**Be Sensitive to the Students’ Fear of Failure**

*How to get the most out of a 1 to 35 class ratio? Providing Effective Support to all Acceleration Students*

**Presenters:** Julia Raybould-Rodgers and Chellis Ying at Allan Hancock College (Santa Maria, CA)

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| **Scenario** | **How would you respond to this student and change the narrative to avoid or mend emotional triggers?**  |
| 1. **The Excuse Makers:** “I didn’t finish the writing assignment. I have a job and three other classes to take.” |  |
| 2. **The Insecure:** “English is my worse subject. I don’t like to read.”  |  |
| 3. **The Anxious Grade Watcher:** “Why is my grade so low? Why did you dock me one point on my reading journal?” |  |

**Developing Relevant Thinking-Oriented Curriculum**

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**Directions:** Brainstorm a single-themed curriculum topic, sub units within this theme, and potential materials that supports this theme.

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| **Themes** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **Your Single-Theme Curriculum:**  | Unit Theme:  | Unit Theme:  | Unit Theme:  | Unit Theme:  |
| **Full length texts:** |  |  |  |  |
| **Scholarly material and challenging readings** |  |  |  |  |
| **New Media Material (podcasts, videos and movies)** |  |  |  |  |

**Examples from “Success” Curriculum**

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| **Themes** | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **Success:** What defines a successful life? | **Unit 1: How much success is outside of one’s control?** Themes: Ethnicity, Stereotypes, Socio-economic background, gender, and Cultural Legacy | **Unit 2: How does grit contribute to success?** Themes: Intrinsic vs. Extrinsic motivation, education and parental influence | **Unit 3: What factors, other than wealth, contribute to a successful life?** Themes: Happiness, physical health, political power, personal satisfaction, community, etc. | **Unit 4: How do ethics influence success?** Themes: Integrity, ambition, and getting ahead at the expense of others |
| **Full length text:** | Malcolm Gladwell’s *Outliers* and Wes Moore’s *The Other Wes Moore* |  |  |  |
| **Scholarly material and challenging readings** | Claude M. Steele’s “Thin Ice: ‘Stereotype Threat’ and Black College Students” and Langston Clark et al’s “Generations: Academic and Athletic Integration of a Southern PWI Basketball Program” | Amy Chua’s “Why Chinese Mothers Are Superior,”and Zorana Ivcevic and Marc Brackett’s “Predicting School Success: Comparing Conscientiousness, Grit and Emotion Regulation Ability”  | Karl Marx’s *Communist Manifesto*, ch 1 & 2, Henry David Thoreau’s *Walden* “Chapter 1: Economy,” and David G. Blanchflower’s “International Happiness: A New View on the Measure of Performance” | Budd Schulberg’s “What Makes Sammy Run?” and “Love Comes to Sammy Glick,” Benjamin M. Friedman’s “The Moral Consequences of Economic Growth,” and Niccolo Machiavelli’s “The Prince”  |
| **New Media Material (podcasts, videos and movies)** | [PODCAST] *Hidden Brain*: “An Ace Up The Poker Star's Sleeve: The Surprising Upside Of Stereotypes” (~27 min), [PODCAST] *This American Life:* “How I got into College” (~57:27 min), and [PODCAST] *RadioLab*: “On the Edge” (~45 min) | [VIDEO] TEDxTalks: Angela Lee Duckworth’s “The key to success: Grit” (~ 6 min.), and [VIDEO] *PBS*: “Victor Rios: One Man’s Journey from Gang Member to Academia” (~10 min) | [PODCAST] *Invisibilia*: “How to Become Batman”  | [PODCAST] Planet Money: “Finding the Fake News King” (~18:45 min) and [PODCAST] *StartUp*: “Almost Famous” and “Gaming the System” (~30 min) (~36 min) |