

Umbrella Curriculum Outline: Multiplicity-as-Relationship

North Star

People can hold different truths and still belong. We build connection by seeking understanding, not winning agreement. Curriculum priority: psychological safety, epistemic humility, and cooperative problem-solving.

Graduate Profile (K–12+)

By completion, learners can: 1) Take and compare perspectives without invalidating experience.

2) Use structured dialogue to resolve disagreement and repair harm.

3) Map how culture, identity, and systems shape experience.

4) Co-design norms and projects that increase fairness and trust.

5) Track growth with simple, transparent measures.

Pillars

1) **Multiplicity Mindset:** Many-truth awareness, evidence-seeking, and uncertainty tolerance.

2) **Ethical Safety Layer** (*CSL; UNPROVEN outside your ecosystem*): short check-ins, overload guards, and repair paths.

3) **Dialogue Mechanics:** protocols for listening, paraphrase, question design, and disagreement.

4) **Systems & Culture:** how identities, histories, and institutions influence what feels “true.”

5) **Measurement & Reflection:** journals, portfolios, and class-level reciprocity metrics.

6) **Community Application:** service or design work that benefits local partners.

Cross-Cutting Threads

- **Belonging & Safety:** predictable openings/closings, opt-in depth, repair rituals.
 - **Evidence & Models:** claim ↔ evidence ↔ source; model the same idea in multiple frames.
 - **Language Access:** sentence starters, multimodal artifacts, translation supports.
 - **Neurodiversity & UDL:** choice of modality, pacing, and sensory tools.
 - **Care & Ethics:** boundaries, consent to share, and cultural stewardship.
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Scope & Sequence (bands)

Band A: K–2 — “Many Ways to See”

Goals: name feelings, listen, show two ways something can be true.

Modules:

A1. *Two Truths About a Picture:* describe/compare observations; build a class T-chart.

A2. *Feelings & Needs:* color-code feelings; match needs; practice “I notice...I wonder.”

A3. *Fairness Builders:* rotate roles; co-create rules; reflect on what felt fair.

Routines: picture-talks, turn-taking tokens, think-pair-share.

Artifacts: feeling wheels, “two-truths” posters, class norms chart.

Band B: Grades 3–5 — “Perspective & Evidence”

Goals: separate claim from evidence; practice paraphrase; compare frames.

Modules:

B1. *Story From Two Seats:* retell an event from two perspectives; map what each saw/valued.

B2. *Claim–Evidence–Reasoning (CER):* run brief inquiries; display CER boards.

B3. *Community Helpers:* interview a local worker; surface multiple valid priorities.

Routines: fishbowl, paraphrase ladders, gallery walk with warm/ cool feedback.

Artifacts: CER board, interview zines, empathy maps.

Band C: Grades 6–8 — “Disagreement & Repair”

Goals: handle disagreement, spot assumptions, repair after harm.

Modules:

C1. *Structured Academic Controversy:* rotate pro/con; switch-sides; write a joint statement.

C2. *Culture in the Room:* identity webs; norms tune-up; “what helps me participate” plans.

C3. *Repair Studio:* practice apology, impact statements, and concrete amends.

Routines: controversy protocol, identity check-ins, exit tickets on norms health.
Artifacts: joint statements, class reciprocity dashboard, repair plans.

Band D: Grades 9–12 — “Systems & Co-Design”

Goals: analyze system effects on experience; co-design improvements; evaluate impact.

Modules:

D1. *Lived Data Lab*: collect small data on belonging; visualize; propose a change.

D2. *Conflict Systems*: map policies/practices that escalate or de-escalate conflict; redesign one.

D3. *Capstone—Understand, Don’t Convince*: a real dispute reframed through understanding; deliver a facilitation guide.

Routines: argument mapping, consensus ladders, retrospective reviews.

Artifacts: change proposals, facilitation guides, pre/post belonging graphs.

Band E: Post-Secondary / Community — “Practice & Transfer”

Goals: mediate, facilitate, and lead multi-stakeholder dialogue.

Modules:

E1. *Mediator Toolkit*: intake → goals → ground rules → options → agreement.

E2. *Culture & Power Audit*: analyze who speaks, who benefits; adapt formats.

E3. *Community Project Sprint*: 6–8 weeks with a partner; publish a playbook.

Core Protocols (reused across bands)

- **Opening:** 60–120s breath/posture check • “in/out” scale • participation options.
 - **Listening Cycle:** speak → paraphrase → confirm → question.
 - **Evidence Check:** “What would change your mind?” • “What evidence feels trustworthy to you and why?”
 - **Switch-Sides:** argue the other view; note strongest points.
 - **Repair Micro-Ritual:** name impact • own choice • offer amends • agree on follow-up.
 - **Closure:** one-word check-out • next step • thank-you round.
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Assessment Architecture

Learner: portfolio with three strands—Perspective, Dialogue, Systems.

Class: reciprocity score (e.g., ratio of paraphrases to interruptions), switch-sides completion rate, repair follow-through rate.

Projects: rubric on clarity, fairness, evidence quality, and impact.

Reflection: monthly self-ratings with brief evidence.

Implementation Blueprint

Staffing: one lead teacher per cohort; 1–2 trained facilitators for hotspots.

Materials: timers, sentence-starter cards, sticky notes, large paper or whiteboards; optional: tablets for quick polls.

PD (8–12 hours): protocol rehearsal, micro-facilitation, de-escalation, assessment calibration.

Schedule: 1 core session/week (45–70 min) + micro-routines embedded in subjects.

Family Link: monthly open circle; newsletter on norms and home practices.

Phase Rollout

P0: 6-week pilot in two grades, one community site.

P1: K–8 adoption + one HS elective.

P2: Whole-school integration + community partnerships.

Validation & Research

- **Fastest path to proof:** run the P0 pilot with a comparison cohort. Collect pre/post measures of belonging, psychological safety, and perspective-taking. Track protocol metrics weekly.
- **Instruments:** brief climate survey; observation checklist; portfolio scoring guide.
- **Decision rule:** proceed only if $\geq 20\%$ improvement on at least two indicators and no safety regressions.

Status labels

PROVEN: structured academic controversy; restorative/repair circles; paraphrase and argument-mapping routines.

UNPROVEN (treat as internal frameworks pending external study): CSL overload guards; “reciprocity engine” dashboards; π -timeline trackers.

Limitations & Risks

- Time cost for PD and routine rehearsal.
 - Requires adult modeling; poor modeling cancels gains.
 - Risk of “anything goes” relativism; mitigate with explicit norms for evidence, fairness, and repair.
 - Data privacy and consent for any dashboards.
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Minimal Viable Pilot Kit (print-ready)

- Protocol cards: Listening Cycle • Switch-Sides • Repair Ritual.
 - Sentence starters for paraphrase and evidence checks.
 - Three rubrics: Perspective, Dialogue, Systems.
 - One-page facilitator fallback script for escalations.
 - Template: reciprocity log, incident repair log, portfolio checklist.
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Appendices (for later build-out)

- A. Glossary: multiplicity, reciprocity, repair, perspective-taking, systems lens.
- B. Family workshop outline.
- C. Translation pack for multilingual classrooms.
- D. Observation form and scoring guide.
- E. Data ethics note and consent forms.