



8th Grade Diversity

COURSE SYLLABUS

Faculty

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Dean of Equity & Inclusion

M-F, 7:45AM-3:45PM

All questions, comments, and concerns are welcomed via email. We would appreciate your support in offering us a window of 24 hours to respond to all communication sent to us throughout the week.

2019-2020 ACADEMIC YEAR

Quarter Course

Camille S. Edwards, **Pass/Fail**

course summary |

8TH GRADE DIVERSITY

This seminar style course empowers students to explore different lenses of their identities alongside their peers. Together, we examine the definitions and implications of eight key social identifiers, including: race, ethnicity, nationality, religion/faith, gender identity, sexual orientation, socioeconomic status, and ability. (*Quarter Course*)

Each quarter, we set out to analyze a collection of themes in a content arc that reflects the interests of our student collective. Our major themes include: identity, history, relationships, integrity, leadership, self-evolution, and legacy. Our areas of learning include: emotional intelligence (EQ), navigating crucial conversations, understanding our roles as agents of change, effective speaking, and community building.

Materials Needed: Students are required to come to each lesson with a writing utensil, lined paper, and a charged laptop/tablet (to be provided by school).

class offerings |

Students experience the coursework through a variety of offerings.

Any combination of these tools create their experience in the classroom week over week:

- Interviewing
- Class Journaling
- Collaborative Brainstorm Sessions
- Small Group, Cluster Work
- Community Building Activities
- Seminar Discussions
- Public Speaking Opportunities

unit journey |

Over the course of the quarter, we explore the following critical questions:

- Who am I?
- How do I/we define community?
- How do I/we define diversity?
- How do I/we define inclusion?
- What are the different types of diversity that we see reflected in our community?
- How do we honor and nurture the different types of diversity that we see reflected in our community?
- What truths about my experiences can offer others an insight into my identity and guiding philosophies?
- What unique gifts do I bring to our community?
- How can I use my gifts to bring about positive change within our community?

Students receive more specific unit components week over week, preparing them for the work that is to come. This is intentional on the part of our teaching faculty, as our aim is to craft an organic and authentic learning process for students in each section of this course.

grading |

This course is marked as pass/fail. Students receive positive credit for this course based on attendance, preparedness for class, and engagement in all class lessons & activities/events. A student seeking a grade marking of 'pass' explicitly demonstrates the following:

- Consistent class attendance with 0-2 unexcused absences over the course of the quarter, timely arrival to class
- An expressed commitment to 'leading self', 'leading others', and 'leading community'; leadership lenses
- The desire to ask questions, offer comments/insights, welcome/offer feedback, and welcome/offer constructive perspectives w/regard to the class lesson
- A willingness to embrace the mental challenge of the coursework and actively seek the next opportunity for his/her growth
- An interest in the peer-peer collaborative process, and seeks unique ways to engage with his/her peers each lesson