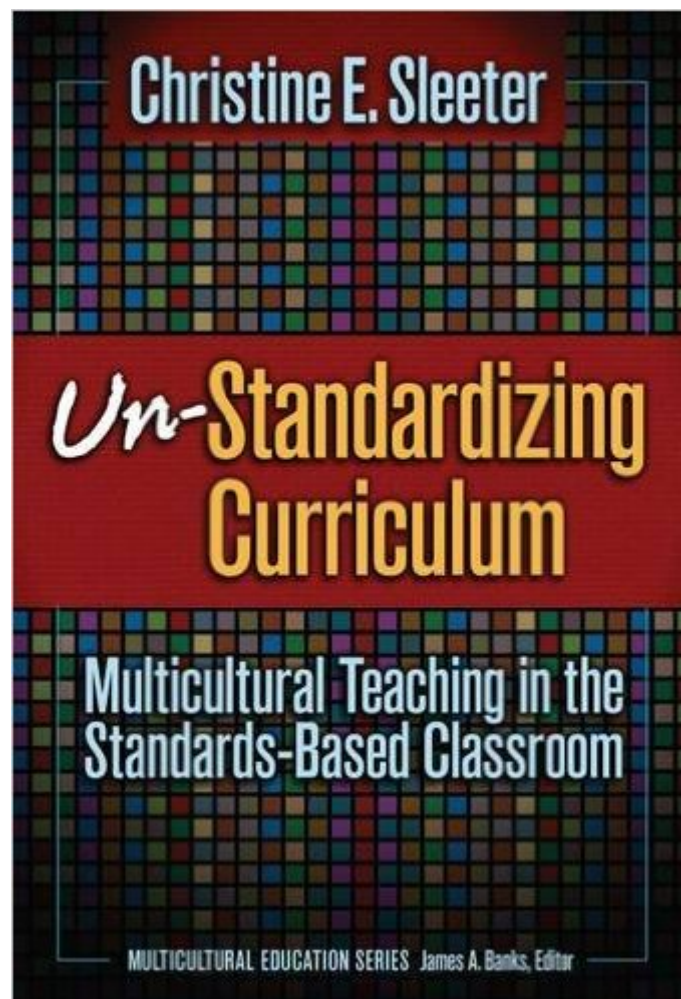


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# Un-Standardizing Curriculum: Multicultural Teaching In The Standards-based Classroom (Multicultural Education (Paper))



## Synopsis

How can teachers learn to teach rich, academically rigorous multicultural curricula under current standardization constraints? In her new book, Christine Sleeter offers a much-needed framework to help teachers take on this challenge. By contrasting key curricular assumptions with those of multicultural education, she reveals the aspects they share as well as the conceptual and political differences between them. Sleeter makes a strong case for what teachers can do to "un-standardize" knowledge in their own classrooms, while working toward high standards of academic achievement. Features: \* Detailed portraits of activist teachers committed to multicultural education, including the constraints and challenges they face. \* Guidance for teachers who want to develop their classroom practice, illustrating the possibilities and spaces teachers have within a standardized curriculum. \* A field-tested conceptual framework that elaborates on the following elements of curriculum design: ideology, enduring ideas, democratized assessment, transformative intellectual knowledge, students and their communities, intellectual challenge, and curriculum resources.

## Book Information

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Average Customer Review: 3.9 out of 5 starsÂ Â See all reviewsÂ (7 customer reviews)

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## Customer Reviews

Sleeter has written an interesting book that is one of many in the Multicultural Education Series edited by James A. Banks. Her essential questions which guide the book are a good way to frame the discussion of how to indeed do multicultural teaching in the midst of the standardized teaching

that No Child Left Behind mandates. Sometimes her examples from classroom teachers seemed to be stretched to fit the chapter. There are some inconsistencies as far as her quotes from other authors (appear to be taken out of context from the original authors) and a few errors in her References (dates of publications, misspelling of articles and names). Just read it as Sleeter's ideas and glean from it those things that you find helpful. This isn't the last word on the subject, just one perspective.

I did not complete this text. The kindle program kicked me out of the book and forced me to write this before I could gain access again. Totally annoying!

Must read for teachers. Thought provoking...a game changer

I'll make my review quick and to the point. I am in my eighth year of successful teaching, from grades three through eight. This was a required text in my graduate teaching program, and I was fortunate to hear Sleeter speak as a guest at one of our lectures. As a White, middle-class teacher of poor Latin, Black, and Pacific Islander children, this book was pivotal to informing how I teach and think about student learning. I've cited Sleeter's work and the statistics she chooses to highlight in my own research and essays-even now, six years later.

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