

ASCA Student Standards Crosswalk with Learning for Justice Social Justice Standards

ASCA Student Standard Mindsets/Behaviors	Social Justice Standard – Identity
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	<p>1. Students will develop positive social identities based on their membership in multiple groups in society.</p> <p>2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</p> <p>3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.</p> <p>4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</p>
B-SS 10. Culturally aware, sensitive and responsive	5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

ASCA Student Standard Mindsets/Behaviors	Social Justice Standard – Diversity
B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
B-SS 1. Effective oral and written communication skills and listening skills	7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
<p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</p> <p>B-SS 4. Empathy</p>	9. Students will respond to diversity by building empathy, respect, understanding and connection.
B-SS 10. Culturally aware, sensitive and responsive	10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

ASCA Student Standard Mindsets/Behaviors	Social Justice Standards – Justice
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
B- SS 8. Advocacy skills for self and others and ability to assert self when necessary B-SS 10. Culturally aware, sensitive and responsive	12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
B-SS 10. Culturally aware, sensitive and responsive	13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
B-SS 10. Culturally aware, sensitive and responsive	14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
B-SS 10. Culturally aware, sensitive and responsive	15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ASCA Student Standard Mindsets/Behaviors	Social Justice Standards – Action
B-SS 4. Empathy B-SS 8. Advocacy skills for self and others and ability to assert self when necessary	16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
B-SS 8. Advocacy skills for self and others and ability to assert self when necessary B-SS 1. Effective oral and written communication skills and listening skills	18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-SS 8. Advocacy skills for self and others and ability to assert self when necessary	19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
B-LS 7. Long- and short-term academic, career and social/ emotional goals B-SS 9. Social maturity and behaviors that are appropriate to the situation and environment	20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

