

DLD Approval Criteria A 15: Multicultural education and instruction, incorporated as appropriate, that is accurate, current, and free of bias.

Courses create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. The content is up-to-date, accurate, and free of any bias.

From Demo Class #1 BIOLOGY (SCI201)

The screenshot shows a course interface for 'DLD REVIEW COURSE' with 'LEARNING UNITS' selected. A blue header contains a folder icon and the text 'LEARNING UNITS'. Below this, four units are listed, each with a folder icon: 'Unit 1: ENGAGE! An Introduction to Biology', 'Unit 2: ECOLOGY', 'Unit 3: INTRODUCTION TO LIVING THINGS', and 'Unit 4: EVOLUTION'. At the bottom, there is a 'CBA-1' icon and text: 'At the end of the course, all students will take the Classroom assessment. It requires a password to be opened. When you are ready'.

- **Photos from classes with multicultural people/scientists (throughout)**
- Mexico Scene in the ecology presentation (Unit 2 Week 1 Day A)
- Characters in the Pasture video (Unit 2 Week 2 Day G)
- Easter Island lesson (Unit 2 Week 4 Day P)
- Russian Czar story in DNA section (Unit 3)
- Evolution (Unit 4) presented with care for religious views; Not telling kids WHAT to think, but presenting what the scientific community has found.
- Modeling the Earth's History (Unit 4) it's an inquiry discussion on students placing geologic and biologic events in order at the beginning of the unit before learning about it. It is OPEN to allow students to justify their placements with reasoning. These students often use their personal religious beliefs. It's an inquiry course so the teacher remains "on the side".

From Demo Class #2 WALKFITT (PED201)

The screenshot shows a course interface for 'PED201) - DLD REVIEW COURSE' with 'LEARNING UNITS' selected. A blue header contains a folder icon and the text 'Click to open LEARNING UNITS'. Below this, a list of units is shown: 'Introduction', 'Unit 1: Medical Background', 'Unit 2: Cardio-Respiratory System', 'Unit 3: Nutrition', 'Unit 4: Walk FITT Theory', and 'Unit 5: Activity Logs'.

- Photos of students of different cultures throughout content.**
- Unit 1: Family Medical History Discussion- Provides students with the opportunity to express their family's medical history (culturally and socioeconomic links) in a way that is comfortable to them and in the context of promoting a healthy life for themselves.
 - Unit 3: Nutrition unit is left open ended so that students can track nutrition for what they eat, foods of different ethnicities are welcome. See nutrition log Days 1 and 2 especially.
 - Unit 3: Total Daily Energy Expenditure (TDEE) Calculation. Students use their own height and weight (free of bias as body composition has genetic factors) to determine nutritional needs.
 - ACTIVITY= Walking: Students do not need to "suit-up" for walking. Can wear whatever, including traditional or religious apparel.