



FOUNDATION
AGAINST
INTOLERANCE
& RACISM

K-12 Pro-Human Learning Standards



About FAIR

The Foundation Against Intolerance and Racism (FAIR) is a nonpartisan organization dedicated to advancing civil rights and liberties for all Americans, and promoting a common culture based on fairness, understanding and humanity.

About the FAIR Learning Standards

Intolerance and Racism obscure the fundamental importance of our shared humanity. The FAIR Learning Standards invite all learners to see through these forces of human division to the goal of a diverse American society built on a foundation of fairness, understanding, and humanity.

The FAIR Learning Standards provide essential guidance for teaching and learning about the histories, experiences, and contributions of people of different cultural and ancestral backgrounds in the U.S. These standards can be used to inform and guide curricula in Ethnic or Racial Studies, History/Social Studies, and Civics. Existing standards in these subject areas generally provide either cynical or triumphal views; the FAIR standards avoid both mistakes. While honestly acknowledging the injustices and failures of the American past, our standards emphasize constructive principles that inspire optimism for the American future.

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We welcome your feedback! Email us at: education@fairforall.org.

To learn more visit: www.fairforall.org

pro-human *adjective*

pro-hu·man | \ 'prō-'hyü-mən \

1. : advocating for one human race, universal civil rights and liberties, and compassionate opposition to racism and intolerance rooted in dignity and our common humanity.

diversity *noun*

di-ver-si-ty | \ daɪ'vɜː.sə.ti \

1. : the existence of people who have different demographic characteristics, backgrounds, beliefs, or opinions within the same group or society.

human personality *noun*

hu·man per·son·al·i·ty | \ 'hyü-mən \ ,pər-sə-'na-lə-tē \

1. : the capacities, characteristics, experiences, and moral attributes of a human being.

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1

Students will develop a conceptual understanding of human personality. They will do this through close engagement with literary, historical, and philosophical works that feature individuals of diverse backgrounds.

2

Students will study and discuss the moral and ethical rights and responsibilities of human beings in both abstract and concrete terms. They will be aware of major alternative ethical systems and moral doctrines, as well as examples of how individuals and societies have perpetuated, struggled against, and overcome injustice, racism, discrimination, and marginalization.

3

Students will learn to recognize and respect the humanity of others in their interactions, and particularly in the context of disagreement and debate. They will learn how to dialogue respectfully across cultural and other differences, encountering the human personality of others through the lens of human compassion, respect, and empathy.

4

Students will understand the relationship between humanity and American political principles in the formation of the American story, particularly as it relates to the histories and experiences of people of diverse backgrounds within the U.S. Special focus will be given to the human character strengths of optimism, gratitude, resilience, forgiveness, and self-regulation. Students will study the significance of Martin Luther King, Jr.'s civil rights movement as a case study for developing this understanding.

5

Students will appreciate the historical and continuing importance of immigration to the American story. They will study both the aspirational openness of American political principles to all of humanity, as well as the persistent challenges and recurrent failures to realize this ideal in practice.

6

Students will appreciate the diversity of ideas, viewpoints, beliefs, and ways of being as a community asset and an expression of human personality — as a beautiful feature and reflection of human freedom rather than a narrowing and constricting source of division.

7

Students will see themselves in the curriculum as they focus on the experiences, histories, cultures, struggles and accomplishments of people of diverse backgrounds and personalities within American history and society. They will encounter the personal stories of individuals from diverse backgrounds and appreciate their contributions to the development of the American story over time.

8

Students will study a range of social justice movements, assessing their impact and analyzing their positive, inspiring contributions as well as their controversies and flaws.

9

Students will build awareness of the diversity that exists within and across demographic groupings. Acknowledging that each person's story is unique, students will study and understand the authentic diversity of human personality and identity.

10

Students will consider the development of American politics, history, and culture through the unique contributions of people of diverse backgrounds.

11

Students will analyze American historical debates and issues from multiple perspectives, cultivating a deep understanding of alternative arguments and respecting the human freedom that gives rise to disagreements.

12

Students will learn to think critically about their own opinions and to maintain an open-minded attitude in dialogue with others. Learning how to study, analyze, and understand alternative opinions as well as their own, they will encounter ideas, opinions, and arguments with which they disagree.

13

Students will explore the relationship between objective truth and subjective opinion, affirming the value of truth as the goal of inquiry and the status of opinion as the free human pursuit of this goal.

14

Students will explore how belonging to a group can influence one's personal opinions and perception of the world. They will understand the impact of group belonging to opinion formation and the cognitive biases that can impair their ability to comprehend objective reality.

15

Students will explore the human tendency toward tribalism and grouping people into general categories. They will learn to appreciate both the utility of this tendency in certain circumstances and the dangers of this tendency in others. Students will explore the complex and problematic history of using skin color, ethnicity and other characteristics to dehumanize people by flattening them into stereotypes.

16

Students will study the concept of the rule of law, including its application in the context of American political principles and historical development. They will encounter both successes and failures of the rule of law in American political history.

17

Students will relate the requirements of fairness to the principles of human equality and human freedom. They will study American historical and contemporary case studies of attempts to bring about increased fairness for people of diverse backgrounds in the U.S.

18

Students will learn from and engage deeply in the historic and ongoing struggle for justice and tolerance in the United States, understanding our shared history and pursuing the quest for true and equal citizenship for all. They will challenge racist, bigoted, or discriminatory beliefs and practices when they encounter them.

19

Students will cultivate a sense of fairness that counters racism and appreciates human personality, learning to treat themselves and others as imperfect individuals shaped by their humanity, by their unique life experiences, and by other factors including ancestry and cultural belonging.

20

Students will appreciate the importance of the principles of humanity, diversity, understanding, and fairness in building a more just society. They will cultivate the capacities necessary to pursue this goal in the mode of civil discourse and informed engagement.

K-2 Grade Level Outcomes and Scenarios

Standard	Code	Grade Level Outcome	Learning In-Action Scenarios
Humanity 1	HM.K-2.1	I can discuss how people have strengths that help them live their lives.	<ul style="list-style-type: none"> A student says, "I didn't know that we all share the same ancestors and are part of the same human race." After having an angry argument, students realize they both disrespected each other. The teacher compliments them for their understanding of what happened. A student experiences empathy and compassion and comforts a grieving classmate. A student notices that some peers seem isolated from the flow of activities and invites them to get involved. The teacher sees and remarks that such inclusion flows from fairness and compassion.
Humanity 2	HM.K-2.2	I appreciate that I am free to live in ways that make sense to me, and that other people want the same for themselves.	
Humanity 3	HM.K-2.3	I participate in discussions to learn and come to solutions, not to hurt others.	
Humanity 4	HM.K-2.4	I can discuss how Martin Luther King, Jr. spent his life working to fight racism and intolerance.	
Humanity 5	HM.K-2.5	I can speak about how cultures around the world use religion, art, philosophy, agriculture, industry, and trade to survive and thrive.	
Diversity 6	DV.K-2.6	I appreciate foods, music, and people that come from different parts of the world.	

Diversity 7	DV.K-2.7	I can speak about important Americans from many different backgrounds.	<ul style="list-style-type: none"> A student notices that a peer is being insulted, excluded, or harassed by others and tells a teacher immediately. The teacher tells the student that it took compassion and courage to speak up.
Diversity 8	DV.K-2.8	I recognize that some people value their cultural background more than others do, and that is okay.	<ul style="list-style-type: none"> A student hears a classmate use an ethnic slur and says, "That is a hurtful word." When the classmate says she doesn't care, the student informs the teacher.
Diversity 9	DV.K-2.9	I can discuss people of the same skin color who live in different places, speak different languages, and have different beliefs, identities, and values.	
Diversity 10	DV.K-2.10	I have listened to types of American music that originated in the experiences of people of different ethnicities, skin colors, and backgrounds.	
Understanding 11	US.K-2.11	When I disagree with others, I remember there is not always one clear answer.	<ul style="list-style-type: none"> A student summarizes what another student said to show she was listening carefully.
Understanding 12	US.K-2.12	I admit that sometimes I am wrong.	<ul style="list-style-type: none"> Students practice listening to each other without interrupting, and then their discussion partners listen in their turn.
Understanding 13	US.K-2.13	I consider evidence and different points of view.	<ul style="list-style-type: none"> A student hears other students talking at each other loudly and intervenes, saying, "You aren't even listening to each other."

Understanding 14	US.K-2.14	I form my own opinions even though I believe much of what others believe.	
Understanding 15	US.K-2.15	I look at a person or thing in many ways.	
Fairness 16	FR.K-2.16	I feel with people who hurt when they are treated unfairly.	<ul style="list-style-type: none"> Led by the teacher, students work together to come up with and affirm fair rules for all to follow in the classroom and on the playground. Students voice their concern when their classmates are not treated equally by the rules. The teacher compliments them on their fairness and compassion.
Fairness 17	FR.K-2.17	I treat people with respect.	
Fairness 18	FR.K-2.18	I tell an adult when I see bullying.	
Fairness 19	FR.K-2.19	I do not treat people differently because how they look.	
Fairness 20	FR.K-2.20	I treat people fairly to help us get along.	

3-5 Grade Level Outcomes and Scenarios

Standard	Code	Grade Level Outcomes	Learning In-Action Scenarios
Humanity 1	HM.3-5.1	I develop character strengths such as optimism, gratitude, forgiveness, resilience, and self-regulation to help me succeed.	<ul style="list-style-type: none"> Students start naturally using character strength words they have learned in class.
Humanity 2	HM.3-5.2	I respect the rights of others.	<ul style="list-style-type: none"> Students name and define at least one character strength that they possess and discuss how it helps them to live their lives.
Humanity 3	HM.3-5.3	I listen to others as one way to respect them.	<ul style="list-style-type: none"> Students discuss several rights everyone has and discuss behaviors that support these rights.
Humanity 4	HM.3-5.4	I develop the character strengths of optimism, gratitude, and forgiveness to help me overcome challenges.	<ul style="list-style-type: none"> Students are challenged by their teacher to think of ways they can help people who need help in their school or community. With the teacher's help, one group starts a food drive, another offers informal tutoring after school for their classmates who need it.
Humanity 5	HM.3-5.5	I can tell stories from multiple cultures that represent the character strengths they value.	

Diversity 6	DV.3-5.6	I relate well with people who share much of my background and those who don't.	<ul style="list-style-type: none"> Students discuss where their favorite foods, music, and people come from and place pins in a world map as they do so. The teacher points out how much of the globe is covered with pins. Students discuss their own ancestors' journeys to and experiences in America, including hardships they faced and benefits they enjoyed
Diversity 7	DV.3-5.7	I can discuss Americans who suffered from racism and intolerance but contributed to society anyway through their strengths of character and community.	
Diversity 8	DV.3-5.8	I can discuss specific people from history who drew power from their humanity, culture, and American values to fight racism and intolerance.	
Diversity 9	DV.3-5.9	I recognize the groups I am in and the smaller groups within those groups.	
Diversity 10	DV.3-5.10	I am grateful that America is a place where people share important values even though they come from different backgrounds.	
Understanding 11	US.3-5.11	When I argue with people, I remember that sometimes people disagree because they love different things.	<ul style="list-style-type: none"> A teacher sees students disagreeing civilly and compliments the students, saying, "You both are probably learning from this discussion." A teacher hears students arguing with angry tones and asks one of them, "What are you trying to accomplish in this discussion?" The student replies, "Show him he's
Understanding 12	US.3-5.12	I try to understand why people value what they value.	

			<p>wrong.” The teacher asks, “How’s that going? If you both tried to learn something instead of winning the argument, it may go much better.”</p>
Understanding 13	US.3-5.13	I grow and make better decisions because I am willing to do the hard work of finding evidence and admitting when I am wrong.	<ul style="list-style-type: none"> • A student says, “I hate it when I am wrong.” The teacher replies, “Would you rather stay wrong or feel the discomfort of realizing you are wrong?” The student replies, “I guess it is better to realize it, but I still get upset.”
Understanding 14	US.3-5.14	I am confident that I don’t have to believe everything people in my groups believe.	
Understanding 15	US.3-5.15	I recognize the odd feeling when people believe things about me without knowing me, and I try not to do that to others.	
Fairness 16	FR.3-5.16	I try to treat people equally by the same set of rules.	<ul style="list-style-type: none"> • While studying American history, a student claims that America is the greatest country in the world because people can be free, but another responds quickly that many Americans have not been allowed to be free. The teacher asks the students to consider how both of their points can be true.
Fairness 17	FR.3-5.17	I distinguish between what my rights are and what I merely happen to want.	

			ethnicities that have often been the targets of racism and intolerance. The teacher puts the students into groups to research the severe negative consequences of the discrimination but also the ways the marginalized ethnicities drew upon character strengths, community initiatives, and the legal system to overcome the discrimination.
Fairness 18	FR.3-5.18	I can discuss specific ways that injustice has been and remains a serious problem in American history and how we can work together to keep improving.	
Fairness 19	FR.3-5.19	I am inclusive because I respect how important it is for people to contribute to their groups.	<ul style="list-style-type: none"> • A group of students works with their teacher to form a student group called <i>Inclusion</i> that provides welcoming places to sit and talk at lunch and after school for anyone who wants it.
Fairness 20	FR.3-5.20	I look out for everyone in my grade because we all benefit when we treat each other with fairness.	

6-8 Grade Level Outcomes and Scenarios

Standard	Code	Grade Level Outcomes	Learning In-Action Scenarios
Humanity 1	HM.6-8.1	I recognize that my human personality is dynamic, complex, and unique, and I take responsibility for the person that I become.	<ul style="list-style-type: none"> Students work with teachers to host a Martin Luther King, Jr. Day event in January that includes activities that highlight his motivations, methods, accomplishments, criticism, and work left to be done.
Humanity 2	HM.6-8.2	I can discuss different ways to understand ethics and use these ways to make my world fairer.	<ul style="list-style-type: none"> Students each make a web of their social roles that show all of the communities to which they belong, including one character strength for each role that helps them do well in that role.
Humanity 3	HM.6-8.3	I improve my own views by acquiring accurate information and engaging in civil disagreement and debate.	<ul style="list-style-type: none"> Students work with a teacher to form an Ethics Club, which studies universal character strengths and how those qualities help people throughout history and around the world to thrive in their lives.
Humanity 4	HM.6-8.4	I can discuss why Martin Luther King's non-violent, hopeful approach to achieving civil rights was widely admired.	
Humanity 5	HM.6-8.5	I can discuss and emulate specific ways successful people and societies from around the world share basic ways of respecting each other.	

Diversity 6	DV.6-8.6	I emulate creative people from history by mixing and combining ideas to generate new ideas.	<ul style="list-style-type: none"> Students work with teachers to run Diversity Day or Ethnicity Day in which students research and present on how America would be less of a good place to live without the contributions of many ethnicities and cultures.
Diversity 7	DV.6-8.7	I can tell stories that show that America is a country of immigrants who have made the U.S. better and stronger than it would otherwise be.	<ul style="list-style-type: none"> A student refers to another student as African American to which the student says, "My ancestors have lived in Panama and Colombia for many generations, so I don't understand myself as African American." The students agree: "Labels can be misleading."
Diversity 8	DV.6-8.8	I can discuss and respect Americans who have drawn on their cultural belonging to respond to injustice, and others have drawn on American identity or common humanity.	<ul style="list-style-type: none"> A group of students works with administrators to form <i>Welcome</i>, a group of students from all backgrounds who work with new students when school starts to help orient them to feel belonging and start on the right foot at school.
Diversity 9	DV.6-8.9	I treat people as each having their own unique story, not necessarily defined by their skin color, ethnicity, or culture.	
Diversity 10	DV.6-8.10	I can discuss music as a cultural phenomenon that proves that listening to each other and sharing ideas leads to better outcomes.	
Understanding 11	US.6-8.11	I can discuss specific compromises between profoundly different views	<ul style="list-style-type: none"> Students work with a teacher to form Civil Debate Club,

		that American government is founded upon.	dedicated to conversing on important topics with a focus on skillful listening and a primary goal of learning rather than being right.
Understanding 12	US.6-8.12	I listen to others to help me better see why some people might agree or disagree with my views.	<ul style="list-style-type: none"> Students work with a teacher to form Junior Model UN Club, dedicated to exploring what vital issues are for people around the world and how to solve them, providing strong training for Model UN in high school.
Understanding 13	US.6-8.13	I recognize how important having one's own opinion is, and I respect others' right to their opinions even when I think they are wrong.	
Understanding 14	US.6-8.14	I reflect on how the various cognitive biases can affect what I believe and skew my sense of reality.	
Understanding 15	US.6-8.15	I recognize in myself and others the tendency to put people into in-groups and out-groups, and I resist doing so too readily.	
Fairness 16	FR.6-8.16	I can discuss specific instances of how laws can be necessary but insufficient elements of the rule of law and how laws must be enforced equally to be effective.	
Fairness 17	FR.6-8.17	I can discuss the painstaking, vital task of the courts in understanding which specific	<ul style="list-style-type: none"> Students continue leading through their <i>Inclusion</i> and <i>Welcome</i> clubs. Students work with a teacher to start a <i>Fairness</i> club open to students of every political view that watches and discusses movies and brings

		rights actually flow from the Constitution.	in a diverse set of speakers with different perspectives to better understand how some people's rights are not being respected today and different ideas on what can be done about it.
Fairness 18	FR.6-8.18	I accept the responsibility for taking appropriate action to reduce abusive behavior when I encounter it.	
Fairness 19	FR.6-8.19	I recognize that we are all imperfect people, and I offer forgiveness to others who request it when they hurt me.	
Fairness 20	FR.6-8.20	I respect the human personality in each of us because such respect is the backbone of the fair society we need to thrive.	

9-12 Grade Level Outcomes and Scenarios

Standard	Code	Grade Level Outcomes	
Humanity 1	HM.9-12.1	I respect people's freedom to develop and enact their character because it is essential to their quality of life.	<ul style="list-style-type: none"> Students and teachers either start or expand Model UN in school to develop mutual respect and understanding, and to hone listening, speaking, collaborating, and problem-solving skills on global issues.
Humanity 2	HM.9-12.2	I can explain how specific moral and ethical truths exist across otherwise different cultures and recognize those truths within my own culture.	<ul style="list-style-type: none"> Students will work with teachers and administrators to start and run <i>Together</i>, a peer-to-peer organization in which older students inform and encourage younger students to engage as fully as possible in co-curricular activities at school in order to belong and thrive.
Humanity 3	HM.9-12.3	I offer others the opportunity to air their opinions even when I think they are wrong because I admit that I have been wrong about many topics in my life and see that I needed to air my opinions to find out.	
Humanity 4	HM.9-12.4	I can explain how specific Americans, including Martin Luther King, Jr., have interpreted that American political principles should apply to humanity rather than	

		only to people of one skin color or ethnicity.	
Humanity 5	HM.9-12.5	I can explain why societies that most fully respect the integrity of the human personality promote the greatest contribution from everyone and the greatest prosperity for everyone.	
Diversity 6	DV.9-12.6	I can explain specific ways in which different cultures pursue fulfillment and thriving differently, and I relate these ways to common human purposes.	<ul style="list-style-type: none"> Students work with administrators, teachers, and local civic organizations to run <i>Help</i>, an organization that offers a non-judgmental place to come for any student at school suffering from alienation, hunger, intolerance, abuse, bullying or other malady. <i>Help</i> will show such students compassion and direct them to the appropriate school office or counselor for help solving their problem.
Diversity 7	DV.9-12.7	I connect with and relate to people who don't look like me or share my cultural background.	
Diversity 8	DV.9-12.8	I can explain the perspective of people who experience a tension between their cultural belonging and American identity.	
Diversity 9	DV.9-12.9	I treat each person's life and story as irreducibly unique.	

Diversity 10	DV.9-12.10	I can explain with specific examples the contributions to the American story by people of diverse ethnicities, skin colors, religions, and cultural groups.	
Understanding 11	US.9-12.11	I prepare for the kinds of arguments I might face tomorrow by understanding all sides of American historical debates.	<ul style="list-style-type: none"> Students either start or continue work with a teacher on Civil Debate Club, dedicated to conversing on important topics with a focus on skillful listening and a primary goal of learning rather than being right.
Understanding 12	US.9-12.12	I can clearly express the arguments of those with whom I disagree and provide persuasive counterarguments to them.	<ul style="list-style-type: none"> An English or history department decides that in tenth grade each student will complete a family history project involving research, interviews, and reflection on how each student came to be where and how they are.
Understanding 13	US.9-12.13	I respect others' rights to express their opinions without believing that all opinions are equally true.	
Understanding 14	US.9-12.14	I can identify specific cognitive biases, among them confirmation bias, in-group bias, and hostile intent bias, in myself and others.	
Understanding 15	US.9-12.15	I resist racism and intolerance because they inevitably involve forcing people into identity categories that flatten and diminish them.	

Fairness 16	FR.9-12.16	I can explain how the protection of the rights of marginalized people in American history has failed often because of failure to implement and equally enforce the rule of law.	<ul style="list-style-type: none"> Students work with administrators to start and run a Civic Engagement Fair early in the school year. On this day, approved representatives from organizations across the school's community can come pitch the students on service opportunities for the year.
Fairness 17	FR.9-12.17	I can explain the connections between social movements for increased fairness in the U.S. and the principles of freedom and equality that motivated the American Revolution and the "second founding" after the Civil War.	
Fairness 18	FR.9-12.18	I appreciate the paradigmatic importance of the Civil Rights struggle in providing the tools for the successful progress of other movements in the U.S.	
Fairness 19	FR.9-12.19	I resist as unfair forcing individuals to identify with a group or to force collective guilt upon individuals for wrongs they did not commit.	
Fairness 20	FR.9-12.20	I promote justice and civil discourse to vitalize our individual and collective productive powers of character.	