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INFORMATION CIRCULAR NO. 75

Community Relations and Integration Services Div. No. 9

SAN DIEGO CITY SCHOOLS

Date: October 26, 1983

To: Area Assistant Superintendents, Area Operation Managers, Basic Skills Director and Secondary School Principals

Subject: IMPLEMENTATION OF STUDENT RACE/HUMAN RELATIONS PROGRAM, GRADES 7-12

Department and/or Persons Concerned: Secondary School Principals, Appropriate Department Heads, Classroom Teachers

Reference: STUDENT RACE/HUMAN RELATIONS PROGRAM

Information in Brief:

The attached information describes the implementation process for the Student Race/Human Relations Program, Grades 7-12. Included in this packet are:

1. General description of implementation procedures and responsibilities.
2. Summary of Content Sequence Chart--REVISED, which designates the student race/human relations objectives to be taught at each grade level.
3. Sample record-keeping sheet to document student participation.
4. Listing of Student Race/Human Relations Program activities which must be taught at each grade level.
5. Form for ordering Student Race/Human Relations Program materials.

Sites are requested to order student program materials through the Curriculum Materials Distribution Center using the appropriate stock number.

Questions concerning implementation should be directed to the site-assigned race/human relations facilitator or Dr. Yvonne Johnson, director, Community Relations and Integration Services, Race/Human Relations Program Office, Bungalow 1 at Longfellow, 275-3922.

Yvonne Johnson, Director
Community Relations and
Integration Services

APPROVED:

George T. Frey
Assistant Superintendent
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GTF:YJ:jm
Attachments
Distribution: Lists E, F, and P

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

STUDENT RACE/HUMAN RELATIONS PROGRAM, GRADES 7-12

PROGRAM IMPLEMENTATION

General Information

Ideally, the Race/Human Relations Program for students should permeate all course work and interactions which people have in and out of the classroom. However, at this stage of program development and implementation, it is necessary to identify a specific structure for teaching race/human relations concepts.

In order to meet the court mandate, the district is providing a thirteen-year developmental and sequential race/human relations program for all students within the normal school day. Several subject areas were examined for implementation of the student program because they involve all or most students:

English - involves all students, K-12.
Physical Education - involves all students, K-10.
Social Studies - involves all students, K-12, with the exception of Grades 9 and 10.

A survey conducted by the Evaluation Services Department showed that more teachers indicated social studies as the most appropriate content area for race/human relations. Because of the knowledge base of teachers of social studies, they should best be able to integrate the race/human relations curriculum into their teaching activities.

Beginning with the 1984-85 school year, race/human relations content will be included in the newly adopted social studies materials. During the 1983-84 school year, the objectives and support activities which constitute the student program are to be taught in the social studies class. Exceptions to this are:

Grade 7 - Achievement Goals Program: The Student Race/Human Relations Program will be conducted during physical education classes. The physical education teachers working in conjunction with the inschool counselors will be the primary instructors for the program. The district's race/human relations staff will advise and support.

Grades 9 and 10 - Teaching responsibilities for the student race/human relations curriculum will be divided as follows:

- The topics of *Conflict* and *Prejudice and Discrimination* will be taught through physical education classes. Physical education teachers working in conjunction with the inschool counselors will be the primary instructors for the program.
- The topics of *Identity* and *Culture* will be taught by the social studies teachers to those 40-60% of the students who are enrolled in social studies classes.

NOTE: IF THE ABOVE SOLUTIONS TO DEAL WITH THE EXCEPTIONS CREATE UNUSUAL DIFFICULTIES AT YOUR SITE PLEASE CONSULT WITH YOUR SITE-ASSIGNED RACE/HUMAN RELATIONS FACILITATOR FOR IMPLEMENTATION ALTERNATIVES.

Program Content

Content for the Student Race/Human Relations Program is defined by the Concept Goals. (Please refer to pages 12.9 through 12.13, Race/Human Relations Multi-Year District Program for Staff and Students notebook distributed at the principals' workshops September 8, 9, and 15.)

A chart summarizing the content sequence, Grades 7-12, is included in this packet. The chart identifies, by Concept Goal, the objectives to be covered at each grade.

Mandated Student Activities

Certain activities from the student guides for behavioral change, Grades 7-9 (Level 3) and Grades 10-12/Adult (Level 4), have been identified as mandatory for each grade. Guides are titled according to the Concept Goal that they support - *Identity, Diversity, Culture, Conflict,* and *Prejudice and Discrimination*. The activities for each grade will span approximately 10 instructional days. If possible, the teacher will introduce these activities at a time which best compliments the social studies content being taught during the first semester.

A listing by grade of the mandatory student program activities is included in this packet. Multi-grade classes will handle program objectives through a rotation system. For example, a Grade 7-8 combination class will follow the Grade 7 sequence during year 1 and then follow the Grade 8 sequence for year 2. If such a rotation is not feasible, teacher discretion should be used to determine content sequence.

Enrichment Activities

Enrichment activities for the Race/Human Relations Program can be located through the following sources:

- Multicultural collection at the Instructional Media Center (IMC)
- District social studies guides
- General collection at IMC
- Commercial publications

In addition, the site-assigned race/human relations facilitators and social studies department staff may also serve as a resource to assist in providing enrichment activities.

AREAS OF RESPONSIBILITY

School Principal

The principal is responsible for the implementation, supervision, and operation of the district's Race/Human Relations Program in the school. More specifically, the principal is responsible for supervising classroom teachers to ensure that:

1. The objectives contained within the Concept Goals, as adopted by the Board of Education during June 1982, are met.

2. District-developed materials for the program are available and used.

3. The teacher provides instruction to the students in order to meet the criteria of the stated objectives.

4. Records of pupil participation in the Race/Human Relations Program are maintained and shared with the appropriate area assistant superintendent as well as the assistant superintendent of Community Relations and Integration Services Division.

Classroom Teacher

Under the direction of the principal, all teachers are responsible for modeling positive race/human relations practices and for highlighting race/human relations concepts as appropriate to their subject area. In addition, at the secondary level, social studies teachers are responsible for implementing the program at the classroom level, with the exceptions noted on page 1.

More specifically, those teachers directly involved in program instruction are responsible for:

1. Encouraging active student participation.

2. Using the materials in the appropriate district guide for the Race/Human Relations Program.

3. Providing direct instruction for those activities which meet the stated objective.

4. Working cooperatively with district race/human relations staff to provide additional activities to reinforce a concept that was not clearly understood.

5. Supervising race/human relations small group activity work.

6. Providing feedback to students.

7. Maintaining student participation records. A sample record-keeping sheet is included with this packet.

8. Participating in race/human relations staff development activities at the school site. (Teachers are also encouraged to participate in district-sponsored race/human relations enrichment activities.)

9. Providing input to the race/human relations facilitators and/or program director regarding race/human relations curriculum activities.

Assistant Superintendent and Directors - Community Relations and Integration Services Division

The assistant superintendent and directors of the Community Relations and Integration Services Division serve as general resource persons to the Race/Human Relations Program.

Race/Human Relations Facilitator

The major resource support system for the Student Race/Human Relations Program is the site-assigned race/human relations facilitator. Under the direction of the Community Relations and Integration Services Director the facilitator assists the principal in implementing and monitoring Race/Human Relations Program activities and providing inservice for staff members. Support services include:

Race/Human Relations Facilitator - continued

1. Consulting. The consulting role involves activities, such as contacting site administrators and devising a plan of action for the year; serving on site committees; facilitating problem-solving and decision-making activities, and providing other resources as needed.

2. Teaching Demonstration Lessons. Race/Human relations lessons are conducted upon request as time and work schedules permit. In addition, facilitators assist teachers as they become more comfortable in working with race/human relations activities.

3. Conducting Workshops. Facilitators prepare materials, arrange for resources, implement inservice sessions and workshops, in addition to assisting with individual workshop evaluations.

4. Developing Materials. Materials in race/human relations are constantly updated. Facilitators assist in conducting research and writing materials for classrooms and workshops, as well as for use as curriculum.

5. Teaching Continuing Education Classes. Facilitators teach continuing education classes in the area of race/human relations during fall, spring, and summer sessions.

Other responsibilities include classroom visitations, participating in teacher meetings and communicating suggestions for program revision, as well as participating in inservice designed to improve facilitation skills. Race/Human relations facilitators assist with the district's monitoring and evaluation processes, as requested.

Community Aides for Integration

A limited number of community aides for integration provide support and assistance to the Race/Human Relations Program at individual school sites throughout the district. Under the direction of the principal, classroom teacher, and/or counselor, the community aide may work with small groups of students in the classroom or counseling center. They provide leadership for small group discussions.

STAFF DEVELOPMENT

Staff development for the Race/Human Relations Program will be conducted by the race/human relations staff. Inservice for the student program will be conducted at the school site or at designated locations determined by the site administrator and the site-assigned facilitator.

The initial inservice regarding the 1983-84 student program will be conducted prior to October 31, 1983. Throughout the school year, additional inservice sessions will be provided, based on a request from the administrator and staff, and conducted by the site-assigned race/human relations facilitator according to his/her work schedule. School site personnel will be requested to assist the facilitator in conducting staff inservice, as appropriate.

PROGRAM MONITORING

The Community Relations and Integration Services Division will monitor the implementation of the student program, as follows:

1. Informal. Informal monitoring will occur through classroom observations, through feedback received in staff meetings, and through other sources of information.

2. Formal. Formal monitoring will occur as the Community Relations and Integration Services Division conducts a general monitoring of all classroom/site programs at approximately forty schools per year. A major portion of this monitoring focuses on implementation of the Race/ Human Relations Program.

In addition, assistant superintendents for Areas I, II, III, and IV will monitor programs conducted at each of their assigned schools.

EVALUATION

The Evaluation Services Department will conduct a formal evaluation at a designated number of schools in order to determine program effectiveness.

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SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

Summary of Content Sequence

GRADES 7-12

Level 3 (7-9 Packet) Level 4 (10-12/Adult Packet)

7	8	9	10	11	12
IDENTITY Level 3 Obj: 1 2	DIVERSITY Level 3 Obj: 1 2	IDENTITY Level 3 Obj: 3	IDENTITY Level 4 Obj: 1 2 3	DIVERSITY Level 4 Obj: 1 2	CONFLICT Level 4 Obj: 3
CONFLICT Level 3 Obj: 1 2	CULTURE Level 3 Obj: 2	CONFLICT Level 3 Obj: 3	CONFLICT Level 4 Obj: 1	CONFLICT Level 4 Obj: 2	PREJ/DISC Level 4 Obj: 2
	PREJ/DISC Level 3 Obj: 1	CULTURE Level 3 Obj: 1	CULTURE Level 4 Obj: 2	CULTURE Level 4 Obj: 1	
		PREJ/DISC Level 3 Obj: 2	PREJ/DISC Level 4 Obj: 1		

Revised October 12, 1983. Chart amends 7-12 sections of page 12.5, Multi-Year Race/Human Relations Program for Staff and Students.

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RACE/HUMAN RELATIONS
STUDENT PROGRAM DOCUMENTATION SHEET

School _____

Teacher _____

Grade _____

Concept Goal _____

Level _____

ACTIVITY LOG

NAME	Page Number	OBJECTIVE 1						OBJECTIVE 2						OBJECTIVE 3					

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

Instructions:

Mandatory activities for each grade have been extracted from the Student Race/Human Relations Program guides, *Identity, Diversity, Culture, Conflict,* and *Prejudice and Discrimination.* These activities cover approximately 10 instructional days. Other activities from the guides may be used to supplement those that are required. The mandatory activities are listed by grade. Specific information on the Concept Goal, the objective, the activity and lesson duration is given.

GRADE 7

Level 3 (7-9 Packet)

IDENTITY

Objective	Pages	Days of Instruction	Activity
1	21	1	Contributions to Humankind
	23	1	Contributions in the News
2	45	1	Ethnic Chart
	47	1	The Important People in My Life

CONFLICT

Objective	Pages	Days of Instruction	Activity
1	23	2	Support and Team Spirit
	26-27	2	No Name Suggestions and Worksheet
2	51-54	2	I Messages

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SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 8

Level 3 (7-9 Packet)

DIVERSITY

Objective	Pages	Days of Instruction	Activity
1	49	1	Emigration
2	103	1	Your Values
	106	1	Proud Circles

CULTURE

Objective	Pages	Days of Instruction	Activity
2	**	2	Cultural Influences on the United States
		1	Changing Characteristics

PREJUDICE AND DISCRIMINATION

Objective	Pages	Days of Instruction	Activity
1	15-17	2	Fact of Opinion? and Worksheet
	19	1	Fact or Opinion? Stereotyping People
	21	1	Perspectivism: Seeing the Same Things Differently

** Guide is currently being revised and will be available after November 15, 1983. Please refer to guide table of contents for page number of activities.

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SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program
MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 9

Level 3 (7-9 Packet)

IDENTITY

Objective	Pages	Days of Instruction	Activity
3	75	2	Strength of Character

CONFLICT

Objective	Pages	Days of Instruction	Activity
3	89	1	To Further Independence
	93	1	What's My Style

CULTURE

Objective	Pages	Days of Instruction	Activity
1	**	2	Cultural Groups

PREJUDICE AND DISCRIMINATION

Objective	Pages	Days of Instruction	Activities
2	38-39	2	Brown Eyes - Blue Eyes
	40-41	2	"If Only I'd Said..." A Mock Discussion

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SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 10

Level 4 (10-12/Adult Packet)

IDENTITY

Objective	Pages	Days of Instruction	Activities
1	29	2	Generation Search
2	63	1	My Culture
3	95	1	We Did It!

CONFLICT

Objective	Pages	Days of Instruction	Activities
1	34	2	You Are

CULTURE

Objective	Pages	Days of Instruction	Activities
2	**	2	Culture Shock

PREJUDICE AND DISCRIMINATION

Objective	Pages	Days of Instruction	Activities
1	50-53	2	Detecting Stereotypes

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Community Relations and Integration Services Division
Race/Human Relations Program
MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 11

Level 4 (10-12/Adult Packet)

DIVERSITY

Objective	Pages	Days of Instruction	Activities
1	59	1	Unfinished Sentences about Feelings
2	111-112	2	Inquiry: Custer's Last Stand
	117	1	Asian American Identity

CONFLICT

Objective	Pages	Days of Instruction	Activities
2	67	2	Is It Money or Power?

CULTURE

Objective	Pages	Days of Instruction	Activities
1	**	2	Cultural Groups
		2	Melting Pot/Salad Bowl

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SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

MANDATORY STUDENT PROGRAM ACTIVITIES, GRADES 7-12

GRADE 12

Level 4 (10-12/Adult Packet)

CONFLICT

Objective	Pages	Days of Instruction	Activities
3	103-104	2	Relationship with Teachers and Other Authority Figures
	105	2	Intervention Techniques
	106	2	Role Playing Situations

PREJUDICE AND DISCRIMINATION

Objective	Pages	Days of Instruction	Activities
2	105	2	Learning to Handle Our Own Prejudices
	109	2	Developing and Maintaining a More Positive Attitude

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SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division
Race/Human Relations Program

STUDENT PROGRAM MATERIALS ORDER FORM

Instructions: Please order *only* those guides necessary for each grade level teacher. Refer to "Summary of Content Sequence - Revised" for the student guides needed for each grade level. Individual activity sheets from the guides must be duplicated by each site. Return completed form to Curriculum Materials Distribution Center, Location 991, 270-3171.

CONCEPT GOAL	GUIDE LEVEL	STOCK NUMBER	NO. OF COPIES
Identity:	Kindergarten - Grade 3	41-R-0140	_____
	Grades 4 - 6	41-R-0142	_____
	Grades 7 - 9	41-R-0144	_____
	Grades 10-12 and Adult	41-R-0146	_____
Conflict:	Kindergarten - Grade 3	41-R-0110	_____
	Grades 4 - 6	41-R-0112	_____
	Grades 7 - 9	41-R-0114	_____
	Grades 10-12 and Adult	41-R-0116	_____
Culture:	Kindergarten - Grade 3	41-R-0120	_____
	Grades 4 - 6	41-R-0122	_____
	Grades 7 - 9	41-R-0124	_____
	Grades 10-12 and Adult	41-R-0126	_____
Diversity:	Kindergarten - Grade 3	41-R-0130	_____
	Grades 4 - 6	41-R-0132	_____
	Grades 7 - 9	41-R-0134	_____
	Grades 10-12 and Adult	41-R-0136	_____
Prejudice and Discrimination:	Kindergarten - Grade 3 (Available after 10-21-83)	41-R-0150	_____
	Grades 4 - 6	41-R-0152	_____
	Grades 7 - 9	41-R-0154	_____
	Grades 10-12 and Adult	41-R-0156	_____

SCHOOL _____ PRINCIPAL _____ DATE _____

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