

Model California School Library and National Social Justice Standards
integrated to create a road map for anti-bias education at every grade
level

<https://tinyurl.com/SchoolLibrarySocialJustice>

	Identity	Diversity	Justice	Action
Access	2	8,10	15	20
Evaluate	5	7,10	11,12,13,14	20
Use	2,3,4,5	6,7,8	11,13	16,18,19,20
Integrate	1,2,3,4,5	6,7,8,9	11,12,13,14	16,17,18,19,20

Social Justice Anchor Standards and Domains

(<https://www.learningforjustice.org/frameworks/social-justice-standards>)

Identity

1. Students will develop positive social identities based on their membership in multiple groups in society. [SL Integrate]
2. Know your worth: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Intersectionality: Students will recognize that people’s multiple identities interact and create unique and complex individuals. [SL Access]
4. Confidence: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people. [SL Access, Integrate]
5. Code switching: 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. (SL Evaluate]

Diversity

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. [SL Use, Integrate]
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. [SL Evaluate, Use, Integrate]
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. [SL Access, Use, Integrate]
9. Students will respond to diversity by building empathy, respect, understanding and connection. [SL Integrate]

10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. [SL Access, Evaluate]

Justice

11. Stereotypes – beyond labels: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. [SL Evaluate, Use, Integrate]
12. Individual vs. systemic unfairness: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). [SL Evaluate, Integrate]
13. Impact of bias: Students will analyze the harmful impact of bias and injustice on the world, historically and today. [SL Evaluate, Use, Integrate]
14. Inequity vs. inequality privilege: 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. [SL Evaluate, Integrate]
15. Historical examples of violent and non-violent resistance: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. [SL Access]

Action

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

California Model School Library Standards (<https://www.cde.ca.gov/ci/cr/lb/schoollibstnds2017.asp>)

1. Students access information

The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.

- 1.1 Recognize the need for information. [SJ Diversity]
- 1.2 Formulate appropriate questions. [SJ Diversity, Action]
- 1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies. [SJ Identity, Diversity, Justice]

- 1.4 Retrieve information in a timely, safe, and responsible manner. [SJ Action, Justice]

2. Students evaluate information

The student will evaluate and analyze information to determine what is appropriate to address the scope of inquiry.

- 2.1 Determine the relevance of the information. [SJ Identify]
- 2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources. [SJ Identify, Diversity]
- 2.3 Consider the need for additional information. [SJ Identify, Diversity]

3. Students use information

The student will organize, synthesize, create, and communicate information.

- 3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources. [SJ Action, Justice]
- 3.2 Draw conclusions and make informed decisions. [SJ Action]
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding. [SJ Action, Justice]

4. Students integrate information literacy skills into all areas of learning

The student will independently pursue information to become a lifelong learner.

- 4.1 Read widely and use various media for information, personal interest, and lifelong learning. [SJ Diversity, Action]
- 4.2 Seek, produce, and share information. [SJ Action]
- 4.3 Appreciate and respond to creative expressions of information. [SJ Action, Diversity]