



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'vɜːsə.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. Special focus will be given to universal human character strengths. 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. 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 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.

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. They will study, analyze, and understand alternative opinions as well as their own.

13

Students will explore the relationship between objective truth and subjective opinion, affirming the value of truth as the goal of inquiry and the value of exchanging opinions as a means used in 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. They will understand our shared history and be motivated to further progress in applying the principles of human dignity, freedom, and equality in American society.

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 the character strengths that help people 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."
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.	<ul style="list-style-type: none"> After having an angry argument, students realize they both disrespected each other. The teacher compliments them for their understanding of what happened.
Humanity 3	HM.K-2.3	I participate in discussions to learn and come to solutions, not to hurt others.	<ul style="list-style-type: none"> A student experiences empathy and compassion and comforts a grieving classmate.
Humanity 4	HM.K-2.4	I can discuss how Martin Luther King, Jr. spent his life spreading a message of love and humanity.	
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.	<ul style="list-style-type: none"> 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.

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, opinions, and concerns.	
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 tend to believe much of what my family and friends 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 of 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 to help me succeed and thrive.	<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 can see why the Declaration of Independence has appealed to people around the world.	<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, and 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 also 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 the effects of 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 ideals to fight racism and intolerance.	
Diversity 9	DV.3-5.9	I recognize similarities I share with the people around me as well as the ways in which I'm unique.	
Diversity 10	DV.3-5.10	I am grateful that America is a place where people share important convictions 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.	
Understanding 12	US.3-5.12	I try to understand why people value what they value.	<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 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.”
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 the people around me 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.	<ul style="list-style-type: none"> • While studying American history, a student says, “Native Americans don’t have a chance in America because of prejudice.” Other students agree and point to other 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 treat other people the way I would like to be treated.	<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, as well as those who 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 which is 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 the ways in which compromises between opposing views led to the creation of our shared institutions.	<ul style="list-style-type: none"> Students work with a teacher to form 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.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 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 rights actually flow from the Constitution.	

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	Learning-In-Action Scenarios
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 moral and ethical truths exist across otherwise different cultures, and I 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 express their opinions even when I think they are wrong because I admit that I have been wrong before, and that I needed to express 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 human dignity 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 different 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 Movement in providing the tools for the successful progress of other social movements in the U.S.	
Fairness 19	FR.9-12.19	I resist the tendency to force 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.	
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