskStream:
Exceptionalities, Part 1

In this section, you will examine characteristics of high-incidence disabilities and instructional strategies for working with students who exhibit such symptoms.

High-Incidence Disabilities

High-incidence disabilities are the most common ones that you are likely to see in your own classroom. This section focuses on the major characteristics of each.

Learning Disabilities

Access the following web page:

- "Development and Characteristics of Learners with Exceptional Learning Needs: Who Are the Students with Disabilities You Likely Teach Each Day?"

Read the introduction (under "Orientation") and watch and listen to the audio-visual lecture or read the text version of the "Learners with Learning Disabilities" presentation.

Review the case of Matt from module 1 of "Learners with Learning Disabilities." Discuss the characteristics of persons with learning disabilities and potential instructional strategies in the discussion thread "Learning Disabilities."

Speech and Language Impairments

Read the following chapter in Special Education in Contemporary Society:

- chapter 10 ("Individuals With Speech and Language Impairments")

Make a list of five of the most important points you want to remember as a classroom teacher about learners who have speech and language disorders. Discuss instructional strategies for students with speech and language impairments in the discussion thread "Language and Speech Disorders."

Mental Retardation or Intellectual Disabilities

Access the following web page:

- "Development and Characteristics of Learners with Exceptional Learning Needs: Who Are the Students with Disabilities You Likely Teach Each Day?"

Watch the video or read the text version of the "Learners with Intellectual Disability" presentation. Respond to the "Questions for Reflection" in the case of Nolan. Then discuss the benefits of cooperative learning techniques with persons with mental retardation in the discussion thread "Mental Retardation."
Emotional or Behavioral Disorders

Access the following web page:

- "Development and Characteristics of Learners with Exceptional Learning Needs: Who Are the Students with Disabilities You Likely Teach Each Day?"

Watch the video or read the text version of the "Learners with Emotional or Behavioral Disorders" presentation.

Respond to the reflection prompts in the case of Jacob. Discuss specific cases of students with emotional or behavioral disorders in the discussion thread "Emotional or Behavioral Disorders."

ADHD

Access the following web page:

- "Development and Characteristics of Learners with Exceptional Learning Needs: Who Are the Students with Disabilities You Likely Teach Each Day?"

Watch the video or read the text version of the "Learners with Attention Deficit Hyperactivity Disorder" presentation.

Discuss characteristics of students with ADHD and effective instructional strategies in the discussion thread "Attention Deficit Hyperactive Disorder."

Common Characteristics of High-Incidence Disabilities

Access the following web page:

- "Development and Characteristics of Learners with Exceptional Learning Needs: Who Are the Students with Disabilities You Likely Teach Each Day?"

Complete the questions for practice 1.

Classification of Exceptionalities: Symptoms
This section focuses on how to classify exceptionalities from given descriptions of symptoms of students with exceptionalities.

Symptoms of High-Incidence Disabilities

Read the following pages in Special Education in Contemporary Society for characteristics of high-incidence disabilities:

- pages 203-211 of chapter 6 ("Individuals With Learning Disabilities") for learning disabilities
- pages 376-381 of chapter 10 ("Individuals With Speech and Language Impairments") for speech and language impairments
- pages 164-168 of chapter 5 ("Individuals With Intellectual Disabilities or Mental..."
Exceptionalities, Part 2

Classroom teachers teach students with various low-incidence exceptionalities in addition to the more common high-incidence disabilities. To educate students effectively, you must understand the causes, common characteristics, and best instructional practices for each exceptionality.

Classification of Exceptionalities: Symptoms

This section focuses on how to classify exceptionalities from given descriptions of symptoms of students with exceptionalities.

Characteristics of Low-Incidence Exceptionalities

Access the following website:

- "Development and Characteristics of Learners with Exceptional Learning Needs: Who Are the Students with Disabilities You Might Teach Each Day?"

Watch the videos or read the text versions of the following presentations:

- "Learners with Autism Spectrum Disorder"
- "Learners with Hearing and Vision Impairments"
- "Learners with Physical and Health Disabilities"
- "Learners with Multiple Disabilities"
- "Practice 1"

Read the following pages in Special Education in Contemporary Society for characteristics of low-incidence disabilities:

- pages 332-336 of chapter 9 ("Individuals With Autism Spectrum Disorders") for autism spectrum disorders
- pages 410-412 of chapter 11 ("Individuals With Hearing Impairments") for hearing impairments
- pages 455-458 of chapter 12("Individuals With Visual Impairments") for visual impairments
- pages 494-506 of chapter 13 ("Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities") for physical and health disabilities

Collaborative Reflection
Respond to the following discussion threads:

- Share your position on specific cases of students with autism spectrum disorder in the discussion thread "Autism Spectrum Disorder."
- Discuss the achievement of students with hearing and/or vision impairments in the discussion thread "Hearing and Vision Impairments."
- Discuss specific cases and instructional strategies for students with physical and health disabilities in the discussion thread "Physical and Health Disabilities."

Matrix

In your notebook, create a matrix to compare and contrast the symptoms of low-incidence exceptionalities. Note the common characters that some disabilities share. Discuss the common characteristics of students with high-incidence disabilities in the discussion thread "Common Characteristics of Students with High-Incidence Disabilities."

Classification of Exceptionalities: Etiology

This section focuses on how to classify exceptionalities from given descriptions of etiology (causes) of students with exceptionalities.

Etiology of Exceptionalities

Read the following pages in *Special Education in Contemporary Society* for causes of exceptionalities:

- pages 202-204 of *chapter 6 ("Individuals With Learning Disabilities")* for learning disabilities
- pages 373-374 of *chapter 10 ("Individuals With Speech and Language Impairments")* for speech and language impairments
- pages 157-163 of *chapter 5 ("Individuals With Intellectual Disabilities or Mental Retardation")* for mental retardation or intellectual disabilities
- pages 285-288 of *chapter 8 ("Individuals With Emotional or Behavioral Disorders")* for emotional or behavioral disorders
- pages 244-246 of *chapter 7 ("Individuals With Attention Deficit Hyperactivity Disorder")* for attention deficit hyperactivity disorder
- page 330-332 of *chapter 9 ("Individuals With Autism Spectrum Disorders")* for autism spectrum disorders
- pages 407-409 of *chapter 11 ("Individuals With Hearing Impairments")* for hearing impairments
- pages 453-454 of *chapter 12 ("Individuals With Visual Impairments")* for visual impairments
- pages 491-494 of *chapter 13 ("Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities")* for physical and health disabilities

Expand the matrices you created for high- and low-incidence exceptionalities to include the etiologies of each exceptionality. Use a set of index cards to play memory (or a virtual source like [http://www.studystack.com/](http://www.studystack.com/)). Half the cards should include the exceptionalities, while the
other half should include causes and etiologies. You can also be creative and think of other ways to study the content. Other ideas include "Who Am I" riddles or creating your own multimedia presentation.

**Exceptionalities, Part 3**

In this section you will explore in more depth the intervention techniques that you may employ in working with your students. You will also examine strategies that are effective in working with students who are considered talented.

**Benefits of Early Intervention**

What kinds of early instructional interventions can be employed when working with special-needs students? You should understand how to incorporate instructional interventions to meet the needs of all students.

**Instructional Interventions**

Access the following website:

- "Development and Characteristics of Learners with Exceptional Learning Needs: Individuals with Disabilities: Learning and Instructional Implications"

Watch and listen to the audio-visual lecture or read the text version of the "Learning Challenges: Classroom Implications" presentation. Respond to the "Directed Questions" for the same presentation. Brainstorm a list of strategies you can use that will benefit all students in your classroom. Record the strategies in your notebook.

**Cooperative Teaching Strategies**

Review the following in *Special Education in Contemporary Society* for information about cooperative teaching:

- pages 25-29 of chapter 1 ("Special Education in Context: People, Concepts, and Perspectives")

Discuss appropriate instructional strategies for students with disabilities in the discussion thread "Instructional Strategies for Students with Disabilities." In your notebook, write a scenario or give an example of when you would use each of the following cooperative teaching strategies:

- one teach, one support
- station teaching
- parallel teaching
- alternative teaching
- team teaching

**MyLabSchool: Inclusionary Classrooms**

For this activity, you will log in to CourseCompass and click on "Foundations of Teaching Pre-clinical Experience (PCE) Videos." Make certain that you complete all of the reading for the subject "Exceptionalities" in the previous activities prior to attempting this activity so that you
know what to look for in the video clip. Pedagogy relates to teaching students, so pedagogical strategy means teaching strategy or method of instruction.

To access the MyLabSchool videos, follow the directions listed below:

2. Click on "Log in" on the right side of the screen.
3. Enter your log-in name and password, then click "Log in." Note: If you do not know your log-in information for CourseCompass, contact your mentor.
4. In the left column, find the heading "Courses," then scroll down and click on "MyLabSchool." (It will be in bold letters.)
5. In the new window that opens, find the blue navigation bar on the left and click on "MyLabSchool."
6. Select the group of videos for the Foundations of Teaching Domain.
7. Select the video title appropriate for the level of your program:
   - Elementary: "The Collaborative Process"
   - Secondary: "The Inclusive Classroom"

To start the video, click the "play" symbol (the triangle within a circle).

Note: Do not respond to any prompts or questions included in the video clips. If the video stops when a question appears, press the play symbol to resume the video.

After viewing the appropriate video, indicate which video was viewed, elementary or secondary, and write responses to the prompts (1-2 short paragraphs per prompt) using the Guided Reflection Protocol (GRP) below:

**Observation and Description**

- Define an inclusionary classroom.
- Describe what makes the observed classroom inclusionary.
- List the types of observed educational activities.
- Describe the tone of the observed teacher's interactions with students.

**Analysis, Exploration, and Reasoning**

- Describe possible pedagogical strategies demonstrated in the observed instruction.
- Analyze the observed teacher's possible purpose for a specific teaching strategy.
- Describe the level of observed student engagement with the lesson.

Post your response to the discussion thread "Characteristics of Inclusionary Classrooms." In addition, find another student's GRP responses and comment on this student's reflection.

**Gifted and Talented**

Read the following chapter in *Special Education in Contemporary Society*: 
In your notebook, write a brief reflection on the characteristics of a gifted student. Address the following:

- How would you recognize a student's need for assessment?
- Describe assessments that can be used to determine the strengths of gifted and talented students.
- Explain at least three different types of instructional delivery systems for gifted and talented students.
- Discuss issues related to students who are gifted and talented in the discussion thread "Gifted and Talented."

**Cultural: Terms, Assumptions, and Information**

The terms "diversity" and "culture" entail a variety of interpretations that can lead to misconceptions if used inappropriately. You as a teacher should understand cultural differences, develop curriculum that is culturally responsive, and make a personal commitment to appreciating diversity.

**Cultural Concepts**

What cultural concepts govern instructional strategies? This section defines anthropological and sociological concepts of culture, gender roles, family, interpersonal relations, social structure, occupation, and ethnicity.

**Task 601.3.3-03; 4.3-01-08, 10, 12 Performance Task**

Complete the following task in [TaskStream](#):

- FDA5: Task 601.3.3-03; 4.3-01-08, 10, 12

For directions on how to receive access to performance assessments, see the "[Accessing Performances Assessments](#)" page.

Because this task involves researching and writing a paper, it is important that you start on it early in the term. Give yourself plenty of time to research the topic and write the research paper. Please note that some of the competencies and objectives assessed by this task relate to the research portion of your Schools and Society Course of Study, so you may need to review those prior to attempting this task.

The following are steps to take in writing your research paper:

- Choose two cultures research, both of which should be found in your state.
- Develop a system for conducting your research. For example, you might use index cards with the guiding questions, "What is the important information about this culture?" "How does this piece of information help to understand this culture?" "What implications does this information have on practice?" "What kinds of questions does it raise?" As you read works about the cultures, take notes on the index cards, using one or more cards for...
each reference.

- Search libraries, databases, cultural centers, and so on to find both primary and secondary resources that provide insights and information about the culture. Make certain you have the required the number and type of resources.
- Read and take notes (using your system for conducting research) on each of the sources. You may find that you need to access more than the minimum number of references in order to find adequate information about the cultures you are studying.
- Read through the index cards or notes you have taken to identify themes, patterns, and common topics. Develop concept maps for each culture to organize and synthesize the ideas for the paper you will write.
- Write your paper! Print the task directions and use them as a checklist (steps 4-8) to make certain you have included all of the required information in your paper.
- Include a "References" page that includes all of the sources you have cited using APA style in your paper. Indicate at the end of each reference whether it is a primary or secondary source in parentheses.
- If you need assistance in writing the paper, contact your mentor to request writing tutorial services.

Cultural Terms

Read the following chapter in *Multicultural Education in a Pluralistic Society*:

- chapter 1

Page 4 lists beliefs and assumptions that support multicultural education. Generate examples of how those beliefs and assumptions can be converted to teaching behaviors. Write important terms, such as the following on the front of flash cards; on the back of the cards, write the definition of the term and important details or characteristics you want to remember:

- culture
- gender roles
- ethnicity
- enculturation
- socialization
- ethnocentrism
- dominant culture
- acculturation
- multicultural education

Hierarchy of Cultural Characteristics

In your notebook, build a hierarchy like the one below to learn more about cultural characteristics. Insert examples to explain each of the characteristics. Reflect on how your cultural background influenced your philosophy of teaching and learning beneath the hierarchy.

Share insight on your own cultural knowledge in the discussion thread "Cultural Knowledge."

**Task 601.3.3-04 Performance Task**
Complete the following task in TaskStream:

- FDA5: Task 601.3.3-04

For directions on how to receive access to performance assessments, see the "Accessing Performances Assessments" page.

This task is a "before and after" because you will share your initial thoughts and then research and study the topic of multiculturalism. After you have read and researched, you will compare your initial views with your current thoughts on the topic.

You are asked to represent your thinking in a graphic organizer. Graphic organizers represent the structure and organization of information. Some examples are webs, matrices, and concept maps. Make certain you cite references that you use to write the essay. "Validate your findings" means that you accurately cite academic references.

**Socioeconomic Class**

Read the following chapter in *Multicultural Education in a Pluralistic Society*:

- chapter 3

Discuss the influence of socioeconomic status on the achievement and opportunities of students in the discussion thread "Socioeconomic Status."

**Race and Ethnicity**

Read the following chapter in *Multicultural Education in a Pluralistic Society*:

- chapter 2

Refer to the video insight "Acting White" on page 63 to discuss dropout prevention and "acting white" in the discussion thread "Race and Ethnicity."

**Gender**

Read the following chapter in *Multicultural Education in a Pluralistic Society*:

- chapter 4

Discuss same-sex schooling and gender representation in the curriculum in the discussion thread "Gender."

**World Religions**

Students bring their culture to school with them. Religion is a large part of family culture and determines, to a great extent, what they value and how they respond to a variety of situations. This section identifies basic beliefs of major world religions.

**Influence of Religion**
Read the following chapter in *Multicultural Education in a Pluralistic Society*:

- chapter 7

In your notebook, develop a matrix to compare the major beliefs and influences of world religions. List each world religion (e.g., Buddhism, Judaism, Catholicism, Protestantism, Mormonism, Islam, Hinduism) and include columns to compare the categories of beliefs, effects on education, and political influences.

Discuss the influence of religious identity in the classroom in the discussion thread "Religions."

**Cultural Identity**
What different cultures will be represented in your classroom? You should understand factors that have given rise to distinct cultural identities of localities, states, countries, and world regions.

**Immigration Patterns**

Review and read the following in *Multicultural Education in a Pluralistic Society*:

- pages 42-49
- chapter 8

How are the immigration patterns of Africans, Asians, Central Americans, Europeans, and South Americans the same? How do they differ? Discuss the impact of immigration on your own classroom in the discussion thread "Immigration."

**Cultural Sensitivity**
Some activities, content, or teacher behaviors may be objectionable or problematic for students from diverse backgrounds. This section explores and draws attention to those.

**Minimizing Offensiveness**

In your notebook, develop a table to include teacher hints for minimizing problematic behaviors, activities, and curriculum as they relate to socioeconomic class, gender, ethnicity, and race. Examples have been included to help you get started:

**Teacher Behaviors**
Do not set academic expectations based on social class value and incorporate all student experiences.

**Curriculum Activities**
Provide materials for activities.

**Cultural Influences on Instruction**
What does it mean to be "culturally responsive" during classroom instruction? Cultural characteristics impact instruction. It is especially important for teachers to understand how instruction may be influenced by the characteristics of minority cultures.

**Culturally Responsive Curriculum**
Review and read the following in *Multicultural Education in a Pluralistic Society*:

- pages 13-19
- chapter 7

Reflect on how the cultural characteristics of the minority students you may teach could impact instruction. In your notebook, create a word web to illustrate your reflection.

Discuss culturally-responsive teaching in the community discussion thread "Culturally-Responsive Teaching."

**CREDE Standards**

Read the following chapter in *Multicultural Education in a Pluralistic Society*:

- chapter 10

CREDE stands for Center for Research on Education, Diversity, and Excellence. Think of instructional examples for each of the five CREDE standards listed on page 378. Create a slideshow presentation that illustrates each example and standard. Share your presentation with a peer as a focus for discussion.

**ELL Instruction**

Students who do not speak English as a first language are presented with special challenges because they are learning language and content at the same time. You need to understand how second languages are learned and be equipped with strategies to meet the needs of English language learners.

**Methods of Instruction**

What are the unique challenges of having ELL students in your classroom? Effective teachers possess methods for mitigating challenges in the classroom when some students are learning English as a second or third language.

**Instructional Strategies**

Access this website and complete the interactive module:

- "[Teaching ELL: Effective Instructional Practices](#)"

Access the following Teachscape module:

- [Using SDAIE for English Language Learners](#)

Complete all of the activities in this Teachscape module. It is not necessary to post your answers in the online discussion area. Use your notebook to record your answers.

**English Language Learning**

Access the following website and complete the interactive module:
Complete the readings and videos in the "Overview." Review the following:

- Research Base
- Working with Beginning ELD Level Students
- Working with Intermediate Level ELD Students
- Putting It All Together

In your notebook, write a 1-2 page reflection on the following questions:

- What are five of the most helpful instructional strategies you can incorporate to help ELL students learn effectively?
- How are these strategies also helpful to native English-speaking students?

**ELL Challenges**

Are students with basic English skills ready for instruction in English? This section focuses on the academic, social, and linguistic challenges encountered in the classroom with students learning English as a second language.

**Language**

Read the following chapter in *Multicultural Education in a Pluralistic Society*:

- chapter 6

Why might it be inappropriate to assume that students who have some basic conversational English skills are ready for academic instruction in English? Respond to this question in your notebook.

**Characteristics of Students with Limited Language Proficiency**

In the Educational Impact Program Library, go to the following program:

- Teaching the ESL Learner

Complete the following clips:

- [Module 1 Topic A](#)
- [Module 1 Topic B](#)
- [Module 2 Topic A](#)
- [Module 2 Topic B](#)

**ELL Proficiency**

This section focuses on how a student's level of English proficiency affects that student's ability to be academically successful.

**ESL Students and Cooperative Learning**

In the Educational Impact Program Library, go to the following program:
• Teaching the ESL Learner

Complete the following clips:

• Module 6 Topic A
• Module 6 Topic B

English Language Proficiency

Review the following in *Multicultural Education in a Pluralistic Society*:

• pages 215-218

Read the following in *Special Education in Contemporary Society*:

• pages 91-97 of *chapter 3 ("Cultural and Linguistic Diversity and Exceptionality")*

In your notebook, explain the differences between BICS and CALP. How do they relate to English proficiency levels?

**Task 601.3.4-03 Performance Task**

Complete the following task in *TaskStream*:

• FDA5: Task 601.3.4-03

For directions on how to receive access to performance assessments, see the *Accessing Performance Assessments* page.

**At-Risk Factors**

There is a difference between being "at risk" and exhibiting "at-risk behaviors." At-risk students do not necessarily engage in at-risk behaviors. Both, however, are reason for concern for teachers.

**Examples of At-Risk Behavior**

How does a teacher recognize at-risk behavior? What are the risk factors? What strategies should teachers employ in working with at-risk students? Teachers who recognize overt signs of social problems are in a position to intervene, which could mean the difference between lifelong success and failure for the student.

**Risk Factors**

Read the following chapter in *Multicultural Education in a Pluralistic Society*:

• chapter 9

Read the following articles:

• "Teen Substance Abuse and Adolescent Substance Abuse Treatment"
- "The Psychology of Divorce: A Lawyer's Primer, Part 2: The Effect of Divorce on Children."

This second article can be found in the WGU Library. Select "Library" from the resources tab in the WGU portal and note the log-in information for "FirstSearch, Academic Search Complete, etc." Enter the WGU Library and select "Find Articles" in the new window. Select "Connect to Academic Search Complete (Multidisciplinary)" and enter the log-in information when prompted. Enter the article title for the criteria and initiate the search. Once you have located the article, click on "PDF Full Text" under the article.

After completing the readings, reflect on the signs of at least three at-risk factors. How and when do you think you would be able to recognize these risk factors? Explain this in your notebook.

**Teachers' Actions and Strategies**

Access and read the following:

- "Providing Effective Schooling for Students at Risk" and "Rethinking Learning for Students at Risk"

Select an environmental condition that might contribute to students being at risk in their school academic success, such as child abuse, poverty, or changing family dynamics. In your notebook, write a scenario to explain this at-risk situation. In the scenario, identify the symptoms of the condition and suggest strategies that you as a teacher might use to help the at-risk student. Discuss possible instructional strategies for students at risk for low achievement in the community discussion thread "At-Risk Factors."

**Final Steps**

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

**Assessment Information**

The activities in this course of study have prepared you to complete the FDA5 performance assessment. If you have not already completed the assessment, you will do so now.

**Accessing Performance Assessments**

You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- FDA5: Task 601.3.2-05
- FDA5: Task 601.3.3-03. 4.3-01-08, 10, 12
- FDA5: Task 601.3.3-04
- FDA5: Task 601.3.4-03

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.
Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Requirements
Please review the University ADA Policy.