



8th Grade Diversity

COURSE SYLLABUS

Faculty

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Dean of Equity & Inclusion

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

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

2018-2019 ACADEMIC YEAR

Quarter Course

Camille S. Edwards, RM 201

course summary |

8TH GRADE DIVERSITY: INCLUSIVE EXCELLENCE

This seminar style course empowers students to develop and share their leadership voice in a way that encourages their peers to do the same, as we explore aspects of inclusive excellence. Students engage with their life experiences, research and insights/perspectives of others through articles, videos, discussion, reflection and experiential activities. (*Quarter Course*)

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

Materials Needed: Students will receive a pronged pocket folder from the teaching faculty. We ask students to fill the folder with (1) lined paper of their preference and to bring (2) writing utensils to each lesson. Any other materials needed will be provided by our faculty.

class offerings |

Students experience the coursework through a variety of offerings.

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

- Class Journaling
- Interviewing
- Collaborative Brainstorm Sessions
- Prose/Article/Published Writing Shares
- Community Building Activities
- Seminar Discussions
- Public Speaking Opportunities

unit journey |

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

- How do we define community?
- How do we define diversity?
- How do we define inclusion?
- What are the different types of diversity that can enrich a community?
- Who am I?
- What values guide my choices?
- What truths about my experiences can offer others insight into my identity and guiding philosophies?
- What opportunities does our community have to be more authentic in its efforts to be truly inclusive, in words & in actions?
- What gifts do I bring to this community?
- How can I use my gifts to bring a voice to inclusion within our community?

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

grading |

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

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