

LA 3.3: Mr. Chacon's Story

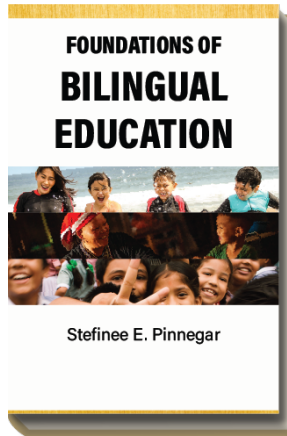
Concept Application of Cultural Capital and Deficit Theory



Learning Outcome	Pedagogical Intent	Student Position
<p>Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.</p> <p>Assessment: 25 pts.</p> <p>TA: 20 Minutes</p>	<p>Teachers can identify and recognize social theories of Cultural Capital and Deficit Theory and discuss how these orientations can affect their pedagogy.</p>	<p>Students have learned about the socioeconomic level, immigrant status, and language factors that affect the culture of English learners and their families. They have watched a video explaining social theories and have heard Mr. Chacon’s story. They are now prepared to learn about how deficit orientations affect their participation in schools.</p>

Instructions

1. Working with a partner, read “Mr. Chacon’s Story,” underlining and labeling the evidence of deficit theory and cultural capital in the story. The graphic organizer that has been provided defines these terms.
2. After you have read the story, finish filling out the organizer. Be sure to record the evidence as well as think about why the evidence you selected falls under the definition of deficit theory or cultural capital.
3. Participate in the class discussion about deficit theory, cultural capital, and this story when the instructor asks you to do so.



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education

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