[MS-0234.007.011.001]

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
Community Relations and
Integration Services Division

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.

YJ:jj
10/19/83

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.

YJ:jj
10/19/83

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

YJ:jj
10/19/83

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.

YJ:jj
10/19/83

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

** 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.

YJ:jj
10/19/83

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

** 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.

YJ:jj
10/19/83

SAN DIEGO CITY SCHOOLS
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

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

YJ:jj
10/19/83

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

YJ:jj
10/19/83

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 _____

YJ:jj
10/19/83

INFORMATION CIRCULAR NO. 63
Community Relations and
Integration Services Div. No. 7

SAN DIEGO CITY SCHOOLS

Date: October 18, 1983

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

Subject: IMPLEMENTATION OF STUDENT RACE/HUMAN RELATIONS PROGRAM

Department and/or Persons Concerned: Elementary School Principals, K-6 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 kindergarten through sixth. 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 Program objectives to be taught at each grade level.
3. Sample record keeping sheet to document student participation.
4. K-6 Management Charts which delineate where race/human relations concepts are to be taught in each social studies unit.
5. Form for ordering Student Race/Human Relations Program materials.

During the 1983-84 school year, sites will order student program materials through the Curriculum Materials Distribution Center using the appropriate stock number.

Beginning with the 1984-85 school year, the necessary student program materials will be circulated in the traditional fashion with the social studies materials for each unit.

Questions concerning implementation should be directed to the site-assigned race/human relations facilitator, social studies resource teachers, Harvey Prokop, social studies specialist, Educational Services Division, 293-8016, or Dr. Yvonne Johnson, director, Community Relations and Integration Services Division, Longfellow Elementary, Bungalow 1, 275-3922.

Yvonne Johnson, Director
Community Relations and
Integration Services

Harvey Prokop, Social Studies
Specialist, Educational Services

APPROVED:

George T. Frey
Assistant Superintendent
Community Relations and
Integration Services Division

Ralph Patrick
Assistant Superintendent
Educational Services Division

GTF:YJ:dcw

Attachments

Distribution: Lists D and P

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

IMPLEMENTATION OF STUDENT PROGRAM IN RACE/HUMAN RELATIONS, K-6

PROGRAM IMPLEMENTATION

The cognitive instructional portion of the Race/Human Relations Program is to be taught during the social studies time block. While ideally a Race/Human Relations Program should permeate all courses work and interactions which people have in and out of the classroom, at this stage of program development and implementation, a more structured approach is necessary to assure that race/human relations concepts are taught.

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 curriculum to be taught. 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. Thus, it seems feasible to follow the pattern established during the 1982-83 school year and again provide the Student Race/Human Relations Program through social studies classes.

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.)

Social Studies and Race/Human Relations Programs Management Charts

The Student Race/Human Relations Program is to be conducted in the social studies time block in accordance with the "Master Schedule for Health, Science, and Social Studies" for traditional schools. Year-round schools will follow the Social Studies, Science, and Health Instructional Schedules for 1983-84.

In cooperation with the social studies department, management charts for grades kindergarten through sixth have been prepared which delineate the sequence for presentation of race/human relations concepts within the social studies unit. Each chart provides specific information on the social studies activities to be taught, day by day, throughout each unit in the sequence. The charts also specify the days when race/human relations activities are most appropriately taught to best compliment and reinforce the social studies lesson. Twenty-six charts, in all, are included and are organized by social studies level and sequence. Each chart provides a check-off space to be used as documentation that activities have been completed. One complete set of the management charts has been included with this packet. Each chart has its own stock number to facilitate ordering.

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. Observations and visitations are made in each classroom during the race/human relations instructional time and assistance is provided whenever needed.

5. Records are maintained and shared with the appropriate School Operations, and Community Relations and Integration Services Division, assistant superintendent, including the principal's record of classroom observations and student participation in the Race/Human Relations Program.

Classroom Teacher

Under the direction of the principal, teachers are responsible for instruction of the district's Race/Human Relations Program. At the elementary level, all teachers are responsible for implementing the program at the classroom level.

More specifically, the teacher is 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 other district-sponsored race/human relations activities.)

Classroom Teacher (Cont.)

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:

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.

SAN DIEGO CITY SCHOOLS
Community Relations and Integration Services Division

Summary of Content Sequence

Grades K-6

Level I (K-3 Packet)				Level 2 (4-6 Packet)		
K	1 K-1 K-1-2	2 1-2 1-2-3	3 2-3 2-3-4	4 3-4 3-4-5	5 4-5 4-5-6	6 5-6
IDENTITY Level 1 Obj: 1 2 3	DIVERSITY Level 1 Obj: 1 2	CULTURE Level 1 Obj: 1 2	CONFLICT Level 1 Obj: 2 3	DIVERSITY Level 2 Obj: 1	DIVERSITY Level 2 Obj: 2	CULTURE Level 2 Obj: 1 2
		CONFLICT Level 1 Obj: 1	PREJ/DISC Level 1 Obj: 1 2	CONFLICT Level 2 Obj: 1 2	IDENTITY Level 2 Obj: 1 2 3	CONFLICT Level 2 Obj: 3
						PREJ/DISC Level 2 Obj: 1 2

*Revised 9-28-83. Chart ammends K-6 section of page 12.5, Multi-Year Race/Human Relations Program for Staff and Students. Please note that options for grades K-2 have been eliminated. Also, IDENTITY, Level 2, Objectives 1, 2, and 3 will now be taught at grade 5, 4-5, or 4-5-6. CONFLICT, Level 2, Objectives 1 and 2 will now be taught at grade 4, 3-4, or 3-4-5.

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

STUDENT PROGRAM MATERIALS ORDER FORM

Instructions: Please order *only* those guides and management charts 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 at the school. 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	_____

SOCIAL STUDIES/RACE/HUMAN RELATIONS MANAGEMENT CHARTS

STOCK NUMBER *	NO. OF COPIES	STOCK NUMBER *	NO. OF COPIES
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41-C-2520	_____	41-C-2551	_____
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41-C-2522	_____	41-C-2553	_____
41-C-2523	_____	41-C-2554	_____
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* Stock number is found in upper right corner of Management Chart.

SCHOOL _____ PRINCIPAL _____ DATE _____

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2510*

Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level K; Grade Kindergarten

Social Studies Program (SS)	**Race/Human Relations Program (R/HR)**
Unit: Human Needs: Growth Toward Understanding	**Guide:** Identity
Stock Number: 41-K-6000	**Stock Number:** 41-R-0140
	Level: 1
	Objective: 1, 2 and 3

Note: The Race/Human Relations Program Culture Guide, Stock No. 41-R-0120, lists the activities used in Human Needs: Growth Toward Understanding. These activities will complete the objectives in the Concept Goal III: Culture.

Social Studies Concepts for Kindergarten

The following race/human relations activities compliment the Social Studies Concepts for Kindergarten and are to be taught in the following learning blocks.

I. Living Things and Their Basic Needs pp. 21-35

II. Children Have Many Needs

A. Children are Alike, pp. 31-35
B. Each Child is Unique, pp. 37-47
C. Children Communicate Their Needs pp. 49-51
D. Children Need to Learn, pp. 53-60

Identity, Objective 1 (See p. 1 for teacher reference.)

Page No.	Check-off ( )	Date
3-5		
6		
7, Ext. 9-11		
13		
15-17		

III. Families Provide for Some of Our Needs

A. People and Animals Live Together in Families, pp. 61-76
B. Families Provide Shelter, pp. 77-86
C. Families Provide Food, pp. 87-102
D. Families Provide Clothing pp. 103-116

IV. Families Are Dependant Upon Each Other

A. Families Work to Provide Their Needs pp. 117-128
B. Families Are Producers and Consumers pp. 129-140
C. Families Provide Goods and Services, pp. 141-149
D. Families Pay for Goods and Services pp. 151-159
E. Families Live in Communities pp. 161-170

Identity, Objective 2 (See p. 19 for teacher reference.)

Page No.	Check-off ( )	Date
21		
22		
23-24		
25		
26		
27-29		

V. Families Need Change

A. Family Groups Change pp. 171-180
B. Families Move, pp. 181-188

VI. Families and Their Environment

A. Living Things Must Live in Balance with Environment, pp. 189-196
B. People Must Plan the Future pp. 197-201

Identity, Objective 3 (See p. 31 for teacher reference.)

Page No.	Check-off ( )	Date
33 and 37		
35		
39		
41 and 43		
45		
47		

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2510*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 1; Grades 1, K-1, K-1-2 Sequence I

Social Studies Program (SS)	**Race/Human Relations Program (R/HR)**
Unit: Families: Alike and Different **Stock Number:** 41-S-4010	**Guide:** DIVERSITY **Stock Number:** 41-R-0130 **Level:** 1 **Objective:** 1 and 2

Day 1 ( ) R/HR DIVERSITY p. 3	**Day 2** ( ) R/HR DIVERSITY p. 5	**Day 3** ( ) SS Act. 1 p. 2	**Day 4** ( ) SS Act. 2 p. 3	**Day 5** ( ) SS Act. 3 p. 3
Day 6 ( ) R/HR DIVERSITY p. 9 or SS 4 Act. 4 p. 4	**Day 7** ( ) SS Act. 5 and 6 pp. 6 and 7	**Day 8** ( ) SS Act. 7 p. 8 and R/HR DIVERSITY p. 7 Self Portraits	**Day 9** ( ) SS Act. 8 p. 8	**Day 10** ( ) SS Act. 9 p. 9
Day 11 ( ) SS Act. 10 p. 10	**Day 12** ( ) SS Act. 11 p. 11	**Day 13** ( ) SS Act. 12 p. 12	**Day 14** ( ) R/HR DIVERSITY p. 14	**Day 15** ( ) SS Act. 13 p. 13
Day 16 ( ) R/HR DIVERSITY p. 11	**Day 17** ( ) SS Act. 14 p. 14	**Day 18** ( ) SS Act. 15 and 16 p. 15	**Day 19** ( ) SS Act. 17 p. 16	**Day 20** ( ) R/HR DIVERSITY Mr/Mrs Diff., p. 7 and SS Act. 18, p. 17
Day 21 ( ) SS Act 19 p. 18	**Day 22** ( ) SS Act. 20 and 21 pp. 19,20	**Day 23** ( ) SS Act 22 p. 20	**Day 24** ( ) SS Act. 23 p. 21	**Day 25** ( ) SS Act. 24 and 25 pp. 22,23
Day 26 ( ) SS Act. 26 p. 23	**Day 27** ( ) SS Act. 27, p. 24 and R/HR DIVERSITY p. 16	**Day 28** ( ) R/HR DIVERSITY p. 13	**Day 29** ( ) R/HR DIVERSITY p. 15	**Day 30** ( ) SS Act. 28 p. 25
Day 31 ( ) SS Act. 29,30,31 pp. 25,26	**Day 32** ( ) SS ▲ Act. 32,33,34,35, 36,37,38,39,40 pp. 27-34	**Day 33** ( ) SS Act. 41,42 pp. 36,37	**Day 34** ( ) SS Act. 43,44,45 pp. 38,39	**Day 35** ( ) R/HR DIVERSITY p. 20, Clsrm. Lrng. Cntr. and SS▲ Act. 46,47,48,49, 50,51,52,53 → pp. 40-50
Day 36 ( ) (A two-day activity) →	**Day 37** ( ) R/HR DIVERSITY p. 19 and SS Act. 55 p. 51	**Day 38** ( ) SS Act. 54,56 pp. 50,52	**Day 39** ( ) SS ▲ Act. 57,58,59,60, 61,62,63,64,65,66 pp. 52-56 →	**Day 40** ( ) (A two-day activity) →
Day 41 ( ) SS Act. 67,68 pp. 66-67	**Day 42** ( ) R/HR DIVERSITY pp. 22-29 and SS ▲ Act. 69-76 pp. 68-76	**Day 43** ( ) R/HR DIVERSITY p. 21 and SS▲ Act. 76-84 pp.77-85	**Day 44** ( ) SS▲ Act. 85,86,87,88, 89,90,91,92,93,94, 95,96,97,98,99,100, 100,101,102 pp. 87-89	**Day 45** ( ) R/HR DIVERSITY pp. 20 and 31-34

▲ Select those activities appropriate for students' learning needs.
◯ Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.

9/30/83

STOCK NO. 41-C-2511

SAN DIEGO CITY SCHOOLS
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 1; Grades 1, K-1, K-1-2 — Sequence I

Social Studies Program (SS)	Race/Human Relations Program (R/HR)
Unit: Living in Families Stock Number: 41-S-4006	Guide: DIVERSITY Stock Number: 41-R-0130 Level: 1 Objective: 1 and 2

Day 1 ( ) SS Act. 1 p. 6	Day 2 ( ) SS Act. 2 p. 7 and R/HR DIVERSITY p. 5	Day 3 ( ) SS Act. 3 p. 11 and R/HR DIVERSITY p. 16	Day 4 ( ) SS Act. 4 p. 13 and/or R/HR DIVERSITY p. 7, Mr/Mrs Diff.	Day 5 ( ) SS Act. 4, Cntr. Act. p. 15 and R/HR DIVERSITY p. 3
Day 6 ( ) R/HR DIVERSITY Self Portrait p. 7	Day 7 ( ) R/HR DIVERSITY p. 13 and 15	Day 8 ( ) R/HR DIVERSITY p. 9	Day 9 ( ) SS Act. 5 p. 17	Day 10 ( ) SS Act. 6 p. 19
Day 11 ( ) R/HR DIVERSITY pp. 11 and 19 (Part I)	Day 12 ( ) R/HR DIVERSITY p. 19 (Part II) and p. 20, Clsrm. Lrng. Cntr.	Day 13 ( ) R/HR DIVERSITY pp. 31-34 and p. 20, Curiosity Bulletin Board	Day 14 ( ) R/HR DIVERSITY p. 21	Day 15 ( ) R/HR DIVERSITY pp. 22-29
Day 16 ( ) SS Act. 7 and 8 pp. 22,25	Day 17 ( ) SS Act. 9 p. 28	Day 18 ( ) SS Act. 10 p. 31	Day 19 ( ) SS Act. 11 p. 34	Day 20 ( ) SS Act. 12 p. 37
Day 21 ( ) SS Act. 13 and 14 pp. 40,42	Day 22 ( ) SS Act. 15 p. 45	Day 23 ( ) SS Act. 16 p. 48	Day 24 ( ) SS Act. 17 p. 51	Day 25 ( ) SS Act. 18 and 19 pp. 53,56
Day 26 ( ) SS Act. 20 and 21 pp. 61,76	Day 27 ( ) SS Act. 22 p. 69	Day 28 ( ) R/HR DIVERSITY p. 14	Day 29 ( ) SS Introduction to Goal 4 p. 75	Day 30 ( ) SS Act. 24 p. 77
Day 31 ( ) SS Act. 26 p. 81	Day 32 ( ) SS Act. 27 p. 84	Day 33 ( ) SS Act. 28 p. 87	Day 34 ( ) SS Act. 29 p. 89	Day 35 ( ) SS Act. 30 p. 92
Day 36 ( ) SS Act. 31 p. 95	Day 37 ( ) SS Act. 32 p. 97	Day 38 ( ) SS Act.33 p. 99	Day 39 ( ) SS Act. 34 p. 103	Day 40 ( ) SS Act. 35 p. 107
Day 41 ( ) SS Act. 36 p. 109	Day 42 ( ) SS Act. 37 p. 110	Day 43 ( ) SS Act. 38 p. 114	Day 44 ( ) SS Act. 40 p. 121	Day 45 ( )

SAN DIEGO CITY SCHOOLS

STOCK NO. 41-C-2512

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 1; Grades 1, K-1, K-1-2

Sequence II

Social Studies Program (SS)	Race/Human Relations Program (R/HR)
Unit: Things We Do, Part I	**Guide:** Diversity
Stock Number: 41-S-4000	**Stock Number:** 41-R-0130
	Level: 1
	Objective: 1 and 2

Day 1 ( ) SS Act. 1 p. 6	**Day 2** ( ) SS Act. 2 p. 7	**Day 3** ( ) R/HR DIVERSITY p. 3	**Day 4** ( ) SS Act. 3 p. 8	**Day 5** ( ) R/HR DIVERSITY p. 5
Day 6 ( ) R/HR DIVERSITY p. 7 (both activ.) p. 9	**Day 7** ( ) SS Act. 8 and 4 R/HR DIVERSITY p. 16	**Day 8** ( ) SS Act. 5 p. 9 and R/HR DIVERSITY p. 15	**Day 9** ( ) SS Act. 6 and 7 pp. 10, 11	**Day 10** ( ) R/HR DIVERSITY p. 9
Day 11 ( ) SS Act. 8 p. 11	**Day 12** ( ) SS Act. 9 and 10 p. 12	**Day 13** ( ) SS Act. 11 p. 13	**Day 14** ( ) SS Act. 12 and 13 pp. 14, 15	**Day 15** ( ) SS Act. 14 and 15 pp. 15, 16
Day 16 ( ) SS Act. 16 p. 16	**Day 17** ( ) SS Act. 17 p. 17 and R/HR DIVERSITY p. 13	**Day 18** ( ) SS Act. 18 p. 18	**Day 19** ( ) SS Act. 19 p. 19	**Day 20** ( ) R/HR DIVERSITY p. 14 and SS Act. 21 p. 20
Day 21 ( ) R/HR DIVERSITY p. 11 and p. 19 (Part 1)	**Day 22** ( ) R/HR DIVERSITY p. 19 (Part II)and p. 20, Clsrm. Lrng Cntrs.	**Day 23** ( ) R/HR DIVERSITY pp. 31-34 and p. 20, Curiosity Bulletin Board	**Day 24** ( ) R/HR DIVERSITY p. 21	**Day 25** ( ) R/HR DIVERSITY pp. 22-29
Day 26 ( ) SS Act. 22 → p. 21 (Two-day activity)	**Day 27** ( )	**Day 28** ( ) SS Act. 23 (Part I and II) pp. 22,23	**Day 29** ( ) SS Act. 24 and 25 pp. 24,25	**Day 30** ( ) SS Act. 26 p. 25
Day 31 ( ) SS Act. 27,28 pp. 25,26	**Day 32** ( ) SS Act. 29 p. 27	**Day 33** ( ) SS Act. 30 p. 27	**Day 34** ( ) SS Act. 31 p. 28	**Day 35** ( ) SS Act. 32 p. 28
Day 36 ( ) SS Act. 33 p. 29	**Day 37** ( ) SS Act. 34 p. 29	**Day 38** ( ) SS Act. 35 p. 30	**Day 39** ( ) SS Act. 36 and 37 pp. 30,31	**Day 40** ( ) SS Act. 38,39 pp. 31,32
Day 41 ( ) SS Act. 40 p. 33	**Day 42** ( ) SS Act. 41 p. 34 Part (I and II)	**Day 43** ( ) SS Act. 42 and 43 p. 35	**Day 44** ( ) SS Act. 44 and 45 pp. 36,37	**Day 45** ( ) SS Act. 46 and 47 pp. 38,39

SAN DIEGO CITY SCHOOLS STOCK NO. 41-C-2513

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 1; Grades 1, K-1, K-1-2 Sequence II

Social Studies Program (SS)	Race/Human Relations Program (R/HR)
Unit: Things We Do, Part II	Guide: Diversity
Stock Number: 41-S-4002	Stock Number: 41-R-0130
	Level: 1
	Objective: 1 and 2

Day 1 ( ) R/HR DIVERSITY p. 3	Day 2 ( ) R/HR DIVERSITY (All Activities) p. 7	Day 3 ( ) R/HR DIVERSITY pp. 13 and 16	Day 4 ( ) R/HR DIVERSITY p. 9	Day 5 ( ) R/HR DIVERSITY p. 15
Day 6 ( ) R/HR DIVERSITY p. 14	Day 7 ( ) SS Act. 1 p. 3	Day 8 ( ) SS Act. 2 p. 3 and R/HR DIVERSITY p. 5	Day 9 ( ) R/HR DIVERSITY p. 11 and p. 19 (Part I)	Day 10 ( ) R/HR DIVERSITY p. 19 (Part II) and p. 20, Clsrm. Lrng. Cntr.
Day 11 ( ) R/HR DIVERSITY pp. 31-34 and p. 20, Curiosity Bulletin Board	Day 12 ( ) R/HR DIVERSITY p. 21	Day 13 ( ) R/HR DIVERSITY pp. 22-29	Day 14 ( ) SS Act. 3,4 pp. 3,4	Day 15 ( ) SS Act. 5 p. 5
Day 16 ( ) SS Act. 6 p. 6	Day 17 ( ) SS Act. 7 p. 6	Day 18 ( ) SS Act. 8,9 p. 7	Day 19 ( ) SS Act. 10,11 p. 8	Day 20 ( ) SS Act. 12,13 p. 9
Day 21 ( ) SS Act. 14,15 pp. 9,10	Day 22 ( ) SS Act. 16,17 pp. 10,11	Day 23 ( ) SS Act. 18 p. 11	Day 24 ( ) SS Act. 19,20 p. 12	Day 25 ( ) SS Act. 21 p. 12
Day 26 ( ) SS Act. 22,23 p. 13	Day 27 ( ) SS Act. 24 p. 14	Day 28 ( ) SS Act. 25 p. 15	Day 29 ( ) SS Act. 26 p. 15	Day 30 ( ) SS Act. 27 p. 15
Day 31 ( ) SS Act. 28 p. 16	Day 32 ( ) SS Act. 29 p. 16	Day 33 ( ) SS Act. 30 p. 17	Day 34 ( ) SS Act. 31 p. 17	Day 35 ( ) SS Act. 32 p. 18
Day 36 ( ) SS Act. 33 p. 18	Day 37 ( ) SS Act. 34 p. 19	Day 38 ( ) SS Act. 35 p. 19	Day 39 ( ) SS Act. 36 and 37 p. 20	Day 40 ( ) SS Act. 38 p. 21
Day 41 ( ) SS Act. 39 p. 21	Day 42 ( ) SS Act. 40 p. 22	Day 43 ( ) SS Act. 41 p. 22	Day 44 ( ) SS Act. 42,43 p. 23	Day 45 ( ) SS Act. 44 p. 24

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2520*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 2: Grades 2, 1-2, 1-2-3 Sequence I

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	Groups: Alike and Different	Guide:	Culture	Conflict
Stock Number:	41-S-4020	Stock Number:	41-R-0120	41-R-0110
		Level:	Level I	Level I
		Objective:	1 and 2	1

Day 1 ( ) SS Act. 103 p. 2	Day 2 ( ) SS Act. 104 p. 3	Day 3 ( ) SS Act. 105 p. 4	Day 4 ( ) SS Act. 106 p. 4	Day 5 ( ) SS Act. 107,108 pp. 6,7 Optional Act. 109
Day 6 ( ) SS Act. 110 p. 9	Day 7 ( ) SS Act. 111 p. 11	Day 8 ( ) SS Act. 112 p. 13	Day 9 ( ) SS Act. 113 p. 14	Day 10 ( ) SS Act. 114, 115 pp. 15, 16
Day 11 ( ) SS Act. 116, 117, 118 pp. 18,19,20	Day 12 ( ) SS Act. 119, 120 pp. 21,22 Optional Act. 121	Day 13 ( ) SS Act. 122, 123 pp. 24,25	Day 14 ( ) SS Act. 124, 125 pp. 27,29	Day 15 ( ) SS Act. 126, 127 pp. 30,31
Day 16 ( ) SS Act. 128 p. 32	Day 17 ( ) SS Act. 129,130 pp. 33,35	Day 18 ( ) SS Act. 131 p. 36 Optional Act. 132-133	Day 19 ( ) SS Act. 134 p. 39	Day 20 ( ) SS Act. 135,136 pp. 40,41
Day 21 ( ) SS Act. 137, 138 pp. 42,43 Optional Act. 139	Day 22 ( ) SS ▲ Act. 140-155 pp. 47-67 →	Day 23 ( ) →	Day 24 ( ) →	Day 25 ( ) SS ▲ Act. 156-166 pp. 68-79 →
Day 26 ( ) →	Day 27 ( ) SS ▲ Act. 167-176 pp. 81-88	Day 28 ( ) →	Day 29 ( ) SS Act. 177,180 pp. 89-91	Day 30 ( ) SS ▲ Act. 181-187 pp. 92-101
Day 31 ( ) SS Act. 188, 189 pp. 102,103	Day 32 ( ) SS Act. 190,191,192 pp. 104,105,106	Day 33 ( ) SS Act. 193,194 pp. 107,109	Day 34 ( ) SS ▲ Act. 195-208 pp. 113-127	Day 35 ( ) →
Day 36 ( ) →	Day 37 ( ) SS ▲ Act. 209-213 pp. 129-134	Day 38 ( ) R/HR CONFLICT p. 3	Day 39 ( ) R/HR CONFLICT p. 5	Day 40 ( ) R/HR CONFLICT pp. 7-13
Day 41 ( ) SS ▲ Act. 214-220 pp. 136-144 →	Day 42 ( ) →	Day 43 ( ) SS ▲ Act. 221-240 pp. 146-177 →	Day 44 ( ) →	Day 45 ( ) →

▲ Select those activities appropriate for students' learning needs.
◯ Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2521*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 2: Grades 2, 1-2, 1-2-3 Sequence I

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	Living in Groups	Guide:	Culture	Conflict
Stock Number:	41-S-4017	Stock Number:	41-R-0120	41-R-0110
		Level:	Level I	Level I
		Objective:	1 and 2	1

Day 1 ( ) SS Act. 1 p. 5	Day 2 ( ) SS Act. 2 p. 7	Day 3 ( ) SS Act. 3 and 4 pp. 10,11	Day 4 ( ) SS Act. 5 p. 13	Day 5 ( ) SS Act. 6 p. 14
Day 6 ( ) SS Act. 7 p. 15	Day 7 ( ) SS Act. 8 p. 17	Day 8 ( ) SS Act. 9 p. 19	Day 9 ( ) R/HR CONFLICT p. 3	Day 10 ( ) R/HR CONFLICT p. 5
Day 11 ( ) R/HR CONFLICT pp. 7-13	Day 12 ( ) SS Act. 10 p. 20	Day 13 ( ) SS Act. 11 p. 24	Day 14 ( ) SS Act. 12 p. 26	Day 15 ( ) SS Act. 13 p. 28
Day 16 ( ) SS Act. 14 p. 30	Day 17 ( ) SS Act. 15-23 Authority II p. 33	Day 18 ( )	Day 19 ( )	Day 20 ( )
Day 21 ( )	Day 22 ( )	Day 23 ( )	Day 24 ( )	Day 25 ( )
Day 26 ( )	Day 27 ( ) SS Act. 24 p. 36	Day 28 ( ) SS Act. 25 p. 37	Day 29 ( ) SS Act. 26 p. 39	Day 30 ( ) SS Act. 27 p. 41
Day 31 ( ) SS Act. 28 p. 43	Day 32 ( ) SS Act. 29 p. 46	Day 33 ( ) SS Act. 30 p. 48	Day 34 ( ) SS Act. 31 p. 52	Day 35 ( ) SS Act. 32 p. 53
Day 36 ( ) SS Act. 33 p. 55	Day 37 ( ) SS Act. 34 p. 57	Day 38 ( ) SS Act. 35 p. 59	Day 39 ( ) SS Act. 36 p. 61	Day 40 ( ) SS Act. 37 p. 62
Day 41 ( ) SS Act. 38 p. 63	Day 42 ( )	Day 43 ( )	Day 44 ( )	Day 45 ( )

◯ Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.

9/30/83

SAN DIEGO CITY SCHOOLS

STOCK NO. 41-C-2522

Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 2; Grades 2, 1-2, 1-2-3

Sequence II

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	People and the Environment I	Guide:	Culture	Conflict
Stock Number:	Publishers Guide	Stock Number:	41-R-0120	41-R-0110
		Level:	1	1
		Objective:	1 and 2	1

Day 1 ( ) SS Card 2 Optional Act. Card 1	Day 2 ( ) SS Card 3	Day 3 ( ) SS Card 4	Day 4 ( ) SS Card 5	Day 5 ( ) SS Card 6
Day 6 ( ) SS Card 7	Day 7 ( ) SS Card 8	Day 8 ( ) SS Card 9	Day 9 ( ) SS Card 10	Day 10 ( ) SS Card 11 A/B
Day 11 ( ) SS Card 13 Optional Act. Card 12	Day 12 ( ) SS Card 14	Day 13 ( ) SS Card 15 A/B	Day 14 ( ) SS Card 17 Optional Act. Card 16	Day 15 ( ) SS Card 18
Day 16 ( ) SS Card 20 Optional Act. Card 19	Day 17 ( ) SS Card 21 A/B	Day 18 ( ) SS Card 22	Day 19 ( ) SS Card 23 A/B	Day 20 ( ) SS Card 25 Optional Act. Card 24
Day 21 ( ) SS Card 26	Day 22 ( ) SS Card 27 A/B	Day 23 ( ) SS Card 28	Day 24 ( ) SS Card 29	Day 25 ( ) SS Card 31 Optional Act. Card 30
Day 26 ( ) SS Card 32	Day 27 ( )	Day 28 ( )	Day 29 ( )	Day 30 ( )
Day 31 ( ) →	Expand the activities for each card/learning as necessary to meet the learning needs of the students in your class. Allow sufficient time to complete the race/human relations activities at the end of the social studies time block. (Refer to Master Schedule for Health, Science, and Social Studies for ending dates.)			
Day 36 ( ) →	Day 37 ( )	Day 38 ( )	Day 39 ( )	Day 40 ( ) →
Day 41 ( ) →	Day 42 ( ) →	Day 43 ( ) R/HR CONFLICT p. 3	Day 44 ( ) R/HR CONFLICT p. 5	Day 45 ( ) R/HR CONFLICT pp. 7-13

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2523*

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 2; Grades 2, 1-2, 1-2-3 Sequence II

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	People Today	Guide:	Culture	Conflict
Stock Number:	41-S-4015	Stock Number:	41-R-0120	41-R-0110
		Level:	1	1
		Objective:	1 and 2	1

Day 1 ( ) SS Act. 1 p. 7	Day 2 ( ) SS Act. 2 p. 9	Day 3 ( ) SS Act. 3 p. 15	Day 4 ( ) SS Act. 4 p. 16	Day 5 ( ) SS Act. 5 p. 19
Day 6 ( ) SS Act. 6 p. 21	Day 7 ( ) R/HR CONFLICT p. 3	Day 8 ( ) R/HR CONFLICT p. 5	Day 9 ( ) R/HR CONFLICT pp. 7-13	Day 10 ( ) SS Act. 7 p. 24
Day 11 ( ) SS Act. 8 p. 26	Day 12 ( ) SS Act. 9 p. 28	Day 13 ( ) SS Act. 10 p. 32	Day 14 ( ) SS Act. 11 p. 34 →	Day 15 ( )
Day 16 ( ) SS Act 12 p. 36	Day 17 ( ) SS Act. 13 p. 37	Day 18 ( ) SS Act. 14 p. 38	Day 19 ( ) SS Act. 15 p. 39	Day 20 ( ) SS Act. 16 p. 40
Day 21 ( ) SS Act. 17 p. 41	Day 22 ( ) SS Act. 18 p. 42	Day 23 ( ) SS Act. 19 p. 44	Day 24 ( ) SS Act. 20 p. 47	Day 25 ( ) SS Act. 21 p. 50
Day 26 ( ) SS Act. 22 p. 52	Day 27 ( ) SS Act. 23 p. 54	Day 28 ( ) SS Act. 24 p. 56	Day 29 ( ) SS Act. 25 p. 58	Day 30 ( ) SS Act. 26 p. 59
Day 31 ( ) SS Act. 27 p. 61	Day 32 ( ) SS Act. 28 p. 63	Day 33 ( ) SS Act. 29 p. 67	Day 34 ( ) SS Act. 30 p. 71	Day 35 ( ) SS Act. 31 p. 74
Day 36 ( ) SS Act. 32 p. 75	Day 37 ( ) SS Act. 33 p. 76	Day 38 ( ) SS Act. 34 p. 77	Day 39 ( ) SS Act. 35 p. 78	Day 40 ( ) SS Act. 36 p. 80
Day 41 ( ) SS Act. 37 p. 82	Day 42 ( ) SS Act. 38 p. 83	Day 43 ( ) SS Act. 39 p. 85	Day 44 ( ) SS Act. 40 p. 87	Day 45 ( ) SS Act. 41 p. 90

◯ Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2530*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 3; Grades 3, 2-3, 2-3-4 Sequence I

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	San Diego: A Cultural Mosaic	Guide:	Conflict	Prej. & Discrim.
Stock Number:	41-S-4020	Stock Number:	41-R-0110	41-R-0150
		Level:	1	1
		Objective:	2 and 3	1 and 2

Day 1 ( ) SS Act. 1 p. 3	Day 2 ( ) SS Act. 2 and 3 pp. 7,8	Day 3 ( ) SS Act. 3b and 3c pp. 9,10	Day 4 ( ) SS Act. 4 p. 13 Optional Act. 5,6	Day 5 ( ) SS Act. 7 p. 17
Day 6 ( ) SS Act 8 p. 19	Day 7 ( ) SS Act. 9 p. 21 Optional Act. 10	Day 8 ( ) SS Act. 11 and 12 pp. 25,26 Optional Act. 13,14	Day 9 ( ) SS Act. 15 p. 29	Day 10 ( ) SS Act. 16 and 17 pp. 30,31 Optional Act. 18
Day 11 ( ) SS Act. 19 p. 33	Day 12 ( ) SS Act. 20 p. 35	Day 13 ( ) SS Act. 21 p. 36 Optional Act. 22	Day 14 ( ) R/HR PREJ/DISC pp. 6-37 or pp. 39-41	Day 15 ( ) R/HR PREJ/DISC p. 2 or pp. 44,45
Day 16 ( ) R/HR PREJ/DISC pp. 46,47 or pp. 48,49 Ext. p. 50	Day 17 ( ) R/HR CONFLICT pp. 17-19 pp. 20-27	Day 18 ( ) R/HR CONFLICT pp. 29,30	Day 19 ( ) R/HR CONFLICT pp. 31,32	Day 20 ( ) R/HR CONFLICT pp. 35,37,39
Day 21 ( ) R/HR CONFLICT pp. 36,41	Day 22 ( ) R/HR CONFLICT pp. 42-43	Day 23 ( ) SS Act. 23 p. 40	Day 24 ( ) SS Act. 24 p. 41	Day 25 ( ) SS Act. 25 p.42 Optional Act. 44
Day 26 ( ) SS Act. 27,28 pp. 45,46	Day 27 ( ) SS Act. 29 p. 50	Day 28 ( ) SS Act. 30 p. 51	Day 29 ( ) SS Act. 31 p. 52	Day 30 ( ) SS Act. 32 p. 53
Day 31 ( ) SS Act. 33 p. 54	Day 32 ( ) SS Act. 34 p. 55	Day 33 ( ) SS Act. 35 p. 57	Day 34 ( ) SS Intro. p. 59	Day 35 ( ) SS Act. 36 p. 61
Day 36 ( ) SS Act. 37 p. 62	Day 37 ( ) SS Act. 38 p. 63	Day 38 ( ) SS Act. 39 p. 65	Day 39 ( ) SS Act. 40 p. 68	Day 40 ( ) SS Act. 41 p. 70
Day 41 ( ) SS Act. 42 p. 72	Day 42 ( ) SS Act. 43 p. 75	Day 43 ( ) SS Act. 44 p. 77	Day 44 ( ) SS Act. 45 p. 79	Day 45 ( ) SS Act. 46 p. 81

Note: Activities for instructional days 14, 15, 16 and 17 represent choices you can make appropriate to the grade level needs of students.

○ Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.

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SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2531*

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 3; Grades 3, 2-3, 2-3-4 Sequence I

Social Studies Program (SS)		**Race/Human Relations Program (R/HR)**		
Unit:	People, Resources, and Energy	Guide:	Conflict	Prej. and Discrim.
Stock Number:	41-S-5706	Stock	41-R-0110	41-R-0150
		Level:	1	1
		Objective:	2 and 3	1 and 2

Day 1 ( ) SS Act. 1, 2 pp. 5,6	Day 2 ( ) SS Act. 3 p. 9	Day 3 ( ) SS Act. 4, 5 pp. 11,13	Day 4 ( ) SS Act. 6 p. 15	Day 5 ( ) SS Act. 7 p. 17
Day 6 ( ) SS Act. 8 p. 19	Day 7 ( ) SS Act. 9 p. 22	Day 8 ( ) SS Act. 10 p. 24	Day 9 ( ) SS Act. 11 p. 26	Day 10 ( ) SS Act. 12 p. 28
Day 11 ( ) SS Act. 13 p. 30	Day 12 ( ) SS Act. 14,15 pp. 32,34	Day 13 ( ) SS Act. 16 p. 36	Day 14 ( ) SS Act. 17 p. 38	Day 15 ( ) SS Act. 18 p. 40
Day 16 ( ) SS Act. 19,20,21 pp. 43,44,45	Day 17 ( ) SS Act. 22 p. 46	Day 18 ( ) SS Act. 23,24,25 pp. 48,49,50	Day 19 ( ) SS Goal 2 Captain Power →	Day 20 ( )
Day 21 ( ) →	Day 22 ( )	Day 23 ( )	Day 24 ( )	Day 25 ( ) →
Day 26 ( ) SS Act. 26 p. 52	Day 27 ( ) SS Act. 27,28 pp. 55,56	Day 28 ( ) R/HR PREJ/DISC pp.6-37 or pp.39-41	Day 29 ( ) R/HR PREJ/DISC p. 2 or pp. 44,45	Day 30 ( ) R/HR PREJ/DISC pp. 46-47 pp.48-49 Extend p. 50
Day 31 ( ) SS Act. 29 p. 57	Day 32 ( ) SS Act. 30,31 pp. 59,61	Day 33 ( ) SS Act. 32 p. 62	Day 34 ( ) R/HR CONFLICT pp. 17,19 or pp. 20-27	Day 35 ( ) R/HR CONFLICT pp. 29,30
Day 36 ( ) R/HR CONFLICT pp. 31,32	Day 37 ( ) R/HR CONFLICT pp. 35,37,39	Day 38 ( ) R/HR CONFLICT pp. 36,41	Day 39 ( ) R/HR CONFLICT pp. 42-43	Day 40 ( ) SS Act. 33 p. 63
Day 41 ( ) SS Act. 34,35,36 pp. 64,65,66	Day 42 ( ) SS Act. 37,38 pp. 68,70	Day 43 ( ) SS Act. 39 p. 71	Day 44 ( ) SS Act. 40 p. 74	Day 45 ( ) SS Act. 41,42 pp. 76,79

Note: Activities for instructional days 28, 29, 30, and 34 represent choices you can make appropriate to the grade level needs of students.

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SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2532*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 3; Grades 3, 2-3, 2-3-4 Sequence II

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	People and the Environment II	Guide:	Conflict	Prej. and Discrim.
Stock Number:	Publishers Guide	Stock Number:	41-R-0110	41-R-0150
		Level:	1	1
		Objective:	2 and 3	1 and 2

Day 1 ( ) SS Card 34 Optional Card 33	Day 2 ( ) SS Card 35	Day 3 ( ) SS Card 36	Day 4 ( ) SS Card 38 Optional Card 37	Day 5 ( ) SS Card 39
Day 6 ( ) SS Card 40 A/B	Day 7 ( ) SS Card 41 A/B	Day 8 ( ) SS Card 42	Day 9 ( ) SS Card 43	Day 10 ( ) SS Card 44 A/B
Day 11 ( ) SS Card 46 Optional Card 45	Day 12 ( ) SS Card 47 A/B	Day 13 ( ) SS Card 48 A/B	Day 14 ( ) SS Card 50 Optional Card 49	Day 15 ( ) SS Card 51 A/B
Day 16 ( ) SS Card 52	Day 17 ( ) SS Card 54 A/B Optional Card 53	Day 18 ( ) SS Card 56 A/B Optional Card 55	Day 19 ( ) SS Card 57	Day 20 ( ) →
Day 21 ( ) →	Day 22 ( )	Day 23 ( )	Day 24 ( )	Day 25 ( ) →
Day 26 ( ) →				Day 30 ( )

Expand the activities for each card/learning as necessary to meet the learning needs of the students in your class. Allow sufficient time to complete the race/human relations activities at the end of the social studies time block. (Refer to the Master Schedule for Health, Science, and Social Studies for ending dates.)

Day 31 ( ) →				Day 35 ( ) →
Day 36 ( ) R/HR CONFLICT pp. 17-19 or pp. 20-27	Day 37 ( ) R/HR CONFLICT pp. 29,30	Day 38 ( ) R/HR CONFLICT pp. 31,32	Day 39 ( ) R/HR CONFLICT pp. 35,37,39	Day 40 ( ) R/HR CONFLICT pp. 36,41
Day 41 ( ) R/HR CONFLICT pp. 42-43	Day 42 ( ) R/HR PREJ/DISC pp. 6-37 or pp. 39-41	Day 43 ( ) R/HR PREJ/DISC p. 2 pp. 44,45	Day 44 ( ) R/HR PREJ/DISC pp. 46-47 or pp. 48,46 Extend p. 50	Day 45 ( )

Note: Activities for instructional days 36, 42, 43, and 44 represent choices you can make appropriate to grade level needs of students.

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SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2533*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 3; Grades 3, 2-3, 2-3-4 Sequence II

Social Studies Program (SS)	**Race/Human Relations Program (R/HR)**	
Unit: Who are We?	Guide: Conflict	Prej. and Discrim.
Stock Number: 41-S-4-25	Stock Number: 41-R-0110	41-R-0150
	Level: 1	1
	Objective: 2 and 3	1 and 2

Day 1 ( ) SS Act. 1 p. 6	Day 2 ( ) SS Act. 2 p. 7	Day 3 ( ) SS Act. 3 p. 8	Day 4 ( ) SS Act. 4 p. 8	Day 5 ( ) SS Act. 5 p. 9
Day 6 ( ) SS Act. 6 p. 11	Day 7 ( ) R/HR PREJ/DISC pp. 6-37 or pp. 39-41	Day 8 ( ) R/HR PREJ/DISC p. 2 or pp. 44,45	Day 9 ( ) R/HR PREJ/DISC pp. 46-47 or pp. 48,49 Ext. p. 50	Day 10 ( ) SS Act. 7 p. 12
Day 11 ( ) SS Act. 8 and 9 pp. 13,14	Day 12 ( ) SS Act. 10 p. 15	Day 13 ( ) SS Act. 11 and 12 pp. 16, 17	Day 14 ( ) SS Act. 13 and 14 pp. 18, 19	Day 15 ( ) SS Act. 15 and 16 pp. 20,21
Day 16 ( ) SS Act. 17 p. 23	Day 17 ( ) →	Day 18 ( ) →	Day 19 ( ) SS Act. 18 and 19 pp. 26,27	Day 20 ( ) SS Act. 20 p. 28
Day 21 ( ) SS Act. 21 p. 29	Day 22 ( ) R/HR CONFLICT pp. 17-19 or pp. 20-27	Day 23 ( ) R/HR CONFLICT pp. 29,30	Day 24 ( ) R/HR CONFLICT pp. 31,32	Day 25 ( ) R/HR CONFLICT pp. 35,37,39
Day 26 ( ) R/HR CONFLICT pp. 36,41	Day 27 ( ) R/HR CONFLICT pp. 42-43	Day 28 ( ) SS Act. 22 and 23 p. 30	Day 29 ( ) SS Act. 24 p. 31	Day 30 ( ) SS Act. 25 and 26 pp. 33,34
Day 31 ( ) SS Act. 27 p. 35	Day 32 ( ) SS Act. 28 p. 38	Day 33 ( ) SS Act. 29 p. 39	Day 34 ( ) SS Act. 30 p. 39	Day 35 ( ) SS Act. 31 p. 41
Day 36 ( ) SS Act. 32 and 33 pp. 41,42	Day 37 ( ) SS Act. 34 p. 44	Day 38 ( ) SS Act. 35 p. 44	Day 39 ( ) SS Act. 36 p. 46	Day 40 ( ) SS Act. 37 and 38 p. 47
Day 41 ( ) SS Act. 39 and 40 p. 49	Day 42 ( ) SS Act. 41 p. 50	Day 43 ( ) SS Act. 42 p. 51	Day 44 ( ) SS Act. 43 p. 52	Day 45 ( ) SS Act. 44 and 45 pp. 54,55

Note: Activities for instructional days 7, 8, 9, and 22 represent choices you can make appropriate to the grade level needs of students.

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2540*

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 4; Grades 4, 3-4, 3-4-5 Sequence I

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	California: A Cultural Mosaic	Guide:	Diversity	Conflict
Stock Number:	41-S-4040	Stock Number:	41-R-0132	41-R-0112
		Level:	2	2
		Objective:	1	1 and 2

Day 1 ( ) R/HR CONFLICT pp. 15,17,18	Day 2 ( ) R/HR CONFLICT pp. 20,21,23,25 Extend p. 19	Day 3 ( ) R/HR CONFLICT pp. 45,47,48 Extend p. 49	Day 4 ( ) R/HR CONFLICT pp. 51,53,54	Day 5 ( ) R/HR CONFLICT pp. 57,58 Extend p. 55
Day 6 ( ) SS Act. 1 pp. 17 R/HR DIVERSITY Ref. Matls. pp. 17,21-26,37-38,	Day 7 ( ) SS Act. 2 p. 18	Day 8 ( ) SS Act. 3 p. 19	Day 9 ( ) SS Act. 4 p. 20	Day 10 ( ) SS Act. 5 p. 22
Day 11 ( ) SS Act. 6 p. 23	Day 12 ( ) SS Act. 7 p. 24	Day 13 ( ) SS Act. 8 p. 25	Day 14 ( ) SS Act. 9 and 10 pp. 26,27	Day 15 ( ) SS Act. 11 and 12 p. 28
Day 16 ( ) SS Act. 13 and 14 pp. 30,31	Day 17 ( ) SS Act. 15 p. 32	Day 18 ( ) SS Act. 16 p. 34	Day 19 ( ) SS Act. 17 p. 35	Day 20 ( ) SS Act. 18 and 19 pp. 36-38
Day 21 ( ) SS Act. 20 p. 39	Day 22 ( ) SS Act. 21 and 22 pp. 40,41	Day 23 ( ) SS Act. 23 p. 42	Day 24 ( ) SS Act. 24 and 25 pp. 45-47	Day 25 ( ) SS Act. 26 p. 47-49
Day 26 ( ) SS Act. 27 and 28 pp. 53-54	Day 27 ( ) SS Act. 29 p. 55	Day 28 ( ) SS Act. 30 p. 56	Day 29 ( ) SS Act. 31 and 32 pp. 58,59	Day 30 ( ) SS Act. 33 p. 60 Ext. Act. 34
Day 31 ( ) SS Act. 35 p. 62	Day 32 ( ) SS Act. 36 p. 64	Day 33 ( ) SS Act. 37 p. 65	Day 34 ( ) SS Act. 38 p. 65	Day 35 ( ) SS Act. 39 p. 69
Day 36 ( ) SS Act. 40 and 41 pp. 70,71	Day 37 ( ) SS Act. 42 p. 73	Day 38 ( ) SS Act. 43,44,45 pp. 74,75,76	Day 39 ( ) SS Act. 46 p. 77	Day 40 ( ) SS Act. 47 and 48 pp. 78,80
Day 41 ( ) SS Act. 49 p. 81	Day 42 ( ) SS Act. 50 and 51 pp. 84,85	Day 43 ( ) SS Act. 52 and 53 pp. 87,89	Day 44 ( ) R/HR DIVERSITY pp. 27,29,31,33, 35 SS Ext. Act. pp. 97-201	Day 45 ( ) R/HR DIVERSITY pp. 18-19 Extend p. 17 pp. 21-26

○ Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2541*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 4; Grades 4, 3-4, 3-4-5 Sequence I

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	Cities: What They Do	Guide:	Diversity	Conflict
Stock Number:	41-S-4032	Stock Number:	41-R-0132	41-R-0112
		Level:	2	2
		Objective:	1	1 and 2

Day 1 ( ) R/HR CONFLICT pp. 15,17,18	Day 2 ( ) R/HR CONFLICT pp. 20,21,23,25 Ext. p. 19	Day 3 ( ) R/HR CONFLICT pp. 45,47,48 Ext. p. 49	Day 4 ( ) R/HR CONFLICT pp. 51,53,54	Day 5 ( ) R/HR CONFLICT pp. 57,58 Ext. p. 55
Day 6 ( ) SS Act. 1-12 Geography Activities: Choose activities appropriate for the educational needs of students.	Day 7 ( )	Day 8 ( )	Day 9 ( )	Day 10 ( )
Day 11 ( ) SS Act. 13 pp. 81,82 and R/HR DIVERSITY Ref. Matls. pp. 17,21-26,37-38	Day 12 ( ) SS Act. 14 pp. 83-85	Day 13 ( ) SS Act. 15 p. 89	Day 14 ( ) SS Act. 16 pp. 90-91	Day 15 ( ) R/HR DIVERSITY pp. 18-19
Day 16 ( ) SS Act. 17 pp. 93-99	Day 17 ( ) SS Act. 18 pp. 101-105	Day 18 ( ) SS Act. 19 pp. 107-108	Day 19 ( ) SS Act. 20 p. 109	Day 20 ( ) SS Act. 21 p. 110
Day 21 ( ) SS Act. 22 pp. 111-112	Day 22 ( ) SS Act. 23 p. 113	Day 23 ( ) SS Act. 24 pl 114	Day 24 ( ) SS Act. 25 pp. 115-117	Day 25 ( ) SS Act. 26 pp. 119-129
Day 26 ( ) SS Act. 27 pp. 131-135	Day 27 ( ) SS Act. 28 and 29 pp. 137-138 pp. 139-143	Day 28 ( ) SS Act. 30 pp. 145-147	Day 29 ( ) SS Act. 31 and 32 pp. 149-151,153	Day 30 ( ) SS Act. 33 pp. 154-157
Day 31 ( ) SS Act. 34 pp. 159-160	Day 32 ( ) SS Act. 35 pp. 161-169	Day 33 ( ) SS Act. 36 pp. 171-173	Day 34 ( ) SS Act. 37 pp. 175-176	Day 35 ( ) SS Act. 38 pp. 177-178
Day 36 ( ) SS Act. 39 pp. 179-181	Day 37 ( ) SS Act. 40 pp. 182-183	Day 38 ( ) SS Act. 41 pp. 185-191	Day 39 ( ) SS Act. 42 pp. 193-197	Day 40 ( ) SS Act. 43 pp. 199-201
Day 41 ( ) SS Act. 44 pp. 203-205	Day 42 ( ) SS Act. 45 pp. 207-211	Day 43 ( ) SS Act. 46 pp. 213-215	Day 44 ( ) R/HR DIVERSITY pp. 27-35	Day 45 ( ) SS Act. 47 pp. 217-221

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2542*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 4: Grades 4, 3-4, 3-4-5 Sequence II

Social Studies Program (SS)		Race/Human Relations Program (R/HR)	
Unit:	California: An Economic Mosaic	Guide:	Diversity / Conflict
Stock Number:	41-S-4041	Stock Number:	41-R-0132 / 41-R-0112
		Level:	2 / 2
		Objective:	1 / 1 and 2

Day 1 ( ) R/HR CONFLICT pp. 15,17,18	Day 2 ( ) R/HR CONFLICT pp. 20,21,23,25 Ext. p. 19	Day 3 ( ) R/HR CONFLICT pp. 45,47,48 Ext. p. 49	Day 4 ( ) R/HR CONFLICT pp. 51,53,54	Day 5 ( ) R/HR CONFLICT pp. 57,58 Ext. p. 55
Day 6 ( ) SS Act. 1 pp. 11-14 R/HR DIVERSITY Ref. Matls. pp. 17, 21-26,37-38	Day 7 ( ) SS Act. 2 and 3 pp. 15-18	Day 8 ( ) SS Act. 4 pp. 19-21	Day 9 ( ) SS Act. 5 pp. 22-23	Day 10 ( ) SS Act. 6 pp. 24-27
Day 11 ( ) SS Act. 7 pp. 29-31	Day 12 ( ) SS Act. 8 pp. 33-35	Day 13 ( ) SS Refer to p. 37 for options. →	Day 14 ( )	Day 15 ( )
Day 16 ( ) SS Act. 18 pp. 47-49	Day 17 ( ) SS Act. 19 pp. 50-53	Day 18 ( ) SS Act. 20 pp. 55-57	Day 19 ( ) SS Act. 21 pp. 59-60	Day 20 ( ) SS Act. 22 pp. 61-62
Day 21 ( ) SS Act. 23 pp. 63-67	Day 22 ( ) SS Act. 24 p. 69	Day 23 ( ) SS Act. 25 pp. 71-81	Day 24 ( ) SS Act. 26 pp. 83-86	Day 25 ( ) SS Act. 27 p. 86
Day 26 ( ) SS Act. 28 pp. 87-88	Day 27 ( ) SS Act. 29 pp. 89-93	Day 28 ( ) SS Act. 30 pp. 95-98	Day 29 ( ) SS Act. 31 pp. 99-101	Day 30 ( ) SS Act. 32 pp. 103-104
Day 31 ( ) SS Act. 33 pp. 105-107	Day 32 ( ) SS Act. 34 pp. 108=111	Day 33 ( ) R/HR DIVERSITY pp. 18-19	Day 34 ( ) SS Act. 35 pp. 113-117	Day 35 ( ) SS Act. 36 pp. 119-121
Day 36 ( ) SS Act. 37 pp. 123-124	Day 37 ( ) SS Act. 38 pp. 125-127	Day 38 ( ) SS Act. 39 p. 128	Day 39 ( ) SS Act. 40 pp. 129-130	Day 40 ( ) SS Act. 41 pp. 131-132
Day 41 ( ) SS Act. 42 pp. 133-135	Day 42 ( ) SS Act. 43 pp. 137-139	Day 43 ( ) SS Act. 44 pp. 141-142	Day 44 ( ) SS Act. 45 pp. 143-145	Day 45 ( ) SS Act. 46 pp. 147-149 and R/HR DIVERSITY pp. 27,29,31,33, 35

Note: Day 6 Race/Human Relations Reference Materials are to be interwoven throughout entire unit.

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2543*

Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 4; Grades 4, 3-4, 3-4-5 Sequence II

Social Studies Program (SS)		**Race/Human Relations Program (R/HR)**		
Unit:	Caring and Sharing	**Guide:**	Diversity	Conflict
Stock Number:	41-S-4034	**Stock Number:**	41-R-0132	41-R-0112
		Level:	2	2
		Objective:	1	1 and 2

Day 1 ( ) SS Act. 1 and/or 2 pp. 15-19 R/HR DIVERSITY Ref. Matls. pp. 17,21-26,37-38	**Day 2** ( ) SS Act. 3 and 4 pp. 21-23	**Day 3** ( ) SS Act. 5 pp. 23-25	**Day 4** ( ) SS Act. 6 pp. 25-31	**Day 5** ( ) SS Act. 7 pp. 33-37
Day 6 ( ) R/HR CONFLICT p. 15 and SS Act. 8 pp. 39-41	**Day 7** ( ) SS Act. 9 p. 43 Extend Act. 9A, 9B,9C,9D	**Day 8** ( ) SS Act. 10 pp. 53-81	**Day 9** ( ) SS Act. 11 pp. 83-85	**Day 10** ( ) SS▲ Act. 12,12A,12B pp. 85-96
Day 11 ( ) SS Act. 13 pp. 97-99	**Day 12** ( ) R/HR CONFLICT pp. 20-25	**Day 13** ( ) SS Act. 15 pp. 105-106 Opt. Ext. Act. 15A,16	**Day 14** ( ) R/HR CONFLICT pp. 17-18 and SS Act. 17 pp. 110-113	**Day 15** ( ) SS Act. 18 pp. 115-117
Day 16 ( ) SS Act. 19 pp. 119-120 Opt. Ext. Act. 20,20A,20B	**Day 17** ( ) SS Act. 21 pp. 125-127	**Day 18** ( ) SS Act. 22 and 23 pp. 129-133	**Day 19** ( ) SS Act. 24 pp. 135-137 Opt. Ext. Act. 24A,24B,24C	**Day 20** ( ) SS Act. 26 pp. 153-155 Opt. Act. 25
Day 21 ( ) SS Act. 27 pp. 157-161	**Day 22** ( ) SS Act. 28 pp. 163-165 Opt. Ext. Act. 29	**Day 23** ( ) SS Act. 30 pp. 169-173	**Day 24** ( ) SS Act. 31 pp. 175-185 Opt. Ext. Act. 31A,31B	**Day 25** ( ) SS Act. 33 pp. 197-199 Opt. Ext. Act. 32,34,35
Day 26 ( ) SS Act. 36 pp. 205-209	**Day 27** ( ) SS Act. 37 and 38 pp. 211-213 Opt. Ext. Act. 38A	**Day 28** ( ) SS Act. 39 pp. 215-128	**Day 29** ( ) SS Act. 40 pp. 218-221	**Day 30** ( ) R/HR DIVERSITY pp. 18-19
Day 31 ( ) SS Act. 41 pp. 223-225	**Day 32** ( ) SS Act. 42 and 43 pp. 227-233	**Day 33** ( ) R/HR CONFLICT p. 45 and SS Act. 44 pp. 235-236	**Day 34** ( ) R/HR CONFLICT pp. 47,48 and SS Act. 45 pp. 237-239	**Day 35** ( ) R/HR CONFLICT p. 49 and SS Act. 46 pp. 240-243
Day 36 ( ) R/HR CONFLICT pp. 51,53,56	**Day 37** ( ) SS Act. 47 pp. 245-247	**Day 38** ( ) SS Act. 48 pp. 249-251	**Day 39** ( ) R/HR CONFLICT (Use activity sheet from p.57-58	**Day 40** ( ) SS Act. 49 pp. 253-261
Day 41 ( ) →	**Day 42** ( ) →	**Day 43** ( ) R/HR DIVERSITY pp. 27-35	**Day 44** ( ) R/HR DIVERSITY pp. 17,24-26, 37-38	**Day 45** ( ) →

▲ **Select those activities appropriate for students' learning needs.**

Note: Day 1 Race/Human Relations Reference Materials are to be interwoven through entire unit.

STOCK NO. 41-C-2550

SAN DIEGO CITY SCHOOLS
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 5; Grades 5, 4-5, 4-5-6

Sequence I

Social Studies Program (SS)	Race/Human Relations Program (R/HR)		
Unit: United States: A Cultural Mosaic	Guide:	Identity	Diversity
Stock Number: 41-S-4050	Stock Number:	41-R-0142	41-R-0132
	Level:	2	2
	Objective:	1, 2 and 3	2

Day 1 ( ) R/HR IDENTITY pp. 55-57 Ext. p. 26	Day 2 ( ) R/HR IDENTITY pp. 59,61	Day 3 ( ) R/HR IDENTITY pp. 63-65 Ext. p. 67	Day 4 ( ) SS Act. 1 pp. 14-15	Day 5 ( ) SS Act. 2 pp. 15-16
Day 6 ( ) SS Act. 3 pp. 17-18 and R/HR IDENTITY pp. 38-41	Day 7 ( ) SS Act. 4 pp. 18-19	Day 8 ( ) SS Act. 5 pp. 19-20 Ext. Act. 6	Day 9 ( ) SS Act. 7A, 7B, 7C, 7D pp. 22-25 (Group Work)	Day 10 ( ) and → R/HR IDENTITY p. 23
Day 11 ( ) R/HR IDENTITY pp. 42-43 and p. 37	Day 12 ( ) SS Act. 8, 9, 10 pp. 25-28	Day 13 ( ) SS Act. 11 pp. 28-30	Day 14 ( ) R/HR IDENTITY pp. 19,20 Multicultural Collage	Day 15 ( ) SS Act. 12 pp. 31-33
Day 16 ( ) SS Act 13 and 14 pp. 33-36	Day 17 ( ) SS Act. 15 pp. 36-38	Day 18 ( ) SS Act. 16 pp. 38-40	Day 19 ( ) SS Act. 17 and 18 pp. 41-44	Day 20 ( ) SS Act. 19 pp. 45-46
Day 21 ( ) SS Act. 20,21,22 pp. 46-49	Day 22 ( ) SS Act. 23 pp. 49-50	Day 23 ( ) SS Act. 24 and 25 pp. 51-53	Day 24 ( ) SS Act. 26 pp.53-55	Day 25 ( ) SS Act. 27 p. 56
Day 26 ( ) SS Act. 28 pp. 56-59	Day 27 ( ) SS Act. 29 pp. 60-63	Day 28 ( ) SS Act. 30 pp. 64-65	Day 29 ( ) SS Act. 31 pp. 65-66	Day 30 ( ) SS Act. 32 p.67
Day 31 ( ) R/HR IDENTITY p. 20, Cultural Highlights	Day 32 ( ) R/HR IDENTITY p. 21	Day 33 ( ) SS Act. 33 pp. 68-69	Day 34 ( ) SS Act. 34 pp. 69-70	Day 35 ( ) SS Act. 35 pp. 70-77
Day 36 ( ) SS Act. 36 and 37 pp. 78-81	Day 37 ( ) SS Act. 38 pp. 82-89	Day 38 ( ) SS Act. 39 pp. 90-93	Day 39 ( ) SS Act. 40 pp. 94-97	Day 40 ( ) SS Act. 41 pp. 98-99
Day 41 ( ) SS Act. 42 pp. 99-100	Day 42 ( ) SS Act. 43 pp. 100-101	Day 43 ( ) SS Act. 44 p. 102 Refer to R/HR IDENTITY pp. 20-21	Day 44 ( ) →	Day 45 ( ) R/HR IDENTITY pp. 25 and 17

○ Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.
Group Work: Please refer to R/HR Diversity guide, pp. 51-52, for suggestions in developing group activities.

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SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2551*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 5; Grades 5, 4-5, 4-5-6 Sequence I

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	The United States: Power from the People	Guide:	Identity	Diversity
Stock Number:	41-S-4035	Stock Number:	41-R-0142	41-R-0132
		Level:	2	2
		Objective:	1, 2 and 3	2

Day 1 ( ) R/HR IDENTITY pp. 55-57 Ext. p. 26	Day 2 ( ) R/HR IDENTITY pp. 59,61	Day 3 ( ) R/HR IDENTITY pp. 63-65 Ext. Act. p. 67	Day 4 ( ) SS Act. 2 pp. 22-23	Day 5 ( ) SS Act. 3 pp. 23-24
Day 6 ( ) SS Act. 4 pp. 24-26	Day 7 ( ) SS Act. 5 pp. 27-28	Day 8 ( ) SS Act. 6 pp. 28-30	Day 9 ( ) SS Act. 7 pp. 30-31	Day 10 ( ) SS Act. 8 and 9 pp. 31-33,35
Day 11 ( ) SS Act. 1 pp. 20-21 and R/HR IDENTITY p. 37	Day 12 ( ) SS Act. 10 pp. 36-37 and R/HR IDENTITY pp. 38-41	Day 13 ( ) and → SS Act. 11 pp. 38-41	Day 14 ( ) R/HR IDENTITY p. 23	Day 15 ( ) R/HR IDENTITY pp. 42-43
Day 16 ( ) R/HR IDENTITY pp. 19-20 Multiculture Collage	Day 17 ( ) SS Act. 12 pp. 43-53	Day 18 ( ) SS Act. 13 pp. 54-57	Day 19 ( ) SS Act. 14 pp. 59-60	Day 20 ( ) SS Act. 15 p. 65
Day 21 ( ) SS Act. 16 pp. 67-68	Day 22 ( ) SS Act. 17 pp. 68-71	Day 23 ( ) SS Act. 18 pp. 73-75	Day 24 ( ) SS Act. 19 pp. 75-77	Day 25 ( ) SS Act. 20 pp. 77-79 (Group Work)
Day 26 ( ) SS Act. 21 pp. 80-83	Day 27 ( ) SS Act. 22 pp. 85-86	Day 28 ( ) SS Act. 23 pp. 87-92 (Group Work)	Day 29 ( ) SS Act. 25 pp. 95-99 Opt. Ext. Act. 24	Day 30 ( ) SS Act. 26 and 27 pp. 101-104
Day 31 ( ) SS Act 28 pp. 105-106	Day 32 ( ) SS Act. 29 pp. 106-109 Optional Extension Act. 30	Day 33 ( ) SS Act. 31 pp. 115-116	Day 34 ( ) SS Act. 32 pp. 116-118	Day 35 ( ) SS Objective 6 Authority III →
Day 36 ( ) →	Day 37 ( )	Day 38 ( )	Day 39 ( )	Day 40 ( ) →
Day 41 ( ) SS Act. 33 pp. 120-124	Day 42 ( ) R/HR IDENTITY p. 20 Cultural Highlights	Day 43 ( ) R/HR IDENTITY p. 21 →	Day 44 ( )	Day 45 ( ) R/HR IDENTITY pp. 25 and 17

Group Work: Refer to R/HR Diversity guide, pp. 51-52, for suggestions in developing group activities.

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SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2552*
Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 5; Grades 5, 4-5, 4-5-6

Sequence II

Social Studies Program (SS)	Race/Human Relations Program (R/HR)	
Unit: Interaction of People	Guide: Identity	Diversity
Stock Number: 41-S-4044	Stock Number: 41-R-0142	41-R-0132
	Level: 2	2
	Objective: 1, 2 and 3	2

Day 1 ( ) SS Act. 1 pp. 6-8	Day 2 ( ) SS Act. 2 pp. 8-9	Day 3 ( ) SS Act. 3 pp. 9-11	Day 4 ( ) SS Act. 4 pp. 11-12	Day 5 ( ) SS Act. 5 pp. 12-13
Day 6 ( ) SS Act. 6 pp. 13-14	Day 7 ( ) SS Act. 7 pp. 14-15	Day 8 ( ) SS Act. 8 pp. 16-17	Day 9 ( ) R/HR IDENTITY pp. 55-57 Ext. p. 26	Day 10 ( ) R/HR IDENTITY pp. 59-61
Day 11 ( ) R/HR IDENTITY pp. 63-65 Ext. Act. p. 67	Day 12 ( ) SS Act. 9 pp. 17-19	Day 13 ( ) SS Act. 10 pp. 19-20	Day 14 ( ) SS Act. 11 pp. 20-21	Day 15 ( ) SS Act. 12 pp. 21-22
Day 16 ( ) SS Act. 13 pp. 23-25	Day 17 ( ) SS Act. 14 pp. 25-27	Day 18 ( ) SS Act. 15 pp. 27-29	Day 19 ( ) SS Act. 16 pp. 29-30	Day 20 ( ) SS Act. 17 pp. 31-32
Day 21 ( ) SS Act. 18 p. 33	Day 22 ( ) SS Act. 19 and 20 pp. 34-37	Day 23 ( ) SS Act. 21 pp. 37-38	Day 24 ( ) SS Act. 22 pp. 38-40	Day 25 ( ) SS Act. 23 p. 40 and R/HR IDENTITY p. 19
Day 26 ( ) SS Act. 24 p. 41 and R/HR IDENTITY p. 20, Multic. Collage	Day 27 ( ) SS Act. 25 pp. 41-43	Day 28 ( ) SS Act. 26 and 27 pp. 44-46	Day 29 ( ) SS Act. 28 pp.46-47	Day 30 ( ) R/HR IDENTITY pp. 38-41
Day 31 ( ) R/HR IDENTITY pp. 42-43	Day 32 ( ) SS Act. 29 pp. 47-48	Day 33 ( ) SS Act. 30 pp. 48-49 and R/HR IDENTITY p. 23	Day 34 ( ) SS Act. 31 pp. 49-50	Day 35 ( ) SS Act. 32 pp. 50-52 and R/HR IDENTITY p. 37
Day 36 ( ) SS Act. 33 pp. 52-53	Day 37 ( ) SS Act. 34 pp. 53-54	Day 38 ( ) SS Act. 35 pp. 54-55	Day 39 ( ) SS Act. 36 p. 56	Day 40 ( ) SS Act. 37 pp. 57-58
Day 41 ( ) R/HR IDENTITY p. 20 Cultural Highlights	Day 42 ( ) R/HR IDENTITY p. 21	Day 43 ( ) SS Act. 38 and 39 pp. 59-60	Day 44 ( ) SS Act. 40 and 41 pp. 61-62	Day 45 ( ) R/HR IDENTITY pp. 25 and 17

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2553*

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 5; Grades 5, 4-5, 4-5-6 Sequence II

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	The United States: From Many to One	Guide:	Identity	Diversity
Stock Number:	41-S-4058	Stock Number:	41-R-0142	41-R-0132
		Level:	2	2
		Objective:	1, 2 and 3	2

Day 1 ( ) R/HR IDENTITY pp. 55-57 Extension p. 26	Day 2 ( ) R/HR IDENTITY pp. 59,61	Day 3 ( ) R/HR IDENTITY pp. 63-65 Extension p. 67	Day 4 ( ) SS Act. 1 pp. 14-15	Day 5 ( ) SS Act. 2 pp. 15-16
Day 6 ( ) SS Act. 3 pp. 16-17 and R/HR IDENTITY pp. 38-41	Day 7 ( ) SS Act. 4 p. 18	Day 8 ( ) SS Act. 5 p. 19 Ext. Act. 6	Day 9 ( ) SS Act. 7A, 7B, 7C, 7D and pp. 22-25 →	Day 10 ( ) R/HR IDENTITY p. 23
Day 11 ( ) R/HR IDENTITY pp. 42-43,37	Day 12 ( ) SS Act. 8, 9, 10 pp. 26-28	Day 13 ( ) SS Act. 11 pp. 29-30	Day 14 ( ) R/HR IDENTITY pp. 19-20 Multicultural Collage	Day 15 ( ) SS Act. 12 pp. 31-33
Day 16 ( ) SS Act. 13 and 14 pp. 34-36	Day 17 ( ) SS Act. 15 p. 37	Day 18 ( ) SS Act. 16 pp. 38-39	Day 19 ( ) SS Act. 17 and 18 pp. 40-43	Day 20 ( ) SS Act. 19 p. 44
Day 21 ( ) SS Act. 20,21,22 pp. 45-47	Day 22 ( ) SS Act. 23 p. 48	Day 23 ( ) SS Act. 24 and 25 pp. 49-50	Day 24 ( ) SS Act. 26 pp. 51-52	Day 25 ( ) SS Act. 27 p. 53
Day 26 ( ) SS Act. 29 pp. 54-55	Day 27 ( ) SS Act. 30 pp. 56-57	Day 28 ( ) SS Act. 31 p. 58	Day 29 ( ) SS Act. 32 p. 59	Day 30 ( ) R/HR IDENTITY p. 20 Cultural Highlights
Day 31 ( ) R/HR IDENTITY p. 21	Day 32 ( ) SS Act. 33 pp. 60-61	Day 33 ( ) SS Act. 34 pp. 62-63	Day 34 ( ) SS Act. 35 pp. 64-70	Day 35 ( ) SS Act. 36 and 37 pp. 71-74
Day 36 ( ) SS Act. 38 → pp. 75-85	Day 37 ( )	Day 38 ( ) SS Act. 39 pp. 86-89	Day 39 ( ) SS Act. 40 pp. 90-93	Day 40 ( ) SS Act. 41 p. 94
Day 41 ( ) SS Act. 42 p. 95	Day 42 ( ) SS Act. 43 pp. 96-97	Day 43 ( ) SS Act. 44 → pp. 98-99 Refer to R/HR IDENTITY, pp. 20-21	Day 44 ( )	Day 45 ( ) R/HR IDENTITY pp. 25,17

○ Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.

Group Work: Refer to R/HR Diversity guide, pp. 51-52, for suggestions in developing group activities.

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SAN DIEGO CITY SCHOOLS STOCK NO. 41-C-2554

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 5; Grades 5, 4-5, 4-5-6 Sequence II

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	United States: From Muscles to Machines	Guide:	Diversity	Identity
Stock Number:	Publishers Guide	Stock Number:	41-R-0132	41-R-0142
		Level:	2	2
		Objective:	2	1, 2 and 3

Day 1 ( )	Day 2 ( )	Day 3 ( )	Day 4 ( )	Day 5 ( )
Part I Introduction, pp. 1-21, and Chapter 1, pp. 24-33 → R/HR DIVERSITY, pp. 51-52 (Use as appropriate for group work.)				
Day 6 ( )	Day 7 ( )	Day 8 ( )	Day 9 ( )	Day 10 ( )
Chapter 2, pp. 34-63, and Chapter 3, pp. 64-89 → R/HR DIVERSITY, pp. 51-52 (Use as pppropriate for group work.)				
Day 11 ( )	Day 12 ( )	Day 13 ( )	Day 14 ( )	Day 15 ( )
Part II Chapter 1, pp. 92-103, and pp. 104-111 → R/HR DIVERSITY, pp. 51-52 (Use as appropriate for group work.)				
Day 16 ( )	Day 17 ( )	Day 18 ( )	Day 19 ( )	Day 20 ( )
Chapter 3, pp. 112-123, and Chapter 4, pp. 124-151 → R/HR DIVERSITY, pp. 51-52 (Use as appropriate for group work.)				
Day 21 ( )	Day 22 ( )	Day 23 ( )	Day 24 ( )	Day 25 ( )
Part III Chapter 1, pp. 152-191 → R/HR DIVERSITY, pp. 51-52 (Use as appropriate for group work.)				
Day 26 ( )	Day 27 ( )	Day 28 ( )	Day 29 ( )	Day 30 ( )
Chapter 2, pp. 172-191 → R/HR DIVERSITY, pp. 51-52 (Use as appropriate for group work.)				
Day 31 ( )	Day 32 ( )	Day 33 ( )	Day 34 ( )	Day 35 ( )
Part IV Chapter 1, pp. 194-209, and Chapter 2, pp. 210-237 → R/HR DIVERSITY, pp. 51-52 (Use as appropriate for group work.)				
Day 36 ( ) R/Hr IDENTITY pp. 55-57 Ext. p. 26	Day 37 ( ) R/HR IDENTITY pp. 59,61	Day 38 ( ) R/HR IDENTITY pp. 63-65 Ext. Act. p. 67	Day 39 ( ) R/HR IDENTITY pp. 38-41	Day 40 ( ) R/HR IDENTITY pp. 42-43 Ext. Act. p. 37
Day 41 ( ) R/HR IDENTITY p. 23	Day 42 ( ) R/HR IDENTITY pp. 19-20 Multic. Collage	Day 43 ( ) R/HR IDENTITY p. 20 Cultural Highlights	Day 44 ( ) R/HR IDENTITY p. 21	Day 45 ( ) R/HR IDENTITY pp. 25 and 17

SAN DIEGO CITY SCHOOLS STOCK NO. 41-C-2560

Educational Services and Community Relations and Integration Services Divisions
Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 6; Grades 6, 5-6 Sequence I

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	Latin America: A Cultural Mosaic	Guide:	Culture	Conflict	Prej/Disc
Stock Number:	41-S-4060	Stock Number:	41-R-0122	41-R-0112	41-R-0152
		Level:	2	2	2
		Objective:	1 and 2	3	1 and 2

Day 1 ( ) R/HR CONFLICT p. 95 (ongoing activity) and p. 77	Day 2 ( ) R/HR CONFLICT pp. 81,85 Ext. p. 83	Day 3 ( ) R/HR CONFLICT pp. 79,82,86	Day 4 ( ) R/HR CONFLICT pp.87-93	Day 5 ( ) SS Act. 1 pp. 8-9
Day 6 ( ) SS Act. 2 pp. 9-10	Day 7 ( ) SS Act. 3 pp. 10-12	Day 8 ( ) SS Act. 4 pp. 13-16	Day 9 ( ) →	Day 10 ( ) SS Act. 5 and 6 pp. 16-18
Day 11 ( ) SS Act. 7 pp. 18-19	Day 12 ( ) SS Act. 8 pp. 19-20	Day 13 ( ) SS Act. 10 and 9 pp. 22 and 21	Day 14 ( ) SS Act. 11 pp. 23-25	Day 15 ( ) SS Act. 12 pp. 25-26
Day 16 ( ) SS Act. 13 and 14 pp. 26-28	Day 17 ( ) SS Act. 15 pp. 28-30 →	Day 18 ( )	Day 19 ( ) SS Act. 16 pp. 30-34 →	Day 20 ( ) Ext. Act. pp. 17,18,19,20, 21,22
Day 21 ( ) SS Act. 23 p. 37	Day 22 ( ) SS Act. 24 p. 38	Day 23 ( ) SS Act. 25 pp. 39-40	Day 24 ( ) SS Act. 26 pp. 40-41	Day 25 ( ) SS Act. 27 pp. 41-42
Day 26 ( ) SS Act. 28 pp. 42-44	Day 27 ( ) SS Act. 29 pp. 44-45	Day 28 ( ) SS Act. 30 p. 45	Day 29 ( ) SS Act. 31 pp. 46-47	Day 30 ( ) SS Act. 32 p. 48
Day 31 ( ) SS Act. 33 pp. 49-50	Day 32 ( ) SS Act. 34 pp. 50-51	Day 33 ( ) R/HR PREJ/DISC pp. 17-21	Day 34 ( ) R/HR PREJ/DISC pp. 22-23	Day 35 ( ) SS Act. 35 pp. 52-53
Day 36 ( ) SS Act. 36 p. 53	Day 37 ( ) SS Act. 37 pp. 53-54	Day 38 ( ) SS Act. 38 pp. 54-55	Day 39 ( ) SS Act. 39 pp. 56-60 →	Day 40 ( )
Day 41 ( ) R/HR PREJ/DISC pp. 47,48	Day 42 ( ) R/HR PREJ/DISC pp. 49,51	Day 43 ( ) R/HR PREJ/DISC p. 52	Day 44 ( ) R/HR PREJ/DISC pp. 53,54	Day 45 ( ) R/HR PREJ/DISC p. 55 Select media appropriate for students' needs

○ Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.

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SAN DIEGO CITY SCHOOLS STOCK NO. 41-C-2561

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 6; Grades 6, 5-6 Sequence 1

Social Studies Program (SS)		Race/Human Relations Program (R/HR)		
Unit:	Planet Earth: Energy and the Environment	Guide:	Conflict	Prej/Disc	Culture
Stock Number:	41-S-5709	Stock Number:	41-R-0112	41-R-0152	41-R-0122
		Level:	2	2	2
		Objective:	3	1	1 and 2

Day 1 ( ) R/HR CONFLICT p. 95 (ongling activity) and p. 77	Day 2 ( ) R/HR CONFLICT pp. 81,85 Ext. p. 83	Day 3 ( ) R/HR CONFLICT pp. 79,82,86	Day 4 ( ) R/HR CONFLICT pp. 87,93	Day 5 ( ) SS Act. 1 pp. 5-8
Day 6 ( ) SS Act. 2 and 3 pp. 8-11	Day 7 ( ) SS Act. 4 and 5 pp. 12-13	Day 8 ( ) SS Act. 6 pp. 14-16	Day 9 ( ) SS Act. 7 pp. 17-19	Day 10 ( ) SS Act. 8 pp. 20-24
Day 11 ( ) SS Act. 9 pp. 25-27	Day 12 ( ) SS Act. 10 pp. 28-35	Day 13 ( ) SS Act. 11 pp. 36-38	Day 14 ( ) SS Act. 12 and 13 pp. 39-42	Day 15 ( ) SS Act. 14 pp. 43-46
Day 16 ( ) SS Act. 15 pp. 46-49	Day 17 ( ) SS Act. 16 p. 50 (Refer to R/HR CONFLICT activities)	Day 18 ( ) SS Act. 17 pp. 51-52	Day 19 ( ) SS Act. 18 pp. 53-58	Day 20 ( ) SS Act. 19 pp. 56-69 Ext. Act. R/HR CONFLICT, pp. 91-95
Day 21 ( ) SS Act. 20 pp. 70-72	Day 22 ( ) SS Act. 21 pp. 73-75 Ext. Act. R/HR CONFLICT pp. 91-95	Day 23 ( ) SS Act. 22 pp. 76-79 Ext. Act. R/HR CONFLICT pp. 91-95	Day 24 ( ) SS Act. 23 and 24 pp. 80-83	Day 25 ( ) SS Act. 25 pp. 84-87
Day 26 ( ) SS Act. 26 pp. 88-93	Day 27 ( ) SS Act. 27 pp. 94-96	Day 28 ( ) SS Act. 28 pp. 97-101	Day 29 ( ) SS Act. 29 pp. 102-103 and R/HR CONFLICT pp. 91-95	Day 30 ( ) SS Act. 30 pp. 104-106
Day 31 ( ) SS Act. 31 pp. 107-108 and R/HR CONFLICT pp. 91-95	Day 32 ( ) SS Act. 32 and 33 pp. 109-114	Day 33 ( ) SS Act. 34 pp. 115-116	Day 34 ( ) SS Act. 35 pp. 117-118	Day 35 ( ) SS Goal 2 Power Quiz
Day 36 ( )	Day 37 ( )	Day 38 ( )	Day 39 ( )	Day 40 ( )
Day 41 ( ) R/HR PREJ/DISC p. 47,48	Day 42 ( ) R/HR PREJ/DISC p. 49,51	Day 43 ( ) R/HR PREJ/DISC p. 52	Day 44 ( ) R/HR PREJ/DISC p. 53.54	Day 45 ( ) R/HR PREJ/DISC p. 55 Select appropriate media for students needs.

SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2562*

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 6; Grades 6, 5-6 Sequence II

Social Studies Program (SS)		**Race/Human Relations Program (R/HR)**		
Unit:	People in the Americas	**Guide:**	Culture	Conflict	Prej/Disc
Stock Number:	41-S-4055	**Stock Number:**	41-R-0122	41-R-0112	41-R-0152
		Level:	2	2	2
		Objective:	1 and 2	3	1 and 2

Day 1 ( ) SS Act. 1 pp. 13-15	**Day 2** ( ) SS Act. 2 pp. 16-18	**Day 3** ( ) SS Act. 3 pp. 19-20	**Day 4** ( ) SS Act. 4 pp. 21-23	**Day 5** ( ) SS Act. 5 pp. 25-27
Day 6 ( ) SS Act. 6 pp. 29-37	**Day 7** ( ) SS Act. 7 pp. 39-41	**Day 8** ( ) SS Act. 8 pp. 43-45	**Day 9** ( ) SS Act. 9 pp. 46-49	**Day 10** ( ) SS Act. 10 pp. 51-55
Day 11 ( ) SS Act. 11 pp. 57-61	**Day 12** ( ) SS Act. 12 pp. 63	**Day 13** ( ) SS Act. 13 pp. 64-69	**Day 14** ( ) SS Act. 14 and 15 pp. 71-73, 74-76	**Day 15** ( ) SS Act. 16 pp. 77-79
Day 16 ( ) SS Act. 17 pp. 81-85	**Day 17** ( ) SS Act. 18 and 19 pp. 87-93	**Day 18** ( ) SS Act. 20 pp. 95-96	**Day 19** ( ) SS ACt. 21 pp. 97-98	**Day 20** ( ) SS Act. 22 pp. 99-103
Day 21 ( ) SS Act. 23 pp. 105-106	**Day 22** ( ) SS Act. 24 pp. 107-113	**Day 23** ( ) SS Act. 25 pp. 115-117	**Day 24** ( ) R/HR PREJ/DISC pp. 17-21	**Day 25** ( ) R/HR PREJ/DISC pp. 22,23
Day 26 ( ) SS Act. 26 pp. 119-125	**Day 27** ( ) SS Act. 27 and 28 pp. 127-131	**Day 28** ( ) SS Act. 29 and 30 pp. 133-139	**Day 29** ( ) SS Act. 31 pp. 141-143	**Day 30** ( ) SS Act. 32 and 33 pp. 145-151
Day 31 ( ) SS Act. 34 and 35 pp. 153-158	**Day 32** ( ) SS Act. 36 and 37 pp. 159-165	**Day 33** ( ) SS Act. 38 and 39 pp. 167-172	**Day 34** ( ) R/HR CONFLICT p. 95 (ongoing activity) and p. 77	**Day 35** ( ) R/HR CONFLICT pp. 81-85 Ext. p. 83
Day 36 ( ) R/HR CONFLICT pp. 79,82,86	**Day 37** ( ) R/HR CONFLICT pp. 87-93	**Day 38** ( ) SS Act. 40 pp. 173-174 Ext. Act. 41	**Day 39** ( ) SS Act. 42 and 44 pp. 179-180, 185-187 Ext. Act. 43	**Day 40** ( ) SS Act. 47 pp. 192-193 Ext. Act. 45 and 46
Day 41 ( ) R/HR PREJ/DISC pp. 47,48 SS Ext. Act. 48	**Day 42** ( ) R/HR PREJ/DISC pp. 49,51	**Day 43** ( ) R/HR PREJ/DISC p. 52	**Day 44** ( ) R/HR PREJ/DISC pp. 53,54	**Day 45** ( ) R/HR PREJ/DISC p. 55 Select media appropriate for students' needs.

○ **Activities selected complete the R/HR Concept Goal and objectives dealing with Culture.**

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SAN DIEGO CITY SCHOOLS *STOCK NO. 41-C-2563*

Educational Services and Community Relations and Integration Services Divisions

Social Studies and Race/Human Relations Programs

MANAGEMENT CHART

Level 6; Grades 6, 5-6 Sequence II

Social Studies Program (SS)		**Race/Human Relations Program (R/HR)**		
Unit:	The Environments We Live In	**Guide:**	Conflict	Prej/Disc
Stock Number:	41-S-4057	**Stock Number:**	41-R-0112	41-R-0152
		Level:	2	2
		Objective:	3	1 and 2

Day 1 ( ) SS Act. 1 pp. 11-12	**Day 2** ( ) SS Act. 2 pp. 12-13	**Day 3** ( ) SS Act. 3 pp. 14-15	**Day 4** ( ) SS Act. 4 pp. 16-17	**Day 5** ( ) SS Act. 5 p. 18
Day 6 ( ) SS Act. 6 pp. 19-20	**Day 7** ( ) SS Act. 7 pp. 20-22	**Day 8** ( ) SS Act. 8 pp. 23-24	**Day 9** ( ) SS Act. 9 pp. 24-25	**Day 10** ( ) SS Act. 10 and 11 pp. 25-27
Day 11 ( ) SS Act. 12 p. 28	**Day 12** ( ) SS Act. 13 and 14 pp. 29-30	**Day 13** ( ) SS Act. 15 pp. 31-32	**Day 14** ( ) SS Act. 16 and 17 pp. 32-34	**Day 15** ( ) SS Act. 18 pp. 35-36
Day 16 ( ) SS Act. 19 pp. 36-37	**Day 17** ( ) SS Act. 20 pp. 37-39	**Day 18** ( ) SS Act. 21 pp. 39-40	**Day 19** ( ) SS Act. 22,23,24 pp. 40-42	**Day 20** ( ) RHR CONFLICT p. 95 (ongoing activity) and p. 77
Day 21 ( ) R/HR CONFLICT pp. 81,85 Ext. p. 83	**Day 22** ( ) R/HR CONFLICT pp. 79,82,86	**Day 23** ( ) R/HR CONFLICT pp. 87,93	**Day 24** ( ) SS Act. 25 pp. 43-44	**Day 25** ( ) SS Act. 26 pp. 44-45
Day 26 ( ) SS Act. 27 pp. 46-47	**Day 27** ( ) SS Act. 28 pp. 48-49	**Day 28** ( ) SS Act. 29 pp. 49-50	**Day 29** ( ) SS Act. 30 pp. 50-51	**Day 30** ( ) SS Act. 31 pp. 52-54
Day 31 ( ) SS Act. 32 p. 55	**Day 32** ( ) SS Act. 33 pp. 56-58	**Day 33** ( ) SS ACt. 34 pp. 59-60	**Day 34** ( ) SS Act. 35 pp. 61-62	**Day 35** ( ) SS Act. 36 pp. 62-63
Day 36 ( ) SS Act. 37 pp. 63-65	**Day 37** ( ) R/HR PREJ/DISC pp. 17-21	**Day 38** ( ) R/HR PREJ/DISC pp. 22,23	**Day 39** ( ) R/HR PREJ/DISC pp. 47-48	**Day 40** ( ) R/HR PREJ/DISC pp.49,51
Day 41 ( ) R/HR PREJ/DISC p. 52	**Day 42** ( ) R/HR PREJ/DISC pp. 53,51	**Day 43** ( ) R/HR PREJ/DISC p. 55 Select media appropriate for students' needs.	**Day 44** ( )	**Day 45** ( )