



Social Justice & Teaching Tolerance

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Two goals today...

To increase your understanding of the social justice standards

To be able to use the Teaching Tolerance resources to enhance your history/social science curriculum

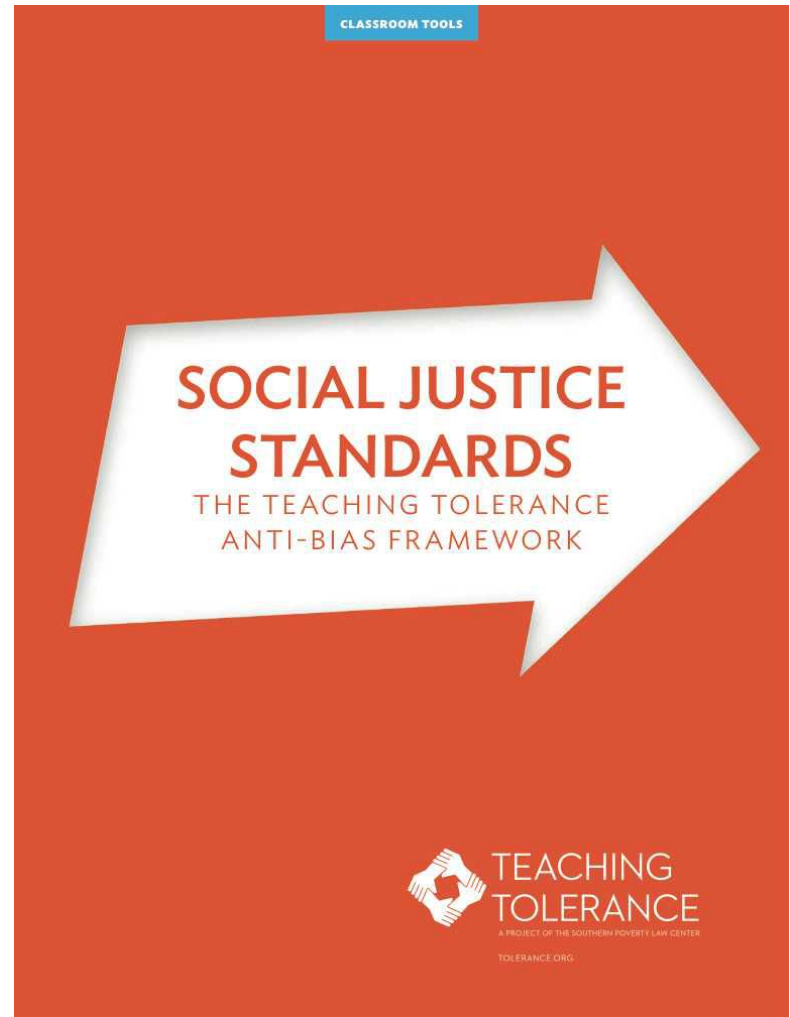
The Standards vs. The Framework

Content standards (1998) were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

The State Board of Education adopted the History-Social Science Framework on July 14, 2016. Curriculum frameworks provide guidance to educators, parents, and publishers, to support implementing California content standards.
NARRATIVES & SCENARIOS

The *Social Justice Standards* are a road map for anti-bias education at every stage of K–12 instruction.

- 20 anchor standards and 80 grade-level outcomes organized into four domains—**Identity, Diversity, Justice and Action**
- use them to guide curriculum and make schools more **just, equitable and safe.**



The 4 Social Justice Domains

- **Identity**: will demonstrate self-awareness, confidence, family pride and positive social identities
- **Diversity**: will express comfort & joy with human diversity; have accurate language for human differences; and develop deep, caring human connections
- **Justice**: will increasingly recognize unfairness, have language to describe unfairness and understand that unfairness hurts
- **Action**: will demonstrate empowerment & the skills to act, with others or alone, against prejudice & discriminatory actions

Sort Those Anchor Standards

Make a group of 4 by
the time the music
stops....



**Check your
answers on
page 23.**

REFLECTION:

Are there any standards you weren't sure about or sorted incorrectly?

What criteria did you use to make decisions while sorting?

Grade Level Outcomes & Scenarios p. 24

Kindergarten Inquiry Question

How can we learn and work together?

Identity: will demonstrate self-awareness, confidence, family pride and positive social identities (Family Unit)

What is special/important about your family and yourself?

Diversity: will express comfort & joy with human diversity; have accurate language for human differences; and develop deep, caring human connections **How are the families in our class different/same? How are we different/same?**

Justice: will increasingly recognize unfairness, have language to describe unfairness and understand that unfairness hurts (Class Norms) **What does it mean to treat each other with fairness? How will we know when someone is being treated unfairly?**

Action: will demonstrate empowerment & the skills to act, with others or alone, against prejudice & discriminatory actions **What can we do when someone is treated unfairly?**

4th Grade Inquiry Question

How were the lives of Native Americans affected by missions?

Identity: will demonstrate self-awareness, confidence, family pride and positive social identities - (research a California tribe) **What was important to the Miwok Indians?**

Diversity: will express comfort & joy with human diversity; have accurate language for human differences; and develop deep, caring human connections **How were the Miwok Indians different from other tribes such as the Maidu ?**

Justice: will increasingly recognize unfairness, have language to describe unfairness and understand that unfairness hurts **What happened to the Miwok after Spanish missionaries arrived?**

Action: will demonstrate empowerment & the skills to act, with others or alone, against prejudice & discriminatory actions **How did Native American tribes show resistance toward mission leaders?**

Free resources

**Teaching
Tolerance
website**

<https://www.tolerance.org/>

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