



## Diversity, Equity, and Identity Scope and Sequence

**Diversity:** By recognizing that each individual is unique, and by honoring all of the qualities that make a person different, value is added to society. Diversity is often discussed along the dimensions of “The Big Eight.”\*

*\*Race, ethnicity, gender, sexual orientation, socio-economic status, age, ability, religion.*

**Essential Question:** How is diversity experienced in different ways?

Grade Level	Learning Outcomes (What students will learn and be able to do by the end of each grade)
<b>ECD</b>	1. I <b>know</b> how to be a friend to everyone. 2. I can <b>identify</b> some ways that I am similar to and different from people who share my identities and those who have other identities. 3. I want to <b>know</b> about other people. 4. I <b>understand</b> everyone has feelings, and I want to get along with people who are similar to and different from me.
<b>Kindergarten</b>	1. I <b>know</b> how to be friendly and respectful to everyone who is like me and different from me. 2. I can <b>describe</b> some ways that I am similar to and different from people who share my identities and those who have other identities, being mindful of “The Big Eight.” 3. I want to <b>know</b> about other people and how our lives and experiences are the same and different. 4. I can <b>identify</b> that everyone has feelings, and I want to get along with people who are similar to and different from me. 5. I <b>recall</b> from a variety of sources that groups of people believe different things and live their daily lives in different ways.
<b>Grade 1</b>	1. I can <b>list</b> and <b>demonstrate</b> how to be friendly and respectful to everyone who is

	<p>like me and different from me.</p> <p>2. I can <b>explain</b> some ways that I am similar to and different from people who share my identities and those who have other identities, being mindful of “The Big Eight.”</p> <p>3. I can respectfully <b>describe</b> other people and how our lives and experiences are the same and different.</p> <p>4. I can <b>distinguish</b> my feelings from others’, and I <b>know</b> how to get along with people who are similar to and different from me.</p> <p>5. I am <b>curious</b> and <b>recognize</b> that groups of people believe different things and live their daily lives in different ways.</p>
<b>Grade 2</b>	<p>1. I will <b>understand</b> the vocabulary terms of "The Big Eight" and treat all people with respect.</p> <p>2. I can <b>illustrate</b> some ways that I am similar to and different from people who share my identities and those who have other identities.</p> <p>3. I can respectfully <b>discuss</b> other people and how our lives and experiences are the same and different using age-appropriate vocabulary.</p> <p>4. I can <b>distinguish</b> my feelings from others’, and I <b>show</b> how to get along with people who are similar to and different from me.</p> <p>5. I am <b>curious</b> and <b>recognize</b> that groups of people believe different things and live their daily lives in different ways.</p>
<b>Grade 3</b>	<p>1. I can <b>explain</b> the vocabulary of the "The Big Eight" and treat all people with respect.</p> <p>2. I can <b>use</b> accurate, respectful words to <b>describe</b> how I am similar to and different from people who share my identities and those who have other identities.</p> <p>3. I want to <b>know</b> more about other people’s lives and experiences, and I know how to <b>ask</b> questions respectfully and <b>listen</b> carefully and non-judgmentally.</p> <p>4. When I talk, work, and play with others I can <b>cooperate</b>, even when we are different or when we disagree.</p> <p>5. I can <b>recognize</b> that the way groups of people are treated today, and the way they have been treated in the past are different.</p>
<b>Grade 4</b>	<p>1. I can <b>accurately use</b> the vocabulary of “The Big Eight” and I treat all people with respect.</p>

	<p>2. I can <b>use</b> accurate, respectful words to <b>express</b> how I am similar to and different from people who share my identities and those who have other identities.</p> <p>3. I want to <b>know</b> more about other people’s lives and experiences, and I know how to <b>ask</b> questions respectfully and <b>listen</b> carefully and non-judgmentally.</p> <p>4. I can <b>collaborate</b> with other people and know how to talk, work and play with others even when we are different or when we disagree.</p> <p>5. I can <b>compare</b> and <b>contrast</b> the way groups of people are treated today and the way they have been treated in the past.</p>
<b>Grade 5</b>	<p>1. I can <b>analyze</b> the vocabulary of “The Big Eight” and can treat all people with respect.</p> <p>2. I can <b>use</b> accurate and respectful words to <b>advocate</b> how I am similar to and different from people who share my identities and those who have other identities.</p> <p>3. I can <b>model</b> how to <b>ask</b> questions respectfully and how to listen carefully and non-judgmentally.</p> <p>4. I can <b>collaborate</b> and <b>problem-solve</b> with other people and know how to talk, work and play with others even when we are different or when we disagree.</p> <p>5. I can <b>use</b> current events to link the way groups of people are treated today to the way they have been treated in the past and <b>explain</b> the impact on their daily lives.</p>
<b>Grade 6</b>	<p>1. I can <b>evaluate</b> the “The Big Eight” and the impact it has on individuals and groups.</p> <p>2. I can accurately and respectfully <b>describe</b> ways that people (including myself) are similar to and different from each other and others in their identity groups.</p> <p>3. I am <b>curious</b> and want to <b>know</b> more about other people’s histories and lived experiences, and I <b>ask</b> questions respectfully and listen carefully and non-judgmentally.</p> <p>4. I <b>know</b> I am connected to other people and can <b>relate</b> to them even when we are different or when we disagree.</p> <p>5. I can <b>explain</b> how the way groups of people are treated today, and the way they have been treated in the past, shape their group identity and culture.</p>
<b>Grade 7</b>	<p>1. I can <b>recognize</b> the historical systematic oppression and its immediate, short-term impact on society in regards to “The Big Eight.”</p>

	<p>2. I can accurately and respectfully <b>apply</b> interpersonal skills to conversations with people similar to and different from me.</p> <p>3. I <b>seek</b> to know more about other people’s histories and lived experiences, and I <b>ask</b> questions respectfully and <b>listen</b> carefully and non-judgmentally.</p> <p>4. I can <b>have</b> Courageous Conversations with other people and can <b>relate</b> to them even when we are different or when we disagree.</p> <p>5. I can <b>evaluate</b> how the way groups of people are treated today, and the way they have been treated in the past, shape their group identity and culture.</p>
<b>Grade 8</b>	<p>1. I can <b>illustrate</b> how the long-term impacts of historical systematic oppression affect <u>contemporary</u> society in regards to “The Big Eight.”</p> <p>2. I can accurately and respectfully <b>apply</b> interpersonal skills to conversations with people similar to and different from each other.</p> <p>3. I can <b>construct</b> presentations about other people’s histories and lived experiences, and I <b>ask</b> questions respectfully and <b>listen</b> carefully and nonjudgmentally.</p> <p>4. I can <b>lead</b> Courageous Conversations with other people and can relate to them even when we are different or when we disagree.</p> <p>5. I can <b>compose</b> an action plan that evaluates the past and present and articulates hope for the future. My understanding is grounded in the knowledge that the way groups of people are treated today, and the way they have been treated in the past, shape their group identity and culture.</p>

<p><b>Equity:</b> Having inclusive access, free from bias and favoritism. In knowing that every person is different, it is understood that equality equals sameness while equity equals fairness.</p> <p><b>Essential Question:</b> How is equity connected to understanding difference and fostering an inclusive society?</p>	
<b>Grade Level</b>	<b>Learning Outcomes</b> <b>(What students will learn and be able to do by the end of each grade)</b>
<b>ECD</b>	<p>1. I <b>understand</b> people need different things.</p> <p>2. I <b>listen</b> to stories of people who are different from me.</p>

	<p>3. I can and will <b>speak up</b> when I see unfairness—this includes telling an adult.</p> <p>4. I will <b>join</b> with classmates to make our classroom fair for everyone.</p>
<b>Kindergarten</b>	<p>1. Through literature, I <b>learn</b> about how people have been treated badly because of their group identities.</p> <p>2. I will <b>explore</b> that life is easier for some people and harder for others.</p> <p>3. I <b>know</b> about people who helped stop unfairness and worked to make life better for many people.</p> <p>4. I will <b>join</b> with classmates to make our classroom fair for everyone.</p> <p>5. I <b>know</b> it's important for me to stand up for myself and for others, and I can <b>seek</b> help from an adult.</p>
<b>Grade 1</b>	<p>1. Through literature, I <b>learn</b> and <b>interpret</b> how people have been treated badly because of their group identities, and I don't like it.</p> <p>2. I can <b>discuss</b> that life is easier for some people and harder for others and the reasons for that are not always fair.</p> <p>3. I can <b>give examples</b> about people who helped stop unfairness and worked to make life better for many people.</p> <p>4. I will <b>join</b> with classmates to make our classroom fair for everyone.</p> <p>5. I <b>know</b> it's important for me to stand up for myself and for others, and I can <b>seek</b> help from an adult.</p>
<b>Grade 2</b>	<p>1. Through literature, I can <b>analyze</b> how people have been treated badly because of their group identities.</p> <p>2. I can <b>explain</b> that life is easier for some people and harder for others and the reasons for that are not always fair.</p> <p>3. I can <b>research and write about</b> people who helped stop unfairness and worked to make life <b>better</b> for many people.</p> <p>4. I will <b>advocate</b> for an equitable and inclusive classroom.</p> <p>5. I <b>know</b> it's important for me to stand up for myself and for others, and I can <b>seek</b> help from an adult if necessary.</p>
<b>Grade 3</b>	<p>1. I can <b>recognize</b> when people are treated unfairly, and I can give examples of prejudiced words, pictures, and rules.</p> <p>2. I <b>know</b> that words, behaviors, rules, and laws that treat people unfairly based on their group identities cause real harm.</p>

	<p>3. I <b>know</b> that life is easier for some people and harder for others based on who they are and where they were born.</p> <p>4. I will <b>compare and contrast</b> the strategies used by people and groups who have worked throughout history to bring more justice and fairness to the world.</p> <p>5. I <b>know</b> it's important to advocate for myself and for others. I will not let others convince me to go along with injustice, and I <b>know</b> how to get help if I need ideas on how to do this.</p>
<b>Grade 4</b>	<p>1. I can <b>explain</b> when people are being treated unfairly, and I can give examples of prejudiced words, pictures, and rules.</p> <p>2. I can <b>identify</b> words, behaviors, rules, and laws that treat people unfairly based on their group identities cause real harm.</p> <p>3. I can accurately <b>define</b> the word privilege and use it to <b>discuss</b> how life is easier for some people and harder for others based on who they are and where and when they were born.</p> <p>4. I will <b>research and present</b> the strategies used by people and groups who have worked throughout history to bring more justice and fairness to the world.</p> <p>5. I <b>know</b> it's important to advocate for myself and for others. I will not let others convince me to go along with injustice, and I <b>know</b> how to get help if I need ideas on how to do this.</p>
<b>Grade 5</b>	<p>1. I can <b>analyze</b> when people are treated unfairly, and I can give examples of prejudiced words, pictures, and rules.</p> <p>2. I am <b>aware</b> that biased words and behaviors and unjust practices, laws, and institutions limit the rights and freedoms of people based on their identity groups in regard to early American history.</p> <p>3. I can accurately <b>apply</b> the word privilege in discussions on how life is easier for some people and harder for others based on who they are and where and when they were born.</p> <p>4. I will <b>research, evaluate, and present</b> the strategies used by people and groups who have worked throughout history to bring more justice and fairness to the world.</p> <p>5. I <b>know</b> it's important to advocate for myself and for others. I will not let others convince me to go along with injustice, and I <b>know</b> how to get help if I need ideas on how to do this.</p>
<b>Grade 6</b>	<p>1. I can <b>recognize and describe</b> unfairness and injustice in many forms including</p>

	<p>attitudes, bias, speech, behaviors, practices, and laws.</p> <p>2. I am <b>aware</b> that biased words and behaviors and unjust practices, laws, and institutions limit the rights and freedoms of people based on their identity groups in regard to world history.</p> <p>3. I <b>know</b> that all people (including myself) have certain advantages and disadvantages in society based on who they are and where and when they were born.</p> <p>4. I can <b>trace</b> some of the people, groups, and events in social justice history and <b>analyze</b> the beliefs and ideas that influenced them.</p> <p>5. I am <b>concerned</b> about how people (including myself) are treated and <b>empathize</b> with people when they are excluded or mistreated because of their identities.</p> <p>6. I <b>know</b> how to stand up for myself and for others when faced with exclusion, prejudice, and injustice. I will <b>work</b> to create an inclusive community.</p>
Grade 7	<p>1. I can <b>assess</b> unfairness and injustice in many forms including attitudes, bias, speech, behaviors, practices, and laws.</p> <p>2. I can <b>argue</b> that biased words and behaviors and unjust practices, laws, and institutions limit the rights and freedoms of people based on their identity groups in regard to world history.</p> <p>3. I can <b>give examples</b> that all people (including myself) have certain advantages and disadvantages in society based on who they are and where and when they were born.</p> <p>4. I can <b>compare and contrast</b> some of the people, groups, and events in social justice history and <b>analyze</b> the beliefs and ideas that influenced them.</p> <p>5. I am <b>concerned</b> about how people (including myself) are treated and <b>empathize</b> with people when they are excluded or mistreated because of their identities.</p> <p>6. I can <b>demonstrate</b> how to stand up for myself and for others when faced with exclusion, prejudice, and injustice. I will <b>work</b> to create an inclusive community.</p>
Grade 8	<p>1. I can <b>speak out against</b> unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.</p> <p>2. I can <b>explain and teach others</b> that biased words and behaviors and unjust practices, laws, and institutions limit the rights and freedoms of people based on their identity groups in regard to world history.</p> <p>3. I can <b>create solutions</b> addressing problems stemming from privilege.</p> <p>4. I can <b>research</b> some of the people, groups, and events in social justice history and</p>

	<p><i>analyze</i> the beliefs and ideas that influenced them.</p> <p>5. I am <b>concerned</b> about how people (including myself) are treated and <b>empathize</b> with people when they are excluded or mistreated because of their identities.</p> <p>6. I can <b>model</b> how to stand up for myself and for others when faced with exclusion, prejudice, and injustice. I will <b>advocate</b> for an inclusive community.</p>
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<p><b>Identity:</b> Who you are, the way you think about yourself, and the characteristics and groups you connect with inform others' perceptions of you and your interactions with the world.</p> <p><b>Essential Question:</b> Who am I and what is my place in society?</p>	
Grade Level	Learning Outcomes (What students will learn and be able to do by the end of each grade)
ECD	<ol style="list-style-type: none"> <li>1. I <b>know</b> and like who I am without making someone else feel bad about who they are.</li> <li>2. I <b>notice</b> differences and I am interested in learning about them.</li> <li>3. I can <b>list</b> the many groups I can be a part of, e.g. school, home.</li> </ol>
Kindergarten	<ol style="list-style-type: none"> <li>1. I <b>know</b> and like who I am and can <b>discuss</b> my family and myself without making someone else feel bad about who they are.</li> <li>2. I <b>notice</b> differences and I can talk about them respectfully.</li> <li>3. I can <b>identify</b> the many things that make me ALL me.</li> </ol>
Grade 1	<ol style="list-style-type: none"> <li>1. I <b>know</b> and like who I am. I can talk about my family and myself and <b>name</b> some of my group identities without making someone else feel bad about who they are.</li> <li>2. I can <b>talk</b> about ways families live their lives in similar and different ways to mine, and am interested in both.</li> <li>3. I <b>know</b> that all my group identities are part of me - but that I am always ALL me.</li> </ol>



<p><b>Grade 2</b></p>	<ol style="list-style-type: none"> <li>1. I <b>know</b> and like who I am. I can talk about my family and myself and can <b>name and describe</b> our various group identities without making someone else feel bad about who they are.</li> <li>2. I can <b>talk</b> about the variety of ways people live their lives in similar and different <b>ways</b> to mine and I do not make assumptions about others.</li> <li>3. I <b>recognize</b> that all my group identities are part of who I am, this is true for other people too.</li> </ol>
<p><b>Grade 3</b></p>	<ol style="list-style-type: none"> <li>1. I <b>know</b> and like who I am and can <b>name and evaluate</b> my group affiliations without making someone else feel bad about who they are.</li> <li>2. I can <b>investigate</b> my family history and culture.</li> <li>3. I can <b>show</b> that all my group identities are part of who I am, but none of them fully describe me and this is true for other people in my community.</li> </ol>
<p><b>Grade 4</b></p>	<ol style="list-style-type: none"> <li>1. I <b>know</b> and like who I am. I can talk about my family and myself by <b>describing</b> various groups without making someone else feel bad about who they are.</li> <li>2. I can <b>share</b> my family history and culture and the past contributions of people in my main identity groups. I am <b>aware</b> that families are similar and different to mine and I am interested in both.</li> <li>3. I can <b>explain</b> that all my group identities are part of who I am, but none of them fully describes me and this is true for people in my community and around the world and historically.</li> </ol>
<p><b>Grade 5</b></p>	<ol style="list-style-type: none"> <li>1. I know and am <b>confident</b> in who I am. I can <b>openly</b> talk about my family and myself and describe our various group identities. I know my identity doesn't make me better than people with other identities.</li> <li>2. I can <b>analyze</b> my family history and culture and can <b>evaluate</b> the current and past contributions of people in my main identity groups.</li> <li>3. I can <b>differentiate</b> between the group identities and sub-identities that make up who I am, but none of them fully describe me and this is true for other people too.</li> <li>4. I can <b>understand</b> various cultures and values to influence my own cultural appreciation and personal development.</li> </ol>

<p><b>Grade 6</b></p>	<ol style="list-style-type: none"> <li>1. I know and like who I am and can <b>comfortably</b> talk about my family and myself and describe our various group identities. I know my identity doesn't make me better than people with other identities.</li> <li>2. I can <b>verify</b> my family history and culture and how I am connected to the collective history and culture of other people.</li> <li>3. I <b>know</b> 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.</li> <li>4. I <b>know</b> 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.</li> </ol>
<p><b>Grade 7</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrating <b>confidence</b> in identity to the greater community, I know my identity doesn't make me better than people with other identities.</li> <li>2. I can <b>explain</b> how I am connected to the collective history and culture of other people.</li> <li>3. I can <b>generate examples</b> of the relevance of intersectionality historically and globally.</li> <li>4. I can <b>analyze</b> the 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.</li> </ol>
<p><b>Grade 8</b></p>	<ol style="list-style-type: none"> <li>1. <b>Demonstrating</b> confidence in identity to the greater community and in unfamiliar settings, I know my identity doesn't make me better than people with other identities.</li> <li>2. I can <b>demonstrate</b> how I am connected to the collective history and culture of other people.</li> <li>3. I can <b>evaluate</b> the role of intersectionality in my life and contemporary America.</li> <li>4. I can <b>present</b> the 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.</li> </ol>

