

Social Justice Standards

Alignment with Success Bound



SUCCESS BOUND

This chart demonstrates how the Success Bound middle school curriculum aligns with Learning for Justices' Social Justice Standards.

Social Justice Standards

The Social Justice Standards are a road map for anti-bias education at every stage of K-12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the standards 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)—the standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both prejudice-reduction and collective action. Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education. The IDJA domains are based on Louise Derman-Sparks' four goals for anti-bias education in early childhood.

Each of the IDJA domains has learning outcomes and school-based scenarios organized by grades K-2, 3-5, 6-8 and 9-12.

[CLICK HERE FOR MORE INFO](#)

Success Bound

Success Bound is a curriculum for middle grade students to explore their identities and futures, expanding their outlook on postsecondary opportunities. The Success Bound curriculum emphasizes a holistic approach to the learning and development of students. The chart below demonstrates how Success Bound lessons align with Learning for Justices' four anchor standards: Identity, Diversity, Justice, and Action. Overall, 85 percent of the Social Justice Standards are addressed with Success Bound lessons across the sixth to eighth grade band. Where Success Bound does not align with the Social Justice Standards, recommendations and supplemental materials have been included.

ANCHOR STANDARD:
IDENTITY



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.

- Unit 1, Lesson 4: Understanding Your Beliefs and Values (Grade 6)
- Unit 1, Lesson 4: Know Who You Are and Where You Come From (Grade 7)
- Unit 1, Lesson 4: Know Who You Are Right Now (Grade 8)

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.

- Unit 1, Lesson 4: Know Who You Are and Where You Come From (Grade 7)

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

- Unit 1, Lesson 4: Understanding Your Beliefs and Values (Grade 6)
- Unit 3, Lesson 3: True Colors: Determining Your Strengths (Grade 6)
- Unit 1, Lesson 4: Know Who You Are and Where You Come From (Grade 7)
- Unit 1, Lesson 4: Know Who You Are Right Now (Grade 8)

ID.6-8.4

I feel good about my many identities and know they don't make me better than people with other identities.

- Unit 1, Lesson 2: My Vision Board (Grade 6)
- Unit 1, Lesson 4: Understanding Your Beliefs and Values (Grade 6)
- Unit 3, Lesson 3: True Colors: Determining Your Strengths (Grade 6)
- Unit 1, Lesson 4: Know Who You Are and Where You Come From (Grade 7)
- Unit 1, Lesson 4: Know Who You Are Right Now (Grade 8)

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.

- Unit 1, Lesson 4: Understanding Your Beliefs and Values (Grade 6)
- Unit 1, Lesson 4: Know Who You Are and Where You Come From (Grade 7)

**ANCHOR STANDARD:
DIVERSITY**



<p>DI.6-8.6</p> <p>I interact with people who are similar to and different from me, and I show respect to all people.</p>	<ul style="list-style-type: none"> • Unit 0, Lesson 3: Student Questionnaire (Grade 6) • Unit 1, Lesson 2: My Vision Board (Grade 6) • Unit 1, Lesson 4: Understanding Your Beliefs and Values (Grade 6) • Unit 3, Lesson 3: True Colors: Determining Your Strengths (Grade 6) • Unit 1, Lesson 4: Know Who You Are and Where You Come From (Grade 7) • Unit 1, Lesson 6: Navigating Middle School (Grade 7) • Unit 1, Lesson 4: Know Who You Are Right Now (Grade 8) • Unit 1, Lesson 5: Taking the Lead (Grade 8) • Unit 3, Lesson 2: Stress Less Strategies (Grade 8)
<p>DI.6-8.7</p> <p>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.</p>	<ul style="list-style-type: none"> • Unit 0, Lesson 3: Student Questionnaire (Grade 6) • Unit 1, Lesson 4: Understanding Your Beliefs and Values (Grade 6) • Unit 3, Lesson 3: True Colors: Determining Your Strengths (Grade 6) • Unit 0, Lesson 3: Student Questionnaire (Grade 7) • Unit 0, Lesson 3: Student Questionnaire (Grade 8) • Unit 1, Lesson 4: Know Who You Are Right Now (Grade 8)
<p>DI.6-8.8</p> <p>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.</p>	<ul style="list-style-type: none"> • Unit 0, Lesson 3: Student Questionnaire (Grade 6) • Unit 0, Lesson 3: Student Questionnaire (Grade 7) • Unit 1, Lesson 4: Know Who You Are and Where You Come From (Grade 7) • Unit 0, Lesson 3: Student Questionnaire (Grade 8) • Unit 1, Lesson 4: Know Who You Are Right Now (Grade 8) • Unit 3, Lesson 2: Stress Less Strategies (Grade 8)
<p>DI.6-8.9</p> <p>I know I am connected to other people and can relate to them even when we are different or when we disagree.</p>	<ul style="list-style-type: none"> • Unit 0, Lesson 3: Student Questionnaire (Grade 6) • Unit 1, Lesson 4: Understanding Your Beliefs and Values (Grade 6) • Unit 3, Lesson 5: Conflict Scenarios (Grade 6) • Unit 0, Lesson 3: Student Questionnaire (Grade 7) • Unit 1, Lesson 6: Navigating Middle School (Grade 7) • Unit 3, Lesson 5: Making Amends (Grade 7) • Unit 0, Lesson 3: Student Questionnaire (Grade 8) • Unit 1, Lesson 4: Know Who You Are Right Now (Grade 8)
<p>DI.6-8.10</p> <p>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.</p>	<p>When teaching “Unit 0, Lesson 3: Student Questionnaire” (Grade 6, Grade 7, Grade 8) and “Unit 1, Lesson 4: Know Who You Are and Where You Come From” (Grade 7), we encourage educators to incorporate resources or projects pertaining to the historical significance of race, ethnicity, religion, etc. as students explore their identities and the factors that have shaped who they are today and who they want to be in the future.</p>

<p>ANCHOR STANDARD: JUSTICE</p>	
<p>JU.6-8.11</p> <p>I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.</p>	<p>While Success Bound’s curriculum provides the opportunity for middle school students to discuss their own experiences related to identity and that of others, there is not an explicit mention of stereotypes. Educators are encouraged to consult additional resources to bring in this topic and discuss the role of stereotypes in college and career pathways. The impact of stereotype threat on student performance may be particularly relevant for 8th graders and the following resources may be useful in discussing this concept:</p> <ul style="list-style-type: none"> • Thin Ice: Stereotype Threat and Black College Students • How Stereotypes Can Drive Women To Quit Science
<p>JU.6-8.12</p> <p>I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.</p>	<ul style="list-style-type: none"> • Unit 3, Lesson 5: Conflict Scenarios (Grade 6) • Unit 2, Lesson 6: Becoming Agents of Change (Grade 8) • Unit 3, Lesson 3: How I Make a Difference (Grade 8) • Unit 3, Lesson 5: Becoming an Upstander (Grade 8)
<p>JU.6-8.13</p> <p>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.</p>	<ul style="list-style-type: none"> • Unit 3, Lesson 5: Becoming an Upstander (Grade 8)
<p>JU.6-8.14</p> <p>I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.</p>	<ul style="list-style-type: none"> • Unit 3, Lesson 5: Conflict Scenarios (Grade 6) • Unit 1, Lesson 4: Know Who You Are Right Now (Grade 8)
<p>JU.6-8.15</p> <p>I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.</p>	<p>This is beyond the scope of Success Bound’s 6th-8th grade curriculum; however, instructors are encouraged to bring in resources or projects to explore career opportunities in activism and advocacy work, as well as highlight the role of social movements in shifting the higher education and labor landscape, such as by exploring Title VII, Title IX, affirmative action policies, labor organizing, etc.</p>

ANCHOR
STANDARD: **ACTION**



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.

- Unit 1, Lesson 6: Navigating Middle School (Grade 7)
- Unit 3, Lesson 3: How I Make a Difference (Grade 8)
- Unit 3, Lesson 5: Becoming an Upstander (Grade 8)

AC.6-8.17

I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.

- Unit 2, Lesson 6: Finding Solutions (Grade 7)
- Unit 3, Lesson 5: Becoming an Upstander (Grade 8)

AC.6-8.18

I can respectfully tell someone when his or her words or actions are biased or hurtful.

- Unit 3, Lesson 5: Conflict Scenarios (Grade 6)
- Unit 3, Lesson 5: Becoming an Upstander (Grade 8)

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.

- Unit 3, Lesson 5: Conflict Scenarios (Grade 6)
- Unit 3, Lesson 3: How I Make a Difference (Grade 8)
- Unit 3, Lesson 5: Becoming an Upstander (Grade 8)

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.

- Unit 1, Lesson 6: Navigating Middle School (Grade 7)
- Unit 2, Lesson 5: Supporting Myself and My Peers (Grade 7)
- Unit 2, Lesson 6: Becoming Agents of Change (Grade 8)
- Unit 3, Lesson 3: How I Make a Difference (Grade 8)
- Unit 3, Lesson 5: Becoming an Upstander (Grade 8)