

KINDERGARTEN

AMPLIFY CKLA DEI AND SOCIAL JUSTICE GUIDE

Amplify CKLA DEI and Social Justice Guides

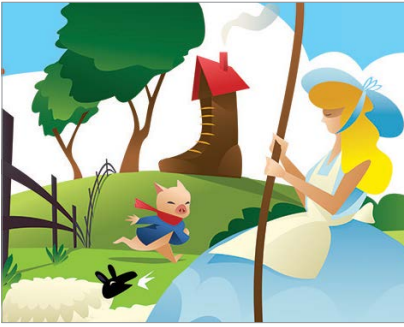
The following guide offers an overview of the many ways that the Amplify CKLA program supports students' understanding of issues related to diversity, equity, inclusion, and social justice. The guide for each grade details how the domains (K-2) or units (3-5) align to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how students work toward these outcomes through the Amplify CKLA program. It also includes a DEI question for each domain or unit that teachers may use to further develop students' understanding of how the content area connects to these issues.

While the Amplify CKLA program is not intended to be students' only opportunity to grapple with the ideas embedded in the Teaching Tolerance standards, it does offer substantial support for progressing toward the standards' outcomes. The guide for each unit and the alignment charts for each grade band detail which standards are supported in Amplify CKLA, enabling teachers to coordinate this with curricula in other subjects to ensure that students address all standards throughout the course of the school day.



DEFENDING EDUCATION

Kindergarten



Kindergarten Domain 1 *Nursery Rhymes and Fables*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to nursery rhymes and fables that have been favorites with children for generations. As students learn about classic characters, such as Humpty Dumpty and Little Miss Muffet, they also discover how characters feel in different circumstances. Because nursery rhymes are fun and involve everyday activities, Kindergarten students can relate to them and use them as a springboard for exploring their own feelings.

DEI Question

What are some common feelings, and when might people experience them?

Objectives

- Students identify feelings experienced by different characters in nursery rhymes. [DI.K-2.9]
- Students identify times when they have felt or would feel frightened and disturbed. [DI.K-2.9]

Optional Lesson Modifications

- Lesson 1A
 - Advance Preparation: Gather a collection of different nursery rhymes from a variety of sources to pass around the class. Consider including nursery rhymes relevant to a country, culture, or identity that some of your students may identify with.
 - Advance Preparation: For students who bring items from home, consider providing an opportunity for them to share why they chose that item and what it means to them. Support students in discussing their home language or culture. Encourage other students to ask questions.
 - Read-Aloud: As a Support, have students share how they would feel if someone told them they were nice or kind. Then, have students discuss an additional characteristic that they like about themselves. Use this activity as an opportunity to support, encourage, and empower your students and what makes them unique.
- Lesson 1B
 - Introducing the Read-Aloud: As a Challenge, ask students to share a nursery rhyme from their home culture that the class can sing for additional practice and engagement. Support students in discussing their identity, home language, or culture, as it relates to the selected nursery rhyme.
- Lesson 2A
 - Introducing the Read-Aloud: Consider repeating this activity using main characters of varying cultures and identities. Encourage students to recognize and describe what is different about each character.



Kindergarten

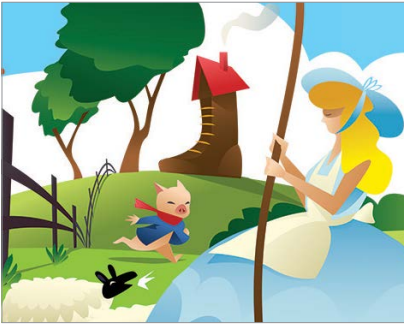


Kindergarten Domain 1 *Nursery Rhymes and Fables* (continued)

- Lesson 2A
 - Advance Preparation: Encourage students to share poems and stories relevant to their identity.
- Lesson 3B
 - Advance Preparation: Encourage students to share poems and stories relevant to their identity.
- Lesson 4A
 - Advance Preparation: Encourage students to share poems and stories relevant to their identity.
- Lesson 5A
 - Advance Preparation: Select books by authors of diverse backgrounds and identities, and share details about the background and identity of the authors with your students.
 - Advance Preparation: Consider having students who identify or share cultures with the authors chosen raise their hands as you discuss them. The goal is that every student's hand should be raised at some point.
- Lesson 6A
 - Advance Preparation: Select books by authors of diverse backgrounds and identities; share details about the background and identity of the authors with your students when possible.
- Lesson 8A
 - Advance Preparation: Select books by authors of diverse backgrounds and identities, particularly those potentially shared by your students.
- Lesson 8B
 - Advance Preparation: Select books by authors of diverse backgrounds and identities, particularly those potentially shared by your students.
- Lesson 9A
 - Advance Preparation: Select books by authors of diverse backgrounds and identities, particularly those potentially shared by your students.
 - Advance Preparation: Encourage students to ask questions about the background and lives of the authors.
- Lesson 10
 - Advance Preparation: Encourage students to share poems and stories relevant to their identity.
- Lesson 11
 - Advance Preparation: Encourage students to share poems and stories relevant to their identity.



Kindergarten



Kindergarten Domain 1 *Nursery Rhymes and Fables* (continued)

- Lesson 12
 - Advance Preparation: Select books by authors of diverse backgrounds and identities, particularly those potentially shared by your students.
- Pausing Point
 - Extended Knowledge: To give students more exposure to nursery rhymes of different cultures or countries, supplement the domain by exploring and discussing additional nursery rhymes. Suggestions include:
 - “Take Time in Life,” a Liberian children’s song
 - “Da Xiang, Da Xiang” (Elephant, Elephant), a Mandarin Chinese nursery rhyme
 - “A dormir va la rosa,” a Spanish nursery rhyme
 - Extended Knowledge: Review and select among these and other potential nursery rhymes, ensuring that they have strong and identifiable story elements for students.



Kindergarten



Kindergarten Domain 2 *The Five Senses*

Summary of how this domain approaches DEI and Social Justice

Throughout this domain, students learn about the five senses and how they help us experience the world. After learning about each sense, students discover what happens if the senses of sight and hearing do not function properly. Through inspirational stories about the lives of two individuals (Ray Charles and Helen Keller) who overcame significant challenges posed by blindness and deafness, students also consider how individuals experience the world in different ways, both physically and culturally.

DEI Question

What are some ways in which we can experience senses differently, and how can those experiences affect our lives?

Objectives

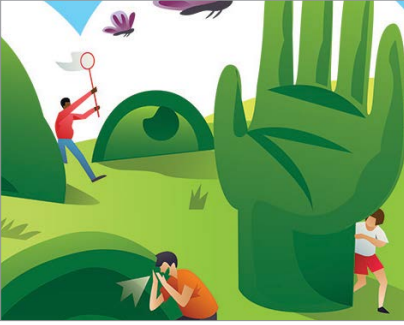
- Students describe the experiences and challenges of someone who is blind. [DI.K-2.8]
- Students describe the experiences and challenges of someone who is blind and deaf. [DI.K-2.8]

Optional Lesson Modifications

- Lesson 2
 - Advance Preparation: Prior to the lesson, consider bringing in printed or collected images from physical or online sources to convey a diverse set of eye shapes and colors. Make sure that students understand that different people may have different eye shapes or colors, depending on their home of origin or ethnic group.
- Lesson 4
 - Read-Aloud: As a Support during the Read-Aloud, explain that noses come in all shapes and sizes. Consider bringing in printed or collected pictures of a diverse set of noses.
- Lesson 5
 - Advance Preparation: Explain to students that particular food groups have connections to specific cultures and parts of the world. Be prepared to share examples.
- Lesson 7
 - Read-Aloud: As a Challenge during the Read-Aloud, ask students how Ray Charles's blindness may have made his life different, identifying specific everyday activities that may be more difficult for Ray Charles and others who are blind.



Kindergarten



Kindergarten Domain 2 **The Five Senses** (continued)

- Culminating Activities
 - Enrichment: Use the Lessons 7-8 Read-Alouds and the following questions to help students think about differences and people with disabilities.
 - How should you treat people that are different from you?
 - How can we support and advocate for people with physical disabilities?
(Prepare to share more information about people and organizations that support communities of people with disabilities.)

DEFENDING
EDUCATION



Kindergarten



Kindergarten Domain 3 Stories

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to classic stories from different cultures, including a Japanese folktale, a Native American legend, and other stories. Through memorable characters like Goldilocks and Momotaro, students gain an appreciation for other cultures and start to explore feelings, actions, and the connections between them. They learn how a character's choices and behavior can affect others, from Goldilocks's insensitivity to the bears to Momotaro's heroic decision to protect his village from the oni, who have stolen from and mistreated his people for years. Such analysis helps prepare students to apply concepts of fairness and justice to real-world contexts.

DEI Question

How can a character's behavior affect others?

Objectives

- Students identify the cause of a character's fear in a folktale. [DI.K-2.9]
- Students identify times when they have felt or would feel terrified. [DI.K-2.9]
- Students explain how a character's efforts to protect his village from injustice and mistreatment make him a hero. [JU.K-2.15]
- Students learn the Golden Rule, then use it to analyze how characters treat one another and suggest ways to treat others better. [JU.K-2.12]

Optional Lesson Modifications

- Lesson 1
 - Advance Preparation—Universal Access: Include storybooks relevant to students' identities.
- Lesson 3
 - Application: At the end of the lesson, ask students to describe the two villain characters explored in Lessons 2 and 3 (the wolf and the troll). Ask students if they can explain the problem with things the wolf and the troll did in each story; be sure to emphasize the consequences of their actions.
- Lesson 6
 - Advance Preparation—Universal Access: Pair students together. Provide an imaginary unjust or unfair scenario for them to discuss (for example: Student A took Student B's belongings at recess). Make sure both students are able to articulate what is wrong in the imagined scenario and recognize their responsibility to stand up to the injustice in question.
 - Read-Aloud: As a Challenge during the Read-Aloud, ask students if they know the meaning of the word *justice*. Allow them to share their thoughts, then explain that *justice* means fairness, or following what is thought to be legal or right. Ask students how the village may have experienced justice in the Momotaro story.



Kindergarten



Kindergarten Domain 4

Plants

Summary of how this domain approaches DEI and Social Justice

Through this domain, students acquire a fundamental understanding of the parts of plants and how they grow, learning what plants need to stay alive and encountering the concepts of pollination, photosynthesis, and the plant life cycle. The domain also introduces students to two historical figures with important connections to plants: George Washington Carver and Johnny Appleseed. Through Appleseed's story, students analyze how people are able to help make the world a better place for others.

DEI Question

How can a person's behaviors make the world better for other people?

Objectives

- Students explain how Johnny Appleseed made the world better for many people. [JU.K-2.15]

Optional Lesson Modifications

- Lesson 1
 - Introducing the Read-Aloud: Explain to students the important relationship that humans, animals, and plants have, emphasizing that humans play a role in taking care of the planet and ensuring that animals and plants have what they need to survive.
 - Introducing the Read-Aloud: Prepare a definition of the term *environmental justice* for your students. You may wish to use the definition given by the United States Environmental Protection Agency: "Environmental justice is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies."
 - Introducing the Read-Aloud: Introduce students to the term *environmental justice*, then coordinate a Think-Pair-Share for students to discuss what they think the term may mean. Allow students to volunteer to share their definitions. Following this activity, share the formal definition that you prepared.
- Lesson 11
 - Replace text for Image 11A-2 with the following: Today, you are going to hear about another man who, like Johnny Appleseed, became famous for his love for and work with plants. His name was George Washington Carver. George first developed his interest in plants as a young boy, leading him to a career as a **botanist**: a scientist who studies plants. As an adult, George became famous not only because he loved plants, but also because he saw many uses for them that others did not.
 - At the end of the text for Image 11A-8, add the following: *What do you think motivated George to do the work that he did? [Pause for answers.] Many of George's inventions were motivated by his desire to help the poor and less fortunate who could not access certain crops at the time.*



Kindergarten



Kindergarten Domain 5 **Farms**

Summary of how this domain approaches DEI and Social Justice

Through studying farms, students gain valuable information about animals, crops, and food systems, but they also learn about the lifestyle of farmers. While some students may see their own communities in this domain, others will gain valuable understanding of and appreciation for rural life. In this domain, students learn how farmers raise and care for farm animals and crops and consider what farming life entails. As students think about farmers' responsibilities and how they provide food for groceries and market, they reflect on the interconnectedness of people from different geographic regions and ways of life.

DEI Question

How is a farmer's life both like and unlike my life?

Objectives

- Students explain some aspects of the daily life of a farmer. [DI.K-2.10]
- Students evaluate the responsibilities of farming and other jobs associated with food production. [DI.K-2.8]

Optional Lesson Modifications

- Lesson 1
 - Read-Aloud: As a Support, as the narrator describes the jobs of farmers, explain to students that many people of all races and cultures have been farming for centuries to provide for their families and communities. You can show students pictures of farmers from a variety of backgrounds and time periods.
- Lesson 1
 - Advance Preparation—Universal Access: Be sure to highlight books with diverse character representation and authorship.
- Lesson 3
 - Advance Preparation—Universal Access: Be sure to highlight books with diverse character representation and authorship.
- Lesson 4
 - Advance Preparation—Universal Access: Be sure to highlight books with diverse character representation and authorship.
- Lesson 5
 - Advance Preparation—Universal Access: Be sure to highlight books with diverse character representation and authorship.
 - Read-Aloud: As a Challenge, have students brainstorm and list ways in which humans can treat farm animals with care.



Kindergarten



Kindergarten Domain 5 *Farms* (continued)

- Lesson 8
 - Advance Preparation—Universal Access: Be sure to highlight books with diverse character representation and authorship.
- Lesson 9
 - Advance Preparation—Universal Access: Explain that not all families have all the food they need; some families and children in the U.S. and around the world experience hunger, or a lack of food. Identify and utilize resources to support students' understanding of world hunger. Additionally, identify and share information about people and local organizations doing work to end hunger in your community.
- Pausing Point
 - Extended Knowledge: Have students explore The United Nations World Food Program and their initiative to end world hunger through an online vocabulary game called "Free Rice" at freerice.com. Explore the site as a class, assist students in navigating the game, and discuss the impact of the initiative.



Kindergarten



Kindergarten Domain 6 *Native Americans*

Summary of how this domain approaches DEI and Social Justice

The Native Americans domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled this area. Students discover that there were many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where it lived. Students learn about three tribes in depth: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They also learn how different geographical locations influenced lifestyles, and that each Native American group has its own distinct culture. Finally, the materials also introduce students to contemporary Native American tribes.

DEI Question

What do various Native American tribes have in common, and what makes each tribe unique?

Objectives

- Students explain some similarities and some differences between their lives and those of various Native American tribes. [DI.K-2.7]
- Students explain some similarities and differences between the Lakota Sioux, the Wampanoag, and the Lenape. [DI.K-2.10]
- Students explore how their family or community may do things differently from others. [ID.K-2.5]

Optional Lesson Modifications

- Lesson 1
 - Advance Preparation—Introducing the Read-Aloud: Prepare both a U.S. and a Native American Tribal map.
 - Read-Aloud: Explain that Native Americans have existed on the continents of North and South America for thousands of years.
 - Read-Aloud: After the text for Image 1A-5, read the following: Eventually—still thousands of years ago—the first-known people who lived in America, called Native Americans or American Indians, made their home in all parts of the continent.
- Lesson 5
 - Read-Aloud: As a Challenge, ask students: What kinds of events or celebrations do you have with your family? How are they similar to an appanaug? How are they different?
- Lesson 6
 - Read-Aloud: As a Support, reiterate that Native Americans were very knowledgeable and played a major role in helping settlers survive in this land.
- Lesson 7
 - Read-Aloud: As a Challenge, assign each student a word from the Native American alphabet and have them read more about the word or tradition.



Kindergarten



Kindergarten Domain 7 *Kings and Queens*

Summary of how this domain approaches DEI and Social Justice

In this domain, students listen to Read-Alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. They also consider the obligations of being royalty, including how royals have treated others and exploring what it means to treat someone fairly. This helps build an important foundation for future domains that grapple with how people treat one another, particularly when there is a difference in their perceived power levels.

DEI Question

What qualities or traits make a good king or queen?

Objectives

- Students describe the feelings of royal and non-royal characters. [DI.K-2.9]
- Students identify examples of fair and unfair treatment of others. [JU.K-2.12]
- Students describe what life was like for a royal family. [DI.K-2.10]

Optional Lesson Modifications

- Lesson 1
 - Advance Preparation—Introducing the Read-Aloud: Disregard instruction to bring in a picture of the current king or queen of Great Britain; instead, bring pictures of kings and queens from a diverse set of nations, countries, and time periods, making sure to represent royal families from around the world and throughout human history.
 - Read-Aloud: As a Support, after reviewing Image 1A-1, the French palace, tell students that there were many kings and queens across the world and that their palaces often differed and were unique to their culture. To build students' understanding, you may also find pictures of other palaces that differ from the one shown in the main text.



Kindergarten



Kindergarten Domain 8 *Seasons and Weather*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the concept of weather. Students learn that different regions of Earth experience different weather patterns throughout the year, and they come to see that, as the weather associated with each season varies depending upon where one lives, students throughout the United States will have different experiences with regard to the four seasons. There are, however, certain common seasonal features that will be true for all people living within the continental United States; for example, summer is always a warmer season, in general, than winter. They also explore holidays that different groups of people celebrate throughout the seasons, including Chinese New Year, Christmas, Hanukkah, Kwanzaa, Easter, Passover, Holi, Thanksgiving, and Halloween.

DEI Question

What holidays does your family celebrate, and how are they like and unlike the holidays other people celebrate?

Objectives

- Students explore how different people celebrate different holidays during the seasons. [ID.K-2.5]
- Students describe holidays their families celebrate. [ID.K-2.5]

Optional Lesson Modifications

- Lesson 2
 - Introducing the Read-Aloud—Essential Background Information or Terms: As you explore each season and the holidays that are celebrated, document students' learning of the holidays with a Venn diagram. Use the Venn diagram to explore and capture similarities and differences of each season. You can return to the graph Venn diagram at the end of Lesson 5. Consider having students create a poster or flyer at home of their family's favorite holiday, using the information collected during this activity, and share with classmates.
- Lesson 3
 - Advance Preparation—Universal Access: Be sure to highlight books with diverse character representation and authorship.
- Lesson 4
 - Advance Preparation—Application: Be sure to highlight books with diverse character representation and authorship.
- Lesson 7
 - Advance Preparation—Universal Access: Be sure to highlight books with diverse character representation and authorship.



Kindergarten



Kindergarten Domain 9 *Columbus and the Pilgrims*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the explorations of Christopher Columbus and to the Pilgrims' arrival in America. In that process, it discusses how Columbus unfairly treated the native people he encountered. It also explores the reasons the Pilgrims left England and the complicated relationship they had with the Wampanoag tribe. Throughout, the unit introduces students to issues of fairness and how to (and not to) interact with other people.

DEI Question

How did Columbus and the Pilgrims treat native and indigenous people in the Americas?

Objectives

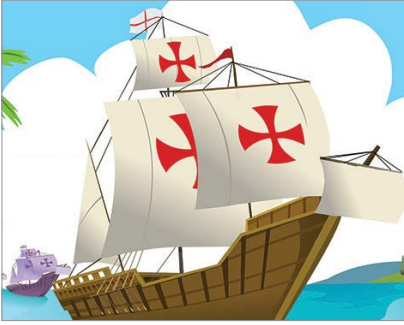
- Students explain how the Separatists or Pilgrims had different beliefs from their king and how they lived differently because of these beliefs. [DI.K-2.10]
- Students explain how Columbus treated native peoples he encountered in the Americas. [JU.K-2.13]

Optional Lesson Modifications

- Lesson 1
 - Read-Aloud: As a Challenge, have students summarize what they have learned about “spice seekers.” Then, probe students about the fairness of *spice-seeking*, or looking to take natural resources from the lands of others peoples. Use students' responses to reinforce the negative impact of explorers and their quests for spices and gold.
- Lesson 2
 - Read-Aloud: In text for Image 2A-4, after the first paragraph, read the following: *At that time, they were fighting over ownership of the land that is now Spain. Up until 1492, this region was known as Al-Andalus and was ruled by a North African people known as the Moors.*
- Lesson 3
 - Read-Aloud: As a Challenge, after completing the Read-Aloud for Image 3A-10, probe students about the idea of claiming land where people are already living as your own. Use students' responses to reinforce the wrongdoing of this act.
- Lesson 4
 - Read-Aloud: In text for Image 4A-1, note that Columbus and his crew thought they had crossed the mighty Atlantic Ocean and found Asia, but they had actually landed in a part of the Americas we now know as the Caribbean.



Kindergarten



Kindergarten Domain 9

Columbus and the Pilgrims (continued)

- Read-Aloud: In text for Image 4A-2, after the first paragraph, read the following: *Columbus's name for the people in this region is where the name "West Indies" began. The West Indies are islands of the Caribbean generally encountered by Columbus.*
- Read-Aloud: In text for Image 4A-2, omit the sentence referring to "friendly natives."
- Lesson 5
 - Read-Aloud: In text for Image 5A-4, omit wording about Columbus coming in peace.
 - Read-Aloud: As a Support, explain to students that because of the actions of Columbus and his crew, many people choose not to celebrate Columbus Day, instead choosing to celebrate Indigenous Peoples' Day, a holiday that celebrates and honors Native Americans.
- Lesson 9
 - Read-Aloud: As a Support, explain to students that many people choose not to celebrate Thanksgiving, because the popular narrative of a feast between the Pilgrims and the Wampanoag is often viewed as historically inaccurate, as well as dismissive of the hardships that natives endured at the hands of Pilgrim settlers. For these reasons, the celebration of Thanksgiving is questionable to many Americans, and many choose to instead celebrate Native American and Indigenous history and culture on this day instead.



Kindergarten



Kindergarten Domain 10 *Colonial Towns and Townspeople*

Summary of how this domain approaches DEI and Social Justice

This domain continues students' study of our country's early history. Its Read-Alouds will acquaint students with what daily life was like for colonists and how very different it was from students' own present-day experiences. They also learn how people in the town lived differently from those in the country. At the same time, they learn to recognize what people have in common across eras and areas. They also learn vocabulary related to feelings and identify situations likely to evoke those feelings.

DEI Question

How do the time and place in which people live affect how they live?

Objectives

- Students explain how colonial life compares to and contrasts with contemporary life. [DI.K-2.8]
- Students identify differences and similarities between living in town and in the country. [DI.K-2.10]
- Students describe situations that would make someone feel thrilled, patient, merry, or sympathetic. [DI.K-2.9]



Kindergarten



Kindergarten Domain 11 *Taking Care of the Earth*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the importance of being environmentally aware individuals. By studying conservation, students become familiar with the earth's natural resources and will begin to recognize how people's actions affect the environment in which we live. In that process, they learn the concepts of responsibility and globalization. They also understand how people across the world are connected and how their actions affect each other.

DEI Question

How do our decisions about conservation affect other people?

Objectives

- Students identify events that are global and understand how their actions can affect Earth's environment for all people. [DI.K-2.8]

Optional Lesson Modifications

- Lesson 3
 - Application: As a Challenge, give students a list of natural resources that are non-renewable or becoming scarce, such as oil, natural gas, or coal. Have students brainstorm ways they can help conserve them or raise awareness about conservation.



Kindergarten



Kindergarten Domain 12 *Presidents and American Symbols*

Summary of how this domain approaches DEI and Social Justice

This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols. By the end of this domain, students are able to compare a king and a president. In addition to other historical events, the domain covers Abraham Lincoln and his role in ending slavery fewer than two hundred years ago. It also describes the historic election and re-election of Barack Obama as the nation's first African-American president. Finally, students consider their own perspectives on issues of respect and equality.

DEI Question

What have the leaders of this country done to help stop unfairness?

Objectives

- Students identify respectful and disrespectful behaviors. [JU.K-2.12]
- Students learn about the differences between a monarchy and a democracy. [DI.K-2.10]
- Students describe situations that would make someone feel serious or determined. [DI.K-2.9]
- Students learn about the treatment of enslaved people and describe Abraham Lincoln's role in ending slavery. [JU.K-2.15]
- Students describe the conflict between the builders of Mount Rushmore and the Lakota Sioux. [JU.K-2.13]

Optional Lesson Modifications

- Lesson 3
 - Read-Aloud: Revise discussion of the Pledge of Allegiance (Image 1A-11) to allow students to choose whether or not to recite it.





Social Justice Standards Alignment

IDENTITY

I know and like who I am and can talk about my family and myself and name some of my group identities. [ID.K-2.1]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I can talk about interesting and healthy ways that some people who share my group identities live their lives. [ID.K-2.2]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I know that all my group identities are part of me—but that I am always ALL me. [ID.K-2.3]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I can feel good about myself without being mean or making other people feel bad. [ID.K-2.4]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. [ID.K-2.5]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

DIVERSITY

I like being around people who are like me and different from me, and I can be friendly to everyone. [DI.K-2.6]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. [DI.K-2.7]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I want to know about other people and how our lives and experiences are the same and different. [DI.K-2.8]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know everyone has feelings, and I want to get along with people who are similar to and different from me. [DI.K-2.9]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I find it interesting that groups of people believe different things and live their daily lives in different ways. [DI.K-2.10]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

JUSTICE

I know my friends have many identities, but they are always still just themselves. [JU.K-2.11]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know when people are treated unfairly. [JU.K-2.12]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know some true stories about how people have been treated badly because of their group identities, and I don't like it. [JU.K-2.13]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know that life is easier for some people and harder for others and the reasons for that are not always fair. [JU.K-2.14]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know about people who helped stop unfairness and worked to make life better for many people. [JU.K-2.15]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

ACTION

I care about those who are treated unfairly. [AC.K-2.16]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I can and will do something when I see unfairness—this includes telling an adult. [AC.K-2.17]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do. [AC.K-2.18]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I will speak up or do something if people are being unfair, even if my friends do not. [AC.K-2.19]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I will join with classmates to make our classroom fair for everyone. [AC.K-2.20]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12