

# Dignity in Diversity

## Attachment A

**Course Title:**

Dignity in Diversity

**Course Description:**

The course for high school, which the committee has developed, is centered around four primary concepts to inspire students toward and prepare them for a democratic society. These concepts include democracy/equity, cross-cultural understanding, interdependence, and socio-cultural change. The course is similar in design and philosophy to the Project R.E.A.C.H. program proposed for junior high/middle school. It is a spiral curriculum as well.

*The course title and description have been approved by the Anchorage School Board. This course outline is meant to serve as an example of one possibility for organizing this class. It does not represent the only way the course may be organized. Each course outline has been written by a different teacher, so there will be differences in the approach used from one course to another.*

**Course Goals**

Through this course students will:

- Increase self-awareness, build self-confidence, and raise the self-esteem of each student in an atmosphere where everyone feels safe to share opinions and beliefs.
- Identify and appreciate diverse cultural backgrounds within the school and community.
- Recognize, clarify, and define the existence of stereotypes, prejudices, and racism.
- Encourage students to build effective coalitions within, and between, schools and community.
- Understand that respect for diverse values, traditions, and behaviors are essential if we are to fully realize our nation's democratic ideals of equity and justice.
- Develop an understanding and empathy for human differences; which will encourage students to become committed to the elimination of prejudice and discrimination.

### **Course Objectives:**

- Introduce the importance of individual respect, rights, and self-worth.
- Explore personal culture and needs including ethnic identity.
- Develop interpersonal communication and coping skills.
- Acquire and practice conflict resolution skills for combating stereotyping, prejudice, and racism.
- Foster community involvement in the process by developing personal and group contacts with multiple cultures.
- View and evaluate events from various cultural perspectives and points of view.
- Recognize cultural bias in historical perceptions.
- Acknowledge the role of historical context on cultural perceptions.
- Clarify and define meaning and origins of prejudicial and derogatory terms.
- Develop an awareness of the cost and consequences of prejudice and discrimination.
- Recognize society's responsibility in protecting individuals and groups from discriminatory acts and attitudes.
- Build awareness, and recognition of, the importance of personal involvement in the community.
- Promote awareness and recognition of the importance of action at the local, state, and federal levels to insure that governmental policy plays an active role in ending discrimination.
- Empower students to become active contestants against prejudice and discrimination.

### **Outcomes:**

The proposed course is student -centered in scope. As a result of taking this course, students are expected to reach these outcomes:

- Self-esteem as a learner and a person - Students will develop a positive self-esteem. Students will understand and respect their own cultural background as a means of developing self-esteem.

- Process skills, problem solving, goal setting, accountability, and communication - Students will learn to live in a pluralistic society with mutual respect and appreciation for others.
- Self-directed learner - Students will make personal choices that reduce discrimination, isolation, and prejudice. They will be able to communicate and work effectively with people, regardless of their race, gender, religion, ethnicity, or *sexual orientation*.
- Concern for others - Students will respect the numerous contributions made by all people to American life. They will develop strategies for dealing with inequities, prejudice, discrimination, and abusive use of power.

### **Key Concepts of Course:**

- Prejudice
- Stereotyping
- Sexism
- Exceptionalities
- Self-esteem
- Decision Making
- Ethnocentrism
- Cooperative Learning
- Racism
- Ethics
- Ageism
- *Sexual Orientation*
- Social Action Skills
- Commitment to Human Dignity

### **Assessment:**

Pre- and Post Attitude Assessment Tests in the following areas:

#### Reading

- Recognizing different perspectives.
- Vocabulary/Jargon - i.e., prejudice, culture, bigotry, empathy, discrimination, stereotyping, racism, ethnocentrism.
- Critical thinking - i.e., cause/effect, sequencing.

#### Writing

- Sentence structure, paragraphs, essays, and research.

### Listening

- Lectures
- Small Groups

### Speaking

- Small Group
- Debate
- Role Playing