

Short Synopsis of the Course / Subject Areas of Focus

In this course, students will embark on a transformative journey to explore issues of equity, diversity, inclusion, and social justice. Through interactive lessons, engaging activities, and reflective discussions, students will develop critical thinking skills and deepen their understanding of biases, prejudices, and discrimination in society. Aligned with the [Learning for Justice Social Justice Standards](#), and the [New York State Culturally Responsive Sustaining Education Framework](#) this course will empower students to become active agents of change in their communities and beyond.

Name: Exploring Equity

Grade Level: 6 - 8

Subject: Cultural Competence

Big Ideas of the Unit

The curriculum's focus on equity, diversity, inclusion, and social justice mirrors the aspirations of the Hastings-on-Hudson Portrait of a Learner by fostering a learning environment where students develop essential skills, mindsets, and values to thrive in a diverse and ever-changing world. Through authentic learning opportunities and discussions, students will develop new understanding, skills and strategies to achieve the following key learning objectives:

1. Develop awareness of personal biases and prejudices.
2. Analyze how systems of power and privilege impact individuals and groups.
3. Explore the intersections of identity, including race, ethnicity, gender, sexuality, and socioeconomic status of myself and others.
4. Examine historical and contemporary examples of injustice and discrimination.
5. Cultivate empathy and compassion towards marginalized communities.
6. Practice respectful communication and conflict resolution strategies.
7. Advocate for equity and inclusion in personal and community contexts.
8. Engage in action-oriented projects to address bias and promote social justice.

Student Learning Standards

Students will be able to:

- Relate to people of different ages and from diverse backgrounds.
- Recognize and respect individual differences, races, genders, disabilities, and cultures.
- Identify the impact of stereotypes and prejudices.
- Problem-solve to resolve disagreements.

Learning for Justice - Social Justice Standards - Grades 6-8

Culturally Responsive Content and Practices

Welcoming and Affirming Environment:

- Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.
- Practice empathy during all interactions. Think about others' feelings, taking into account their experiences and imagining what it feels like to be in another person's shoes.
- Support and accept classmates. Hold peers accountable to following mutually-agreed upon norms and assume the responsibility of creating an educational environment in which others feel affirmed and valued.

Fostering High Expectations and Rigorous Instruction:

- Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.
- Continuously learn about implicit bias, with attention to identifying and addressing implicit bias in the school community.
- Take responsibility for one's role in group activities, balancing group and individual accountability.

Identifying Inclusive Curriculum and Assessment:

- Identify, discuss and dismantle implicit bias in curriculum and assessment.
- elevate historically marginalized voices
- empowers learners to be agents of positive social change

Engaging In Ongoing Professional Learning and Support:

- Continuously learn about implicit bias, with attention to identifying and challenging your own biases, and identifying and addressing implicit bias in the school community.
- Challenge yourself to learn about people, cultures, languages, orientations, abilities, and socioeconomic backgrounds different from your own.

Assessment plan

Students will participate in various activities and projects pertaining to each topic. Their participation will depict their understanding of the topics covered in each lesson.

Resources

This course is anchored by resources from [Learning for Justice](#) and [Facing History and Ourselves](#), two organizations committed to cultivating cultural competence, and from the professional expertise of our educators.