

# SOCIAL JUSTICE STANDARDS

THE LEARNING FOR JUSTICE  
ANTI-BIAS FRAMEWORK



LEARNING  
FOR JUSTICE

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#### **ABOUT THE SOUTHERN POVERTY LAW CENTER**

The Southern Poverty Law Center, based in Montgomery, Alabama, is a nonpartisan 501(c)(3) civil rights organization founded in 1971 and dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of society. It neither endorses political candidates nor engages in electioneering activities.

#### **ABOUT LEARNING FOR JUSTICE**

Learning for Justice seeks to uphold the mission of the Southern Poverty Law Center: to be a catalyst for racial justice in the South and beyond, working in partnership with communities to dismantle white supremacy, strengthen intersectional movements and advance the human rights of all people.

We support this mission by focusing our work with educators, students, caregivers and communities in these areas:

1. Culture and Climate
2. Curriculum and Instruction
3. Leadership
4. Family and Community Engagement

Since our founding as Teaching Tolerance in 1991, we have had a strong foundation of providing educational resources, and we are building on that foundation with expanded engagement opportunities for communities, especially in the South.

Our free educational resources—articles, guides, lessons, films, webinars, frameworks and more—help foster shared learning and reflection for educators, young people, caregivers and all community members. Our engagement opportunities—conferences, workshops, and school and community partnerships—provide space where people can harness collective power and take action.

Through this continual cycle of education and engagement, we hope that we can build and maintain meaningful relationships with communities and we can all move from learning for justice to creating it.

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# Introducing Learning for Justice's Social Justice Standards, a road map for anti-bias education at every grade level.

The Social Justice Standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains—Identity, Diversity, Justice and Action (IDJA). The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. The standards are leveled for every stage of K–12 education and include school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom.

Teaching about IDJA allows educators to engage with a range of anti-bias, multicultural and social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action. Prejudice reduction seeks to minimize conflict and generally focuses on changing the attitudes and behaviors of a dominant group. Collective action challenges inequality directly by raising consciousness and focusing on improving conditions for underrepresented groups. The standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action.

Educators can use the Social Justice Standards as the basis for building custom learning plans on [learningforjustice.org](http://learningforjustice.org). Free registration is required.

# 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.

## 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.

# K-2 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.K-2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.	<p>Ms. Macias is teaching a unit on family structure and includes gay and lesbian parents in a lesson. Anissa shares that she has two moms.</p> <p>David asks, “Anissa, why do you have two moms?”</p> <p>Anissa replies, “My moms love each other, and then they decided they wanted to have me.”</p>
Identity 2	ID.K-2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.	
Identity 3	ID.K-2.3	I know that all my group identities are part of me—but that I am always ALL me.	
Identity 4	ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.	
Identity 5	ID.K-2.5	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.	
Diversity 6	DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.	<p>As children enter the classroom on a Monday morning, their teacher, Mr. Gomez, overhears a conversation between two students.</p> <p>“What did you do during the weekend?” John asks Stephanie.</p> <p>“On Saturday, I got my hair done! I got to sit there for hours,” Stephanie replies.</p> <p>“Why does it take hours to get your hair done?”</p> <p>“I have a special way to take care of my hair! Plus, I get to spend time with other women in my neighborhood, like my mom and my auntie.”</p> <p>Mr. Gomez makes a mental note to select a read aloud text that affirms the diversity of hair types for a whole class conversation.</p>
Diversity 7	DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.	
Diversity 8	DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.	
Diversity 9	DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.	
Diversity 10	DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.	

K-2 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.K-2.11	I know my friends have many identities, but they are always still just themselves.	<p>Enrique’s uncle is undocumented and was recently detained. He tells his friend Isabel, “I’m sad and I’m scared they will take me or my family away.”</p> <p>Isabel is unsure of what to do, so she tells her teacher, Ms. Lee. “It’s so unfair that Enrique is scared. Nobody should have to feel this way or be away from their family.”</p> <p>Ms. Lee thanks Isabel for sharing this story with her. She plans to check in with Enrique and his family, and to develop a lesson for the class on the effects of family separation.</p>
Justice 12	JU.K-2.12	I know when people are treated unfairly.	
Justice 13	JU.K-2.13	I know some true stories about how people have been treated badly because of their group identities, and I don’t like it.	
Justice 14	JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.	
Justice 15	JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.	
Action 16	AC.K-2.16	I care about those who are treated unfairly.	<p>After school, Connor asks Ms. Martinez, “Why does Kelsey get to bring her dog to school? We can’t even pet him.”</p> <p>Ms. Martinez knows Kelsey has a seizure alert dog, so she speaks with Kelsey and her family about introducing him to the class. They agree, and the next day, during show and tell, Kelsey shares first.</p> <p>Kelsey says, “This is Kairo. He’s a special dog because he is a service dog. His job is to keep me healthy. That’s why you can’t pet him or play with him. He might not be able to focus on helping me.”</p> <p>Connor raises his hand and shares, “I didn’t know Kairo had a special job. It’s so cool that he keeps you safe.”</p>
Action 17	AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.	
Action 18	AC.K-2.18	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.	
Action 19	AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.	
Action 20	AC.K-2.20	I will join with classmates to make our classroom fair for everyone.	

## 3-5 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.	<p>Tiana identifies as a transgender girl and tells her parents that she is ready to share her identity with her classmates. “I’m a sister and a she,” Tiana explains to her family.</p> <p>Tiana’s parents contact her teacher, who agrees to help Tiana develop an introduction. The following week, Tiana comes home beaming. “It went well!” she tells her parents. “A few kids didn’t understand at first, but my teacher helped me feel comfortable standing up for myself. I feel so relieved.”</p>
Identity 2	ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.	
Identity 3	ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.	
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.	
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	
Diversity 6	DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.	<p>Ms. Ali divided her class into small groups for a mapping activity. As the students are gathering to begin work, she overhears one student, Jasmine, tell the others that she doesn’t want Kylie, an autistic classmate, in her group.</p> <p>Just as Ms. Ali is about to intervene and facilitate a discussion with Jasmine and the rest of the group, she hears another student, Jaden, say, “Jasmine, Kylie has a lot to share with our group. It’s important for us to all work together. You shouldn’t think she is a less important member of our group.”</p>
Diversity 7	DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.	
Diversity 8	DI.3-5.8	I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.	
Diversity 9	DI.3-5.9	I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.	
Diversity 10	DI.3-5.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.	



3-5 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.3-5.11	I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.	<p>During a unit on immigration, Mr. Rivers brings in an immigration lawyer from the community as a guest speaker.</p> <p>After listening to the lawyer, the students in Mr. Rivers' class send him a thank you note. They write, "It was interesting learning about the history of immigration to our country. It's so unfair the way so many immigrants were treated in the past and are still being treated today. I'm glad that people like you are fighting for their rights."</p>
Justice 12	JU.3-5.12	I know when people are treated unfairly, and I can give examples of prejudiced words, pictures and rules.	
Justice 13	JU.3-5.13	I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.	
Justice 14	JU.3-5.14	I know that life is easier for some people and harder for others based on who they are and where they were born.	
Justice 15	JU.3-5.15	I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.	
Action 16	AC.3-5.16	I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.	<p>Mr. Haddad's class is about to go on a field trip to a local museum. Kainoa asks Mr. Haddad, "Will there be a ramp for Jamila? I want to make sure she can go too."</p> <p>Mr. Haddad agrees. "Great idea, Kainoa. Let's call the museum to make sure that she has everything she needs to have a great time."</p>
Action 17	AC.3-5.17	I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.	
Action 18	AC.3-5.18	I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior.	
Action 19	AC.3-5.19	I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.	
Action 20	AC.3-5.20	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 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.	<p>Alicia uses they/them/elle pronouns and identifies as a non-binary Latine person. Even though they've shared this with all of their teachers, Mr. Ferguson continues to use their incorrect pronouns.</p> <p>When Mr. Ferguson misgenders Alicia during class, Alicia speaks up and explains, "Please use my pronouns. It's important to me because they/them/elle better represents who I am."</p>
Identity 2	ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.	
Identity 3	ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.	
Identity 4	ID.6-8.4	I feel good about my many identities and know they don't make me better than people with other identities.	
Identity 5	ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.	
Diversity 6	DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people.	<p>Buddy and Fatima are discussing current events. Buddy says, "Fatima, I've read in the news that some countries require women to wear a hijab, while other countries have 'burqa bans.' They all have different reasons, but some people say wearing a hijab oppresses women. If you don't mind sharing, why do you choose to wear a hijab?"</p> <p>Fatima explains, "Everyone has a different reason. I wear it because for me, it means being humble and modest. It's also normal for me—my mom and older sisters, for example, also wear the hijab."</p> <p>Buddy replies, "Wow, that's really cool. I never thought about it that way. For me, it's normal to wear pants, and it would feel weird without it. It would be as if I wasn't dressed properly."</p> <p>"Exactly," Fatima affirmed. "That's a really good way of putting it."</p>
Diversity 7	DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.	
Diversity 8	DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.	
Diversity 9	DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.	
Diversity 10	DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.	

## 6-8 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.	After a disagreement in the hallway, Jennifer says to Roque, "Go back to Mexico!"
Justice 12	JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.	Roque frowns, explaining, "I'm not from Mexico. I'm from the U.S. And my family is from El Salvador."
Justice 13	JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.	Another student, Shayna, says, "Jennifer, that's not okay to say! Roque and his family belong here just as much as anyone else. Plus, all Latine people are not from Mexico."
Justice 14	JU.6-8.14	I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.	
Justice 15	JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.	
Action 16	AC.6-8.16	I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.	Tori notices that many of her friends are comparing their bodies to social media influencers. "Ms. Reyes," Tori says, "I want to create a campaign around wellness that celebrates different body types. I see my friends scrolling on social media, and they keep wishing they looked like other people. I don't think that's healthy, mentally or physically."
Action 17	AC.6-8.17	I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.	Ms. Reyes replies, "Thanks for letting me know, Tori. That's really important. Let's meet tomorrow, and we can discuss different ideas for the campaign."
Action 18	AC.6-8.18	I can respectfully tell someone when his or her words or actions are biased or hurtful.	The next day, Tori shares her idea with Ms. Reyes. "I think we should recruit other students to help us create posters and presentations for the school. We could even write about this in the local newspaper. I'm sure there are other students in our area who are having the same issues."
Action 19	AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.	
Action 20	AC.6-8.20	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 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 celebrate all of who I am. The way my identities overlap have made me who I am today. I cannot separate the parts of myself. I will not allow others to put me into boxes.”</p> <p>Rebecca explains to her peers in small group discussion that her identities as a student, sister, Cherokee, queer, athlete and Tsalagi speaking person are all interconnected and are all important to her. 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>Danish just transferred to a new school at a time coinciding with Ramadan and exams. During Danish’s second week, Jose, a school ambassador, checks on him.</p> <p>“Honestly? Between fasting and iftar—which is really fun—I’m a little tired. Plus, we’ve got exams. And I feel like I’m already behind.”</p> <p>Jose nods. “That sounds stressful. For me, it’d be like taking exams at Christmas, but we get that off.”</p> <p>“I’ve never felt the school calendar considers my religion,” Danish says.</p> <p>Jose agrees, then says, “Well, maybe there’s something we could do to relieve your stress. Let’s talk to the school counselor, though. Maybe he can talk to your teachers about being more thoughtful about your schedule and exams.”</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.	

9-12 GRADE LEVEL OUTCOMES AND SCENARIOS (CONT'D)

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.	Alex's friend Destiny was absent for a week. When Alex reached out, Destiny confided, "After the scholarships talk, I felt defeated. I'm undocumented, so I don't have a social security number and I can't file for a FAFSA."
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.	Alex, wanting to help, turns to his counselor, Ms. Gaubert. He tells her, "I think you should add details to your presentations about how undocumented immigrants can go to college, and this should be a part of your presentation every year. That way, students don't have to share their status, but they know this information."
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.	Ms. Gaubert thanks Alex and asks, "Would you be interested in helping me do some research so I can add to this presentation?"
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.	During a pep rally, a group of students are laughing at one of the students on the cheerleader squad. One student says, "I thought cheerleaders were supposed to be skinny." The others laugh and make jokes about the cheerleader.
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.	Another student, Janista, overhears and tells the group, "That's not okay! Don't make fun of someone's body." Rachel and May also speak up, "Yes, we agree with Janista."
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.	After school, Janista, Rachel, and May go to Mr. Clarence's class to share what happened. They explain that they want to start a campaign to educate students about body positivity and how judgments about body image intersect with race and class.

# ACKNOWLEDGMENTS

Social Justice Standards: The Learning for Justice Anti-Bias Framework  
Second Edition

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## **First Edition ©2014 and Reprints**

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the *Journal of Applied Behavior Analysis* (1974), and the *Journal of Experimental and Clinical Psychology* (1975).

There are a number of reasons why the *Journal of Applied Behavior Analysis* is the most widely cited journal in the field of behavior analysis.

First, the journal is published by the American Psychological Association, which is the largest and most prestigious organization in the field of psychology.

Second, the journal is published quarterly, which allows for a high volume of research to be published.

Third, the journal is published in English, which is the most widely spoken language in the world.

Fourth, the journal is published in a format that is easy to read and understand, which makes it accessible to a wide range of researchers and practitioners.

Fifth, the journal is published in a format that is easy to search and access, which makes it convenient for researchers and practitioners to find the research they need.

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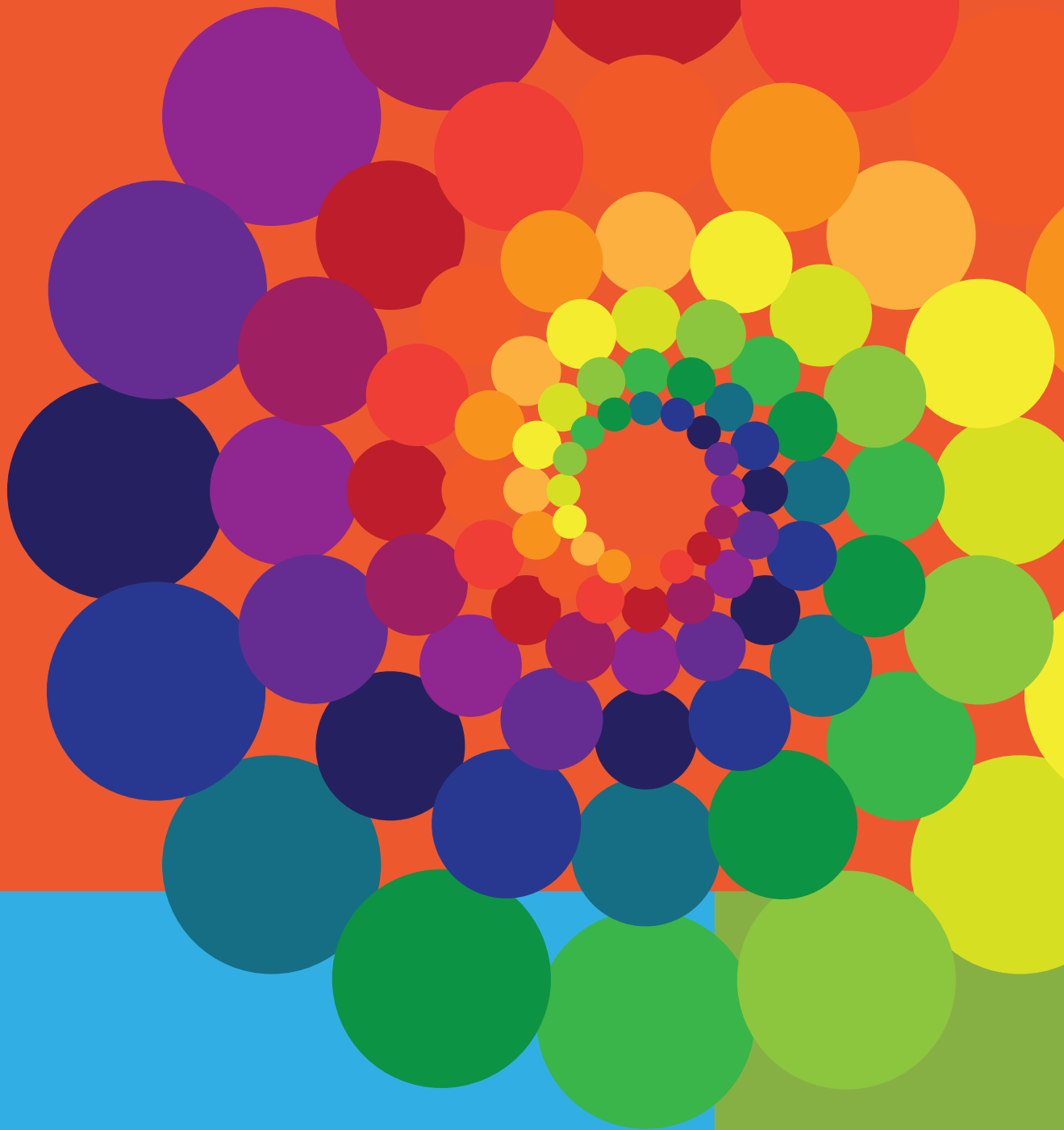
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