



PERSPECTIVES *for a* DIVERSE AMERICA

A K-12 LITERACY-BASED
ANTI-BIAS CURRICULUM

USER GUIDE

TEACHING
TOLERANCE 

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

*Teaching Tolerance's Perspectives for a Diverse America
is a literacy-based curriculum that marries anti-bias
content with the rigor of the Common Core.*

Students learn about themselves and others

The text anthology reflects diverse identities and experiences.

Teachers differentiate

The modular design allows for maximum flexibility.

Principals improve school climate

Our PD supports implementation of the Anti-bias Framework
and other critical practices for anti-bias education.

perspectives.tolerance.org

TEACHING TOLERANCE HAS ALWAYS provided quality anti-bias social justice lessons and teaching tools, and for years our community asked for a full curriculum. The widespread adoption of the Common Core State Standards offered an opportunity for TT to meet this need. Why not go beyond the Common Core and offer an option that *also* aligns to learning targets that reduce prejudice, promote equity and support intergroup relations?

That option is *Perspectives for a Diverse America*. It's housed online and it's FREE.

"I see concrete, practical ways to make everyday teaching culturally relevant."

What is *Perspectives*?

Perspectives is a literacy-based, anti-bias, social justice curriculum that is aligned to the Common Core Standards for Language Arts and Literacy—and to the Teaching Tolerance Anti-bias Framework (ABF), a groundbreaking set of anti-bias standards. (To see the ABF, turn to the back of this pamphlet.) Its Web-based modular design allows for maximum flexibility, customization and differentiation. Use it to plan one lesson or integrate it throughout your scope and sequence.

"I love the ability to tie the CCSS and Anti-bias Framework together. Great UBD design."

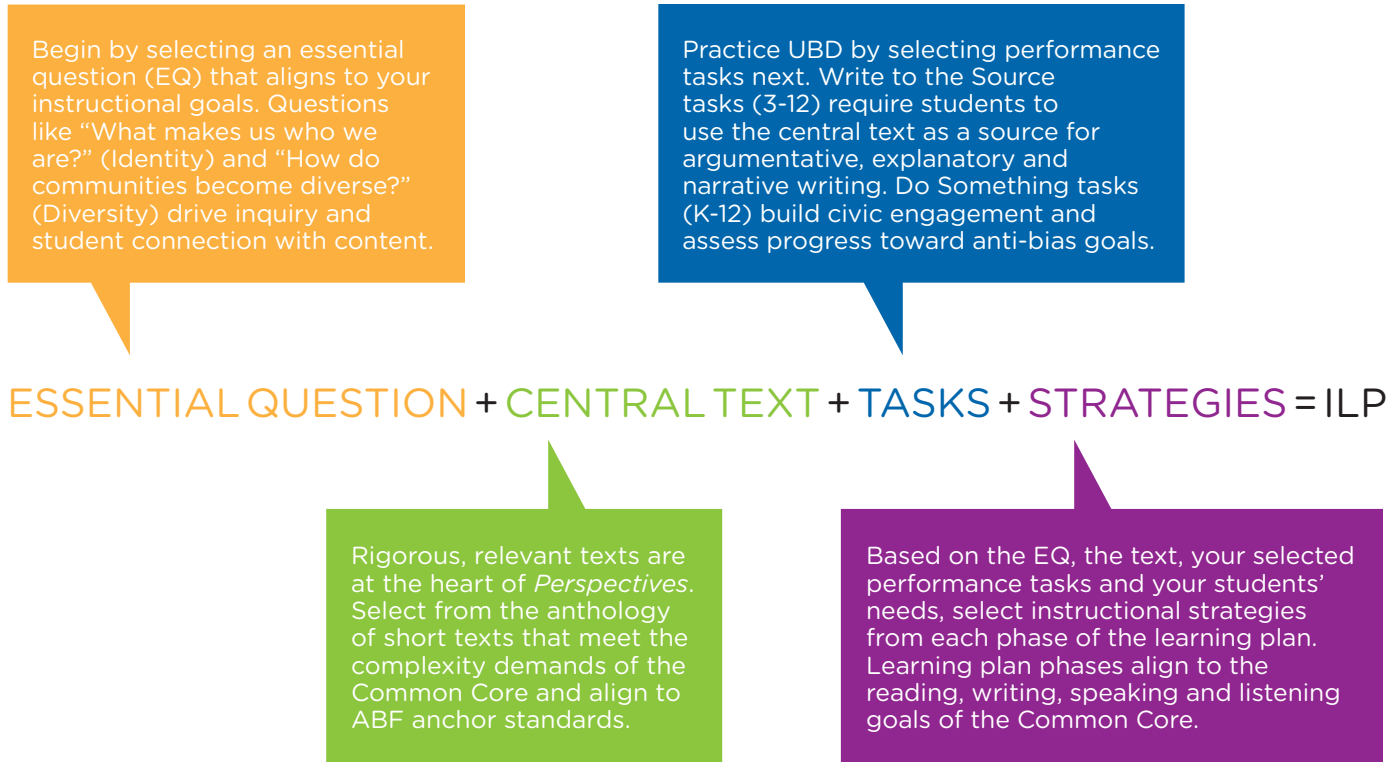
Why *Perspectives*?

Perspectives is ideal for educators who embrace both social justice values and backward planning. The curricular elements are aligned to the four domains of the ABF: Identity, Diversity, Justice and Action. Using the anchor standards and grade-level outcomes of the ABF for backward planning allows you to engage a spectrum of social justice topics and cultural *and* social emotional competencies—critical in today's diverse classrooms.

How does *Perspectives* work?

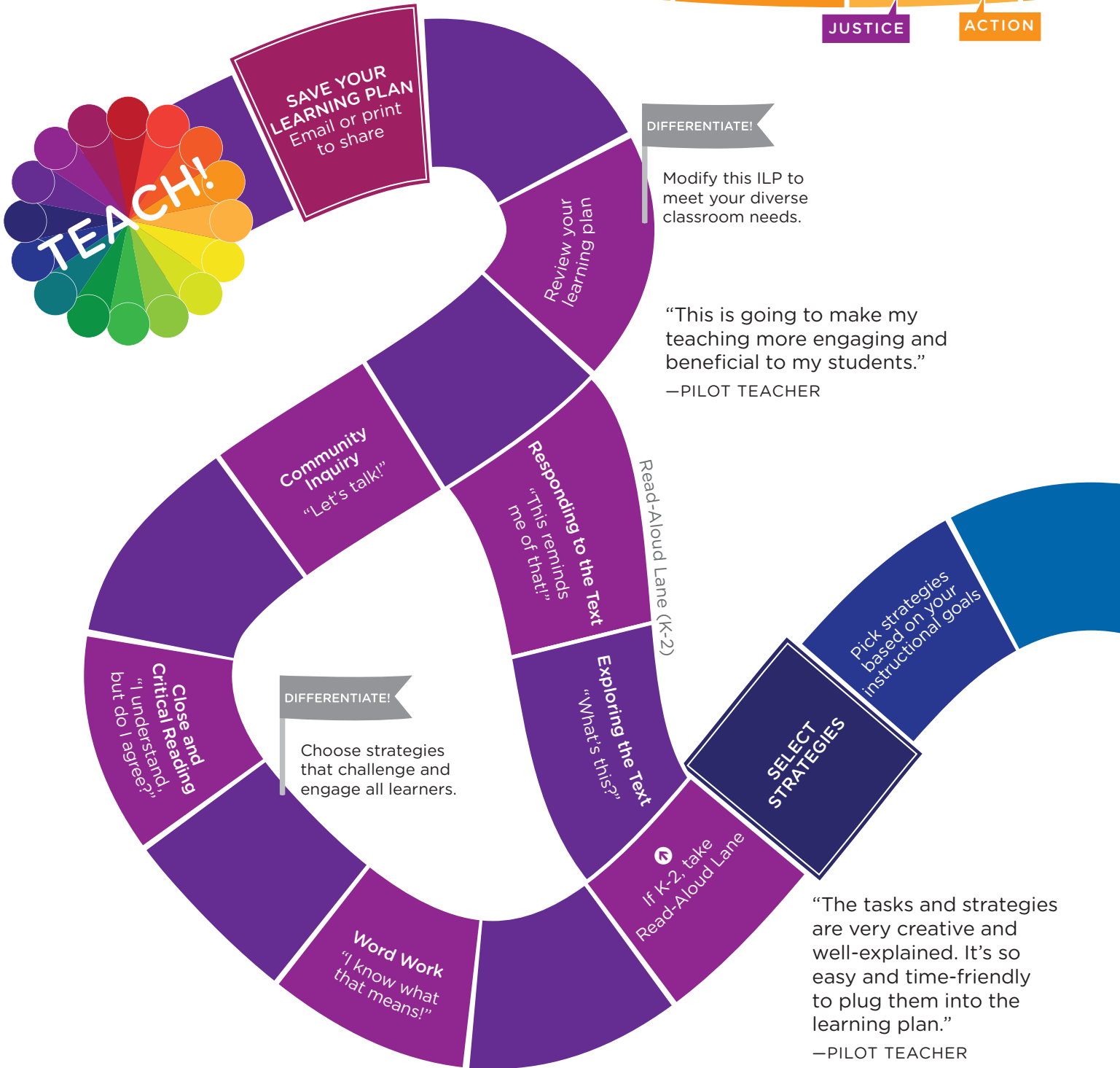
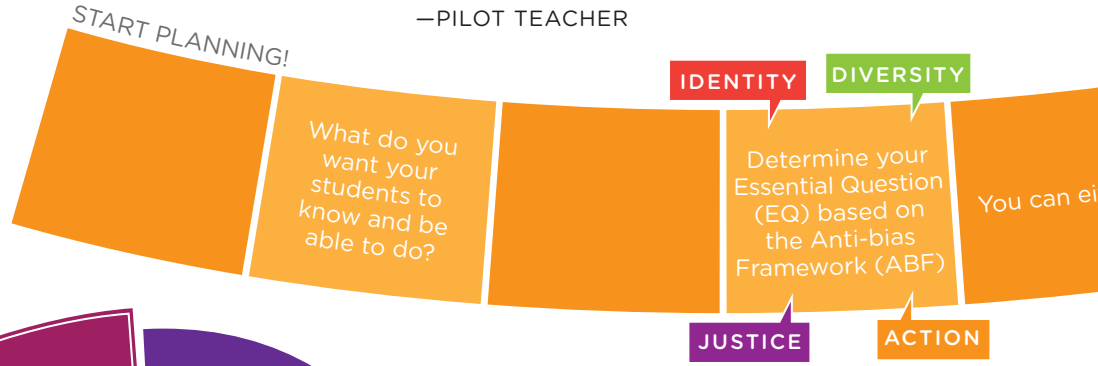
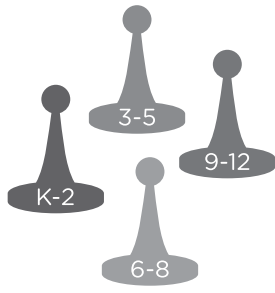
Perspectives is made up of four distinct components. Users make selections from each component, and together their selections become an Integrated Learning Plan (ILP), which can be saved, printed and shared. The selection process is organized to reflect backwards design.





For educators teaching in states that have adopted the Common Core, the website offers choice, flexibility and the opportunity to infuse CCSS implementation with social justice values. For teachers in non-Common Core states, *Perspectives* still offers a wealth of resources and an innovative approach to that is pedagogically sophisticated but simple to use.



So...how will YOU use *Perspectives*? ➔

“The essential questions help keep my planning purposeful.”
 —PILOT TEACHER



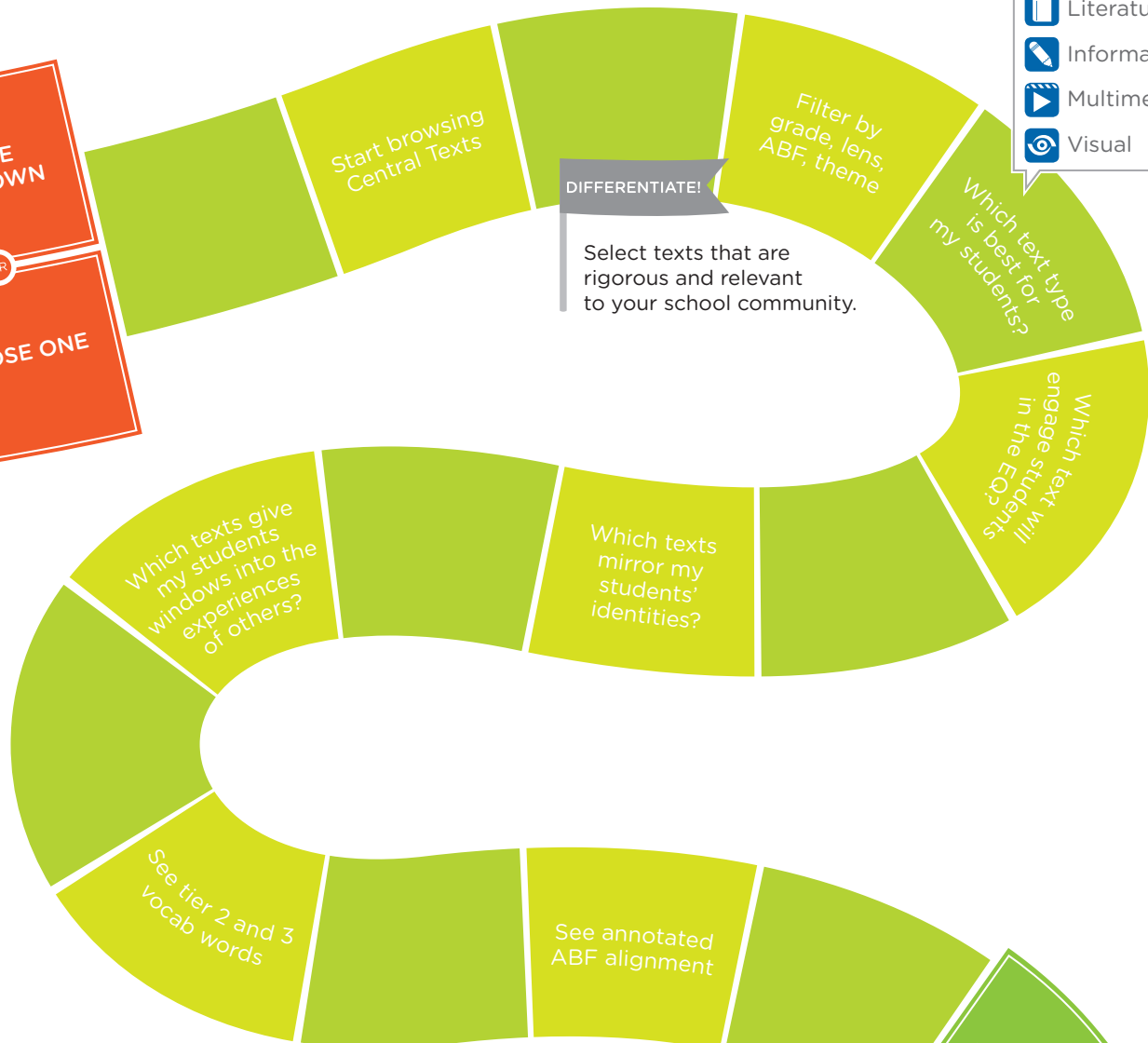
-  Literature
-  Informational
-  Multimedia
-  Visual

ther...

WRITE YOUR OWN

OR

CHOOSE ONE



DIFFERENTIATE!

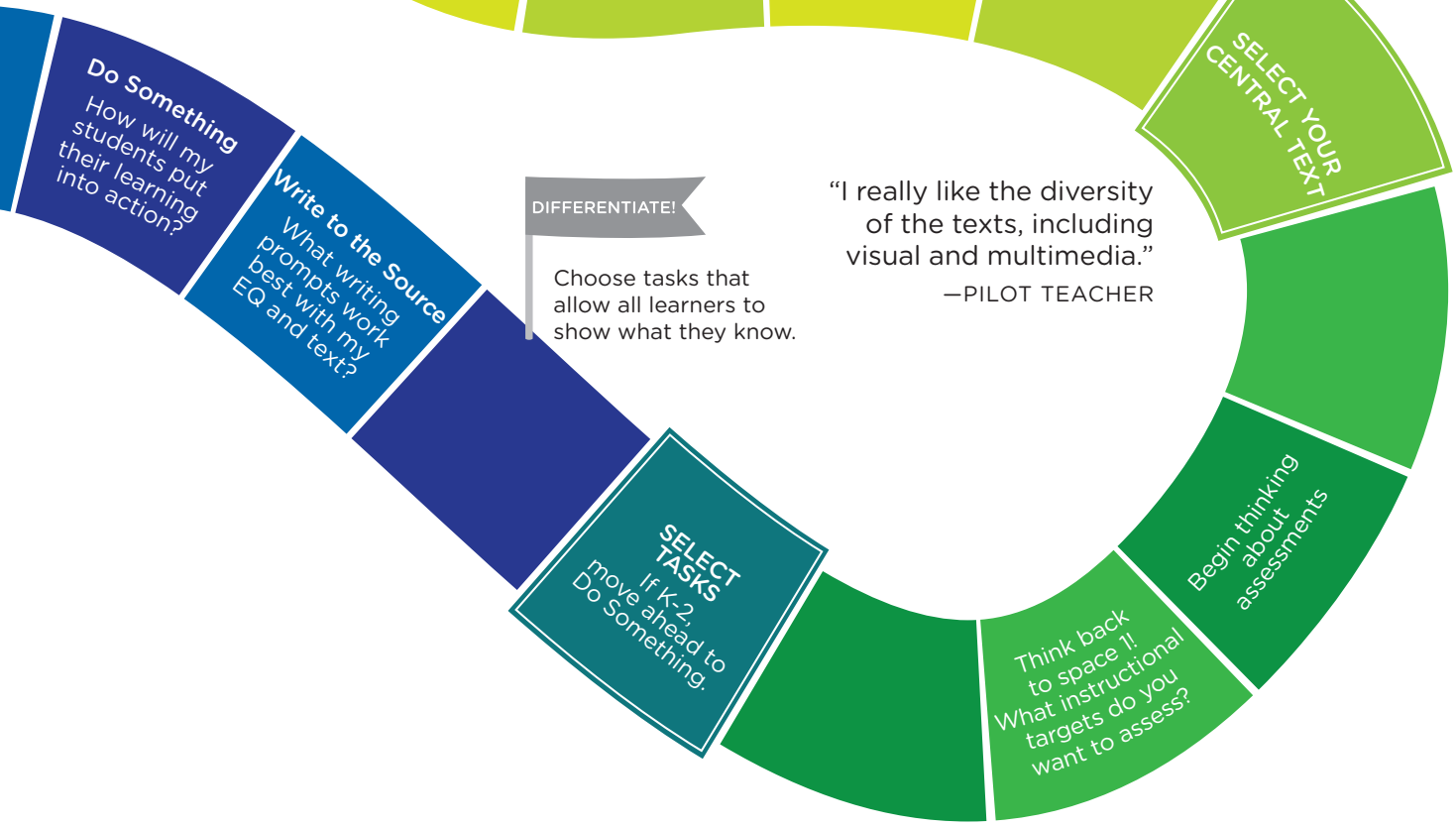
Select texts that are rigorous and relevant to your school community.

SELECT YOUR CENTRAL TEXT

DIFFERENTIATE!

Choose tasks that allow all learners to show what they know.

"I really like the diversity of the texts, including visual and multimedia."
—PILOT TEACHER



ANTI-BIAS FRAMEWORK

Perspectives follows a “backwards design” approach that begins with the Teaching Tolerance Anti-bias Framework. The Framework (anchor standards, corresponding grade-level outcomes and school-based scenarios) is organized into four domains: Identity, Diversity, Justice and Action. Together, these domains represent a spectrum of engagement in anti-bias, multicultural and social justice education.

IDENTITY

- I.1 Students will develop positive social identities based on their membership in multiple groups in society.
- I.2 Students will develop language and historical and cultural knowledge that affirms and accurately describes their membership in multiple identity groups.
- I.3 Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- I.4 Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- I.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.

JUSTICE

- J.11 Students will be recognize stereotypes and relate to people as individuals rather than representatives of groups.
- J.12 Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- J.13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- J.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.
- J.15 Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

DIVERSITY

- D.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- D.7 Students will develop language and knowledge to accurately describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- D.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.
- D.9 Students will respond to diversity by building empathy, respect, understanding and connection.
- D.10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

ACTION

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

WHAT CAN TEACHING TOLERANCE DO FOR ME?

Teaching Tolerance materials support all K-12 educators striving to create bias-free learning environments.



TEACHERS Our classroom activities are aligned to national standards, making them easy to integrate into existing curriculum.



ADMINISTRATORS Our professional development resources give educators the confidence to bring social justice into their classrooms.



COUNSELORS Our school programs, best-practices guides and award-winning film kits provide the tools to build an inclusive school climate.



LIBRARIANS The book reviews in *Teaching Tolerance* magazine are a great jumping off point for discussions about equity, diversity and social emotional competencies.

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