

Social Justice Standards Four Topics

Identity (1-5)
 2. Diversity (6-10)
 3. Justice (11-15)
 4. Action (16-20)

See the instructions for the Assignment on page 3.

9-12 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.9-12.1	I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.	<p>As part of a class project, Rebecca completes the following personal mission statement: “I am more than one identity. I will celebrate all of my in-group and out-group identities and work to understand how they overlap to make up who I am as an individual. I will not allow others to put me into boxes.”</p> <p>Rebecca explains to her peers in small- group discussion that being a student, sister, female, Latina, Spanish speaker and dancer are all interconnected and equally important. She displays her personal mission statement on the outside of her class binder.</p>
Identity 2	ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.	
Identity 3	ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.	
Identity 4	ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.	
Identity 5	ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.	
Diversity 6	DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.	<p>Sheri is a student ambassador, welcoming new students and showing them around the school. She mentions to one new student, Kyle, that she helped found the school’s Gay-Straight Alliance (GSA). Kyle tells her that he is actually transgender and changed schools after beginning transition. Sheri tells him that she will be discreet and assures him that the administration is welcoming. Kyle recounts this story fondly at a later meeting with the school’s counselor.</p>
Diversity 7	DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.	
Diversity 8	DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.	
Diversity 9	DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.	
Diversity 10	DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.	

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.	<p>Karen notices that many of her school's facilities are not friendly to those with disabilities. Many students have difficulty navigating the school and are often late to class as a result.</p> <p>Karen decides to look into building plans to determine if any accommodations are present for those in the community with physical limitations. She forms a focus group of students and faculty to come up with effective solutions to the situation.</p>
Justice 12	JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.	
Justice 13	JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.	
Justice 14	JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.	
Justice 15	JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.	
Action 16	AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.	<ol style="list-style-type: none"> 1. Lee has grown weary of the bullying he sees at his school each day. 2. He discusses his concerns with classmates, teachers and administrators to develop a plan to combat the situation. 3. Together, they plan <i>Mix It Up at Lunch Day</i> to promote a greater sense of cohesion among the diverse student body. The day is used to celebrate the launch of a new diversity club, aimed at bringing diverse students together and combating baseless animosity through ongoing intergroup activities.
Action 17	AC.9-12.17	I take responsibility for standing up to exclusion, prejudice and injustice.	
Action 18	AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.	
Action 19	AC.9-12.19	I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.	
Action 20	AC.9-12.20	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.	

ASSIGNMENT:

1. Read the **Anti-bias Scenarios**, in the right-hand column, for each of the four topics.
2. Read each of the “outcomes” in column three, notice when it changes topics” Identity – Diversity and Action. These are the qualities we all are growing in to successfully act in a difficult scenario.

IDENTITY - Assignment

For the Social Justice Topic of Identity (1 – 5)

Write down all of the different groups where you find a sense of your identity. You can bring images or drawings to create a collage from photos in magazines or online photos. You can create a video or audio recording, a poem, short story or song. You must include the following information...

Look at the example in the Identity section.

- Family
- Education /. Job
- Culturally
- Genealogy
- Socially (friends, hobbies)
- Spiritually

IDENTITY

For each of the assignment in the social justice unit, ask yourself:

- How do I identify myself here and how impactful is my self-identity?

DIVERSITY

For each of the assignment in the social justice unit, ask yourself:

- How do I look at and relate to other groups or people (or) do I relate to other groups different from myself?
- Am I welcoming, am I just casual and kind, or do I take an active interest in people who belong to other social groups?

JUSTICE

For each of the assignment in the social justice unit, ask yourself:

- How often do I identify unfair situations?
- Do I only notice unfairness when things impact me or people I care about or am I concerned when unfair things happen to people outside of my identity group?

ACTION

For each of the assignment in the social justice unit, ask yourself:

- When was the last time that I was so impacted by an unfair or unkind situation that I took immediate action to remedy the situation?
- Who did I talk with about the problem?
- How often do I think: Either I am part of the problem or part of the solution?
- I want to learn more, so that I can get involved more often to help those who need extra help.