

Week 1					
Essential Question: How could the understanding of prejudice, stereotyping, and discrimination development help us improve intergroup relations among students?					
Outcome: Participants will learn about the three components of intergroup relations	Assignment	Assessment	Learning Standards	Seat time	
Objective: Participants will identify the differences between prejudice, stereotyping, and discrimination	<p>Is it possible to be free of prejudice? Have you ever met anyone who was? Visit the website http://www.understandingprejudice.org/baseline/ and take the "baseline quiz." Then, read "The Psychology of Prejudice, Stereotyping, and Discrimination: An Overview" (Plous, 2003). Post your response to the quiz in the item labeled "Baseline" and your response to article in the item labeled "Plous."</p>	<p>Your posting in the "Baseline" and "Plous" discussion will be based on: 3 = Student completed quiz; Student read the assigned article; Student posted response to question. Response to another student posted. 2 = Student completed quiz; Student read the assigned article; Student posted response to question. Response to another student not needed. 1 = Student completed quiz; Student read the assigned article; Student posted responseto question. Response to another student was not posted or was incomplete. Incomplete = Assignment not fully developed or completed. 0 = Assignment not completed. Late</p>	<p>Standard 3 - Students will read, write, listen, and speak for critical analysis and evaluation Students will: gain an understanding of how prejudice, stereotyping, and discrimination differ by: 1. Accessing attitude assessment tools on-line. 2. Participating in the baseline quiz. 3. Reading a psychological research article which discusses prejudice, stereotyping, and discrimination. 4. Evaluating and responding to the information regarding the three components of intergroup relations, and the results from the baseline quiz.</p>	2 Hrs.	
Week 2					

Essential Question: How does stigma underscore one's social and psychological development?					
Outcome: Participants will learn about the nature of stigma	Assignment	Assessment	Learning Standards	Seat time	
Objective: Participants will analyze the effects of stereotype threat on minorities	Read the article "Stereotype threat and the intellectual test performance of African Americans" (Steele & Aronson, 1995). "How can teachers minimize stereotype threat towards minorities in the classroom? Post your response in the thread labeled "stereotype threat--minorities" Respond to one of your classmate's posts.	Your posting in the "Stereotype threat--minorities" discussion will be based on: 3 = Student read the assigned article; Student posted response to question. Response to another student posted. 2 = Student read the assigned article; Student posted response to question. Response to another student not needed. 1 = Student read the assigned article; Student posted response to question. Response to another student was not posted or was incomplete. Incomplete = Assignment not fully developed or completed. 0 = Assignment not completed. Late	Standard 1 - Students will read, write, listen, and speak for information and understanding Students will: understand the effects of stereotype threat on minority students in the classroom by: 1. Reading a psychological research article pertaining to stereotype threat. 2. Evaluating and responding to the information regarding stereotype threat for minorities. 3. Discussing minority stereotype threat with at least one other classmate.	3 Hrs.	
Week 3					
Essential Question: How does stigma underscore one's social and psychological development?					
Outcome: Participants will learn about the nature of stigma	Assignment	Assessment	Learning Standards	Seat time	

<p>Objective: Participants will analyze the effects of stereotype threat on females</p>	<p>Read the article "Stereotype Threat and Women's Math Performance" (Spencer, Steele & Quinn, 1999). How can teachers minimize stereotype threat towards females in the classroom? Post your response in the thread labeled "stereotype threat--females" Respond to one of your classmate's posts.</p>	<p>Your posting in the "Stereotype threat--females" discussion will be based on: 3 = Student read the assigned article; Student posted response to question. Response to another student posted. 2 = Student read the assigned article; Student posted response to question. Response to another student not needed. 1 = Student read the assigned article; Student posted response to question. Response to another student was not posted or was incomplete. Incomplete = Assignment not fully developed or completed. 0 = Assignment not completed. Late</p>	<p>Standard 1 - Students will read, write, listen, and speak for information and understanding Students will: understand the effects of stereotype threat on females in the classroom by: 1. Reading a psychological research article pertaining to stereotype threat for females. 2. Evaluating and responding to the information regarding stereotype threat for females. 3. Discussing female stereotype threat with at least one other classmate.</p>	<p>3 Hrs</p>	
<p>Week 4</p>					
<p>Essential Question: How could the understanding of prejudice, stereotyping, and discrimination development help us improve intergroup relations among students?</p>					
<p>Outcome: Participants will learn how to create a multicultural classroom</p>	<p>Assignment</p>	<p>Assessment</p>	<p>Learning Standards</p>	<p>Seat time</p>	

<p>Objective: Participants will incorporate the celebration and acknowledgement of racial/ethnic/family diversity in everyday classroom activities</p>	<p>Visit the website http://www.understandingprejudice.org/teach/elemtips.htm Is it possible to incorporate these techniques into all classrooms? Post your response in the item labeled "multicultural classroom" Respond to two of your classmate's posts.</p>	<p>Your posting in the "Multicultural classrooms" discussion will be based on: 3 = Student visited the assigned website; Student posted response to question. Response to another student posted. 2 = Student visited the assigned website; Student posted response to question. Response to another student not needed. 1 = Student visited the assigned website; Student posted response to question. Response to another student was not posted or was incomplete. Incomplete = Assignment not fully developed or completed. 0 = Assignment not completed. Late</p>	<p>Standard 3 - Students will read, write, listen, and speak for critical analysis and evaluation Students will: specifically learn how to incorporate all types of multiculturalism and diversity into their classrooms by: 1. Accessing multicultural techniques online. 2. Evaluating and responding to the techniques provided on the website. 3. Discussing these techniques with at least 2 other classmates.</p>	<p>2.75 Hrs.</p>	
<p>Week 5</p>					
<p>Essential Question: How could the understanding of prejudice, stereotyping, and discrimination development help us improve intergroup relations among students?</p>					
<p>Outcome: Participants will learn how to maintain a multicultural classroom</p>	<p>Assignment</p>	<p>Assessment</p>	<p>Learning Standards</p>	<p>Seat time</p>	

<p>Objective: Participants will create a lesson based on the Jigsaw Classroom, an anti-bias technique</p>	<p>Visit the website http://www.jigsaw.org/. Develop a lesson that incorporates the tenets of the Jigsaw Classroom. Post your lesson in the item labeled "Jigsaw Classroom"</p>	<p>Your posting in the "Jigsaw classroom" discussion will be based on: 3 = Student visited the assigned website; Student posted suggested lesson. Response to another student posted. 2 = Student visited the assigned website; Student posted suggested lesson. Response to another student not needed. 1 = Student visited the assigned website; Student posted suggested lesson. Response to another student was not posted or was incomplete. Incomplete = Assignment not fully developed or completed. 0 = Assignment not completed. Late</p>	<p>Standard 3 - Students will read, write, listen, and speak for critical analysis and evaluation Students will: develop a lesson plan which will help maintain multiculturalism in the classroom by: 1. Accessing the tenets of the Jigsaw classroom online. 2. Reading, evaluating and responding to the techniques provided on the website. 3. Developing a lesson to be used in the classroom that incorporates the theoretical and practical application of the Jigsaw classroom.</p>	<p>3 Hrs.</p>	
<p>Week 6</p>					
<p>Essential Question: How do biases affect one's reasoning and decision making?</p>					
<p>Outcome: Participants will examine their own biases through introspection</p>	<p>Assignment</p>	<p>Assessment</p>	<p>Learning Standards</p>	<p>Seat time</p>	

