This course supports the assessments for Foundations of Teaching: Diversity and Inclusion. The course covers 5 competencies and represents 3 competency units.

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 will guide you as you learn about the legal requirements of special education, exceptionalities, cultural awareness, ELL students, and at-risk factors.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Competencies
This course provides guidance to help you demonstrate the following 5 competencies:

Competency 601.3.1: Exceptionalities
The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.

- Competency 601.3.2: Legal Rights of Students with Disabilities
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

- Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

- Competency 601.3.4: English Language Learners
  The graduate understands the special learning needs of English Language Learners and describes methods and strategies to address student language learning needs.

- Competency 601.3.5: At-Risk Factors
  The graduate recognizes signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Course Mentor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers,
and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

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.

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

We want you to be successful and accessing the Course Info FDT4 will help you do just that. It gives you a quick look at tips, resources, and pitfalls to avoid. It provides you with the answers to questions students often ask about beginning the course, navigating the resources, and succeeding on assessments. When printed, it can be used as a quick checklist of your progress.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Manually Enrolled Resources

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

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

**UWillTeach**
The UWillTeach courses contain modules, quizzes, assessments, videos and directed questions to help you gain competency throughout the Special Education domain. Enroll for this resource through the Learning Resources tab. You should receive an email from UWillTeach that will have your login information. Keep this email since you may need it in the future for reference.

You will access material from the following courses:

- Course 1: Foundations in Special Education
- Course 2: Development and Characteristics of Learners with Exceptional Learning Needs
- Course 9: Collaboration and Instructional Planning in the IEP Process

**Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

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


*NOTE: The video links listed in the text Special Education in Contemporary Society can be accessed at [http://www.sagepub.com/gargiulo4emedia/study/chapter.htm](http://www.sagepub.com/gargiulo4emedia/study/chapter.htm) along with other valuable learning resources.*

**Teachscape**
You will access video modules from Teachscape at the activity level within this course. 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.
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 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. 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.

Join a Cohort

We offer cohorts, which are live events, to assist students in understanding the content of certain parts of the course of study. These cohorts are interactive and require some preparation on the part of the student. You can sign up for as many as you like. A cohort is designed to guide you through the material with a group of peers led by a course mentor. You will have preparation material and homework emailed to you prior to the live sessions and as follow-up; your cohort will meet to discuss the content during scheduled live sessions. Go to this link for further information.

Contact a Mentor

You can use any of the links below to make appointments directly onto the calendars of your course mentors! Simply choose a day and time that is convenient for you, and click that time on the course mentor’s calendar. The calendar will do the rest of the work for you.

Helena Rudd:

Karl Swenson:

Mamie Pack:

FDT4 Calendar

This calendar includes all of our live events, including webinars and cohorts. Simply click on any of the offerings to learn more about them. All times listed are Mountain times, don’t forget to change the time for your own time zone.

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 are the school's and teacher's responsibilities under the law to provide an effective education to those with exceptionalities? You will learn about the major legal rights of students with disabilities to receive an education that is most appropriate for their needs.

This topic addresses the following competency:

- **Competency 601.3.2: Legal Rights of Students with Disabilities**
  
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

**Introduction to Special Education**

Work through the following modules from course 1 ("Foundations in Special Education") on the UWillTeach website:

- "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**

Work through the following modules from course 1 ("Foundations in Special Education") on the UWillTeach website:

- "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

Work through the following modules from course 1 ("Foundations in Special Education") on the UWillTeach website:

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

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

Work through the following modules from course 1 ("Foundations in Special Education") on the UWillTeach website:

- "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.

This topic addresses the following competency:

- **Competency 601.3.2: Legal Rights of Students with Disabilities**
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

**Individuals With Disabilities Education Improvement Act of 2004**

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

This topic addresses the following competency:

- **Competency 601.3.2: Legal Rights of Students with Disabilities**
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

Identification

Work through the following modules from course 1 ("Foundations in Special Education") on the UWillTeach website:


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.

This topic addresses the following competency:

- **Competency 601.3.2: Legal Rights of Students with Disabilities**
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

Implications of Due Process on Program Implementation

Work through the following modules from course 1 ("Foundations in Special Education") on the UWillTeach website:

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).

This topic addresses the following competency:

- **Competency 601.3.2: Legal Rights of Students with Disabilities**
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

**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:

- FOT PCE: Diversity & Incl.: Task 601.3.2-05
For details about this performance assessment, see the "Assessment" tab in this course.

**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.

This topic addresses the following competency:

- **Competency 601.3.1: Exceptionalities**
  The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.

**Learning Disabilities**

Work through the following modules from course 2 ("Development and Characteristics of Learners with Exceptional Learning Needs") on the UWillTeach website:

- "Who Are the Students with Disabilities You Are Likely to 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**

Work through the following modules from course 2 ("Development and Characteristics of Learners with Exceptional Learning Needs") on the UWillTeach website:

- "Who Are the Students with Disabilities You Are Likely to 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**

Work through the following modules from course 2 ("Development and Characteristics of Learners with Exceptional Learning Needs") on the UWillTeach website:

- "Who Are the Students with Disabilities You Are Likely to 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**

Work through the following modules from course 2 ("Development and Characteristics of Learners with Exceptional Learning Needs") on the UWillTeach website:

- "Who Are the Students with Disabilities You Are Likely to 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**

Work through the following modules from course 2 ("Development and Characteristics of Learners with Exceptional Learning Needs") on the UWillTeach website:

- "Who Are the Students with Disabilities You Are Likely to 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.
This topic addresses the following competency:

- **Competency 601.3.1: Exceptionalities**
  The graduate describes the causes, symptoms, and challenges to learning caused by various 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 Retardation") for mental retardation or intellectual disabilities
- pages 291—292 of chapter 8 ("Individuals With Emotional or Behavioral Disorders") for emotional or behavioral disorders
- pages 246—249 of chapter 7 ("Individuals With Attention Deficit Hyperactivity Disorder") for attention deficit hyperactivity disorder

In your notebook, create a matrix to compare and contrast the symptoms of high-incidence exceptionalities. Note the common characteristics 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."

### 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.

This topic addresses the following competency:

- **Competency 601.3.1: Exceptionalities**
  The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.

### Characteristics of Low-Incidence Exceptionalities

Work through the following modules from course 2 ("Development and Characteristics of Learners with Exceptional Learning Needs") on the UWillTeach website:

- "Who Are the Students with Disabilities You Are Likely to 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.

This topic addresses the following competency:

- **Competency 601.3.1: Exceptionalities**
  The graduate describes the causes, symptoms, and challenges to learning caused by various 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 etiology for each exceptionality. Use a set of index cards to play memory (or a virtual source like StudyStack). 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.

This topic addresses the following competency:

- **Competency 601.3.1: Exceptionalities**
  The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.

**Instructional Interventions**

Work through the following modules from course 2 ("Development and Characteristics of
Learners with Exceptional Learning Needs”) on the UWillTeach website:

- "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

Gifted and Talented

Read the following chapter in Special Education in Contemporary Society:

- chapter 14 ("Individuals Who Are Gifted and Talented")

In your notebook, write a brief reflection on the characteristics of a gifted student. Address the following items:

- Explain how you would 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.

This topic addresses the following competency:

- **Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance**
  
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

**Understanding Culture**

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

- **Chapter 3 ("Cultural and Linguistic Diversity and Exceptionality")**

**Locating and Gathering Information for Research**

For this activity, you will be using different websites to find different types of research.

Access "The Research Tour" and watch the recording on how to research using different tools.

**Public Library**

Access your public libraries' website, find the catalog, and put in 2—3 different key words that you are looking for to aid you in your research. In your notebook, write down a couple of sources you could use.

**WGU Library**

Access the WGU Library. At the top of the page, you will see the words Research Databases next to a search box. Type your search terms here and click SEARCH. Using 2—3 different key words, find a couple of sources to use in your research.

Also access Ebrary Full Text E-books in the WGU library, put in the simple search some topics you are interested in and see what books you find. Write down 2 that you can use in your research.

**The Significance of Primary and Secondary Sources**

Primary sources provide us with a window to the past using the eye of someone from the past, someone who actually lived the past. They also provide us with an unfettered, unabridged glimpse into the subject of the source. One of the most common mistakes of researchers is a lack of appreciation of source material. It is too easy to rehash someone else’s efforts of compiling information rather than to examine the original works related to the research topic. The typical result is a restatement of work already produced many times. Primary sources
give us the unique initial look at a particular subject, allowing us to conduct meaningful research. Visit Library of Congress for an explanation of the importance of primary sources.

Secondary sources are less easily defined than primary sources. Nor is it always easy to distinguish primary from secondary sources. A newspaper article is a primary source if it reports events, but a secondary source if it analyzes and comments on those events. In research, secondary sources are those which quantify and evaluate the primary literature. They tend to be works which repackage, reorganize, reinterpret, summarize, index or otherwise "add value" to the new information reported in the primary literature. These functions of secondary sources provide the “mortar” that holds the “bricks” of primary sources together.

Think of it like playing the telephone game. That's the game where you whisper something in a friend's ear that they have to repeat to another friend, and so on. It works for the first little while, but the chance of someone getting it wrong increases with the number of people who repeat it. Going back to primary sources is like going back to the first person in the telephone game.

For this activity you will be reading: A Discussion of Primary and Secondary Sources.

After reading the document, develop a list of 3 primary sources and 2 secondary sources to use in your research.

**Citing Appropriately**

For this activity, you will read about citations at the Purdue OWL APA Formatting and Style Guide.

Access the Purdue OWL APA Formatting and Style Guide to learn about crediting sources.

Watch the following video to learn how to create correct APA formatting when writing a research paper:

After completing your reading, in your notebook, summarize five of the most important guidelines for citing information. Post any questions you have on citing appropriately in the community discussion thread "Citing Appropriately," and collaborate with your fellow teacher candidates.

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

Complete the following task in TaskStream:

- FOT PCE: Diversity & Incl.: Task 601.3.3-03; 4.3-01-08, 10, 12

For details about this performance assessment, see the "Assessment" tab in this course.

Because this task involves researching and writing a paper, it is important that you start 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, so you may need to complete a review prior to attempting this task.

The following are steps to take as you write your research paper:

- Choose two cultures to 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 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 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 ("Foundations of Multicultural Education")

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 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. The following list provides examples of important terms:

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

Hierarchy of Cultural Characteristics

• In your notebook, build a hierarchy 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."

Socioeconomic Class

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

• chapter 3 ("Class and Socioeconomic Status")

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 ("Ethnicity and Race")

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 ("Gender and Sexual Orientation")

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.

This topic addresses the following competency:

• **Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance**
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these
Influence of Religion

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

- **chapter 7** ("Religion")

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.

This topic addresses the following competency:

- **Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance**
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

Immigration Patterns

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

- pages 42—49 of **chapter 2** ("Ethnicity and Race")
- **chapter 8** ("Geography")

How is the immigration pattern 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 behavior may be objectionable or problematic for students from diverse backgrounds. This section explores such potentially objectionable topics.

This topic addresses the following competency:

- **Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance**
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

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**
Remember, do not set academic expectations based on social class value; make sure to 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.

This topic addresses the following competency:

- **Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance**
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

**Culturally-Responsive Curriculum**

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

- pages 13—19 of chapter 1 ("Foundations of Multicultural Education")
- chapter 7 ("Religion")

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 ("Education That Is Multicultural")

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.

Read the following chapters in *Educating Everybody's Children: Diverse Teaching Strategies* for
Diverse Learners:

- chapter 1 ("Educating Everybody's Children: We Know What Works—And What Doesn't")
- chapter 2 ("Diverse Teaching Strategies for Diverse Learners")

Task 601.3.3-04 Performance Task

Complete the following task in TaskStream:

- FOT PCE: Diversity & Incl.: Task 601.3.3-04

For details about this performance assessment, see the "Assessment" tab in this course.

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 need to accurately cite academic references.

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.

This topic addresses the following competency:

- Competency 601.3.4: English Language Learners
  The graduate understands the special learning needs of English Language Learners and describes methods and strategies to address student language learning needs.

Instructional Strategies

Read the following chapters in Educational Psychology:

- chapter 7 ("The Effective Lesson")
- chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")

Access the following 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 the Teachscape course. It is not necessary to post your answers in the online discussion area. Use your notebook to record answers.

English Language Learning

Access the following website and complete the interactive module:

• "Considering Cultural and Linguistically Differences in the Classroom"

Access the following Teachscape module:

• "English Language Development at Middle School"

Complete the readings and videos in the "Overview" section. Review the following items:

• 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 regarding 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 scholastic instruction in the English language? This section focuses on the academic, social, and linguistic challenges encountered in the classroom with students learning English as a second language.

This topic addresses the following competency:

• Competency 601.3.4: English Language Learners
  The graduate understands the special learning needs of English Language Learners and describes methods and strategies to address student language learning needs.

Language

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

• chapter 6 ("Language")
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.

This topic addresses the following competency:

- Competency 601.3.4: English Language Learners
  The graduate understands the special learning needs of English Language Learners and describes methods and strategies to address student language learning needs.

**ELL Strategy**

It is important to remember the basic teaching strategies that teachers can use to promote learning for English language learners. Review some of these teaching strategies by reading the following pages in *Special Education in Contemporary Society*:

- pages 175 ("Cooperative Learning") and 179 ("Scaffolding") in chapter 5 ("Individuals with Intellectual Disabilities of Mental Retardation")
- pages 220—221 ("Direct Instruction") in chapter 6 ("Individuals with Learning Disabilities")
- pages 557—558 ("Differentiated Instruction") in chapter 14 ("Individuals Who Are Gifted and Talented")

**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 pages in *Multicultural Education in a Pluralistic Society*:

- pages 215—218 of *chapter 6* ("Language")

Read the following pages 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*:

- FOT PCE: Diversity & Incl.: Task 601.3.4-03

**For Secondary students**: Please disregard the instructions in Taskstream related to the Casenex directions. Instead, please follow the same instructions as the elementary students, view the elementary video, and complete the assignment using that video as the basis for your answers.

When prompted in the Guided Reflection Protocol to indicate which video you watched, make sure to check the elementary video.

For details about this performance assessment, see the "Assessment" tab in this course.

**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.

**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.

This topic addresses the following competency:

- **Competency 601.3.5: At-Risk Factors**
  The graduate recognizes signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger.

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

- *chapter 9 ("Age")*

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 articles:

- "[Providing Effective Schooling for Students at Risk](#)"
- "[Rethinking Learning for Students at Risk](#)"

Select an environmental condition that might contribute to students being at-risk for academic success such as child abuse, poverty, or changing family dynamics.

In your notebook, write a scenario explaining 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! This course has prepared you to
complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

The WGU Library

The WGU Library
The WGU Library is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on the WGU Channel:

Introducing the WGU library

Note: To download this video, right-click the following link and choose "Save as...": download video.

Searching the WGU library

Note: To download this video, right-click the following link and choose "Save as...": download video.

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

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

Accessibility Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU’s Accessibility policy and process can be viewed in the student handbook at the
following link:

- [Policies and Procedures for Students with Disabilities](#)