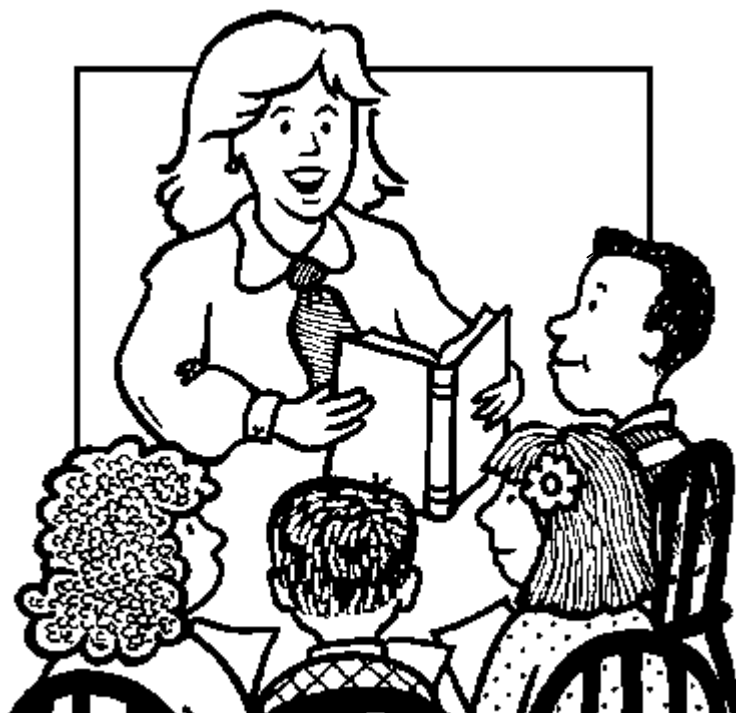


MULTI-CULTURAL GENDER FAIR PLAN



CATHOLIC SCHOOLS
DIOCESE OF DAVENPORT
2706 N. GAINES STREET
DAVENPORT, IOWA 52804-1998
2006

MULTI-CULTURAL GENDER FAIR PLAN

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INTRODUCTION

These MCGF guidelines for the Catholic schools of the Diocese of Davenport reflect the mission of Catholic schools in this Diocese as well as the requirements of the Standard pertaining to MCGF in the State of Iowa. In addition, many of the concerns addressed specifically in these guidelines have been addressed in the diocesan schools through a program developed for Catholic schools by the National Catholic Education Association, The Infusion Method of Peace and Justice. This program is concerned with the infusion of peace and justice principles and, hence, of global awareness throughout all areas of the curriculum.

RATIONALE

The general mission of the Catholic school as indicated in the document of the Catholic Bishops, To Teach as Jesus Did, 1972, is fulfilled through nurturing the Christian life by means of careful attention to teaching the Good News of the Gospel message, through the establishment and ongoing renewal of Catholic Christian community, through shared worship and the experience of prayer, and through participation in Christian service. Multicultural gender fair concerns are addressed through each of these, elements, but more particularly, through community which embraces all and through service which includes direct participation in the cause of social reform. The mission statement of the Catholic schools in the Diocese of Davenport was developed directly from the general mission. This statement specifically includes as fundamental beliefs the value of cultural heritage and the need for peace and justice education to ensure participation as Christians in an increasingly more diverse society. The MCGF plan is intended as a way for the Catholic schools of the Diocese of Davenport to fulfill this mission.

MISSION STATEMENT

*The mission of the Catholic schools of the Diocese of Davenport
is to provide meaningful educational experiences
for children/adolescents
in an environment
integrated by Gospel values
which nurtures faith, community, prayer and service.*

Therefore, we believe that

- *Catholic schools exist to teach and live the Gospel message of Jesus Christ.*
- *Parents are the primary educators and that Catholic schools are partners with parents in the education of their children/adolescents.*
- *Each child/adolescent in a Catholic school, regardless of race, cultural heritage, or sex, will grow in self-esteem and discover and develop talents, skills, and interests.*
- *Catholic schools will provide a warm, caring environment where children/adolescents can learn regardless of their learning rate or style.*
- *all children/adolescents in Catholic schools can learn the essential curriculum taught at each grade level*
- *All children/adolescents in Catholic schools will learn the value of human dignity and the concepts of peace and justice to enable them to be involved participants in a global society.*

DIOCESE OF DAVENPORT

POLICY 617.0

Multicultural Gender Fair

It is the policy and commitment of the Davenport Diocesan Catholic schools to provide a sound educational program that is multicultural and gender fair.

It is the philosophy of the Catholic school system not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities, employment policies as required by Title VI and VII of the 1964 Civil Rights Act, title IX of the 1972 Educational Amendments and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of this Diocese that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the world. A prime objective of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion and disability. The curriculum should foster respect and appreciation of the rights, duties, and responsibilities of each individual as a member of society.

Objectives will be achieved by direct instructional/infusions in **all** academic subject areas with particular emphasis on religion, social studies and literature.

MCGF' educational concepts will be in alignment with the established curriculum development time line and the Davenport Diocesan Administrative Guidelines.

Policy Adopted: May 14, 1992
Policy Reviewed: July, 1997

Diocesan School Committee

MCGF POLICY GUIDELINES

The Catholic Schools of the Diocese of Davenport are committed to providing an educational program that is multicultural and nonsexist. This commitment is expressed through the following board philosophy. It is the philosophy of this Catholic school system not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities, employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of this school that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the world. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion and disability. The curriculum should foster respect and appreciation of the rights, duties, and responsibilities of each individual as a member of society.

Introduction

To insure that these commitments and intentions are fulfilled, the following multicultural gender fair implementation plan has been written and reviewed by the committee of professional staff of the Catholic schools of the Diocese of Davenport, reviewed and approved by the Advisory Committee and Diocesan School Committee.

Definition

In the multicultural educational process, special emphasis is placed on the following groups: American, Asian, Black American, Hispanic American, Native American and the handicapped. The educational program is characterized by practices which provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.

The gender fair approach included educational processes which foster the knowledge of, respect and appreciation for the historical and contemporary contributions of men and women to society and that reflect the variety of roles open to both men and women. The educational program is characterized by practices which provide equal opportunity to both sexes.

Multidisciplinary Goals

These goals form the basis for the MCGF educational plan. They are written to ensure that pluralism and equality are part of the structure, content, processes, and instructional strategies of each program, activity and curricular area.

1. To help students understand themselves and others as cultural beings acting within a cultural context.
2. To help students recognize, respect and value the diversity represented in the population of the United States and the world.
3. To help students understand how group membership affects one's values, attitudes, and behaviors.

4. To help students understand the dynamics of discrimination, bias, prejudice, and stereotyping.
5. To help students demonstrate the skills for effective social action and interaction between racial/ethnic groups, the sexes, and persons of varying abilities and socioeconomic backgrounds.
6. The curriculum review and development process will include procedures and activities which ensure adherence to the multicultural, gender fair philosophy (current and ongoing).
7. Specifications for the selection of textbooks and other instructional materials will visibly include procedures and activities which ensure adherence to the multicultural, gender fair criteria (as per established curriculum cycle review).
8. Instruction will be delivered in such a manner that each student has an equal opportunity to learn and identify with the educational program being delivered (as per established curriculum cycle review).
9. Curriculum content will reflect the contributions, perspectives and interests of diverse racial/ethnic groups, both sexes and persons with disabilities as an integral part of the curriculum (as per established curriculum cycle review).
10. Instructional strategies will be equitable and encourage contributions from males and females, diverse racial/ethnic groups and students of diverse abilities and socioeconomic backgrounds (as per established curriculum cycle review).

Extracurricular Activities

All co-curricular and extracurricular activities will be managed and scheduled to ensure equal access by all students regardless of race, creed, national origin, gender, disability or socioeconomic status. (Iowa Code section 256.11)

Mascots, logos, symbols and materials used by school clubs and teams shall be reviewed to ensure that they are culturally sensitive, gender inclusive and non-stereotypic on the basis of disability.

Where segregation on the basis of gender, race, national origin or disability occurs in co-curricular and extracurricular activities, program policies and practices will be reviewed to ensure that they are not contributing to the segregation, and affirmative efforts will be made to target recruitment efforts at groups of students that have historically not been involved.

MCGF In-Service Education

Each staff person employed by the Catholic schools of the Diocese of Davenport will respect human diversity and understand how this diversity will need to recognize and discourage sexism, racism, prejudice and discrimination in the educational setting and the educational program. Staff members will encourage and promote an understanding of the values, lifestyles and contributions of various racial and cultural groups, including men and women, and the disabled.

In order to meet this expectation, in-service activities focusing our sensitivity, understanding and implementation will be conducted locally on a regular basis for professional staff. Activities include, but are not limited to, self-evaluation, curriculum evaluation and revision, exploration of teaching strategies, and resource speakers.

Monitoring and Evaluation

The contents of this plan and the degree to which it is being successfully implemented will be evaluated each school year by the staff and administration with the assistance of the faculty. A progress report will be presented annually to the Diocesan School Committee.

The content of each section of the plan will be reviewed. Goals and objectives will be reviewed for sufficiency; in-service structure and activities will be reviewed for effectiveness.

Evaluation will focus on these questions:

1. Are the goals and objectives of the plan being accomplished?
2. Have in-service activities been conducted? Were they successful?
3. Is the composition of the advisory committee appropriate? Did the committee function in its intended capacity?
4. Was the plan evaluated and amended as needed?

THE LEGAL AUTHORITY: MULTICULTURAL NONSEXIST EDUCATION

Iowa Code (Chapter 256.11)

The State board shall promulgate rules to require that a multicultural, nonsexist approach is used by schools and school districts. The educational program shall be taught from a multicultural, gender fair approach.

Iowa School Standards 281.12(8)

12.5(8) Board of director's responsibility for ensuring multicultural nonsexist approaches to educational programs. The board shall establish a policy to ensure the school district is free from discriminatory practices in its educational programs. In developing or revising this policy, parents, students, instructional and non-instructional staff, and community members shall be involved. In addition, each board shall adopt a written plan, to be evaluated and updated at least every five years, for achieving and maintaining a multicultural, gender fair educational program. A copy of the plan shall be on file in the administrative office of the district. The plan shall include:

- a. Multicultural approaches to the educational program. These shall be defined as processes which foster knowledge of, respect and appreciation for the historical and contemporary contributions of diverse cultural groups to society. Special emphasis shall be placed on Asian Americans, Black Americans, Hispanic Americans, American Indians, and the handicapped. The program shall provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.*
- b. Gender fair approaches to the educational program. These shall be defined as processes which foster knowledge of and respect and appreciation for the historical and contemporary contributions of men and women to society. The program shall reflect the wide variety of roles open to both men and women and shall provide equal opportunity to both sexes.*
- c. The plan shall also include specific goals and objectives, with implementation timelines for each component of the educational program; specific provisions for the infusion of multicultural gender fair concepts into each area of the curriculum developed under the provisions of subtitle 12.5(16)*; a description of the in-service activities planned for all staff members on multicultural nonsexist education, and evidence of systematic input by men and women minority groups, and the handicapped in developing and implementing the plan In schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually. A description of a periodic, ongoing system to monitor and evaluate the plan shall also be included.*

***Subrule 12.5(14)**

12.5(16) Curriculum development, review and refinement. The board shall adopt a policy outlining its procedures for developing, implementing, and evaluating its total curriculum. Each curriculum area shall have goals, suggested instructional activities, materials, and content, and expected student outcomes for each level of instruction. The policy shall identify valid, bias-free student assessment procedures and the process for monitoring student progress.

This policy shall include procedures and timelines for reviewing each instructional program, with attention given to interdisciplinary teaching of higher order thinking skills, learning skills, and communication skills

Role of the Advisory Committee

The Advisory Committee for Multicultural Nonsexist Education in the Catholic schools of the Diocese of Davenport has determined its role as follows:

- 1) to advise the schools through the Diocesan staff in regard to multicultural gender fair concerns in the community;
- 2) to provide input to the Diocesan staff reflecting the specific concerns of the various segments of the community in regard to formation of the goals of program;
- 3) to develop a list of local and regional resource people for assistance in the schools;
- 4) to provide input into the development of a list of multicultural gender fair resource materials for use by both staff and students.

The committee has decided to reassess its role and activities periodically. It has agreed to meet three times a year. One-half of the original members will serve for one year; one-half will serve for two years. All members not belonging to the original group will serve for two years.

**Catholic Schools of the Diocese of Davenport
Multicultural, Gender Fair Advisory Committee
2006 -2007**

| | | |
|-------------------|---|--|
| Camine Draude | - | Assumption High School |
| David Edwards | - | Notre Dame Jr/Sr High School |
| Michelle Earhart | - | Notre Dame Elementary School |
| Nancy Peart | - | Prince of Peace Academy & College Preparatory |
| Chad Steimle | - | John F. Kennedy Catholic School |
| Celeste Vincent | - | Regina Elementary School |
| Dan Kieler | - | Holy Trinity Middle School |
| Barb Herter | - | Lourdes Catholic School |
| Sr. Cheryl Demmer | - | Bishop Hayes Catholic School |
| Beth McBride | - | St. James School |
| Christine Meyer | - | St. Joseph School |
| Doris Turner | - | Holy Trinity High School |
| Ray Pechous | - | Regina Jr/Sr High School |
| Dan Ryan | - | St. Paul the Apostle School |
| Kay Singley | - | St. Mary School |
| Michael Morgan | - | All Saints Catholic School |
| Mike Ellerman | - | Keokuk Catholic Schools |
| Terri Schofield | - | Seton Catholic School |

DEFINITION OF TERMS

| | |
|--------------------|--|
| Cultural Awareness | Consciousness of cultural similarities and differences; cognizance of one's own culture and that of others. |
| Cultural Literacy | Knowledge of history, contributions and perspectives of different cultural groups, including one's own group; sensitivity to and understanding of cultural groups in the U.S. and other countries; preparation of citizens to function effectively in multiple cultural settings. |
| Cultural Pluralism | A characterization of U.S. society as a universal (common) culture that includes microcultural groups. It accepts ethnic and cultural diversity and the desirability of maintaining ethnic identity within the economic and political systems of the common U.S. culture. This is a view of U.S. society as a "salad bowl" rather than a "melting pot". Another emphasis is on the <u>ideal</u> that cultural diversity is a valuable resource that should be preserved and extended. This view of U.S. society endorses the principle that there is not one model American. It is the philosophic basis for multicultural, gender fair education. |
| Discrimination | An overt or subtle act prompted by prejudice. Unjust generalizations based on normal preferences lead to the formation of prejudice which, if not recognized and controlled, breeds discrimination with full-fledged aggression shown both verbally and physically. Discrimination operates at the individual and institutional levels. There are legal mandates prohibiting discrimination based on sex, race, color, creed, national origin or handicap in educational settings (see institutional bias). Racism, sexism, handicapism and ageism are forms of discrimination. |
| Ethnocentrism | Seeing one's own group and way of life (behaviors, values, beliefs, norms) as superior to that of others, thus other microcultural groups are viewed as inferior. Prejudice and discrimination are extreme forms of ethnocentrism. |
| Institutional Bias | Attitudes, actions and structures of institutions which subordinate any individual or group on the basis of sex, race, age, handicapping condition, socioeconomic status or religion; inequalities created by institutions (i.e., schools, courts, banks, hospitals, etc.) which result in discrimination against a microcultural group. It may be intentional but usually is the result of established practices or "business as usual," thus it is covert and subtle. Institutional bias functions through a combination of power, embedded in the established and respected forces in society, and prejudice toward a microcultural group. |

| | |
|-------------------------|--|
| Multicultural Education | The educational processes which promote the understanding and appreciation of the cultural diversity of our pluralistic society by providing students with the necessary knowledge, skills and attitudes to function positively and productively within a pluralistic society. The educational programs should provide equal opportunity for all participants regardless of race, sex, age, national origin, religion, socioeconomic background or handicap. |
| Nonsexist Education | The educational processes which foster the knowledge of and respect and appreciation for the historical and contemporary contributions of men and women to society. Also, those educational processes that reflect the wide variety of roles open to both men and women. The educational programs shall provide equal opportunity for both sexes. |
| Prejudice | An attitude, usually negative, toward an entire category of people; an irrational and categorical dislike or like of a microcultural group because of real or imagined characteristics associated with their ethnic group, race, sex, religion, age, physical or mental condition or socioeconomic status. Prejudice and discrimination are rooted in ethnocentrism, the belief that another microcultural group is inferior to one's own group. |
| Social Action | Commitment to and participation in activities designed to help solve the problem of inequality based on race, sex, ethnic group, culture, language, socioeconomic status and ability group. The implementation of strategies to help eliminate intergroup conflict. It brings democratic political skills to bear on issues related to gender, race, and class inequalities. |

PROGRAM GOALS

1. To ensure that all Diocesan schools, as Catholic schools, are characterized as multicultural and nonsexist, that is, as schools characterized by awareness of, openness to, and appreciation of the contributions, interests, and perspectives of diverse racial/ethnic groups, both sexes, and persons with disabilities.
2. To assist students to recognize that their schools are multicultural and gender fair because of their beliefs about people, rather than the diversity, or lack of it, of the student population.
3. To assist students to recognize that, as students in multicultural gender fair Catholic schools, they must personally contribute to building the Christian community of the school as a place where every student is made to feel accepted and important. This means that all students must be assisted to develop positive self-concepts regardless of gender, race/ethnicity, cultural background or disability.
4. To help students to grow as Christian people in awareness of and preference for service to the poor, including the lonely, the alien, the disabled, the elderly, and the refugee.
5. To assist students as Christians to develop positive interpersonal and intergroup communication skills as well as motivation to play an active role in the solution of societal conflicts.
6. To help students understand themselves and others as cultural beings acting within a cultural context. This includes understanding the dynamics of discrimination, prejudice, and stereotyping.
7. To ensure that the curriculum review and development process will include procedures which specifically address multicultural nonsexist concerns.
8. To ensure that curriculum content will reflect and instruction will promote understanding and appreciation of the contributions, perspectives and interests of diverse racial/ethnic groups, of both sexes, and of persons with disabilities.
9. To ensure that scheduling, grouping, instructional strategies, and discipline practices will foster equity and encourage contributions from males and females, diverse racial/ethnic groups and students of diverse abilities and from diverse socioeconomic backgrounds.
10. To ensure that specifications for the selection of textbooks and other instructional materials will continue to include multicultural, gender fair criteria.

RESPONSIBILITIES FOR DEVELOPMENT OF CURRICULUM GUIDELINES

In the Catholic elementary schools of the Diocese of Davenport, guidelines for curriculum content/scope and sequence are developed by committees of teachers from the schools in the Davenport area under the leadership of the Diocesan Schools Office staff. In the secondary schools curriculum content/scope and sequence is developed by the individual subject area departments.

TIMELINES FOR DEVELOPMENT OF CURRICULUM GUIDELINES

Guidelines for the elementary schools including the infusion of MCGF goals and objectives will be accomplished according to the following cycle.

| Curriculum Area | Date of Guideline | Revision | Textbook Revision |
|---|--------------------------------|-----------------|--------------------------|
| Music | 2002 | 2004 | 2009/10 |
| Visual Arts | 2002 | 2004 | 2009/10 |
| Social Studies | 2001 | 2002 | 2007/08 |
| Guidance | 2005 | 2010 | 2011/2012 |
| Health/Safety/Science | 2003 | 2006 | 2007/08 |
| Mathematics | 1998 | 2005 | 2010/11 |
| Miscellaneous High S/E S | 2005 | 2011 | 2006/09 |
| Integrated Language Arts | 1999 | 2004 | 2009/10 |
| Physical Education | 2003 | 2004 | 2009/10 |
| Religion | 1998 | 2004 | 2009/10 |
| Information Search and Media Skills | Integrated into the curriculum | | |
| Global Education/Peace and Justice | Integrated into the curriculum | | |
| Students-At-Risk | 1998 | 2005 | 2010/11 |
| Talented and Gifted | 1999 | 2006 | 2011/12 |
| Multicultural/Gender Fair Plan | Integrated into the curriculum | | |
| Study Skills | Integrated into the curriculum | | |
| Career Awareness | Integrated into the curriculum | | |
| Technology | 2004 –Continuing Timeline | | |
| Resource for PreKindergarten and Kindergarten Iowa Primary Program, 2001 | | | |

SUBJECT AREA GOALS AND OBJECTIVES

These individual subject area goals and objectives are examples which, when feasible, may be used by the schools or curriculum guidelines development committees or which may serve as models for the development of original goals and objectives. In some instances, teaching strategies and student activities are also included. It is important to note that individual subject area goals must relate to the overall goals of the program and that objectives must be developed to attain the specific subject area goals and must pertain to the content of the particular subject area. It is also important to note that MCGF goals and objectives developed for a particular subject area must be infused into all related co-curricular and extra-curricular activities.

I. RELIGION

Goal: To help students understand that the fulfillment of Christ's commandment "Love one another as I have loved you" can only be realized through openness, understanding, and generosity toward all races and cultures, particularly the poor and disabled.

Objective: The student will participate in mission and/or service projects involving people of various cultures.

Activities: Research the geography, history, and culture of mission and/or service project countries or neighborhoods.

Research disease, privation and hunger in third world countries. Note the efforts being made in specific countries by specific groups to alleviate poverty and hunger. Develop a number of ways through which the school, class, and individual can contribute to remedying these situations.

Objective: The student will identify the contributions of women to the Church.

Activities: Research the contributions of women to the Church in America, especially in the founding of Catholic schools and hospitals, particularly in Iowa.

Role-play a situation related to the initiation of Catholic education in Iowa.

II. BUSINESS EDUCATION

Goal: To help students understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States; diversity enriches and strengthens our country.

Objective: The student will know about and appreciate the contributions and experiences of diverse women and men across the business spectrum.

Activities: Students will prepare research papers on the lives and contributions of selected business and industrial leaders who represent both sexes and all racial/cultural groups. Students will identify successful business leaders in the community who represent both sexes and all racial/cultural groups.

Goal: To help students explore a broad range of life styles and career roles regardless of their sex, disability, race or cultural heritage.

Objective: The student will be able to describe in unbiased ways the qualities, skills, and preparation needed for careers in business and will examine personal goals in relation to these factors.

Activities: Students will attend diverse job/career presentations conducted by businesspersons representing both sexes, the disabled, and various racial/cultural groups.

III. DRIVER EDUCATION

Goal: To help students understand the dynamics of discrimination, prejudice, and stereotyping.

Objective: The student will identify how prejudice, discrimination, and stereotyping impact aspirations and achievement of individuals.

Activities: Collect jokes about female drivers/evaluate for stereotypes, inaccuracies and omissions.

Collect statistics which compare male and female driver accident rates. Draw conclusions from data gatherings.

IV. ENGLISH/LANGUAGE ARTS/READING/JOURNALISM/DRAMA

Goal: To provide opportunities for students to value themselves, others and their world.

Objectives: The student will participate in activities to increase his/her awareness of social diversity.

The student will participate in activities to promote gender fair behavior.

Activities: Provide for the study of the folklore of the various ethnic groups. Have students share stories reflecting their own ethnicity.

Have the students identify as a routine part of literature response, the contributions of various racial/ethnic groups and of persons of both sexes.

Have students create an original multicultural gender fair comic strip.

Goal: To help the students understand that the involvement and perspective of diverse cultural groups and both sexes enrich and strengthen the community and the world.

Objective: The student will attain an open minded stance in regard to the rights, roles, and responsibilities of all persons, regardless of group membership.

Strategy: Select a trade book with multicultural characters and/or males and females in non-traditional roles. Read aloud to the students and have the students discuss the story.

Objective: The student will examine the role of the news media in preserving/exposing prejudice, discrimination, and stereotyping.

Activities: Have the students view television commercials. Comment on race and sex roles and their implications.

Have the students count the number of men/women, minority/majority in television news programs locally and nationally. Discuss race and sex roles.

Have students watch the evening news or read the newspaper for a week tracking coverage of a local or national story related to alleged discrimination. Examine the coverage for accuracy, bias or stereotyping.

Goal: To help students understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contribution in dramatics.

Objective: The student will appreciate the achievements of actors/actresses and playwrights of diverse cultural, ethnic, and racial backgrounds.

Activities: The students will read/perform works presenting the varied perspectives of diverse groups.
The students will view films/plays in order to understand the sufferings of oppressed groups.

V.FOREIGN LANGUAGE

Goal: To develop the ability of the student to understand and appreciate the history and culture of the people whose language is studied.

Objective: The student will demonstrate knowledge of and appreciation for the foreign culture by studying:

Activities: Various cultural areas such as history, government, economic life and social practices.

How the foreign culture relates to and compares with the students' culture.

The subtleties of behaviors associated with the culture studied.

Ways that US culture is shaped by the contributions, viewpoints and experiences of foreign diverse men and women.

Objective: The student will demonstrate that cultural difference does not imply cultural deficiency.

Activities: Model gender fair, culturally sensitive language patterns.

Model skills for effective interaction between racial, ethnic, gender and cultural groups.

Infuse an awareness of the diversity of languages spoken in the United States.

VI.GUIDANCE

Goal: To help students to develop positive self-concepts and understanding of others based on knowing and valuing their own personal and group identities.

Objectives: The student will realize that we are all God's children and that all people have basic needs and feelings in common.

The student will show respect and sensitivity toward one another in their every day activities.

The student will seek peaceful and just ways to resolve conflicts.

VII. HEALTH EDUCATION

Goal: To help students understand that all persons are members of the human race and have common needs, feelings, and problems.

Objectives: The student will understand the importance of health education and health maintenance skills for all individuals regardless of their sex, race, or cultural background.

The student will demonstrate an understanding of the common characteristics of men and women as well as the sex difference that makes each sex unique.

The student will demonstrate an awareness of how stereotyping, prejudice and discrimination have been historically exhibited in the field of health.

Activities: Students will participate in and understand the importance of health and health maintenance of all students regardless of their sex, racial/cultural identity or disability.

Through role playing and group activity, students will show a lack of discrimination and acknowledge that stereotyping prejudices are false.

Students will be made aware of stereotypes and misconceptions as they relate to health education and related fields.

Students will be given the opportunities to understand the role of health education and health maintenance in human development regardless of sex, race, or cultural background.

Goal: To assist students to understand that both sexes, diverse racial/cultural groups, and the disabled have made valuable contributions to the heritage of the United States and that this diversity strengthens and enriches our country and community.

Objectives: The student will see the contributions and perspectives of diverse cultural groups as well as both women and men reflected in health education and its curriculum.

The student will explore a broad range of career roles in the field of health education and the health services regardless of sex, racial/cultural identity, or disability.

The student will become familiar with role models from both sexes and diverse cultural groups who have excelled in the health field and or related fields.

Activities: Diverse cultural role models within our community will be used to emphasize achievement in health education and the related fields.

Students will study achievements which originated from various diverse cultural backgrounds.

Students will study and read of men and women from all cultures who have excelled in the field of health and health education.

Students will be made aware of faculty members, students, and individuals from our community who have excelled in health education and/or related fields.

VIII. LIFE SKILLS

Goal: To expose students to a broad range of career roles and lifestyles regardless of their sex racial/cultural background.

Objectives: The student will describe factors to consider when making job and/or career choices.

The student will become aware of overlapping responsibilities within society.

Activities: Take a career interest survey and/or discuss an aptitude test and select career opportunities that reflect these outcomes. Discuss the purpose of these instruments and how they apply to differing individuals.

Discuss nontraditional job opportunities.

Make a collage picturing people in nontraditional job/or roles.

Objectives: The student will become acquainted with career opportunities available to men and women in the food service area.

The student will recognize the need to eliminate sex role stereotypes.

The student will become aware that food preparation is a gender fair activity.

The student will become aware of varying nutritional needs for different health conditions, lifestyles, ages, and sexes.

Activities: Brainstorm "typical" male/female jobs in the food service.

Discuss the traditional barrier breakdown in this area.

Participate in lab experiences in which tasks are divided equally.

Preview food books, audio-visual materials and literature which depict contributions made by men and women.

Observe resource people of both sexes and of varying lifestyles as they discuss and/or demonstrate food preparation.

Research job opportunities, costs, benefits, requirements.

Goal: To help students develop an understanding of those needs, feelings, and problems common to all human beings regardless of sex, race, or culture as well as the uniqueness of each individual as a child of God fostered by personal experience and culture heritage.

Objectives: The student will become aware of physical, emotional, intellectual and social stages of child development.

The student will recognize the results of proper prenatal care.

The student will identify the tasks of parenting.

Activities: Visit child care centers. Write observation reports on children.

Visit nursing homes and/or hospitals.

Interact with students in a preschool setting.

View audio-visual materials, listen to guest speakers and read literature about Fetal Alcohol Syndrome, Down's Syndrome, etc.

Discuss birth defects.

Role play family situations.

Conduct a panel discussion made up of teen parents.

Objectives: The student will become aware that both men and women may become parents and that both are responsible for nurturing children.

The student will become aware of varying lifestyles.

Activities: Analyze different family structures and/or lifestyles which exist within society.

Write stories expressing attitudes toward nurturing children.

Find pictures of male figures shown in nurturing roles.

Discuss the role that toys play in the development of role perceptions in children.

Make toys that are gender fair from materials on hand or around the home.

Make foods for children utilizing the different cultural influences represented in a particular setting.

Discuss baby-sitting guidelines using a units" approach.

Role play approaches one might use in difficult child rearing situations. Through discussions, try to arrive at consensus about what qualities an "ideal" parent should possess.

Participate in planning and conducting a preschool experience with small children.

Objectives: The student will recognize that everyone makes clothing selection based on personal needs and/or preferences.

The student will be aware that clothing selection is influenced by cultural background.

Activities: Discuss the functions of clothing.
Look at an assortment of pictures and write down adjectives describing the nonverbal message(s) each picture relays. Discuss what kind of message each person wants his/her image to project.

Visit a fabric store and/or clothing store and analyze the cultural influences impacting current styles for men's and women's clothing.

Do a research paper on the history of clothing, men in the fashion industry, and/or cultural influences on clothing selection.

Construct a bulletin board or display showing types of clothes worn by people in different parts of the world and the materials used to make this clothing.

IX. LIBRARY/INSTRUCTIONAL MEDIA

Goal: To assist students to understand and value their own personal and group identities through the development of positive and realistic self concepts regardless of their race/culture or sex.

Strategies: Materials will be selected with the needs and interests of the individual school's students in mind, with the school's curriculum and instructional program as a focus and with the input of the school's administrators, faculty, and students. Selection will be made in accordance with diocesan policy.

Materials will represent a wide variety of formats (e.g. print, visual, audio, electronic) to meet varying learning styles and needs.

Materials and displays will promote a positive awareness and respect for people from diverse cultures, with disabling conditions, and in non-stereotypic roles.

Provision will be made for preview of materials as part of the evaluation and selection process involving media specialists and teachers.

X. MATHEMATICS

Goal: To enable students to value their own personal and group identities through the development of positive and realistic self-concepts in mathematics regardless of race, gender, color, age, national origin or physical ability.

Objective: Students' self-confidence in solving mathematical problems, both in the classroom and in their daily lives, will be increased regardless of race, national origin, sex or disability.

Activities: Students will fill out a questionnaire which will help to facilitate a discussion of math anxiety.

Students will practice group and cooperative learning problem solving techniques to solve mathematical problems.

Strategies: Teachers will use direct and indirect methods to reduce mathematics anxiety, avoidance and indifference.

Teachers will provide an equitable quantity and quality of attention to all students.

Teachers will vary methods of teaching concepts, skills, and problem solving to meet the needs of the diversity of students.

Goal: To help students recognize and value the contributions to mathematics by all types of individuals whose contributions are not based on race, gender, color, age, national origin, religion or physical ability.

Objective: The student will be able to cite mathematical contributions and perspectives of all groups regardless of race, color, age, national origin or physical ability.

Activity: Students will study individuals whose contributions to math are not based on race, gender, color, age, national origin or physical ability.

Goal: Regardless of race, national origin, sex, or disability students will identify and acquire career related mathematics skills.

Objectives: The student will develop mathematics skills which will allow them to pursue personal and career goals regardless of race, color, age, national origin, gender, or physical ability.

The student will choose appropriate courses in mathematics regardless of race, color, gender, age, national origin or physical ability because of increased mathematical self-confidence.

XI. MUSIC

Goal: To help students understand that both sexes and diverse racial and cultural groups have made valuable contributions to the heritage of the United States, and that this diversity enriches and strengthens our country. Inherent in this goal is the exposure of students to a broad range of career roles and lifestyles regardless of their sex, disability, race or cultural heritage.

Objectives: The student will demonstrate an awareness of the valuable and unique contributions that varied racial and cultural groups, and men and women have made to the historical and contemporary musical heritage of Iowa, the United States, and the world.

The student will explore a broad range of lifestyles and music related careers regardless of their sex, race, disability or cultural backgrounds.

The student will demonstrate an understanding of how the involvements and perspectives of diverse cultural and racial groups, and women and men enrich and strengthen the arts in the United States.

The student will:

recognize that music is based in part upon the values, traditions and beliefs of the social environment, and that culture, race and sex may affect musical expressions.

recognize that different, but equally valid, aesthetic standards exist within our pluralistic society.

Goal: To help students understand that all persons are members of the human race and have common needs, feelings and problems, while at the same time stimulating their appreciation for the uniqueness of each individual and cultural group.

Objectives: The student will recognize that basic human needs, desires, and concerns are felt by all people, and that these human feelings find different aesthetic expression in different cultures.

The student will recognize how totally an ethnocentric point of view affects attitudes toward other groups and their musical forms.

XII. PHYSICAL EDUCATION

Goal: To assist students to understand the contributions, perspectives and interests of diverse racial/cultural groups as well as both women and men.

Objectives: The student will see the contributions and perspectives of diverse cultural groups represented in physical education activities and curriculum.

The student will experience a broad range of career roles in the fields of physical education, health, recreation, and

athletics regardless of their sex, racial/cultural identity, or disability.

Activities: Students will participate in activities which have originated from various diverse cultural backgrounds.

Students will learn about faculty members, students, and other individuals from the community who have excelled in sport/physical activities.

Students will study about men and women from all various cultures who have excelled in sport/physical activities.

Diverse cultural role models within the community will be used to emphasize achievement in physical and sports activities.

Goal: To help students develop group problem-solving and conflict resolution skills regardless of race, sex, cultural background, or disability.

Objectives: The student will develop a reliable foundation for making ethical judgments and decisions while in athletic, recreational, or health environments.

The student will show respect and sensitivity toward one another while taking part in physical education activities with diverse cultural groups, members of the other sex or the disabled.

Activities: Students will be given opportunities for both team leadership and non-leadership roles.

Students will participate as a member of sports teams made up of persons of both sexes and of diverse cultural groups.

Students will be taught non-threatening techniques for solving conflicts which arise during sports activity.

Students will learn to work toward team goals and at the same time to follow the rules and regulations of the game.

Students will be encouraged to work cooperatively with team members from both sexes and from diverse cultural groups.

XIII. SCIENCE

Goal: To help students understand the relationship between the developments of science and world problems.

Objectives: The student will be aware of the relationship between scientific development and social patterns in Iowa, the United States and the world. Ethical utilization and application of scientific developments will be explored.

The student will demonstrate the ability to anticipate the impact of scientific decision making on both men and women as well as on diverse cultural groups.

The student will be motivated to become actively involved in applying mathematical and scientific concepts to the resolution of contemporary and future

Goal: To help students experience a curriculum which provides a multi-cultural, gender fair science program accounting for individual differences.

Objectives: The student will study science using a pluralistic approach to scientific knowledge.

The student will experience significantly varied quality science programs that meet the unique needs of each student; in particular the interests and abilities of the mainstreamed, the disabled, the minority, the at-risk, and the gifted and talented student.

The student will investigate science in a non-biased, multi-cultural, gender fair environment which has been designed for classroom/laboratory usage to accommodate the particular science discipline.

Activities: Generate definitions of differences and how these differences make humans unique.
Formulate extra-credit science history weeks with content from biographies or minorities, females and the disabled.

Generate a list of areas in need of scientific research which may be viewed from different perspectives by minorities, females, and the disabled.

XIV. SOCIAL STUDIES

Goal: To assist students to discover that in intergroup relations and interpersonal relationships there are alternative actions for each individual and that there are different rewards or consequences for the specific behavior selected.

Objective: The student will be knowledgeable of the rights and responsibilities of citizens in a democratic society.

Goal: To help students discover that group membership causes them to form beliefs and attitudes which influence their judgment of other persons and groups.

Objectives: The program will provide recurring cross-cultural study of groups to which students themselves belong and to those to which they do not belong.
The student will experience class settings that encourage student participation and the free exchange of opinions about controversial issues.

Goal: To help students learn that all citizens of the United States are legally guaranteed the same rights and responsibilities and to become aware of their personal rights and responsibilities as members of a culturally pluralistic, gender fair nation.

Objectives: The student will be encouraged to become active participants within their own communities.
The student will be knowledgeable of the rights and responsibilities of citizens in a democratic society.

Goal: To help students learn that present societal conflicts are a condition of centuries of cultural and group conditioning and that improved human relations depend upon increased intergroup communication, understanding, and comparison.

Objectives: The student will demonstrate interpersonal communication skills, for example, listening skills, humane expression of criticism or point of view, and empathetic feedback. They

will learn to avoid common barriers to positive interpersonal and intergroup communication.

The student will practice and improve their group problem solving and conflict resolution skills. They will develop a reliable foundation for making ethical judgments and decisions.

The student will acquire an awareness of their duties, rights, responsibilities, and privileges as members of a multicultural gender fair society.

The student will be motivated to become actively involved in the discussion and resolution of contemporary and future social issues.

XV.VISUAL ARTS

Goal: To help students understand that both sexes and the various racial/cultural groups have made valuable contribution to the heritage of the United States and that each individual and group brings to our society unique strengths, attitudes, ideas, experiences, and weaknesses.

Objectives: The student will realize the cultural contribution of diverse populations through specific study of various works of art and movements.

The student will become aware of the importance of different cultures through the development of methods of art criticism.

Activities: Students will produce artwork based upon examples found within the study of artists representing a variety of and ethnic mixes.

Students will learn about the heritage of different groups through the use of reproductions and slides.

Positive gender and/or cultural comparisons will be used based upon oral and visual resources.

Book reports on artists and art movements or traditions may be assigned.

Students will participate in discussions involving the meaning of particular art works as they relate to gender, ageism, elitism, etc.

Male and female artists will be utilized within the schools to elaborate cultural and career related purposes for art.

The philosophical intent of art from different traditions will be discussed and incorporated into class work ending in the production of artwork or artifacts.

Equal emphasis on artistic skill development for female and male students will be monitored.

The arts will be utilized as a means of teaching human relation skills to students.

Goal: To assist students to understand and value their own personal and group identities through the development of positive self-concepts regardless of their race/culture or sex.

Objectives: Activities will be designed which promote the student's specific interest as related to cultural phenomenon.

Experiences will be designed to promote students' self-concepts.

As visual language, art experiences will allow students to express individual feelings, emotions, and ideas.

Evaluation will stress individual initiative and performance regardless of cultural background.

Activities: Students will have an opportunity to share culturally related art works with classmates.

Videotapes, films, and other pertinent A.V. materials will be used to promote sensitivity and understanding in the consideration of what students produce in the way of a finished artwork.

The utilization of cooperative learning techniques will be part of the study of cultural phenomenon. Students in some art projects will be asked to

express ideas about their own unique cultural background.

PROGRAM MONITORING AND EVALUATION

Monitoring and evaluating the implementation of the MCGF plan is, in general, the responsibility of the principal of the individual school. However, because for the elementary schools, curriculum content/scope and sequence guidelines are developed under the auspices of the Schools Office, responsibility for implementation according to the projected timeline is the responsibility of the Diocesan Schools Coordinators.

In both the elementary and secondary schools in MCGF as well as in all other areas, monitoring and evaluating the implementation of the curriculum is the responsibility of the principal. In the secondary schools, monitoring the timeline for implementation of the MCGF plan is also the principal's responsibility. In cases in which this responsibility is delegated to another staff member, the position of this staff member must be clearly identified.

Monitoring and evaluation may be accomplished in all or several of the following ways:

1. Through regular, periodic use of the self-evaluation checklists contained in the MCGF curriculum development pamphlets in the various disciplines available from the State Department of Education in areas applicable to the Diocesan schools. (See Bibliography, p. 38) It is strongly recommended that the principal and teachers develop a specific schedule and procedure for using these checklists.
2. Through the regular evaluation of staff as members and promoters of faith community articulating Catholic Christian values using the personnel evaluation program already in place.
3. Through incorporation of specific statements in parent, teacher, and student handbooks reflecting the policy of non-discriminatory practices adopted by the Diocesan Board of Education in 1976 and revised in 1989 (see policy #304).
4. Through careful record keeping and periodic evaluation of scheduling, grouping, and discipline practices.
5. Through periodic checks by each department in the secondary schools that the multicultural gender fair criteria formally incorporated into the process for evaluating instructional materials are being considered. Elementary textbooks are evaluated annually by Diocesan Schools Office staff. The following criteria are formally incorporated into the evaluation process for both elementary and secondary schools.
 - The book (series) utilizes opportunities for accurate and balanced treatment of women and religious, ethnic/racial and cultural groups.
 - Girls and women are shown in non-stereotypical roles/occupations.
 - Boys and men are shown in non-stereotypical roles/occupations.

- Stories contain a balance of male and female main characters.
- Illustrations are representative of the cultural, ethnic/racial and cultural diversity of society.
- Materials reflect the contributions of all persons regardless of age, ethnic/racial group, or disability.

Elementary schools should use these criteria when they choose to examine supplementary instructional materials.

STAFF DEVELOPMENT

The Catholic schools of the Diocese of Davenport presently operate on a three-year staff development plan. This plan addresses Diocesan Board policies, state mandates, local board goals and individual school needs in order to enhance teacher effectiveness and student achievement. Multicultural gender fair staff development goals and activities must be incorporated into the three-year plan developed for each individual school. Such goals and activities must be related to achievement of the overall Diocesan Multicultural Gender Fair program goals.

As required, one staff development activity in this area must be planned for the professional staff each year. The entire school staff must participate in a particular staff development activity once every three years.

At least one multicultural non-sexist goal must be included in the total staff development implementation plan submitted to the Office of the Diocesan Superintendent of Schools in September. In addition, a final report of these activities must be submitted to this Office at the end of each academic year.

Diocesan wide staff development intended to increase multicultural awareness among the entire staff is planned for the 2006-2007 school year.

MULTICULTURAL, GENDER FAIR STAFF DEVELOPMENT REPORT FORM

School Year _____

School _____

Location _____

Instructional and Administrative Staff:

Goal(s):

Activities:

Date Completed _____

Support Staff:

Goal(s):

Activities:

Date Completed _____

Principal's Signature

Date

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ANNOTATED LIST OF TEACHING TOOLS/RESOURCES

- from *Teaching Tolerance*, Spring, 1992

A World of Difference

The Anti-Defamation League of B'nai B'rith offers a wealth of curriculum materials to counter racism and intolerance at all ages.

A World of Difference, a nationally acclaimed prejudice-reduction project, offers videotapes, children's readers, and curriculum and study guides. *Being Fair and Being Free: A relations program for secondary school* (\$10) consists of objectives, methodologies, and reproducible handouts intended to show students how prejudice is inconsistent with American ideals. *Teacher, they called me a _____!* (\$12.50) addresses prejudice-reduction in the elementary school and presents 69 classroom activities. ADL, 823 United Nations Plaza, New York, NY 10017, (212) 490-2525.

African American Studies

The Society for Visual Education's catalog lists a wealth of information and materials on black experience in America. *African American History - Heroism, Struggle, and Hope* (\$219) is a comprehensive program of filmstrips, books, and posters examining all aspects of black American life from the slave years through the civil rights movement. Other materials include filmstrips, cassettes, and posters of notable black Americans such as Dred Scott, Harriet Tubman and opera singer Leontyne Price. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL 60614-1299, (312) 525-1500.

America's Civil Rights Movement

Teaching Tolerance is offering free to teachers a video and text package that introduces students to civil rights history through the ordinary people who risked their lives in the struggle. The package, recommended for use in grades 5-12, includes a classroom-length film, a text and a teacher's guide. *A Time for Justice* is the 1992 production of Academy Award-winning documentary filmmaker Charles Guggenheim. The 108-page text, *Free at Last*, includes profiles of 40 people who lost their lives in the movement, as well as hundreds of historical photographs. The teacher's guide offers detailed one-day, three-day and seven-day lesson plans.

To receive a free copy of the entire package (valued at \$350 if sold), have your principal send a request on your school letterhead. Please limit to one package per school. America's Civil Rights Movement, Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104

Anti-Bias Curriculum Tools for Empowering Young Children, by Louise Derman-Sparks (\$7.00) is published by the National Association for Education of Young Children, 1989. This book explores the roots of prejudice and offers guidelines for helping children recognize and reject biased behavior. NAEYC, 1834 Connecticut Avenue NW, Washington, DC 20009, (202) 232-877 or (800) 424-2460.

Around the World

A school assembly project developed by Ileana Tomeu Gulmesoff acquaints students with the traditions, clothing, and history of foreign lands through participatory activities.

Approximately 34 authentic, handmade costumes are supplied to the school, and the performers, elementary-age students, are instructed by Gulmesoff at one rehearsal. Bilingual and Spanish assemblies are available. One assembly costs \$375. Around the World, 4565 Shasta Circle, Cypress, CA 90630, (714) 828-0417.

The Bill of Rights

The American Library Association offers an entire resource kit for the celebration of the bicentennial of the Bill of Rights. Included in the kit are four posters, a 60-page book containing activities, resources, lists of notable Supreme Court cases, and bibliographies for print and film as well as press releases. The kit costs \$25. Individual posters (\$3) and the resource book (\$18) are also available separately. Office for Intellectual Freedom, American Library Association, 50 E. Huron Street, Chicago, IL 60611, (312) 280-4223.

The Commission on the Bicentennial of the United States Constitution offers a free packet on the Bill of Rights which includes three posters, a teacher's study guide, a pocket edition of the Constitution, brochures, handbooks for elementary and secondary students, and a variety of teaching aides. Commission on the Bicentennial of the United States Constitution, 808 17th Street NW, Washington, DC 20006, (202) USA-1787.

Black Women's History

The National Women's History Project offers materials on black women's history, including a poster portraying famous black women, a board game about the Underground Railroad, and illustrated biographies for young readers. National Women's History Project, 7738 Bell Road, Windsor, CA 95492, (707) 838-6000.

Celebrating the Constitution

The American Bar Association offers *Celebrating Our Constitutional Heritage with Young People*, a handbook for teachers of students aged 12-18. The handbook explores the constitution's importance in our lives, and the rights and responsibilities of citizens. Lesson plans and transcriptions of documents and worksheets are included. For K-6, *Helping Children to Understand the US Constitution* covers similar objectives with reading material and activities. Handbooks are \$1.75. American Bar Association, 750 North Lake Shore Drive, Chicago, IL 60611.

Citizenship

The National Conference of Christians and Jews offers free educational resources dealing with citizenship, democracy, and prejudice reduction. Offerings include the kits *Democracy Is Us. Risks, Rights, And Responsibilities;* and *Sign On To The Constitution*. NCCJ's materials employ role-playing, simulation, and panel discussions. NCCJ also conducts training for teachers using the Green Circle program, and trains high school and college students to conduct workshops on racial and ethnic understanding. NCCJ, 71 Fifth Avenue, Suite 1100, New York, NY 10003, (212) 206-0006.

Facing History and Ourselves

Critical thinking skills are used in this secondary-level curriculum to help students examine prejudice and discrimination. Texts include *Holocaust and Human Behavior and Choosing to Participate*. A comprehensive bibliography on the Holocaust is available. Training workshops also are offered. Throughout, students are prodded to consider their own role in ensuring justice. Texts range from \$15 to \$17.50; workshop costs vary. The *Facing History News*, a newsletter, is free. Facing History and Ourselves National Foundation, Inc., 25 Kennard Road, Brookline, MA 02146, (617) 232-1595.

Global Literature

Global Village literature includes stories from Africa, Asia, Europe and the Americas, as well as American immigrant and refugee writings. Other literature targets various forms of prejudice. Activities such as the “Stereotype Card Game” and “Problem-Solving Cards” (\$15) deal with handicaps and help children understand the injustice of prejudice. Elementary books include *People*, by Peter Spier, which celebrates all the differences among people, and *Dancing Teepees - Poems of American Indian Youth*. Global Village, 2210 Wilshire Boulevard, Box 26, Santa Monica, CA 90403, (800) 955-Global.

The Holocaust

The Simon Wiesenthal Center's catalog offers a comprehensive list of films, audiotapes, posters, and books on the Holocaust. *A Holocaust Curriculum: Life Unworthy of Life* is an 18-lesson unit for grades 9 and higher. It includes a videocassette, historical maps, and archival photos (\$250). A number of films dramatize teenagers' resistance to the Nazis, including *The White Rose* and *War and Love* (both are \$80). *The Courage to Remember* is a series of 40 full-color posters depicting the Holocaust. Other Wiesenthal Center publications range from diaries and autobiographies to war crime investigations. Simon Wiesenthal Center, 9760 West Pico Boulevard, Los Angeles, CA 90035, (213) 553-9036.

Justice and Tolerance

Character Education Institute produces curriculum for grades K-9 aimed at increasing self-esteem, defusing negative peer pressure, and encouraging good citizenship. Unit topics include “Justice and Tolerance,” “The Right to be an Individual,” and “The Right to Equal Opportunity.” A separate kit is available for each grade from K-6; one kit is available for grades 7-9. Each kit contains a teacher's guide, posters, activity sheets, and evaluation questions. Some include filmstrips. Kits range in cost from \$95 to \$130. Character Education Institute, Dimension II Building, 8918 Tesoro Dr., Room 220, San Antonio, TX 78217-6253, (800) 284-0499.

King Curriculum

Pennsylvania's state curriculum resource guides with interdisciplinary lesson plans are free of charge. *Martin Luther King, Jr.: Celebration of Life* is a compilation of King's speeches,

biographical information, and interdisciplinary lesson plans for K-12. There are activity sheets appropriate for language arts, reading, ESL, foreign language, mathematics, social studies and science. A comprehensive bibliography and resource guide are also included. Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA, (717) 787-3048.

Law-Related Lesson Plans

CRADLE, the Center for Research And Development In Law-Related Education, offers more than 500 teacher-developed lesson plans for grades 3-12, including “Cultural Lenses: Changing Notions of American Equality Under Law;” “The Ugly Duckling: A Discussion of Human Rights;” and “What If Women Had Written the Constitution.” Duplicates are \$1-\$4; computer disks: \$5. CRADLE, Wake Forest University School of Law, PO Box 7206 Reynolda Station, Winston-Salem, NC 27109, (800) 437-1054 or (919) 759-5872.

Native American Tales

Aladdin offers a series of books on Native American culture for the K-4 classroom. The 6-book set costs \$19.95, and includes fiction and myths based on American Indian concepts and traditions. Four of the six books won Caldecott Medals. An enrichment guide with author-illustrator biographies comes with the set. Aladdin Books, Macmillan Children's Book Group, 866 Third Avenue, 25th Floor, New York, NY 10022, (800) 257-8247.

New Faces of Liberty

New Faces of Liberty targets teachers of refugee and immigrant students. Materials include lesson plans, student handouts, autobiographical writings, and oral histories. Training workshops and presentations are available.

Voices of Liberty, intended for middle school offers bilingual story tapes and storybooks in Vietnamese, Khmer (Cambodian) and Lao. Teacher's discussion guides include reproducible student activity sheets. Complete room sets range from \$55 to \$300. Voices of Liberty, 1095 Market Street, #60, San Francisco, CA 94103, (800) 484-4173 ext. 1073.

Opposing Viewpoints

Greenhaven Press's *Opposing Violence* books cover a wide range of controversies, including racism, immigration, patriotism, violence and ethics. In each book, balanced opposing viewpoints are presented along with questions, cartoon illustrations, and bibliographies. *Opposing Violence Juniors* books for middle and junior high students include *Patriotism: Recognizing Stereotypes, Distinguishing Between Facts and Opinions*. Books are \$9.95 each; teacher's guides are \$1.95. Greenhaven Press, PO Box 289009, San Diego, CA 92198-0009, (619) 485-9549.

Posters

Syracuse Cultural Workers offers a full-color catalog of inspiring posters listing a range of topics, including tolerance, world peace, and social justice. The Bertolt Brecht quotation on one of their posters perhaps best states their philosophy - “Art is not a mirror held up to reality,

but a hammer with which to shape it.” Posters are \$6-\$50; the catalog is \$1. Syracuse Cultural Worker, PO Box 6367, Dept. TTI, Syracuse, NY 13217, (315) 474-1132.

REACH

REACH offers four workshop and curriculum programs: REACH for Kids is a K-6 program introducing multiculturalism and global studies; Project REACH builds cultural awareness skills for junior high and middle school students; Global REACH Consortium is an in-service high school program for teachers; and REACH for Excellence includes conferences and seminars on diversity in the workplace. Costs depend on number of participants, workshop materials, and travel costs. REACH Center, 239 North McLead, Arlington, WA 98223, (206) 435-8682.

Reducing Adolescent Prejudice: A Handbook, by Nina Hersch Gabelko and John U. Michaelis is available from Teachers College Press. This 230-page volume includes lesson plans and handouts “based on the assumption that greater success in combating prejudice can be achieved if instruction is included in the basic curriculum and is not viewed as an 'ad-on' or peripheral phase of teaching.” Clearly defined teaching objectives are included, as well as readings, questions and a variety of classroom activities across the curriculum. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

Scholastic

Scholastic offers multicultural books for grades K-9. They include Ellen Levine's books: *If You Lived at the Time of Martin Luther King; If You Traveled on the Underground Railroad, and I Hate English* as well as *Julius Lester's Long Journey Home and How Many Spots Does A Leopard Have?...And Other Tales*. Scholastic's resource books include *Teaching Kids to Care*, a spiral-bound book of 156 activities on cooperation and helpfulness for early childhood, and *Toward Tomorrow*, which includes reproducibles on international awareness. Scholastic, Inc., PO Box 7502, Jefferson City, MO 65102, (800) 325-6149.

Simulations

Interact: Learning Through Involvement offers thought-provoking simulations. “Equality” has students role-play randomly selected characters in racially tense neighborhoods. In “Empathy,” they experience the world of the multihandicapped through simulated blindness, deafness, muteness, and physical handicaps. (The winner is whoever is best able to walk in another’s shoes.)

Middle school simulations include “Amigos,” an examination of Latin America, and “Honor,” a coming-of-age rite in an Aboriginal village.

High school simulations include “Gateway,” the experience of Ellis Island as an immigrant and “Herstory,” an investigation of historical and contemporary gender roles in American society. These simulation programs range from \$19 to \$45. Interact, PO Box 997-Y91, Lakeside, CA 92040, (619) 448-1474.

We the People

The Center for Civic Education offers *We the People* texts in three grade levels, each focusing on the Constitution and the Bill of Rights. Lessons include objectives, vocabulary,

readings, and review questions. *With Liberty And Justice For All: The Story of the Bill of Rights* applies the Bill of Rights to today's controversies and analyzes the use of the Fourteenth Amendment. Complete classroom sets range from \$130 to \$180. Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302, (818) 340-9320.

Contacts for MCGF Resources in Local Communities

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| Bettendorf | - | Barbara Herter | - | Lourdes Catholic School |
| Burlington | - | David Edwards | - | Notre Dame Jr/Sr High School |
| Centerville | - | Kay Singley | - | St. Mary School |
| Clinton | - | Nancy Peart | - | Prince of Peace Academy & College Preparatory |
| Davenport | - | Carmine Draude | - | Assumption High School |
| Davenport | - | Chad Steimle | - | John F. Kennedy Catholic School |
| Davenport | - | Dan Ryan | - | St. Paul the Apostle School |
| DeWitt | - | Christine Meyer | - | St. Joseph School |
| Fort Madison | - | Doris Turner | - | Holy Trinity High School |
| Iowa City | - | Ray Pechous | - | Regina Jr/Sr High School |
| Muscatine | - | Sr. Cheryl Demmer | - | Bishop Hayes Catholic School |
| Washington | - | Beth McBride | - | St. James School |
| West Point | - | Dan Kieler | - | Holy Trinity Middle School |