

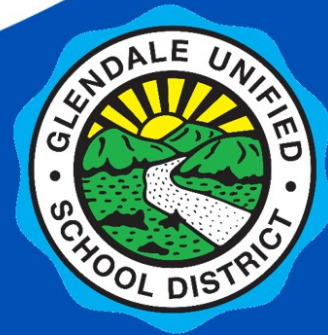
Teaching Tolerance Social Justice Standards

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Presented by:

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Background

- Superintendent's Parent Advisory Council
 - Recommendation to explore Teaching Tolerance resources
- Superintendent's committee on Culturally Relevant and Responsive Education
 - Curriculum committee recommended district-wide adoption of Social Justice Standards as a framework for anti-bias education



What are the Social Justice Standards?

- A road map for anti-bias education at every stage of K–12 instruction.
- Provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.
- Divided into four domains—identity, diversity, justice and action (IDJA)
- Represent a continuum of engagement in anti-bias, multicultural and social justice education.
- Learning outcomes and school-based scenarios organized by grade span.

Anchor Standards and Domains

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
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.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
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.
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.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Anchor Standards and Domains

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
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.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
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.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Identity:

1. Students will develop positive social identities based on their membership in multiple groups in society.

TK-2 Outcome: I know and like who I am and can talk about my family and myself and name some of my group identities.

3-5 Outcome: I know and like who I am and can talk about my family and myself and describe our various group identities.

6-8 Outcome: I know and like who I am and can comfortably talk about my family and describe our various group identities.

9-12 Outcome: I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.

Justice:

20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

TK-2 Outcome: I will join with classmates to make our classroom fair for everyone.

3-5 Outcome: I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

6-8 Outcome: I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

9-12 Outcome: I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.



Approval Timeline

- September/October
 - Review and discussion with Culturally Relevant and Responsive Education stakeholder working group
- October - December
 - Present to English, ELD, Math, Science, and History-Social Science CSCs and History-Social Science Elementary CRC for Discussion/Approval
- December
 - Principal review and approval
- January
 - Info Item to Board for potential approval in February
- Spring/Summer/Fall:
 - Working groups of teachers to infuse standards where applicable into content across subject areas, including in the writing of new History-Social Science courses